

Teachers' Perceptions of CBE Curriculum and Their Psychological Well-Being among Junior School Teachers in Nakuru County, Kenya

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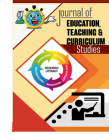


Abstract

Educational reforms are a key driver of national development, reflecting the social, economic, and political priorities of a country. In Kenya, the Competency-Based Education (CBE) curriculum represents a major shift in teaching and learning, placing new demands on teachers who are central to successful implementation. Although the implementation of the Competency-Based Education (CBE) curriculum in Kenya has largely emphasized learner outcomes and instructional reforms, limited attention has been given to teachers' psychological well-being. Consequently, the relationship between teachers' perceptions of CBE and their psychological well-being remains underexplored, particularly within the Kenyan context. This study examined the impact of teachers' perceptions of CBE on their psychological well-being among junior school teachers in Nakuru County. The study was based on the Self-Efficacy Theory by Bandura. The target population was 320 respondents, of whom seven respondents were used in the qualitative data. The mixed methods design was applied, and both the quantitative survey and the qualitative semi-structured interviews were combined. Findings indicated that teachers had moderate positive attitudes towards CBE, but the following factors were reported to be of concern: workload, insufficient resources, and lack of role clarity. There was a statistically significant correlation between the perception of teachers of CBE and their psychological well-being. The results of the Pearson correlation coefficient indicated that there was a strong positive correlation ($r = .737$, $p = .000$, $N = 293$). The study concludes that the attitude of the teachers towards reforms in education has a statistical impact on their psychological well-being. The research proposes practical teacher training on the CBE curriculum, supply of sufficient teaching materials, and institutional psychosocial support programs to improve adjustment to CBE curriculum implementation.

Introduction

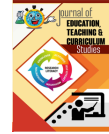
Education is a valuable resource that a society can offer to a child. It shapes both the intellectual development and the social, emotional, and moral growth. Through education, children acquire



knowledge, skills, values, and competencies. These enable them to fully participate in societal activities and participate in national development (UNESCO, 2015; UNICEF, 2019). Nevertheless, the quality, motivation, and well-being of teachers are the main factors in determining the efficiency of the educational process to reach these results, as they are the key agents of curriculum realisation. The success of any education system is founded on the psychological well-being of teachers. Day and Gu (2014) posit that when educators are in a good state of well-being, marked by job satisfaction, emotional stability, low stress, and a sense of professional fulfilment, they are more engaged, creative, and efficient in their teaching. These teachers provide positive learning environments, build positive student-teacher relationships, and promote learners' academic and personal growth. In this respect, the importance of education as a form of social capital is directly correlated with the welfare of the people who provide it. The introduction of CBE in Kenya represents a significant shift in the education system's paradigm, moving from a knowledge-based 8-4-4 structure to a competency-driven one (KICD, 2021). The CBE focuses on equipping learners with the skills, values, and attitudes to succeed in the 21st-century world. This change demands that teachers adopt new pedagogical approaches and assessment strategies and implement a more learner-centred approach to teaching (Oduor, 2023). Orodho (2018) states that although CBE has the potential to enhance learner outcomes, successful adoption of this method largely depends on teachers' perceptions, competence, and psychological preparedness. Mugo (2022), in a recent Kenyan study, demonstrated that teachers with positive attitudes toward policy clarity and training sufficiency indicated greater psychological health outcomes. This fact allows us to confirm the assumption that reform views influence teachers' psychological reactions, which in turn affect their effectiveness and retention. Among the difficulties that teachers face is work overload, new pedagogical styles, limited resources, and the impact of these on their professional confidence, motivation, and health. (Skaalvik & Skaalvik, 2018).

Although the government has made efforts to improve teachers' psychological well-being, the education sector still faces challenges. The introduction of the Competency-Based Education (CBE) curriculum in the current Kenyan educational setting has posed new challenges for teachers, as the pressure to use traditional teaching methods has been reduced in favour of competency-based teaching. Gachahi, Mutungu and Kimosop (2024) argue that although the government has been training and equipping teachers on the CBE, most teachers still complain that they are ill-equipped to implement the change. Issues have been raised regarding workload, inadequate teaching materials, and complex evaluation processes. Such obstacles negatively affect teachers' perceptions of the CBE curriculum and, consequently, their psychological health, resulting in burnout, stress, and poor job satisfaction. Although current studies on CBE implementation in Kenya have primarily focused on pedagogical practices and student performance, there has been little empirical research on teachers' psychological experiences at the junior school level. In light of this, the researcher conducted the study to empirically examine the relationship between teachers' perceptions of the CBE curriculum and their psychological well-being. The hypothesis tested was as follows: H_{01} : Teachers' perceptions of CBE have no statistically significant effect on the psychological well-being of junior schoolteachers in Nakuru County, Kenya.

