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Influence of teacher pedagogical practices on implementation of the Competency Based Curriculum in public and private primary schools in Vihiga County, Kenya

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Abstract
An education reform in any nation is necessary because it allows a nation to periodically review, revise, and evaluate its education systems and programmes. Kenya recently adopted the competency-based curriculum. This curriculum allows learners to lean at their own ability to demonstrate mastery of the competencies required for their future career choice and progression. The purpose of the study was to investigate influence of teacher pedagogical practices on implementation of Competency Based Curriculum in public and private primary schools, Vihiga County, Kenya. The study embraced the Open System Theory as advocated by Von Bertalaffy. The study used the mixed methods approach design. The study had a population of 4820 that encompassed; 408 head teachers, 4392 teachers, 15 curriculum support offices (CSO) and 5 Sub County Education Officers (SCEO). Using stratified and simple random techniques, a sample of 456 was selected that included; 81 head teachers, 368 teachers, 5 curriculum support officers and 2 Sub County education officers. Questionnaire, interview schedule and observation schedule were adopted to collect data. Descriptive statistics was analyzed using frequencies and percentages and presented in tables. ANOVA was utilized to analyze inferential statistics. The finding concluded that there was a statistically significant positive relationship F (15, 329) = 1831.741, p < 0.00, less than 0.05 significant levels between teachers' pedagogical practices and implementation of the competency-based curriculum. The qualitative data was presented in prose form.
Key words: *competency-based curriculum; implementation; pedagogical practices*

1.0 Introduction

Empirical studies hold that efficient and effective teaching and learning methods are learner-focused and employs pedagogical strategies that support reflective and analytical thinking, inquiry by learners, collaboration among learners, problem solving and creativity (Vavrus, Thomas, & Bartlett, 2011). When teachers prepare learners with problem-solving and critical thinking skills, the learners develop an in-depth comprehension of the content and will obtain the competencies required to compete in the vital 21st century and to be worthwhile citizens (Katiba & Ji, 2017).

Problem solving, creativity and critical thinking are pivotal elements of competency-based curriculum (CBC). Reviewed studies establish that when competency-based curriculum is implemented, learners enhance their critical thinking, lifelong learning skills, and problem-solving skills; they also exhibit conceptual comprehension of material, peer engagement and a high self-efficacy (Koo, 2020; Choi, & Woo, 2020; Kwak, 2019). Similarly, implementation of the competency-based curriculum develops learners' readiness for tertiary and for future career choice and progression (Levine & Patrick, 2019; Blumenthal & Rasmussen, 2015).

Tumuheise, Ssempala, Winamasiko and Nachuha (2023) note that inquiry-based learning, experiential learning, collaborative learning and project-based learning are the most effective pedagogical practices used in the successful implementation of the competency-based curriculum. The main goal of competency-based curriculum is to prepare learners with skills, values and attitudes that allows them to resolve daily situations and compete in the ever-changing global market economy with the 21st century's demanding technological advancement (KICD, 2019). One method to

achieve this is to employ different methodology (Muchira, Morris, Aromu & Chorong, 2023), instructional materials (Tumuheise, Ssempala, Winamasiko and Nachuha, 2023).

Infusion of modern educational technology is the surest means to improve the quality of education through computer software and hardware, and digital networks in learning to construct knowledge. Application of digital technology has diverse merits. For example, visual images have a stronger appeal than mere words, visual and projectors sustains learning, and PowerPoint projectors and presentation ensures an interactive learning. Budhwar (2017) note that use of ICT enables effective record keeping of the information learnt. Micheni, Murumba and Machii (2023) asserted that teacher's subject content and pedagogical knowledge are pivotal to the integration of digital technology in the implementation of the competency-based curriculum hence, integration of digital technology matters.

In USA, implementation of the CBC has focused on pedagogical practices that include; student-centered learning, personalized learning and in-depth learning that has been successful because it improves learning outcomes and global job market (Hernández & Darling-Hammond, 2019).

Effective teacher-student mutual interaction is key in implementation of the competency-based curriculum, enhancing a conducive environment in which students actively involve with subject content, enhance problem-solving abilities, and acquire individual's support. Harvey and Harris (2021) stress the importance of such student-teacher interaction in developing student's autonomy, in-depth understanding and facilitating the application of acquired competencies in the actual-world context. Effective and efficient teacher-student mutual interaction, with meaningful feedback, mutual problem-solving and individual's learning dispensation, are threshold to successful implementation of the competency-based curriculum that ensures that not only students acquire knowledge-based skills but also the ability for its application.

