Examining the Impact of the Ministry of Interioin CBC Implementation

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Abstract: This study examines the role of the Ministry of Interior in the implementation of Kenya's Competency-Based Curriculum (CBC). The research aims to evaluate how the ministry contributes to security, infrastructure, policy coordination, and community engagement in CBC implementation. A mixed-methods research design was employed, incorporating qualitative and quantitative approaches. Data was collected through surveys, interviews with education stakeholders, and analysis of government reports. The findings reveal that the Ministry of Interior has played a crucial role in ensuring school security, particularly in regions affected by insecurity, facilitating infrastructure development, and fostering intergovernmental coordination. However, the study also identifies significant challenges, including inadequate security personnel, financial constraints, and resistance from some stakeholders due to limited awareness and training. The study concludes that strengthening inter-agency collaboration, increasing budgetary allocations, and enhancing community sensitization efforts are critical for effective CBC implementation. These findings have significant implications for policymakers, educators, and security agencies in ensuring a conducive learning environment for CBC. Further research is recommended to assess the long-term effects of the Ministry of Interior's interventions on CBC outcomes.

I. INTRODUCTION

➤ *Background Information*

Education is a fundamental driver of national development, equipping individuals with the necessary knowledge, skills, and competencies required for economic and social progress. In response to the limitations of the previous 8-4-4 education system, Kenya introduced the Competency-Based Curriculum (CBC) in 2017. CBC aims to equip learners with hands-on skills, problem-solving abilities, and adaptability to real-world challenges rather than focusing solely on academic excellence through examinations (Republic of Kenya, 2017). Unlike the previous exam-oriented system, CBC emphasizes creativity, problem-solving, and hands-on learning experiences. The CBC model is designed to ensure learners gain competencies relevant to the job market and economic development, preparing them for self-employment, innovation, and productivity in various sectors. However, the transition from the 8-4-4 system to CBC has posed significant implementation challenges, including infrastructural constraints, teacher preparedness, and security concerns in learning institutions (Makori, 2021; KICD, 2019; Mutua, 2020).

Among the key government institutions playing a role in CBC implementation is the Ministry of Interior and Coordination of National Government. The Ministry is responsible for internal security, governance, and coordination of local administration, making it a critical player in ensuring a safe and conducive learning environment for CBC. The Ministry works closely with education stakeholders, law enforcement agencies, and county governments to implement policies that enhance school safety, maintain law and order, and facilitate the effective execution of government education programs (Nyamweya, 2021). One of the key concerns in CBC implementation is school security and the overall learning environment, particularly in regions prone to banditry, cattle rustling, political instability, and terrorism threats. The Ministry of Interior plays a central role in addressing these security concerns through its administrative and law enforcement agencies, including the National Police Service (NPS), local chiefs, and county commissioners (Omondi, 2020). The government has also deployed special security initiatives, such as the Nyumba Kumi initiative, to ensure community-based protection of learning institutions.

In addition to security, the Ministry of Interior contributes to education governance by enforcing government directives on CBC implementation, ensuring compliance at county and sub-county levels. Through regional administrators, the Ministry helps in mobilizing communities to support CBC, facilitates infrastructure development by working with county governments, and

enforces laws against practices that hinder CBC success, such as child labor and early marriages (Kamau, 2020). Despite the Ministry's contributions, CBC implementation continues to face numerous obstacles, particularly in regions affected by insecurity, inadequate infrastructure, and poor intergovernmental coordination.

While studies have focused on the role of the Ministry of Education and the Teachers Service Commission (TSC) in CBC, there is limited research on the role of the Ministry of Interior in shaping the success or failure of CBC implementation. Despite these efforts, challenges such as inadequate personnel, lack of awareness among local administrators, and limited resources have affected the Ministry's effectiveness in CBC implementation. This study seeks to examine the Ministry of Interior's contributions, challenges, and potential areas for improvement in CBC implementation. Therefore, understanding the Ministry's impact, the challenges it faces, and the policy interventions required to enhance its role is essential for the successful execution of CBC in Kenya.

