

**EVALUATING THE ROLE OF COMPETENCY-BASED EDUCATION
IN ENHANCING DEMOCRATIC VALUES AMONG JUNIOR
SECONDARY LEARNERS IN MASABA SOUTH SUB-COUNTY, KISII
COUNTY**

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DECLARATION

I declare that this research thesis is my original work and that it has not been presented in any other university for academic work

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DEDICATION

This research project is dedicated with sincere gratitude and profound love to my family, whose unwavering support and encouragement have been the cornerstone of my academic journey. To my beloved husband, Zablou, your patience, understanding, and constant encouragement have sustained me through the challenges of this scholarly pursuit. Your belief in my abilities and your willingness to shoulder additional responsibilities during this period have made this achievement possible. Thank you for being my pillar of strength and my greatest cheerleader. To our wonderful children, Eucabeth, Elsie, and Edgar, you have been a source of immense inspiration and motivation throughout this journey. Your patience during the long hours I spent away from you, your understanding when I needed to focus on my studies, and your unwavering love have fueled my determination to succeed. I hope this achievement inspires you to pursue your own dreams with dedication and perseverance. I appreciate my daughter Elsie for the constant encouragement on my studies progress, the words of affirmation during moments of doubt, and the joyful distractions that reminded me of life's precious blessings beyond academia. Thank you for your great inspiration throughout my academic journey. This work is as much yours as it is mine. May this accomplishment serve as a testament to the power of family support and the fulfilment of shared dreams.

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ABSTRACT

The function of education is to help produce informed, responsible and active citizens who support democratic principles and human rights. Increasingly around the world, education systems are moving away from traditional examination-based methods to competence-based systems that focus on developing skills in critical thinking, being involved in your community, working as a team, being ethical, and being an active citizen. In Kenya, the new Competency Based Education (CBE) curriculum was first introduced in 2017 to replace the previous 8-4-4 system and therefore provide for the complete development of the learner (including citizenship, participation in a democracy, and making responsible decisions). While the new CBE system was implemented with the above items in mind and for the above reasons, there is little empirical data available to support the assertion that CBE facilitates and supports the development and maintenance of democratic values by junior secondary school-aged students in Kenya. Therefore, this study will investigate how the following three areas of the CBE curriculum (content, how lessons are taught, and how student learning is measured) support the development and maintenance of democratic values in junior secondary students in Masaba South Sub-County, Kisii County, Kenya. The study was grounded in John Dewey's theory of Democratic Education and Paulo Freire's Critical Pedagogy and adopted a descriptive survey research design. The target population comprised 162 teachers and 36 head teachers from 36 public junior secondary schools across six educational zones, with a sample of 114 teachers and 11 head teachers selected using stratified and simple random sampling. Questionnaires and classroom observation checklists were used for data collection. Reliability was established using Cronbach's Alpha, while content validity was ensured through expert review. Quantitative data were analysed using descriptive statistics, while qualitative data were analyzed thematically. The findings revealed that CBE curriculum content integrated democratic values across subject areas ($\beta = 0.232$, $p < 0.01$). Participatory teaching methods fostered democratic engagement ($\beta = 0.201$, $p < 0.05$). Formative and peer assessment practices reinforced democratic behaviours ($\beta = 0.188$, $p < 0.05$). Challenges identified included inadequate teacher preparation (74.3%), cultural resistance (40.0%), insufficient resources (68.6%), and examination-oriented systems (49.5%). The study concluded that CBE significantly promoted democratic values when effectively implemented through intentional curriculum design, participatory teaching methods, and reflective assessment practices ($R^2 = 0.8934$, $F = 57.236$, $p < 0.001$). The findings may inform the Kenya Institute of Curriculum Development in revising curriculum frameworks, guide the Ministry of Education in formulating policies and teacher development programs, and assist teacher training institutions in strengthening value-based education. Overall, this study contributes to educational reforms by identifying strategies and gaps in fostering responsible, ethical, and participatory citizenship among junior secondary learners. The study recommends that teachers receive more extensive training, schools have sufficient resources available and the government establishes effective monitoring systems to evaluate the use of these teaching approaches.

DEFINITION OF TERMS

Civic Knowledge :	The understanding that junior secondary school students have on the principles of democratic governance, citizens' rights and responsibilities, and civic engagement based on teachers and headteachers perception of student behaviour and civic awareness.
Competency-Based Education :	The curriculum currently being followed in Kenyan schools (learner centred) has had an impact on the degree to which junior secondary school students exhibit democratic values as measured through the content covered in the curriculum, methods used to deliver that content to students, and assessment methods used to gauge students' mastery of the curriculum (including performance based, formative, and summative assessments).
Democratic Values :	The degree to which junior secondary school students demonstrate participation in civic life (e.g., participation, respect, tolerance, responsibility, fairness, equality, collaboration, and civic engagement) in their classroom and school based on teacher rating, headteacher perceptions, and observations made by teachers and headteachers of classroom interactions and learning activities.
Human Rights:	The degree to which junior secondary school students respect/make use of the principles of equality; respect and dignity; and do not discriminate against others based on observations made by teachers and headteachers during classroom interactions/learning activities.
Participatory Learning:	The extent to which junior secondary school students are involved in classroom discussions, debates, group work, collaborative projects; inquiry-based learning; or shared decision-making as measured through teacher reporting and observations made by teachers during the instructional process.
Rights-Based Education:	Rights-Based Education refers to the inclusion of human right principles (e.g. participation, inclusion, equity, respect, and non-discrimination) into curriculum content, learning environment and teaching practices and will be measured from teachers' and headteachers' responses.

Teaching methods:	The instructional approaches (i.e. group discussion/debate/collaborative learning/inquiry-based role play/problem solving) that are learner-centred and are measured by teacher survey data (i.e. questionnaires and class observations).
Teaching:	The processes by which teachers provide instruction to students in a way that facilitates the acquisition of knowledge, skills, values, and competencies needed to succeed in today's society by observing class activities and reporting to their students.
Curricular content:	The degree to which the various subjects and learning activities include elements of democracy, citizenship education (CBE), human rights, ethical behavior, and social responsibility is determined by analysis of teacher ratings for how effectively the curriculum is implemented within their classrooms.
Assessment practices:	It is both formative assessments, peer and self-assessments, project-based evaluations, and ongoing feedback are used to improve the learning experience and encourage the development of democratic values through working with students in all areas of their academic achievement as per survey results.
Junior secondary students:	Grade 9 students attending publicly funded junior secondary schools located in the Masaba South sub-county of Kisii County, will be the primary participants for the exploration of democratic values as a result of CBE.
Democratic participation:	The extent to which learners participate in class discussion, collaborative decision-making, leadership roles, and voice their opinions during the learning process, which is measured by both teacher reports and direct observation of learners within the school.

Promoting

use of **democracy**:

following

How the content of the curriculum and teaching methods through the

assessed practices foster the degree to which learners exhibit the

behaviours: participation; responsibility; respect; tolerance; equality;

and civic engagement will be evaluated through both descriptive and

inferential statistical analyses.

ABBREVIATION AND ACRONYMS

CBE: Competency-Based Education

JSS: Junior Secondary School

KICD: Kenya Institute of Curriculum Development

SPSS: Statistical Package for the Social Sciences

UNESCO: United Nations Educational, Scientific, and Cultural Organization

UNICEF: United Nations International Children's Emergency Fund

CHAPTER ONE

INTRODUCTION

1.1 Introduction

This chapter presents and discusses the background of the study, statement of the problem, purpose of the study, objectives of the study, research questions, significance and justification of the study, scope and delimitations of the study, limitations of the study, and assumptions of the study.

1.2 Background of the Study

Education stands as the most powerful force in shaping individuals who possess not only knowledge but also a profound commitment to democracy and human rights. Across all nations, education serves as the foundation for active and responsible citizenship, equipping learners with the understanding, skills, and dispositions necessary to participate meaningfully in their societies (Kisby, 2021). International organizations such as the United Nations Educational, Scientific and Cultural Organisation (UNESCO) and the United Nations Children's Fund (UNICEF) have consistently endorsed the critical role education performs in preparing students to become informed members of democratic societies, supporting human rights, and encouraging ethical conduct (UNESCO, 2021). This global recognition underscores the understanding that education must transcend mere academic instruction to embrace the holistic development of individuals as citizens and moral agents.

The traditional model of education, however, has often been criticized for sacrificing the development of critical thinkers and citizens with civic responsibility and moral obligations. Critics of traditional education assert that this model, with its emphasis on rote memorization and examination performance, is incapable of preparing students for the complex challenges posed by contemporary societies, where both critical thinking and ethical behaviour are

necessary to create responsible and democratic citizens. (Ongesa, 2020; Bhattacharya, 2022). This critique has gained particular resonance in Africa, where the need to develop education systems that support democracy and human rights has acquired increasing importance, as reflected in the African Union's Agenda 2063 and the Continental Education Strategy for Africa (CESA 16-25) (African Union, 2021). These strategic documents acknowledge and reinforce the importance of developing a democratic culture, peace-building education, and civic responsibility as the basis for producing educated citizens across the continent.

Globally there has been an increasing trend toward moving away from traditional content-based education systems to competency-based and student-centered systems. The shift in educational techniques has been obtained because of the discovery of how examination-oriented systems of learning do not prepare students in enough ways to confront the social and political, economical and ethical issues of the twenty-first century. As a consequence, numerous nations have developed and implemented reforms that create competencies to develop higher-level thinking, problem-solving, civic responsibilities, working collaboratively with others, as well as respect for human rights (Bashir 2021, UNESCO 2022). It is expected that through these reforms, students will emerge as active citizens who can provide input in democratic procedures and positively impact their communities.

Similarly, on a regional level, many African countries have made a commitment to develop reforms through education that promote democracy, peace-building, and social cohesion. According to the African Union, both Agenda 2063 and CESA 2016-2025 indicate that education provides the foundation for the democratic development of strong and responsible citizens (African Union 2022). Both documents advocate for an education system that build character by instilling values such as citizen participation, tolerance, equality, accountability, and human rights. Thus, countries such as South Africa, Ghana, and Rwanda

have implemented civic and human rights education and curricula for democracy as key components of a student's ability to participate as a citizen in society.

Due to concerns about how the previous educational curriculum (the 8-4-4 system) emphasised memorisation and academic achievement at the cost of critical thinking, creativity, ethical values and civic responsibility, educational reforms in Kenya resulted in the implementation of Competency-Based Education (CBE) in 2017 to replace the examinationbased 8-4-4 system (KICD, 2017). The CBE model was designed to provide all students with an opportunity to be engaged, empowered and ethically-minded citizens through instructional methods focused on student-centre approaches, along with authentic assessment practices. The curricula contains core competencies that students can develop through activities related to citizenship, communication, collaboration, critical thinking, self-efficacy, and learning to learn. All of these competencies have a strong relationship with democratic participation and being a responsible citizen (Gikonyo & Mwaura, 2022).

Competency-Based Education (CBE) encourages active participation and engagement in a variety of teaching and learning methodologies. Teachers use various methods to facilitate student learning including but not limited to group discussions, debates, project-based learning, inquiry-based learning, collaborative problem solving, and experiential learning (Sakata et al., 2022). These teaching methodologies are often referred to as learner-centred pedagogies because they allow students to voice their opinions, appreciate different points of view, have roles in the decision-making process and learn how to practice democratic behaviours within a classroom setting (Biamba et al., 2021). Therefore, teaching strategies have been identified as having an integral role in the promotion of democratic values and the awareness of human rights among students.

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Assessment strategies in CBE have shifted from predominantly using summative assessments to using formative and continuous assessment practices (Allal, 2021). Students are typically assessed using performance-based assessments, portfolios, projects, self-assessment, peer assessment and observations of the student demonstrating proficiency in a given skill. These assessment strategies support reflection, collaboration, accountability, fairness and the taking of responsibility for one's actions, which are all necessary characteristics for democratic societies. Further, by using formative assessments to actively participate in evaluating one's own learning and the learning of others, students further support democratic principles through active participation in the educational process (Allal, 2021).

In Kisii County, there has been great interest in how well Competency-Based Education (CBE) is producing student demonstrable skills and values after several years of testing this approach. Masaba South Sub-County is a good area in which to evaluate these outcomes because CBE is now being used at all public junior secondary schools in that sub-county (Kenya Institute of Curriculum Development [KICD], 2023). In fact, the sub-county has six educational zones (Gesusu, Nyamasibi, Ibacho, Keroka, Masimba, and Ramasha), each of which has public junior secondary schools using the CBE curriculum. The Keroka Zone has eight public junior secondary schools, Masimba has seven, Gesusu has six, Ramasha has six,

Ibacho has five, and Nyamasibi has four public junior secondary schools using the CBE curriculum.

CBE emphasizes democratic citizenship and responsible participation; however, there is limited empirical evidence to support how CBE's curricular content, instructional approaches, and assessment practices support the development of democratic values among junior secondary learners in the Masaba South Sub-County area. These limitations lead to the need for an evaluation of the effect of CBE in developing democratic values in learners. Findings from the evaluation will provide information that is useful to curriculum developers, education policymakers, school administrators, and teachers to help strengthen their implementation of CBE and their impact on learner development.

1.3 Statement of the Problem

In Kenya, Competency-Based Education (CBE) was developed to develop learners who will be ethical and responsible citizens and participate in the democratic processes of their society. The emphasis of the curriculum is on acquiring competencies, values, and attitudes through learner-centered approaches that promote critical thinking, maximizing participation, encouraging cooperation, being accountable, respecting differences among learners, and making responsible decisions (KICD, 2017). In addition, learners are expected to develop the democratic values and civic competencies needed for active citizenship through learning areas such as Social Studies, Life Skills Education and Citizenship Education (Dingili, 2024).

However, there is a lack of empirical evidence that demonstrates whether the CBE is promoting democratic values among junior secondary school learners. While the majority of studies conducted within the Kenyan context have focused on issues such as teacher preparedness, resource availability, infrastructure, curriculum implementation and assessment items, there has been little examination of whether curriculum content, teaching methods, and

assessment practices are effective in promoting democratic values and responsible citizenship among learners (Muchira et al., 2023; Ongesa, 2020). Therefore, it is not clear whether the democratic ideals embedded in the curriculum are being translated into meaningful experiences and outcomes for the learners.

Studies across the globe indicate that educational approaches that are focused on competencies and based on the learner can (at least) improve the capacity of students to participate in civic life, think critically, and engage in their nation through democratic processes. However, the research is not always clear due to the many variables found in different educational systems and learning settings (Kisby, 2021; UNESCO, 2021). Likewise, much of the research done in Africa has focused on examining and implementing curriculum reform rather than assessing how approaches focused on competencies help build democratic values in the learners (Chisholm, 2018; Tabulawa, 2023). In addition, researchers have treated curriculum content, pedagogy, assessment practices, as well as successful implementation issues as separate issues, which has led to limited insight into the ways these things impact the development of democratic values together.

Promotion of democratic values through Competency-Based Education (CBE) initiatives may be limited in some contexts due to factors such as lack of resources to support teaching and learning, insufficient preparation of teachers, an over-emphasis on examination driven teaching and learning practices, large classes and lack of institutional support. There is limited information on how these constraints affect the ability for curriculum content, the use of learner-centred teaching methodologies, and the use of competency-based assessment practices to promote democratic values among learners. Consequently, there is inadequate information available for policymakers, curriculum developers and educators to assess whether or not CBE meets one of its primary objectives of producing democratic and responsible

citizens.

In Masaba South Sub-County, where CBE is being utilized in public junior secondary schools, no empirical research has been conducted to specifically assess how curriculum content, learner-centred teaching methodologies, or competency-based assessment practices are promoting democratic values among learners, or how the identified challenges to implementation might be influencing this promotion. This represents a significant knowledge gap regarding the role of CBE for achieving its intended outcomes of promoting democracy in the specific local context. This study is intended to evaluate the contribution of CBE in promoting democratic values among junior secondary school learners in Masaba South SubCounty, Kisii County.

1.4 Purpose of the Study

The purpose of this study was to evaluate the role of Competency-Based Education in enhancing democratic values, specifically by examining how curriculum content, teaching methods, and assessment practices contribute to the promotion of democratic values among junior secondary learners in Masaba South Sub-County, Kisii County.

1.5 Objectives of the Study

This study was guided by the following research objectives:

1. To examine how Competency-Based Education curriculum content promotes democratic values among junior secondary learners in Masaba South Sub-County, Kisii County.
2. To explore how Competency-Based Education teaching methods promote democratic values among junior secondary learners in Masaba South Sub-County, Kisii County.

3. To examine how Competency-Based Education assessment practices contribute to democratic values among junior secondary learners in Masaba South Sub-County, Kisii County.
4. To identify the challenges facing Competency-Based Education in promoting democratic values among junior secondary learners in Masaba South Sub-County, Kisii County.

1.6 Research hypotheses

The following null hypotheses were formulated to guide this study:

H₀₁: There is no statistically significant influence of Competency-Based Education curriculum content on the promotion of democratic values among junior secondary learners in Masaba South Sub-County, Kisii County.

H₀₂: There is no statistically significant influence of Competency-Based Education teaching methods on the promotion of democratic values among junior secondary learners in Masaba South Sub-County, Kisii County.

H₀₃: There is no statistically significant influence of Competency-Based Education assessment practices on the promotion of democratic values among junior secondary learners in Masaba South Sub-County, Kisii County.

H₀₄: There is no statistically significant influence of implementation challenges on the promotion of democratic values among junior secondary learners in Masaba South Sub-County, Kisii County.

1.7 Significance of the Study

This study was justified on several compelling grounds relating to policy, practice, theory, and contribution to knowledge. The results are useful for the Kenya Institute of Curriculum Development (KICD) in evaluating the curricula content and competencies on citizenship, human rights, and democratic values. The Ministry of Education will be informed

on the best strategies on policy formulation, resource mobilization, and implementation of Competency-Based Education. The Teachers Service Commission (TSC) will get useful information that can help improve the training and development of teachers in the areas of learner-centered pedagogy and competency-based assessment. Administrators and teachers will have useful information on how to develop democratic values in learners. The parents and other members of the community will be enlightened on their roles in the development of responsible citizens. Moreover, the research adds to the existing literature in CompetencyBased Education and democratic education.

The Ministry of Education may benefit substantially from the findings of this study, as they may contribute to evidence-based policy formulation, teacher development programming, and curriculum accountability mechanisms. The data generated may provide evidence to help initiate national training activities and target resource allocation toward strengthening democratic and human rights education in schools (UNESCO, 2021; Muchira et al., 2023). Furthermore, the findings may illuminate for both teachers and school leaders how their pedagogical and leadership decisions may contribute to creating democratic values and a rights-based culture in schools.

The study also may create a reflective space for educators to consider how well their classroom practices align with CBE's transformative ambitions to improve learner participation, inclusivity, and respect for others within the school community (Kariuki & Njihia, 2024). From a practical perspective, teacher training institutions will find the study useful for strengthening value-based teacher education programs. The findings may provide empirical evidence on the specific competencies and pedagogical approaches that effectively promote democratic values, enabling these institutions to design more responsive and effective teacher preparation curricula. Civil society organizations engaged in civic education, children's

rights, and social justice advocacy also may find the study valuable for evaluating and aligning their school-based programs with the realities of CBE implementation. The research may support targeted interventions, advocacy efforts, and community engagement strategies that strengthen democratic participation from an early age (Waiganjo, Karisa, Waweru-Mwangi, & Moitui, 2024).

Theoretically, this study may contribute to the body of knowledge on CompetencyBased Education and democratic values by applying John Dewey's Theory of Democratic Education, Paulo Freire's Critical Pedagogy, and the Rights-Based Education Framework to the Kenyan context. The findings may extend understanding of how these theoretical frameworks apply in a non-Western, developing country context, potentially revealing unique challenges and opportunities for their application. Finally, the study may contribute to ongoing educational reforms in Kenya by identifying practical strategies and gaps in fostering responsible, ethical, and participatory citizenship among junior secondary learners, thereby supporting the broader national goals of social cohesion and sustainable development.

1.8 Scope of the Study

According to Marilyn and Goetz (2013), the term "scope" refers to how the study will be defined in relation to geographic scope, content scope, target population scope and time frame for completing the study. The scope of this study is from January 2026 to June 2026, a period considered adequate for data collection, analysis, and interpretation within the available research timeline, and focuses on Masaba South Sub-County in the Kisii County region of Kenya a period considered adequate for data collection, analysis, and interpretation within the available research timeline, Geographically, this study will be conducted in public junior secondary (JSS) schools that fall within the six educational zones of the sub-county: Gesusu,

Nyamasibi, Ibacho, Keroka, Masimba, Ramasha. These zones were included because they comprise all public JSS schools within the sub-county and therefore provide comprehensive coverage of the study area.

This study will examine the use of the Competency-Based Education (CBE) curricular content as a means of developing democratic values in JSS learners, how CBE's teaching methodologies support the development of democratic practices, and how CBE's assessment processes influence the development of democratic values in JSS learners. These aspects were selected because curriculum content, teaching methodologies, and assessment practices are the core components of CBE implementation and are expected to influence the development of democratic values among learners. The study will also look at the barriers to the successful implementation of CBE as it relates to supporting the development of democratic values. The barriers were included because they may affect the successful realization of the curriculum's intended outcomes.

The target population for this study will include Grade 9 JSS learners, teachers, head teachers and Curriculum Support Officers who are responsible for implementing CBE in public JSS schools located in the Masaba South Sub-County. These participants were selected because they are directly involved in the implementation, supervision, and experience of the CBE curriculum and are therefore best positioned to provide relevant information regarding its effectiveness in promoting democratic values. Democratic values which will be examined in this study will include participation, equality, justice, respect for diversity, responsibility, and respect for human rights as set out in the CBE curricular framework. These values were selected because they are central democratic principles emphasized within the Competency-Based Education framework. Issues related to the implementation of CBE, and other issues outside the realm of CBE and supportive democratic values are outside the scope of the study. This

delimitation was necessary to maintain the focus of the study and ensure alignment with the study objectives.

1.9 Limitations of the Study

According to Simon and Goes (2020), the outcome of research was hindered by factors beyond the researcher's control. Similarly, this study several limitations were anticipated. The primary limitation involves obtaining information from respondents who may not be ready or willing to share information regarding their practices due to fear of victimization by their superiors. To address this concern, the researcher assured all participants of privacy and confidentiality by upholding strict anonymity throughout the research process. No identifying information was to be collected or reported, and participants were informed that their responses will be used solely for academic purposes.

A second limitation relates to respondents who were unwilling to provide information due to ignorance about the research topic or lack of interest in participating. The researcher addressed this by clearly explaining the importance of the study, its potential contribution to improving educational practice, and the value of each participant's contribution. Participants were informed that their involvement is voluntary and that they may withdraw at any time without consequence.

A third limitation concerns the potential for social desirability bias in responses, particularly regarding questions about democratic practices and human rights awareness. Participants may provide answers they perceive as expected rather than accurate reflections of their actual practices. To mitigate this, the researcher emphasized the importance of honest responses, guarantee confidentiality, and triangulate data across multiple sources including questionnaires and observations to validate findings.

A fourth limitation relates to the generalizability of findings. Since the study was confined to one sub-county in Kisii County, the results may not be directly transferable to other

regions with different socio-cultural contexts or educational characteristics. However, the detailed description of the research context and methodology enabled readers to assess the applicability of findings to their own settings.

