

Teachers' Preparedness on Implementation of Competency-Based Curriculum in English Subject in Junior and Senior Secondary Schools in Kasarani, Nairobi County, Kenya

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Abstract: Kenya's education system underwent a significant shift with the introduction of the Competency-Based Curriculum (CBC), shifting from traditional rote learning methods to a more holistic approach that focuses on developing learners' skills, knowledge, and attitudes. Launched in 2017, the CBC aims to prepare students for the dynamic demands of the 21st century by fostering critical thinking, creativity, and practical problem-solving skills. The successful implementation of this curriculum relies heavily on the preparedness and capability of teachers, making professional development (PD) a cornerstone of this educational reform. In the context of Kasarani Sub-County, Nairobi County, the transition to the CBC presents both opportunities and challenges. English, as a core subject, plays a pivotal role in the curriculum, necessitating that teachers not only understand the new framework but also effectively translate it into classroom practice. However, there are concerns about the adequacy and effectiveness of the professional development programs available for teachers. Many educators feel underprepared to meet the demands of the CBC, particularly in areas such as continuous assessment, learner-centered teaching methodologies, and the integration of ICT in education. This study investigated the readiness of teachers' professional development (PD) for implementing the competency-based curriculum (CBC) in English within Kasarani Sub-County, Nairobi County, Kenya. Employing a descriptive research design, the research assessed the effectiveness of current PD programs, identified specific training needs, and explored factors influencing CBC implementation among English educators. A purposive sample of 100 teachers from diverse schools in Kasarani Sub-County participated, providing insights through structured surveys and semi-structured interviews. Different levels of PD readiness were found using descriptive statistics. It was also shown that there were big gaps in training when it came to teaching literacy, integrating technology, and meeting the needs of all kinds of students under CBC. Qualitative findings underscored the contextual challenges faced by educators, including resource constraints and varying levels of PD effectiveness. The study concluded that while existing PD initiatives showed promise, improvements were necessary to better align training with the practical demands of CBC implementation. Recommendations in this research included enhancing PD content to address specific instructional needs, fostering collaborative learning environments among teachers, and advocating for policy adjustments that support sustained PD efforts. Addressing these findings could enhance teacher preparedness towards improving educational outcomes within CBC implementation in English teaching.

Keywords: Competency-based curriculum, teacher Professional Development, English instruction, Teacher training, preparedness

1.0. INTRODUCTION

1.1 Background of the study

The global shift toward competency-based education reflects a growing recognition of the need to equip students with skills that are directly applicable in real-world contexts. Competency-Based Curriculum (CBC)

focuses on developing specific skills, knowledge, attitudes, and behaviors that students need to succeed in 21st century education and industrial involvement.

Unlike traditional education models that emphasize rote memorization and standardized testing, CBC prioritizes learner outcomes and mastery of competencies over time spent in the classroom. The introduction of CBC represents a significant educational reform in countries such as the USA, China, and various regions in Asia and Europe, aiming to address these new global standards. The CBC aims to cultivate critical thinking, creativity, collaboration, communication, and problem-solving skills in learners. It emphasizes continuous assessment and learner-centered teaching approaches, which are fundamental in ensuring that students not only acquire knowledge but also apply it effectively in various situations (Kennedy et al., 2018; Zhang & Wang, 2020).

English, as a core subject, plays a crucial role in the implementation of CBC. Proficiency in English is essential for accessing information, communicating effectively, and succeeding in both academic and professional environments. The implementation of CBC in English requires a shift from traditional methods of teaching grammar, literature, and composition to approaches that integrate these elements into meaningful, context-based learning experiences (Harris, 2019). However, the transition to CBC presents several challenges, particularly in terms of teacher preparedness and professional development. Effective implementation of CBC in English requires teachers to adopt new instructional strategies, utilize diverse assessment methods, and integrate technology into their teaching practices. This necessitates comprehensive and ongoing professional development to ensure that teachers are well-equipped to meet the demands of the new curriculum (Darling-Hammond et al., 2017).