Thus, the study of teachers' well-being can be both optional and important. It keeps education focused on being the best resource for children by facilitating effective teaching and learning. Policies and interventions that sustain teachers' good health by providing adequate training, reasonable workloads, guidelines, and favourable school conditions are crucial to the empowerment of education systems.



Theoretical Framework

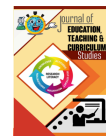
The relationship between junior schoolteachers' perceptions of CBE and their psychological well-being in Nakuru County can be explained by Bandura's self-efficacy theory. Albert Bandura (1986) proposed the Social Cognitive Theory, which posits that human behaviour is influenced by the dynamic interaction between personal factors, environmental conditions, and behaviour itself, a concept known as reciprocal determinism. One of the main assumptions of the theory is that people are intrinsically active in interpreting the surrounding environment and in controlling their behaviours, depending on their beliefs, especially their self-efficacy, which determines motivation, effort and resilience (Bandura, 1997). The theory suggests that people who feel competent and supported are more likely to be effective and experience psychological well-being, whereas low self-efficacy may lead to stress and poor performance.

Bandura (1997) defines self-efficacy as a belief that a person has the ability to plan and implement the necessary steps to handle possible situations. According to the theory, such beliefs have a mammoth influence on cognition, affect, motivation, and behaviour during challenges. Regarding the study, Bandura's theory released the framework for considering the impact of teachers' perception of the Competency-Based Education (CBE) curriculum on their psychological well-being. Schunk and DiBenedetto (2020) show that teachers who consider themselves able to implement CBE successfully tend to experience higher levels of well-being, whereas negative beliefs can demoralise them and cause stress.

Teacher Perception of Competency-Based Education Curriculum

Competency-Based Education (CBE) has become an international trend, shifting education toward practice-focused, competency- and outcome-centred learning centred on the learner. This idea focuses on learners' hands-on skills, so they can apply what they have learned in real life, rather than memorising what they have studied. Nonetheless, teachers are critical to the implementation of CBE, as they are the most important instruments for translating the curriculum into instruction. Teachers' perceptions refer to their beliefs, attitudes, and knowledge regarding curriculum reform. They shape how teachers interpret the policy intentions and translate them into pedagogical actions. Research demonstrates that teachers' attitudes towards CBE can be both positive, with optimism about learning-oriented pedagogy, and negative, with doubts about its practicality (Ramos, 2020; Rogers, 2021).

Atuhura and Nambi (2024) conducted a study to determine the difficulties English instructors face in adopting a competence-based curriculum (CBE) in Ugandan secondary schools. A qualitative method was employed in the study, as it involved working directly with teachers to understand their experiences resulting from the new curriculum. Although no exact number of participants was provided, the information obtained enabled the researchers to delve deeper into the challenges facing teachers. The research concluded that the teachers faced several challenges, including a lack of teaching resources, oversized classes, limited time to provide personal attention, and insufficient encouragement from school leaders and other stakeholders. Also, the teaching methods specified by the curriculum were not well aligned with local classroom practices, making them difficult for teachers to implement. These results are closely linked to teachers' perceptions of competency-based education (CBE), as they indicate how concrete barriers and the school climate can shape teachers' perceptions and responses to curriculum changes. Teachers might become stressed, frustrated, or less confident in their ability to implement CBE effectively when they feel they lack sufficient resources, support, or guidance (Atuhura and Nambi, 2024). Thus, it is imperative to understand teachers' perceptions. This highlights the need to consider



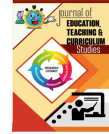
teachers' needs and support them with the necessary resources, training, and encouragement to enhance their experiences and the success of CBE implementation.

