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Assessment of Teachers' Attitudes Towards Selected Competency-Based Education Assessment Tools in Enhancing Learner Competencies in Junior Schools in Homa Bay County, Kenya

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Abstract

Purpose: The implementation of the Competency-Based Curriculum (CBC) in Kenya has shifted assessment from content recall towards the demonstration and documentation of learners' knowledge, skills, values, attitudes, and competencies. This study examined teachers' attitudes and perceptions in enhancing learner competencies.

Methodology: The study used an explanatory sequential mixed-methods design. Data were collected from 24 schools using teacher questionnaires, head-teacher interviews, learner focus group discussions, classroom observations, and document analysis. Quantitative data were analyzed using frequencies, percentages, descriptive statistics, one-way analysis of variance, and Pearson product-moment correlation. In contrast, qualitative data were analyzed thematically and integrated with the quantitative findings. Of the 120 sampled teachers, 110 provided valid responses.

Findings: The findings showed that teachers demonstrated positive attitudes towards the selected CBE assessment tools usage. Qualitative and documentary evidence indicated that portfolios, performance tasks, rubrics, and observation provided complementary evidence of learner progress, practical performance, participation, and competency development. However, implementation was constrained by teacher workload, large classes, inadequate assessment materials and ICT infrastructure, differences in teacher preparedness, parental support, socioeconomic and school-location conditions. The study concluded that effective CBE assessment depends on teachers' practical assessment capability, appropriate design and utilization of assessment tools, learner engagement, timely feedback, instructional response, and reassessment.

Unique Contribution to Theory, Practice and Policy: The study recommended continuous practical professional development, improved assessment and ICT resources, stronger school-level support and moderation, manageable teacher workloads, and measures to reduce socioeconomic and location-related barriers to equitable participation in assessment activities.

Key Words: *Competency-Based Curriculum, Attitudes and Perceptions and Learner Competencies*



1. Background of the Study

Education has increasingly shifted from emphasizing the acquisition of factual knowledge to developing learners' abilities to apply knowledge, skills, values, and attitudes in real-life situations. This shift is reflected in competency-based education (CBE), which requires assessment approaches that can capture competencies such as critical thinking, creativity, communication, collaboration, problem-solving, and self-efficacy (UNESCO, 2017; Voogt & Roblin, 2012). In Kenya, the competency-based curriculum similarly emphasizes learner-centred teaching and continuous assessment through practical activities and other forms of evidence of learning (KICD, 2017). Consequently, teachers' attitudes and perceptions towards CBE assessment tools are important because their willingness to understand, accept, and appropriately use such tools can influence how effectively the intended competencies are assessed and developed among learners.

CBE promotes the use of diverse assessment approaches rather than relying exclusively on written examinations. Among the tools relevant to classroom-based competency assessment are learner portfolios, performance tasks/projects, rubrics, and classroom observation checklists. Portfolios enable teachers to document learner progress over time, while performance tasks and projects provide opportunities for learners to demonstrate the application of knowledge and skills in authentic situations (Barrett, 2007; Mueller, 2018). Rubrics provide explicit criteria for judging learner performance and can promote transparency and consistency, while observation checklists enable teachers to document observable behaviours, participation, communication, and other competencies (Brookhart, 2013; Nitko & Brookhart, 2014). Teachers' perceptions of the usefulness, practicality, fairness, and relevance of these tools may therefore affect their acceptance and classroom application.

International and African experiences indicate that although CBE assessment tools can support the development of learner competencies, teachers may have mixed perceptions regarding their implementation. Challenges associated with these tools include increased workload, large classes, inadequate resources, limited time, difficulties in developing appropriate assessment criteria, and insufficient teacher preparation (Brookhart, 2018; Kabombwe & Mulenga, 2019; Nsengimana, 2021). For example, teachers may perceive portfolios as demanding because of the amount of learner work that must be maintained and reviewed, while rubrics may be viewed as difficult to develop where teachers have limited assessment skills (Barrett, 2007; Brookhart, 2013). Similarly, observation-based assessment may raise concerns about subjectivity and fairness when teachers have to assess learner behaviours while simultaneously managing classroom activities (Nitko & Brookhart, 2014). Such perceptions can influence teachers' willingness and ability to use the tools consistently.

In Kenya, the implementation of CBE has increased the importance of classroom-based assessment in generating evidence of learner competency development. However, studies have reported challenges related to teacher preparedness, workload, resources, time, and consistency in the application of competency-based assessment approaches (KICD, 2017; Kubai, 2023; Macheso et al., 2024). The issue is therefore not only whether the selected assessment tools are available, but also how teachers perceive their usefulness, appropriateness, fairness, and practicality in enhancing learner competencies. Within Junior Public Schools in Homa Bay County, examining teachers' attitudes and perceptions towards learner portfolios, performance tasks/projects, rubrics, and classroom observation checklists can provide an understanding of how teachers view these tools as mechanisms for enhancing competency acquisition.

Statement of the Problem

Kenya's Competency-Based Education (CBE) framework emphasizes assessment approaches that support the development and demonstration of learner competencies such as critical thinking, creativity, communication, collaboration and problem-solving. The framework promotes the use of diverse assessment tools, including learner portfolios, performance tasks and projects, rubrics, and classroom observation checklists, to generate evidence of learners' knowledge, skills, attitudes and values. However, the effectiveness of these tools depends not only on teachers' knowledge and ability to use them, but also on how teachers perceive their relevance, practicality, fairness and contribution to competency development.

Despite the emphasis placed on competency-based assessment, evidence suggests that teachers continue to experience challenges in implementing and utilizing competency-based assessment tools effectively. Studies have reported difficulties associated with teachers' assessment literacy, practical skills and ability to develop and apply appropriate assessment tools (Shepard, 2018; Ngware & Ciara, 2022; Ngaruiya & Wambugu, 2022; Macheso, Wafula, & Kati, 2024). Such challenges may influence teachers' attitudes and perceptions towards particular assessment tools, including whether they consider them easy to use, time-consuming, reliable, fair and capable of providing adequate evidence of learners' competencies.

Although policy and curriculum documents advocate for authentic and continuous assessment, there is limited empirical evidence on teachers' perceptions of the selected CBE assessment tools at the junior school level, particularly in specific county contexts such as Homa Bay County. In particular, it remains unclear whether teachers perceive portfolios, performance tasks/projects, rubrics and classroom observation checklists as appropriate and effective approaches for assessing and enhancing learner competencies. Differences in school resources, teacher preparedness and the learning environment may further shape teachers' experiences and perceptions of these assessment approaches.