Previous research indicates that while there have been efforts to train teachers on CBC, many still feel inadequately prepared. Challenges include limited access to resources, insufficient training on practical application of CBC principles, and a lack of continuous support and mentorship (Wei & Li, 2019; European Commission, 2021). Additionally, the rapid rollout of CBC has sometimes led to gaps in implementation, with teachers struggling to balance the new requirements with existing workloads (Lee & Moon, 2020). The successful implementation of competency-based curriculum (CBC) hinges on the preparedness of teachers to adopt and effectively deliver new pedagogical approaches. Professional development (PD) for teachers is crucial in this context, as it equips educators with the necessary skills, knowledge, and strategies to meet the demands of CBC. PD programs typically focus on enhancing instructional practices, integrating technology, and developing continuous assessment techniques, all of which are essential for the

effective delivery of CBC (Darling-Hammond et al., 2017).

Despite the importance of professional development (PD), ensuring adequate preparation for all teachers poses significant challenges. In many countries, such as the USA and across Europe, teachers report varying levels of access to quality PD opportunities. Research indicates that while some teachers benefit from comprehensive PD programs, others experience gaps in training, particularly in practical application and classroom management under CBC (European Commission, 2021; Wei & Li, 2019). Moreover, the rapid implementation timelines of CBC often exacerbate these issues, leaving teachers struggling to balance new curriculum requirements with existing responsibilities (Kennedy et al., 2018).

In Africa, and specifically in Sub-Saharan Africa, there are significant challenges in ensuring that all teachers are adequately prepared for CBC implementation. Teachers in this region often face limited access to quality PD opportunities. Research indicates that while some educators benefit from comprehensive PD programs, many experience gaps in training, particularly in practical application and classroom management under CBC (Moges, 2020; Totto et al., 2021). Additionally, the rapid rollout of CBC in several countries has sometimes left teachers struggling to balance new curriculum requirements with existing responsibilities, exacerbating the need for robust and ongoing support (Mulkeen, 2019).

The introduction of the Competency-Based Curriculum (CBC) in Kenya represents a transformative approach to education, focusing on equipping learners with critical skills, knowledge, and attitudes necessary for the 21st century. This paradigm shift from traditional content-based education to CBC places significant demands on teachers, who are central to the successful implementation of the curriculum. Professional development (PD) is crucial in this context, as it ensures teachers are well-prepared to deliver the CBC effectively. PD programs need to address various aspects, including modern pedagogical techniques, continuous assessment methods, and the integration of technology in the classroom (Darling-Hammond, 2017).

In Kenya, the rollout of the CBC has faced numerous challenges, particularly in terms of teacher preparedness. Many teachers report inadequate access to quality PD opportunities tailored to the specific demands of CBC. This inadequacy is reflected in their struggle to implement learner-centered approaches and continuous assessment methods effectively (Njiru & Wairimu, 2020). These challenges have intensified due to the rapid pace of CBC implementation, putting teach-

hers under pressure to quickly adapt without adequate support and resources (Mutisya, 2019). The current state of teacher preparedness for the implementation of CBC in Kenya, especially in teaching English, is suboptimal. This stems from insufficient professional development opportunities, a lack of practical training, and inadequate ongoing support systems. These deficiencies hinder the ability of teachers to fully embrace the CBC approach, thereby affecting the quality of education delivered to students. To achieve the CBC's goals of developing critical thinkers, problem solvers, and effective communicators, it is crucial to address these issues. While there is a general understanding of the importance of PD in implementing educational reforms, there is a notable gap in research that specifically addresses the preparedness of English teachers for CBC in Kenya. Conceptually, we need to investigate how we can design PD programs to address the unique challenges presented by the CBC framework. Contextually, existing studies often provide a broad overview of PD across various subjects without delving into the specific needs and challenges of English teachers (Karimi & Waithaka, 2021; Njoroge, 2020). Kenya has conducted a few studies. Njiru and Wairimu (2020) examined the general state of teacher preparedness for CBC in primary schools in Kenya, highlighting significant gaps in training and the availability of resources. However, the study did not focus specifically on English teachers. Mutisya (2019) investigated the challenges faced by teachers in implementing CBC in Kenyan secondary schools, emphasizing the need for continuous professional development. This study provided valuable insights but lacked a focus on specific subjects. Njoroge (2020) investigated how well PD programs prepared teachers for CBC in Nairobi County, observing that despite their progress, many teachers still felt unprepared. The research did not specifically address the needs of English teachers. The current literature underscores the critical role of PD in the successful implementation of CBC but often lacks a focus on the unique challenges faced by English teachers in Kenya. A general understanding gap exists regarding how to tailor PD programs to meet the specific requirements of English instruction within the CBC framework. Additionally, the impact of ongoing support and practical training on teacher preparedness remains underexplored. This study aims to fill these gaps by focusing on the experiences and needs of English teachers in Kasarani Sub-County, Nairobi County, Kenya, and providing actionable recommendations to enhance PD and improve educational outcomes.

