



TEACHER-FACTOR A HINDRANCE TO EFFECTIVE IMPLEMENTATION OF THE COMPETENCY BASED CURRICULUM(CBC) IN KENYA

Ong'ang'a Hudson Ouko (Ph.D)

Kenyatta University, Nairobi, Kenya.

Email: HUDSON.OUKO@gmail.com/ ONG'ANG'A.HUDSON@KU.AC.KE

Abstract: Competence-based-curriculum is now in its early years of secondary school grades in Kenya. This far, the programme has experienced many successes as well as challenges in equal measure. The purpose of this paper was to illuminate the teacher-factor as an important agent in curriculum change. While there are a number of challenges documented as facing curriculum change, the teacher-factor largely has been inclined to mean staff establishment. Far from it, the quality and capacity of the teacher is equally indispensable. Teacher preparation and training cannot be of lesser significance. This paper reviewed current trends in the implementation of CBC in Kenya in order to determine the space of teacher-factor as a hindrance to successful CBC implementation in Kenya. The review established that teacher preparation and training was inadequate and teachers were ill-prepared for CBC roll-out. The paper therefore recommends that the government should provide teacher training programmes beyond the teacher training colleges (TTCs). This will help in retooling the teachers on the job.

Key Words: CBC, Implementation, Teacher Factors, Kenya, Training, preparedness.

1. INTRODUCTION :

This paper is a review of available studies on the implementation of CBC in Kenya, which took effect in 2017. The paper explores studies findings regarding the challenges facing the implementation of CBC. The main focus however is on the teacher as a key factor influencing the smooth implementation of the new curriculum.

1.1 Background Information

Studies indicate that the last decade have recorded tremendous increase usage of competency-based curriculum (CBC) in across all levels of education including early grades levels. This can partly be attributed to increased utilization of digital resources besides the urge to meet the education for all goal by the year 2015. In Kenya, the implementation of of CBC took effect in 2017, when the curriculum was rolled out in earnest starting with the lower primary school grades. CBC is lauded as the most appropriate curriculum in the 21st century where the learners acquire competencies necessary for the job market. Although the model is said to have many potentials, it however does come without certain challenges and flaws that need to be addressed in order to make it a viable education model.

1.1.1 Competency-Base-Curriculum at a Glimpse

Learning processes in CBC identifies specific competencies or skills in and which are supposed to be nurtured in the learner. The skills and competencies enables the learners to acquire mastery of the competencies or skills at their own pace. In essence, CBC is a learner-centred in both content and pedagogy rather than merely a content-centred approach.

Besides, CBC offers the learner a more personalized path to the course completion and its approach is structured in a manner that demonstrates content well articulated competencies. Authentic assessment is emphasizes to evaluate what the learner knows against what the learner can do through real-life projects. The main aim of competency-based education is to break away from the old traditional classroom model, which emphasized on every student studying the same way the same subject matter at the same speed. Some of the attributes of CBC is critical thinking and problem-solving skills, imagination and creativity and communication and collaboration skills sometimes referred to as the 4Cs.



1.1.2 Key Attributes of CBC

The flexibility attribute: Competency-based training allows learners to progress at their own pace and to focus on the specific skills and knowledge they need to achieve their goals. This can be especially useful for learners who may have time constraints or who may have prior knowledge or experience in certain areas.

The customization attribute: Competency-based training can be tailored to meet the specific needs and goals of the learner, rather than following a predetermined curriculum. This can be more effective in helping learners to achieve their desired outcomes.

Measurable of outcomes attribute: Competency-based training focuses on specific, measurable skills and knowledge, which can make it easier to track progress and assess learning outcomes.

Relevance of Content: Competency-based training can be more directly relevant to the learner's needs and career goals, as it focuses on the skills and knowledge that are most applicable to their chosen field or profession.

