

Post-Training Support as a Predictor of the Implementation of Competency-Based Curriculum in Public Primary Schools in Kilifi County, Kenya

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Abstract

Ongoing professional development, mentorship, resource provision, and feedback systems are essential for maintaining teachers' competence and confidence in delivering CBC. Educational leaders must actively support these efforts, as their involvement is key to CBC's success. Policymakers and education stakeholders should prioritize long-term post-training programs to ensure CBC's sustainability and improve educational outcomes for Kenyan students. This study examines post-training support as a predictor of implementing the Competency-Based Curriculum (CBC) in public primary schools. The study utilized the Self-Determination Theory to explain that when learners feel a sense of control over their learning, believe in their ability to succeed, and experience supportive relationships, they are more likely to engage in learning for its intrinsic value rather than external rewards and to cultivate self-motivated, independent learners who can apply their knowledge in practical situations. This study used a descriptive survey design to collect data from teachers, headteachers, and education officers in Kilifi County. Stratified random sampling selected participants from 300 public primary schools, with data analyzed using descriptive statistics and Chi-square tests to examine the influence of post-training support on the implementation of CBC. The results show that instructional delivery ($p=0.003$) and assessment practices ($p=0.032$) are significantly influenced by post-training support, mainly through consistent classroom follow-up and feedback sessions. Professional growth also benefits from frequent support ($p=0.008$), but teacher preparation and planning are not significantly impacted by these support structures ($p=0.684$). These findings highlight the critical need for ongoing, structured post-training interventions to ensure effective CBC implementation. Recommendations include increasing the frequency of post-training support, enhancing classroom follow-ups for instructional and assessment improvements, and providing targeted resources for improving teacher preparation and planning. The study highlights that post-training support is essential for fostering teacher effectiveness and long-term success in CBC implementation.

Keywords: Continuous Mentorship, Peer Engagement Pedagogical Skills, Professional Growth, Support, Sustainability, Post-Training.

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1.1 Introduction

Implementing the Competency-Based Curriculum (CBC) in Kenya was a significant shift in educational practices to prepare students for the challenges of the 21st century (Cheruiyot, 2024). Teachers were at the core of this transition, and their preparedness played a crucial role in determining the success of CBC. In-service professional development programmes have been established to equip educators with the required skills (Akala, 2021). However, this article explored how post-training support impacted the ongoing efforts of teachers to effectively implement CBC in public primary schools, focusing on their long-term competency and the sustainability of these practices (Muchira et al., 2023).

In-service training for teachers is crucial to effectively implementing the CBC, a curriculum that shifts the focus from traditional knowledge acquisition to skills-based learning. The Kenyan government has prioritized in-service training for public primary school teachers as part of its broader efforts to align education with CBC. However, the effectiveness of these trainings can be diminished without follow-up or post-training support. Post-training support, including mentorship, access to resources, and continuous professional development, is critical in ensuring that teachers are prepared and remain confident in implementing CBC in their classrooms (Ngwacho, 2019). Without this support, teachers may struggle to translate what they learned during in-service training into practical classroom techniques (Bluestone et al., 2013).

The importance of post-training support cannot be overstated when translating teacher training into actionable pedagogical skills. Research by Kisirkoi and Kamanga (2018) indicated that teachers who received follow-up support after in-service training exhibited higher confidence levels in implementing CBC, compared to those who did not. Continuous mentorship, resource sharing, and regular feedback sessions helped bridge the gap between theory and practice. Similarly, a study conducted by M'mboga (2021) found that teachers in public primary schools often required support beyond initial training to adapt effectively to the CBC framework. Without this ongoing assistance, many teachers reverted to traditional teaching methods, thereby undermining the principles of CBC. Thus, post-training support is pivotal in ensuring teachers can consistently apply new teaching methods and assessment techniques in line with CBC requirements (Chen, 2022).

