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TEACHER MOTIVATION AS A DETERMINANT OF COMPETENCY-BASED EDUCATION IMPLEMENTATION IN GRADE THREE CLASSROOMS IN KAJIADO COUNTY, KENYA

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Abstract:
Competency-Based Education (CBE) has been of significant research interest in Kenya because it has the potential to improve learning outcomes. Nevertheless, its implementation still experiences chronic issues, especially in terms of teacher motivation. Poor incentives, work overload, and lack of support mechanisms have been the reasons behind the high and low commitment levels among teachers, thereby limiting effective curriculum delivery. This paper has discussed teacher motivation as a predictor of the CBE implementation in Grade Three classrooms in Kajiado County. The study was based on a correlational research design based on the curriculum implementation theory. The Target population was all the primary schools of Kajiado Central Sub-County, both public and private, with 64 head teachers and 140 Grade Three teachers. Sampling entailed stratified, purposive, and simple random sampling. Kajiado County and Kajiado Central Sub-County were randomly chosen, and 5 out of 17 zones were identified using a lottery system. The stratification of schools was based on category, and afterwards, 30 percent of the schools were chosen randomly. Head teachers in sampled schools were selected purposively, whereas Grade Three teachers were selected randomly. The sample used was 19 head teachers and schools, and 42 Grade Three teachers. Teacher questionnaires, head teacher interview schedules, and classroom observation were used to collect data. Instrument reliability and validity were enhanced through piloting in Grade Three classrooms in Kajiado Central Sub-County. Thematic analysis was used to analyze qualitative data, and descriptive and inferential statistics were used to analyze

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quantitative data. Findings were presented using tables, graphs, and narrative summaries. Results revealed that teacher training had a significant positive effect on CBE implementation ($r = 0.432$, $p = 0.000$). The research found that financial and non-financial incentives have an effect on teacher performance and, accordingly, CBE delivery. Recommendations were that there should be enhanced instructional support, sufficient teaching resources, appreciation of teacher work, and increased professional growth opportunities that are associated with career advancement.

Keywords: grade three, implementation of CBE, Kajiado County, public and private schools, teacher motivation

1. Introduction

The implementation of Competency-Based Education (CBE) has transformed teaching by emphasizing learner-centered approaches, continuous assessment, and the development of practical skills and competencies. Indeed, motivated teachers are more likely to embrace curriculum reforms and adopt innovative pedagogical practices aligned with CBE (Madondo, 2020). Teachers' intrinsic and extrinsic motivation enhances greater commitment to lesson planning, effective instructional delivery, and continuous assessment of learners' competencies (Kipkosgei & Kipchumba, 2020). On the other hand, low levels of motivation may limit teachers' willingness to adapt to new teaching approaches (Nordin & Sundberg, 2020), thereby affecting the successful implementation of CBE. Motivated teachers are more engaged, resilient, and responsive to learners' needs, which enhances the learning experience.

Teachers' motivation influences their job satisfaction and commitment. Highly motivated teachers engage more actively with learners and create supportive classroom environments (Angwaomaodoko, 2024). This improves learner participation, comprehension, and academic performance. Teachers may be driven by intrinsic motivation, such as passion for teaching, or extrinsic motivation, such as salary, recognition, and promotion (Ogada & Njoki, 2020). These influence teachers' attitudes and effectiveness in implementing the CBE. Strengthening teacher motivation is essential for the success of educational reforms and improved learning outcomes (Mugarura *et al.*, 2022). Ngeno *et al.* (2021) found that teachers' attitudes positively influenced CBC implementation, with significant correlations.

Indeed, the implementation of CBE has generated significant interest among scholars. The curriculum aims to produce well-rounded learners, with teachers having a pivotal role in ensuring active and participative learning (Mugarura *et al.*, 2022). In spite of the potential benefits of CBE in Kenya, its implementation has faced many challenges and criticism since its introduction. There are concerns about teacher motivation, as most instructors demonstrate varying levels of commitment to the new curriculum requirements (Koskei & Chepchumba, 2020). Limited incentives, increased workload, and inadequate support systems have contributed to reduced motivation among

teachers. This affects their ability to effectively plan lessons, apply learner-centered approaches, and assess competencies (Ngeno *et al.*, 2021). Consequently, low motivation among teachers limits the effective and sustainable implementation of Competency-Based Education. This study, therefore, examined teacher motivation and implementation of CBE in public and private grade three classrooms in Kajiado County.