Increased motivation attribute: Competency-based training can be more engaging for learners as it allows them to see the direct relevance of what they are learning and to track their progress towards specific goals. This can increase motivation and help learners to stay focused and engaged in their learning: <https://rb.gy/egvw7>

Accordingly, there are challenges working against the effective implementation in globally. In Kenya, the CBC faces a myriad of challenges including firstly, limited and or lack of excellence which requires that educational institutions demonstrate an uncompromising commitment to excellence and output.

Secondly, the large class sizes plays the whole intent of CBC a blow. This is about teacher-child ration which in some places goes above 1:100. A higher number of pupils in a classroom tends to undermine fruitful student-teacher interactions and often prevents peer exchanges during discussions in the classroom. Since every learner learns is an individual, the teacher effectiveness in a populous classroom may only work for some students but not for others hence greatly hindering the intended implementation of CBC and often restricts the teacher from applying learner-centred teaching methods.

Equivalently the issue of lack of adequate Infrastructure for learning is persistent. CBC involves fundamentally shifting from passive to active learning learning experiences. Therefore the issue of availability and adequacy of , the infrastructural equipment and resources needed for this model is critical. For effective CBC implement a there is need for educational institutions to have everything from modern classrooms, creative learning centres, smart boards, laboratories, and the latest technological equipment which would help the learner to actively participate both individually and collectively in the teaching/learning process.

Teacher as a major roller of the curriculum needs to not only adequately prepared through training on pedagogy and knowledge domains but also helped to change their scepticism and negative perspective to changes in education sector. It is argued that most teachers in higher education institutions are prepared and therefore ill-equipped to competently implement competency-based curriculum unless they were a product of it themselves. This is the reason why building their capacity is one of the essential prerequisites before implementing competency-based learning (Momanyi, & Rop, 2019). This scenario can be expected in lower grades of education(Isaboke, Wambiri & Mweru2021). This revelation necessitated the current of study to explain teacher factor as a hindrance to effective implementation of CBC in Kenya.

1.2 Statement of the problem

The question Adequacy and relevancy of personnel in the teaching institutions in kenya is far from over. Owala (2021) affirms teacher training in preparation for CBC implementation has been broadly done. It is one of the government's successes in regard to the CBC implementation since its onset in 2017. The government of kenya in its effort to support CBC implementation has rolled out its ambitious teacher-training programme in the year 2023/2024. this explains the doubts cast by available studies on the quality, availability and readiness of teachers to implement CBC as it were(Wanjiku, 2022; Opondo, Afwande, & Kamau,2023). The current paper addresses the question as to the effects of teacher related factors to effective roll-out of the CBC in Kenya.

1.3 Purpose of the Study

This study reviews literature on *teacher- factor as the key hindrance to effective implementation of the competency based curriculum in Kenya.*

2. EMPRICAL LITERATURE:

Available literature has shown that although CBC in Kenya is in progress, there are yet teething challenges to its implementation. A number of these challenges have been addressed above but this section looks at the teacher issue as a key hindrance affecting CBC implementation in Kenya.



Teacher preparedness can be viewed in many perspectives. For teachers to fully implement the Competence-Based-Curriculum there is need to equip them the required knowledge, skills and competencies to enable them implement the curriculum. This is possible through further trainings, seminars and workshops. Teachers therefore must be trained and be prepared adequately and also should be helped to cultivate positive attitude towards the implementation.

Studies available have shown that teacher-readiness and preparedness for the implementation of CBC is far from being achieved in Kenya. Studies further show that teachers have only received minimal training to capacitate them on CBC (Momanyi, & Rop, 2019). It is further argued that most teachers need support in infusing core competencies into the content including but not limited to critical thinking and problem solving, creativity and imagination and communication and collaboration skills. This revelation therefore alludes to the fact that teacher-factor persists to be one of the key factors affecting the smooth implementation of CBC in Kenya. Studies further show that teachers need to be supported in the designing of assessment criterion, constructing assessment rubrics and in keeping assessment records for summative reporting: <https://rb.gy/egvw7>.