The absence of context-specific evidence on teachers' attitudes and perceptions creates a gap in understanding how the selected assessment tools are received and applied at the classroom level. Establishing teachers' perceptions is important because positive or negative attitudes towards assessment tools may influence their willingness, consistency and effectiveness in using them to assess learner competencies. The study therefore sought to establish the attitude and perception of teachers towards learner portfolios, performance tasks/projects, rubrics and classroom observation checklists and their perceived contribution to enhancing the acquisition of competencies among junior school learners in Homa Bay County, Kenya.

Research Hypothesis

H₀₁: There is no statistically significant difference in the mean attitudes of Junior School teachers towards the use of Competency-Based Education assessment tools for enhancing learner competencies based on the subjects they teach in Homa Bay County.

2. Literature Review

Theoretical Framework

Constructivist Learning Theory, associated with Piaget (1952) and Vygotsky (1978), posits that learners actively construct knowledge through experiences, interaction, reflection, and connection of new information to prior knowledge. The theory views teachers as facilitators who provide opportunities for learners to participate in activities such as problem-solving, collaboration, exploration, and critical thinking. This perspective is relevant to CBE assessment

because assessment tools should enable learners to demonstrate what they can do rather than merely recall information.

The theory further supports the use of assessment approaches that actively engage learners in demonstrating their understanding and competencies. Piaget (1970) emphasized that learning develops through interaction between learners and their environment, while Dewey (1938) emphasized learning through experience and real-life problem-solving. Consequently, tools such as performance tasks, projects, portfolios, presentations, and practical activities are consistent with constructivist principles because they allow learners to apply knowledge and skills in meaningful contexts. Teachers' perceptions of these tools may therefore influence the extent to which they recognize their value in supporting competency acquisition.

Constructivist Learning Theory also emphasizes the importance of interaction, feedback, reflection, and learner participation in the learning process (Vygotsky, 1978). From this perspective, CBE assessment tools are not only mechanisms for measuring learning but also means of supporting learning as it occurs. Teachers who perceive assessment tools as useful for promoting active participation, practical application, problem-solving, and continuous feedback are likely to view them as relevant to competency development. The theory therefore provides a basis for examining teachers' attitudes and perceptions towards the selected CBE assessment tools used in Junior Schools.

In this study, Constructivist Learning Theory provides a lens for understanding teachers' perceptions of whether selected CBE assessment tools effectively support the acquisition of competencies among Junior School learners in Homa Bay County. The theory assumes that assessment is more meaningful when learners actively demonstrate knowledge, skills, values, and abilities through relevant learning experiences. Thus, teachers' attitudes towards tools such as projects, portfolios, performance tasks, and other learner-centred assessments can be examined in terms of their perceived usefulness in facilitating active learning, practical application, feedback, and competency development.

Empirical Review of the Literature

At the global stage, numerous researchers have assessed how educators perceive the usability, efficiency and significance of competency-based assessment tools in a classroom setting. Perception creates either a positive or negative attitude toward someone, something or a subject. Research was done by Darling-Hammond et al. (2020) in the USA, which evaluated teachers' perceptions of performance-oriented assessment- a significant backbone of CBE. In the study, constructivist learning theory was employed, and it employed a mixed-methods methodology by utilizing descriptive survey method. The research focused on secondary school teachers, with a sample size of 120 derived via stratified sampling. Data were gathered through questionnaires and interviews, and reliability and validity were assessed through piloting and internal consistency measures. The analysis of data was via descriptive statistics and thematic analysis. The findings projected that teachers' perception of the performance-based assessment tools was effective in the enhancement of critical thinking and the real-life application of knowledge amongst students. On the other hand, teachers likewise reported that the tools are time-wasting, difficult to design and add to their workload. The research endorsed progressive professional growth and simplification of assessment tools. Even though the research gives important insights, it is restricted in terms of context, as it was done in a well-resourced system of education, making it obsolete in developing countries. Theoretically, it focused on performance tasks whilst leaving other tools such as portfolios and observation checklists. In terms of approach, it focused on a small sample size, limiting the generalizability of the outcomes.

Equally, Brown and Harris (2016) did research in New Zealand on teachers' perception of assessment, with attention on perceived usability of formative assessment tools. The research was attached to assessment learning theory, and it utilized quantitative cross-sectional survey design involving 300 teachers randomly selected via a random sampling technique. Data were gathered through standardized questionnaires whose validity and consistency were established in previous studies. Factor analysis and regression methodology techniques were used. The findings indicated that teachers perceived formative assessment tools to be enormously useful in helping students learn and improve instruction. However, there was doubt in relation to the constant use in the classrooms. Whilst the study indicates robust, rigorous approaches, it is limited conceptually as it focuses on the beliefs of teachers as opposed to actual classroom practices. Additionally, the exceedingly advanced education systems in New Zealand pose differences that limit the direct application of these in developed countries.

Regionally, research done in Africa revealed the same traits, even though often within more educational environments. Nsengimana (2021) conducted research in Rwanda on the execution of competency-based assessment. The study focused on constructivist theory and used a mixed-methods case study approach. The target group was secondary school teachers, with a sample size of 85 nominated via purposive sampling. Data were collected through interviews and questionnaires, and validity was ensured through professional review and triangulation. Analysis of data was done via descriptive statistics and thematic investigation. The findings indicated that teachers' perception of competency-based assessment tools is positive, and they noted that it is effective in promoting student participation and skill development. They, however, recorded difficulties in the usability of the tools, such as rubrics, lack of proper training, and large class sizes. The research suggested capacity building and the provision of organizational support. The study is relevant to the Kenyan context because of the similar educational reforms and restraints. However, the small sample size constrained the generalizability of the findings; also, the study does not provide more insights on how these perceptions are affecting actual classroom implementation.

Kabombwe and Mulenga (2019) assessed teacher perceptions and readiness of CBA tools in Zambia. The research used experiential learning theory and employed a descriptive survey design with 150 teachers sampled through a stratified sampling technique. Data was collected through questionnaires, which were piloted to ensure validity and reliability were put in place. The analysis was done via descriptive statistics. The study found that teachers' perception of CBA tools is positive, and they think the tools are useful and significant, although challenging to implement as a result of training deficiencies and insufficient resources. The research endorsed investment in teacher training. The study indicates important regional insights; however, its conceptualization is limited as it only focused on preparedness as opposed to assessment of effectiveness, relevance and usability. Also, the study only used quantitative data, which limited deeper insights into understanding teachers' experiences.