Teachers in Kenya face various challenges when implementing CBC without adequate post-training support. These challenges include resistance to adopting new teaching practices, lack of resources, and insufficient understanding of CBC's learner-centered approach. Bluestone et al. (2013) found that teachers who participated in CBC training programs but did not receive follow-up support were more likely to feel overwhelmed and revert to their old teaching habits. Furthermore, Li and Williams (2023) emphasized the importance of continuous feedback and assessment mechanisms as part of post-training support. Teachers who engaged in regular feedback sessions could better modify and refine their teaching practices, leading to improved student outcomes. Without these mechanisms, teachers found it challenging to navigate the shift from traditional knowledge-based curriculums to competency-based learning models (Saboke et al., 2021).

Continuous professional development, mentorship, resource provision, and feedback mechanisms are necessary to ensure that teachers remain competent and confident in delivering CBC. Educational leaders must take an active role in facilitating these support systems, as their involvement is critical to the success of CBC. Policymakers and stakeholders in education should prioritize long-term post-training initiatives to ensure the sustainability of CBC and enhance educational outcomes for Kenyan students.

1.2 Problem Statement

Despite the substantial investment in in-service training, many public primary school teachers in Kenya continued to face challenges in the effective implementation of CBC. Teachers often struggled to translate the skills learned in training into practical classroom techniques. The primary issue was the lack of consistent post-training support, leaving teachers without the necessary guidance to fully adapt the new curriculum. This study examined how post-training support had influenced CBC implementation and identified areas that required improvement to enhance teacher effectiveness. While there is extensive literature on teacher professional development and its impact on classroom practice, few studies have focused on how post-training support mechanisms such as mentorship, peer collaboration, and access to instructional resources directly influence the adoption and sustainability of CBC in rural and under-resourced settings like Kilifi. Most existing research on CBC implementation in Kenya tends to focus on curriculum design, teacher preparedness, and learner outcomes without fully exploring the ongoing support structures needed for teachers post-training to integrate CBC methodologies into their classrooms effectively. This gap points to a need for empirical studies assessing the extent to which different forms of post-training support predict the fidelity and effectiveness of CBC implementation, especially in regions with limited infrastructure and resources.

1.3 Objectives of the Study

- i. To establish the influence of post-training support on implementing a Competence Curriculum in public primary schools.
- ii. To examine the relationship between teacher professional development and their adaptation to the CBC.

1.4 Hypotheses

H01: There was no significant relationship between post-training support and the successful implementation of CBC in public primary schools.

H02: Post-training support did not significantly influence teacher satisfaction or competency in delivering CBC.

2.0 Literature Review

2.1 Post-Training Support and Teacher Development

Post-training support had been critical in enhancing the skills gained from in-service training. According to studies by M'mboga Akala (2021) and Kisirkoi & Kamanga (2018), professional development programs were more effective when accompanied by follow-up support. Teachers who received continuous mentorship and peer

engagement were more successful in applying CBC techniques. Bluestone et al. (2013) reported that teachers who lacked such support reverted to traditional methods, undermining the curriculum's innovative goals.

Post-training support is crucial for teacher development by enhancing the application of skills acquired during training sessions. Adequate post-training support ensures teachers receive continuous mentorship, feedback, and access to resources, helping them adapt new teaching practices to their specific classroom environments. Research by Joyce and Showers (2002) emphasizes that ongoing support following professional development significantly increases the likelihood that teachers will implement new strategies effectively. This support may include coaching, collaborative learning communities, and opportunities for reflection, which are essential for sustaining the initial learning from training and adapting it to different educational contexts. Without adequate post-training support, teachers may struggle to transfer their newly acquired skills into daily practice, thus limiting the long-term impact of professional development programs.

Moreover, post-training support fosters a culture of continuous learning among teachers, which is critical for both individual growth and institutional improvement. Knight (2009) argues that when teachers are provided with sustained support and opportunities for professional dialogue, they are more likely to refine their teaching strategies, stay motivated, and feel confident in adopting innovative methods. This type of development also encourages collaboration among educators, creating a network of shared knowledge and practices that benefit the entire school community. In the context of educational reforms like the Competency-Based Curriculum (CBC), post-training support is especially vital, as it helps teachers navigate the complexities of new pedagogical approaches and ensures that they have the tools needed to foster student-centered learning environments.