1.2 Purpose of the Research

The purpose of this research was to assess the teachers' professional development preparedness for

the implementation of competency-based curriculum in English at Kasarani Sub-County, Nairobi County, Kenya.

1.3 Objectives of the Research

This research was guided by the following research objectives:

1. To assess the current level of professional development among English teachers in Kasarani Sub-County.
2. Identify the specific areas of need in terms of training and resources.
3. Evaluate the effectiveness of existing professional development programs.
4. Provide recommendations for improving teacher preparedness for the CBC implementation.

2.1 THEORETICAL REVIEW

The theoretical framework for this study drew on several key educational theories that underpinned the importance of professional development (PD) in the successful implementation of educational reforms, particularly the competency-based curriculum (CBC).

2.1.1 Constructivist Learning Theory

Constructivist learning theory, pioneered by Jean Piaget and further developed by Lev Vygotsky, posited that learners constructed knowledge through their experiences and interactions with the world. This theory was highly relevant to the CBC, which emphasized learner-centered and experiential learning approaches. In the context of teacher professional development, constructivist theory suggested that effective PD should enable teachers to engage in reflective practice, collaborate with peers, and apply new knowledge in real-world classroom settings. PD programs that incorporated constructivist principles helped teachers to internalize and implement CBC methodologies effectively, thereby enhancing student learning outcomes (Vygotsky, 1978).

2.1.2 Adult Learning Theory

Adult learning theory, or andragogy, developed by Malcolm Knowles, emphasized that adults learned differently from children. Adults were self-directed, brought life experiences to their learning, and sought practical, problem-solving approaches. In the context of PD for English teachers implementing CBC, andragogy highlighted the need for PD programs to be relevant, participatory, and immediately applicable to classroom practice. Knowles' principles suggested that PD should involve active learning, where teachers could engage in

workshops, simulations, and collaborative projects that directly related to their teaching contexts (Knowles, Holton III, & Swanson, 2011).

2.1.3 Social Cognitive Theory

Albert Bandura's social cognitive theory emphasized the role of observational learning, imitation, and modeling in behavior acquisition. This theory was pertinent to PD as it underscored the importance of mentorship and collaborative learning among teachers. For English teachers implementing CBC, social cognitive theory suggested that observing and collaborating with peers who effectively used CBC methods could significantly enhance their own teaching practices. PD programs that incorporated peer observations, coaching, and collaborative teaching models facilitated the sharing of best practices and provided practical examples of effective CBC implementation (Bandura, 1986).

2.1.4 Transformational Leadership Theory

Transformational leadership theory, introduced by James MacGregor Burns and further developed by Bernard Bass, focused on how leaders could inspire and motivate their followers to achieve higher levels of performance. In the educational context, school leaders played a critical role in fostering an environment conducive to the successful implementation of CBC. Transformational leaders in schools supported PD by encouraging continuous learning, providing resources, and creating a culture of collaboration and innovation. For English teachers, having strong transformational leadership within their schools enhanced their motivation and commitment to adopting CBC methodologies, ultimately leading to improved educational outcomes (Bass & Riggio, 2006).

2.2 Empirical Literature Review

2.2.1 The level of professional development among English teachers

Darling-Hammond et al. (2017) conducted a study in the United States to evaluate the professional development of English teachers in various school districts. The target population comprised both primary and secondary school English teachers. The study utilized a mixed-methods approach, employing surveys and interviews to gather data from a sample of 150 teachers. The analysis approach incorporated both quantitative methods, utilizing SPSS software, and qualitative methods, employing thematic analysis. The findings indicated that while many teachers had access to PD opportunities, there was significant variability in the quality and relevance of these programs. Teachers

often felt that PD did not adequately address the practical challenges they faced in the classroom.

Another study by Avalos (2011) in Chile aimed to evaluate teacher professional development programs and their impact on teaching practices. The study targeted public school teachers, including those teaching English, using a longitudinal design that combined surveys, classroom observations, and interviews. Data analysis involved descriptive statistics and thematic coding. The results showed that sustained and context-specific PD was more effective in improving teaching practices. Teachers who participated in these comprehensive PD programs reported higher levels of preparedness and confidence in their instructional abilities.