In the context of Kenya, so many studies have been conducted to assess teachers' perceptions of the CBA tools within the CBC curriculum implementation. A study was conducted in Nyeri County by Ngaruiya and Wambugu (2021) to find out limitations in the implementation of CBA tools. The research was done through the lens of constructivist learning theory and used a mixed-methods descriptive approach. The target group was primary and junior secondary school teachers with a big sample size of 940 nominated through the stratified sampling method. Data were gathered via interviews and questionnaires, and validity and reliability were established through professional validation and Cronbach's alpha. Analysis was done through descriptive statistics and thematic analysis. The study found that teachers perceived CBA tools to be relevant for enhancement of learning; however, the majority recorded challenges in the usage

because of limited training and resources and increased workload. The research suggested enhancement of teacher training and access to instructional materials. The study is relevant to the Kenyan setting because it was conducted in Kenya, although its focused-on challenges in implementation as opposed to a balanced examination of usage, efficiency and significance. Also, it gave limited theoretical integration and lacked classroom-level observations.

The most recent research was done by Macheso, Kati and Wafula (2024) assessing teachers' experiences with CBA tools in junior secondary schools in Western Kenya. The researchers used a mixed-method approach with a sample size of 120 teachers. The study was guided by mastery theory. Data were gathered using interviews, questionnaires and observation checklists and validity was ensured using triangulation and piloting of the tools. Data analysis was done via thematic and statistical analysis methods. The study found that teachers' perception of CBA tools is positive and that they consider the tools efficient and effective in promoting students' skills and progressive learning. Though the study noted limitations in terms of big class sizes, utility and procedures like portfolios. The research endorsed progressive training and the minimization of teacher workload. Even though the research is related to junior secondary school, the scope limits generalization, and it does not efficiently assess how teachers' perceptions can impact the consistency of implementation of the tool.

Generally, the studies reviewed show that teachers perceive CBA tools as pertinent and efficient in the enhancement of results. Even though the gap based on usability is significant across settings, precisely, in connection with difficulty, time constraints, usability and lack of training. Whilst global research emphasized the pedagogical impacts of these tools, regional and local studies highlight problems that prohibit their success. The majority of research in Kenya paid attention to challenges related to implementation instead of providing significant analysis of teachers' perceptions across effectiveness, utility and importance. Additionally, there is limited study particularly focusing on junior secondary schools precisely in Homa-Bay County, leading to methodological, theoretical and contextual gaps that the current study tries to address by examining teachers' perceptions holistically and correlating them to the implementation of CBA tools within the framework of mastery learning theory.

3. Methodology

Pragmatism was adopted as the philosophical approach guiding this study. This study employed an explanatory sequential mixed methods design, in which quantitative data were collected and analyzed before, followed by qualitative data collection and analysis to elaborate and give meaning to the quantitative findings. Data were collected from 24 schools using teacher questionnaires, head-teacher interviews, learner focus group discussions, classroom observations, and document analysis. Quantitative data were analyzed using frequencies, percentages, descriptive statistics, one-way analysis of variance, and Pearson product-moment correlation. In contrast, qualitative data were analyzed thematically and integrated with the quantitative findings. Of the 120 sampled teachers, 110 provided valid responses.

4. Results

Response Rate

Of the 120 questionnaires distributed to teachers, 110 were completed and returned, representing a response rate of 91.0%, which was considered adequate for the analysis and reporting of the quantitative findings. All 20 sampled heads of institutions participated in the interviews, yielding a response rate of 100.0%. Similarly, all 354 sampled students participated in the focus group discussions, resulting in a participation rate of 100.0%. For the County Director of Education, the study targeted one respondent; however, the respondent was unavailable for the

scheduled interview, resulting in a participation rate of 0.0%. Overall, 484 out of the 495 targeted participants participated in the study, representing an overall participation rate of 99.8%. The results demonstrate a high level of participation across the different respondent categories. The 91.0% response rate among teachers is particularly important because teachers constituted the principal quantitative respondent group and provided the data used to examine their knowledge, attitudes and perceptions, utilization of competency-based assessment tools, measurement of learner competencies, and equity in assessment. The 100.0% participation rates among heads of institutions and students further strengthened the qualitative component of the study by providing comprehensive perspectives from school leadership and learners.

Descriptive Statistics

Teachers' Attitudes and Perceptions Towards Selected Competency-Based Assessment Tools and Learner Competency in Junior Schools in Homa Bay County, Kenya

This research examined teachers' attitudes and perceptions towards the use of competency-based assessment tools to enhance learners' competencies in Junior Schools in Homa Bay County. Teachers were asked to indicate their level of agreement with statements about the effectiveness, convenience, simplicity, practicality, usability, and relevance of portfolios, performance tasks/projects, rubrics, and observation checklists for assessing learners. The students were assessed through focus group discussions, and heads of institutions were assessed through interviews. The responses were measured using a five-point Likert scale, comprising Strongly Disagree (SD), Disagree (D), Neutral (N), Agree (A), and Strongly Agree (SA). The responses provided an indication of the extent to which teachers perceived the various competency-based assessment tools as appropriate and practical for supporting competency development and authentic assessment in the classroom. Further analysis can be found in the subsequent pages in 1.

Table 1: Teachers' Attitudes and Perceptions Towards Competency-Based Assessment Tools

Statement	SD F	SD %	D F	D %	N F	N %	A F	A %	SA F	SA %
Portfolios efficiently assess students' hands-on competencies	13	11.8	4	3.6	10	9.1	55	50.0	28	25.5
Performance tasks/projects are convenient in my class	16	14.5	4	3.6	14	12.7	49	44.5	27	24.5
Rubrics are simple to apply when evaluating students	23	20.9	1	0.9	1	0.9	47	42.7	38	34.5
Observation checklists are practical to utilize during lessons	10	9.1	10	9.1	9	8.2	61	55.5	27	24.5
Portfolios are simple to utilize in my classroom	12	10.9	14	12.7	14	12.7	56	50.9	20	18.2
Performance tasks/projects are convenient in my class	10	9.1	14	12.7	14	12.7	50	45.5	28	25.5
Rubrics are simple to utilize when evaluating students	10	9.1	6	5.5	6	5.5	49	44.5	39	35.5
Observation checklists are practical to utilize during lessons	8	7.3	8	7.3	0	0.0	86	78.2	8	7.3
Assessment tools are aligned with the CBE/CBC curriculum	—	—	—	—	4	3.6	43	39.1	53	48.2
Assessment tools support competency development	8	7.3	0	0.0	4	3.6	55	50.0	43	39.1
Assessment tools prepare learners for real-life situations	—	—	—	—	12	10.9	51	46.4	37	33.6

Source: Field data (2026)

As presented in Table 1, the findings indicate that teachers generally held positive attitudes and perceptions towards the use of competency-based assessment tools in enhancing learners' competencies in Junior schools. The responses demonstrate that teachers largely recognized the effectiveness, convenience, simplicity, practicality, usability, and relevance of portfolios, performance tasks, rubrics, and observation checklists in supporting competency-based assessment. However, the variation in responses across the individual assessment tools suggests that positive perceptions were not uniform, particularly in relation to the practical demands associated with their implementation.