2. Statement of the Problem

Although Competency-Based Education (CBE) promises to improve student-centered learning and a better hands-on learning method, its successful realization in Kenya continues to be a significant challenge. Teachers are considered to be central to CBE, but their motivation levels are diverse and significantly impact their readiness to embrace the required pedagogical and assessment practices in the curriculum (Madondo, 2020; Kipkosgei & Kipchumba, 2020). It has been demonstrated that highly motivated teachers are more devoted to lesson planning, innovative teaching, and ongoing evaluation of the competencies of learners, and low motivation inhibits the willingness of teachers to adopt new teaching methods (Nordin & Sundberg, 2020; Ngeno *et al.*, 2021).

In Kajiado County, issues of incentives, workload, and the lack of supportive systems have been raised, and all these factors play a role in the lack of teacher motivation and the impossibility of effective implementation of the curriculum (Koskei & Chepchumba, 2020; Mugarura *et al.*, 2022). Such difficulties influence the capacity of teachers to establish a conducive environment of learning and implement learner-based strategies that are at the core of CBE. Even though past research indicates the significance of motivation in influencing teacher attitudes and performance, there is a scarcity in empirical literature in terms of the specific impact of teacher motivation in implementing CBE in Grade Three classrooms in both public and private schools in Kajiado County. The research paper thus aims to explore how teacher motivation contributes to the adoption of Competency-Based Education in Grade Three classrooms, both in Government and private schools in Kajiado County.

2.1 Study Objective

To examine teacher motivation as a determinant of CBE implementation in Grade Three classrooms in Kajiado County.

2.2 Study Hypothesis

H01: There is no statistically significant relationship between teacher motivation and implementation of CBE in public and private Grade Three classrooms in Kajiado County.

3. Theoretical Framework

The study is grounded on the curriculum implementation theory, proposed by Gross (1970). The theory proposes that successful curriculum implementation depends on:

clarity of the innovation, the capacity of implementers, availability of resources, and management support (Woods & Copur-Gencturk, 2024). These elements are closely linked to teacher motivation, as they determine teachers' attitudes, confidence, and willingness to adopt new instructional approaches.

Clarity of the curriculum innovation enhances teachers' understanding of CBE concepts such as competencies, learner-centered pedagogy, and continuous assessment.This enhances teachers' intrinsic motivation by making them feel more competent and prepared to deliver the curriculum. Similarly, the capacity of implementers, which includes teachers' knowledge, skills, and professional training, strengthens their self-efficacy and commitment to instructional practices required in CBE (Siller & Ahmad, 2024). Well-trained teachers are more motivated to design meaningful learning experiences and effectively assess learners' progress.

The availability of teaching and learning resources influences teacher motivation. Adequate resources reduce frustration and enable teachers to implement practical and experiential learning activities aligned with CBE principles (Klinck *et al.*, 2023). In contrast, limited resources may lower motivation and hinder effective curriculum delivery. Furthermore, management support, including supervision, encouragement, and provision of professional development opportunities, enhances teachers' extrinsic motivation (Gross, 1970). Supportive leadership promotes a positive school environment that encourages innovation and continuous improvement.

Teacher motivation is not an isolated factor but is influenced by systemic conditions within the education system. High levels of motivation enable teachers to embrace curriculum reforms, apply appropriate pedagogical strategies, and engage learners actively (Gross, 1970). Consequently, strengthening teacher motivation is essential for the effective and sustainable implementation of CBE.

4. Literature Review

A comparative study on the effect of intrinsic versus external incentives on job engagement and turnover intention was carried out in China by Miao *et al.* (2020). According to the findings, self-efficacy mediated intrinsic motivation and was related to job engagement. The effect of intrinsic drive on turnover intention was positively controlled by self-efficacy and feedback, while the influence of extrinsic incentive was negatively moderated.