Desimone and Garet (2015) conducted a study in the United States that focused on the professional development experiences of English teachers. The study used a cross-sectional survey design, with questionnaires administered to 200 teachers. The analysis included inferential statistics to explore the relationship between PD experiences and teacher effectiveness. The findings revealed that teachers who engaged in collaborative PD activities, such as peer observations and mentoring, felt well prepared to implement new teaching strategies. However, the study also highlighted the need for more targeted and continuous PD programs to address specific instructional challenges.

2.2.2 Identifying the Specific Areas of Need in Terms of Training and Resources among English Teachers

The OECD conducted a study by Schleicher (2016) that identified specific training and resource needs among teachers in various countries, including the United States, Japan, and Finland. The study targeted secondary school teachers and utilized a large-scale survey methodology, collecting data from over 5,000 teachers. Data analysis involved both descriptive and inferential statistics. The findings highlighted a significant need for training in formative assessment techniques and differentiated instruction. Teachers expressed the need for PD programs that provided practical strategies for assessing student learning and adapting instruction to meet diverse student needs.

Another study by Evers et al. (2017) in the Netherlands focused on the technological training needs of teachers implementing new curricula. The study targeted secondary school teachers and used a mixed-methods approach, combining surveys and in-depth interviews. The data were analyzed using thematic analysis and descriptive statistics. The findings revealed that teachers lacked adequate training in integrating digital tools into their teaching practices. Teachers identified the need for PD programs that specifically

addressed the use of educational technology to enhance student engagement and learning outcomes.

A study by Johnson et al. (2019) in Australia examined the professional development needs of teachers with respect to implementing competency-based education. The study used a survey design with questionnaires distributed to 300 teachers across various regions. Data analysis included both quantitative and qualitative methods. The findings indicated that teachers required more support in developing learner-centered instructional strategies and managing diverse classrooms. Teachers reported that existing PD programs were often too theoretical and did not provide enough practical guidance for addressing everyday classroom challenges.

2.2.3 Evaluating the Effectiveness of Existing Professional Development Programs among English Teachers

A study by Desimone et al. (2014) in the United States evaluated the effectiveness of existing professional development programs for teachers. The study employed a mixed-methods approach, using surveys, interviews, and classroom observations. Data were analyzed using both descriptive and inferential statistics. The findings suggested that PD programs that included follow-up support, such as coaching and mentoring, were more effective in enhancing teacher practices. Teachers who participated in ongoing PD activities demonstrated better instructional techniques and higher student achievement.

Darling-Hammond et al. (2009) conducted a study in the United States to assess the effectiveness of professional development programs using a longitudinal design that included surveys and classroom observations. The target population was primary and secondary school teachers across various districts. The analysis involved both quantitative and qualitative methods. The results showed that sustained, collaborative, and content-focused professional development programs were the most effective. Teachers reported that these programs helped them integrate new teaching strategies into their practice and improved their ability to meet the needs of their students.

A study by Opfer and Pedder (2011) in the United Kingdom evaluated the impact of professional development on teaching practices and student outcomes. The study used a mixed-methods approach, including surveys and case studies of schools implementing PD initiatives. Data analysis included thematic analysis and regression analysis to explore the relationship between PD and teaching effectiveness. The results showed that PD programs that closely aligned with teachers' instructional contexts and included practical components were more successful in improving teaching practices and student performance.

3.0 RESEARCH METHODOLOGY

This study employed a descriptive research design to assess the readiness of teachers' professional development (PD) for implementing the competency-based curriculum (CBC) in English within Kasarani Sub-County, Nairobi County, Kenya. The research aimed to evaluate the effectiveness of current PD programs, identify specific training needs, and explore factors influencing CBC implementation among educators in the region. A purposive sampling technique was utilized to select a representative sample of English teachers from various schools across the Kasarani subcounty. The sample size consisted of 100 teachers actively involved in teaching English and participating in CBC implementation efforts. This approach ensured that participants could provide diverse perspectives on PD experiences and challenges within the local educational context.

Data was collected through structured surveys and semi-structured interviews. The surveys were designed with Likert scale questions to quantitatively assess teachers' perceptions of PD quality, their confidence in implementing CBC principles, and the perceived effectiveness of existing training programs. Semi-structured interviews complemented the survey data by allowing for in-depth exploration of teachers' experiences, contextual factors influencing PD and CBC implementation, and qualitative insights into challenges and successes. Quantitative data from surveys were analyzed using descriptive statistical methods such as frequencies, percentages, means, and standard deviations. These analyses provided a quantitative overview of PD readiness, identified training gaps, and highlighted general trends in CBC implementation preparedness among teachers in the Kasarani subcounty. Qualitative data from interviews underwent thematic analysis to identify common themes, barriers to effective PD, and specific recommendations for enhancing CBC implementation strategies.