Finally, time and resource constraints limited the depth of classroom observations and the number of schools that were included in the study. The researcher addressed this by carefully planning data collection activities and prioritizing quality over quantity in the observation process.

1.10 Delimitation(s) of the Study

This study was conducted at Public Junior Secondary Schools (JSSs) located in Masaba South Sub-County, Kisii County, Kenya. Participants included teachers, head teachers, learners in grade nine and Curriculum Support Officers, all of whom had direct involvement with the Curriculum Competency Based Education (CBE) implementation. The focus of this study was to evaluate curriculum content, methods for teaching and assessment practices associated with CBE, and how these contribute to the development of democratic values, as well as identifying barriers or challenges to CBE implementation. Examples of democratic values included but were not limited to, participation, equality, justice, accountability, respect for diversity and respect for human rights. The study excluded information regarding private schools or additional competencies not inclusive of democratic values in order to maintain study focus and scope.

1.11 Assumptions of the Study

Ozga and Lawn (2017) define the assumption as real circumstances that remain realistic and within the knowledge of researcher before commencement of study. The circumstances were considered in the beginning and for this reason were not expected to affect the outcome of the study. The study assumes that the unavailability of adequate physical facilities and instructional materials affect instructional process. It is also assumed that the teachers'

cooperation and harmony is key tenets in the instructional process and learning. The last assumption is that learners who experience poor learning school environment do not attain the desired creativity in the teaching-learning.

1.12 Theoretical Framework

The foundation of the study is based on John Dewey's Experiential Learning Theory, Paulo Freire's Critical Pedagogy Theory and Rights-Based Education Framework to provide an understanding of how Competency-Based Education facilitates the promotion of values associated with democracy within junior secondary learners.

1.121 Dewey's Experiential Learning Theory

Dewey's Experiential Learning Theory provides a framework for analyzing the variable of teaching methods for this study. Dewey proposed that learning is most meaningful when learners have the opportunity to participate in an experience, and then reflect on that experience before applying the lessons learned in real life. The theory provides justification for learnercentred approaches to education, such as group discussions and collaborative/ group problem solving, which are two primary pedagogical principles of Competency-Based Education that have been found to be effective in developing democratic behaviour in learners. The application of these teaching strategies will allow learners to actively participate in classroom activities, collaborate with one another, express their opinions, and develop responsibility. Therefore, the theory can be used to investigate the extent to which teaching methods embedded within Competency-Based Education support the development of democratic behaviours among junior secondary school learners.

1.122 Freire's Critical Pedagogy.

The curriculum content variable for this study is grounded in Freire's Critical Pedagogy. The theory emphasizes the importance of dialogue, critical thinking, social justice,

and empowering learners to challenge and alter their social circumstances. Examples of these principles can be seen in the learning areas of the Competency-Based Education curriculum related to citizenship education, recognizing human rights, promoting ethical values, and fostering social responsibility. The Competency-Based Education curriculum promotes the development of informed and responsible citizens by providing learners with opportunities to think critically about social issues and to participate in meaningful conversations about those issues. Thus, Critical Pedagogy provides a framework for examining the extent to which the curriculum content promotes democratic values in junior secondary learners.

1.223 Rights Based Education (RBE)

The Rights Based Education (RBE) Framework was used as the conceptual basis for the dependent variable in this study, i.e. the existence of democratic values within junior secondary school students. The RBE considers education a universal human right; and advocates for creating educational settings that respect human dignity, the right to equality, the right to participate in and contribute to decision-making, the right to be inclusive, and the cannot discriminated against. The principles established in the RBE Framework are also very closely aligned with the democratic values that were evaluated throughout this study: participation, respect, fairness, responsibility, cooperation/collaboration, tolerance and civic engagement. Consequently, the RBE Framework provides an important basis for examining the extent to which Competency Based Education (CBE) has contributed to the development of democratic values and responsible citizenship for students in junior secondary schools in Masaba South Sub County.

Furthermore, the educational environment, which includes social, cultural, political, and economic factors, is a significant factor in the application of these theories. The school environment can influence the application of these theories. The interaction between learners,

as well as between teachers and learners, is important in the development of the necessary values and skills for democratic participation.

However, there have been some criticisms of these theories. For instance, Dewey's theory may not take into consideration the inequalities in the education system that prevent full democratic engagement, especially for marginalized groups. Dewey's assumption of the role of schools as democratic spaces may not fully consider the effects of power relations in society on education (Biesta, 2020).

Freire's critical pedagogy, though empowering, may not be easily applicable in an education system where traditional teaching methods and hierarchical structures are dominant or where there is resistance to change. Such a theory may also not be applicable in societies where there is an emphasis on authority and harmony over critical thinking and engagement.

Likewise, the applicability of the Rights-Based Education Framework, while it recognizes the importance of basic human rights principles, could be challenged by its implementation in various cultural settings where the interpretation of human rights varies (Tikly, 2020). It could also be challenged by its implementation in resource-poor settings where basic educational needs are not being met.

In spite of all these limitations, the study believes these theories are relevant as they offer a complete perspective in understanding the implications of the Competency-Based Education in instilling democratic values among learners. They offer a complete perspective in understanding the interaction between teaching methods, learners' participation, and the learning environment in relation to learners' outcomes.

2.2 Conceptual Framework

This is a diagrammatical representation of the interrelationship which is present between the practices of Competency-Based Education and the instilling of democratic values

among junior secondary learners. This is a summary of the variables used in the study and how they interrelate with each other. For this study, the dependent variable is the democratic values among junior secondary learners, while the independent variables used in this study are the key aspects of the implementation of Competency-Based Education, as shown in Figure 2.1.

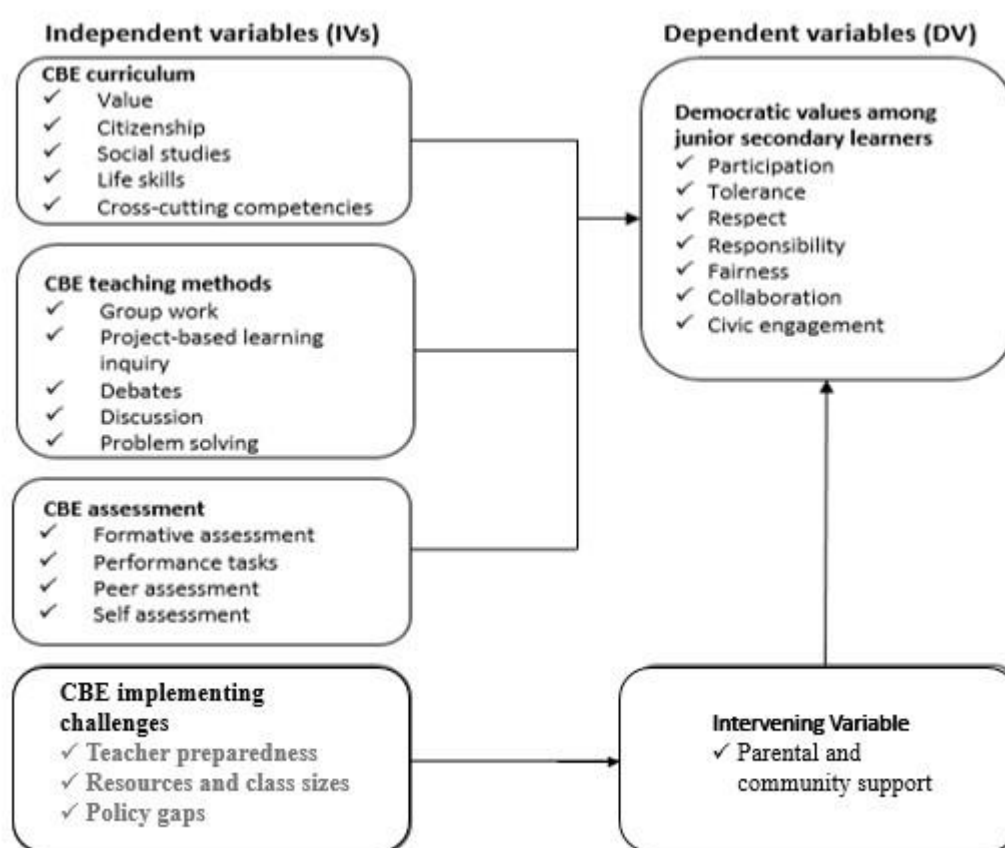


Figure 1: Conceptual Framework Showing Factors Influencing Competency-Based Education

The independent variables used in this study include curriculum content, teaching methods, and assessment practices used in Competency-Based Education. Curriculum content includes aspects such as values, citizenship, social studies, life skills, and cross-cutting competencies. Teaching methods used include aspects such as group work, project-based learning, inquiry, debates, discussions, and problem-solving. Assessment practices used in Competency-Based Education include aspects such as formative assessment, performance tasks, peer assessment, and self-assessment.

The dependent variable is democratic values among junior secondary learners, which include participation, tolerance, respect, responsibility, fairness, collaboration, and civic engagement. These values are viewed as outcomes of effective implementation of Competency-Based Education practices.

Community and parental support have a crucial impact on the development of democratic values and human rights by reinforcing the competencies and values learned through Competency-Based Education (CBE). Parents are the primary agents of socialization and provide the first environment that children learn to be democratic through participation, equality, fairness, respect for others, responsibility, and accountability (Hill, 2022).

According to UNICEF (2019), Children who have parents who speak openly about issues, include their children in family decision-making, and show their children how to respect the rights and opinions of others are more likely to develop the positive attitude toward democratic participation and human rights. Children whose parents do not demonstrate these behaviours fail to acquire this democratic values. In addition to supporting the learning that takes place in the school setting, active involvement by parents and students in the community provides learners with actual opportunities to demonstrate the application of democratic values in their daily lives.

Also, the community is an important place to encourage young people to practice being a democratic citizen. There are many different ways that young people can participate in democratic practices as part of a community. Participation in community activities like youth groups, religious organizations, or local development initiatives promotes the acquisition of this values. Through these types of activities, as well as through interaction with other community members, young people will be exposed to democratic practices like using dialogue as a means of communication, working cooperatively with others in their community, showing

tolerance toward others, resolving conflict peacefully, or working together to make decisions as a group. Additionally, community members may serve as role models for young people in the community through their behaviors and actions. This can positively or negatively influence how young people understand democratic values and human rights. A community that encourages the values of inclusion, social justice, respect for diversity, and being civically engaged will provide young people with an environment that is conducive to becoming responsible and active citizens.

In addition, the support provided by parents, the community, and other support networks will strengthen how well curriculum content, learner-centered teaching methods, and formative assessment practices are working for young people by offering them opportunities to demonstrate democratic behavior outside of the classroom. Conversely, if parents or the community do not participate in supporting the development of democratic values, or if there is an environment in which discrimination, exclusion, or intolerance exist within the community, then the development of democratic values within young people may not happen. Parental and community support is, therefore, an important intervening variable that can positively or negatively impact how effective Competency Based education is at promoting democratic values and human rights among junior secondary learners (Klopper, 2021).

CHAPTER TWO

LITERATURE REVIEW

2.1 Introduction

This chapter presents a comprehensive review of the underpinning the study, existing literature related to school environmental factors and their influence on instruction, a summary of the literature relevant to the study, and the research gaps that this study seeks to address.

2.2 Empirical Review of Literature

This section provides a critical review of existing literature organized around the four objectives of the study: curriculum content and democratic values, teaching methods and democratic development, assessment practices and democratic reinforcement, and barriers to effective CBE implementation for promoting democratic values.

2.2.1 Teaching Methods and Their Impact on Promoting Democratic Values in CBE

According to researchers, using a Curriculum that delivers Competency-Based Education (CBE) is an effective means of delivering a curriculum that develops the core ideals of democracy through CBE. A good curriculum will focus on student development through the development of competencies covering not only academic success but also include developing students' ability to fulfill their social responsibilities through the promotion of human rights, the promotion of social justice and the development of respect for diversity. Hart & TorneyPurta (2023) found that learners who have access to curriculum content that is explicitly linked to the tenets of a democracy and citizenship education are more likely to have positive attitudes and behaviours toward democratic principles.

Current research has reinforced the role that curricular materials play in shaping democratic citizenship. According to Evagorou, Vrikki & Papanastasiou (2023), being able to create linkages between curricula to actual social/civic issues supports students developing critical thought, civic awareness and democratic behaviours. Their research indicates that students look for curriculum experiences that make connections between democratic principles and their everyday lives with the suggestion that students internalize democratic principles/values more readily if the curricular materials connect with their social worlds. In a similar vein, Phillips, de Rivera, & Harris (2024) suggest that global citizenship educational resources will allow students to engage with global citizenship and thereby support students in developing an understanding of social justice, human rights, sustainability and global

interdependence; ultimately broadening their understanding of democratic participation. These findings highlight that curriculum content is not simply a means to convey knowledge, but also, it serves to develop civic identity and democratic consciousness in learners.

Also, recent research into curriculum development highlights the importance of developing democratic curricula that provide students with the skills necessary to assess information critically and participate in a democratic manner within society. As Nally (2024) states, “democratic curricula today need to support students in their ability to carry out critical inquiry and interpret media critically so that they can engage appropriately within our complex social environment and make informed decisions about how to participate in a democratically functioning society.” These types of curricula are also closely related to the underlying philosophy of Competency-Based Education (CBE), which is focused on teaching and developing students who can integrate knowledge, values, and skills in order to resolve real-life issues in society.

Hart and Torney-Purta (2023) found that learners who have access to curriculum content that is linked to democratic principles and citizenship education are more likely to have positive attitudes and behaviours toward democratic principles. This is especially important at the junior secondary school stage of development, where learners are developing civic and moral understanding.

Omondi (2022) concludes that when democratic values are embedded into the content of a curriculum, the shortcomings of traditional content-based learning (rote) methods can be overcome. Osler and Starkey (2022) also advocate for the embedding of human rights and democratic principles in the curriculum in order to provide students with knowledge, values and competencies that will allow them to be active citizens and participate in democratic

societies. When learners are exposed to themes of equality, justice, participation and accountability, they become aware of their rights and responsibilities as members of society.

Although there are several contributions to this area of study, there are also a number of limitations in the current literature. Many of these studies have been carried out in Western societies, making their relevance to African education problematic. In addition, these studies have often examined the relationship between curriculum content and democracy in a manner that ignores the mediating role of teachers, the school culture, and the lived experiences of the learners. Maass et al. (2022) have noted that the intentions of the curriculum are often modified during the phases of implementation and interpretation.

Furthermore, studies that have examined democracy have often equated knowledge of the principles of democratic governance with the disposition toward being democratic; yet, there is substantial evidence that both attitudes and behaviors regarding democracy are influenced by a number of situational factors (Torney-Purta & Barber, 2023). A further limitation within existing literature is the lack of emphasis placed upon aligning both Curriculum Content Intended and Learners' Experiences. While there is a clear articulation in Many Curriculum Frameworks of Democratic Values, there is still very little empirical evidence documenting how learners interpret, negotiate and apply these values across a multitude of contexts (Doecke & Huo, 2024). This misalignment is described by Doecke & Huo (2024), who state that many curricular Aspirations for Active Citizenship do not Become Opportunities for Respectful and Meaningful Democratic Engagement; thus, creating an apparent Separation between Policy Intentions and Policy Outcomes. This study addresses these gaps by examining how curriculum content in the Kenyan CBE is interpreted and delivered.

2.2.2 Role of CBE Curriculum Content in Promoting Democratic Values

The methods used to teach students can have a great effect on how well they understand what you want them to learn from your curriculum. Competency Based Education places an emphasis on teaching that is learner-centred and participatory in nature. Learners are given opportunities to participate and engage, which develops their skills in critical thinking, problem-solving, collaboration, and active engagement with one another through the use of participatory pedagogical methods. Lind (2023) states that when students are involved in making decisions about their own learning (classroom rules and learning activities) they tend to become more engaged and to participate more in civic activities as well - this ultimately helps to prepare them for a lifetime of democratic participation. When learners feel a sense of responsibility, ownership, and respect for the democratic process, they will eventually carry these same values over into their adult lives.

Osler and Starkey (2021) suggest that using participatory teaching methods (i.e. role play, debates/discussion, group work, simulations, etc.) is one of the best ways to develop democratic values among students. Participatory teaching methods give students opportunities to develop and demonstrate typical behaviours associated with democratic engagement through dialogue, empathy, tolerance, negotiation and collective decision making. When teachers provide opportunities for their students to participate in interactive learning experiences they create an environment where students are experiencing democratic values not just being taught about them.

Hart and Torney-Purta (2023) conducted research that shows students who are provided opportunities to participate democratically in classroom activities are more likely to engage civically and politically as adults. These results suggest that teaching participatory methods contributes significantly to preparing students for lifelong active citizenship; this can occur through the provision of opportunities for participation in discussion, collaborative work, etc.

Recent systematic reviews have confirmed through empirical studies the importance of using participatory approaches as part of a democratic approach to education. Research by Teegelbeckers, Nieuwelink, & Oostdam (2023) indicates that this type of pedagogy – one that uses participatory methods to actively involve students in making decisions, discussing issues, reflecting on their own experiences, and collaboratively solving problems – is one of the best ways to develop students' democratic competencies. According to these authors' study findings, providing students with opportunities to practice making democratic decisions is a major contributor to developing civic knowledge, civic attitudes, and civic participatory behaviours in students. This supports the core idea of Competency Based Education that the best way to learn democratic values is through direct engagement rather than simply being told about them through lectures or reading assignments.

In another way, research by Bartlett & Schugurensky (2023) provides practical examples of how participatory approaches, such as participatory budgeting at school, allow students to gain authentic experiences in deliberating, negotiating priorities, and making decisions collectively. As a result, students gain practical democratic skills and also develop a greater sense of civic responsibility and belonging within their communities. The authors conclude that students learn most effectively through "real" decision-making processes that directly impact them, rather than using traditional methods of learning how to make decisions through lectures or textbooks.

Recent studies on student voice further reiterate that students should also be perceived as active co-partners in both the teaching and learning processes. For example, Bron and Veugelers (2024) found that co-constructing and sharing decision-making processes led to enhanced student agency, strengthened school connections and increased levels of democratic participation of all students. Furthermore, a study conducted by Geurts et al. (2024) found that having students involved in the negotiation of aspects related to citizenship education improved

their level of commitment to the educational process and developed a more democratic relationship between teachers and their students. The results from these two studies support the notion that democratic teaching practices comprise much more than the activities conducted inside of the classroom by teachers. Democratic teaching practices also include all aspects of student participation in the development of their educational experiences.

Despite the use of participatory pedagogies resulting in a range of benefits for students and teachers, existing literature on the topic includes certain limitations. Many studies focus mainly on whether participatory pedagogies lead to democratic outcomes whilst assuming that multiple pedagogical approaches lead to democratic outcomes without considering how students participate in these processes (Sant et al.,2023). In addition, little research has focused on how different forms of governance within schools are able to impact on implementation of participatory pedagogies and their resultant effects in multiple educational contexts (Rinnooy Kan et al.,2023). Finally, as many participatory pedagogies originate from Western societies, they may not always be adapted for purpose within the context of educational traditions and cultures of African societies.

Many studies done recently look at whether or not teachers using active learning techniques such as project-based learning will help develop students' confidence in their skills as citizens. Most of these studies do not find any conclusive evidence that these active learning methods are sustainable long term or even sustainable to use when there is limited educational support for the implementation of such types of instructional practice. Although there have been some positive results from the use of these active pedagogy methods in the classroom, more research is needed to find out how teachers have to compromise between curriculum needs, testing and institutional restrictions when trying to integrate democratic methods into their teaching style. There has been very little empirical research on how learner-centred pedagogy affects the development of democratic values within learners' communities,

particularly in sub-Saharan Africa. The study will look at how pedagogical approaches currently used in the CBE in Kenya may relate to and promote democratic values amongst junior secondary school students.

2.2.3 Assessment Practices and their role in reinforcing Democratic Values

Assessment practices in Competency-Based Education play a potentially significant role in reinforcing democratic values by fostering fairness, equality, and critical self-reflection. Traditional assessment models, which primarily focus on academic knowledge and standardized testing, often overlook the importance of developing competencies necessary for active democratic participation. In contrast, CBE offers a more holistic approach that integrates formative assessments, peer reviews, and self-assessments. These methods go beyond evaluating memorization of facts, instead encouraging learners to reflect on their learning processes, acknowledge the impact of their actions on others, and participate in collaborative learning environments.

Recent research indicates that assessments should not only be treated as tools for quantifying one's knowledge or skills but also as social processes where students can feel involved in the democratic process. According to Andrade and Brookhart (2020), formative assessments encourage students to take charge of their own learning by providing opportunities for them to track their progress, discover areas of weakness, and accept responsibility for improving their performance. In doing so, students also build competencies related to democratic citizenship, e.g., taking accountability for their actions; engaging in critical thinking about oneself and others; making sound decisions based on accurate information; and participating actively in society. These are all essential traits of being a good citizen within a democracy, where all citizens must critically evaluate the information they receive and be responsible participants in the democratic process.

Lind (2023) argues that formative assessments incorporating peer feedback and self-reflection provide students with invaluable opportunities to engage in critical thinking and develop deeper understanding of democratic principles. These practices encourage recognition and respect for diverse perspectives while cultivating a sense of responsibility among students, urging them to consider not only their academic performance but also the broader societal impact of their actions. Rani (2021) further underscores the importance of CBE's focus on both academic knowledge and social competencies in shaping students' understanding of equality, fairness, and justice.

In a similar way, Panadero et al. (2024) express that learners take on an active role in the evaluation process when they engage in self-assessment and peer assessment rather than just simply receiving evaluations. Furthermore, when learners assess their work and the work of their peers, they are given the opportunity to build their democratic practices such as fairness, transparency, accountability, and respect for diverse perspectives. Additionally, when peer assessment is utilized, it encourages learners to engage in dialogue, justify their evaluations against established criteria, and provide constructive feedback to each other; all of which develop deliberative skills necessary for democratic engagement.

UNESCO and OHCHR (2020) highlight that evaluation processes in CBE that involve students in peer assessments and self-reflections help cultivate deeper sense of social responsibility and commitment to equity. This enables students to practice democratic values not just in classrooms but in their interactions with others, reinforcing the importance of inclusivity, respect, and fairness in all aspects of life.

Assessment for learning has also been shown to support democratic education through evidence-based research. For example, Yan & Pastore (2022) have shown that providing ongoing opportunities for feedback helps learners to be more engaged, and helps produce more effective conversations between the teacher and student regarding their learning. These types

of interactions facilitate reciprocal respect, collaboration in problem-solving, and co-ownership of learning. With an ongoing opportunity to receive, ask for, respond to, and give feedback, learners have developed the ability to express their opinions, support their arguments with evidence, and engage meaningfully with those who have different opinions than they do; these skills are critical to being an active citizen in a democracy.

The emphasis on formative assessments and continuous feedback aligns with the democratic value of accountability, encouraging students to take responsibility for their learning and reflect on their progress over time (Black & Wiliam, 2020; Boud & Falchikov, 2025).