2.2 The Role of Leadership in Post-Training Support

Leadership played a pivotal role in ensuring the success of post-training support. Principals and education officers were expected to provide ongoing guidance to teachers. Li and Williams (2023) found that regular feedback and follow-up sessions ensured teachers received the necessary support, which helped them continuously improve their CBC implementation practices. Leaders set the tone for change and facilitate aligning goals, resources, and processes within educational institutions. They are responsible for ensuring that the objectives of educational programs are clearly communicated to teachers, students, and other stakeholders. According to Hallinger and Heck (2010), effective educational leadership is directly linked to school improvement and student outcomes, as leaders create conducive environments for learning by fostering collaboration, monitoring progress, and providing feedback. Their decisions on resource allocation, policy implementation, and capacity building are pivotal in determining the success of educational initiatives.

Moreover, leadership is essential in building a culture of accountability and commitment, which is crucial for the sustainability of education programs. Leaders drive the institutionalization of practices that promote continuous improvement and ensure that educational programs are not just implemented but are also evaluated and adapted as necessary. Fullan (2011) argues that leadership in education goes beyond administrative functions; it requires the capacity to inspire and mobilize people towards common educational goals. By engaging teachers and other stakeholders in the decision-making process, leaders can create a sense of ownership and accountability, which enhances program implementation fidelity. The collaboration between educational leaders and stakeholders builds the support systems necessary for overcoming challenges during program implementation.

The drivers of program implementation in education must be clearly defined to clarify roles, responsibilities, and processes. Effective implementation requires a shared understanding of who leads different aspects of the process. Fixsen et al. (2005) emphasize that leadership, managerial structures, and external technical support are key drivers in program implementation. They note that while leadership is responsible for setting strategic directions, managers within the institution must ensure the operational aspects of program implementation are handled efficiently. Additionally, technical support from external experts, policymakers, and educational consultants is necessary for addressing gaps in knowledge and capacity, thereby improving the chances of successful program execution. Institutions can better coordinate efforts and streamline implementation by clearly defining these drivers.

Furthermore, collaboration among stakeholders is essential to align objectives and promote a cohesive approach to program implementation. According to Fullan (2016), fostering a culture of collaboration between teachers, administrators, policymakers, and external experts ensures that all parties are working toward a common goal. This collective effort enhances accountability and creates a support system where challenges can be addressed collectively, promoting resilience in the face of obstacles.

Another critical aspect is continuous monitoring and evaluation. Clearly defined drivers must be accompanied by mechanisms to assess progress, identify bottlenecks, and make data-driven adjustments to the implementation strategy. As indicated by Darling-Hammond et al. (2020), the absence of robust evaluation frameworks often leads to fragmented efforts, undermining the effectiveness of the program. Incorporating feedback loops into the implementation process allows institutions to remain agile and responsive to emerging needs.

Ultimately, a well-defined structure of roles and responsibilities, supported by collaboration and continuous assessment, creates a foundation for sustainable program implementation. When these elements are in place, institutions can navigate the complexities of educational reform more effectively, ensuring that programs are not only implemented but also yield meaningful and lasting outcomes.

2.3 Theoretical Framework

The study utilized the Self-Determination Theory (SDT) by Deci and Ryan (1985), which posits that individuals are motivated to grow and develop when their basic psychological needs for autonomy, competence, and relatedness are fulfilled. The SDT suggests that when learners feel a sense of control over their learning (autonomy), believe in their ability to succeed (competence), and experience supportive relationships (relatedness), they are more likely to engage in learning for its intrinsic value rather than external rewards. This theory has profound implications for curriculum development, particularly in educational models like the Competency-Based Curriculum (CBC), which aims to cultivate self-motivated, independent learners who can apply their knowledge in practical situations.