In another study conducted by Majiwa, Ogondiek, and Lukinda (2025) in Tanzanian public secondary schools, 152 teachers and stakeholders were involved, and the study examined issues that tend to plague teachers when implementing the Competency-Based Education Curriculum (CBE). The analysis found that the lack of effective training also left most teachers feeling unprepared to implement student-centred, competency-based methods in their classes. This misunderstanding was often uncertain and stressful, which influenced the teachers' beliefs about their professional skills. Moreover, there were few resources and teaching materials, which complicated teachers' participation in activities that would engage learners in the competency-based approach, leading to frustration and the feeling that students were not supported. Large classes and heavy workloads also contributed to these difficulties, overwhelming the teachers and making it difficult for them to balance their duties.

Likewise, a study attributed to Lewis (2022) highlights that work overload and resource constraints lead to frustration and refusal of new teaching practices among teachers. When teachers are overworked with administrative tasks, excessive hours and little to no support, they are likely to be stressed, have low morale and be less satisfied with their work. Such situations may adversely affect teachers' attitudes toward curriculum reforms, including competency-based practices, making them less willing to become fully involved in new pedagogical practices. These studies emphasise a significant link between perceptions of competency-based education and teachers' psychological health. An unprepared, overworked, or unsupported teacher is more prone to stress, frustration, and professional dissatisfaction, and this correlates with regard to CBE. It has been observed, however, that positive teacher perceptions of CBE are linked to increased confidence, engagement, and satisfaction in their work, indicating that supporting teachers through training, resource provision, and manageable workloads should not only prove useful in realising successful curriculum implementation but also in ensuring the psychological well-being of teachers. These issues can be addressed to ensure a conducive environment in which teachers feel competent, valued, and motivated to implement competence-based teaching practices effectively.

Psychological Well-Being among Teachers

Good teaching and positive student outcomes depend on teachers' psychological well-being. It means teachers' capacity to remain emotionally confident, endure stress, and be happy and eager to work. Not being stressed is only part of well-being; one should also be strong, have a sense of purpose in teaching, and be able to cope with job requirements. It is of particular significance in educational changes such as the Competency-Based Education curriculum, where teachers' roles are more complex, and they must adapt to new approaches to teaching and assessment (Skaalvik & Skaalvik, 2018). The conceptualisation of teacher psychological well-being is grounded in the multidimensional framework proposed by Ryff (1989), which defines well-being as a state of autonomy, environmental mastery, personal growth, positive relations, and self-acceptance. In the educational setting, these dimensions are reflected in teachers' capacity to exercise professional judgement, generally cope with classroom situations, maintain meaningful relationships with learners and colleagues, and experience a sense of accomplishment in their work. A high degree of psychological well-being among teachers is associated with adaptive coping skills, emotional control, and long-term motivation, which are crucial for adapting to the dynamic nature of contemporary classrooms (Collie, 2021). Studies on competency-based education (CBE)

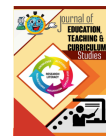


implementation focus on how teachers' perceptions, readiness, and situational constraints significantly affect curriculum implementation and psychological well-being.

Mwangi and Katam (2023) examined the influence of teachers' issues in the adoption of CBE in primary schools in Muranga County, Kenya. The research aimed to understand how teachers' attitudes, perceptions, and professional conditions influence their participation in the competency-based curriculum. Using surveys and interviews with primary school teachers, the researchers found that teachers' perceptions of their preparedness and of the resources offered by the school were key to the successful implementation of CBE. Teachers who said they had been inadequately prepared, unsupported, or overworked reported lower confidence in implementing learner-centred, competency-based approaches, which were often stressful and led to dissatisfaction with their work. The analysis also indicated that a lack of consistent professional growth and access to instructional materials increased frustration, adversely affecting teachers' morale and willingness to engage in new teaching methods. These results indicate that teacher perceptions cannot be considered solely cognitive judgments about CBE, as they are closely associated with their psychological well-being, with emotions of competence, confidence, and support affecting emotional resilience and interest in the curriculum reform process. Mwangi and Katam (2023), have identified the need to promote the professional and psychological support system and to guarantee successful CBE implementation by emphasising the relationship among teacher preparedness, perceptions of support, and emotional outcomes. The introduction of the Competency-Based Curriculum (CBE) has played a major role in shaping teachers' psychological well-being in the Kenyan context. Although the reform is supposed to foster learner-centred education and skills training, it has created new challenges for teachers. It is reported that the high level of continuous assessment and role redefinition (especially in junior secondary education) tends to increase teachers' workload and uncertainty. According to Oduor (2022), insufficient training and inadequate preparedness have also contributed to stress and a lack of confidence among teachers.