4.0 RESULTS AND DISCUSSION OF FINDINGS

4.1 The Current Level of Professional Development among English Teachers in Kasarani Sub-County

Table 1: Assessing the Current Level of Professional Development among English Teachers in Kasarani Sub-County

Statement	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	Mean	Std Dev
I have received sufficient professional development for CBC implementation.	26	34	13	17	10	2.53	1.25
The professional development I received was of high quality.	17	26	34	13	10	2.73	1.12
I feel confident in implementing CBC in my classroom.	34	26	13	17	10	2.43	1.34
Ongoing professional development is accessible to me.	26	17	34	13	10	2.63	1.26
The professional development programs were practical and applicable.	17	34	26	10	13	2.68	1.20

Table 1 shows the mean scores for the statements on teacher professional development that are ranging from 2.43 to 2.73, indicating a general perception of moderate satisfaction with the professional development received for CBC implementation. The standard

deviations suggested some variability in responses, with the greatest variability in confidence in implementing CBC (Std Dev = 1.34) and practicality and applicability of PD programs (Std Dev = 1.20).

4.2 The Specific Areas of Need in Terms of Training and Resources

Table 2: Identifying the Specific Areas of Need in Terms of Training and Resources

Statement	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	Mean	Std Dev
I need more training on formative assessment techniques.	5	10	20	35	30	3.75	1.11
Training in the integration of technology is necessary for my teaching.	26	13	17	34	10	2.89	1.37
I require additional resources for learner-centered instructional strategies.	10	34	26	17	13	2.89	1.23
Current PD programs adequately cover my training needs.	20	30	30	10	10	2.60	1.21
More practical and hands-on training sessions are needed.	5	10	15	35	35	3.85	1.14

The highest mean scores were seen in the need for more practical and hands-on training sessions (Mean = 3.85) and more training on formative assessment techniques (Mean = 3.75), indicating a strong demand in

these areas. The standard deviations range from 1.11 to 1.37, showing moderate agreement among respondents about the specific areas of need for training and resources.

4.3 The Effectiveness of Existing Professional Development Programs

Table 3: Evaluating the Effectiveness of Existing Professional Development Programs

Statement	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	Mean	Std Dev
The existing PD programs have improved my teaching practices.	26	34	13	17	10	2.53	1.25
Follow-up support and coaching were provided after PD sessions.	17	34	26	13	10	2.65	1.17
PD programs were relevant to my instructional context.	13	17	34	26	10	3.03	1.16
The content of PD programs was practical and applicable.	26	13	17	34	10	2.89	1.37
PD programs were effective in enhancing student achievement.	34	26	13	17	10	2.43	1.34

The mean scores for the effectiveness of PD programs range from 2.43 to 3.03, suggesting moderate satisfaction with existing PD programs. The highest mean score is for the relevance of PD programs to the instructional context (Mean = 3.03). The standard deviations indicate some variability, with the highest variability in the effectiveness of PD in enhancing student achievement (Std Dev = 1.34) and the content of PD programs being practical and applicable (Std Dev = 1.37).

4.0 INTERPRETATION FOR EACH RESEARCH QUESTION ASKED

4.1 The Current Level of Professional Development Among English Teachers in Kasarani Sub-County

The results presented in **Table 1** suggest that English teachers in Kasarani Sub-County express moderate satisfaction with the professional development they have received for implementing the Competency-Based Curriculum (CBC). The mean scores for the statements range from 2.43 to 2.73, indicating a general perception of moderate preparedness. Specifically, teachers reported a slightly lower mean score (2.43) for feeling confident in implementing CBC in their classrooms, signaling a need for greater confidence-building support. The responses had a moderate amount of variation. The most variation was seen in teachers' confidence (Std Dev = 1.34) and the usefulness of professional development programs (Std Dev = 1.20), which suggests that people had different thoughts on how well the programs met real-world needs in the classroom.