Robertson, Gray, Lovegren, Killough and Wenzinger (2021) also agrees with the finding by stating that the level of the using instructional materials during implementation of the curriculum has yielded success during teaching and learning. Kopelman, Gardberg and Bradwein (2021) asserts that during implementation of the competency-based curriculum, teachers' preparation of professional work influences successful teachers teaching and learning styles and skills, use of instructional materials, and other teaching instruments for learners' comprehension. This allows the teacher to possesses the rightful practical knowledge on classroom implementation and delivery the competency-based curriculum. Teachers use of instructional allows in-depth learner's understanding of the competencies of competency-based curriculum.

Chrappan (2015) notes that teachers prefer to use the traditional method of chalk and talk of teaching because they consider the role of teaching and learning as transfer of knowledge. An instructional resource is the effective means of communication in the classroom for the successful teaching and learning (Ndethiu, 2019). It is unbearable not to use instructional materials during the implementation of the competency-based curriculum. It should be noted that an instructional material sustains and catches learner's curiosity and interests and for self-discover. Effective use of instructional materials and digital devices is pivotal for comprehension of the competencies. This can also be enhanced by the teacher's preliminary observation, and integrating attention during the teaching process.

In Uganda, Tumuheise, Ssempala, Winamasiko and Nachuha (2023) carried a study to investigate on factors influencing implementation of competency-based curriculum in Kabale District, Uganda. The study was based on the social constructivism theory by Lev Vygotsky. Purposive sampling technique was employed to select a sample of 126 head teachers, teachers and students as the study participants. The study adopted a case study design. Data was collected using an interview guide and focused group discussion. The study revealed that inquiry-based learning, experiential learning, collaborative learning and project-based learning are the most effective pedagogical practices used in the successful implementation of the competency-based curriculum. The qualitative data was analysed thematically. The study recommended that teachers should be trained in different pedagogical approaches and be provided with instructional materials to enable students to comprehend the mastery of the competencies of the competency-based curriculum. However, the present study was used questionnaire, interview guide and an observation guide to collect data in contrast to the reviewed study that only utilized an interview guide. Whereas the reviewed study only used qualitative description, the current study embraced both the qualitative and quantitative aspects.

The implementation of the competency-based curriculum faces the problem of a large class size. Mpeirwe (2020) note that large class size has a negative impact on student-teacher interactions by limiting cordial communication and

interaction during the learning process. This is based on the fact that students possess diverse learning abilities and talents and the teacher may not attend to individual's needs with difficulties due to high class enrollment. This makes it difficult to provide interactive teaching approaches that are learner-centered. Thus, a small class size could be of benefit to both teachers and students effective learning.

In Tanzania, Makunja (2016) established that insufficient teacher's pedagogical content hampers the successful implementation of the competency-based curriculum. It was also revealed that teachers had inadequate skills, knowledge and ethics for the implementation of CBC in Tanzania. Muchira, Morris, Aromu and Chorong (2023) conducted a study on challenges and lessons learnt form implementation of the competency-based curriculum in Korea and USA. A quasi-experimental research design was employed for the study. The items were employed on a 4-Likert scale of strong (3), average (2), weak (1) and absent (0). The study revealed that challenges such as; inadequate funding and teacher training opportunities, inconsistence assessment and pedagogical methodologies affected successful implementation of the competency-based curriculum in USA, Korea and Kenya. Nevertheless, whereas the mentioned study had a 4-point Likert scale, the present employed a 5-point Likert scale. Additionally, the present study was conducted in Vihiga County on teacher pedagogical practices on implementation of competency-based curriculum whereas the quoted study was conducted to compared implementation of competency-based curriculum in Kenya with that of Korea and USA.

Adhiambo, Macharia and Ngozi (2023) carried out a study on integration of digital technology in learning science during implementation of competency-based Curriculum in Nairobi County, Kenya. The study was conducted among grades 4-5. The study had a sample of 20 head teachers, 324 teachers, and 10 Curriculum Support Officers. The study concluded that technology integration in classes was limited, with teachers rarely utilizing tablets or computers during classroom teaching and learning. It was further revealed that a majority of schools lacked the necessary digital infrastructure, that include; consistence supply of electricity and adequate computers or laptops. Similarly, most teachers lack the digital technical knowledge for effective digital learning. The study recommended that strategies that include; improved infrastructure, continuous teacher development, small class size, reduced records keeping for successful implementation of the competency-based curriculum for science learning. However, the quoted study was conducted in an urban county in contrast to the present study that was conducted in rural environment hence, a gap this intended to be filled.