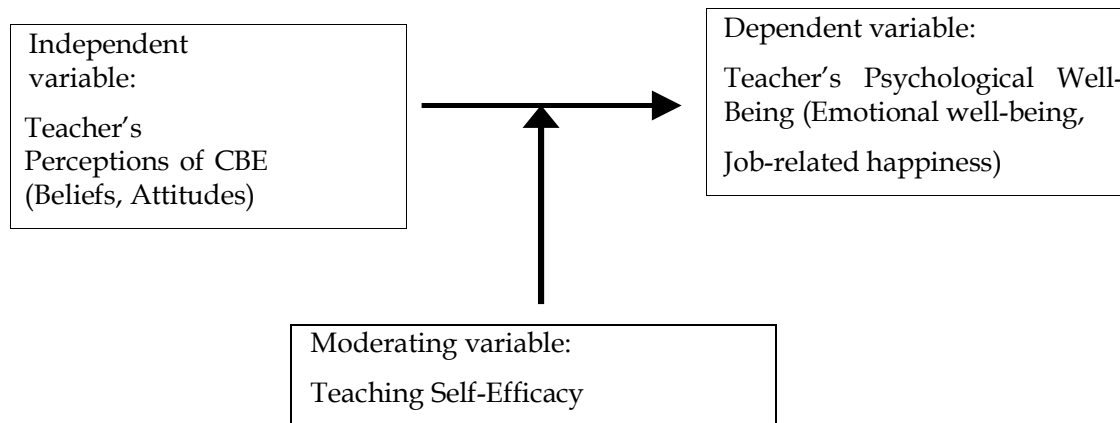
Similarly, Mutua and Waweru (2023) examined teachers' competencies and their role in the effective adoption of the Competency-Based Curriculum in primary schools in Machakos County, Kenya. In this research, primary school teachers were surveyed to determine their values, attitudes, knowledge, and skills regarding CBC delivery. The results showed that, despite trends in service training, the major limitations preventing successful CBE implementation were insufficient teaching and learning resources and high teacher-pupil ratios. Teachers have reported feeling frustrated and professionally stressed due to a lack of resources and heavy workloads, which prevented them from translating training into practice. These limitations adversely affected the ideas of CBE, as teachers were unable to meet the learner-centred requirements of the curriculum, with implications for their psychological well-being.

Based on the literature, when teachers perceive a lack of sufficient preparation, support, or resources, they tend to experience stress, become dissatisfied with their profession, and oppose curriculum reforms. On the contrary, when the conditions for professional development and support align with teachers' needs, perceptions of CBE are positive, leading to increased confidence, job satisfaction, and emotional stability. The literature underscores the need to consider the instructional and affective aspects of teachers' experiences in CBE implementation, meaning that policies and practices should not only address competence development but also support teacher well-being. Although CBE has great potential to improve the educational process, its realisation depends on consideration of teachers' psychological needs. Issues such as work demands, curriculum changes, and lack of resources are very dangerous to



teachers' well-being, while self-efficacy, institutional support, and professional development provide avenues for improving well-being. With current education reforms, especially in developing states, there is a need to focus on teachers' psychological well-being to achieve lasting educational reforms.

Conceptual Framework

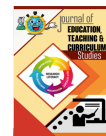


The independent variable in the study is teachers' perceptions of the CBE curriculum, which encompasses key dimensions such as beliefs and attitudes. These aspects shape how teachers interpret and implement the curriculum in their instructional practices. The dependent variable is teachers' psychological well-being, as reflected in indicators such as emotional well-being and Job-related happiness. Positive perceptions of the CBE curriculum are expected to enhance teachers' well-being, whereas negative perceptions may increase stress and reduce job satisfaction. The relationship between teachers' perceptions of CBE and their psychological well-being may be influenced by intervening variables such as teachers' individual characteristics, in this case, self-efficacy. This factor can either strengthen or weaken the relationship between perception and well-being. High self-efficacy levels of the CBE curriculum promote better psychological well-being among teachers, which in turn enhances effective curriculum implementation and improved learning outcomes.

Research Methodology

Research design

The research design was mixed methods. A mixed-methods design is the systematic collection of information through interviews, questionnaires, or other means from a given sample of respondents (Orodho, 2005). This type of design is particularly helpful for collecting information on individuals' attitudes, perceptions, and opinions towards various educational and social problems. Also, the validity of the results depends on the representativeness of the sample, and one must avoid overgeneralising beyond the study population.