Teacher attitudes cannot be wished away when it comes to fruitful implementation of any educational curriculum. Teachers' attitude towards CBC play an important role in determining teachers readiness and even willingness to effectively participate in curriculum implementation.

According to Momanyi & Rop(2019), CBC was seen by many as a panacea to the various problem of graduate employability in Kenya. It was revealed that most teachers were inadequately prepared for CBC implementation. Their knowledge of CBC among the teachers was vague and this has hampered their delivery and evaluation of the curriculum outcomes. Isaboke, Wambiri & Mweru(2021) in their paper on challenges teachers faced in implementation of the Competency Based

Curriculum (CBC) among pre-primary schools in Nairobi, City County revealed that besides other challenges, lack of adequate training of teachers was among major challenges that faced effective implementation of the Curriculum. The study also underscored the challenge posed by large class sizes.

3. METHODOLOGY:

This paper is a review of available literature on CBC implementation in Kenya. The paper heavily relied on desktop review of sources and resources about the challenges facing CBC in Kenya. Specifically the paper focused more into the teacher-factor as a hindrance of CBC implementation in Kenya. Current studies on CBC were utilized and the findings thereof adopted.

4. FINDINGS AND DISCUSSION:

The main focus of this paper was to examine and document evidence-based information on teacher-factor as a hindrance to effective CBC implementation in Kenya. A few studies on the subject have been invoked and their findings adopted for the purpose of this paper.

Analysis on adequacy of staff was found as one of the greatest challenges in implementation of curricula policies in public schools where over a half (50.9%) of the participants indicated that inadequate facilities was a major factor affecting quality of curriculum implementation.

Another study by Sifuna and Obonyo (2019) examined the factors that hindered effective implementation of CBC in Kenya. The study further established that CBC was not systematically planned and implemented. It went ahead to argue that there was minimal teacher training on the curriculum content and pedagogical approaches.

Similarly a study by Ziganyu(2021) set out to find out the impact of government policies on education on curriculum implementation focusing on teacher-recruitment and quality in secondary schools in Kenya. The study Data was collected using interviews and questionnaires. The results indicated that under staffing was the main challenge which hindered effective curriculum implementation. It was further established that in-service training for the teachers was lacking where most schools had many teachers employed under the schools' boards of management(BoMs), compounded by uneven distribution of teachers(Opondo, Afwande, & Kamau, 2023). These sentiments were echoed by other similar studies (Edwin, 2023; Owuor, 2022; Wanjiku, 2022; Robert & Owala, 2021 and Isaboke, Wambiri & Mweru, 2021). Overall, the bottom-line of the foregoing findings indicate teacher preparedness, adequacy, training, attitude among other attributes as playing central roles as hindrances to effective implementation of the new CBC curriculum in Kenya. It is therefore imperative for the government and other education stakeholders to put due diligence on improving the quality of teachers to ensure seamless implementation of the CBC.

5. CONCLUSIONS & RECOMMENDATIONS :

The paper makes the following conclusions and recommendations on account of the foregoing findings.



5.1.1 Conclusions

It is dawning that there are many factors that interplay in negatively affecting the successful CBC implementation in Kenya. These factors include but not limited to limited physical facilities, inadequate teacher establishment, teacher preparedness, teaching learning resources among others.

For the purpose of this paper, teacher-factor has been vindicated as a major hindrance to Kenya commitment to a successful implementation of CBC.

5.1.2 Recommendations

Teachers play a major role in actualising educational goals in any country. Teacher-factor has been observed as an impediment to the success of CBC in Kenya. This includes teacher-child ratio, teacher preparedness, teacher training, teacher attitude etc.

This paper recommends paradigm shift in the training of teachers to proceed beyond teacher training college. More emphasis should be on refresher and in-service courses rather the usual regular teacher training as conducted in the TTCs. This will ensure continuous retooling of the teachers on the job in order to ameliorate on the glaring negative picture on teacher capacity.

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