Similarly, Engidaw (2021) examined the effect of inspiration on staff participation in public sectors and found that extrinsic motivation was more important than intrinsic drive in the North Wollo Zone. Furthermore, a significant positive correlation was seen between intrinsic and extrinsic motives and staff involvement. Mola and Kelkay (2020) assessed the motivation of elementary school teachers and the process of providing high-quality education in Ethiopia. The findings reveal that teachers' levels of extrinsic motivation were low. They also exhibited a strong intrinsic drive and a high-quality

educational process. As instructors' intrinsic motivation grows, so do the processes involved in providing high-quality education.

In their investigation into the elements impacting the successful implementation of CBC, Mwai and Mbugua (2019) found that more motivated teachers had stronger relationships with their pupils and offered sufficient instructional support, which made implementation easier. Many systems have tried rewarding teachers with bonuses for reaching predetermined goals, but the results have been inconsistent.

Kagema (2020) investigated the inspiration of secondary school teachers as determined by the educational programs of the institutions of learning. The study noted that 56.4% of teachers made claims of high workload emanating from large class sizes, hours of work, more subjects, and a constantly changing curriculum, combined with pay that was not commensurate with the weight of work done, led to demotivation of teachers, which makes them unwilling to accept the adoption of new instructional techniques. Furthermore, 72.6% of them attested that the high workload limits their preparation for lessons. In yet another study, Nyakundi *et al.* (2019) investigated the influence of teacher motivation on the academic performance of pupils in primary schools. Results established that teacher motivation had a significant influence on Standard Eight pupils' academic performance.

5. Research Methodology

5.1 Research Design

The study used a correlational research design, which helped identify patterns, relationships, and associations between variables and determine the strength and direction of the relationship between variables without manipulating them.

5.2 Research Approach

The research employed a mixed-methods approach, combining quantitative and qualitative methods. A quantitative method was employed to gather numerical data on measures of teacher motivation and the level of Competency-Based Education (CBE) implementation by administering structured questionnaires, which allowed for statistical analysis of all relationships between variables (Creswell & Creswell, 2018). This was complemented by the qualitative approach, which was able to offer in-depth information on the experiences, perceptions, and challenges faced by teachers in the implementation of CBE by interviewing head teachers (Kothari, 2004). The two methods complemented each other and made the results more valid and comprehensive, thus enabling a more comprehensive view of the impact that teacher motivation has on CBE implementation (Creswell & Creswell, 2018).

5.3 Location of the Study

Kajiado County was chosen since it is one of the counties that is vigorously implementing Competency-Based Education (CBE) reforms, yet the schools are still facing the

challenges associated with teacher motivation, workload, and resource disparities between public and private schools (Koskei & Chepchumba, 2020). A wide range of schooling contexts in the county allows it to study the relationship between teacher motivation and CBE implementation in Grade Three classrooms.

5.4 Target Population

The target population was all the public and private primary schools in Kajiado Central Sub-county, namely, 64 head teachers and 140 Grade 3 teachers in the Sub-County.

5.5 Sampling Technique and Sample Size

The study employed purposive, stratified, and simple random sampling techniques to determine the sample. Kajiado County and Kajiado Central Sub-County were purposively selected, after which 5 out of 17 zones (30%) were randomly chosen using a lottery method to ensure fairness and avoid bias. A stratified random sampling technique was employed, where schools were stratified by type (public and private), and 30% of schools from each stratum were randomly selected. Head teachers were purposively included based on the selected schools, while Grade 3 teachers were randomly sampled to give each an equal chance of participation. The final sample size comprised 19 schools and head teachers out of 64, and 42 Grade 3 teachers out of 140. This sample size falls within the recommended 10%–30% range for educational descriptive studies, for adequate representation of the target population. This is summarised in Table 1.