The Competency-Based Curriculum (CBC), currently being implemented in Kenya, is designed to shift the focus from rote learning to a more learner-centered approach that emphasizes the development of critical thinking, creativity, and problem-solving skills. By integrating principles from motivational theories like SDT, educators can structure the CBC in ways that encourage intrinsic motivation, ensuring that learners absorb information and apply it independently. One critical aspect of this curriculum's success lies in post-training support for teachers. Post-training support involves continuous professional development, mentorship, and the provision of necessary resources to help teachers implement CBC effectively. When supported, teachers are more likely to create learning environments that satisfy students' psychological needs, enhancing the curriculum's effectiveness. The Self-Determination Theory offers a valuable lens to understand how this support can empower teachers to create autonomy-supportive classrooms where learners feel capable and motivated to pursue learning independently. Continuous support after training enables teachers to adapt and refine their teaching strategies, ensuring that they align with the principles of CBC. Therefore, by linking post-training support with theories of motivation, we can better understand its role in predicting the effectiveness of CBC implementation, particularly in under-resourced areas like Kilifi County.

3.0 Research Methods

This study adopted a descriptive survey design to collect data from teachers, headteachers, and education officers in Kilifi County. Stratified random sampling was used to select participants from approximately 300 public primary schools. Data collection tools, such as questionnaires and interviews, were employed to gather insights into how post-training support had influenced the implementation of CBC. A sample size of 294 teachers and 63 headteachers was selected using stratified random sampling. This ensured that various regions within Kilifi County were represented, providing a comprehensive view of the post-training support across different zones. Data was analysed using descriptive statistics (frequencies, percentages) and inferential statistics (Chi-square tests) to determine relationships between variables.

4.0 Results and Discussions

4.1 Presence of Post-Training Support

The study also sought to find out from the teachers whether post-training support is available to enhance their capacity to implement the CBC program effectively. The findings are presented in Figure 1 below.

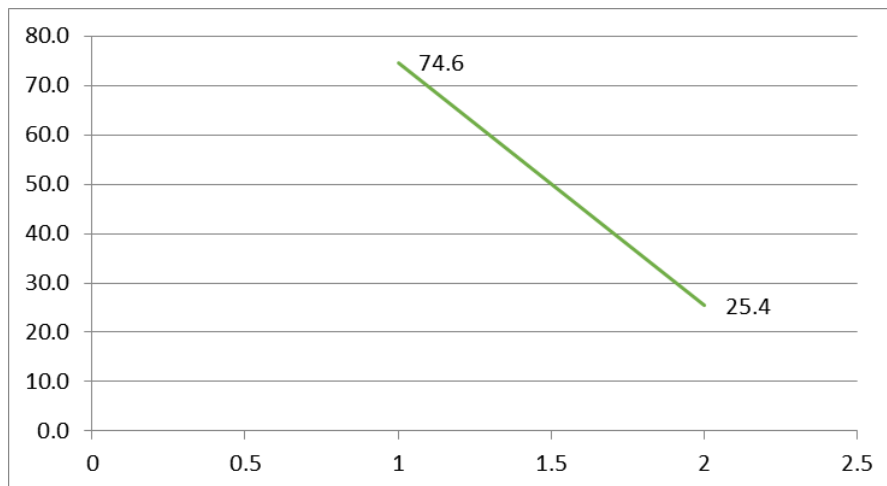


Figure 1: Presence of Post-Training Support

Figure 1 shows that the majority (74.6%) of the trainees reported that there was no post-training support to enhance their capacity to deliver effectively in the CBC program, while 25.4% reported that there was post-training support. Therefore, this study result suggests that a large proportion of trainees in Kilifi County, Kenya, felt that they did not receive post-training support to improve their ability to implement the Competency-Based Curriculum effectively.

Provision of Classroom Support or Mentorship

The study sought the teachers' insights on providing support or mentorship during the training to enhance their capacity to deliver effectively in the CBC program. The study sought to identify the source of the classroom support from the teachers. The findings are presented in the Figure below.