➢ *Role of the Ministry of Interior in Educational Policies and Implementation*

The Ministry of Interior plays a critical role in ensuring the successful implementation of government policies, including those related to education. As the government agency responsible for internal security, governance, and local administration, the ministry directly influences the execution of educational policies, particularly in the context of the Competency-Based Curriculum (CBC). The ministry's role in CBC implementation extends across various domains, including school safety, community mobilization, policy enforcement, and intergovernmental collaboration.

One of the ministry's primary responsibilities is maintaining security in learning institutions, a crucial aspect of CBC implementation. Schools in regions prone to insecurity, such as those affected by terrorism, banditry, cattle rustling, or political instability, face significant disruptions that hinder effective learning (Nyamweya, 2021). The Ministry of Interior, through its law enforcement agencies such as the National Police Service (NPS) and the Administration Police, ensures the safety of learners, teachers, and school property. Special security programs, such as the Nyumba Kumi initiative and community policing, have also been instrumental in preventing crime and enhancing security around educational institutions (Omondi, 2020).

Beyond security, the Ministry of Interior is responsible for mobilizing local communities to support CBC implementation. Chiefs, county commissioners, and local administrators under the ministry's jurisdiction play a pivotal role in sensitizing parents, guardians, and community leaders on the importance of CBC (Kamau, 2020). By working closely with community-based organizations and faith-based institutions, the ministry fosters public awareness and promotes acceptance of the CBC system, thereby enhancing its implementation at the grassroots level.

Another crucial function of the Ministry of Interior in CBC implementation is its coordination with other government agencies, such as the Ministry of Education, the Teachers Service Commission (TSC), and county governments. This intergovernmental collaboration ensures that educational policies are effectively enforced at regional and local levels. For instance, the ministry assists in enforcing policies against child labor, early marriages, and other socio-cultural practices that hinder school attendance and CBC implementation (Makori, 2021).

Furthermore, the Ministry of Interior plays a significant role in facilitating infrastructure development in schools. By collaborating with the Ministry of Education and county governments, the ministry helps in the allocation of land for school construction, provision of security during school infrastructure projects, and enforcement of regulations to prevent encroachment on school property (Mutisya, 2021). In areas affected by disasters such as floods, droughts, or conflicts, the ministry is also involved in emergency response efforts to ensure minimal disruption to learning activities.

Despite these contributions, the ministry faces several challenges in supporting CBC implementation. These include inadequate security personnel, limited financial resources, and bureaucratic inefficiencies that slow down policy execution (Wainaina, 2022). Additionally, resistance from some communities due to a lack of awareness or misinformation about CBC further complicates implementation efforts. Addressing these challenges requires stronger inter-agency collaboration, increased funding, and continuous sensitization efforts to ensure smooth CBC execution across the country.

In summary, the Ministry of Interior plays a vital role in CBC implementation through school security enhancement, community mobilization, policy enforcement, and infrastructure support. Its coordination with other government agencies is essential in creating a safe and conducive learning environment for CBC to thrive. However, addressing the existing challenges will require strategic interventions and policy reforms to strengthen the ministry's role in education governance.

➢ *Statement of the Problem*

The implementation of the Competency-Based Curriculum (CBC) in Kenya has been met with significant challenges, including inadequate infrastructure, teacher preparedness, security threats, and policy misalignment. While substantial research has examined the roles of the Ministry of Education and the Teachers Service Commission (TSC) in CBC implementation, there is limited scholarly focus on the role of the Ministry of Interior in shaping its success or failure. Given the ministry's responsibility for internal security, governance, and local administration, its involvement is crucial in ensuring a safe and conducive learning environment for CBC implementation (Nyamweya, 2021).

One of the major issues affecting CBC implementation is insecurity in schools, particularly in regions prone to terrorism, cattle rustling, banditry, and political instability. In

such areas, schools have faced frequent disruptions, leading to learning loss and difficulties in curriculum delivery. The Ministry of Interior, through the National Police Service (NPS) and local administrators, is mandated to provide security in learning institutions. However, challenges such as inadequate security personnel, resource constraints, and logistical difficulties continue to pose threats to effective CBC implementation (Omondi, 2020; Kipkorir, 2020).