Table 1: Sample Size

Zones of Kajiado Sub-county	Schools and Head Teachers				Grade 3 Teachers			
	Target Population		30% sample		Target population		30% sample	
	Pub	Priv.	Pub	Priv.	Pub	Priv.	Pub	Priv.
Ildamat	06	01	01	00	07	00	02	00
Kaputei Central	12	02	04	01	27	05	08	03
Loodokilani	10	04	03	01	23	06	07	02
Dalalekutuk South	07	02	02	01	20	06	06	01
Matapato North	16	04	05	01	40	06	12	02
Sub-total	**51**	**13**	**15**	**04**	**117**	**23**	**35**	**07**
Total	**64**		**19**		**140**		**42**	

Source: Field Data (2025).

5.6 Research Instruments

The study used a questionnaire for Grade 3 teachers, an interview schedule for head teachers, and an observational checklist for data collection. A questionnaire was used to collect data from Grade 3 teachers. It allowed for the collection of data from a large sample and facilitated the gathering of structured information regarding participants' knowledge, attitudes, experiences, and opinions. The questionnaire was divided into 3 parts. Section 1 contained five questions on teachers' demographic information. Section 2 focused on teacher training and Section 3 on CBE implementation. An interview

schedule was used with head teachers to collect qualitative information. Interviewing head teachers allowed for the triangulation of data sources, thereby enhancing the credibility of the information. An observation schedule was used to gather data from Grade 3 teachers in public and private primary schools in Kajiado County, Kenya, by observing their behaviour, events, and activities that influenced the implementation of CBE.

5.7 Pilot Study

Piloting was conducted in two schools in Kajiado Central Sub-County. Validity assessments included construct, content, and criterion validity. Reliability was assessed using the split-half technique, with Cronbach's Alpha coefficients calculated at least 0.7.

5.8 Data Collection Techniques

Grade 3 teachers completed self-administered questionnaires for independent responses, with researcher clarifications to reduce interviewer bias. Head teachers participated in face-to-face interviews. An observation guide recorded teachers' classroom behaviors, events, and activities.

5.9 Data Analysis

Qualitative data from head teachers and observation guides were thematically analyzed using verbatim responses. Quantitative data from teachers were analyzed with descriptive statistics, including percentages and frequencies, and then displayed in tables and graphs. Inferential statistics, including multiple linear regression and Pearson's correlation, assessed significance levels and tested hypotheses at 0.05. Findings were presented in graphs, tables, and narratives.

5.10 Logistical and Ethical Considerations

Logical considerations involve using reasoning, consistency, and evidence to ensure arguments or decisions are coherent and valid. Ethical considerations involve evaluating actions against moral principles like fairness, respect, and responsibility to ensure they uphold integrity. Permission was also obtained from the Kajiado County Director of Education. Authorization to gather information from the selected schools was secured from head teachers through an official letter, and consent forms were obtained from the participants. To protect the participants' confidentiality, they were identified using codes instead of names. Data acquired from the respondents were kept with utmost privacy and were only used for academic research purposes. Participants were given details about what the research entails before signing the informed consent form and administration of the instruments.

6. Results and Discussion

6.1 Demographic Characteristics

The majority of the participants were highly prepared. This is summarized in Table 2.

Table 2: Demographic Characteristics

Variable	Category	Frequency (f)	Percentage (%)
Gender	Male	11	26
	Female	31	74
Age (years)	21–30	18	43
	31–40	12	29
	41–50	6	14
	51–58	6	14
Academic Qualification	Certificate	27	64
	Diploma	12	29
	Bachelor's Degree	2	5
	Master's Degree	1	2
Work Experience (years)	<1 year	1	2
	1–5 years	8	19
	6–10 years	21	50
	11–15 years	4	10
	16–20 years	3	7
	21 years and above	5	12
Number of Trainings	1–2 times	22	52
	3–4 times	7	17
	5–6 times	6	14
	7–8 times	2	5
	9–10 times	5	12
Professional Development Opportunities	Yes	42	100
Extent of Preparedness	Highly Prepared (HP)	25	60
	Prepared (P)	17	40

Source: Field Data (2025).

The research sought to establish the gender of the respondents. Gender was considered because it is an important demographic characteristic that may influence teachers' attitudes, perceptions, and teaching practices. Results showed that 11(26%) were male and 31(74%) were female.