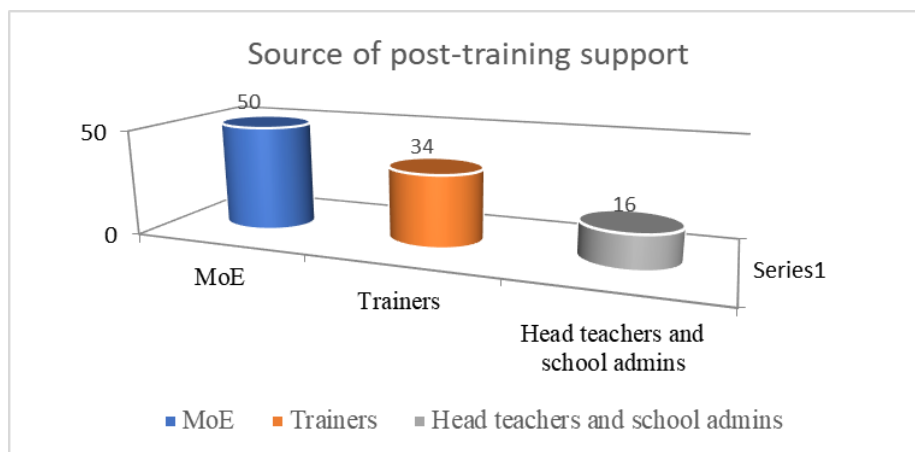


Figure 2: Provision of Post-Training Support

Study findings in Figure 2 reveal that half (50%) of the trainees reported that the post-training support was provided by the Ministry of Education support staff, and 34% of teachers reported that trainers provided the post-training support. In comparison, 16% reported that head teachers and school admins provided post-training support. The dominance of the Ministry of Education support staff in providing post-training support indicates the central role of governmental entities in continuing to assist teachers as they navigate the challenges of implementing the Competency-Based Curriculum (CBC). However, the involvement of trainers and school administrators also highlights the need for a collaborative approach, wherein multiple stakeholders contribute to ongoing support, ensuring a comprehensive and well-rounded assistance system. This diversified support structure implies that effective CBC implementation requires a coordinated effort from various levels of educational governance, emphasizing the importance of fostering collaboration among different stakeholders to address the evolving needs of teachers post-training.

4.2 Frequency of post-training support

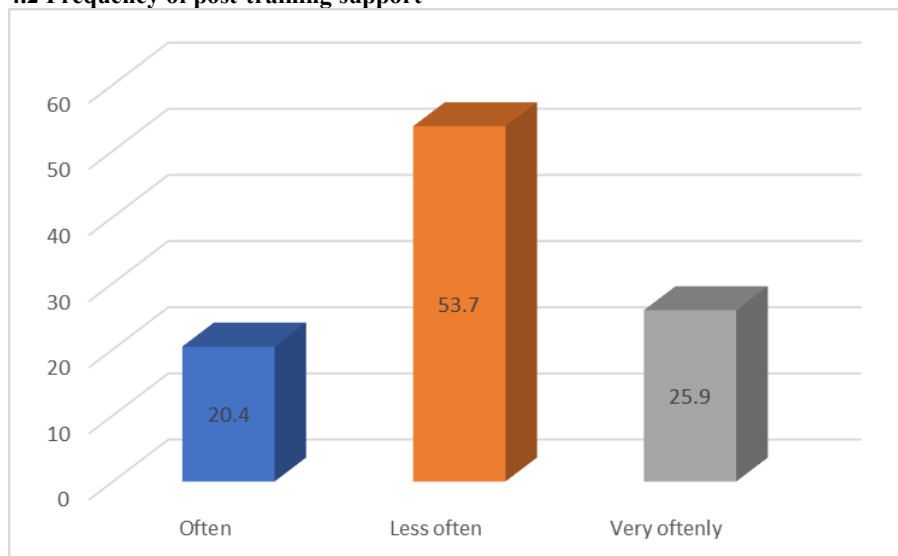


Figure 3: Frequency of Support

Over half (53.7%) of the trainees reported that the post-training support was less often provided, 25.9% of teachers reported the support was very often provided while 20.4% of the teachers reported that the post-training support was often provided. These findings suggest a variation in the perceived frequency of post-training support among the trainees in Kilifi County. A significant portion (53.7%) felt that support was less often provided, while a substantial number (25.9%) reported very often provided support, and another portion (20.4%) reported often provided support. This information could indicate potential areas for improvement in the consistency and frequency of post-training support to enhance the successful implementation of the CBC program in the region.

