Abstract

Community Service-Learning (CSL) has emerged as a transformative pedagogical approach within the global discourse on curriculum innovation. This study investigates how CSL integration influences the implementation of Kenya's Competency-Based Curriculum (CBC) in public primary schools in Kwanza Sub County, Trans Nzoia County. Specifically, it examines the current status of CSL practices, teacher preparedness, and teachers' engagement, attitudes, and perceptions toward CSL integration. Guided by experimental and reflective learning theories, the study employed a descriptive survey design. The study collected data using structured questionnaires, and instrument reliability was confirmed with a Cronbach's alpha of 0.742. Findings reveal that while CSL holds significant potential to enrich CBC implementation, gaps remain in teacher preparedness and institutional support. The study underscores the importance of embedding practical CSL experiences in teacher training programs and fostering school community partnerships to align educational outcomes with local aspirations. It recommends that the Ministry of Education strengthen policy frameworks and resource allocation to support CSL integration, thereby advancing a more community-driven and competency-oriented approach to primary education in Kenya