Additionally, gaps in intergovernmental coordination between the Ministry of Interior and other agencies involved in CBC implementation have further complicated the process. While the ministry enforces policies supporting education—such as laws against child labor, early marriages, and school dropouts—weak collaboration with education stakeholders has hindered their successful execution (Makori, 2021). Moreover, misconceptions and lack of awareness about CBC among communities have led to resistance, necessitating more proactive sensitization efforts by local administrators under the Ministry of Interior (Kamau, 2020).

Despite the Ministry of Interior's involvement in CBC implementation, insecurity, inadequate infrastructure, and policy misalignment continue to hinder progress. However, little research has been conducted to assess the ministry's actual impact, leaving a significant knowledge gap. This study seeks to bridge this gap by examining the Ministry of Interior's contributions, challenges, and areas for improvement in CBC implementation. Understanding these factors is essential to ensuring CBC is successfully implemented within a secure and well-coordinated governance framework.

➢ *Research Objectives*

- To assess the Ministry of Interior's role in ensuring security for CBC implementation.
- To evaluate the ministry's contribution to infrastructure development in CBC schools.
- To examine the challenges faced by the Ministry of Interior in supporting CBC implementation.
- To recommend strategies for enhancing the ministry's effectiveness in CBC implementation.

➢ *Research Questions*

- How does the Ministry of Interior contribute to school security in CBC implementation?
- What infrastructural support does the ministry provide for CBC schools?
- What are the major challenges faced by the Ministry of Interior in implementing CBC?
- What strategies can be adopted to enhance the ministry's role in CBC implementation?

➢ *Scope and Significance of the Study*

- Scope of the Study

This study focuses on the role of the Ministry of Interior in the implementation of the Competency-Based Curriculum (CBC) in Kenya. It examines how the ministry contributes to

school security, governance, intergovernmental coordination, and community engagement to facilitate CBC implementation. Specifically, the study explores the ministry's role in ensuring safe learning environments, mobilizing local administrators to enforce education policies, and addressing security challenges in areas prone to instability.

The geographical scope of this research covers various regions across Kenya, with a particular emphasis on areas facing security threats such as banditry, terrorism, and political unrest. By analyzing CBC implementation in both urban and rural settings, the study captures the diverse challenges and interventions applied by the Ministry of Interior.

To achieve its objectives, the study will rely on both primary and secondary data. Primary data will be collected through surveys and interviews with key stakeholders, including Ministry of Interior officials, education policymakers, school administrators, teachers, and community leaders. Secondary data will be drawn from government reports, policy documents, and academic literature to supplement the findings.

➢ *Significance of the Study*

This research is significant for several key stakeholders involved in CBC implementation, including policymakers, security agencies, education administrators, and local communities.

- Policy Implications: The study provides insights for policymakers on how the Ministry of Interior's interventions influence CBC implementation. The findings will help in designing better security frameworks, governance structures, and inter-agency collaborations to improve education outcomes (Wainaina, 2022).
- Security and Law Enforcement Agencies: By identifying key security challenges affecting CBC implementation, the study will inform security agencies on strategies for strengthening school safety, addressing emerging threats, and improving coordination between law enforcement and education authorities.
- Ministry of Education and Education Stakeholders: The study highlights areas where intergovernmental collaboration can be enhanced to ensure a smooth implementation of CBC. It provides recommendations for better coordination between the Ministry of Interior, the Ministry of Education, and other stakeholders involved in education governance.
- Community Engagement: Since the Ministry of Interior plays a role in mobilizing communities to support government policies, the study sheds light on how community involvement can be strengthened to ensure better acceptance and implementation of CBC.
- Future Research: The study serves as a foundation for further academic research on the intersection of security, governance, and education policy implementation. It identifies existing knowledge gaps that can be explored in future studies.

This study aims to provide actionable recommendations to improve the effectiveness of education policies and create a secure and well-coordinated learning environment for CBC in Kenya.