Target Population

The focus group in this study was all 1200 junior schoolteachers in Nakuru County who were actively implementing the Competency-Based Education (CBE) curriculum.

Sampling Procedure

According to Krejcie and Morgan (1970), a population of 1,200 yields a recommended sample size of 291 respondents. In line with both classical and contemporary methodological recommendations, the present study adjusted the initial sample size by adding 10% to account for non-response and unusable questionnaires. This resulted in an additional 29 respondents (10% of 291), bringing the final sample size to 320 teachers. The inclusion of this margin ensures that the study retains a sufficient number of valid responses even after accounting for attrition and incomplete data. According to Fowler (2014), failure to address non-response can lead to systematic errors that affect the accuracy of survey results. A multi-stage sampling process was adopted to choose the participants. To begin with, the stratified sampling categorised teachers by sub-county. Secondly, each stratum was selected using the proportionate allocation formula formulated by Israel (2013), whereby each stratum was selected in proportion to its population size relative to the overall population. This was done to ensure that the larger strata contributed more respondents to the sample than the smaller strata, reflecting the actual population distribution.

The sample size for each stratum was determined using the proportionate allocation formula by Israel (2013): $n = (ni / N) \times Ni$

Where:

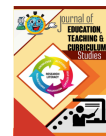
n = Sample size for each stratum

ni = Population size of each stratum

N = Total population size

Ni = Total sample size

This method minimised sampling bias and enhanced the generalizability of the findings, as each subgroup was represented in proportion to its actual share of the population. According to Creswell (2014), proportionate stratified sampling improves the representativeness of samples in studies involving heterogeneous populations. The results are presented in Table 1.

*Table 1. Sampling Frame*

SUB-COUTIES	NUMBER OF RESPONDENTS		TOTAL
	MALE TEACHERS	FEMALE TEACHERS	
NAKURU EAST	18	15	33
NAKURU WEST	15	14	29
MOLO	17	12	29
NJORO	16	9	25
NAIVASHA	17	14	31
GIL GIL	17	11	28
KURESOI SOUTH	18	10	28
KURESOI NORTH	16	11	27
SUBUKIA	18	12	30
RONGAI	17	12	29
BAHATI	19	12	31
TOTAL	188	132	320

Data Collection

The study employed questionnaires as the primary instrument for collecting quantitative data. The instruments were administered to junior school teachers within Nakuru County. A pilot study was conducted to assess the reliability and validity of the research instruments. The piloting was carried out in 10 schools within Nakuru East Sub-County that were not included in the main study. Validity of the instruments was ensured by designing questionnaire items based on established constructs from previous empirical studies on the variables under investigation. Further, the instruments were reviewed by the researcher's supervisors at Karatina University, who have extensive expertise in research methodology. In addition, a statistician was consulted to enhance the instruments' validity. Reliability of the instruments was established using Cronbach's alpha coefficient. The study obtained a Cronbach's alpha value of 0.89, indicating acceptable internal consistency. According to established methodological standards, a Cronbach's alpha coefficient ranging between 0.70 and 0.80 is considered an acceptable indicator of reliability, suggesting that the research instruments were suitable for data collection (Cronbach, 1951; Taber, 2018).

Data Analysis

In this study, quantitative data collected using the questionnaires were analysed by both descriptive and inferential statistics (Pearson's correlation coefficient). Quantitative data were first coded and entered into SPSS software version 27. Quantitative data was analysed thematically. Descriptive statistics, including means, standard deviations, variance, frequencies and percentages, were employed to summarise and describe teachers' responses. Qualitative data were analysed using thematic analysis. This process entailed a thorough examination of the interview transcripts, identification of recurring concepts, grouping these concepts into overarching themes, and interpreting the themes in light of the research questions. To make the results easy to read and comprehend, they were presented as graphs, charts, frequency tables, and narrative summaries.

Results and discussions

Response Rate

The response rate was computed, and the results are shown in Table 2.

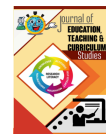


Table 2: Response Rate

Description	Planned	Conducted
Total questionnaires administered	320 (100%)	293(91.6%)
Questionnaires returned	293(91.6%)	
Questionnaires not returned	27 (8.4 %)	

The researcher distributed questionnaires to 320 teachers; a total of 293 questionnaires were successfully completed, retrieved and deemed fit for analysis, yielding a response rate of 91.6%. The response rate is considered very satisfactory and well above the minimum required in social science research, thereby increasing the reliability and generalizability of the results (Babbie, 2013; Mugenda and Mugenda, 2019). A high return rate indicates strong participant engagement and minimises the risk of non-response bias.