Kengo and Kirimi (2023) study on influence of instructional materials on implementation of CBC in Early Years Learning (EYE) revealed that the digital learning resources as well as the teacher's competency influence curriculum implementation. The study further established that, inadequate instructional materials such as digital devices is a challenge to the successful implementation of competency-based curriculum.

The Kenyan competency-based curriculum introduced in 2017 is a system of education that was designed by the Kenya Institute of Curriculum Development (KICD, 2017) differs from the previous 8.4.4 (Ongesa, 2020). The competency-based curriculum emphasize change from the tradition use of chalk-and-talk teaching and learning to focus on the learners through group assignment, comprehension of the facts from memorization and developing competencies and in-depth understanding of the core values and key issues. Studies on influence of teacher pedagogical practices on implementation of the Competency Based Curriculum in public and private primary schools in Vihiga County, Kenya is limited hence, the need for this study.

The quoted studies indicated that competency-based curriculum has been successful globally. It has enhanced pupils' acquisition of the required skills in tandem with the global job market of the 21st Century. Nonetheless, most of these research studies were done outside Vihiga County in Kenya. Lastly, scarce research studies were found in Vihiga County that concentrated on teacher pedagogical practices on implementation of the competency base curriculum. These knowledge gap informed the choice of the present objective.

2.0 Methodology

The study adopted the mixed methods approach that involves collection and integrations of quantitative and qualitative data. This is according to Thomas (2021) who note that use of a mixed method provides a complete understanding of the phenomenon under investigation. The target population was 4821 that comprised 408 head teachers and 4393 teachers from both public and private primary schools, 5 Sub-County Education Officers and the 15 Curriculum Support Officers in the five Sub Counties of Vihiga County. The study employed stratified and simple random techniques to sample 456 participants that include; 81 head teachers (77 public primary schools and 4 private primary

schools) and 368 teachers (354 public primary schools and 14 private primary schools), 5 Curriculum Support Officers and 2 Sub County Education Officers.

The study employed the questionnaire, interview guide and observation guide to collect and analyze data. Content, face and construct validity. The tools of the content validity were strengthened by experts review as noted by Sherri (2012). Face validity ensured that the wordings on the tools were simple and clarity of the questionnaire items understood by the participants (Creswell and Plano-Clark, 2011). The construct validity focused on the adequacy of operational definitions of the study variables and ascertain the theoretical meaning (Cohen & Morrison, 2013). The content validity index was ascertained at 0.74 that was considered appropriate for collection, analysis and findings for the study.

Reliability of the instruments ensured that the tools yields consistence results in different periods of time and items. Test-retest technique was twice administered on the research tools at two different points in time within two weeks lapse period. Haradhan (2017) note that two weeks lapse period during test-retest interval is quite suitable because the participants are not likely to be influenced by their initial set of responses when providing the second set of responses. One public and one private primary school that were not included in the final study were used for the pilot study. The Cronbach alpha value of 0.7 was deemed appropriate for internal consistency of the tools. The Statistical Package for Social Sciences (SPSS) was used to analyze the descriptive and inferential data. Quantitative data was analyzed using descriptive statistics largely percentages and frequencies while the hypothesis was tested using ANOVA. Data from interview guide and the observation guide was analyzed in prose form.

3.0 Results and Discussions

3.1 Respondents response on pedagogical practices and competency-based curriculum in public and private primary schools

Head teachers and teachers were asked to provide responses on a questionnaire about teacher's pedagogical practices and competency-based curriculum in public and private primary schools. The responses were premised on a 5-point Likert scale of never (N) = 1, rarely (R) = 4, occasionally (O) = 3, frequently (F) = 4 and very frequently (VF) = 5. The questionnaire was premised on four statements as described in table 1.2 and 1.3. The interview schedule administered on Curriculum Support Officers, Sub County Education Officers and the observation schedule were used to triangulate the finding with that of head teachers and teacher's questionnaire to compare and contrast the findings of the study. The findings are formulated in table 1.1.

3.1.1 Head teachers' responses on teacher pedagogical practices and competency based curriculum in public and private schools.