II. LITERATURE REVIEW

➤ Overview of CBC Implementation in Kenya

The Competency-Based Curriculum (CBC) was introduced in Kenya in 2017 as an alternative to the 8-4-4 system, aiming to shift the focus from exam-oriented learning to skill development, creativity, and problem-solving (Republic of Kenya, 2017). CBC is structured into three levels: Early Years Education (EYE), Middle School Education, and Senior School, with a strong emphasis on learner-centered approaches, practical skills, and values-based education (KICD, 2019).

The transition to CBC was driven by the need to address the limitations of the 8-4-4 system, which was criticized for its focus on rote memorization, high-stakes examinations, and inadequate preparation of learners for the job market (Odera, 2020). Unlike the previous system, CBC adopts a competency-based assessment model, emphasizing continuous evaluation rather than summative national examinations. Learners are assessed based on their ability to apply knowledge, skills, and attitudes to real-life situations (Mutua, 2020).

Despite its potential benefits, CBC implementation has encountered several logistical, financial, and governance challenges (KICD, 2019).

- Inadequate Infrastructure and Resources – Many schools, particularly in rural areas, lack essential facilities such as laboratories, workshops, and digital learning tools required for CBC.
- Teacher Preparedness and Training – Teachers have raised concerns about insufficient training on CBC methodologies, making it difficult to effectively deliver the curriculum.
- Parental and Community Involvement – The CBC model requires active engagement from parents and the community, yet many parents lack awareness and understanding of their roles in supporting the curriculum.
- Security and Governance Challenges – Schools in volatile regions face threats such as banditry, terrorism, and political instability, disrupting learning and hindering CBC implementation.
- Intergovernmental Coordination Issues – The successful execution of CBC requires collaboration between the Ministry of Education, the Teachers Service Commission (TSC), and the Ministry of Interior. However, weak coordination among these entities has slowed progress.

The government has introduced various interventions to mitigate these challenges, including teacher capacity-building programs, infrastructure development initiatives, and policies promoting inclusive education (Republic of Kenya, 2021). Additionally, the involvement of multiple government agencies, including the Ministry of Interior, is essential in addressing security, governance, and policy enforcement issues that affect CBC implementation (Omondi, 2020). However, the long-term success of CBC will depend on sustained investment, effective inter-agency collaboration, and continuous stakeholder engagement.

➤ Theoretical Framework

The implementation of the Competency-Based Curriculum (CBC) in Kenya requires effective governance, security, and intergovernmental coordination to ensure successful policy execution. This study is grounded in two key theoretical perspectives: Systems Theory and Human Capital Theory. Systems Theory (Luhmann, 1995) posits that organizations and policies function within an interconnected system where different components must work together for efficiency. In the context of CBC implementation, various stakeholders—including the Ministry of Interior, the Ministry of Education, law enforcement agencies, and local administrators—form a complex system that must operate cohesively. The Ministry of Interior plays a critical role in ensuring school safety, enforcing laws, and facilitating community engagement, all of which directly affect CBC outcomes. Weak links within this system, such as poor coordination or security challenges, can disrupt the curriculum's effectiveness.

Similarly, Human Capital Theory (Schultz, 1961) emphasizes that education is an essential investment that enhances individuals' skills, knowledge, and productivity, ultimately contributing to national economic growth. CBC is designed to equip learners with practical competencies that prepare them for the evolving job market. However, for education to effectively build human capital, a secure and conducive learning environment is necessary. The Ministry of Interior's role in maintaining school security, preventing disruptions, and ensuring adherence to education policies directly impacts the successful development of human capital in Kenya. By integrating these theories, this study seeks to analyze how governance structures, interagency collaboration, and security policies influence CBC implementation. Understanding these relationships is essential in ensuring that CBC achieves its intended goal of producing skilled and competent graduates who contribute to national development.

➤ Role of Government Agencies in Education Policy Execution

Government agencies play a crucial role in the execution of education policies by ensuring proper planning, resource allocation, implementation, and monitoring of programs such as the Competency-Based Curriculum (CBC) in Kenya. Various agencies collaborate to create a conducive learning environment, enforce policies, and address challenges that hinder education delivery (Omondi, 2020). Their roles include funding, security, policy enforcement, and infrastructure development, all of which are essential for effective CBC implementation (Mutisya, 2021).