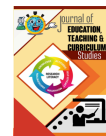
Teachers' Perceptions of Competency-Based Education Curriculum

Teachers' perceptions of CBE were measured using seven indicators on a five-point Likert Scale. Means and standard deviations were calculated as descriptive statistics to characterise the trends and dispersion of the findings. Table 3 demonstrates the results.

Table 3: Teachers' Perceptions of CBE

Teachers Perception of CBE Descriptive Statistics				
	N	Mean	Std. Deviation	Variance
I feel adequately trained to teach CBE	293	3.26	1.322	1.748
I understand objectives and competencies of CBE	293	3.42	1.318	1.738
Sufficient resources are provided for CBE implementation	293	2.54	1.312	1.722
I receive adequate support	293	2.99	1.267	1.606
I am confident in using ICT for CBE lessons	293	3.47	1.320	1.743
I feel confident in assessing students using CBE methods	293	3.26	1.357	1.842
I perceive CBE beneficial for students	293	3.70	1.257	1.579
Valid N (list wise)	293			

The results in Table 3 show that the perceptions of CBE are generally moderate. The perceived benefits of CBE had the highest mean score ($M = 3.70, SD = 1.26$), indicating that the value and learner-centred orientation of the curriculum are largely acknowledged by teachers. On the same note, teachers expressed moderate confidence in ICT integration ($M = 3.47, SD = 1.32$) and awareness of CBE objectives ($M = 3.42, SD = 1.32$), indicating a moderate level of conceptual familiarity and technological preparedness. Perceptions of resource availability were relatively low ($M = 2.54, SD = 1.31$), indicating a severe lack of implementation. The rating of institutional support was also slightly below moderate ($M = 2.99, SD = 1.27$), suggesting that the institutional and administrative support systems might be inadequate. Moderate ratings were observed for training adequacy and confidence in assessment practices ($M = 3.26, SD = 1.32$), indicating that the teachers were partially prepared. The results are consistent with the existing literature, indicating that positive perceptions of teachers can lead to greater engagement in educational change (Gilar-Corbi et al., 2024). However, a lack of resources and institutional support is a



common obstacle to effective implementation, potentially undermining teachers' motivation and the overall success of reform.

Psychological Well-Being of Teachers.

The psychological well-being of teachers was measured using the following indicators: motivation, emotional stability, resilience, instructional confidence, job satisfaction, and work-life balance. Descriptive statistics were calculated to investigate the general trends. The results are presented in Table 4.

Table 4: Teachers' Psychological Well-Being

Psychological Well-Being Descriptive Statistics				
	N	Mean	Std. Deviation	Variance
I feel motivated to perform my duties under CBE system	293	3.38	1.201	1.442
I can cope with work-related stress effectively	293	3.37	1.144	1.308
I feel emotionally stable when handling CBE challenges	293	3.32	1.161	1.349
I have confidence in my ability to deliver lessons under CBE	293	3.53	1.068	1.140
I feel satisfied with my professional role as a teacher	293	3.70	1.159	1.342
I feel resilient when faced with new curriculum demands	293	3.50	1.187	1.408
A able to maintain a good work-life balance	293	3.34	1.266	1.602
Valid N (list wise)	293			

Table 4 suggests that teachers' psychological well-being across the measured items was moderate to moderately high, with means ranging from 3.32 to 3.70 on the Likert scale. Satisfaction with the professional role as a teacher had the highest mean ($M = 3.70, SD = 1.16$), indicating that, despite the pressure associated with implementing CBE, teachers nevertheless maintain a high level of professional fulfilment. In the same manner, the teachers also expressed comparatively high confidence in their capability of delivering lessons under CBE ($M = 3.53, SD = 1.07$) and resilience when encountering new curriculum demands ($M = 3.50, SD = 1.19$), which showed that teachers had an adaptive capacity in responding to curriculum changes. The level of motivation to work with the CBE system ($M = 3.38, SD = 1.20$) and the capacity to handle work-related stress ($M = 3.37, SD = 1.14$) were also rated moderately, suggesting that the teachers are coping with the transition but may still need support. However, relatively lower mean scores were observed in emotional stability when handling CBE challenges ($M = 3.32, SD = 1.161$) and maintaining a good work-life balance ($M = 3.34, SD = 1.266$).