The head teachers' responses are described in table 1.1.

Table 1.1: Head teachers' response on pedagogical practices and competency based curriculum in public and private primary schools

Statement	School	N	R	O	F	VF
Teachers always use instructional materials during implementation of CBC	Public	14 (18.2%)	20 (26.0%)	24 (31.2%)	16 (20.8%)	3 (3.8%)
	Private	-		-	3 (75.0%)	1 (25.0%)
Teachers apply the digital technology during the implementation of the CBC	Public	22 (28.6%)	28 (36.4%)	13 (16.9%)	8 (10.4%)	6 (7.7%)
	Private	-	-	1 (25.0%)	2 (50.0%)	1 (25.0%)

Teachers vary methods of teaching and learning during implementation of the CBC	Public	17 (22.0%)	12 (15.6%)	16 (20.8%)	20 (26.0%)	12 (15.6%)
	Private	-	-	-	3 (75.0%)	1 (25.0%)
There is individual's teacher-pupil interaction during implementation of the CBC	Public	20 (25.9%)	18 (23.4%)	13 (16.9%)	11 (14.3%)	15 (19.5%)
	Private				2 (50.0%)	2 (50.0%)

It can be deduced from the table 1.1 that a large percentage of the public head teacher 31.2%, indicated that teachers occasionally use instructional materials during implementation of competency-based curriculum. The finding was contrary to a large percentage of private primary school head teachers 75.0% whose finding indicate that teachers frequently use instructional materials during implementation of competency-based curriculum. It was also observed that most private primary schools' pupils comprehend the learning of the competency-based curriculum contrary to those in public primary schools because of the frequent use of instructional materials. The finding illustrate that private primary school teachers frequently use instructional materials that enable efficient implementation of the competency-based curriculum than public primary schools. Ndethiu (2019) concur that an instructional material is the most effective means of communication in the classroom for successful teaching and learning. Robertson, Gray, Lovegren, Killough and Wenzinger (2021) also agrees with the finding by stating that the level of the using instructional materials during implementation of the curriculum has yielded success during teaching and learning.

A large percentage of the public primary school head teachers 36.4%, revealed that most teachers rarely use digital technology during the implementation of the competency-based curriculum. In contrast, half the percentage of the private primary school head teachers 50.0% indicate that teachers frequently use digital technology during the implementation of the competency-based curriculum. The study observed use of digital technology in private primary schools with the aid of an information communication technology (ICT) assistant during implementation of the competency-based curriculum which was inconsistence with teachers in public primary schools. Besides, private primary schools had constant power supply and sizeable classrooms according to the number of pupils' contrary to public primary schools that are unable to meet electricity bills coupled with large class size and ill-equipped teachers in ICT. Most Curriculum Support Officers and the Sub County Education officers agreed that private primary schools have introduced digital technology during implementation of the competency-based curriculum due to effective parental obligation on provision of the Information Communication Technology devices such as computers, laptops, tablets, projectors for power point presentations. The finding is consistence with Makunja (2016) who established that insufficient teacher's pedagogical content hampers the successful implementation of the competency-based curriculum. It was also revealed that teachers had inadequate skills, knowledge and ethics for the implementation of CBC in Tanzania.

From the finding, more than one-quarter (26.0%) of the head teacher's response from the public primary schools and three-quarter (75.0%) of head teachers from private primary schools frequently vary methods of teaching and learning during implementation of the competency-based curriculum. The study established that most teachers use diverse methods of teaching such as explanation, demonstration, discussion and question and answer. These techniques are child-centred that engage learners in the learning process. The Sub County Education Officers and Curriculum Support Officers also reiterated their focus on the importance of different methods of learning during school assessment visits. The study agrees with Tumuheise, Ssempala, Winamasiko and Nachuha (2023) whose revealed that inquiry-based learning, experiential learning, collaborative learning and project-based learning are the most effective pedagogical practices used in the successful implementation of the competency-based curriculum.