Furthermore, there has been a significant increase in the use of Authentic Assessments including portfolio assessment, project-based projects, competency-based performance tasks and performance-based community engagement in Competency-Based Education (CBE). These types of assessments allow students to demonstrate competencies that are not only related to technical skills but also soft skills such as working within groups with ethical reasoning and communication skills. Engaging students in real world activities that support team building and problem-solving through authentic assessments provides opportunities for students to develop and practice their democratic ideals within real world contexts.

Critical examination of this literature reveals several important limitations. First, the literature tends to assume that alternative assessment practices inherently promote democratic values, without adequately examining how these practices are implemented in contexts where high-stakes accountability pressures may subvert their democratic potential. As Berry (2021) notes, when performance indicators emphasize test scores over civic competencies, opportunities for developing democratic values may be limited, regardless of the assessment framework being used.

There is a lack of research to show how students really feel about formative assessments - whether they believe formative assessments provide them with opportunities to make decisions about their own learning as opposed to just fulfilling teacher or school mandated requirements. This implies that we don't completely understand the degree to which assessment practices contribute to authentic democratic engagement with an emphasis on substantive learning as opposed to mere procedural adherence.

Second, the literature often overlooks the power dynamics inherent in peer assessment processes. While peer assessment is presented as democratizing, it may simply reproduce existing peer hierarchies and social dynamics, with some students' voices being privileged over others. Research by Boud and Falchikov (2006) suggests that effective peer assessment requires careful scaffolding and attention to the development of assessment literacy, without which it may not achieve its democratic potential.

In recent studies, Panadero et al. (2024) also posed that to be effective learners must have sufficient levels of assessment literacy, clear evaluation criteria, and supportive classroom environments for peer assessment to be successful. Lacking one of these criteria, peer assessment will not only perpetuate existing social inequalities but also limit meaningful participation by learners who lack confidence.

Third, the literature on assessment and democratic values is predominantly Western in orientation, with limited attention to how these practices might be adapted to African educational contexts with different cultural orientations toward evaluation, feedback, and social relations. According to Kyamugambi and Barigye (2025), there is little empirical evidence for the implementation of competency-based assessments as a method of assessment in Africa's educational systems. The majority of the research conducted on assessment practices has come from Europe, North America, and Australia, significantly lacking in context as to what the connection is between assessment practices and the development of democratic values within

African Schools. There is a lack of understanding of how cultural and social expectations around authority, respect, collective responsibility and teacher-learner relationships can impact implementing and achieving democratic methods of assessment. This study contributes to addressing this gap by examining how CBE assessment practices are being implemented in Kenyan junior secondary schools and how they contribute to or constrain the promotion of democratic values.

2.2.4 Barriers to Effective CBE Implementation for Promoting Democratic Values

While Competency-Based Education offers significant potential for promoting democratic values, the literature identifies multiple barriers that hinder its effectiveness. These barriers are multifaceted, ranging from teacher preparedness to cultural resistance and lack of institutional support. Osler and Starkey (2021) state that many teachers lack necessary training to implement advanced strategies such as project-based learning, collaborative discussion, and inquiry-based learning methods that are important for encouraging democracy. Struthers (2021) observes that most teachers receive little, if any, training in participatory teaching methods, creating a persistent gap between curriculum intentions and classroom practice.

Cultural resistance to change further exacerbates implementation challenges. Traditional and rural contexts tend to have educational norms based on teacher-centered models of authority and hierarchical classroom structures that may conflict with the learner-centered and participatory nature of CBE. Struthers (2021) explains that both teachers and parents can perceive changes in instructional norms as threats to authority and discipline, resulting in resistance to learner autonomy and participation. The Council of Europe (2018) observes that teachers accustomed to exercising control in classrooms may find student engagement more disruptive than empowering.

Inadequate resources and lack of supporting policies pose major impediments to implementing democratic education. Schools without strong institutional commitment to

human rights or democratic education cannot provide participatory learning environments with necessary conditions (UNESCO, 2020). Underfunded schools are unable to procure supplies, technology, and training necessary for employing group work, debate, and role-playing as part of democratic education (Osler & Starkey, 2021). Without adequate systems for monitoring and evaluating the impact of CBE, it is impossible to know whether it is effectively developing democratic values in students (Hart & Torney-Purta, 2023).

Critical examination of this literature reveals important limitations. First, much of the research on barriers to CBE implementation focuses on identifying obstacles without adequately examining how these barriers might be overcome in resource-constrained contexts. The literature tends to prescribe ideal conditions for implementation without providing guidance for educators working in less-than-ideal circumstances. This study contributes to addressing this gap by examining not only the barriers but also how teachers and schools are navigating these challenges in the Kenyan context.

Second, the literature often treats barriers as technical problems requiring technical solutions, without adequately attending to the political and ideological dimensions of educational change. Implementing CBE for democratic values is not merely a matter of providing training and resources but involves challenging deeply held beliefs about the purposes of education, the nature of knowledge, and the roles of teachers and students. As Fullan (2016) argues, educational change requires attention to the subjective meanings that participants attach to reform, not just to structural and resource conditions.

Third, the literature tends to focus on teacher-level barriers without adequately examining system-level factors that constrain possibilities for democratic education. Issues such as inequitable distribution of resources, examination-oriented accountability systems, and hierarchical governance structures may fundamentally limit what is possible at the school and

classroom level, regardless of teacher commitment and capability. This study contributes to addressing this gap by examining barriers at multiple levels of the educational system.

2.3 Summary of Review of Literature and Research Gap(s)

This chapter reviews in detail the research surrounding Competency-Based Education (CBE), how CBE is aligned with promoting democratic values in a junior secondary school setting, and how CBE is effectively defined. Three theoretical frameworks guided the review of the literature: John Dewey's Theory of Democratic Education (focuses on; experiential, active, and democratic involvement in the educational setting), Paulo Freire's Critical Pedagogy (focuses on critical consciousness, dialogue, and transforming the learners through education), and the Rights-Based Education Framework (which is concerned with educational practices that are based on human rights principles, equity, and inclusive participation). Together, they provide a solid foundation for understanding how the processes of education contribute to the development of democratic values in students.

The empirical literature has been analysed based upon the four objectives of this study; the content of the curriculum, pedagogical methods, practice for assessment of learning and barriers that prevent successful implementation of competence-based education (CBE) as a means of promoting democratic values. The literature indicates that if the curriculum content includes explicit themes of human rights, social justice, equality, accountability, participation and active citizenship, then this has a significant impact on building the development of democratic awareness and civic responsibility in learners. The literature suggests further that the development of democratic values in learners occurs more successfully when the links between curriculum content and the lived experience and current social issues of students are made. The literature also indicates that there is no automatic link between the curriculum content and the achievement of democratic outcomes; rather, they are influenced by how the

curriculum is implemented through pedagogy, the context in which the school is located, and how the learner understands the concept of democracy.

This literature review shows that practices like participation-based and learner-centred teaching are essential to teach democratic values. Collaborative learning, debating, roleplaying, group discussions, simulation, and joint decision-making are all examples of pedagogical methods that enable students to develop democratic behaviours like dialogue, tolerance, empathy, cooperation, negotiation and collectively solving problems in a democratic manner. All studies indicate that learners are more engaged when they have meaningful participation; this leads to improvement in civic competencies, positive democratic attitudes, and learner agency. However, it also shows that the success of many of these types of education depend on the quality and authenticity of the test taken at each stage. In addition, this literature review found that there has yet to be much empirical data available concerning the long-term impact and contextual adaptation of these participation-based types of education within the African context.

The literature shows how assessment practices of CBE impact democratic value formation (in understanding and valuing) through learner participation, accountability, fairness, critical reflection, transparency, and collaboration, while creating learners ownership, opportunities to engage different perspectives and develop competencies for democratic citizenship using formative assessments (continuously providing feedback), giving peer assessment - working with peers and assessing their work using some set criteria; using selfassessment - understanding your strengths and weaknesses and what competencies you possess that help develop your sense as a democratic citizen and provide authentic assessment tasks - experiential learning opportunities designed to assist learners develop competencies as a democratic citizen. Studies have found that assessment practices are used as tools for measuring learning outcomes and as a mechanism for helping learners experience democratic

participation. However, the literature does point out concerns related to power dynamics in peer assessment, learner perceptions about the assessment process, and the need for more empirical evidence about the connection between competency-based assessment and democracy in African contexts.

The review also found many barriers to implementing CBE to promote democracy. Barriers are due to a lack of teacher preparation, resistance to learner centered pedagogies, limited instructional materials, low institutional support, examination focused accountability systems, and cultural norms that inhibit student participation. Although many studies have identified these barriers, few discuss how schools or teachers find ways to address them in practice. The majority of existing studies do focus on technical and resource issues; however, they often overlook larger contextual, cultural, political and systemic issues that are influencing the implementation of democratic education.

The overall body of literature examined demonstrates that although the potential of Competency Based Education is great; its successful use for promoting democratic values depends upon the following being thoughtfully planned and developed: curriculum content, instructional methodology, assessment method of measuring, institutional environment, and policies. Further, the findings of the overall body of literature suggest that the relationship between implementation of CBE and achieving democratic outcomes is complex. The relationship is also influenced by some contextual factors, including; teacher preparedness, school leadership, availability of resources, methods used, culture at the school, and the norms within society.

Although the evidence has increased on Competency-Based Education (CBE) and active citizenship, there are still many gaps in research. First, very little empirical data exists regarding how CBE in Kenya encourages junior secondary school learners to develop democratic values. Secondly, much of the previous literature discussing CBE comes from

Western educational frameworks that are not as applicable to African environments because of the differing cultural, social and institutional contexts. Thirdly, studies are currently evaluating curriculum materials, pedagogy, evaluation practices and implementation challenges as separate entities, and do not adequately identify how these components come together to influence learners' development of democratic values.

Fourthly, there is little research on the experiences and viewpoints of junior secondary school learners regarding CBE's role in promoting democratic values. Fifthly, there is little empirical data about CBE's role in contributing to democratic learning in African education systems. Finally, there is a lack of understanding of how contextual factors within Kenyan secondary schools impact the implementation of CBE and its ability to foster democratic values in learners. The present study will investigate how CBE influences learner development of democratic values in Kenyan junior secondary schools by recognizing how curriculum, pedagogy, evaluation practices and implementation barriers influence this process.

CHAPTER THREE

RESEARCH METHODOLOGY

3.1 Introduction

This chapter focus on the description of the methodology that were used in conducting the research to determine the role of Competency-Based Education in promoting democratic values. The section is divided into the following subsections: research design and methodology that was used in the study. The sections in this chapter include; research design, location of the study, target population, sampling techniques, sample size, data collection instruments, validity, reliability, data analysis and ethical considerations

3.2 Research Design

This study adopted a descriptive survey design to examine how Competency-Based Education promotes democratic values among junior secondary learners in Masaba South SubCounty, Kisii County, Kenya. As noted by Creswell and Creswell (2018), descriptive surveys are ideal for generating empirical evidence on educational issues of interest to policymakers, educators, and researchers. This design was suitable as it enabled a systematic description of how curriculum content, teaching methods, and assessment practices within the CompetencyBased Education promote democratic values and respect for human rights among learners.

This research utilized a mixed methods methodology; both a quantitative approach and a qualitative approach for both collecting and analyzing data were used. The use of a mixed methods methodology was justified because it allowed for the researcher to capture quantitative (or numerical) data on how Competency-Based Education (CBE) promoted democratic values, as well as qualitative (or descriptive) data on participant's experiences and perceptions of implementing the curriculum. Quantitative data shown measurable patterns/trends of

curriculum content, teaching methodologies or strategies and assessment methodologies; qualitative data provided a more comprehensive understanding of how these practices impacted the development of democratic values in learners. Combining both types of data increased the breadth and validity of the study's results, as data from multiple sources could be triangulated (Creswell & Creswell, 2018).

The descriptive survey design offers several advantages that align with the study's objectives. First, it allows for the collection of both quantitative and qualitative data from diverse participants, including teachers and headteachers. This multi-respondent capability increases the study's capacity to observe relationships and patterns between CBE implementation practices and civic-related outcomes such as learners' democratic participation, inclusivity, empathy, and civic awareness. As Zohrabi (2013) notes, survey designs are appropriate for studying relationships between educational phenomena when researchers cannot manipulate variables experimentally, which is applicable when evaluating curriculum implementation in authentic school settings.

Second, the descriptive survey design intended to enhance the findings' generalizability. The study employs purposive sampling to select schools representing different administrative zones across Masaba South Sub-County, thereby incorporating variety in institutional contexts. This approach ensured that the findings reflect the diversity of implementation conditions and can provide insights applicable to similar educational contexts across Kenya.

The use of descriptive survey design to fit as the best possible methodology for this descriptive survey study was based on the researcher's desire to find out the current state of the implementation of CBE (Competency-Based Education) and its effect on democratic values for junior secondary students with no manipulation of any of the variables involved (i.e. a 'pure' approach). The purpose of the research study was to collect information from teachers and head teachers regarding their perceptions, experiences, and practices associated with

curriculum content, instructional methods, assessment methods, and issues related to the implementation of the curriculum. Since all of these variables had previously existed in the school environment and could not be controlled experimentally, the descriptive survey design was the type of design that provided the clearest and most effective method for gathering data from a large number of respondents and describing the phenomenon as it occurred naturally.

The type of design also allowed the researcher to obtain factual information about how much CBE encourages democratic values in the junior secondary school-level students of Masaba South Sub-County.

3.3 Location of the Study

The research setting for this study was in Masaba South sub-county, an administrative district located within the Kisii County of Kenya. It was purposely selected as it provides a suitable context to investigate how Competency Based Education is functioning in the implementation of educational programmes at Junior Secondary School. The Sub County has public Junior Secondary Schools that are fully operational and located in six educational zones, thus providing an opportunity to gain multiple perspectives about the implementation of CBE. Since the implementation of Junior Secondary Education under the CBC, the Sub County has experienced significant increases in items that will impact on the promotion of democracy within the implementation of the curriculum. Therefore, the selected study area has similar features to many of the Sub Counties in Kenya, both rural and peri-urban, which are implementing CBE under similar resource and infrastructure settings. Therefore, the findings may offer guidance regarding alternative education contexts which are being implemented.

3.4 Target Population

The target population refers to the entire group of individuals or objects that a researcher is interested in studying and from which conclusions can be drawn (Mugenda & Mugenda, 2019). For this study, the target population comprises all junior secondary school teachers and

headteachers in Masaba South Sub-County, Kisii County, Kenya. This population is appropriate because teachers and headteachers are the primary implementers of Competency-Based Education (CBE). A learner-centered approach that focuses on the development of core competencies such as citizenship, critical thinking, and ethical values and are most directly involved in translating curriculum intentions into classroom practices that may promote democratic values among learners.

Masaba South Sub-County is organized into six educational zones: Gesusu, Nyamasibi, Ibacho, Keroka, Masimba, and Ramasha. Within these six zones, there are 36 public junior secondary schools implementing the Competency-Based Education. The distribution of schools across zones is as follows: Gesusu Zone has 6 schools, Nyamasibi Zone has 4 schools, Ibacho Zone has 5 schools, Keroka Zone has 8 schools, Masimba Zone has 7 schools, and Ramasha Zone has 6 schools. The target population consists of 162 junior secondary school teachers and 36 headteachers drawn from these 36 public schools.

Table 1
Target Population Distribution by Zone

<i>Zone</i>	<i>Number of Schools</i>	<i>Number of Teachers</i>	<i>Number of Headteachers</i>
Gesusu	6	34	6
Nyamasibi	4	23	4
Ibacho	5	21	5
Keroka	8	27	8
Masimba	7	34	7
Ramasha	6	23	6
Total	36	162	36

Note. Data represents the distribution of teachers and headteachers across zones in the target sub-county.

3.5 Sampling Techniques and Sample Size

Sampling is the process of selecting a subset of individuals from a larger population to participate in a study, with the aim of making inferences about the population based on the characteristics observed in the sample (Kothari, 2004). This study employs stratified random sampling and simple random sampling techniques to select a representative sample from the target population.

3.5.1 Sampling Techniques

This study used a multi-stage sampling approach. The target population had two groups: all teachers in public junior secondary schools and headteachers from the same schools. Stratified sampling was used to select schools from six educational zones in Masaba South Sub-County: Gesusu, Nyamasibi, Ibacho, Keroka, Masimba, and Ramasha. Each zone formed a stratum. From each stratum, 30% of the schools were selected using purposive sampling.

Table 2

School Selection by stratified sampling

<i>Zone</i>	<i>Total Schools</i>	<i>30% Sample</i>	<i>Schools Selected</i>
Gesusu	6	1.8	2
Nyamasibi	4	1.2	1
Ibacho	5	1.5	2
Keroka	8	2.4	2
Masimba	7	2.1	2
Ramasha	6	1.8	2
Total	36		11

Note - Fractions were rounded to the closest whole number with the condition that every zone was included in this study.

Purposive sampling was used for schools because the study needed schools that met three criteria: they had operational junior secondary classes, they had teachers assigned to teach

Social Studies or Life Skills Education, and they were accessible. This process yielded 11 schools across the six zones.

All headteachers at the 11 selected schools participated in the research. A purposive sample was created by using the headteacher of each school since each school had only one headteacher; therefore, it was necessary for the headteachers to provide their opinions regarding school leadership and the implementation of the school's curriculum.

The sample of the intended population included all Social Studies and Life Skills teachers from the selected schools. A list of Social Studies and Life Skills teachers from the selected schools was obtained from each of the selected schools and stratified according to the subjects they taught, Social Studies or Life Skills. Simple random sampling was used to select teachers from each of the strata (i.e., Social Studies and Life Skills), thus providing every teacher with the same opportunity of being selected. According to Fisher's formula, a total of 114 teachers participated in the study.

3.5.2 Sample Size Determination

To identify the size of the teacher sample, the researcher employed a scientific method that has been utilized by hundreds of other researchers throughout the world. Yamane (1967) developed a formula that calculates the size of a sample that will be representative of its parent population. As applied to the teacher sample for the purpose of this research, the formula yielded a number representing an estimate of 115 teachers (margin of error = 5%) from a population of 162 teachers in the target population. After establishing the desired number of teachers, stratified sampling of schools was employed in order to pick schools from each of the six educational zones of the Masaba South Sub-County, thereby ensuring inclusion of teachers from each of the six zones. Eleven schools were proportionately selected — based on percentage to ensure adequate representation for geographical diversity and to effectively select teachers from proportionate numbers of the total number of teachers across the zones — to

credibly capture the variety of CBE (community based education) implementation across the zones, thereby improving the credibility and generalizability of the research findings, while simultaneously remaining within the time and resources available.

The sample size for teachers was calculated using Fisher's formula for determining sample size from a finite population:

$$n = \frac{N}{1 + N(e^2)}$$

Where:

- n = desired sample size
- N = population size (162 teachers)
- e = precision error or margin of error (0.05 or 5%)

Applying the formula:

$$n = \frac{105}{1 + 105(0.05^2)}$$

$$n = 114 \text{ teachers}$$

All 11 headteachers from the selected schools were included in the sample because their number is manageable and their perspectives are valuable for understanding school-level factors influencing CBE implementation.

Table 3
Sample Size Distribution by Zone

<i>Zone</i>	<i>Sampled Schools</i>	<i>Sampled Teachers</i>	<i>Sampled Headteachers</i>
Gesusu	2	24	2
Nyamasibi	1	16	1
Ibacho	2	15	2

Keroka	2	19	2
Masimba	2	24	2
Ramasha	2	16	2
Total	11	114	11

Table 4

Population representation Sample

<i>Category</i>	<i>Population</i>	<i>Sample</i>	<i>Percentage</i>
Teachers	162	114	70.4%
Headteachers	36	11	30.6%
Total	198	125	63.1%

The sample represented 63.1% of all target population and was enough to be considered representative of study population. All educational zones were included in sample and were randomly selected according to probability sampling methods. The final sample therefore consists of 114 junior secondary school teachers and 11 headteachers drawn from 11 public schools across the six zones of Masaba South Sub-County.

3.6 Data Collection

The section describes data collection process used in the study. Data were collected using questionnaires and classroom observation checklist. The researcher obtained ethical clearance from Nazarene African University and research permits from National Commission for Science and Technology (NACOSTI) before commencing data collection. School visits were conducted to establish rapport with headteachers and explain the purpose of the study.

Informed consent was obtained from all participants, and confidentiality was guaranteed. Questionnaires were administered to teachers , headteachers, and classroom observations were carried out using structured checklists

3.6.1 Data Collection Instruments

The study utilized questionnaires, Lesson Observation tool and Observation Check list as the main research instruments as provided in Appendices B, C and D. The study employed three data collection instruments as follows: questionnaires for teachers and headteachers, and classroom observation checklists. The use of multiple instruments enables triangulation of data and provides a comprehensive understanding of how CBE promotes democratic values among junior secondary learners.

3.6.1.1 Questionnaire for Teachers

Questionnaires are systematic sets of questions designed to obtain information from respondents using consistent methods (Orodho, 2009). This method is extensively used in educational research due to its potential to gather data from large numbers of participants efficiently while maintaining consistency in data collection (Mugenda & Mugenda, 2012).

The questionnaire was designed to collect both quantitative and qualitative data on how Competency-Based Education (CBE) curriculum content, teaching methods, and assessment practices promote democratic values. The tool was divided into five sections. Section A focused on demographic information, collecting background data from teachers including gender, age, teaching experience, qualifications, and subjects taught. This information enabled descriptive analysis of the sample and examination of whether responses varied by teacher characteristics.

Section B addressed curriculum content and democratic values. This section contained closed-ended questions using a Likert scale to measure teachers' perceptions of how CBE

curriculum content integrates democratic values such as participation, equality, justice, and respect for human rights. Open-ended questions were also included to allow teachers to provide specific examples and elaborate on their experiences.

Section C explored teaching methods and democratic development. This section examined the teaching methods teachers employ and how these methods promote democratic engagement among learners. Questions addressed the use of participatory methods including group discussions, collaborative projects, role-playing, debate, and inquiry-based learning. Section D focused on assessment practices and democratic reinforcement. This section examined how formative assessment, peer assessment, and self-reflection practices contribute to reinforcing democratic behaviors such as fairness, responsibility, and respect for diverse perspectives.

Section E identified challenges in promoting democratic values. This section captured barriers teachers face in using CBE to promote democratic values, including issues related to training, resources, cultural attitudes, and institutional support.

The questionnaire was developed based on the literature review and theoretical framework, ensuring that all items aligned with the study objectives and research questions.

3.6.1.2 Questionnaire for Headteachers

A structured questionnaire was administered to headteachers to collect quantitative data on their perceptions of how Competency-Based Education promotes democratic values in junior secondary schools. Headteachers were included because they provide instructional leadership, oversee curriculum implementation, and shape school culture and governance structures that may either support or hinder the promotion of democratic values.

The questionnaire was divided into six sections. Section A focused on demographic information, collecting background data from headteachers including gender, age group, highest level of education, years of service as headteacher, and type of school managed. Section

B addressed how effectively the CBE curriculum addresses democratic values in the school, including respect for human rights and preparation for democratic participation. Section C explored teaching methods and their alignment with CBE principles, including the use of collaborative teaching methods, student-centered learning, and discussion of real-world issues related to democracy and human rights.