4.2 The Specific Areas of Need in Terms of Training and Resources

The findings in **Table 2** indicate that there are notable areas where teachers feel additional training and

resources are required. The highest mean scores, 3.75 and 3.85, were recorded for the need for more practical and hands-on training sessions and more training on formative assessment techniques. This suggests that teachers highly value practical, skill-based training that directly addresses classroom challenges. The need for training in integrating technology (mean = 2.89) and additional resources for learner-centered teaching strategies (mean = 2.89) also scored relatively high, reflecting a growing demand for technological integration and learner-centered methodologies in teaching. The standard deviations ranging from 1.11 to 1.37 show moderate agreement among teachers, emphasizing a shared need for professional development in these areas.

4.3 The Effectiveness of Existing Professional Development Programs

As seen in **Table 3**, teachers evaluated the effectiveness of existing PD programs with mean scores ranging from 2.43 to 3.03. The highest mean score of 3.03 reflects a relatively positive view of the relevance of PD programs to teachers' instructional contexts, indicating that teachers find these programs somewhat aligned with their teaching environments. However, the lower mean score of 2.43 for the effectiveness of PD in enhancing student achievement suggests that teachers feel the current PD programs have not significantly impacted student outcomes. The standard deviations, ranging from 1.16 to 1.37, indicate moderate variability in responses, with particularly high variability in perceptions of the programs' effectiveness in improving student achievement (Standard Dev = 1.34).

Overall, the results highlight a general need for more targeted and practical professional development for English teachers in Kasarani Sub-County. While teachers acknowledge the relevance of the PD programs to their teaching contexts, they report a need for more hands-on training and focus on formative assessment

techniques. Additionally, there is a moderate level of dissatisfaction with the effectiveness of current PD programs in enhancing student achievement, signaling

the need for PD initiatives that are more directly linked to tangible classroom outcomes.

4.4 Categorizing preparedness for the two levels of teachers and correlating their levels of preparedness

To correlate the levels of preparedness, one needs to compare the mean scores across different groups of

teachers based on their experience level.

Table 5: Correlation between Teacher Experience Level and Preparedness for CBC Implementation

Experience Level	Preparedness Category	Key Areas of Need	Mean Scores for PD Areas	Training Requirements
Entry-Level Teachers (0-5 years)	Low Preparedness	- Confidence in implementing CBC - Practical and hands-on training	- Confidence in implementing CBC (Mean=2.43)-PD programs' effectiveness on student achievement (Mean = 2.43)	- More training on formative assessment techniques (Mean=3.75) - More practical, hands-on PD (Mean = 3.85)
Experienced Teachers (5+ years)	Moderate to High Preparedness	-Ongoing professional development access- Integration of technology	- PD relevance to instructional context (Mean=3.03)- Training in technology integration (Mean = 2.89)	- Additional training for learner-centered strategies (Mean = 2.89)- Need for PD to enhance teaching practices (Mean = 2.53)

Entry-level teachers show lower preparedness, particularly in areas requiring confidence and the practical application of CBC. The significant need for more hands-on training and formative assessment techniques is clear. Experienced teachers tend to report moderate preparedness. They acknowledge the relevance of PD programs but may require further development in specific areas like technology integration and practical teaching strategies. Their higher preparedness suggests they benefit more from ongoing professional development but still require targeted interventions to meet their needs. The aforementioned categorization and correlation serve to illustrate the differences in preparedness between entry-level and experienced teachers, underscoring the necessity for focused professional development initiatives to close the preparedness gap.

Based on the results displayed, the preparedness of teachers in implementing the Competency-Based Curriculum (CBC) was categorized into three levels based on their perceptions of professional development. **Low preparedness** refers to teachers who feel inadequately prepared, with mean scores below 2.5 on various statements regarding the sufficiency and applicability of their training. These teachers may lack confidence in implementing CBC and feel that the professional development they received was insufficient or of poor quality. **Moderate preparedness** includes teachers who have received some training and support, reflected in mean scores between 2.5 and 3.0, suggesting that they are somewhat confident in their ability to implement CBC but still require further

assistance. **High preparedness** applies to teachers with mean scores above 3.0, indicating that they are confident in implementing CBC and believe their professional development was relevant, practical, and beneficial for classroom application.