One -quarter (25.9%) of the public head teachers noted that teachers do not have individual's teacher-pupil interaction during the implementation of the competency-based curriculum. On contrast, half (50%) and another half (50%) of the private head teachers in private primary schools noted that their teacher frequently and very frequently has individual's teacher-pupil interaction during the implementation of the competency-based curriculum respectively. However, the study observed that most public primary schools have high teacher-pupil ratio that cannot allow teachers to have individual's pupil attention. A further in-depth conversation from the Sub County Education Officers and

Curriculum Support Officers established teacher understaffing is a challenge to individual's teacher-pupil interaction. Mpeirwe (2020) is consistent with the finding that large class size has a negative impact on student-teacher interactions by limiting cordial communication and interaction during the learning process. This is based on the fact that students possess diverse learning abilities and talents and the teachers may not attend to individual's needs with difficulties due to high class enrollment. This makes it difficult to provide interactive teaching approaches that are learner-centered. Thus, a small class size could be of benefit to both teachers and students effective learning.

3.1.2 Teachers response on teacher pedagogical practices and implementation of the competency-based curriculum in public and private schools.

Teachers were requested to provide their responses on their professional pedagogical practices and implementation of the competency-based curriculum in public and private schools. Their views were considered pivotal because they are the actual implementations of the competency-based curriculum in primary schools. Their views are presented in table 1.2.

Table 1.2: Teachers' response on pedagogical practices and competency based curriculum in public and private primary schools

Statement	Type of school	N	R	O	F	VF
We always use instructional materials during teaching and learning	Public	81 (32.4%)	63 (25.2%)	35 (14.0%)	55 (22.0%)	16 (6.4%)
	Private	-	-	01 (7.1%)	07 (50.0%)	06 (42.9%)
We always apply the digital technology during curriculum delivery	Public	62 (24.8%)	94 (37.6%)	30 (12.0%)	41 (16.4%)	23 (9.2%)
	Private	-	-	03 (21.4%)	06 (42.9%)	05 (35.7%)
We always vary methods of teaching and learning	Public	41 (16.4%)	60 (24.0%)	27 (10.8%)	67 (26.8%)	55 (22.0%)
	Private	-	-	02 (14.3%)	09 (64.3%)	03 (21.4%)
We always have individual's teacher-pupil interaction during curriculum implementation	Public	76 (30.4%)	66 (26.4%)	41 (16.4%)	35 (14.0%)	32 (12.8%)
	Private	-	-	-	10 (71.4%)	04 (28.6%)

From the finding, most teachers 81 (32.4%) in public primary schools never use instructional materials during implementation of the competency base curriculum. The finding is in contrast to majority teachers 7 (50.0%) in private primary schools who frequently use instructional materials during implementation of the competency base curriculum. The study revealed that most teachers in public primary schools lack sufficient instructional materials. The study also established that a text book is the main instructional material used in the class. One of the curriculum support officers reiterated that most public schools receive instructional materials from the government but they have the challenge of storage and maintenance. This implies that most pupils in public primary schools are unable to effectively comprehend the competency-based curriculum due to the teacher's inability to utilize instructional materials during the learning process unlike those in private primary schools. The study concurs with Kopelman, Gardberg and Bradwein (2021) who asserts that during implementation of the competency-based curriculum, teachers' preparation of professional work influences successful teachers' teaching and learning styles and skills, use of instructional materials, and other teaching instruments for learners' comprehension.

From the finding, most teachers in public primary schools rarely utilize the digital technology as indicated by majority teacher's response 94 (37.6%). In contrary, most private primary school teachers 6 (42.9%) indicated that they frequently apply digital technology learning during the implementation of the competency-based curriculum. The researcher observed application of digital learning in most private primary schools in contrast to those in public primary schools. A follow-up conversation with the Sub County Education Officers and Curriculum Support Officers revealed that most public primary school teachers had not impressed digital learning because of advance age of retirement, inadequate digital devices and infrastructure, teacher demotivation and high pupils' enrollment. The finding corresponds with Muchira, Morris, Aromu and Chorong (2023) whose study revealed that challenges such as; inadequate funding and teacher training opportunities, inconsistence assessment and pedagogical methodologies affected successful implementation of the competency-based curriculum in USA, Korea and Kenya.

From the finding, a majority of the public primary school teachers 67 (26.8%) and private primary school teachers 9 (64.3%) frequently vary methods of teaching and learning during implementation of the competency-based curriculum. The face-face conversation with the Sub County Education Officers and Curriculum Support Officers also revealed that use of different teaching and learning methods is emphasized during teacher in-service courses and assessment visits in schools. Use of different teaching and learning techniques makes pupils active participants during the learning process. The finding agrees with Chrappan (2015) who notes that teachers prefer to use the traditional method of chalk and talk of teaching because they consider the role of teaching and learning as transfer of knowledge.