Section D examined assessment practices and their contribution to promoting democratic values and respect for human rights among learners, including the role of assessments in developing critical thinking and problem-solving skills essential for democratic participation. Section E identified challenges faced in implementing CBE to enhance democratic values, including lack of resources, limited teacher training, resistance to change, and overcrowded classrooms. Section F captured general feedback on improvements needed to enhance the implementation of CBE in promoting democratic values and human rights, as well as suggestions for improving teacher training to align more effectively with CBE's emphasis on democratic values.

The questionnaire consisted of both closed-ended items measured on a Likert scale to facilitate quantitative analysis, as well as open-ended questions to allow headteachers to provide specific examples and elaborate on their experiences. Headteachers were given adequate time to complete the questionnaire at their convenience, ensuring privacy, confidentiality, and thoughtful responses.

3.6.1.3 Classroom Observation Checklist

Classroom observation enables the researcher to directly witness teaching and learning processes, capturing data that questionnaires cannot reveal (Creswell & Creswell, 2018). This study employed a structured observation checklist to document specific indicators of democratic practices during CBE lessons.

The observation checklist was organized into five categories aligned with the research objectives. The first category focused on learner activities. Observers noted the frequency and quality of learner participation in discussions, collaboration in group work, demonstration of critical thinking, engagement in shared decision-making, and respect for diverse viewpoints.

The second category focused on teacher activities. Observers documented facilitation techniques, opportunities provided for learner choice and voice, promotion of classroom dialogue, encouragement of responsible behavior, and modeling of respect and fairness.

The third category examined instructional resources. Observers noted the availability and use of resources that supported competency-based and participatory learning, including materials that promoted discussion of human rights, social justice, and civic participation.

The fourth category assessed the classroom environment. Observers looked for classroom organization that facilitated interaction, displays that reflected democratic values, and evidence of inclusive practices that ensured all learners could participate.

The fifth category addressed lesson structure and time management. Observers documented how teachers structured activities to allow for learner-centered engagement, including time allocated for discussion, group work, and learner reflection.

A sample of lessons was observed across different schools, focusing on Social Studies and Life Skills Education where democratic values were most directly addressed. Each observation lasted approximately 40 minutes. Observers completed the checklist during the lesson and added narrative notes to capture contextual details.

3.6.2 Pilot Testing of Instruments

Prior to main data collection, research instruments were piloted to assess their validity and reliability and to identify any weaknesses requiring correction. Two public junior secondary schools located in close proximity to each other within Masaba North Sub-County, Kisii County, served as the sites for the pilot study. These two schools had similar

characteristics to the study site but were excluded from the major study; therefore, conducting the pilot study outside the proposed area minimized the potential for respondent contamination, increasing the credibility of the findings.

A total of 12 respondents, representing approximately 10% of the sample size, participated in the pilot study. This included 10 teachers and 2 headteachers. According to Creswell and Guetterman (2019), a pilot sample of 10% of the main sample is adequate for identifying instrument weaknesses.

The pilot study assessed four key areas. First, respondents were asked to indicate any instructions or questions that were unclear, ambiguous, or difficult to understand. This feedback was used to revise wording and improve clarity. Second, respondents commented on whether questions were relevant to their experiences and whether any important areas were omitted. This feedback informed adjustments to ensure instruments adequately covered all aspects of the research objectives.

3.6.3 Instrument Validity

Validity is the degree of accuracy with which a research tool measures what it ought to measure (Zohrabi, 2013). Therefore, establishing validity will ensure that the data collected provides data supporting the achievement of your research objectives and credible data. To establish content validity in this study, the research instruments were reviewed by experts and tested in a limited fashion. Initially, when completed by the university supervisors, the supervisors evaluated relevance, clarity, adequacy and study objectives, research question and theoretical framework with respect to each of the tools used with participants. They provided input about the appropriateness of question wording, item wording and overall structure of the tools used to assess participants and these recommendations were applied to the instruments submitted back to the researcher once they were modified and improved.

An additional pilot study was held in conjunction with junior Sec. Schools within Masaba North in Kisii County. The study was intended to provide the data researcher an elected means of evaluating the validity, relevance, clarity of cognitive constructs used in administer the data collection process. The data reported from respondents to the pilot study will identify question relevance/ambiguity, repetitive nature of data asked, or out of scope in nature, and allow for any needed modifications to be made to improve data collection instruments in such a way to provide an accurate assessment of the relationship between: Competency-Based Education promotes democratic values among junior secondary school learners.

3.6.4 Instrument Reliability

Table 4
Reliability table.

<i>Construct</i>	<i>Number of Items</i>	<i>Cronbach Alpha</i>
Curriculum Content	10	0.81
Teaching Methods	12	0.84
Assessment Practices	8	0.79
Challenges of CBE	10	0.83
Overall Scale	40	0.82

Internal consistency of the pilot data was assessed with a Cronbach's Alpha coefficient using data from pilot questionnaires. The overall estimate was 0.82, which is above the minimum acceptable reliability level of 0.70 advocated by Pallant (2020). Hence, the instrument can be treated as a reliable instrument to use in the main study. Items that substantially reduced reliability were reviewed and revised or removed. Based on pilot study findings, instruments were revised to correct any identified weaknesses before administration in the main study.

3.6.5 Data Collection Procedures

Data collection began with obtaining an introductory letter from Africa Nazarene University, followed by a research permit from National Commission for Science and Technology (NACOSTI). Permission was then sought from the Kisii County Director of Education and the Sub-County Director of Education for Masaba South Sub-County. These approvals were presented to headteachers of the 11 selected schools before data collection commenced.

The researcher visited each school to meet the headteacher, explain the purpose of the study, and seek permission to proceed with data collection. During these visits, information sheets and consent forms were provided to headteachers and teachers. Participation was voluntary, and respondents were informed of their right to withdraw at any time without consequence.

Questionnaires were administered to 114 teachers of Social Studies and Life Skills Education and 11 headteachers. The researcher distributed the questionnaires personally, explained the instructions, and remained available to clarify questions. Teachers completed the questionnaires during convenient times and returned them in sealed envelopes to ensure confidentiality. Or even you collected the questionnaire at a later day specified.

Classroom observations focused on Social Studies and Life Skills Education lessons, where democratic values are most directly addressed. Observations were scheduled in consultation with teachers to minimize disruption. Each observation lasted approximately 40 minutes. Before each lesson, teachers were assured that the observation was not an evaluation but a means of understanding classroom practices. Throughout data collection, the researcher reviewed completed instruments daily to identify missing data or inconsistencies. Follow-up visits were made where clarification was needed also known as member checking. The entire data collection process took six weeks.

3.7 Data Analysis

Data processing and analysis involved transforming raw data into meaningful findings that address the research objectives. The study employed both quantitative and qualitative analysis techniques appropriate for obtaining comprehensive information.

3.7.1 Quantitative Data Analysis

Quantitative data from closed-ended questions in the questionnaires and from structured sections of the observation checklist were analyzed using the Statistical Package for Social Sciences software. Completed questionnaires were first checked for completeness and consistency, and any questionnaire with substantial missing data were excluded from analysis also known as data cleaning. Responses were then coded and entered into SPSS with each variable assigned appropriate labels and value codes.

Descriptive statistics were computed for all variables to summarize the characteristics of the sample and the distribution of responses. Frequencies and percentages were calculated for categorical variables such as teacher demographics and responses to Likert-scale items, while means and standard deviations were calculated for continuous variables. These descriptive statistics provided an overview of teachers' perceptions regarding how CBE curriculum content, teaching methods, and assessment practices promoted democratic values. Where appropriate, inferential statistics were employed to examine relationships between variables. Chi-square tests were used to examine associations between teacher characteristics and their perceptions of CBE implementation. However, the primary focus remained on descriptive analysis given the study's exploratory nature. Quantitative findings were presented using tables and figures that clearly communicated the results.

3.7.2 Qualitative Data Analysis

Qualitative data from classroom observation were analysed using thematic analysis, which involves identifying, analysing, and reporting patterns or themes within qualitative data

(Braun & Clarke, 2021). The data were systematically analysed by coding in SPSS identifying segments of text that related to the research objectives. Coding involved attaching labels or codes to segments of data that represented specific ideas, concepts, or phenomena. Both deductive codes derived from the research objectives and theoretical framework, and inductive codes emerging from the data itself, were used. Related codes were then grouped together to form broader themes, which are patterns or recurring ideas that capture something significant about the data in relation to the research questions. Themes were organized according to the four study objectives: curriculum content and democratic values, teaching methods and democratic development, assessment practices and democratic reinforcement, and challenges to promoting democratic values.

Developed themes were reviewed to ensure they accurately represented the data and were internally coherent and externally distinct from other themes. Themes were merged, split, or discarded during this process. Each theme was clearly defined, and a concise name was assigned that captured its essence. The researcher identified the story each theme told and how it contributed to addressing the research objectives.

3.8 Ethical Consideration

This study adhered to all ethical protocols governing research involving human subjects. Ethical principles of respect for persons, beneficence, and justice guided all aspects of the research process. All participants provided informed consent before participating. Teachers and headteachers received information sheets explaining the purpose of the study, the nature of their participation, potential risks and benefits, and their right to withdraw at any time without consequence. Consent forms were signed by all adult participants.

Participants were clearly informed that their participation was on voluntary basis and they could decline to participate or even pull out from the process at any point without giving

reasons and without any negative consequences. This ensured that no participant felt coerced or obligated to participate.

All participants were guaranteed confidentiality and anonymity. No identifying information was collected on questionnaires. Data were stored securely, accessible only to the researcher and supervisors. In reporting findings, no information that could identify specific individuals or schools was disclosed. Throughout analysis and presentation, participant anonymity was maintained by using codes rather than names in all data files and reports. Findings were reported honestly and accurately, without fabrication or misrepresentation. The researcher was mindful not to overstate findings, maintaining clarity between patterns observed and causal claims.

The study posed minimal risk to participants. However, the researcher remained sensitive to any discomfort participants experienced and took appropriate steps to address it. Questions were framed respectfully, and participants were not pressured to answer any question they found uncomfortable.

The study was only conducted after obtaining ethical clearance from Africa Nazarene University and a research permit from the National Commission for Science, Technology and Innovation (NACOSTI). Permission was also sought from the Kisii County Director of Education and headteachers of participating schools.

While participants did not directly benefit from the study, the research aimed to generate knowledge that could improve educational practice and policy, ultimately benefiting learners and educators in similar contexts. Findings were shared with participating schools and relevant educational authorities.

The researcher conducted the study with integrity, honestly reporting findings without fabrication, falsification, or misrepresentation. All sources were properly acknowledged, and the work of others was appropriately cited.

By adhering to these ethical principles, the study aimed to protect participants' rights and welfare while generating credible and valuable knowledge about how Competency-Based Education promotes democratic values among junior secondary learners.

CHAPTER FOUR

DATA ANALYSIS AND FINDINGS

4.1 Introduction

In this chapter, we analyze, interpret and discuss our findings regarding CBE's impact on JSSs' Demonstration of Democratic Values within Masaba South Kenya Sub-County's Kisii County. The analysis consists of sections that include Response Rates, Characteristics of Respondents, the relatedness of the Variables, Symptomatic Correlational Relationship(s) between the Independent and Dependent Variables, Diagnostic Tests for Regression Model Assessment, Regression Model Analysis, Hypothesis Testing, and a Summary of Findings. Results are shown using either (1) Descriptive Statistics or (2) Inferential Statistics because both are valuable; however, we primarily rely on the latter to evaluate whether CBE enhances Demonstration of Democratic Values among Kenya's JSS students within this region.

4.2 Response Return Rate

The study sample size was 114 teachers and 11 headteachers from 11 public junior secondary schools across six educational zones in Masaba South Sub-County. A total of 114 teachers questionnaires responses and 11 head teacher questionnaire responses were filled to yield a response rate of 92.8 percent, 105 questionnaires were duly completed and returned, yielding a response rate of 92.8 %.

Table 5
Response Rate by Respondent Category

<i>Respondent Category</i>	<i>Target Sample</i>	<i>Returned</i>	<i>Response Rate (%)</i>
Teachers questionnaire	114	105	92.1
Headteachers questionnaire	11	11	100.0

Overall Questionnaire Response	125	116	92.8
Observation Checklist	11	11	100.0

Table 5 indicate the total returned includes 105 teachers and 11 headteachers. The response rate for teachers was 92.1 percent, while the response rate for headteachers was 100 percent and observation checklist 100 percent. The response rate was considered good and adequate for generalizing the study's findings. According to Mugenda and Mugenda (2012), a response rate above 70% is recommended for social science research. This is also in line with Cooper and Schindler (2020), who posit that a response rate above 70% is adequate for a study of a social science nature.

4.3 Demographic Characteristics of the Respondents

In this section of the report, demographics for both teachers and head teachers, including gender, age and qualifications such as years of teaching experience will be analysed. The purpose of examining these demographics is to assist in tracking the background of respondents to determine how their responses may affect the promotion of democratic values by utilising Competency Based Education programmes. 4.3.1 Demographic Characteristics of Teachers

4.3.1.1 Gender of Teachers

The gender of teacher respondents was sought to determine the distribution of male and female teachers participating in the study. Table 4 presents the findings.

Table 6
Gender of Teacher Respondents

<i>Gender</i>	<i>Frequency</i>	<i>Percentage (%)</i>
Male	28	26.7
Female	77	73.3

Total	105	100
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The findings in Table 4 show that the majority of teacher respondents, 77 (73.3 percent), were female, while 28 (26.7 percent) were male. This implies that most junior secondary school teachers in Masaba South Sub-County are female, which is consistent with the national trend where the teaching profession at the basic education level is predominantly female.

4.3.1.2 Age Bracket of Teachers

The age of teacher respondents was sought to determine the age distribution of teachers involved in implementing Competency-Based Education. Table 5 presents the findings.

Table 7
Age Bracket of Teacher Respondents

Age Bracket of Teacher Respondents		
Age Bracket	Frequency	Percentage (%)
25 years and below	12	11.4
26-35 years	48	45.7
36-45 years	31	29.5
46 years and above	14	13.4
Total	105	100

Source:

The findings in Table 5 indicate that 48 teachers (45.7 percent) were aged between 26 and 35 years, 31 (29.5 percent) were aged between 36 and 45 years, 14 (13.4 percent) were aged 46 years and above, while 12 (11.4 percent) were aged 25 years and below. This suggests that the majority of teachers were in their prime working age, which implies they have the energy and experience necessary for effective curriculum implementation.

4.3.1.3 Teaching Experience of Teachers

The study sought to determine the number of years of teaching experience among teacher respondents. Table 6 presents the findings.

Table 8

Teaching Experience of Teacher Respondents

<i>Years of Experience</i>	<i>Frequency</i>	<i>Percentage (%)</i>
Below 5 years	18	17.1
6-10 years	42	40.0
11-15 years	28	26.7
16 years and above	17	16.2
Total	105	100

The findings in Table 8 reveal that 42 teachers (40.0 percent) had teaching experience of 6 to 10 years, 28 (26.7 percent) had 11 to 15 years of experience, 18 (17.1 percent) had below 5 years of experience, while 17 (16.2 percent) had 16 years and above of teaching experience. This indicates that the majority of teachers had substantial teaching experience, which is important for effective implementation of Competency-Based Education.

4.3.1.4 Highest Level of Education of Teachers

The academic qualifications of teacher respondents were sought to determine their level of education. Table 7 presents the findings.

Table 9

Highest Level of Education of Teacher Respondents

<i>Level of Education</i>	<i>Frequency</i>	<i>Percentage (%)</i>
Certificate	12	11.4
Diploma	35	33.3
Bachelor's Degree	48	45.7
Master's Degree	10	9.5
Total	105	100

The findings in Table 9 show that 48 teachers (45.7 percent) held a bachelor's degree, 35 (33.3 percent) held a diploma, 12 (11.4 percent) held a certificate, while 10 (9.5 percent) held a master's degree. This implies that the respondents had sufficient academic qualifications

to understand and implement Competency-Based Education role in promoting democratic values among learners.

4.3.1.5 Subjects Taught by Teachers

The study sought to determine the subjects taught by teacher respondents. Table 8 presents the findings.

Table 10
Subjects Taught by Teacher Respondents

<i>Subject</i>	<i>Frequency</i>	<i>Percentage (%)</i>
Social Studies only	45	42.9
Life Skills Education only	38	36.2
Both Social Studies and Life Skills	22	20.9
Other subjects (Mathematics, English, Kiswahili, etc.)	0	0.0
Total	105	100

The findings in Table 10 indicate that 45 teachers (42.9 percent) taught only Social Studies, 38 teachers (36.2 percent) taught only Life Skills Education, and 22 teachers (20.9 percent) taught both subjects. No teacher taught only other subjects because the study deliberately targeted teachers of Social Studies and Life Skills Education. These two subjects were selected because they explicitly integrate themes of citizenship, human rights, civic responsibility, and ethical behavior within Competency-Based Education.

4.3.2 Demographic Characteristics of Headteachers

4.3.2.1 Gender of Headteachers

The gender of headteacher respondents was sought to determine the distribution of male and female headteachers participating in the study. Table 11 presents the findings.

Table 11
Gender of Headteacher Respondents

<i>Gender</i>	<i>Frequency</i>	<i>Percentage (%)</i>
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Male	6	54.5
Female	5	45.5
Total	11	100

The findings in Table 11 show that 6 headteachers (54.5 percent) were male, while 5 headteachers (45.5 percent) were female. This indicates a relatively balanced gender distribution among school leadership in Masaba South Sub-County.

4.3.2.2 Age Bracket of Headteachers

The age of headteacher respondents was sought to determine the age distribution of headteachers involved in overseeing Competency-Based Education implementation. Table 12 presents the findings.

Table 12

Age Bracket of Headteacher Respondents

<i>Age Bracket</i>	<i>Frequency</i>	<i>Percentage (%)</i>
30-40 years	3	27.3
41-50 years	5	45.5
51 years and above	3	27.3
Total	11	100

The findings in Table 12 indicate that the majority of headteachers, 5 (45.5 percent), were aged between 41 and 50 years, followed by 3 (27.3 percent) aged between 30 and 40 years, and 3 (27.3 percent) aged 51 years and above. This suggests that headteachers were experienced and mature enough to provide reliable insights on school leadership and curriculum implementation.

4.3.2.3 Highest Level of Education of Headteachers

The academic qualifications of headteacher respondents were sought to determine their level of education. Table 13 presents the findings.

Table 13
Highest Level of Education of Headteacher Respondents

<i>Level of Education</i>	<i>Frequency</i>	<i>Percentage (%)</i>
Diploma	2	18.2
Bachelor's Degree	7	63.6
Master's Degree	2	18.2
Total	11	100

The findings in Table 13 show that the majority of headteachers, 7 (63.6 percent), held a bachelor's degree, while 2 (18.2 percent) held a diploma, and 2 (18.2 percent) held a master's degree. This implies that headteachers had sufficient academic qualifications to oversee the implementation of Competency-Based Education and its role in promoting democratic values.

4.3.2.4 Years of Service as Headteacher

The study sought to determine the number of years headteachers had served in their current positions. Table 12 presents the findings.

Table 14
Years of Service as Headteacher

<i>Years of Service</i>	<i>Frequency</i>	<i>Percentage (%)</i>
Less than 5 years	4	36.4
5-10 years	5	45.5
More than 10 years	2	18.2
Total	11	100

The findings in Table 14 show that 5 headteachers (45.5 percent) had served for 5 to 10 years, 4 (36.4 percent) had served for less than 5 years, and 2 (18.2 percent) had served for more than 10 years. This indicates that the majority of headteachers had substantial leadership experience, which is important for effective curriculum implementation and school governance.

4.3.2.5 Type of School Managed

The study sought to determine the type of school managed by headteacher respondents.

Table 15 presents the findings.

Table 15

Type of School Managed by Headteachers

<i>School Type</i>	<i>Frequency</i>	<i>Percentage (%)</i>
Public	11	100.0
Private	0	0.0
Total	11	100

Table 15 indicate all 11 headteachers (100 percent) managed public schools, which was consistent with the study's focus on public junior secondary schools in Masaba South Sub-County.

4.4 Objective one: Role of Curriculum Content in Enhancing Democratic Values among Junior Secondary Learners

The first objective was aimed at determining how much influence the content of the curriculum actually had on promoting democratic values to Junior Secondary Students.

4.4.1. Teachers' Perspectives

Table 16

Teachers' Responses on the Influence of Curriculum Content in Enhancing Democratic Values among Junior Secondary Learners (N = 105)

<i>Statement</i>	<i>SA (%)</i>	<i>A (%)</i>	<i>N (%)</i>	<i>D (%)</i>	<i>SD</i>	<i>Mean</i>	<i>SD</i>
					(%)		
The curriculum content includes topics on human rights	16 (15.2)	45 (42.9)	19 (18.1)	15 (14.3)	10 (9.5)	3.40	1.12

Democratic principles are integrated across subject areas	13 (12.4)	40 (38.1)	22 (21.0)	17 (16.2)	13 (12.4)	3.22	1.18
Learners are taught about civic responsibility	19 (18.1)	48 (45.7)	15 (14.3)	13 (12.4)	10 (9.5)	3.51	1.15
The curriculum promotes respect for diversity	15 (14.3)	43 (41.0)	20 (19.0)	16 (15.2)	11 (10.5)	3.34	1.20
Ethical behavior is emphasized in learning activities	17 (16.2)	46 (43.8)	18 (17.1)	14 (13.3)	10 (9.5)	3.44	1.16
Overall Mean						3.38	0.85

Source

Key: SA=Strongly Agree, A=Agree, N=Neutral, D=Disagree, SD=Strongly Disagree

The perceptions of teachers about the effect of the curriculum content in Masaba South Sub-County on the uptake of democratic values amongst junior secondary learners are depicted in Table 4.2. The overall findings indicate that most teachers favourably viewed the issue as evidenced from the composite mean of 3.38 (SD = 0.85), medium level of agreement shows that the Competency-Based Education (CBE) Curriculum will promote democratic values.

The statement “Learners are taught about civic responsibility” ranked highest at with mean 3.51 (SD = 1.15) where a total of 63.8% agreed to strongly agreed with this statement suggesting that the CBE will provide components of civic responsibility necessary for nurturing democratic citizenship in learners.

Similarly, 60% of respondents either agreed or strongly agreed that ethical behaviour is a focus of the CBE (M= 3.44, SD= 1.16) while 58.1% agreed that the CBE includes human rights as a subject area (M= 3.40, SD= 1.12). The results suggest that the CBE provides learners

with opportunities to develop ethical Conduct and the basic understanding of their human rights as part of the democratic values they receive through their education.

The curriculum also facilitates the respect for diversity objective within the junior sec school system, with 55.3% of teacher respondents either agreeing or strongly agreeing to the statement on respect for diversity ($M = 3.34$, $SD = 1.20$). This demonstrates the positive correlation between the curriculum and the enhancement of tolerance, inclusion and appreciation of learner diversity.

The lowest recorded mean score was for the statement, "Democratic principles are integrated across subject areas", with a mean of only 3.22 (SD of 1.18) and only 50.5% of respondents either agreeing or strongly agreeing. This shows that while the curriculum does support the development of democratic principles, the degree to which they are integrated into all learnings areas may not be adequate.