The Ministry of Education (MoE) is the primary body responsible for formulating and overseeing education policies in Kenya. It ensures curriculum development, teacher training, and infrastructure improvement to support CBC

implementation. The Kenya Institute of Curriculum Development (KICD), an agency under the MoE, develops and reviews curriculum content to align with national education goals (KICD, 2019). Additionally, the Teachers Service Commission (TSC) plays a vital role in teacher recruitment, training, and professional development to equip educators with the necessary skills for CBC delivery (Nyamweya, 2021).

The Ministry of Interior and Coordination of National Government is integral to the execution of education policies, particularly in maintaining security and governance within learning institutions. Through the National Police Service (NPS), local chiefs, and county commissioners, the ministry enforces laws that protect students, prevents school disruptions caused by insecurity, and implements initiatives such as the Nyumba Kumi strategy to enhance community involvement in education security (Omondi, 2020). Furthermore, the ministry enforces policies against child labor, early marriages, and other social issues that may hinder school attendance and CBC implementation (Kamau, 2020). The Ministry's involvement in education policy not only ensures safety but also enhances institutional governance, creating a structured and well-regulated learning environment (Mutisya, 2021).

Other agencies such as the National Treasury and Planning play a role by allocating financial resources to the education sector, ensuring sufficient funding for infrastructure, learning materials, and teacher salaries (Wainaina, 2022). The Council of Governors (CoG) facilitates county-level coordination, particularly in Early Childhood Development Education (ECDE), where local governments provide funding and oversight (Makori, 2021). Additionally, the Ministry of ICT and Digital Economy supports the integration of technology into education, enhancing e-learning and digital literacy within the CBC framework (Mutua, 2020).

Despite the efforts of these government agencies, challenges such as poor intergovernmental coordination, inadequate resources, and policy misalignment affect the smooth execution of education policies (Kipkorir, 2020). Strengthening collaboration among these agencies is crucial for the successful implementation of CBC, ensuring that learners benefit from a well-structured, secure, and competency-driven education system (Republic of Kenya, 2021).

➢ *Existing Studies on the Impact of the Ministry of Interior in Education*

Several studies have explored the role of the Ministry of Interior and Coordination of National Government in supporting education policy implementation, particularly in maintaining security, enforcing education-related laws, and fostering intergovernmental collaboration. The Ministry's role in education is primarily linked to ensuring school safety, governance, and community engagement, which are critical factors in the success of the Competency-Based Curriculum (CBC) and other education reforms.

According to Omondi (2020), the Ministry of Interior plays a pivotal role in maintaining school security through agencies such as the National Police Service (NPS) and local administrators. The study highlights how security threats, including terrorism, banditry, cattle rustling, and political instability, have hindered learning in certain regions of Kenya. In such areas, the presence of law enforcement personnel has been crucial in preventing school closures, ensuring safe transit for learners, and protecting teachers from attacks. However, the study also points out that a shortage of security personnel and inadequate resources have limited the Ministry's effectiveness in addressing these challenges.

A study by Kamau (2020) focused on the Ministry's role in enforcing laws that support education. The research found that local administrators, such as chiefs and county commissioners, are instrumental in preventing school dropouts, enforcing laws against child labor, and discouraging early marriages issues that significantly impact school attendance and retention, particularly for girls. However, the study also highlighted weak coordination between education stakeholders and local administrators, leading to ineffective enforcement of these policies.

Further, Mutisya (2021) examined how the Ministry of Interior contributes to governance in education institutions. The study emphasized that through initiatives like Nyumba Kumi, community policing has improved school safety by fostering community vigilance and reporting mechanisms for issues such as drug abuse, criminal activities, and radicalization among students. While the study found that these strategies have positively impacted discipline and security, it noted that some communities remain unaware or disengaged, reducing the effectiveness of such initiatives.

