

## ABSTRACT

The study purposed to assess the preparedness of public primary schools for the implementation of Competence-Based Curriculum (CBC) in Meru South Sub-County, Tharaka Nithi County, Kenya. The study investigated teachers' level of preparedness, parental preparedness, school instructional materials preparedness and school infrastructural resources preparedness for CBC implementation in public primary schools. Descriptive research survey design was adopted for the study. The target population was 33, 139 subjects. The sample size for the study was arrived at using Krejcie & Morgan (1970) table for sample estimation where a population of 33,139 gave 380 respondents who comprised of 70 head teachers, one Curriculum Support Officer, 294 teachers and 15 parents. Simple random sampling was used to choose the schools to be sampled and the head teachers in those schools were selected for the study. The teachers to be sampled were chosen using random sampling while parents were chosen using snow ball sampling method. Piloting was done in Maara sub-county in schools with the same characteristics as the sampled ones. The study findings were analyzed qualitatively and quantitatively. Data analysis and interpretation was done using SPSS version 26 and data presentation was done using tables and bar graphs. Testing of the null hypothesis was done using Chi-square at  $\alpha = 0.05$  significance level. The study findings established that; there is inadequate preparation of teachers for CBC implementation, that there is inadequate parental preparedness for CBC implementation and that the school instructional materials and school infrastructural resources are inadequate for CBC implementation. From the study findings the recommendations made were; that the Ministry of Education should offer more training opportunities to teachers, that parents need to be more sensitized on their roles as per the expectations of CBC for its successful implementation, the government should ensure that the instructional materials and infrastructural resources in public primary schools are adequate for CBC implementation. The findings of this study may be helpful to the Kenyan institutions to sensitize them on areas to focus on that will lead to successful CBC implementation. The Kenya Institute of curriculum Development (KICD) may find the study findings relevant and may provide adequate instructional and infrastructural resources in schools. Parents may be sensitized by the findings of the study about their roles as per the expectations of CBC.