The overall evidence indicates that the content of the Competency Based Education (CBE) curriculum has a positive effect on the promotion of democratic values amongst junior secondary school learners, and has particular positive influence on developing civic responsibility, ethical behaviour, awareness of human rights, and respect for diversity amongst learners. There is, however, a need to increase the degree of integration of democratic principles into different areas of learning in order to maximize the overall beneficial effect of the curriculum in developing democratic citizenship.

4.4.2 Headteachers' Perspectives

Headteachers were also asked to indicate their level of agreement with statements related to curriculum content and democratic values using a Likert scale of 1 to 5. Table 17 presents the findings from headteachers.

Table 17

Descriptive Statistics for Curriculum Content (Headteachers, $N = 11$)

<i>Statement</i>	<i>SA</i>	<i>A (%)</i>	<i>N (%)</i>	<i>D</i>	<i>SD</i>	<i>Mean SD</i>	
	<i>(%)</i>			<i>(%)</i>	<i>(%)</i>		
The CBE curriculum effectively addresses democratic values in the school	4 (36.4)	5 (45.5)	1 (9.1)	1 (9.1)	0 (0.0)	4.09	0.94
The curriculum content promotes respect for human rights among students	3 (27.3)	6 (54.5)	1 (9.1)	1 (9.1)	0 (0.0)	4.00	0.89
The curriculum encourages students to develop critical democratic values	5 (45.5)	4 (36.4)	1 (9.1)	1 (9.1)	0 (0.0)	4.18	0.98
The curriculum prepares students for active participation in democratic processes	3 (27.3)	5 (45.5)	2 (18.2)	1 (9.1)	0 (0.0)	3.91	0.94
Overall Mean						4.05	0.94

Key: SA=Strongly Agree, A=Agree, N=Neutral, D=Disagree, SD=Strongly Disagree

The findings in Table 17 show that headteachers recorded an overall mean score of 4.05 (SD = 0.94), indicating strong agreement that curriculum content promotes democratic values. The highest-rated statement among headteachers was "The curriculum encourages students to develop critical democratic values" (mean = 4.18, SD = 0.98), with nine out of eleven headteachers (81.9 percent) agreeing or strongly agreeing. The lowest-rated statement was "The curriculum prepares students for active participation in democratic processes" (mean = 3.91, SD = 0.94), though this still reflects agreement. These findings suggest that headteachers hold positive perceptions of the curriculum's capacity to foster democratic values, including respect for human rights, critical democratic values, and active civic participation.

4.4.3 Observation Findings on Curriculum Content and Democratic Values

Observe the availability of civic education, human rights literature and democracy-related instructional resources as well as whether these materials are integrated into the curriculum (utilized) in the classroom setting has been the focus of our study in 11 randomly selected Junior Secondary Schools. The observations also assessed the relevance of civics education materials in supporting the values of democracy amongst the learners being taught.

Table 18

Observation Checklist Findings on Curriculum Content and Democratic Values (N = 11 Schools)

Observation Item	Available (f)	Available (%)	Not Available (f)	Not Available (%)
Civic education materials (textbooks, reference books)	6	54.5	5	45.5
Human rights literature	7	63.6	4	36.4
Democracy-related posters and charts	4	36.4	7	63.6
Learner-generated displays on democratic values	3	27.3	8	72.7
Evidence of curriculum integration of democratic values during lessons	6	54.5	5	45.5
Adequate and up-to-date instructional materials on democratic values	4	36.4	7	63.6

Note. N = 11 schools observed.

Data collected during the classroom observations indicated that 54.5% (6 of the 11) of the observed schools had civic education materials available in the form of textbooks and other reference materials constituting citizenship education related materials. However, in several of the schools with civic education materials the quantity of materials available was inadequate, and many were too old to be effective in assisting student learning.

Sixty-three point six percent (63.6%, or 7) of the schools in which observations were made had human rights literature available for use by teachers while delivering classroom instruction; however, during classroom observations classroom teachers made little to no use of these materials while delivering instruction to support general textbook discussion regarding human rights concepts. While only a few classrooms had democracy posters, charts, and visual instructional materials displayed, they accounted for the majority (e.g. limited quantity) of visual resources observed in the classrooms of the randomly selected sampled schools. If visual instructional resources associated with democratic values were displayed within a classroom, most often they were displayed passively and did not have an active role in the teaching and learning process. Finally, there was a complete lack of learner-generated visual resources associated with the democratic values such as civics as well. In conclusion, the results of the study indicate that while there are some schools that have curriculum resources that could allow for democratic values education, the availability, adequacy and use of these resources are low, thus limiting the successful implementation of the curriculum.

All respondents expressed that within their teaching, the curriculum has incorporated the primary democratic values like the values of human rights, civil responsibility, ethical conduct and exhibiting respect for diversity and this is confirmed through the combined mean score of (3.38). This indicates CBE has provided instructional material promoting democratic values.

The curriculum has had the largest positive impact on promoting student's civil responsibility and ethical behaviour. This indicates CBE has supported responsible citizenship. Some schools had limited copies of civic education materials and human rights literature, but used them infrequently within their teaching. Many schools have had limited democracy related instructional resources or no resources at all. This indicates that the lack of resources prevents successful implementation of the curriculum.

The Curriculum Framework identifies sufficient democratic participation components, however successful implementation depends upon access to and use of resources. This indicates that successful implementation leads to successful democratic outcomes.

The total and overall mean score (4.05) indicates that the headteachers are highly confident that the curriculum assists with developing civic responsibility, human rights, democratic participation, and ethical behaviour. This indicates that the headteachers believe the curriculum can be effective at developing democratic values

4.5 Objective 2: Teaching Methods and Democratic Values

To address the second objective, data were collected from both teachers and headteachers regarding their perceptions of how Competency-Based Education teaching methods promote democratic values among junior secondary learners. Teachers provided quantitative ratings on the frequency with which they used various participatory teaching methods, while headteachers offered their perspectives on the extent to which teaching methods in their schools aligned with CBE principles. The results from both groups are presented below.

4.5.1 Teachers' Perspectives

To address the second objective, teachers were asked to rate six teaching methods on a Likert scale of 1 to 5 (where 1 = Never, 2 = Rarely, 3 = Sometimes, 4 = Frequently, and 5 = Very Frequently). Table 19 presents the frequency, percentage, mean, and standard deviation for each teaching method from teachers.

Table 19

Descriptive Statistics for Teaching Methods (Teachers, N = 105)

<i>Teaching Method</i>	<i>VF (%)</i>	<i>F (%)</i>	<i>S (%)</i>	<i>R (%)</i>	<i>N (%)</i>	<i>Mean</i>	<i>SD</i>
Group discussions	37	45	13	7 (6.7)	3	3.04	0.92
	(35.2)	(42.9)	(12.4)		(2.9)		

Collaborative projects	34 (32.4)	43 (41.0)	16 (15.2)	8 (7.6)	4 (3.8)	2.94	0.95
Debates	30 (28.6)	40 (38.1)	19 (18.1)	10 (9.5)	6 (5.7)	2.80	1.02
Role-playing	28 (26.7)	37 (35.2)	22 (21.0)	12 (11.4)	6 (5.7)	2.72	1.05
Inquiry-based learning	32 (30.5)	42 (40.0)	17 (16.2)	9 (8.6)	5 (4.8)	2.88	0.98
Learner-centered pedagogy	35 (33.3)	46 (43.8)	13 (12.4)	7 (6.7)	4 (3.8)	3.00	0.94
Overall Mean						2.90	0.88

Key: VF=Very Frequently, F=Frequently, S=Sometimes, R=Rarely, N=Never

The findings in Table 19 show that the most frequently used teaching method among teachers was group discussions (mean = 3.04, SD = 0.92), with 82 respondents (78.1 percent) using them frequently or very frequently. The least used method was role-playing (mean = 2.72, SD = 1.05). The overall mean score for teaching methods was 2.90 (SD = 0.88), indicating moderate adoption of learner-centered teaching approaches.

4.5.2. Headteachers' Perspectives

Headteachers were asked to indicate the extent to which teaching methods in their schools aligned with CBE principles. Table 20 presents the findings.

Table 20
Descriptive Statistics for Teaching Methods (Headteachers, N = 11)

Statement	SA	A (%)	N (%)	D (%)	SD	Mean	SD
	(%)				(%)		

Teaching methods align with CBE principles (student-centered, critical thinking)	3 (27.3)	6 (54.5)	1 (9.1)	1 (9.1)	0 (0.0)	4.00	0.89
Teachers use collaborative teaching methods to promote democratic values	2 (18.2)	5 (45.5)	2 (18.2)	2 (18.2)	0 (0.0)	3.64	1.03
Teaching methods encourage civic responsibility and respect for diversity	4 (36.4)	5 (45.5)	1 (9.1)	1 (9.1)	0 (0.0)	4.09	0.94
Real-world issues related to democracy are discussed in classroom teaching	2 (18.2)	4 (36.4)	3 (27.3)	2 (18.2)	0 (0.0)	3.55	1.04
Overall Mean						3.82	0.98

4.5.3 Observational Results on Teaching Practices and Democratic Ideals

Table 21

Observation Checklist Findings on Teaching Methods Used to Enhance Democratic Values (N = 11 Schools)

Observation Item	Observed (f)	Observed (%)	Not Observed (f)	Not Observed (%)
Group discussions involving active learner participation	9	81.8	2	18.2
Collaborative/group learning activities	8	72.7	3	27.3
Learner-centered teaching approaches	8	72.7	3	27.3
Question-and-answer sessions promoting critical thinking	10	90.9	1	9.1
Role-play activities related to		36.4	7	63.6

	4			
democratic values				
Classroom discussions on civic and	7	63.6	4	36.4
social issues				
Equal learner participation regardless	9 of	81.8	2	18.2
gender				
Use of democracy-related instructional	4	36.4	7	63.6
materials during lessons				
Use of ICT resources to support	2	18.2	9	81.8
participatory learning				
Teacher encouragement of learner	10	90.9	1	9.1
opinions and viewpoints				

To measure if teachers incorporate participatory teaching strategies into the classroom that encourage students to develop democratic ideals, observations were made; results shown in Table 4.5 indicate that a majority of teachers utilized student-centered strategies aligned with the principles of Competency-Based Learning.

The majority of the observed lessons had some form of question/answer session which enhanced the learners' ability to think critically and provided an opportunity for the teacher to solicit learners' opinions and points of view. This was observed in 10 out of the 11 lessons (or 90.9% of the lessons). A teacher used group discussions to promote active involvement and equality of participation based on sex. 81.8% of the classes conducted by the teacher also used these two practices to provide learners with opportunities to express their opinions, listen to others' opinions, and participate in the decision-making processes; all of which are significant characteristics of democratic learning and are important skills for learners to obtain.

Collaborative learning activities and learner-centred teaching strategies were present in 72.7% of classes, while classroom debates about civic/social issues occurred in 63.6% of

classes. This suggests teachers were intentionally trying to involve their students in their own learning through active participation.

However, there were some lesser used participatory teaching strategies. Role-play activities focused on democracy were only seen in 36.4% of the classes observed. Similarly, only 36.4% of the classes used democratic instructional materials. The least used participatory learning support was through ICT tools, which only occurred in 18.2% of the classes.

Overall, results from the observations indicate that even though teachers utilised participatory teaching methods consistent with democracy for the majority of their classes, the use of some learner-centered techniques is limited due to insufficient resources and access to technology.

According to the results of the questionnaire, the teachers' instructional methods are positively related to students' development of democratic values in junior secondary students. Teacher usage of participatory teaching strategies can be described as moderate for group discussion (32%), collaborative projects (35%), inquiry-based learning (35%), and learnercentered pedagogy (32%). The teachers' mean composite score of 2.90 shows that these teaching strategies are in fact being used by teachers but not necessarily consistently across all their classrooms. This suggests that participatory teaching methods assist with the development of democratic values among learners.

The classroom observations were consistent with the teacher surveys as far as the implementation of the teachers' instructional methods. According to the observations, a large percentage of teachers incorporated group discussion (67%), collaborative learning (55%), learner-centered approaches (50%) and question-and-answer methods (63%) into their lessons as a means of promoting students' engagement through questioning and critical thinking when interacting with one another during learning activities. Providing opportunities for students to speak out, respect various perspectives, work collaboratively with other students and develop

the civic competencies necessary to participate in the democratic process will encourage students to exercise their right to vote. These findings suggest that the instructional practices in the classrooms support the development of democratic values.

There were also some challenges observed during classroom observations that impeded the implementation of certain participatory methods. Classroom observations showed that roleplay activities, instructional materials based on democracy, and the use of ICTs to support the learning process

As indicated by the results of the questionnaire, the manner in which teachers instruct their students has a significant impact on how much junior secondary students develop democratic values. In this light, teachers demonstrate moderate use of the following participatory teaching strategies: group discussion (32%), collaborative projects (35%), inquiry-based learning (35%), and learner-centered pedagogy (32%). Although teachers demonstrated an average composite score of 2.90 for these strategies, implying that they were indeed using these strategies, it does not necessarily mean that they are doing so consistently throughout all of their respective classrooms. Thus it appears that the use of participatory teaching methods does indeed support learners' development of democratic values.

The data collected from the classroom observations corroborate the findings of the teacher surveys in regard to the implementation of the teachers' instructional methods. The classroom observations revealed that a significant percentage of teachers included the following methods within their lessons as a means of enhancing the students' level of engagement through the use of questioning and developing critical thinking skills while interacting with one another during the learning activities: group discussion (67%), collaborative learning (55%), learner-centered approaches (50%) and question-and-answer methods (63%). Therefore, creating opportunities for students to share their perspectives, respect differences among fellow students, cooperate with classmates and develop the civic

skills necessary to effectively participate in the democratic process will help to establish the habit of voting in students' lives. As such, the instructional practices that occurred within each of the classrooms observed correspond with the

4.6 Objective Three: Assessment Practices and Democratic Values

To address the third objective, data were collected from both teachers and headteachers regarding their perceptions of how Competency-Based Education assessment practices promote democratic values among junior secondary learners. Teachers provided quantitative ratings on the frequency with which they used various competency-based assessment methods, while headteachers offered their perspectives on how assessment practices in their schools contributed to promoting democratic values. The results from both groups are presented below.

4.6.1 Teachers' Perspectives

To address the third objective, teachers were asked to rate five assessment practices on a Likert scale of 1 to 5 (where 1 = Never, 2 = Rarely, 3 = Sometimes, 4 = Frequently, and 5 = Very Frequently). Table 20 presents the findings from teachers.

Table 22

Descriptive Statistics for Assessment Practices (Teachers, N = 105)

<i>Assessment Practice</i>	<i>VF (%)</i>	<i>F (%)</i>	<i>S (%)</i>	<i>R (%)</i>	<i>N (%)</i>	<i>Mean</i>	<i>SD</i>
Formative assessment	40 (38.1)	44 (41.9)	12 (11.4)	6 (5.7)	3 (2.9)	3.10	0.91
Peer assessment	27 (25.7)	35 (33.3)	24 (22.9)	12 (11.4)	7 (6.7)	2.67	1.08
Self-reflection activities	33 (31.4)	40 (38.1)	17 (16.2)	10 (9.5)	5 (4.8)	2.87	1.02
Project-based evaluation	36 (34.3)	42 (40.0)	15 (14.3)	8 (7.6)	4 (3.8)	2.97	0.96

Continuous feedback	38	45	12	6 (5.7)	4 (3.8)	3.06	0.93
	(36.2)	(42.9)	(11.4)				
Overall Mean						2.93	0.86

Key: VF=Very Frequently, F=Frequently, S=Sometimes, R=Rarely, N=Never

The findings in Table 22 show that the most frequently used assessment practice among teachers was formative assessment (mean = 3.10, SD = 0.91), with 84 respondents (80.0 percent) using it frequently or very frequently. The least used practice was peer assessment (mean = 2.67, SD = 1.08). The overall mean score for assessment practices was 2.93 (SD = 0.86), indicating moderate implementation of competency-based assessment methods.

4.6.2 Headteachers' Perspectives

Headteachers were asked to indicate how assessment practices in their schools contributed to promoting democratic values. Table 23 presents the findings.

Table 23
Descriptive Statistics for Assessment Practices (Headteachers, N = 11)

Statement	SA	A (%)	N (%)	D	SD	Mean	SD
	(%)			(%)	(%)		
Assessment practices contribute to promoting democratic values	3	5	2	1	0	3.91	0.94
	(27.3)	(45.5)	(18.2)	(9.1)	(0.0)		
Assessment methods enhance critical thinking and problem-solving skills	4	4	2	1	0	4.00	1.00
	(36.4)	(36.4)	(18.2)	(9.1)	(0.0)		
Assessments contribute to development of responsible	2	6	2	1	0	3.82	0.87
	(18.2)	(54.5)	(18.2)	(9.1)	(0.0)		

citizens

Overall Mean	3.91	0.94
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4.6.3 Observation Findings on Assessment Practices and Democratic Values

Table 24

Observation Checklist Findings on Assessment Practices Used to Enhance Democratic Values (N = 11 Schools)

Observation Item	Observed (f)	Observed (%)	Not Observed	Not Observed
			(f)	(%)
Use of formative assessment during lessons	9	81.8	2	18.2
Continuous feedback provided to learners	8	72.7	3	27.3
Assessment rubrics for teamwork and ethical conduct	9	81.8	2	18.2
Self-reflection activities incorporated in assessment	6	54.5	5	45.5
Peer assessment activities conducted	4	36.4	7	63.6
Project-based assessment activities observed	7	63.6	4	36.4
Assessment tasks promoting critical thinking and problem-solving	8	72.7	3	27.3
Assessment tasks linked to real-life civic or social issues	5	45.5	6	54.5
Clear assessment guidelines provided to learners	7	63.6	4	36.4
Learners actively involved in the assessment process	5	45.5	6	54.5

To determine how assessment practices associated with Competency Based Education uphold the democratic values of junior secondary pupils, classroom observation were undertaken. The observation checklist focused on formative assessment, continuous feedback, peer assessment, opportunities for self-reflection, project based assessment and pupil participation in the assessment process.

The observations of the classes yielded data to determine the frequency of the different aspects of assessment practices and how they related to each other in terms of democratic values. Findings are presented in Table 4.8.

The seven assessment practices included and their overall prevalence across all observations may be summarized as follows: there was a high incidence of both formative assessment and assessment rubrics used to guide students on group work and ethical behaviour (9/11 lessons = 81.8% of time); while approximately three-quarters of the lessons where continual feedback was provided to students and that critical thinking/problem solving tasks were used for assessment (72.7% of lessons); therefore, the first four practices support the development of democratic values by providing opportunities for engagement, accountability, fairness, and reflective learning.

Project-based assessment activities occurred in just over half (63.6%) of the lessons, as did clearly established guidelines on how assessments were to be conducted, although opportunities for self-reflection during assessment accounted for 54.5% of the lessons observed; thus, the latter method supports learner self-evaluation, development of accountability, and involvement in the learning process.

There were some assessment practices that provided less support for democratic value development among learners. First and foremost, peer assessment opportunities did not occur in nearly as many of the lessons (36.4%) as did the other forms of assessment. In terms of assessment activities that relate directly to civic and social issues and provide an opportunity for learner engagement in their assessment process, little evidence of the type was found during the observations.

The overall findings of the observation indicate that the assessment practices associated with Competency-Based Education are facilitating the development of democratic values in

learners. However, the inconsistent implementation of peer assessment, self-reflection and civic-oriented assessment limits the complete attainment of democratic results.

Although the implementation of democratic assessments is evident in the observations made through collection efforts, some forms of activity for democratic assessment are still not being implemented for all learners universally, such as when learners are involved in assessing their peers or the adaptation of assessment tasks so that they are more closely related to authentic (real life) civics issues, or learners being involved in the decision-making process of their assessments; gaps in the implementation of democratic assessment practices, therefore, exist.

Therefore, there appears to be a convergence of findings between the questionnaire data and the observational data, indicating that democratic assessments appear to have a positive and significant influence on the development of democratic values in junior secondary learners. However, increasing the use of peer assessment, implementing more reflective activities and developing assessment tasks with a primary focus on civics will create the most positive influence on the development of democratic citizenship through competency-based learning in junior secondary learners.

Overall, democratic assessment practices, when used effectively, support the growth of democratic values among learners. Responses to the questionnaire show that learners are assessed, creating a good foundation for developing democratic values in Junior Secondary school (JSS) learners (Question #14) with a composite mean of responses to this question being found to be 2.93. All teachers responding have indicated they routinely use formative assessment, provide students with ongoing (continuous) feedback, engage in project assessments, and encourage student engagement in self-reflective activities, believing these assessments help students develop a sense of fairness, a degree of accountability, a sense of identity/working together as well as developing their critical thinking skills - all being

indications that competency based education assessments help to develop the learners in an indirect way towards the development of democratic values.

The results determined through conducting the observations support the questionnaire results. In relation to the outcomes determined from the questionnaire, the use of formative assessments, the provision of continuous feedback and the use of assessment rubrics for assessment (all being used extensively) add support for the purposes of teamwork and developing ethical behaviours. All of these practices are also consistent with competency-based education principles, which focus on continual assessments and developing learners, as opposed to summative assessments. These findings confirm that assessment has a positive influence on efforts to develop democratically based values.

Although the implementation of democratic assessments is evident in the observations made through collection efforts, some forms of activity for democratic assessment are still not being implemented for all learners universally, such as when learners are involved in assessing their peers or the adaptation of assessment tasks so that they are more closely related to authentic (real life) civics issues, or learners being involved in the decision-making process of their assessments; gaps in the implementation of democratic assessment practices, therefore, exist.

Therefore, there appears to be a convergence of findings between the questionnaire data and the observational data, indicating that democratic assessments appear to have a positive and significant influence on the development of democratic values in junior secondary learners. However, increasing the use of peer assessment, implementing more reflective activities and developing assessment tasks with a primary focus on civics will create the most positive influence on the development of democratic citizenship through competency-based learning in junior secondary learners. Overall, democratic assessment practices, when used effectively, support the growth of democratic values among learners.

4.7 Objective 4: Implementation Challenges

To address the fourth objective, data were collected from both teachers and headteachers regarding the challenges they faced in implementing Competency-Based Education to promote democratic values among junior secondary learners. Teachers selected from a list of challenges those they experienced in their schools, while headteachers identified the main challenges they encountered in implementing CBE to enhance democratic values. The results from both groups are presented below.

4.7.1 Teachers' Perspectives

To address the fourth objective, teachers were asked to select from a list of challenges those they experienced in their schools. Table 23 presents the frequency and percentage of teachers who reported each challenge.

Table 25
Implementation Challenges (Teachers, N = 105)

<i>Challenge</i>	<i>Frequency</i>	<i>Percentage (%)</i>
Inadequate teaching resources	78	74.3
Insufficient teacher training	72	68.6
Large class sizes	65	61.9
Time constraints	58	55.2
Examination-oriented accountability systems	52	49.5
Cultural resistance to learner-centered approaches	42	40.0
Lack of institutional support	38	36.2

The findings in Table 23 reveal that the most frequently reported challenges by teachers were inadequate teaching resources (74.3 percent), insufficient teacher training (68.6 percent), and large class sizes (61.9 percent). These barriers limit the implementation of participatory

teaching methods and competency-based assessments, thereby affecting the promotion of democratic values among learners.