On intergovernmental collaboration, Makori (2021) analyzed the relationship between the Ministry of Interior and the Ministry of Education in policy implementation. The findings indicated that while both ministries share responsibilities in education governance, poor inter-ministerial communication, lack of clear mandates, and bureaucratic inefficiencies have hindered effective collaboration. The study suggested the need for structured frameworks to enhance coordination between security agencies, local administrators, and education officers to support CBC implementation.

Despite these studies highlighting the positive contributions of the Ministry of Interior in education, Kipkorir (2020) pointed out that existing research has largely overlooked the Ministry's direct impact on CBC implementation. This gap in literature necessitates further investigation into how the Ministry's interventions—particularly in security and governance—directly influence CBC outcomes, teacher effectiveness, and student performance.

In summary, while research has acknowledged the Ministry of Interior's critical role in ensuring security, enforcing education-related policies, and enhancing governance, limited studies have examined its direct influence on CBC implementation. This study aims to bridge

this gap by assessing the Ministry's contributions, challenges, and areas for improvement in supporting a secure and well-regulated learning environment under CBC.

III. RESEARCH METHODOLOGY

➢ *Research Design*

This study will adopt a descriptive research design to examine the role of the Ministry of Interior in the implementation of the Competency-Based Curriculum (CBC) in Kenya. A descriptive research design is appropriate for this study as it allows for an in-depth exploration of the Ministry's contributions, challenges, and areas for improvement in CBC implementation (Mugenda & Mugenda, 2003).

The study will employ both quantitative and qualitative research approaches to ensure a comprehensive analysis. The quantitative approach will involve the collection of numerical data through structured surveys administered to Ministry of Interior officials, education policymakers, school administrators, teachers, and community leaders. This approach will help in analyzing statistical trends related to security interventions, governance structures, and policy enforcement in CBC implementation (Kothari, 2004).

On the other hand, the qualitative approach will be used to capture detailed perspectives, experiences, and insights from key stakeholders through semi-structured interviews and focus group discussions. This will provide a deeper understanding of the governance challenges, inter-agency coordination issues, and the Ministry's role in addressing security concerns affecting CBC implementation (Creswell, 2014).

Additionally, the study will rely on secondary data from government reports, policy documents, academic journals, and media publications to supplement primary data. The combination of these research methods will enhance the validity and reliability of the findings, ensuring a well-rounded examination of the Ministry of Interior's impact on CBC implementation in Kenya.

➢ *Target Population and Sample Selection*

The target population for this study comprises key stakeholders involved in the implementation of the Competency-Based Curriculum (CBC) in Kenya, with a focus on the Ministry of Interior and its role in ensuring security, governance, and policy enforcement in education. The study will include:

- Ministry of Interior Officials – Including county commissioners, sub-county administrators, and local chiefs responsible for law enforcement and governance in education.
- National Police Service (NPS) Officers – Particularly those deployed to ensure school safety in regions affected by insecurity.
- Ministry of Education Officials – Including representatives from the Kenya Institute of Curriculum Development (KICD) and the Teachers Service Commission (TSC) who work in collaboration with the Ministry of Interior.
- School Administrators and Teachers – Including head teachers, principals, and classroom teachers who are directly involved in CBC implementation.
- Community Leaders and Parents – Since community involvement is key to CBC success, the study will engage Nyumba Kumi leaders, religious leaders, and parents to assess their role and perspectives.

➢ *Sample Selection*

The study will use a stratified random sampling technique to ensure representation from different groups within the population. This approach allows for a balanced selection of respondents across various administrative and educational levels. The sample will be drawn from urban and rural areas, with special attention given to regions affected by security threats such as banditry, terrorism, and political unrest.

- A total of 250 respondents will be selected, distributed as follows:
- 50 Ministry of Interior officials (county and sub-county administrators, local chiefs)
- 40 police officers (from the National Police Service and other security units involved in school safety)
- 60 school administrators and teachers (head teachers, principals, and CBC teachers)
- 50 community leaders and parents (Nyumba Kumi leaders, religious leaders, and parents)
- 50 Ministry of Education officials (including KICD and TSC representatives)
- The selection will ensure a diverse and representative sample, enabling the study to capture different perspectives on the Ministry of Interior's role in CBC implementation.