4.3 Adequacy of Post-Training Classroom Support

The study sought to establish the adequacy of post-training classroom support provided by the teachers. The findings are presented in Figure below.

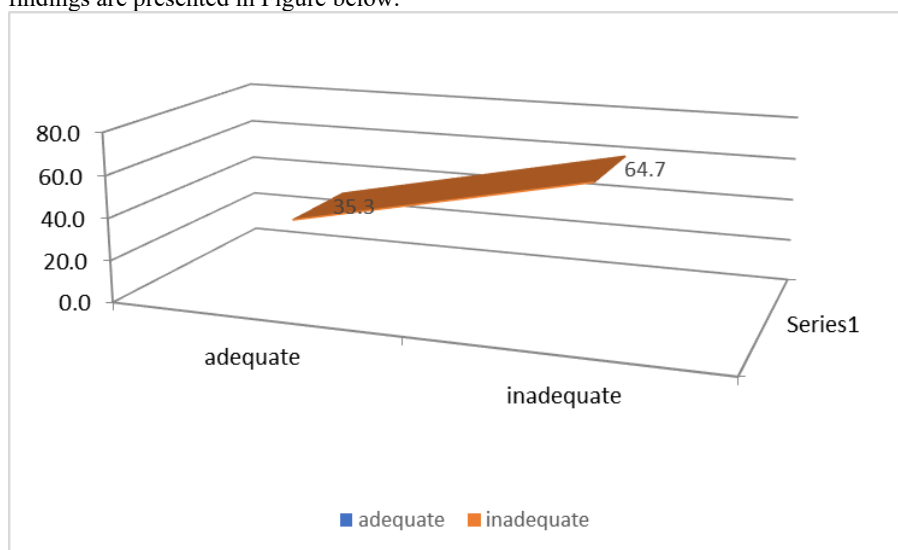


Figure 4: Adequacy of Post-Training Classroom Support

Study findings in Figure 4 reveal that 64.7% of the trainees reported that the post-training classroom support was inadequate and needed improvement. In comparison, 35.3% reported that the post-training classroom support was sufficient and helped implement the CBC program. The findings imply a substantial concern among trainees regarding the post-training classroom support for implementing the Competency-Based Curriculum (CBC). With

64.7% of trainees expressing that the support was inadequate and needed improvement, there is a clear signal that post-training assistance falls short of meeting the demands and challenges teachers face during actual CBC implementation. Therefore, addressing this inadequacy is imperative to ensure that teachers receive the necessary guidance and assistance after training, fostering a smoother and more successful integration of CBC principles into their teaching practices.

4.4 Effectiveness of Classroom Support

The study sought to find out from the teachers the effectiveness of the classroom support provided during the training. The findings are presented in Figure 5.