Regarding the effectiveness of portfolios in assessing learners' hands-on competencies, 75.5% of the teachers agreed or strongly agreed, comprising 50.0% who agreed and 25.5% who strongly agreed. A further 9.1% were neutral, while 15.4% expressed disagreement. These findings indicate that most teachers perceived portfolios as appropriate instruments for capturing practical and hands-on competencies that may not be adequately demonstrated

through conventional written assessments. The relatively small proportion of neutral responses suggests that most teachers had formed a clear view of the usefulness of portfolios. Nevertheless, the 15.4% who disagreed indicates that portfolio assessment may still present challenges for some teachers, possibly arising from the time required to compile, monitor, organize, and assess learners' portfolio evidence. This outcome is in line with what the heads of institutions reported. One head of institution remarked:

Teachers are still struggling to embrace CBE implementation and, consequently, the use of the assessment tools. Most of them are traditionalists who were accustomed to the 8-4-4 system, and when CBE was introduced, they did not readily adapt to it. Some of them still try to revert to the old and easier methods because these are the approaches they were trained to use in college. They have not received adequate training to effectively implement CBE. However, with time, most teachers are gradually learning to use the assessment tools, and many have reported positive experiences. Although the government has made efforts to organize workshops to train teachers in these assessment strategies, there is still a need for more training and greater availability of materials to facilitate effective implementation. (Headteacher interview, Theta School, 26/7/2026).

Accordingly, interview evidence broadly corroborated the questionnaire findings. Heads of institutions generally described portfolios, performance tasks, rubrics, and observation checklists as useful for monitoring learner progress, identifying strengths and learning gaps, documenting evidence of competence, and creating opportunities for learners to demonstrate knowledge through practical activity. The qualitative evidence therefore helps explain why teachers recorded high levels of agreement regarding the alignment and contribution of the tools to competency development. *"The tools allow every learner an opportunity to demonstrate their abilities differently."* (Head Teacher, School Sigma, field interview, 23/7/2026)

A further related interpretation is that the account is analytically important because it moves the interpretation from teachers' general approval of CBE tools to the pedagogical rationale underlying that approval. The head of the institution's reference to demonstrating abilities in different ways indicates that the perceived value of competency-based assessment lies partly in its capacity to broaden the evidence base used to judge learning. Instead of treating a written test as the principal indicator of achievement, teachers can use portfolios to document progression, performance tasks to capture application, rubrics to make standards explicit, and observation checklists to record behaviours and skills as they occur. One head of the institution added: *"Rubrics pose a significant challenge for teachers, as they require considerable time to develop and align with learning goals. In addition, teachers have not received sufficient training in developing these assessment tools and are still learning how to design and use them effectively in practice."* (Head Teacher, North School, 27/7/2026)

This account provides qualitative support for the quantitative finding that, although teachers demonstrated high levels of knowledge of competency-based assessment tools, their confidence was comparatively lower when required to develop and apply the tools in practice. It suggests that knowledge of the purpose and characteristics of an assessment tool does not necessarily translate into mastery of its construction and implementation. In particular, the development of clear criteria, alignment with learning outcomes, and appropriate performance descriptors requires practical assessment skills that may not be fully acquired through introductory training alone.

At the same time, the qualitative evidence suggests that the perceived usefulness of an assessment tool must be distinguished from its implementation convenience. A tool may be pedagogically valuable but demanding to administer, score, document, and monitor. This helps

explain why teachers could simultaneously report strong agreement that assessment tools support competency development while expressing comparatively weaker agreement about the simplicity or convenience of particular tools. The findings therefore point to an attitude–implementation relationship in which teachers’ acceptance is strengthened by perceived pedagogical value but constrained by workload, time, resources, class size, and technical demands. From the researcher’s interpretation, the central contribution of RQ2 is the identification of a distinction between pedagogical acceptance and implementation feasibility. The findings show that teachers are not rejecting competency-based assessment; instead, they largely recognize its relevance and educational value. The challenge is converting this positive orientation into consistent, technically sound classroom practice.

The researcher therefore proposes an Assessment Value–Implementation Feasibility framework. The framework conceptualizes effective CBE assessment as a sequence in which perceived value supports teacher acceptance; teacher acceptance must be supported by assessment literacy, assessment literacy must be enabled by resources and manageable workload, and implementation must generate evidence that informs feedback and subsequent instruction. In simplified form: Perceived Value → Teacher Acceptance → Technical Capacity → Effective Tool Use → Evidence Generation → Feedback → Competency Development.

Comparatively, finding that 75.5% of teachers agreed or strongly agreed that learner portfolios were effective in assessing learners’ hands-on competencies is consistent with previous studies showing that portfolio assessment can provide evidence of learning that may not be adequately captured through conventional written examinations. In the present study, teachers generally perceived portfolios as useful for documenting learners’ practical work, progress, creativity, and demonstration of competencies over time. This supports the study’s conceptualization of portfolios as tools that provide longitudinal evidence of learner development beyond a single test or examination.

The finding is comparable to Barrett (2007) and Paulson et al. (1991), as reviewed in the study, who emphasized that portfolios provide evidence of learner progress, achievement, reflection, and development over time. Similarly, the present findings suggest that teachers in Junior Schools in Homa Bay County recognized the value of portfolios in capturing practical competencies and documenting evidence of what learners are able to do, rather than relying exclusively on written examinations.

The findings also compare with the study by Baboolal and Singaram (2023) in South Africa, which found that teachers perceived school-based and continuous assessment approaches positively because they enabled closer monitoring of learners’ progress and supported timely feedback. The use of different assessment approaches also created opportunities for learners to demonstrate their understanding in different ways. In a similar manner, the present study indicates that portfolios were perceived as useful because they enabled teachers to collect evidence of learners’ competencies progressively and assess practical achievements that might not be visible through conventional written tests alone.