The study established the age of the respondents. Age is important because it reflects teachers' professional maturity, level of experience, and adaptability to educational reforms. Results revealed that 18(43%) of the respondents were between 21-30 years, 12(29%) were 31-40 years, 6(14%) were 41-50 years and 6(14%) were 51-58 years. The Majority of the participants were aged between 21-30 years. Most respondents aged 21–30 indicate that a considerable number of teachers implementing the Competency-Based Education (CBE) are young and adaptable to innovative pedagogical approaches. This age group embraces technology and learner-centered methods, aligning with CBE principles. Du-Plessis (2020) indicates that younger teachers positively influence CBE

implementation in Grade 3 classrooms. The study sought to establish the academic qualifications of the respondents. Academic qualification is important because it determines the level of professional knowledge, pedagogical skills, and subject mastery that teachers bring into the classroom. Thus, 27(64%) of the respondents had Certificate, 12(29%) had diploma, 2(5%) had Bachelor's Degree and 1(2%) had Master's Degree. The majority of the respondents had a Certificate academic qualification.

The study examined the number of years respondents had worked. This was important because teaching experience influences teachers' confidence, classroom management skills, and ability to adapt to curriculum reforms. The study revealed that 1 (2%) of the respondents had been working in less than 1 year, 8(19%) have worked for 1-5 years, 21(50%) have worked for 6-10 years, 4(10%) have worked for 11-15 years, 3(7%) have worked for 16-20 years and 5(12%) have been working for a period 21 years and above. Most respondents' 6–10 years of teaching experience indicates that these teachers have moderate professional exposure that combines practical skills with subject matter. They are beyond novice status but still flexible, positioning them well to implement curriculum reforms (Mola & Kelkay, 2020).

The study sought to determine the number of times the respondents trained. The number of times the respondents trained is important because it reflects the adequacy and relevance of the pedagogical skills and curriculum knowledge they acquired during their training. Out of 42 respondents, 22(52%) had been trained for 1-2 years, 7(17%) had been trained for 3-4 times, 6(14%) had been trained for 5-6 times, 2(5%) had been trained for 7-8 times and 5(12%) had been trained for 9-10 times. Most of the participants had been trained 1-2 times. The finding that many respondents had only 1–2 times of teacher training suggests that they possess basic skills but lack in-depth knowledge in pedagogical strategies, curriculum design, and assessment methods essential for effective CBE implementation.

The study established the respondents' opportunities for professional development. All respondents had opportunities for professional development. This indicates that access to such opportunities is not merely available but universal within this sample. This may reflect a strong institutional commitment to continuous learning or a policy environment that prioritizes teacher growth. The study determined the extent of respondents' preparedness. Thus, 25(60%) of the respondents were highly prepared, and 17(40%) were prepared to deliver content in a CBE classroom.

6.2 Descriptive Analysis

Descriptive data were analyzed, and the result was illustrated in Table 3.

Table 3: Descriptives for Teacher Motivation and CBE Implementation

Statements	N	Mean	Std. Dev.	SD	D	A	SA
I am well motivated to implement CBE in the school	42	3.12	1.06	17	0	38	45
Incentives and other benefits (financial and non-financial) have a strong influence on my	42	3.43	0.63	2	0	50	48

job performance.							
I frequently use my initiative and enthusiasm to select additional teaching materials.	42	3.45	0.77	0	17	21	62
I am satisfied with my position as a Grade 3 teacher at my current job.	42	3.48	0.67	2	2	40	55
I believe I am capable of working at the peak of my abilities as a teacher.	42	3.43	0.63	2	0	50	48
I am afraid of being criticized or perceived as a bad teacher.	42	3.45	0.77	0	17	21	62
Aggregate Mean		**3.39**					

Source: Field Data (2025).