➢ *Data Collection Methods*

This study employs a triangulation approach by using surveys, interviews, and document analysis to ensure comprehensive and reliable data on the role of the Ministry of Interior in CBC implementation.

- Surveys

Surveys are a key method for gathering quantitative data from a broad range of stakeholders. Structured and semi-structured questionnaires will be administered to:

✓ Ministry of Interior officials (including local administrators and security officers)
✓ School administrators (principals and headteachers)
✓ Teachers (especially those involved in CBC delivery)
✓ Parents and community leaders

These questionnaires will include closed-ended questions to allow statistical analysis and open-ended questions to capture in-depth perspectives on security, governance, and policy enforcement in CBC implementation. The responses will help assess the effectiveness, challenges, and areas for improvement in the Ministry's role.

- Interviews

To gain qualitative insights, the study will conduct semi-structured interviews with:

- Senior government officials from the Ministry of Interior and the Ministry of Education
- Security personnel, including officers from the National Police Service (NPS)
- Local chiefs and county commissioners
- Education policymakers

These interviews will explore policy implementation challenges, security threats to CBC, intergovernmental collaboration, and resource allocation. The flexible nature of semi-structured interviews allows respondents to provide detailed explanations, offering a deeper understanding of the issues.

- Document Analysis

A thorough review of government reports, legal frameworks, policy documents, and academic literature will be conducted. Key sources include:

- Ministry of Education (MoE) policy reports and circulars detailing CBC guidelines and implementation strategies.
- Ministry of Interior documents on security and governance measures related to school environments.
- Kenya Institute of Curriculum Development (KICD) reports on curriculum development and stakeholder engagement.
- Teachers Service Commission (TSC) reports on teacher training and recruitment for CBC.
- National Treasury budgetary allocations related to CBC implementation.

Additionally, media reports and news articles covering security incidents in schools, policy shifts, and government interventions will be analyzed to supplement the primary data.

The study ensures validity, reliability, and a well-rounded understanding of the Ministry of Interior's role in CBC implementation due to the use of multiple data source.

➢ *Data Analysis Techniques*

This study employs descriptive analysis for quantitative data and thematic analysis for qualitative data, ensuring a comprehensive interpretation of findings related to the Ministry of Interior's role in CBC implementation.

- Descriptive Analysis (Quantitative Data)

Descriptive analysis is used to summarize and interpret numerical data collected through surveys. This method helps in identifying patterns, trends, and relationships within the dataset. Key techniques include:

✓ Frequency Distribution & Percentages – Used to categorize responses and determine the proportion of respondents sharing similar views on issues such as school security, policy enforcement, and governance.

✓ Mean, Median, and Mode – Applied to measure central tendencies in responses, such as the effectiveness of security interventions in learning institutions.
✓ Standard Deviation & Variance – Used to assess the variability in responses, particularly in rating scales measuring perceptions of the Ministry of Interior's involvement.
✓ Graphs, Charts, and Tables – Data visualization tools such as bar charts, pie charts, and histograms will be used to present statistical findings in an accessible manner.

By using SPSS (Statistical Package for the Social Sciences) or Microsoft Excel, survey data will be systematically processed and analyzed, allowing for objective interpretation and comparison of trends.

➢ *Thematic Analysis (Qualitative Data)*

For qualitative data obtained through interviews, open-ended survey responses, and document analysis, thematic analysis will be employed. This involves:

- Familiarization with Data – Reviewing transcripts from interviews and policy documents to gain an initial understanding of key themes.
- Coding & Categorization – Identifying recurring patterns, phrases, and topics related to security, governance, and intergovernmental collaboration in CBC implementation.
- Theme Development – Grouping similar codes into broader themes, such as:

✓ School security challenges and interventions
✓ The role of law enforcement in education policy
✓ Community involvement in CBC enforcement
✓ Barriers to intergovernmental coordination

- Interpretation & Reporting – Analyzing the significance of emerging themes, linking them to existing theories (e.g., Systems Theory and Human Capital Theory), and drawing conclusions about the effectiveness of the Ministry of Interior in CBC implementation.