With respect to the convenience of performance tasks and projects, 69.0% of respondents expressed positive perceptions, with 44.5% agreeing and 24.5% strongly agreeing. However, 12.7% were neutral, while 18.1% disagreed or strongly disagreed. The findings suggest that although performance tasks and projects are generally accepted as practical approaches to competency-based assessment, their classroom implementation may not always be straightforward. The comparatively higher proportion of negative and neutral responses, relative to portfolios, points to possible concerns regarding the time, resources, class sizes, and level of teacher preparation required to design, administer, and assess performance-based activities. This

finding was relevant to what the heads of institutions and students reported, as well as personal experience while observing the classrooms. One of the students stated:

It is difficult to do projects, especially because it is very expensive. Parents are strained when they are asked to buy materials and contribute money towards the school projects. Their opinion is that we are supposed to be receiving free education. Some students do not contribute at all, not because they want to, but because it is very costly and they barely have food to sustain themselves; hence, learning becomes difficult, and this also impacts the teacher's ability to implement. Also, there are so many students in the classroom; up to 70 of us. This means that the teacher's workload is crazy, leading to a poor perception towards implementation and intentions. (Students FGD, Eta school, 24/7/2027)

Based on the head of institutions' review, one head of institution noted:

The workload is a major hindrance, and the assessment tools require that the teacher assess individual learners' work and grade every single day. Also, the capacity of teachers is another challenge, leading to a poor attitude of teachers towards these assessment tools. The number of teachers posted to implement CBC in junior schools is very limited, and some of them are implementing what they were never trained for. For example, a teacher of math is forced to teach home science, art, craft and so many other subjects. This means that teachers' frustrations can lead to a lack of motivation and hence a negative attitude towards the assessment tools. Also, the percentage that represents insecurity might be teachers on internship who are employed to implement a rigorous curriculum that requires time and resources, and implementation is very tedious. These teachers are not well paid in the current economy; these factors might also lead to frustration amongst teachers in the implementation process. The work needs motivation and proper remuneration. (Head Teacher, School, field interview, Eta School 2026)

These findings are consistent with Muriithi, Embeywa, and Ogogo (2024), who investigated teachers' attitudes and challenges related to competency-based curriculum lesson planning and assessment strategies in Machakos Sub-County, Kenya. Their study identified inadequate time for preparation and assessment, inadequate teaching and learning materials, unclear curriculum guidelines, and limited teacher experience as major challenges affecting implementation. Importantly, their findings suggest that teachers' attitudes towards the curriculum cannot be understood independently of the operational demands associated with its implementation.

This comparison supports the findings of the present study. Although 69.0% of teachers expressed positive perceptions towards the convenience of performance tasks and projects, a substantial proportion remained neutral or expressed negative perceptions. The qualitative findings explain this apparent contradiction. The student who reported that projects were expensive and difficult to implement, particularly for learners from economically disadvantaged families, demonstrated that the difficulty may not originate from opposition to competency-based assessment itself. Rather, it may emerge from the material and organizational demands of implementing performance-based assessment.

Similarly, the head of the institution's observation that teachers must assess individual learner work continuously provides a practical explanation for the less favourable responses concerning the convenience of performance tasks. Therefore, the present study supports Muriithi et al. (2024) but extends their findings by demonstrating that teachers' attitudes towards competency-based assessment are shaped not only by general implementation challenges such as inadequate time, materials, curriculum guidance, and experience, but also by the specific usability demands of individual assessment tools. In particular, the present findings show that teachers may

recognize the pedagogical value of competency-based assessment while simultaneously experiencing difficulties in applying particular tools consistently and conveniently. This distinction indicates that positive attitudes towards competency-based assessment do not necessarily imply that all assessment tools are perceived as equally simple or practical to implement.

Regarding the simplicity of applying rubrics when evaluating learners, 77.2% of teachers expressed positive perceptions, comprising 42.7% who agreed and 34.5% who strongly agreed. Only 0.9% disagreed, and a similar 0.9% remained neutral, whereas 20.9% strongly disagreed. The results therefore show a predominantly positive perception of rubric application, although the relatively high proportion of strong disagreement warrants attention. This pattern suggests that while many teachers find rubrics useful in structuring assessment and making performance expectations explicit, a substantial minority may experience difficulty in developing or applying them consistently. Such difficulties may relate to constructing appropriate criteria, assigning performance levels, or ensuring that rubric descriptors adequately reflect the competencies being assessed. This result is relevant to heads of institutions' comments. One of the heads of institutions said:

Rubrics are the most difficult of all the tools because teachers have not had adequate training on this assessment apart from the workshops that the government implemented, which is not truly enough to enable them to implement the tools. Rubrics lead to the success and assessment of projects as well as most of the assessments. Some teachers totally struggle with rubrics, and this may impede the success and learners' competency acquisition. (Head Teacher, School, field interview, Eta School 2026)

The researcher also observed a few of the rubrics available, and my testimony is similar to what the headteachers said. Also, there is similarity with what 20.9% of teachers recorded as strongly disagreeing on in terms of the simplicity of using the rubrics in the classroom.

The finding that 77.2% of teachers expressed positive perceptions regarding the simplicity of applying rubrics, comprising 42.7% who agreed and 34.5% who strongly agreed, suggests that the majority of teachers recognized the usefulness of rubrics in organizing assessment and clarifying expectations for learner performance. However, the finding also reveals an important contradiction: while most teachers viewed rubrics positively, 20.9% strongly disagreed that rubrics were simple to apply. This indicates that positive attitudes towards rubrics do not necessarily translate into confidence or competence in their actual design and application.

This finding is comparable with the study by Baboolal and Singaram (2023) in South Africa, which found that school-based assessment supported the monitoring of learner progress and the provision of feedback. However, the study also established that many teachers experienced difficulties in designing assessment tools and developing rubrics. Limited training and inconsistent moderation contributed to differences in scoring and raised concerns regarding the validity and consistency of assessment results. The present findings similarly demonstrate that, although teachers generally recognized the value of rubrics, a substantial minority experienced difficulties in applying them effectively.

The findings are also consistent with the more recent review by Shaffi and Berger (2025) in Tanzania. Their review found persistent gaps in teachers' assessment literacy, particularly in the construction of rubrics, interpretation of assessment information, and use of feedback to improve learning. The authors further observed that short-term workshops alone were insufficient to produce sustained changes in teachers' assessment practices and recommended continuous professional development, mentorship, and classroom-based support. This comparison strongly supports the present head of institution's observation that government

workshops had not provided sufficiently profound or sustained training to enable all teachers to implement rubrics effectively.

Similarly, Macheso, Wafula, and Kati (2024), in a study conducted in Western Kenya, found that teachers with greater professional knowledge and self-efficacy were more likely to develop clear rubrics and implement competency-based assessment practices effectively. Teachers with lower confidence were more likely to experience difficulties and, in some instances, revert to more traditional assessment approaches. This is consistent with the present qualitative findings, where the head of the institution explained that some teachers struggled with rubrics because of inadequate practical training.

The researcher's classroom observations further strengthen this interpretation. The observation of only a few available rubrics, together with the head of the institution's reports and the 20.9% of teachers who strongly disagreed that rubrics were simple to use, provides triangulated evidence that the challenge is not merely one of perception. Rather, it suggests a possible gap between teachers' conceptual appreciation of rubrics and their procedural competence in developing criteria, defining performance levels, and applying descriptors consistently. This supports the study's broader finding that knowledge of CBE assessment concepts does not automatically translate into practical competence in assessment implementation.