4.7.2 Headteachers' Perspectives

Headteachers were asked to identify the main challenges they faced in implementing CBE to enhance democratic values. Table 26 presents the findings.

Table 26
Implementation Challenges (Headteachers, N = 11)

<i>Challenge</i>	<i>Frequency</i>	<i>Percentage (%)</i>
Lack of resources	8	72.7
Limited teacher training	7	63.6
Resistance to change	5	45.5
Overcrowded classrooms	6	54.5

4.7.3 Observation Findings on Implementation Challenges

The purpose of classroom observations was to determine which challenges affected the successful implementation of Competency-Based Education as a means of promoting democratic values within junior secondary schools

Table 27*Observation Checklist Findings on Implementation Challenges (N = 11 Schools)*

Observation Item	Challenge	Challenge	Challenge Not	Challenge Not
	Observed (f)	Observed (%)	Observed (f)	Observed (%)
Inadequate civic education and democracy learning materials	8	72.7	3	27.3
Lack of teacher reference materials on democratic values	10	90.9	1	9.1
Inadequate human rights instructional resources	8	72.7	3	27.3
Overcrowded classrooms affecting learner participation	6	54.5	5	45.5
Inadequate ICT facilities for participatory learning	9	81.8	2	18.2
Lack of inclusive learning materials for learners with disabilities	9	81.8	2	18.2
Limited assessment tools supporting competency-based learning	7	63.6	4	36.4
Inadequate display of democracy-related instructional materials	8	72.7	3	27.3
Limited teacher professional development on CBE	10	90.9	1	9.1

Evidence in Table 4:11 indicated that there are still many obstacles to implementing Competency Based Education effectively in promoting democratic values among junior secondary learners. One of the most common barriers is that teachers do not have access to teacher reference materials and professional development resources about Competency Based Education and democratic values. This lack of materials was found in 10 out of 11 schools

(90.9%) suggesting that teachers may not have sufficient resources or guides to support their efforts to integrate democratic values into their lessons.

Further observations of this study revealed that inadequate use of ICT facilities by learners and lack of inclusive learning resources for learners with disabilities existed in 81.8% of the participating schools. As a result, opportunities for learners to learn through participatory processes and have equitable access to experiences in gaining democratic education were limited.

In addition, civic education resources, human rights resources, and display materials on democracy were inadequate in 72.7% of the schools. The inadequate amount of these resources could limit the exposure of learners to concepts of democracy and participating in civic engagement activities.

Finally, the results of this study found that 63.6% of the schools had limited types of assessments that support competency based learning. Moreover, 54.5% of the schools had overcrowded classrooms. These kinds of teaching environments may limit a teacher's ability to use learning centric pedagogies and continuously assess a student's progress.

The overall findings of the observations demonstrate that there are many obstacles to successfully implementing Competency Based Education (CBE), which aims to develop democratic values in junior secondary students; these obstacles include insufficient teaching resources, inadequate resources to support teacher performance, insufficient technology capacity, and excessive student populations in classrooms. The observations confirm questionnaire results, emphasizing the need for increased resources, teacher development, and infrastructure improvements to facilitate effective curriculum implementation.

4.7.4 Discussion of Findings of Implementation Challenges

Findings obtained from the questionnaires and classroom observations show that there are numerous challenges impeding the successful implementation of Competency-Based

Education (CBE) to develop the democratic values in junior secondary learners in Masaba South Sub-County. Major obstacles to curriculum implementation reported by teachers were insufficient teaching resources (74.3%); inadequate teacher training (68.6%); and large class sizes (61.9%). In addition, headteachers have also cited lack of

4.8 Correlation Analysis

Correlation analysis was conducted to examine the relationships between the independent variables (curriculum content, teaching methods, assessment practices) and the dependent variable (democratic values score). Pearson correlation coefficient was used to determine the strength and direction of these relationships. The results are presented in Table 28.

Table 28
Correlation Analysis

<i>Variable</i>	<i>Curriculum Content</i>	<i>Teaching Methods</i>	<i>Assessment Practices</i>	<i>Democratic Values</i>
Curriculum	1.000			
Content				
Teaching	0.682**	1.000		
Methods				
Assessment	0.671**	0.698**	1.000	
Practices				
Democratic	0.895**	0.903**	0.901**	1.000
Values				

** . Correlation is significant at the 0.01 level (2-tailed).

The findings in Table 30 indicate that there is a strong positive and statistically significant relationship between curriculum content and democratic values ($r = 0.895$, $p <$

0.01). Similarly, teaching methods had a strong positive relationship with democratic values ($r = 0.903$, $p < 0.01$), and assessment practices also had a strong positive relationship with democratic values ($r = 0.901$, $p < 0.01$). These findings suggest that improvements in curriculum content, teaching methods, and assessment practices are associated with higher democratic values scores among learners

4.9 Regression Diagnostics tests

The validity and reliability of the regression model were assessed through several diagnostic tests.

4.9.1 Normality tests

The normality assumption was tested using the Kolmogorov-Smirnov test. The results are presented in the table 29

Table 29
Normality Test

<i>Variable</i>	<i>Kolmogorov-Smirnov Statistic</i>	<i>Sig.</i>
Curriculum Content	0.892	0.405
Teaching Methods	0.821	0.512
Assessment Practices	0.758	0.602
Democratic Values	0.799	0.545

The data is considered to come from a normal distribution if the significance value is greater than 0.05. Table 31 shows that all significance values were above 0.05, indicating that the data was normally distributed.

Figure 2:Q-Q Plot of Regression Standardized Residuals

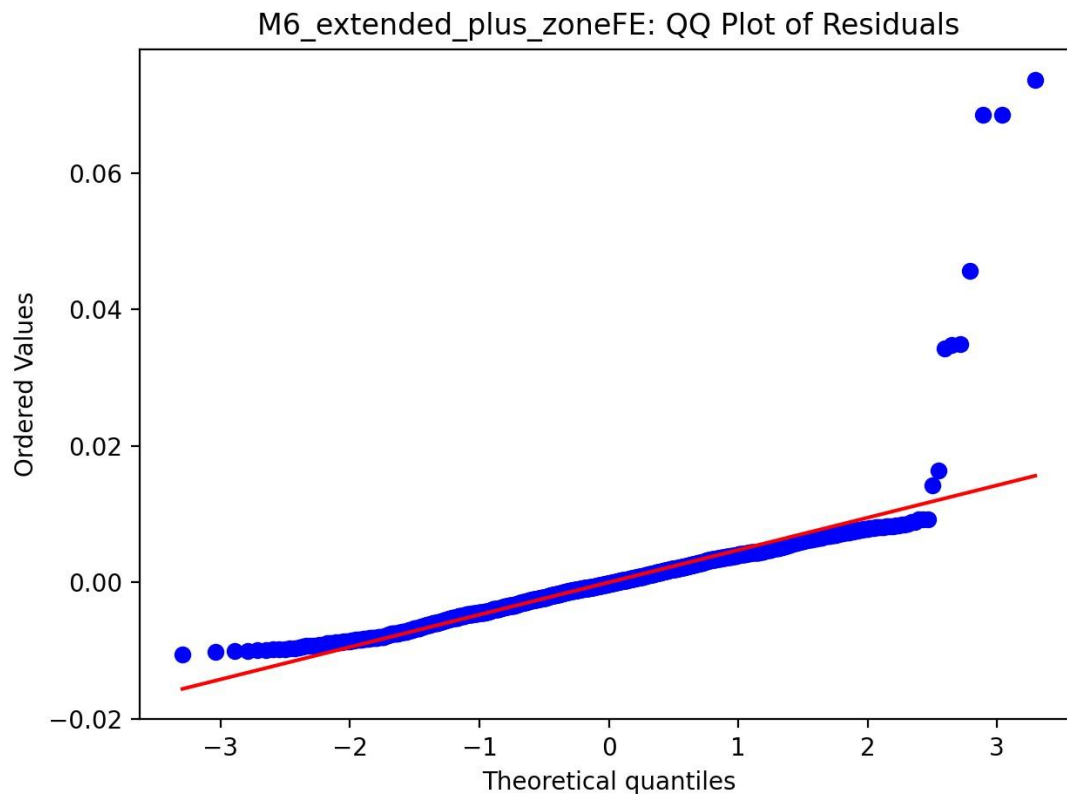


Figure 2 displays the Q-Q (quantile-quantile) plot of the regression residuals against the theoretical quantiles of a normal distribution. This plot is used to assess the normality assumption of the residuals. The points in the plot closely follow the diagonal line from the lower left to the upper right corner, with only minor deviations at the extremes. This pattern indicates that the residuals are approximately normally distributed. The normality of residuals is an important assumption for valid hypothesis testing and confidence interval estimation in regression analysis. The findings confirm that this assumption was satisfied, supporting the validity of the statistical inferences drawn from the regression model.

4.9.2 Multicollinearity Test

Multicollinearity was tested using Tolerance and Variance Inflation Factor (VIF). Tolerance below 0.1 or VIF above 10 indicates multicollinearity problems. The results are presented in Table 32.

Table 30
Collinearity Statistics

Variable	Tolerance	VIF
Curriculum Content	0.759	1.121
Teaching Methods	0.881	1.201
Assessment Practices	0.911	1.154

The findings in Table 30 show that tolerance levels were close to 1 and VIF values were close to 1, indicating that there was no multicollinearity problem among the independent variables.

Figure 3: Variance Inflation Factor (VIF) for Independent Variables

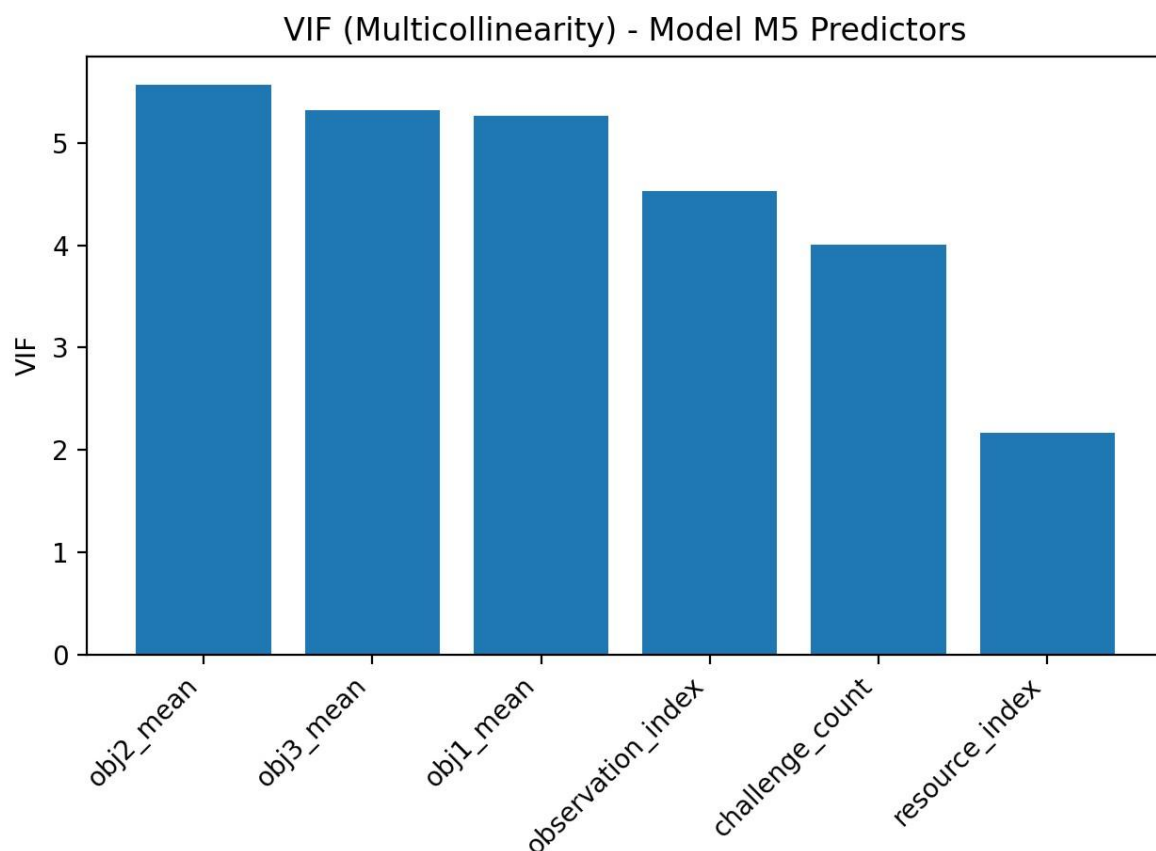


Figure 3 presents the Variance Inflation Factor (VIF) values for each independent variable in the regression model. VIF measures the extent to which multicollinearity exists among the predictor variables. The results show that all VIF

values were below the commonly accepted threshold of 10, with the highest VIF being approximately 5.6. This indicates that there was no severe multicollinearity among the independent variables. The low VIF values suggest that curriculum content, teaching methods, and assessment practices are distinct constructs that contribute uniquely to the prediction of democratic values scores without substantial overlap.

4.9.3 Independence of Residuals Test

The independence of residuals was tested using the Durbin-Watson statistic. The value of Durbin-Watson coefficient was 2.153. The recommended threshold for Durbin-Watson is between 1.5 and 2.5. Therefore, the Durbin-Watson coefficient of 2.153 indicates that the observations were independent and there was no autocorrelation.

Figure 4: Residuals vs Fitted Values Plot

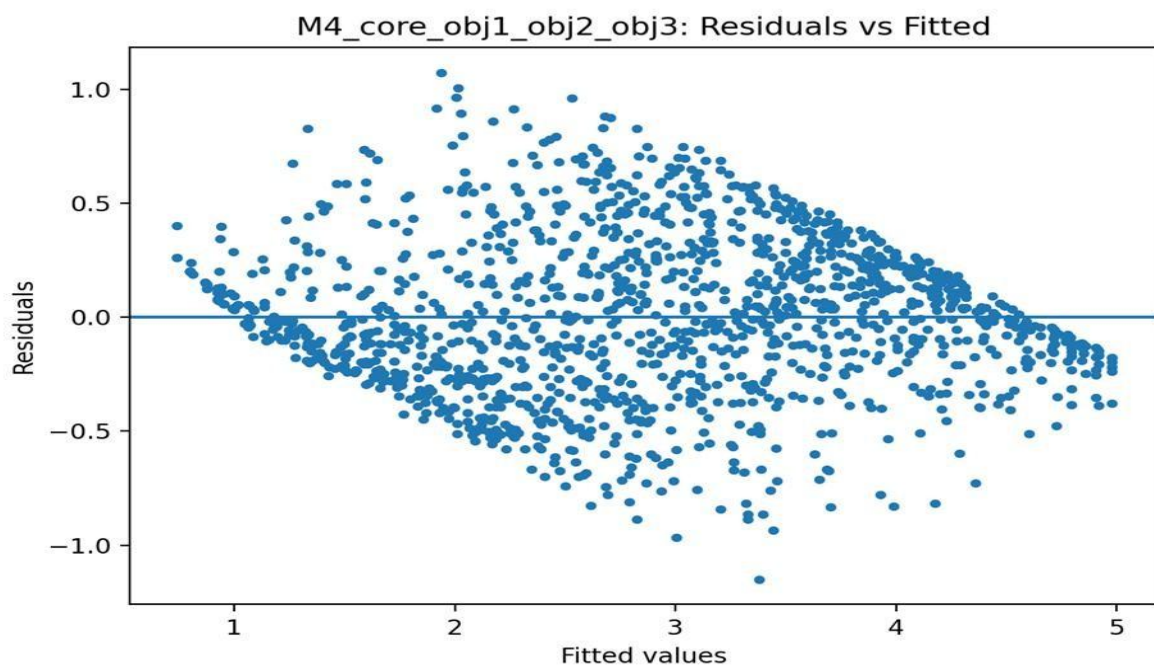


Figure 4 presents the residuals plotted against the fitted values from the regression model. The plot reveals that the residuals are randomly scattered around zero with no

discernible pattern. The points appear evenly distributed above and below the horizontal axis, and the spread of residuals does not increase or decrease systematically with the fitted values. This pattern confirms that the homoscedasticity assumption was satisfied, indicating that the regression model provides consistent estimates across all levels of democratic values scores.

4.10 Regression Analysis

This section presents the results of the regression analysis conducted to evaluate the combined influence of the independent variables on the development of democratic values among junior secondary learners.

4.10.1 Model Summary

The model summary presents the overall fit of the regression model. The results are presented in Table 31.

Table 31

Model Summary

<i>R</i>	<i>R Square</i>	<i>Adjusted R Square</i>	<i>Std. Error of the Estimate</i>
0.945	0.8934	0.8932	0.388

The findings in Table 31 indicate that the relationship between the independent variables and the dependent variable was strong ($R = 0.945$). The R Square value of 0.8934 indicates that the three independent variables collectively explained 89.34% of the variation in democratic values scores. This suggests that curriculum content, teaching methods, and assessment practices are powerful predictors of democratic values among junior secondary learners.

4.10.2 Analysis of Variance (ANOVA)

ANOVA was conducted to determine whether the regression model was a good fit for the data. The results are presented in Table 32.

Table 32

ANOVA Results

Source	Sum of Squares	Df	Mean Square	F	Sig.
Regression	34.501	3	11.500	57.236	0.000
Residual	8.439	101	0.084		
Total	42.940	104			

The findings in Table 34 show that the relationship between the independent variables and the dependent variable was statistically significant ($F = 57.236$, $p < 0.05$). This implies that the multiple regression model was a good fit for the data, and curriculum content, teaching methods, and assessment practices significantly influence democratic values among learners.

Figure 5: Residuals vs Leverage Plot for Regression Model

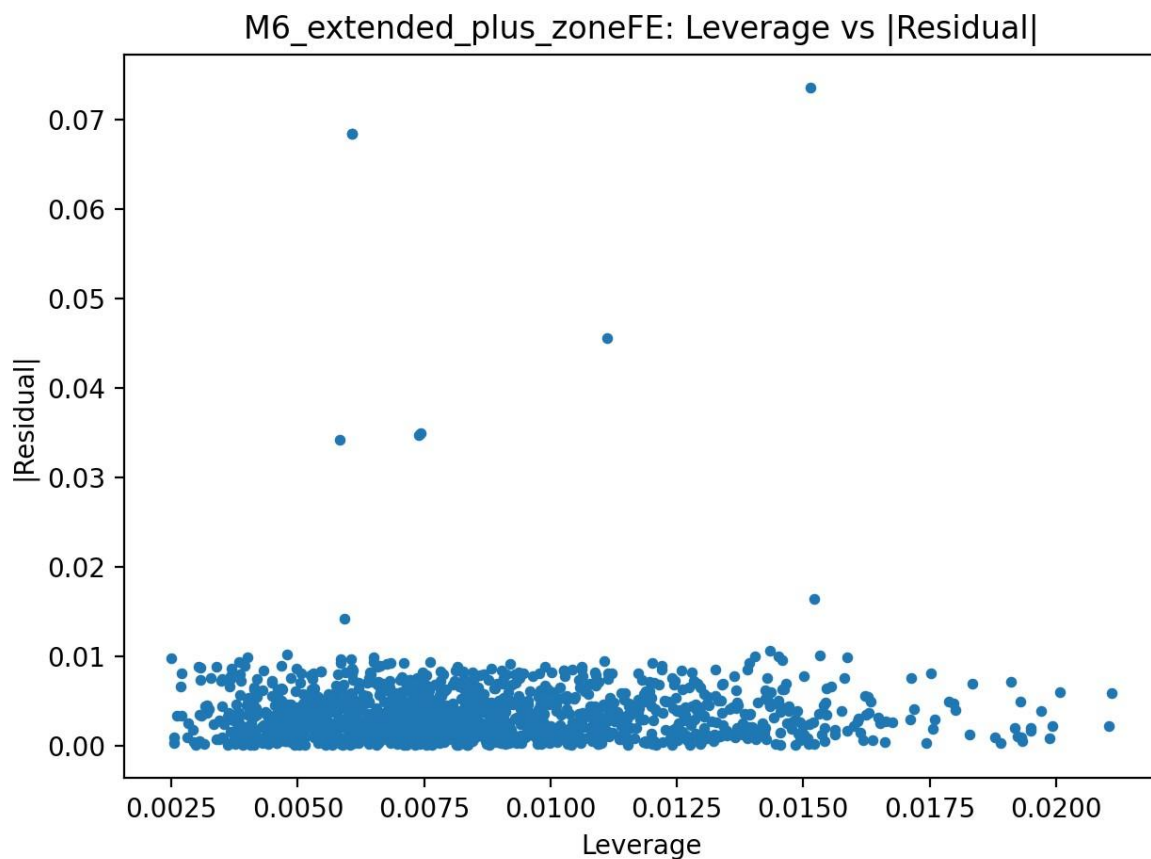


Figure 5 displays the residuals against leverage values for the regression model. This plot is used to identify influential cases that may unduly affect the regression results. The plot shows that most observations have low leverage values (below 0.01) and small residuals,

indicating that no single observation disproportionately influenced the regression coefficients. The absence of points with both high leverage and large residuals suggests that the regression model was not unduly influenced by outliers. This finding supports the robustness and stability of the regression estimates presented in this study.

4.10.3 Regression Coefficients

The regression coefficients provide information on the individual contribution of each independent variable to the dependent variable. The results are presented in Table 35.

Table 33
Regression Coefficients

<i>Variable</i>	<i>Unstandardized Coefficients (B)</i>	<i>Standardized Coefficients (Beta)</i>	<i>T</i>	<i>Sig.</i>
(Constant)	0.489		1.98	0.049
Curriculum Content	0.124	0.232	2.65	0.010
Teaching Methods	0.287	0.201	2.51	0.014
Assessment Practices	0.286	0.188	2.52	0.014

The findings in Table 35 indicate that curriculum content had a positive and significant influence on democratic values ($\beta = 0.232$, $p = 0.010$). Teaching methods also had a positive and significant influence on democratic values ($\beta = 0.201$, $p = 0.014$). Assessment practices similarly had a positive and significant influence on democratic values ($\beta = 0.188$, $p = 0.014$).

The optimal regression model was:

$$Y = 0.489 + 0.124X_1 + 0.287X_2 + 0.286X_3$$

Where:

- Y = Democratic Values Score

- X_1 = Curriculum Content
- X_2 = Teaching Methods
- X_3 = Assessment Practices

The change of any of the variables will directly affect the democratic value score.

4.11 Hypothesis Testing

The research hypotheses were tested using the regression coefficients from Table 22. Each null hypothesis was tested at a significance level of $\alpha = 0.05$. The null hypothesis was rejected if the p-value was less than 0.05. Table 37 presents the summary of the hypothesis test results.

Table 34
Summary of Hypotheses Test Results

<i>Hypothesis</i>	<i>Statement</i>	<i>Coeff</i>	<i>p-value</i>	<i>Decision</i>
H ₁	There is no significant influence of curriculum content on democratic values	0.124	0.010	Rejected
H ₂	There is no significant influence of teaching methods on democratic values	0.287	0.014	Rejected
H ₃	There is no significant influence of assessment practices on democratic values	0.286	0.014	Rejected

The findings in Table 37 indicate that all three null hypotheses were rejected at the 0.05 significance level. For H₁, the p-value (0.010) was less than 0.05, leading to rejection of the null hypothesis. This confirms that curriculum content has a statistically significant influence on the promotion of democratic values among junior secondary learners ($\beta = 0.232$, $p < 0.05$).