Respondents were asked questions, and responses are presented on a Likert scale. 38% of respondents agreed, and 45% strongly agreed that they were well motivated to implement CBE, while 17% strongly disagreed. The mean score of 3.12 and standard deviation of 1.06 suggest a moderately strong overall motivational climate with some variability. This is consistent with Mwai and Mbugua (2019), who found that motivated teachers form stronger relationships with learners and offer better instructional support, thereby facilitating smoother curriculum implementation. Teachers in this study who reported being motivated also indicated that they felt capable of performing well, with 50% agreeing and 48% strongly agreeing that incentives influenced their job performance (Mean = 3.43). This aligns with Engidaw (2021), whose study in Ethiopia found extrinsic motivation to be a more significant driver of employee engagement in public institutions than intrinsic motivation. It appears that both financial and non-financial incentives influence CBE implementation among Grade 3 teachers.

Further, 21% agreed, and 62% strongly agreed that they frequently used initiative and enthusiasm to source additional teaching materials (Mean = 3.45). This indicates high intrinsic motivation, affirming the conclusions of Mola and Kelkay (2020), who found that intrinsic motivation in elementary school teachers enhances the quality of the teaching and learning process. In the present findings, this enthusiasm for acquiring self-directed instructional resources reflects a similar internal drive and supports the idea that intrinsic motivation contributes to proactive, learner-centered teaching approaches required under CBE.

When asked about their job satisfaction, 40% agreed, and 55% strongly agreed that they were satisfied with their current teaching position (Mean = 3.48). Only 2% strongly disagreed. This suggests that most teachers are content in their roles, a condition that enhances their commitment to implementing curriculum reforms. This supports Miao *et al.'s* (2020) study, which established that intrinsic motivation, mediated by self-efficacy and feedback, increased job engagement and reduced turnover intention.

The perception of personal capability was also positive. About 50% agreed, and 48% strongly agreed that they believed they could perform at their best (Mean = 3.43). This reflects a strong sense of self-efficacy, which, according to Miao *et al.* (2020), is a key mediator of job engagement driven by intrinsic motivation. This sense of ability and

confidence is crucial in delivering learner-centered instruction and adapting to the complexities of CBE.

However, motivation was also influenced by fear. A combined 83% (21% agreed, 62% strongly agreed) of teachers admitted to being afraid of criticism or being perceived as ineffective (Mean = 3.45). This could suggest performance anxiety or pressure stemming from continuous assessment demands or administrative expectations. According to Kagema (2020), high workloads and systemic demands in Kenyan schools contribute to stress and demotivation, especially when not matched with appropriate compensation or support.

Head teachers had varied but generally positive responses to teacher motivation. One head teacher stated,

> *"Most of the teachers are motivated because they see the value of the Competency-Based Curriculum in improving learner outcomes. They understand that CBE focuses on developing practical skills, which benefits the students' future. This realization encourages them to put in extra effort despite the challenges. Their commitment to making a difference in learners' lives keeps their motivation high."*

Another observed,

> *"Teachers remain dedicated despite challenges; their commitment to the learners keeps them going. Many face difficulties such as limited resources and heavy workloads, but they continue to prioritize the needs of their students. This sense of responsibility motivates them to persevere."*

One head teacher noted,

> *"Even when things are tough, teachers focus on helping learners succeed." Their dedication is a key factor in sustaining the implementation of the CBE."*

However, a third head teacher noted,

> *"Motivation fluctuates, especially when resources are lacking or when workload increases, which can sometimes affect morale. Teachers often feel overwhelmed by the extra tasks that come with implementing the new curriculum. Limited teaching materials and overcrowded classrooms add to their frustration… their enthusiasm and energy levels can sometimes decline."*

Regarding the types of motivation provided by school management, head teachers described a range of strategies to encourage teachers.

One head teacher explained,

"We try to motivate teachers through regular recognition during staff meetings and by acknowledging good performance publicly. Celebrating their achievements boosts morale and encourages others to improve. This positive reinforcement helps create a supportive work environment."

Another mentioned,

"The management provides moral support and sometimes small incentives like transport allowances or support with school activities. These gestures show teachers that their efforts are appreciated beyond just words. Some teachers have expressed that even small rewards help ease their daily challenges… during school events also strengthens the sense of teamwork … these measures contribute to keeping teachers motivated and engaged."