On the other hand, findings indicate strong acceptance of observation checklists as practical instruments during lessons. 80.0% of respondents agreed or strongly agreed that observation checklists were practical to utilize, with 55.5% agreeing and 24.5% strongly agreeing. Nevertheless, 18.2% disagreed or strongly disagreed, while 8.2% were neutral. The results suggest that observation checklists are generally perceived as useful for documenting learners' observable behaviours, skills, and competencies during classroom activities. The minority expressing negative perceptions, however, may reflect difficulties associated with observing several learners simultaneously, recording evidence systematically, or balancing observation with other instructional responsibilities. Based on this, heads of institutions' opinions were congruent with the teachers' questionnaire results, as one of them noted:

Most teachers implement observation checklists, and the majority of teachers use them to observe attitude, skills, standards and behaviours met. Even though some teachers do not have a formal observation checklist to implement while in the classroom setup, they still record the observable indicators in their records because it is not easy to use the checklist for all the individual students at the same time and still deliver. (Head Teacher, School Iota, field interview, Tau school, 2026)

In relation to the usability of portfolios, 69.1% of teachers agreed or strongly agreed that portfolios were simple to utilize in their classrooms, with 50.9% agreeing and 18.2% strongly agreeing. However, 23.6% disagreed or strongly disagreed, while 12.7% were neutral. This finding is important because it indicates that positive perceptions of the effectiveness of portfolios do not necessarily translate into perceptions of ease of use. Teachers may acknowledge the pedagogical value of portfolios while simultaneously experiencing practical difficulties in their classroom implementation. Portfolio assessment requires continuous collection of evidence, organization of learner work, monitoring of progress, and provision of feedback, all of which can increase teachers' workload where adequate systems and resources are not available.

The finding that 69.1% of teachers perceived portfolios as simple to utilize, despite a substantial minority (23.6%) expressing negative perceptions, is consistent with recent research demonstrating that the pedagogical value of portfolio assessment does not necessarily make it easy to implement. A 2024 study on portfolio-based assessment found that portfolios can support the identification of learning gaps, reflection, feedback, and the development of

professional or pedagogical skills. However, the study also emphasized that portfolio implementation depends substantially on the availability of appropriate systems and contextual support.

Similarly, recent research on portfolio assignments identified teacher workload and the time required for assessment and feedback as major challenges associated with portfolio implementation. The study found that continuous review of learners' work and the provision of feedback can create a considerable assessment burden, particularly where teachers must assess large numbers of individual portfolios.

These findings correspond closely with the present study. Although teachers in Homa Bay County generally acknowledged the usefulness of portfolios, their perceptions of ease of utilization were less positive than their perceptions of portfolios' effectiveness in assessing hands-on competencies. This difference is analytically important because it suggests that teachers distinguish between the educational value of an assessment tool and its operational usability. In other words, teachers may believe that portfolios are effective while simultaneously perceiving them as demanding to organize, monitor, assess, and use for feedback.

Similarly, 71.0% of respondents agreed or strongly agreed that performance tasks and projects were convenient in their classes, with 45.5% agreeing and 25.5% strongly agreeing. Nevertheless, 21.8% expressed disagreement, while 12.7% were neutral. The findings reinforce the view that performance-based assessment is generally accepted by teachers, but its successful implementation may be influenced by contextual conditions within schools. Factors such as availability of instructional materials, classroom size, lesson time, and teachers' competence in designing authentic performance tasks may determine the extent to which such assessments are perceived as convenient. These are consistent with what the learners indicated during focus group discussion; one of the students reported:

I have missed doing my project because my parents could not contribute to the several projects; also, these project concepts can sometimes be difficult, especially when the teacher is not clear on what the expectations are. Besides, sometimes there are no guidelines because of a lack of rubrics to help us keep up with the outline and expectations. There are so many students, and resources are scarce, leading to difficulty.
(Students focus group discussion, Eta school, 24/7/2026)

The finding that 71.0% of teachers agreed or strongly agreed that performance tasks and projects were convenient, while 21.8% expressed negative perceptions, also corresponds with previous research on performance-based assessment. A recent study published in 2024 found that performance-based assessment can promote important learner outcomes, including motivation and engagement, because it requires learners to demonstrate knowledge through meaningful performance and application rather than through conventional recall-based assessment alone. This supports the present finding that teachers generally viewed performance tasks and projects positively. The qualitative evidence from the present study, however, provides an important contextual qualification. While performance tasks may be pedagogically desirable, their implementation requires adequate time, materials, teacher capacity, and manageable class sizes. Consequently, positive perceptions of their educational value may coexist with negative perceptions concerning their convenience.

Also, the results concerning the usability of rubrics were particularly positive. 80.0% of teachers agreed or strongly agreed that rubrics were simple to utilize when evaluating learners, comprising 44.5% who agreed and 35.5% who strongly agreed. Only 14.6% disagreed or strongly disagreed, while 5.5% were neutral. This finding demonstrates a relatively high level of acceptance of rubrics as usable assessment instruments. The finding may be attributed to the structured nature of rubrics, which provides teachers with explicit criteria against which learner

performance can be judged. Rubrics can therefore promote greater consistency in assessment by helping teachers identify and communicate the expected levels of performance. But the teachers who disagreed or indicated neutrality could be a section of schools whose headteachers remarked on the difficulty in rubric implementation and design. One of the heads of institutions remarked that: “*The amount of paperwork involved is overwhelming because every learner must be assessed continuously.*” (Head Teacher, School Iota, field interview, 2026). Another head of institution explained: “*Assessing 70 or 80 learners individually is very tedious, and the teacher has to grade each learner according to the specifications of the grading rubric*” (Headteacher, School Kappa, field interview, 2026).

Another head of institution emphasized the institutional dimension of the challenge:

Schools need accountants and support staff so that teachers can focus on teaching and assessment. The duties that teachers are in charge of, including the collection of project money and other related responsibilities, make it stressful for teachers to make some of these tools, like a rubric, which is tiresome and difficult to design (Head Teacher, School Chi, field interview, 2026)

Observation checklists recorded the strongest perception of usability among the assessment tools. 85.5% of respondents agreed or strongly agreed that observation checklists were practical to utilize during lessons, with 78.2% agreeing and 7.3% strongly agreeing. None of the respondents selected the neutral category, while 14.6% expressed disagreement. The absence of neutral responses suggests that teachers had relatively definite views about the practical application of observation checklists. The high level of agreement indicates that teachers may find observation checklists particularly compatible with classroom-based assessment because they enable the systematic recording of observable learner behaviours and skills as learning activities take place.

The finding that 85.5% of teachers perceived observation checklists as practical to utilize during lessons is consistent with previous studies showing that teachers generally value assessment approaches that can be integrated directly into routine classroom activities. In the present study, observation checklists recorded the strongest perception of usability among the assessment tools, suggesting that teachers considered them relatively easy to incorporate while monitoring learners' behaviours, participation, practical skills, communication, and other observable competencies.