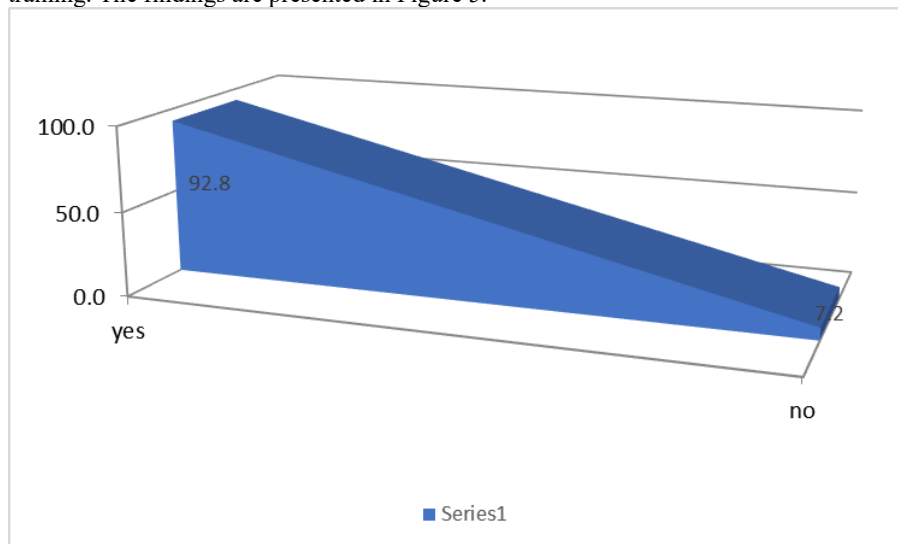


Figure 5: Effectiveness of the Classroom Support

Study findings in Figure 5 show that the majority (92.8%) of the trainees reported that the post-training support provided by different partners helped implement CBC. In comparison, 7.2% said that the post-training support was not helpful. The implication of the study findings, where the majority (92.8%) of trainees reported that post-training support provided by various partners was helpful and effective in implementing the Competency-Based Curriculum (CBC), is highly favourable. This overwhelming endorsement signifies the significance of collaborative efforts and external support in facilitating a smoother integration of CBC principles into teaching practices.

4.5 Type of On-going Support Received for Delivering CBC Sessions during the Training

The study sought to establish the ongoing support provided by the teachers during the CBC training sessions. The findings are presented in Figure 6.

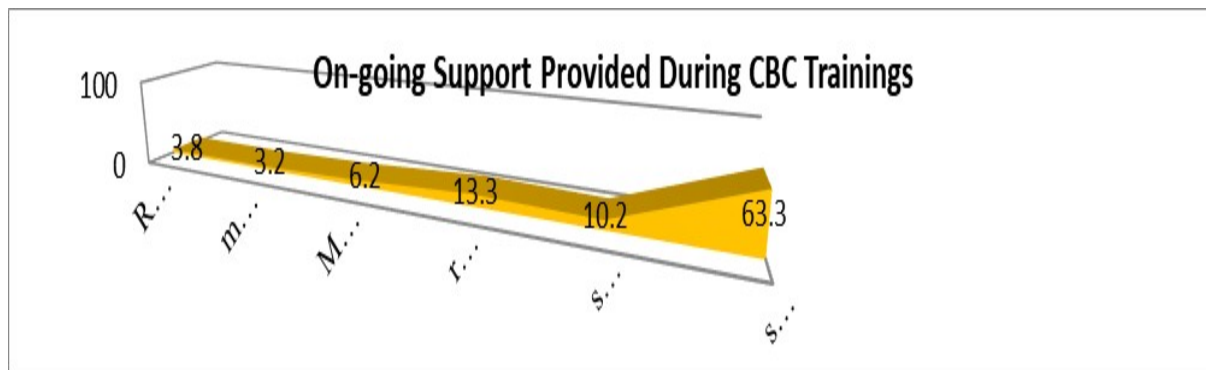


Figure 6: On-Going Support Provided During CBC Training

Figure 6 highlights a variety of educational strategies and methodologies. "Role-play provision" (3.8%) points to the value of incorporating role-playing in teaching to improve student engagement. "Modules guiding" (3.2%) reflects the need for structured and clear instructional modules to assist educators in lesson planning. The call for

"More training" (6.2%) emphasizes the importance of ongoing professional development, while "Retooling" (13.3%) suggests the need for updating skills and resources, recognizing the evolving nature of education and the need for continuous adaptation.