Pearson correlation analysis

Pearson correlation coefficient analysis indicated a strong positive relationship between teachers' perceptions and psychological well-being ($r = .737, p = .000$), suggesting that teachers with more positive perceptions tend to report higher well-being. Pearson correlation coefficient results are presented in Table 5.

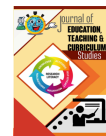
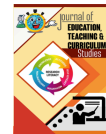


Table 5: Pearson Correlations

		TEACHER PERCEPTION OF CBE	WELL-BEING
TEACHER PERCEPTION OF CBE	Pearson Correlation	1	.737**
	Sig. (2-tailed)		.000
	Sum of Squares and Cross-products	13841.085	9527.198
	Covariance	47.401	32.627
	N	293	293
WELL-BEING	Pearson Correlation	.737**	1
	Sig. (2-tailed)	.000	
	Sum of Squares and Cross-products	9527.198	12058.539
	Covariance	32.627	41.296
	N	293	293

The outcomes in Table 5 demonstrate a strong, positive, statistically significant correlation between teachers' perceptions of CBE and their psychological well-being ($r = 0.737$, $p < 0.001$). According to Schober, Boer, and Schwarte (2018), a correlation coefficient value ranging between ± 0.50 and ± 1.00 is considered strong, while values between ± 0.30 and ± 0.49 indicate a moderate relationship. Coefficients below ± 0.29 are interpreted as weak. Based on this classification, the obtained correlation ($r = .737$) suggests a strong positive correlation between teachers' perceptions and psychological well-being. This result implies that teachers with more positive views of CBE will report greater well-being, including greater motivation, resilience, and professional satisfaction. The strong relationship highlights the significance of cognitive and attitudinal variables in shaping teachers' emotional and professional experiences during curriculum reform. The results also show that teachers' cognitive appraisal of curriculum reforms is a key determinant of emotional and professional outcomes, and they reinforce previous findings that positive attitudes toward change are critical for sustaining teacher well-being during periods of reform (Granziera et al., 2022; Fullan, 2020). Further, the study sought to determine whether teachers' perceptions of CBE had a statistically significant effect on the psychological well-being of junior schoolteachers in Nakuru County, Kenya. To achieve this, the researcher tested the null hypothesis, which was stated as follows. (H_{01}): *Teachers' perceptions of CBE have no statistically significant effect on the psychological well-being among junior schoolteachers in Nakuru County, Kenya.*

The null hypothesis was rejected since the relationship was statistically significant. Pearson correlation analysis results in Table 5 revealed a strong positive correlation between teachers' perceptions and



psychological well-being, $r = 0.737$, $p < 0.001$, based on a sample of 293 respondents. The significance level ($p < 0.001$) further indicates that this strong correlation is highly unlikely to have arisen by chance.

Conclusion

The research concluded that teachers' attitudes towards Competency-Based Education (CBE) significantly influence the psychological well-being of junior school teachers in Nakuru County. The results also indicate that instruction of self-efficacy is significant to this relationship. When teachers are confident in their ability to apply CBE successfully, they can more easily meet its requirements and maintain their health, whereas less confident teachers have greater difficulty and are more susceptible to adverse effects. Conclusively, the curriculum not only determines the success of CBE but also the teachers' experience and reaction to it. This means that teachers should be supported through ongoing training, the provision of sufficient resources, and strategies that build teachers' confidence, improve their attitudes towards CBE, and support their psychological health.

To effectively implement Competency-Based Education (CBE) and support teacher well-being, several measures are recommended. In the first place, teacher training should go beyond short orientation sessions to include practical training, continuous professional growth, and mentoring to promote pedagogical self-confidence and competence.

Second, instructional resources such as textbooks, ICT tools, and classroom equipment should be adequately provided to minimise workload strain and improve the quality of teaching.

Third, psychological support (resilience-building, stress management, peer learning, and reflective practices) should be incorporated into professional development to enhance teachers' self-efficacy and emotional preparedness. School administrators must also be able to create supportive organisational climates with the help of mentorship, collaborative planning, constructive feedback, transformational leadership and peer support networks to enhance motivation, engagement, and collective efficacy. Taken together, all these measures guarantee the competence of teachers, including their pedagogical and psychological readiness to carry out CBE successfully.

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