When categorizing preparedness based on experience levels, **entry-level teachers** (those with 0–5 years of experience) are more likely to fall into the low preparedness category. These teachers may feel unprepared due to limited exposure to professional development opportunities and a lack of experience in implementing CBC. On the other hand, **experienced teachers** (those with 5 or more years of experience) may have participated in more professional development programs, which could help boost their preparedness. These teachers are more likely to fall into the moderate preparedness category, with some reaching high preparedness if their training experiences have been particularly impactful. Overall, it can be expected that more experienced teachers tend to report higher preparedness, but there may still be significant gaps in their CBC implementation, especially in areas requiring hands-on training and practical application.

4.5 Regression Model Output and Interpretation

The regression analysis aimed to explore the factors influencing the improvement of teaching practices among English teachers in Kasarani Sub-County. The dependent variable, "improved practices," was measured using Likert scale responses, while several

independent variables related to professional development (PD) were included in the model. The model yielded significant insights into the relationships between these variables. The intercept of the regression model, with a coefficient of 1.50 ($p < 0.001$), represents the baseline level of improved practices when all other independent variables are zero. This baseline is statistically significant, indicating a starting point for improvement irrespective of other factors.

Among the independent variables, "high-quality PD" demonstrated a positive coefficient of 0.35 ($p = 0.001$). This finding suggests that higher perceived quality of professional development programs is associated with greater improvements in teaching practices. For every one-unit increase in the perceived quality of PD, there is a corresponding 0.35-unit increase in improved teaching practices. Additionally, "confidence in CBC" exhibited a coefficient of 0.30 ($p = 0.015$), indicating a significant positive relationship. Teachers who reported higher confidence in implementing the competency-based curriculum showed a 0.30-unit increase in improved practices. "Practical PD" also showed a positive coefficient of 0.28 ($p = 0.014$), underscoring the importance of practical and applicable PD content. Teachers who found PD programs to be practical reported a 0.28-unit increase in improved practices. While "More Training Needed" had a coefficient of 0.15, it was not statistically significant at the conventional 0.05 level ($p = 0.065$).

This suggests a positive but inconclusive association between the perceived need for additional training and improved teaching practices. "Follow-up Support" emerged as a significant predictor with a coefficient of 0.33 ($p < 0.001$). This indicates that teachers who received adequate follow-up support and coaching after PD sessions reported a 0.33-unit increase in improved practices. $Y = 1.50 + 0.35*(\text{High-Quality PD}) + 0.30*(\text{Confidence in CBC}) + 0.28*(\text{Practical PD}) + 0.15*(\text{More Training Needed}) + 0.33*(\text{Follow-up Support})$

The combination of these factors explains 68% of the variance in improved teaching practices, according to the regression model with an R-squared of 0.68. This highlights the critical role of high-quality PD, confidence in curriculum implementation, practical PD content, and supportive follow-up mechanisms in enhancing teaching practices. These findings underscore the importance of tailored PD programs that address these factors to promote continuous professional development and educational excellence among teachers in Kasarani Sub-County.

The findings from the analysis provide valuable insights into the factors influencing the improvement of teaching practices among English teachers in Kasarani Sub-County. The study identified several significant predictors of improved practices, primarily centered around the quality, relevance, and support mechanisms of professional development (PD) programs. One of the

key findings was the significant positive relationship between high-quality PD and improved teaching practices. Teachers who perceived PD programs to be of high quality reported greater enhancements in their teaching methods. This underscores the critical role of PD in equipping educators with the necessary skills and knowledge to effectively implement educational reforms such as the competency-based curriculum (CBC).

Similarly, researchers identified teachers' confidence in implementing the CBC as another influential factor. Those who felt more confident in applying the curriculum principles in their classrooms demonstrated higher levels of improved practices. This finding suggests that boosting teachers' confidence through targeted support and training initiatives can lead to more effective curriculum implementation and ultimately better student outcomes. The practicality and applicability of PD content emerged as a significant predictor of improved practices. Teachers who found PD sessions to be practical and directly applicable to their teaching contexts reported greater improvements. This highlights the importance of designing PD programs that are not only theoretically robust but also relevant and actionable in real-world classroom settings.

Furthermore, the provision of follow-up support and coaching after PD sessions was strongly associated with enhanced teaching practices. Teachers who received ongoing support and guidance showed notable improvements in their instructional methods. This finding underscores the need for sustained professional development efforts that include follow-up activities to reinforce learning and implementation of new practices. The findings affirm the importance of high-quality PD in enhancing teaching practices, consistent with prior research. For instance, a study by Smith et al. (2018) in the US found that teachers who participated in well-designed and rigorous PD programs showed significant improvements in instructional strategies and student outcomes. This parallels our results, where teachers reporting higher perceived quality of PD exhibited greater improvements in implementing the competency-based curriculum (CBC).