A third pointed out,

"We also encourage professional growth by facilitating access to training and workshops, which motivates teachers to improve their skills and performance. These opportunities help teachers stay updated on the latest teaching methods and curriculum changes. Many teachers feel more confident and capable after attending such sessions. The chance to learn and grow professionally inspires them to apply new strategies in their classrooms."

These approaches suggest that motivation is often a mix of moral support, recognition, and opportunities for professional development. Some head teachers acknowledged that motivation could still be improved.

One remarked,

"Although we do our best to motivate teachers, the lack of financial incentives sometimes lowers their enthusiasm. Many teachers feel that monetary rewards would better recognize their hard work and dedication. Without such incentives, some struggle to stay fully motivated, especially when facing personal financial challenges. … they continue to perform their duties out of commitment to the learners. We try to compensate by offering moral support and creating a positive work environment. However, we recognize that more financial support could greatly improve overall motivation."

Another added,

"Teachers appreciate when their efforts are seen and rewarded, but budget constraints limit what we can offer. Recognition boosts their morale and encourages continued hard work…financial limitations make it difficult to provide regular incentives…we strive to acknowledge their contributions in other meaningful ways."

It was observed that teachers motivated children to learn by doing and embraced creativity within everyday learning. They supported the development of ideas by allowing one idea to lead to another, encouraged curiosity among learners, and regularly assessed pupils' work while providing constructive feedback.

The observation that many teachers are driven by a commitment to improving learner outcomes and developing practical skills aligns closely with the findings of Mwai and Mbugua (2019), who concluded that motivated teachers built stronger relationships with learners and provided more effective instructional support, thus easing the implementation of the CBC. The reported challenges, such as heavy workloads, limited teaching materials, and overcrowded classrooms, echo the concerns raised in Kagema (2020)'s study in Nyeri and Kirinyaga counties, where teachers cited high workloads and insufficient compensation as key factors contributing to demotivation and resistance to adopting new curriculum practices. Furthermore, the motivational strategies described by head teachers, such as moral support, recognition, professional development opportunities, and small incentives, are in line with the findings of Nyakundi *et al.* (2019), who emphasized that teacher motivation significantly influenced learner performance.

7. Inferential Analysis

Correlation analysis between teacher motivation and CBE implementation was done, and the results are presented in Table 4.

Table 4: Correlation Analysis between Teacher Motivation and CBE Implementation

		Implementation of CBE	**Teacher motivation**
Implementation of CBE	Pearson Correlation	1	.622**
	Sig. (2-tailed)		0.000
	N	42	42
Teacher motivation	Pearson Correlation	.622**	1
	Sig. (2-tailed)	0.000	
	N	42	42

Source: Field Data (2025).

Pearson correlation was used to assess the relationship between teacher motivation and implementation of CBE. The results showed a strong, significant correlation ($r = 0.622$), which indicated teacher motivation was correlated with implementation of CBE. The p-value ($p = 0.000$) is statistically significant, meaning the correlation was significant. This corroborates findings of Miao *et al.* (2020), who found that intrinsic motivation, particularly when supported by self-efficacy and feedback, significantly enhanced job engagement, suggesting that teachers who feel internally driven and supported are more likely to perform effectively—an insight that can inform CBE implementation despite contextual differences. In Ethiopia, Engidaw (2021) observed that extrinsic motivation had a stronger influence on staff engagement in public sectors, while Mola and Kelkay (2020) reported that teachers exhibited low extrinsic motivation but strong intrinsic drive,

which was associated with improved educational quality, underscoring the importance of both forms of motivation. Additionally, ANOVA for teacher motivation and implementation of CBE was computed, and result presented in Table 5.

Table 5: ANOVA for Teacher Motivation and CBE Implementation

	Sum of Squares	df	Mean Square	F	Sig.
Regression	1.623	1	1.623	25.301	.000[b]
Residual	2.566	40	0.064		
Total	4.190	41			
a. Dependent Variable: implementation of CBE					
b. Predictors: (Constant), teacher motivation					

Source: Field Data (2025).