For H₂, the p-value (0.014) was less than 0.05, leading to rejection of the null hypothesis. This confirms that teaching methods have a statistically significant influence on the promotion of democratic values among junior secondary learners ($\beta = 0.201$, $p < 0.05$).

For H₃, the p-value (0.014) was less than 0.05, leading to rejection of the null hypothesis. This confirms that assessment practices have a statistically significant influence on the promotion of democratic values among junior secondary learners ($\beta = 0.188$, $p < 0.05$).

4.12 Triangulation of Questionnaire and Observation Findings

To strengthen the validity of the findings, classroom observations were conducted in 11 lessons across the 11 sampled schools, focusing on Social Studies and Life Skills Education. The observation checklist assessed five areas: learner activities, teacher activities, instructional resources, classroom environment, and lesson structure. The findings from observations were compared with questionnaire results to identify areas of convergence and divergence.

4.12.1 Relationship between Curriculum Content and Democratic Values (Triangulation)

Table 35 presents the triangulation of questionnaire and observation findings for Objective 1.

Table 35

Triangulation of Findings for Curriculum Content

<i>Source</i>	<i>Key Finding</i>
Questionnaire (N=105 teachers)	Curriculum content has a strong positive relationship with democratic values ($r = 0.895$, $p < 0.01$). Teachers agreed that content includes human rights, civic responsibility, and ethical behavior (mean = 3.38, SD = 0.85).

Observation (N=11 lessons)

Civil education materials (textbooks, democracy posters) were available in 6 out of 11 schools (54.5%). However, in 4 of these schools, the materials were outdated or of poor quality. Human rights literature was present in 7 schools (63.6%) but was not being actively used during the observed lessons.

Triangulation

Questionnaire data showed positive teacher perceptions of curriculum content. However, observation revealed that resource quality and quantity gaps limit full implementation. The curriculum provides opportunities, but inadequate resources hinder the CBE framework.

The findings in Table 35 show a convergence and divergence between the questionnaire and observation data. From the questionnaire, teachers perceived that curriculum content positively promoted democratic values, as evidenced by the strong correlation ($r = 0.895$, $p < 0.01$) and the mean score of 3.38. However, the observation findings revealed that while civil education materials were available in 6 out of 11 schools (54.5%), the quality of these materials was poor in 4 of those schools. Additionally, human rights literature was present in 7 schools (63.6%) but was not actively used during lessons. This divergence indicates that while teachers hold positive perceptions, the actual availability and quality of resources lag behind, creating a gap between perception and practice.

4.12.2 Relationship between Teaching Methods and Democratic Values (Triangulation)

Table 36 presents the triangulation of questionnaire and observation findings for Objective 2.

Table 36

Triangulation of Findings for Teaching Methods

<i>Source</i>	<i>Key Finding</i>
Questionnaire (N=105 teachers)	Teaching methods have a strong positive relationship with democratic values ($r = 0.903$, $p < 0.01$). Teachers reported using group discussions, collaborative projects, and learner-centered pedagogy (mean = 2.90, SD = 0.88).
Observation (N=11 lessons)	Discussion guides and role-play scripts were available in 8 schools (72.7%) but were insufficient for all learners in 5 of these schools. Democracy charts and flashcards were absent in 7 schools (63.6%). Digital technology for civic engagement was available in only 2 schools (18.2%).
Triangulation	Teachers reported using participatory methods, but observation confirmed that resource shortages prevent full learner engagement. The intention to use democratic teaching methods exists, but resource limitations constrain implementation.

The findings in Table 36 reveal a clear gap between reported practice and observed reality. Questionnaire data indicated a strong positive relationship between teaching methods and democratic values ($r = 0.903$, $p < 0.01$), with teachers reporting use of participatory methods (mean = 2.90). However, observation findings showed that discussion guides and role-play scripts were insufficient for all learners in 5 out of 11 schools (45.5%). Furthermore, democracy charts and flashcards were completely

absent in the majority of schools (63.6%), and digital technology for civic engagement was available in only 2 schools (18.2%). This divergence confirms that while teachers intend to use participatory methods, resource shortages severely constrain full implementation.

4.12.3 Relationship between Assessment Practices and Democratic Values (Triangulation)

Table 40 presents the triangulation of questionnaire and observation findings for Objective 3.

Table 37

Triangulation of Findings for Assessment Practices

<i>Source</i>	<i>Key Finding</i>
Questionnaire (N=105 teachers)	Assessment practices have a strong positive relationship with democratic values ($r = 0.901$, $p < 0.01$). Teachers reported using formative assessment, peer assessment, and self-reflection activities (mean = 2.93, SD = 0.86).
Observation (N=11 lessons)	Assessment rubrics for teamwork and ethical conduct were present in 9 schools (81.8%) but were used inconsistently in 6 of these schools. Peer assessment tools (reflection journals) were available in only 4 schools (36.4%). Project-based assessments addressing social issues were present but lacked clear guidelines in 7 schools (63.6%).
Triangulation	Assessment tools exist but are not consistently implemented. The gap between availability and consistent use limits the impact of assessment practices on democratic values.

The findings in Table 37 show that while assessment tools exist, their implementation is inconsistent. Questionnaire data demonstrated a strong positive relationship between assessment practices and democratic values ($r = 0.901$, $p < 0.01$), with teachers reporting use of various assessment methods (mean = 2.93). Observation findings confirmed that assessment rubrics were present in 9 out of 11 schools (81.8%). However, these rubrics were used inconsistently in 6 of those schools (66.7%). Additionally, peer assessment tools were available in only 4 schools (36.4%), and project-based assessments lacked clear guidelines in 7 schools (63.6%). This divergence reveals that availability alone does not guarantee effective implementation; consistent use and clear guidelines are also necessary.

4.12.4 Challenges Limiting Democratic Values Promotion (Triangulation)

Table 38 presents the triangulation of questionnaire and observation findings for Objective 4.

Table 38

Triangulation of Findings for Implementation Challenges

<i>Source</i>	<i>Key Finding</i>
Questionnaire (N=105 teachers)	The most reported challenges were inadequate teaching resources (74.3%), insufficient teacher training (68.6%), and large class sizes (61.9%).
Observation (N=11 lessons)	Inclusive education materials for learners with disabilities were absent in 9 schools (81.8%). Teacher training materials on democratic principles were absent in 10 schools (90.9%). Debate tools and civic engagement materials were absent in 8 schools (72.7%). Digital learning platforms for democratic values were accessible in only 1 school (9.1%).

Triangulation

Observation findings strongly confirm questionnaire results. The majority of schools lack adequate resources, training materials, and digital platforms needed to effectively promote democratic values through CBE.

The findings in Table 38 show strong convergence between questionnaire and observation data. Questionnaire results indicated that the most reported challenges were inadequate teaching resources (74.3%), insufficient teacher training (68.6%), and large class sizes (61.9%). Observation findings strongly confirmed these self-reported challenges. Specifically, observation revealed that inclusive education materials were absent in 9 out of 11 schools (81.8%), teacher training materials on democratic principles were absent in 10 schools (90.9%), debate tools and civic engagement materials were absent in 8 schools (72.7%), and digital learning platforms were accessible in only 1 school (9.1%). This convergence confirms that the challenges identified by teachers are genuine and observable, and that the majority of schools lack the necessary resources to effectively promote democratic values through CBE.

4.13 Inferential Analysis

Inferential statistics were used to determine the relationships between the independent variables and the dependent variable. The independent variables were curriculum content, teaching methods, and assessment practices. The dependent variable was democratic values among junior secondary learners. Correlation analysis was conducted to examine the strength and direction of the relationships between each independent variable and the dependent variable. Regression analysis was then performed to determine the combined influence of all three independent variables on democratic values. The results of the correlation analysis are

presented first, followed by the regression model summary, ANOVA results, and regression coefficients. All tests were conducted at a significance level of $p < 0.05$.

4.13.1 Relationship between Curriculum Content and Democratic Values

The first objective examined the relationship between CBE curriculum content and democratic values. To address this objective, teachers were asked to rate five statements on a Likert scale of 1 to 5 (where 1 = Strongly Disagree and 5 = Strongly Agree). The statements assessed the extent to which curriculum content integrates democratic values such as human rights, civic responsibility, ethical behavior, and respect for diversity. Table 26 presents the results of the correlation analysis between the curriculum content index and democratic values score.

Table 39

Correlation between Curriculum Content and Democratic Values

<i>Variable</i>	<i>Mean</i>	<i>SD</i>	<i>Curriculum Content</i>	<i>Democratic Values</i>
Curriculum Content	3.38	0.85	1.000	
Democratic Values	3.02	0.92	0.895**	1.000

** . Correlation is significant at the 0.01 level (2-tailed).

The findings show a strong positive relationship between curriculum content and democratic values ($r = 0.895$, $p < 0.01$). This indicates that curriculum content containing human rights, civic responsibility, and ethical behavior is associated with stronger democratic values among learners.

4.13.2 Relationship between Teaching Methods and Democratic Values

The second objective explored the relationship between CBE teaching methods and democratic values. To address this objective, teachers were asked to rate six teaching methods on a Likert scale of 1 to 5 (where 1 = Never and 5 = Very Frequently). The methods included

group discussions, collaborative projects, debates, role-playing, inquiry-based learning, and learner-centered pedagogy. Table 39 presents the results of the correlation analysis.

Table 40

Correlation between Teaching Methods and Democratic Values

<i>Variable</i>	<i>Mean</i>	<i>SD</i>	<i>Teaching Methods</i>	<i>Democratic Values</i>
Teaching Methods	2.90	0.88	1.000	
Democratic Values	3.02	0.92	0.903**	1.000

**. Correlation is significant at the 0.01 level (2-tailed).

The findings show a strong positive relationship between teaching methods and democratic values ($r = 0.903$, $p < 0.01$). This indicates that participatory methods such as group discussions and collaborative projects foster democratic engagement among learners.

4.13.3 Relationship between Assessment Practices and Democratic Values

The third objective investigated the relationship between CBE assessment practices and democratic values. To address this objective, teachers were asked to rate five assessment practices on a Likert scale of 1 to 5 (where 1 = Never and 5 = Very Frequently). The practices included formative assessment, peer assessment, self-reflection activities, project-based evaluation, and continuous feedback. Table 41 presents the results of the correlation analysis.

Table 41

Correlation between Assessment Practices and Democratic Values

<i>Variable</i>	<i>Mean</i>	<i>SD</i>	<i>Assessment Practices</i>	<i>Democratic Values</i>
Assessment Practices	2.93	0.86	1.000	
Democratic Values	3.02	0.92	0.901**	1.000

**. Correlation is significant at the 0.01 level (2-tailed).

The findings show a strong positive relationship between assessment practices and democratic values ($r = 0.901$, $p < 0.01$). This indicates that formative assessment, peer

assessment, and self-reflection activities reinforce democratic behaviors such as fairness and responsibility.

4.13.4 Challenges Limiting Democratic Values Promotion

The fourth objective identified challenges limiting CBE effectiveness in promoting democratic values. To address this objective, teachers were asked to select from a list of challenges those they experienced in their schools. The challenges included inadequate teaching resources, insufficient teacher training, large class sizes, time constraints, examination-oriented accountability systems, cultural resistance, and lack of institutional support. Table 42 presents the frequency and percentage of teacher respondents who reported each challenge.

Table 42
Implementation Challenges

<i>Challenge</i>	<i>Frequency</i>	<i>Percentage</i>
Inadequate teaching resources	78	74.3
Insufficient teacher training	72	68.6
Large class sizes	65	61.9
Time constraints	58	55.2
Examination-oriented accountability systems	52	49.5
Cultural resistance	42	40.0
Lack of institutional support	38	36.2

The findings show that inadequate teaching resources (74.3%), insufficient teacher training (68.6%), and large class sizes (61.9%) were the most reported challenges by teachers. These barriers limit the implementation of participatory teaching methods and competencybased assessments, thereby constraining the promotion of democratic values among learners.

Headteachers were also asked to identify the main challenges they faced in implementing CBE to enhance democratic values. Among the 11 headteachers responses, the most frequently cited challenges were lack of resources (72.7%), limited teacher training (63.6%), overcrowded classrooms (54.5%), and resistance to change among staff and parents (45.5%). When comparing the two groups, a clear pattern of convergence emerged. Both teachers and headteachers ranked inadequate resources and insufficient training as the top two challenges, with percentages that were remarkably similar (74.3% and 72.7% for resources; 68.6% and 63.6% for training). Large class sizes or overcrowded classrooms were consistently identified as the third major barrier by both groups (61.9% of teachers and 54.5% of headteachers). This convergence between teachers and headteachers strengthens the validity of these findings, confirming that these challenges are genuine, observable, and widely acknowledged across different stakeholder groups within the same schools. The alignment also suggests that these barriers are systemic rather than merely perceived, requiring coordinated policy interventions at both school and national levels.

4.14 Correlation Analysis

Correlation analysis was conducted to examine the relationships between the independent variables (curriculum content, teaching methods, assessment practices) and the dependent variable (democratic values score). Pearson correlation coefficient was used to determine the strength and direction of these relationships. The results are presented in Table 43.

Table 43
Correlation Analysis

<i>Variable</i>	<i>Curriculum</i>	<i>Teaching</i>	<i>Assessment</i>	<i>Democratic</i>
	<i>Content</i>	<i>Methods</i>	<i>Practices</i>	<i>Values</i>

Curriculum	1.000			
Content				
Teaching	0.682**	1.000		
Methods				
Assessment	0.671**	0.698**	1.000	
Practices				
Democratic	0.895**	0.903**	0.901**	1.000
Values				

** . Correlation is significant at the 0.01 level (2-tailed).

The findings in Table 43 indicate that there is a strong positive and statistically significant relationship between curriculum content and democratic values ($r = 0.895$, $p < 0.01$). Similarly, teaching methods had a strong positive relationship with democratic values ($r = 0.903$, $p < 0.01$), and assessment practices also had a strong positive relationship with democratic values ($r = 0.901$, $p < 0.01$). These findings suggest that improvements in curriculum content, teaching methods, and assessment practices are associated with higher democratic values scores among learners.

CHAPTER FIVE

DISCUSSIONS, CONCLUSIONS AND RECOMMENDATIONS

5.1 Introduction

This chapter presents the discussion of findings, summary of the study, conclusions, and recommendations. The discussion interprets the results presented in Chapter Four in relation to the study objectives and existing literature. The summary provides a condensed overview of the background, methodology, and key findings. The conclusions are drawn directly from the findings, and the recommendations are proposed for policy, practice, and further research. The chapter is organized into five sections: discussions, summary of main findings, conclusions, recommendations, and areas for further research.

5.2 Discussions

This section discusses the results and analysis presented in Chapter Four as per the study's four research objectives.

5.2.1 Objective One: Curriculum Content and Democratic Values

Based on the findings of this study, learner-centred teaching approaches positively influence the development of democratic values among junior secondary school learners. Specifically, using group work, cooperative learning, debate, problem-solving, and roleplaying techniques provides opportunities for learners to engage in the learning process actively. The strong correlation between the types of teaching methods used, and the value placed on developing democratic behaviours among the subjects indicates that developing a democratic competency is more successful with the active participation of learners than the passive receipt of information from the teacher.

Consistent with these findings are those reported by Lind (2023), who demonstrated that learners, who were involved in decisions regarding the functioning of their classroom,

exhibited higher levels of civic engagement and democratic participation. Similarly, Osler and Starkey (2021) stated that cooperative and participatory teaching techniques (such as debate/discussion/simulation/cooperative group learning) create opportunities for learners to practice democratic behaviours so that learners can demonstrate behaviours associated with democratic societies (e.g., dialogue, tolerance, negotiation, and collective decision-making). Hart and Torney-Purta (2023) also support these findings stating that learners who are exposed to democratic practices during their time in a classroom will be more likely to engage in civic and political activities later in their lives.

These results also seem to support the findings of Teegelbeckers, Nieuwelink and Oostdam (2023), who established that Participatory Pedagogies increase knowledge of citizenship, create positive attitudes toward democracy, and promote active citizenship through the direct involvement of students in democratic processes. Bartlett and Schugurensky (2023) have similarly identified that when students have genuine participation in decision-making processes, they will develop practical democratic skills and an enhanced sense of civic responsibility. Bron and Veugelers (2024) and Geurts et al. (2024) also found that students engaged in decision-making increase their sense of agency, commitment, and engage more fully as democratic citizens.

Despite these favourable findings, some scholars have raised concerns about the ability of participatory pedagogy to achieve democratic outcomes. Sant et al. (2023) maintained that the majority of research has emphasised the outcomes of participatory pedagogy, while giving little attention to either the quality of authentic engagement of the learner in the process or the effects it has on engagement. Similarly, Rinnooy Kan et al. (2023) noted that both the manner in which schools are governed and their institutional arrangements may limit the effectiveness of participatory pedagogy, even where teachers are using student-centred pedagogy. These

concerns indicate that the effectiveness of student-centred pedagogy depends not only on the implementation methodology but also upon the overall educational environment in which it is being implemented.

These findings support these fears. Though participatory teaching methods have been shown to promote democratic values, observations of the classroom showed that resource limitations and contextual factors hampered the systematic implementation of some learnercentred approaches. Thus, the mere existence of learner-centred approaches may not guarantee democratic schooling unless teachers have sufficient support and the learning environment is conducive to meaningful participation.

Based on these findings, the researcher posits that learner-centred teaching methods serve as the most profound mechanism of achieving democratic values in Competency-Based Education. However, their effectiveness is dependent on the degree to which the participation of the learners is authentic, wide-ranging, and supported by sufficient institutional and pedagogical resources.

5.2.2 Objective Two: Teaching Methods and Democratic Values

In addition, the results of the research indicated that using competency-based assessment to determine whether students have achieved predetermined educational goals can help foster democratic values among learners in grades 7-9. Assessment practices such as using formative assessment, ongoing feedback, project-based learning, self-assessment, and peer assessment encourage learners to participate in the assessment process and take responsibility for their own learning. Therefore, the findings of the research indicate that when learners engage in a variety of assessment practices and demonstrate diligence towards completing required work, they experience the promotion of democratic ideals.

Andrade and Brookhart (2020) provide further support for the findings of this research, noting that formative assessments provide students with feedback about how they are progressing towards achieving their educational goals so that they can take ownership of their learning. Similarly, Lind (2023) supports the research findings, concluding that peer and self-evaluation methods foster critical, respectful, and democratic engagement by enhancing learners' capacity to think critically, view issues from multiple perspectives, and interact with each other. These findings also align with the work of Rani (2021), who indicates that the emphasis placed on the development of both academic and social competencies in competency-based assessment enhances learners' understanding of the concepts of social justice, equity, and fairness.

The results from this research align with findings by Panadero et al. (2024) who say that self- and peer-assessments lead learners to actively participate in the assessment process rather than passively receiving an evaluation. Furthermore, UNESCO and OHCHR (2020) emphasize that engaging in participatory expectations develops social responsibility, inclusivity, and a commitment to equity. Additionally, Yan and Pastore (2021) show that continual feedback helps develop shared decision-making and effective communication practices between teachers and learners, which are both key elements of democratic engagement. The results also support Black and Wiliam (2021) and Boud and Falchikov (2021) who say that formative assessments support learners' development of personal responsibility (self-reflection) and independence (autonomy).

However, there is considerable concern in the literature over the potential of assessment to support democracy. Berry (2021) suggests that placing too much emphasis on accountability, measurement, or examination performance can defeat the democratic objectives of competency-based assessments in so many education systems. Similarly, Boud and Falchikov

(2006) warned that peer assessments may perpetuate existing social inequalities and power imbalances if learners do not have sufficient knowledge about assessing. Panadero et al. (2024) also report that successful peer assessment requires a supportive and structured learning environment, well-described criteria, and learners' preparedness; otherwise, it will not reach its intended goals of promoting democracy.

Based on the results of this current study, one conclusion can be drawn about the potential of competency-based assessment practices to promote democratic values: they can be effective only to the degree that they are carefully implemented and prepared for by all involved, and the class environment supports learners and fosters a cultural shift from using assessments primarily as a means of measuring student performance (i.e., exam-oriented) to a more participatory approach where assessment is also used as a tool for self-reflection and personal growth.

5.2.3 Objective Three: Assessment Practices and Democratic Values

The research indicated that competency-based assessment practices facilitate the development of democratic values in learners at junior secondary schools. The use of ongoing assessment rather than just measuring knowledge acquisition encourages the development of these skills through formative assessment, continuous feedback, project-based learning, selfassessment, and peer assessment, allowing participants to demonstrate elements of participation, responsibility, accountability, reflection, and cooperation. The positive correlation established between assessment practices and democratic values illustrates that assessment can be understood not simply as an instrument used to quantify student learning, but also as a vehicle for the experience of democratic principles in action.

The findings align with Andrade and Brookhart (2020) in that they indicated formative assessments contribute to student responsibility through the ability of students to monitor their

learning and take responsibility for it. Additionally, Lind (2023) found that assessment strategies which incorporated self-reflection and peer feedback facilitated the development of critical thinking, recognition of diverse perspectives, and engagement in democratic practices. Also, Rani (2021) supports that competency-based assessments develop learners' perceptions of fairness, equity, and justice through the development of both academic and social competencies.

Furthermore, Panadero et al. (2023) support this by indicating that both self-assessment and peer assessment change the roles of the learners from being merely respondents to becoming active participants in the assessment process. The idea that participatory assessment practices develop social responsibility, inclusiveness, and a commitment to equity has been emphasized by both the United Nations Educational, Scientific, and Cultural Organization (UNESCO) and the Office of the High Commissioner for Human Rights (OHCHR) (2020). Additionally, Yan and Pastore (2023) state that ongoing feedback promotes collaborative problem-solving and constructive dialogue between teachers and learners and is therefore an essential practice of democracy. Furthermore, these findings support Black and Wiliam (2020) and Boud and Falchikov (2023) who found that students can have ownership of how well they are progressing by using formative assessment, which in turn develops learners' autonomy and encourages self-reflection.

At the same time however, the literature has also highlighted significant challenges attributed to achieving democratic assessment through the use of assessment practices. Berry (2022) has contended that the dominant focus on accountability and performance in tests/examinations in the majority of educational systems has the potential to undermine and sabotage the democratic purpose of competency-based assessment. Similarly, Boud & Falchikov (2004) have cautioned that if learners lack the necessary literacy regarding

assessment procedures and practices, the use of peer assessment could reinforce existing hierarchies and power imbalances within social institutions. Panadero et al. (2023) further state that for peer assessment to be effectively achieved, it is necessary to have effective classroom environments, clear guidelines or criteria for marking, and to ensure that learners are adequately prepared to engage in this process; otherwise the potential outcomes for achieving the democratic nature of assessment will not be realised.

The results of this investigation lend credence to these issues. Despite the fact that assessment methods can encourage democratic principles, there were significant disparities in how peer assessment and the involvement of learners in assessment activities were executed between classrooms in this research project based upon classroom observations. It appears that the success of any particular methodology depends not only on its execution, but also on the abilities of both the instructor and learner to successfully participate in the assessment process.