This finding is comparable to the study by Baboolal and Singaram (2023) in South Africa, which found that teachers perceived continuous and classroom-based assessment practices positively because they enabled them to monitor learners' progress and provide feedback during the teaching and learning process. Similarly, the present finding suggests that observation checklists may be perceived as practical because they allow assessment to occur simultaneously with instruction rather than requiring a separate assessment activity. The finding therefore supports the view that teachers are more likely to hold positive perceptions towards assessment tools that fit naturally within their everyday classroom practices.

The result also aligns with the broader literature presented in the study, which identifies observation checklists as structured tools for recording learners' demonstration of competencies during classroom and co-curricular activities. Their practical value lies in enabling teachers to systematically capture evidence of competencies such as participation, communication, collaboration, and practical skills as these behaviours occur.

Additionally, findings also demonstrate a strong perception regarding the relevance of the assessment tools to the competency-based curriculum. 87.3% of teachers agreed or strongly agreed that the assessment tools were aligned with the CBE/CBC curriculum, with 39.1% agreeing and 48.2% strongly agreeing. Only 3.6% were neutral, while 9.1% expressed

disagreement. This result suggests that teachers generally perceive the selected assessment tools as consistent with the philosophy and requirements of competency-based education. In particular, the emphasis of CBE/CBC on demonstrating knowledge, skills, values, and attitudes appears to be reflected in teachers' recognition of assessment approaches that provide opportunities for learners to demonstrate competencies in practical and authentic contexts.

Further, the findings reveal that 89.1% of respondents agreed or strongly agreed that assessment tools support competency development. Specifically, 50.0% agreed, and 39.1% strongly agreed, while only 3.6% were neutral and 7.3% strongly disagreed. The absence of responses in the disagreement category strengthens the overall positive perception of the contribution of assessment tools to competency development. This finding implies that teachers recognize assessment not merely as a mechanism for measuring learning after instruction but also as an integral component of the learning process through which learners demonstrate, practice, and receive feedback on their competencies.

Kipsaat, Ondigi, and Nyamu, in a study conducted in Nakuru County, Kenya, found that assessment tools were effective in assessing learners' acquisition of core competencies in Social Studies. Their study, however, cautioned that reliance on conventional assessment methods alone may not adequately capture learners' overall progress and recommended greater use of portfolios, self-assessment, and peer assessment. This finding supports the present study because it demonstrates that assessment can extend beyond measuring knowledge to documenting the development of competencies through diverse assessment approaches.

Similarly, Macheso, Kati, and Wafula (2024), in their study of competency-based assessment in Trans-Nzoia, Bungoma, and Busia Counties, established that competency-based assessment tools were being utilized to some extent, with rubrics and portfolios among the more extensively used tools. They argue that the shift toward competency-based education requires a corresponding shift from traditional assessment toward tools capable of capturing learners' competencies. This is comparable with the present finding of a strong positive perception of assessment tools as contributors to competency development.

Further support comes from a study of electronic portfolios in teacher education, which found that e-portfolios could be used for both formative and summative assessment and examined their perceived contribution to the development and assessment of student teachers' competencies. This suggests that assessment tools can function not only as instruments for judging achievement but also as mechanisms through which learners monitor and develop their competencies.

The findings further show that 80.0% of respondents agreed or strongly agreed that the assessment tools prepare learners for real-life situations, with 46.4% agreeing and 33.6% strongly agreeing. A further 10.9% were neutral, and 9.1% expressed disagreement. This finding is particularly relevant to the objectives of competency-based education because it suggests that teachers perceive the selected assessment approaches as capable of connecting classroom learning with situations beyond the school environment. The use of portfolios, projects, performance tasks, rubrics, and observation checklists provide opportunities for learners to demonstrate what they can do rather than merely recall what they have learned.

Dingili and Mugeru (2026), explain that competency-based assessment emphasizes what learners can do with what they know, rather than simply what they can remember. Their study describes authentic assessment as involving tasks that reflect real-life experiences, encourage inquiry and higher-order thinking, and allow learners to demonstrate understanding through practical activities. This closely corresponds with the present finding, particularly because tools such as projects, performance tasks, observation checklists, and portfolios provide learners with opportunities to apply classroom knowledge in practical contexts.

Similarly, Ngusa, Begi, and Ndani (2026), in their study of competency-based assessment practices in pre-primary schools in Makueni County, emphasize that competency-based assessment is intended to determine learners' ability to apply knowledge and skills in real-life situations rather than merely recall information. Their findings therefore provide strong conceptual support for the present study's conclusion that assessment tools can bridge classroom learning and practical situations outside the classroom.

Kipsaat et al. (2025) also provide comparative evidence from Nakuru County, where competency-based assessment was examined in relation to the acquisition of core competencies. Their recommendation for broader use of portfolios, self-assessment, and peer assessment reinforces the argument that assessment should provide multiple opportunities for learners to demonstrate what they can do, rather than depending exclusively on written tests.

Taken together, the findings demonstrate a consistently positive attitude towards competency-based assessment tools among teachers. The strongest perceptions were observed in relation to the alignment of the tools with the CBE/CBC curriculum (87.3%), their support for competency development (89.1%), and the practicality of observation checklists (85.5%). These findings suggest that teachers largely understand the pedagogical relevance of assessment approaches that emphasize demonstration and application of competencies. The findings also indicate that teachers are more positive about the educational relevance and potential contribution of the tools than about their ease and convenience of implementation. This distinction is important because acceptance of an assessment approach does not necessarily imply that teachers have sufficient conditions to implement it effectively. One of the heads of institutions explicitly explained that: "At first, many teachers were not receptive to the new system and felt uncomfortable with it because they had received no prior training in college, apart from the induction training conducted by the Ministry." (Head Teacher, School Epsilon, field interview, 2026)

This finding provides an explanation for the high levels of agreement reported in Table 1 regarding the relevance and contribution of the tools to competency development. The tools allow every learner an opportunity to demonstrate their abilities differently. These findings indicate that teachers largely recognized that competency-based assessment extends assessment beyond the recall of factual knowledge to the demonstration and application of knowledge and skills. The qualitative findings provide further explanation for this pattern: teachers' positive attitudes were associated with the broader range of competencies that could be demonstrated through CBE assessment. Rather than relying exclusively on written examinations, portfolios, performance tasks, rubrics, and observation checklists provide opportunities for learners to demonstrate practical application, participation, creativity, communication, collaboration, and other competencies. A related head-teacher account emphasized the broader nature of competencies captured through CBE assessment: "Creativity, communication, and teamwork, not just examination scores. When the students work together, these skills are developed and nurtured." (Head Teacher, field interview, 2026)

Besides, findings suggest that teachers viewed competency-based assessment as more holistic than conventional examination-oriented assessment. The assessment tools were valued not simply because they generated scores but because they created opportunities to observe what learners could actually do. This is particularly consistent with the principles of competency-based education, where assessment is expected to provide evidence of the application of knowledge, skills, attitudes, values, problem-solving, communication, collaboration, and other competencies.