By applying both descriptive and thematic analysis, this study ensures a balanced, data-driven interpretation of the Ministry's role in CBC, providing both statistical insights and in-depth qualitative perspectives on security, governance, and policy implementation.

➢ *Ethical Considerations*

Ethical considerations are fundamental in ensuring the integrity, credibility, and reliability of this research. The study adheres to established research ethics guidelines to protect participants' rights and maintain data confidentiality.

- Informed Consent

Before participating in the study, all respondents, including Ministry of Interior officials, education stakeholders, teachers, and community leaders, will be provided with detailed information about the study's purpose, objectives, and procedures. Participants will:

✓ Receive a consent form explaining their voluntary participation, the confidentiality of their responses, and the right to withdraw at any time.
✓ Have the opportunity to ask questions before agreeing to participate.
✓ Sign the consent form as confirmation of their willingness to take part in the research.

- Confidentiality and Anonymity

To protect participants' privacy, strict confidentiality measures will be upheld:

✓ No personally identifiable information (e.g., names, job titles, or institutional affiliations) will be disclosed in the research findings.
✓ Data will be anonymized using coding systems to ensure respondents cannot be traced.
✓ Only the researcher and authorized personnel will have access to raw data, which will be securely stored.

- Data Protection and Security

✓ Digital data (e.g., survey responses and interview transcripts) will be stored in password-protected files, ensuring restricted access.
✓ Hard copies of documents will be kept in a locked storage cabinet to prevent unauthorized use.
✓ After the research is completed, data will be securely disposed of or retained according to institutional research guidelines.

- Avoidance of Harm

The study will ensure that participants are not subjected to psychological, emotional, or professional harm by:

✓ Framing questions in a neutral and non-threatening manner to prevent discomfort.
✓ Providing support resources for participants if discussing sensitive topics (e.g., security issues) causes distress.
✓ Ensuring that no information is used in a way that could jeopardize job security or compromise the safety of respondents.

- Ethical Approval and Compliance

✓ The research will seek ethical clearance from relevant institutional review boards (IRBs) before data collection begins.
✓ The study will comply with national and international ethical research standards, including those set by Kenya's National Commission for Science, Technology and Innovation (NACOSTI).

By upholding these ethical considerations, the research ensures that participants' rights, dignity, and safety are safeguarded while maintaining the credibility of the study.

➢ *Conclusion and Recommendations*
This study highlights the crucial role of the Ministry of Interior in the successful implementation of the Competency-Based Curriculum (CBC) in Kenya. While the Ministry of Education and other agencies focus on curriculum development and teacher training, the Ministry of Interior ensures a secure and stable learning environment through law enforcement, governance, and community engagement. However, challenges such as insecurity in schools, inadequate intergovernmental coordination, and limited awareness among communities hinder effective CBC implementation. Addressing these issues is essential for the curriculum's long-term success.

IV. RECOMMENDATIONS

➢ *Strengthening School Security*
The Ministry of Interior should increase deployment of security personnel in schools located in volatile regions and enhance intelligence-sharing to prevent disruptions caused by insecurity.

➢ *Enhancing Intergovernmental Coordination*
Greater collaboration between the Ministry of Interior, Ministry of Education, and Teachers Service Commission (TSC) is needed to ensure seamless policy implementation and resource allocation.

➢ *Community Sensitization*
Local administrators should lead awareness campaigns to educate communities on CBC benefits, reducing misconceptions and resistance.

➢ *Capacity Building for Local Administrators*
Chiefs and county commissioners should receive specialized training to effectively support CBC-related policies.

➢ *Policy Review and Resource Allocation*
The government should allocate sufficient funds to support infrastructure improvements, security measures, and administrative oversight in CBC implementation.

By implementing these recommendations, the Ministry of Interior can enhance its role in creating a safe, well-governed, and supportive environment for CBC implementation in Kenya.

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