4.6 Frequency of Classroom Support

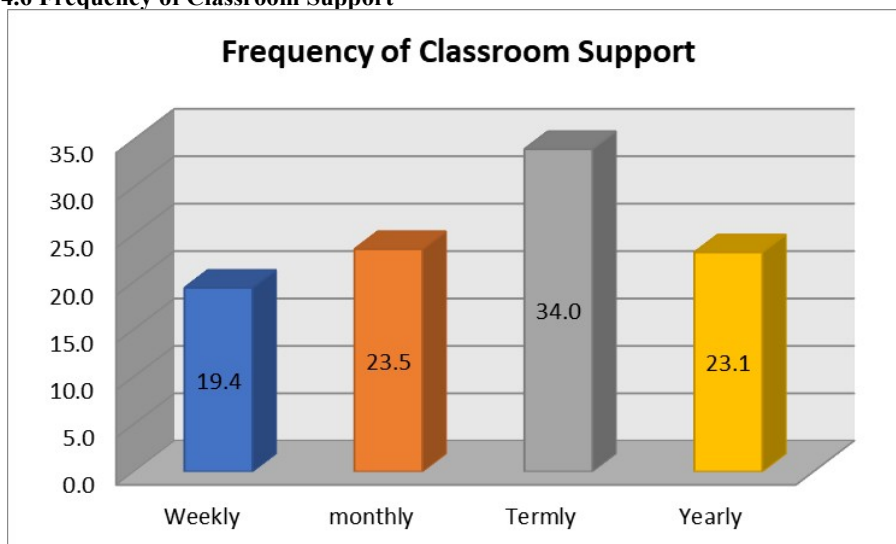


Figure 7: Frequency of Classroom Support

Figure 7 shows that "Weekly" (19.4%), "Monthly" (23.5%), "Termly" (34.0%), and "Yearly" (23.1%) suggest varying frequencies of support provided for the implementation of the Competency-Based Curriculum (CBC). These responses likely reflect the time intervals at which support, guidance, or training sessions are made available to educators or institutions involved in CBC implementation. The higher percentage associated with "Termly" implies that a significant proportion of respondents receive support on a term-by-term basis. This may indicate a structured and consistent approach to support aligned with the academic terms in the education calendar. On the other hand, the responses for "Weekly," "Monthly," and "Yearly" suggest diverse approaches to support provision, potentially catering to different needs, levels of intensity, or phases of the CBC implementation process.

4.7 The Influence of Post-Training Support in In-Service Teacher Professional Development on the Implementation of the Competence-Based Curriculum in Public Primary Schools

Table 1: Influence of Post-Training Support in In-Service Teacher Professional Development on the Implementation of the Competence-Based Curriculum

	Teachers' preparation and planning			Instructional delivery			Assessment, supervision, and feedback		
	χ^2	DF	P	χ^2	DF	P	χ^2	DF	P
Received support and monitoring during training	0.166	1	0.684	9.020	1	0.003	2.912	1	0.088
Value of post-training classroom support	0.014	1	0.905	22.556	1	0.000	4.592	1	0.032

The analysis reveals that support and monitoring during training significantly influenced instructional delivery ($p=0.003$) but had no significant effect on teachers' preparation and planning ($p=0.684$), assessment ($p=0.088$), or professional growth ($p=0.245$). The value of post-training classroom support had a strong positive impact on instructional delivery ($p=0.000$) and assessment ($p=0.032$), but did not significantly affect preparation and planning ($p=0.905$) or professional engagement ($p=0.847$). Additionally, the frequency of support significantly improved instructional delivery ($p=0.000$), assessment ($p=0.000$), and professional growth ($p=0.008$), showing

that ongoing support was crucial across these domains. However, teachers' preparation and planning was not significantly affected by the frequency of support ($p=1.000$).

5.0 Conclusion and Recommendations

5.1 Conclusion

The findings indicate that post-training support, particularly its frequency and value, plays a crucial role in successfully implementing the Competency-Based Curriculum (CBC) in public primary schools. Instructional delivery and assessment practices benefit significantly from consistent support and classroom follow-ups, while professional growth improves with regular guidance. However, teachers' preparation and planning appear less influenced by support mechanisms, suggesting that other factors, such as initial training content or personal preparation, may be more relevant in this area. Overall, continuous and well-structured post-training support is essential for maximizing teacher effectiveness in CBC implementation.

5.2 Recommendations

- i. Education authorities should ensure that teachers receive more regular and structured post-training support, including mentorship, workshops, and peer collaboration, as this significantly improves instructional delivery and professional growth.
- ii. Post-training support should include in-class observation and feedback sessions to help teachers refine their assessment techniques and instructional practices, which are areas most affected by follow-up support.
- iii. Since support did not significantly impact teacher preparation and planning, it is recommended that specific resources or workshops be developed to assist teachers in lesson planning, curriculum mapping, and time management to enhance their readiness for CBC implementation.

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