The findings of the present study are consistent with Macheso, Kati, and Wafula (2024), who found that Kenyan teachers extensively utilized competency-based assessment tools such as rubrics and portfolios. Their findings suggest that teachers recognize the usefulness of

alternative assessment approaches for documenting learner achievement. Similarly, the present study found that teachers held favourable perceptions towards portfolios, rubrics, performance tasks, and observation checklists. However, the present study extends the findings by distinguishing between teachers' perceptions of pedagogical usefulness and perceptions of practical usability. While teachers recognized the contribution of the tools to competency development, some expressed concerns regarding the time, workload, and resources required for their implementation.

Mutunga (2023), examined competency-based assessment methods in public primary schools in Masinga Sub-County, Machakos County. Their findings are consistent with the current study because they found that Kenyan teachers utilized portfolios, practical assignments, oral presentations, skills-rating assessment books, and rubrics as part of competency-based assessment. However, Mutunga also identified inadequate teacher preparation, large class sizes, staffing shortages, limited resources, and parental support as constraints affecting effective implementation. This corresponds with the present study, where teachers expressed positive attitudes towards CBE assessment tools while heads of institutions identified workload, large classes, documentation demands, and resource constraints as limitations. The convergence suggests that teachers' positive attitudes towards CBE assessment do not automatically guarantee effective implementation.

From researcher's interpretation, the findings demonstrate that teachers in Junior Schools in Homa Bay County generally have positive attitudes and perceptions towards competency-based assessment tools, particularly regarding their relevance to competency development and their alignment with the CBE/CBC curriculum. The high levels of agreement that assessment tools support competency development (89.1%), are aligned with the CBE/CBC curriculum (87.3%), and prepare learners for real-life situations (80.0%) suggest that teachers have increasingly recognized the pedagogical value of moving away from assessment practices that predominantly emphasize recall and examination performance towards approaches that provide evidence of what learners can practically demonstrate.

However, the researcher's interpretation is that positive attitudes towards competency-based assessment should not be equated with effective or effortless implementation. The findings reveal an important distinction between teachers' recognition of the value of assessment tools and their ability to implement those tools conveniently and consistently. For example, teachers expressed strong confidence in the contribution of assessment tools to competency development, yet lower levels of agreement were observed regarding the convenience and simplicity of some tools. This difference is particularly evident in the use of portfolios and performance tasks/projects. Therefore, the researcher views the issue not primarily as a problem of teachers rejecting competency-based assessment, but as a problem of implementation conditions that may constrain teachers who otherwise recognize its educational value.

The researcher further observes that the qualitative findings provide an important explanation for the quantitative results. Teachers' attitudes appear to be influenced by workload, class size, availability of teaching and learning materials, teacher preparedness, and the cost of implementing practical activities. The student FGD findings reinforce this interpretation by showing that some projects require financial contributions that may disadvantage learners from economically constrained households. Similarly, heads of institutions identified inadequate staffing and the continuous assessment of individual learners as major challenges. These findings suggest that the practicality of competency-based assessment is partly determined by the context in which teachers are expected to implement it.

The researcher therefore concludes that the major challenge facing competency-based assessment in the study area is not necessarily teachers' negative attitudes towards the

assessment philosophy. Rather, the challenge lies in the gap between acceptance and implementation capacity. Teachers appear to accept the educational rationale behind competency-based assessment, but the practical conditions under which they work may limit the extent to which they can implement it effectively. Large classes, limited staffing, inadequate materials, insufficient training, workload, and financial constraints affecting learners can all weaken the practical realization of otherwise positive teacher attitudes.

The study therefore contributes a contextual perspective by demonstrating that teachers' attitudes towards competency-based assessment are multidimensional. Teachers can simultaneously perceive assessment tools as effective for developing competencies and as difficult or time-consuming to implement. This finding is important because it challenges the assumption that positive teacher attitudes automatically translate into successful implementation. The researcher argues that improving competency-based assessment in Junior Schools in Homa Bay County requires a shift from simply encouraging teachers to use the tools towards creating the institutional conditions that make their effective use possible. This includes continuous practical teacher training, adequate staffing, manageable class sizes, provision of assessment materials, realistic workload arrangements, and strategies for reducing the financial burden of projects on learners and their families.

Hypothesis Testing

H₀₁: There is no statistically significant difference in the mean attitudes of Junior School teachers towards the use of Competency-Based Education assessment tools for enhancing learner competencies based on the subjects they teach in Homa Bay County.

A one-way analysis of variance (ANOVA) was conducted to determine whether teachers' mean attitude scores towards competency-based assessment tools differed according to the subjects they taught. Table 2 presents the results. The analysis compared teachers from Sciences, Mathematics, Languages, and Humanities. The ANOVA produced $F(3, 106) = 1.56$, $p = .204$. Since the p-value was greater than the .05 level of significance, the study failed to reject H₀₂. Therefore, there was no statistically significant difference in teachers' mean attitudes towards competency-based assessment tools based on subject area.

Table 2: One-Way ANOVA Results for Teachers' Attitudes Towards Assessment Tools by Subject Area

	Sum of Squares	Df	Mean Square	F	Sig.
Between Groups	1.244	3	.415	1.556	.204
Within Groups	28.256	106	.267		
Total	29.500	109			

Source: Field data (2026)

5. Conclusions and Recommendations

Conclusion

The study examined whether teachers' mean attitudes towards competency-based assessment tools differed according to the subjects they taught. The one-way analysis of variance yielded $F(3, 106) = 1.56$, $p = .204$. Because the p-value was greater than .05, the null hypothesis (H₀₂)

was not rejected. The study therefore did not establish a statistically significant difference in teachers' mean attitudes towards competency-based assessment tools.

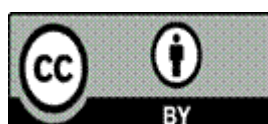
Recommendations

Head teachers should establish school-based mechanisms for strengthening teachers' CBE assessment practices. Schools should provide opportunities for teachers to work collaboratively in developing and moderating assessment tools. Regular professional learning sessions should be organized to allow teachers to examine learner work, compare assessment judgments, improve rubrics and discuss challenges in portfolio- and observation-based assessment while also improving their best practices. Heads of institutions should also provide adequate time for assessment, feedback, observation, and documentation and also advocate for the resources necessary for effective CBE implementation.

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