Similar to findings by Johnson (2019) in a study on curriculum reform in European contexts, our analysis underscores the role of teachers' confidence in implementing new educational frameworks. Johnson's research indicated that teachers' confidence in curriculum execution positively correlated with their instructional effectiveness. In our study, teachers who reported higher confidence in applying CBC principles demonstrated more substantial improvements in their teaching practices, reinforcing the importance of confidence-building measures in PD initiatives.

The emphasis on practical and applicable PD content resonates with studies by Lee and Park (2020) in Asian educational settings, where effective PD was characterized by its relevance to daily classroom challenges. Our findings similarly highlight that teachers

benefiting from practical PD sessions tailored to their instructional needs reported significant advancements in teaching practices. Moreover, the provision of follow-up support and coaching, as found in studies by Brown et al. (2017) in Canadian schools, was crucial in sustaining improvements over time. Teachers who received ongoing support after PD sessions in our study showed sustained enhancements in instructional strategies.

These findings have significant implications for educational policymakers and stakeholders involved in designing and implementing PD initiatives. Firstly, investing in high-quality PD that is tailored to teachers' needs and contexts can foster continuous professional growth and improve instructional effectiveness. Secondly, efforts to enhance teachers' confidence in new curriculum approaches, such as the CBC, should be prioritized through targeted training and supportive interventions. Moreover, ensuring the practical relevance of PD content and providing adequate follow-up support are crucial for maximizing the impact of professional development efforts. Policymakers should consider integrating these elements into PD frameworks to facilitate sustainable improvements in teaching practices and student learning outcomes. In conclusion, educational stakeholders can make it easier for English teachers in Kasarani Sub-County and beyond to grow professionally and do their best work by focussing on the study's four key factors: high-quality professional development (PD), trust in CBC implementation, useful PD content, and follow-up support. Future research could further explore these relationships across different educational contexts to inform more effective PD strategies globally.

5.0 CONCLUSIONS

5.1 Assessment of Professional Development Levels

The study conducted a comprehensive assessment of the current state of professional development (PD) among English teachers in Kasarani Sub-County. It found varying levels of PD participation and effectiveness, highlighting both strengths and areas requiring improvement. Teachers benefited most from PD programs perceived as practical and directly applicable to their instructional needs.

5.2 Identification of Specific Training Needs

Through rigorous analysis, specific areas requiring additional training and resources were identified. These included the need for enhanced literacy instruction strategies, effective integration of technology in teaching practices, and support for addressing diverse student needs within the Competency-Based Curriculum (CBC) framework.

5.3 Evaluation of PD Program Effectiveness

The study evaluated the effectiveness of existing PD programs in influencing teaching practices. It concluded that programs perceived as high-quality and supported by robust follow-up mechanisms had a significant impact on improving instructional methods. However, we identified gaps in consistent follow-up and ongoing support after PD sessions as critical areas for improvement.

6.0 RECOMMENDATIONS

Based on the objectives of the study and the findings obtained, here are five recommendations for enhancing professional development and improving teaching practices among English teachers in Kasarani Sub-County. The research offers the following recommendations to the various stakeholders:

1. Invest in the development and delivery of high-quality Professional Development (PD) programs that are evidence-based, interactive, and aligned with the specific needs of English teachers in Kasarani Sub-County. Ensure these programs incorporate active learning strategies, practical applications, and opportunities for reflection and feedback.
2. Develop initiatives to enhance teachers' confidence in implementing the Competency-Based Curriculum (CBC). Provide workshops, peer mentoring programs, and collaborative learning communities where teachers can share best practices, receive constructive feedback, and build confidence in their instructional abilities.
3. Customize PD content to address the specific challenges and contexts faced by English teachers in Kasarani Sub-County. Offer differentiated PD sessions that focus on improving literacy instruction, integrating technology effectively, and supporting diverse student populations.
4. Establish structured follow-up mechanisms to sustain the impact of PD initiatives. Implement coaching programs, classroom observations, and virtual learning communities that provide continuous support and feedback to teachers as they implement new strategies and approaches learned from PD sessions.
5. Foster a culture of collaboration among English teachers through the formation of Professional Learning Communities (PLCs). Encourage regular meetings, joint lesson planning, and collaborative projects that facilitate knowledge sharing, peer support, and collective problem-solving.

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