From the finding, most of the public primary school head teachers 76 (30.4%) are never exposed to individual's teacher-pupil interaction during implementation of the competency-based curriculum. This finding is inconsistence with majority teachers 10 (71.4%) in private primary schools who frequently have individual's teacher-pupil interaction during implementation of the competency-based curriculum. The study revealed that, most classrooms in private primary schools have an average of 20 pupils as opposed to public primary schools whose average class size is above 60 pupils for effective interaction between the teacher and the pupil. A study by Harvey and Harris (2021) also agrees with the finding by noting the importance of student-teacher interaction in developing student's autonomy, in-depth understanding and facilitating the application of acquired competencies in the actual-world context.

3.4.3 Relationship between teachers' pedagogical practices and competency-based curriculum in public and private schools

Further, the researcher used ANOVA to test for the hypothesis that;

Ho_1: There is no statistically difference between teacher pedagogical practices and implementation of the competency-based curriculum in public and private primary schools in Vihiga County, Kenya. This was deemed appropriate because it compared means from head teachers and teachers' opinion. The regression Analysis of Variance was analysed, as proposed by Creswell (2014). The results were tabulated in Table 4.11 as indicated.

Table 1.3: ANOVA- Influence of teachers' pedagogical practices and implementation of competency based curriculum in public and private primary schools

Source	Sum of Squares	df	Mean Square	F	Sig.
Regression	80.531	15	5.369	1831.741	0.000
Residual	.964	329	.003		
Total	81.496	344			

a. Dependent variable: Competency Based Curriculum

b. Model: (Intercept), Use of instructional materials, digital devices, vary methods of teaching, classroom interactions.

From the finding in Table 1.4, it can be evidenced that teacher pedagogical practices are a significant predictor of implementation of competency-based curriculum where, $F(15, 329) = 1831.741$, $p < 0.00$, less than 0.05 significant level. It is therefore, established that the regression model significantly predicts the implementation of competency-based curriculum. Additionally, Table 1.4 indicate a regression model on influence of teacher pedagogical practices on the implementation of competency-based curriculum in Vihiga County, Kenya.

Therefore, the null hypothesis that "there is a *statistically difference between teacher pedagogical practices and implementation of the competency-based curriculum in public and private primary schools in Vihiga County, Kenya*" was rejected. Thus, the alternative hypothesis was accepted that "*there is a statistically difference between teacher*

pedagogical practices and implementation of the competency-based curriculum in public and private primary schools in Vihiga County, Kenya."

The finding agrees with Hernández and Darling-Hammond (2019) whose study revealed that pedagogical practices that include; learner-centered learning and in-depth learning are likely to produce learners with improved learning outcomes for global market demand of human capital. The finding is in contrast with Adegbola and Adegbola (2019) and Boateng and Adu (2019) which established that whereas traditional pedagogical approaches such as lecture method still prevail in classroom learning due to limited resources and large class size, modern pedagogical strategies like learner-centered approaches such as problem solving and cooperative learning are emerging during the implementation of a curriculum. The study concluded that *there is a statistically difference between teacher pedagogical practices and implementation of the competency based curriculum in public and private primary schools in Vihiga County, Kenya.*

4.0 Conclusions

From the findings of the study the researcher made the following conclusions based on the research objective. Teachers in public primary schools occasionally use instructional materials unlike teachers in private primary school who frequently use instructional materials during implementation of the competency-based curriculum. Teachers in public primary schools rarely use digital technology contrary to the teachers in private primary schools who frequently use digital technology during implementation of the competency-based curriculum. It was also noted that teachers in public primary schools never have an effective pupil-teacher interaction but those in private primary schools have a constant frequent pupil-teacher interaction that enable pupil's individual attention from teachers during implementation of the competency-based curriculum. However, the study revealed that teachers in public and private primary schools' methods of teaching during implementation of the competency-based curriculum in which, $F(15, 329) = 1831.741$, $p < 0.00$, less than 0.05 significant level.

5.0 Recommendations

The study recommended that the Ministry of Education and teacher training institutions should ensure teachers are well prepared for execution on digital literacy to enable pupils have advance exposure to digital learning during implementation of the competency-based curriculum. The education stake holders such as; Ministry of Education and the Constituency Development Fund (NG-CDF), should ensure public primary schools have adequate learning resources for smooth implementation of the competency-based curriculum especially in public primary schools.

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