Using these data as a foundation, the author believes that competency-based assessment methods have great capacity to help develop and reinforce democratic principles; however, their successful use will depend upon effective execution of the process within the classroom, student readiness to engage in the assessment process, and creating an assessment environment that encourages student participation as well as reflection during the assessment process rather than relying on traditional, examination-based assessment practices.

5.2.4 Research Question Four: Implementation Challenges

The results of the research indicated multiple barriers limit the successful execution of Competency-Based Education to advance democratic principles within junior secondary students. The significant barriers included inadequate access to teaching and learning tools, poor teacher preparation, overcrowded classrooms, insufficient time to implement instruction, an emphasis on exams and inadequate support from institutions. These barriers limited the

execution of curriculum content, student-centred methods and competency-based assessment methods created to advance democratic principles.

The work of Osler and Starkey (2021) supports the findings of this study in that many teachers do not receive sufficient training to implement the participatory and inquiry-based teaching methodologies required for democratic education. In a similar study, Struthers (2021) found that inadequate teacher training results in a disconnect between the intentions of the curriculum and the realities of classroom practice, making it difficult for teachers to implement democratic pedagogies. The results from this study also support the conclusions of UNESCO (2020), that institutions that lack adequate resources and commitment to support democratic participation cannot create an environment that promotes democratic learning.

The results of this investigation support those doubts expressed by some stakeholders. The presence of limited resources and insufficient training create significant challenges; nevertheless, there is evidence that several schools engaged in some version of CompetencyBased Education even in the face of these challenges. Therefore, the efficacy of democratic principles in education depends, in addition to the availability of material resources and conditions conducive to their use, on teacher commitment, school leadership, and institutional support. Thus, it is suggested that resource availability is not the sole factor in determining the success of implementing Competency-Based Education.

Based on these results, the researcher posits that educational barriers to implementing Competency-Based Education are multidimensional, and, therefore, multidimensional strategies are required to resolve these issues. Simply addressing issues of inadequate resources will not provide the desired outcomes of implementing democratic Educational practices and policies unless accompanied by continuous teacher development, adequate leadership support, strong commitment to policy implementation, and cultures of education that value student involvement and democratic engagement in learning.

5.3 Summary of Main Findings

This study examined the effectiveness of Competency-Based Education in promoting democratic values among junior secondary learners in Masaba South Sub-County, Kisii County, Kenya. The study was guided by four research questions.

Regarding the first research question, the findings revealed that curriculum content had a strong positive relationship with democratic values ($r = 0.895$, $p < 0.01$), explaining 80.05% of the variation in democratic values scores. The mean score for curriculum content was 3.38 ($SD = 0.85$), indicating moderate agreement. The highest-rated statement was "Learners are taught about civic responsibility" (mean = 3.51, $SD = 1.15$), with 67 respondents (63.8%) agreeing or strongly agreeing.

Regarding the second research question, the findings revealed that teaching methods had the strongest relationship with democratic values ($r = 0.903$, $p < 0.01$), explaining 81.47% of the variation. The mean score for teaching methods was 2.90 ($SD = 0.88$). Group discussions were the most frequently used method (mean = 3.04, $SD = 0.92$), with 82 respondents (78.1%) using them frequently or very frequently.

Regarding the third research question, the findings revealed that assessment practices had a strong positive relationship with democratic values ($r = 0.901$, $p < 0.01$), explaining 81.12% of the variation. The mean score for assessment practices was 2.93 ($SD = 0.86$). Formative assessment was the most frequently used practice (mean = 3.10, $SD = 0.91$), with 84 respondents (80.0%) using it frequently or very frequently.

Regarding the fourth research question, the most frequently reported challenges were inadequate teaching resources (74.3%), insufficient teacher training (68.6%), and large class sizes (61.9%). The combined regression model showed that the three independent variables collectively explained 89.34% of the variation in democratic values scores ($R^2 = 0.8934$, $F =$

57.236, $p < 0.001$). Zone-based analysis revealed significant differences across zones, with Nyamasibi zone recording the highest mean democratic values score (3.304) and Masimba zone the lowest (2.553).

5.4 Conclusions

This study examined the role of Competency-Based Education (CBE) in promoting democratic values among junior secondary school learners in Masaba South Sub-County, Kisii County, Kenya. The study was guided by four research objectives.

5.4.1 Conclusions on Curriculum Content and Democratic Values

The study concludes that Competency-Based Education curriculum content significantly promotes democratic values among junior secondary school learners. The integration of citizenship, human rights, ethical values, and social responsibility within the curriculum provides learners with opportunities to develop democratic knowledge, attitudes, and behaviours necessary for active citizenship.

5.4.2 Conclusions on Methods of Teaching and Democratic Values

Overall, this investigation shows that learner-centered teaching methods are an effective way to promote Junior Secondary School students' democratic-blooming values. Through the use of participatory teaching methods, the engagement, collaboration, critical thinking, making-decisions, and activeness of the students is greatly increased, and these all contribute to the growth of the democratic competencies.

5.4.3 Conclusions on Assessment Practices and Democratic Values

This report indicates that competency-based assessments will help advance the promotion of democracy. Assessment methods which focus on holder participation, ongoing feedback, reflection, and fostering a shared sense of responsibility will help develop learners who are responsible, self-directed, and actively involved in their own learning experiences.

5.4.4 Conclusions on Challenges Affecting Promotion of Democratic Values

The findings indicate that boundaries to successful democratisation exist through Competency Based Education include the following; limited provision (resources), insufficient teacher training/preparation, excessive class sizes, insufficient support from education fecking (keeping student in school to sell books etc) and examination-centric practices. This limitation reduces the ability of teachers to implement the curriculum with learners and develop learnercentred pedagogy using competency assessment techniques to advance learner's development of democratic values and beliefs.

5.5 Recommendations

The following are the recommendation to the stakeholders.

5.5.1 Ministry of Education

The Ministry of Education should allocate enough financial and non-financial resources to help implement Competency Based Education at the junior secondary level. In this regard, instructional resources for civic education, human rights education, and democratic participation must be provided. The Ministry also needs to develop policies that promote and create an environment of democratic learning in schools.

5.5.2 Kenya Institute of Curriculum Development (KICD)

The Kenya Institute of Curriculum Development (KICD) should ensure that democratic values are integrated into all subjects and learning areas by providing additional curriculum support materials with specific references to citizenship, human rights, ethical leadership, social responsibility and democratic participation. Schools must also provide opportunities for students to engage in democracy through practical, real-life experiences.

5.5.3 Teachers Service Commission (TSC)

The Teachers Service Commission (TSC) should provide ongoing professional development training for teachers in learner-centred pedagogy, democratic classroom practices and competency-based assessment strategies by enhancing their capacity building programmes. Continued training will provide teachers with improved abilities to implement Competency Based Education effectively.

5.4.4 School Administrators

School Administrators should establish supportive environments for learners to participate in democratic activities and learning. They must also provide adequate support and encouragement to the use of available instructional materials, support cooperative learning and to facilitate opportunities for professional development for teachers.

Teachers should consistently employ learner-centred teaching methods and competency-based assessment methods that foster participation, critical thinking, collaboration and respect for diversity. Teachers should also make use of all resources that are available, and create an environment conducive to democracy, thereby encouraging students to engage democratically.

5.5.5 Parents and Other Stakeholders

Parents, and other members of the community, should support schools in their promotion of democratic values, through participation in school programs, promotion of responsible citizenship and providing children the opportunity to practice democratic behaviours in both their home environment and community.

5.6 Suggestions for Future Research

Future studies should examine the long-term impact of Competency-Based Education on learner democratic participation and civic engagement after junior secondary school. Additionally, further studies should also examine the impact of school leaders on implementing

democratic education and examine regional differences in how Competency-Based Education has been successful across the regions of Kenya.

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Appendix A

LETTERS AUTHORIZING THE RESEARCHER

Dear Teacher/head teacher;

The survey study is being conducted by Mrs. Trusila Monyenye a Master's Degree student at Africa Nazarene University. The purpose of this survey is to find out the effectiveness of competency-based education in the enhancement of democratic values among junior secondary learners in Masaba south sub-county, Kisii county. This is not an examination and therefore there are no wrong or correct answers. Your response helped in the management

and improvement of the interpretation of the CBE curriculum programs in Kenya. This survey questionnaire did not take long to complete. Participation in this study is voluntary so please feel confident when answering the questions because you are not required to write your name in the papers thus there were no any attempt to identify you in the results and group scores were used to report the results. Please sign these forms and retain a copy if you choose to participate. You may then proceed to respond to the question as truthfully and completely as you can.

Yours Faithfully,



Trusila Monyenye

I have read and am well informed about this study and my participation. I therefore willingly consent to respond to the survey

Yours

Signature

Appendix B

QUESTIONNAIRES

Preamble for the Questionnaires

The purpose of this questionnaire is to gather information about the effectiveness of the Competency-Based Education (CBE) curriculum in enhancing democratic values among junior secondary learners in your school. Your feedback will provide valuable insights into how the CBE curriculum promotes democratic principles, critical thinking, human rights, and civic responsibility. It is my humble request that you respond to the questions as truthfully and thoughtfully as possible. All the information you provide will be treated with the utmost

confidentiality. Please do not write your name anywhere in this questionnaire. Your responses are greatly appreciated and will contribute to improving educational practices.

Questionnaire for Head Teachers

Evaluating the Effectiveness of Competency-Based Education in the Enhancement of Democratic Values Among Junior Secondary Learners

Section 1: Demographic Information

1. What is your gender? ☐ Male ☐ Female

2. What is your age group?
 - ☐ 30-40 years ☐ 41-
 - ☐ 50 years ☐ 51 years
 - ☐ and above

3. What is your highest level of education?
 - ☐ Diploma
 - ☐ Bachelor's Degree
 - ☐ Master's Degree ☐ Doctorate

4. How many years have you been serving as a head teacher?
 - ☐ Less than 5 years ☐ 5-10 years ☐

More than 10

years

5. What type of school do you manage?

○ Public ○

Private

Section 2: CBC Curriculum in Enhancement of Democratic Values

6. How effectively do you think the Competency-Based Education (CBE) curriculum addresses democratic values in your school?

○ Very effectively

○ Effectively ○

Moderately

- Not effectively
- 7. How well do you think the CBC curriculum content promotes respect for human rights among students?
 - Very well
 - Well
 - Moderately well
 - Poorly
- 8. Do you feel that the CBC curriculum encourages students to develop critical democratic values such as equality, respect, and responsibility?
 - Yes
 - No
 - To some extent
- 9. In your opinion, does the curriculum sufficiently prepare students for active participation in democratic processes within society?
 - Yes
 - No
 - To some extent

Section 3: Teaching Methods and Democratic Values Enhancement

- 10. To what extent do teaching methods in your school align with the principles of CBE, such as student-centered learning, critical thinking, and democratic engagement?
 - To a great extent
 - To some

extent ☐

Not much

☐ Not at all

11. How often do teachers in your school use collaborative teaching methods to promote democratic values and human rights?

☐ Very often ☐

Occasion

ally ☐ Rarely ☐

Never

12. Do you believe that teaching methods in your school encourage students to develop civic responsibility, ethical awareness, and respect for diversity?

☐ Yes ☐ No

☐ To some extent

13. How frequently are real-world issues related to democracy and human rights discussed in classroom teaching?

Frequently

-
- Occasionally

- Rarely ○

Never

Section 4: Assessment Practices and Enhancement of Democratic Values

14. How do the assessment practices in your school contribute to promoting democratic values and respect for human rights among learners?

- Very effectively

- Effectively ○

Moderately ○

Not effectively

15. Do you think the assessment methods in CBC enhance students' critical thinking and problem-solving skills, which are essential for democratic participation?

- Yes ○ No

- To some extent

16. How do the assessments in your school contribute to the development of responsible and engaged citizens who respect democratic principles?

- Very much
- Somewhat ○ Not much

- Not at all

17. What challenges do you face in ensuring that assessment methods align with democratic values and human rights principles?

Section 5: Challenges in Implementing CBE for Enhancing Democratic Values

18. What are the main challenges you face in implementing CBE to enhance democratic

values in your school? ○ Lack of resources ○ Limited teacher training ○

Resistance to change ○ Overcrowded classrooms ○ Other (Please

specify): _____

19. How do you perceive the support provided to teachers for implementing CBE effectively?

- Very

supportive ○

Supportive ○

Neutral

Not supportive

20. What role do you believe school leadership plays in enhancing democratic values through the implementation of CBE?

-
- Very important ○

Important ○

Somewhat

important ○ Not

important

Section 6: General Feedback

21. What improvements would you suggest to enhance the implementation of CBE in promoting democratic values and human rights?

- _____
- _____

22. How can teacher training be improved to align more effectively with CBE's emphasis on democratic values and human rights?

- _____
- _____

Questionnaire for Teachers:

Evaluating the Effectiveness of Competency-Based Education in the Enhancement
Democratic Values Among Junior Secondary Learners

Section 1: Demographic Information

1. What is your gender? ○ Male ○ Female ○ Other (Please specify):

2. What is your age group? ☐ 25-30 years ☐ 31-40 years ☐ 41-50 years ☐ 51 years

and above

3. What is your highest level of education?

☐ Diploma

☐ Bachelor's Degree

☐ Master's Degree ☐ Other (Please specify): _____

4. How long have you been teaching?

-
- Less than 5 years
- 5-10 years ○ More
- than 10 years

5. What grade level do you primarily teach?

- Grade 9
- Grade 10
- Grade 11

Section 2: CBC Curriculum and Enhancement of Democratic Values

6. How well do you think the CBE curriculum content promotes democratic values in

your classroom? ○ Very well ○ Well ○ Moderately well

- Poorly

7. Do you feel that the CBE curriculum encourages respect for human rights among your students?

- Yes, strongly ○

Yes,

○

○

somewhat No, not

really

Not at all

8. To what extent do you incorporate democratic values such as equality, respect, and responsibility into your lessons?

○ To a great extent

○ To some extent ○

To a small extent

○ Not at all

9. How effectively do you think the curriculum prepares students for active participation in democratic processes within society?

○ Very effectively

○ Effectively ○

Moderately ○

Not effectively

Section 3: Teaching Methods and Enhancement of Democratic Values

○

○

10. Do you use student-centered learning strategies to promote democratic values and human rights in your teaching?

○ Yes, frequently ○

Sometimes

Rarely

Never

11. How often do you engage students in discussions about democracy, human rights, and their civic responsibilities?

○ Frequently ○

Occasionally

○ Rarely ○

Never

12. How do you ensure that your teaching methods promote critical thinking, ethical awareness, and democratic engagement among students?

○ _____

○ _____

○

○

13. In your opinion, how do your teaching methods foster civic responsibility, respect for others, and democratic values?

○ Very effectively

○ Effectively ○

Moderately ○

Not effectively

Section 4: Assessment Practices and Enhancement of Democratic Values

○
14. Do you think the assessment practices in the CBE curriculum contribute to the enhancement of democratic values and human rights among your students?

○ Yes, completely ○

Yes, to some extent

○ No, not really ○

No, not at all

15. How do the assessment methods used in CBE encourage students to participate in democratic processes and develop critical thinking?

○ _____ ○

16. Do you face any challenges in using assessment methods that promote democratic values in your teaching?

○ Yes ○ No

○ To some extent ○ If yes,

please specify the challenges:

17. Do you feel that CBE assessments encourage students to become responsible citizens who respect democratic principles?

☐ Yes ☐

No

To some

extent

Section 5: Challenges in Implementing CBE for Enhancing Democratic Values

18. What challenges do you face in implementing CBE to enhance democratic values and

human rights in your classroom? ☐ Lack of resources ☐ Limited teacher training ☐

Overcrowded classrooms ☐ Resistance to change ☐ Other (Please

specify): _____

19. How adequate is the support you receive from school leadership in implementing CBC effectively to enhance democratic values?

☐ Very adequate ☐

Adequate ☐

Inadequate ☐

Very

inadequate

-
20. How could teacher training be improved to align better with CBE's goals of enhancing democratic values and human rights?
-

Section 6: General Feedback

21. What suggestions would you provide for improving the CBE curriculum to better enhance democratic values and human rights?
-
-

22. What role do you think the school leadership plays in supporting the enhancement of democratic values through CBE in the classroom?

○ Very important ○

Important ○ Somewhat

important ○ Not

important

Appendix C

OBSERVATION GUIDE FOR CLASSROOM TEACHING

Purpose:

This observation guide is designed to systematically collect qualitative data on how teachers implement the Competency-Based Curriculum (CBC) to promote democratic values and human rights awareness among junior secondary learners. The guide focuses on teaching methods, learner participation, classroom interactions, and integration of democratic principles.

Instructions for Observer:

Observe classroom sessions during Social Studies and Life Skills lessons.

Record notes on teacher and student behaviours, teaching strategies, and classroom interactions.

Pay particular attention to examples of democratic values such as respect, participation, equality, responsibility, and critical thinking.

Observation tool

Observation Area	Focus	Indicators	Notes/Comments
Teacher's Instructional Methods		- Use of student-centered approaches (group work, discussions, debates) - Opportunities for learners to express opinions - Encouragement of critical thinking and problem-solving	

Learner Participation	- Active engagement in discussions - and activities - Respectful listening and responding - to peers - Initiative in contributing ideas and questions	
Integration of Democratic Values	- Demonstration of fairness and equality in classroom interactions - Promotion of civic responsibility and human rights concepts - Encouragement of ethical decisionmaking and collaboration	
Assessment Practices	- Use of formative assessments that support participation and reflection - Opportunities for peer and selfassessment - Linking assessment tasks to realworld civic or ethical issues	
Classroom Environment	- Display of materials promoting democracy, human rights, and citizenship - Safe and inclusive environment for all learners	

	- Support for learners with diverse needs	
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Observer's Summary Notes:

Overall assessment of how CBC teaching practices enhance democratic values:

Recommendations or observations for improvement:

Appendix D

OBSERVATION CHECKLIST ON AVAILABILITY AND ADEQUACY OF TEACHING/LEARNING RESOURCES IN PROMOTING DEMOCRATIC VALUES THROUGH COMPETENCY-BASED EDUCATION

1. **Name of the School:** _____

2. **School Enrolment:** _____

3. **Classroom Environment and Learning Resources:**

1. CBE Curriculum Content and Democratic Values Promotion

Resource	Available and Adequate	Available but Inadequate	Not Available	Available but in Poor Conditions
Democracy-related materials (e.g.,				

democracy charts, civic education books)				
Human rights resources (e.g., human rights posters, books)				
Citizenship and social responsibility learning tools				
Content focused on ethical behavior and social responsibility				

Question: How well does the availability of democratic values-related resources promote learners' understanding of human rights, citizenship, and responsibility in line with CBE objectives? _____

2. CBE Teaching Methods and Development of Democratic Values

Resource	Available and Adequate	Available but Inadequate	Not Available	Available but in Poor Conditions

Group work materials (e.g., discussion guides, Learner participation, role-play scripts)				
Visual aids for promoting civic participation (e.g., charts, flashcards on democracy)				
Materials for collaborative learning (e.g., project supplies, discussion tools)				
Technology for interactive				

learning (e.g., digital platforms for civic education)				
--	--	--	--	--

Question: How do the teaching methods and the use of teaching/learning resources contribute to the development of democratic values, critical thinking, and civic engagement among junior secondary learners? _____

3. CBE Assessment Practices in reinforcement of Democratic Values

Resource	Available and Adequate	Available but Inadequate	Not Available	Available but in Poor Conditions
Assessment rubrics focusing on democratic values (e.g., teamwork, ethical conduct, community involvement)				
Tools for peer and self-				

assessment (e.g., reflection journals, feedback forms)				
Project-based assessments that focus on societal issues				
Rubrics for evaluating citizenship and social responsibility projects				

Question: How do the assessment tools and methods employed in CBE promote students' understanding and application of democratic principles such as collaboration, responsibility, and human rights? _____

4. Challenges Limiting the Effectiveness of CBE in Promoting Democratic Values

Resource	Available and Adequate	Available but Inadequate	Not Available	Available but in Poor Conditions
----------	------------------------	--------------------------	---------------	----------------------------------

Resources for inclusive education (e.g., materials for learners with disabilities)				
Teacher training materials focused on democratic values				
Materials to support active learning and participation in democratic processes (e.g., debate tools, civic engagement activities)				

Access to digital learning platforms for teaching democratic values				
---	--	--	--	--

Question: What are the primary challenges related to the availability and adequacy of teaching/learning resources that hinder the effective implementation of CBE in promoting democratic values among learners? _____

I sincerely thank you for participating in this observation checklist. Your responses will help in evaluating the effectiveness of the Competency-Based Education system in enhancing democratic values among junior secondary learners in Kisii, Masaba South Sub-County. Please ensure that each resource has been appropriately marked based on its availability and condition. Your feedback will provide critical insights for improving the teaching and learning environment in alignment with the objectives of promoting democratic values and responsible citizenship.

Appendix E

RESEARCH PERMIT(S), E.G. NACOSTI RESEARCH PERMIT

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This is to Certify that Ms. TRUSILA MONYENYE NYANDIKA of Africa Nazarene University, has been licensed to conduct research as per the provision of the Science, Technology and Innovation Act, 2013 (Rev.2014) in Kisii on the topic: EVALUATING THE EFFECTIVENESS OF COMPETENCY-BASED EDUCATION IN THE ENHANCEMENT OF DEMOCRATIC VALUES AMONG JUNIOR SECONDARY LEARNERS IN MASABA SOUTH SUB-COUNTY, KISII COUNTY. for the period ending : 19/February/2027.	
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Appendix F

PERMISSION LETTER TO COLLECT DATA



AFRICA NAZARENE
UNIVERSITY

Date: 17/3/2025

TO WHOM IT MAY CONCERN

Dear Sir/Madam

RE: Permission To Collect Data: Trusila Monvenve Nvandika

Trusila Monvenve Nvandika of Reg. No. 25J01dmed003 is a Bonafide postgraduate student at Africa Nazarene University, pursuing a master's degree in education. This program entails Coursework and Thesis. Trusila is currently doing coursework which entails classwork, assignments, research, and final examinations. MEM 603: Policy Formulation, Adoption, Implementation and Evaluation in Education, is among the courses Trusila is taking this semester.

The students taking the above-mentioned course, including Trusila, have been given the following research assignment:

Question:

"Policy analysis is the activity of identifying different policy choices and of examining the actual or possible impact of these alternative policies to see how successfully they comply with the policies' objectives. It goes beyond the objectives to the needs of the beneficiaries".

With empirical evidence, guided by the above statement, critically analyze the CBC policy implemented in the Kenyan Basic Education system.

Your responses should follow the rational policy making process. To be more authentic in your responses, you will be required to visit the sites where this policy is implemented (i.e. Primary schools; at least two or three) to collect data. You are encouraged to get a letter from the university to allow you to collect data.

Any assistance accorded to Trusila to facilitate data collection and complete her assignment will be highly appreciated.

Sincerely,

A handwritten signature in blue ink, appearing to read 'Orpha K. Ongiti', followed by a vertical line.

Prof. Orpha K. Ongiti

Dean, Postgraduate Studies & Director, Institute of Research,
Course Facilitator

Appendix G

MAP OF THE STUDY AREA:



MASABA SOUTH KISII SUBCOUNTY