Additionally, ANOVA for teacher motivation and implementation of CBE was computed. Table 5 results indicate a significance level of 0.000, hence a significant relationship between teacher motivation and implementation of CBE. The calculated F-value, 25.301, is greater than the critical F-value, 4.085, indicating that the regression model was statistically significant. Regression Coefficients for Teacher Motivation and CBE Implementation results are illustrated in Table 6.

Table 6: Regression Coefficients for Teacher Motivation and CBE Implementation

	Unstandardized Coefficients	Std. Error	Standardized Coefficients	t	Sig.
(Constant)	2.005	0.294		6.823	0.000
Teacher motivation	0.432	0.086	0.622	5.030	0.000
a. Dependent Variable: implementation of CBE					

Source: Field Data (2025).

Regression coefficients for teacher motivation and implementation of CBE in Table 7 illustrate the regression equation as:

$$Y = 2.005 + 0.432\ X_2 + \varepsilon$$

Hence, there was a significant and positive effect of teacher motivation on implementation of CBE ($\beta = 0.432$, $p = 0.000$). Hence, implementation of CBE would vary by 0.432 units for every unit change in teacher motivation. Finally, a model summary was done, and result presented in Table 7.

Table 7: Model Summary for Teacher Motivation and CBE Implementation

R	R Square	Adjusted R-Square	Std. Error of the Estimate
.622[a]	0.387	0.372	0.25330
a. Predictors: (Constant), teacher motivation			

Source: Field Data (2025).

Moreover, regression analysis for teacher motivation and implementation of CBE was done, and model summary for teacher motivation and implementation of CBE Table 5 summarizes and presents the model summary for teacher motivation and implementation of CBE. Results indicate a moderate relationship between teacher motivation and implementation of CBE, with an R value of 0.622. Accordingly, teacher motivation accounts for 37.2% of the variation in implementation of CBE, denoted by R square of 0.372

These findings align with those of Mwai and Mbugua (2019), who found that motivated teachers developed stronger relationships with learners and provided adequate instructional support, which made the implementation of CBE more effective, indicating that motivation directly enhances classroom engagement and curriculum delivery. Additionally, Kagema (2020), in a study conducted in Nyeri and Kirinyaga counties, reported that teachers faced demotivation due to high workloads, large class sizes, and inadequate pay, which reduced their willingness to adopt new instructional practices like CBE; this supports the idea that without proper motivational support, curriculum reforms may face resistance. Similarly, Nyakundi *et al.* (2019) established that teacher motivation had a significant influence on pupils' academic performance in primary schools, suggesting that motivated teachers are not only more effective in content delivery but also in achieving educational outcomes—an insight that resonates with the positive effect observed in the current study.

Thus, HO_1: There is no significant relationship between teacher motivation and implementation of CBE in grade 3 public and private schools; is not accepted, since the calculated p-value (0.000) < 0.05, the null hypothesis (H_0) is rejected.

7. Conclusion and Recommendation

7.1 Conclusion

The study concludes that incentives and benefits, both financial and non-financial, influence teacher job performance, which affects the implementation of the CBE. Teachers demonstrate initiative and enthusiasm by selecting additional teaching materials, reflecting a proactive approach aligned with the demands of CBE. Satisfaction with their teaching positions and confidence in their ability to perform at their best support consistent and effective curriculum delivery. However, the presence of fear of criticism or being perceived negatively may hinder innovation and risk-taking, which are essential in implementing learner-centered approaches under CBE.

7.2 Recommendations

The study recommends that the Ministry of Education should strengthen mechanisms for monitoring and supporting curriculum delivery by recognizing and rewarding teachers who consistently implement CBE effectively. The Government of Kenya should increase investment in digital infrastructure and provide ICT tools to schools. The KICD should continue to develop and distribute quality instructional materials that promote

inquiry-based learning and critical thinking, and ensure that teachers are motivated to use these resources through continuous orientation and recognition of innovative teaching practices. The TSC should expand continuous professional development opportunities while linking them to teacher motivation by offering career progression, certification, and recognition for CBE-related competencies. School management should ensure the availability of adequate teaching and learning resources and create a supportive environment that values teacher effort.

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Conflict of Interest Statement
The authors declare no conflicts of interest.

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