

Teachers' Competence and its Influence on Effective Implementation of Competency Based Curriculum in Public Primary Schools in Machakos County, Kenya



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ABSTRACT: The government of Kenya with an aim of enhancing the system of education standard replaced the 8.4.4 with 2.6.3.3.3. This crucial change was deemed necessary globally since it ensures development of current job market knowledge-based skills. The study's purpose was to carry out an investigation on teachers' competence and its influence on effective implementation of Competency Based Curriculum (CBC). The objectives of the study are: Establishing the teachers' competence based on; values, attitudes, knowledge and skills; to find out the extent of CBC implementation; establishing the constraints hindering CBC effective implementation and to find out the attitudes of teachers towards CBC. Curriculum Implementation Theory by Gross, (1971) was used. Descriptive survey design was applied, and it targeted 79 public primary schools, 941 TSC teachers, 79 deputy head teachers and 79 head teachers in Machakos County. Target population was 20% and it entailed a sample size of 16 schools, 16 head teachers, 16 deputy head teachers and 188 public primary school teachers selected through stratified random sampling. An interview schedule, questionnaire and an observation checklist acted as the data collection tools. Piloting of the instruments of research took place in three selected public primary schools mainly to ensure objectives coverage and clarity of content. Both quantitative and qualitative methods were applied in field data collection. Quantitative analysis of data in descriptive statistics used percentages and frequency counts. Qualitative data analysis used a thematic approach which focused on research objective through description guided by the given responses. Representation of the report for analysis used frequency tables, pie charts and bar graphs. The study findings indicated that the yearly teachers' in-service training was adequate. Various constraints hindered effective implementation and they included lack of enough learning and teaching materials and high teacher-pupil ratio. Several recommendations were made to MOE, KICD and TSC which include: In-service training to aid in creation of positive attitude towards the curriculum for its effective implementation should be organized by MOE; the ministry should also aim at ensuring adequacy of teaching and learning resources in schools; the increased enrolment in public school require government provision in building the classrooms and more teachers need to be employed by TSC to cater for increased teacher-pupil ratio. This will aid in effective implementation Competency Based Curriculum in Kenya.

KEYWORDS: Teachers, competence, effective, implementation, competency-based curriculum (CBC).

INTRODUCTION

Any country's development depends on an education system which is deemed to provide quality education. This enables a learner to have a global perspective which promotes development in terms of: Good governance, technology, health, environmental protection and agriculture. Demonstration of learned competencies by acquisition of desired skills, knowledge, abilities, values and attitudes can be achieved by embracing Competency Based Curriculum (CBC). The acquisition of these competencies requires relationship between content of the study and learning activity. Higher thinking capacity required in CBC is summarized through; application, analysis, synthesis and evaluation (Blooms Taxonomy) (Bloom, 1956)

Globalization has compelled different countries in re-examining their education system for achievement of new skills, knowledge, values and attitudes necessary for competitive and diversified world economy. A teacher's proficient learning is key and it should entail particular curricular changes and practice. However, the expertise of teachers on competence, professional confidence, ideals, sense of ownership and autonomy in curriculum implementation is questionable (Cohen, D.K & Hill, 2001).

CBE success in UK has been attributed to prior teachers' sufficient instruction to the student-centered teaching execution (Bates, 2002). In Tanzania, it was established by Komba and Mwandaji (2015) in their study on implementation of CBC among secondary schools that (86%) of teachers did not possess adequate CBC knowledge. Moreover, students' involvement in classroom activities was limited. Titya & Mafumiko, 2010 study on compatibility of teaching methods and CBC established that curriculum developers, book writers and teachers did not portray understanding of CBC effective implementation. In ensuring effectiveness in curriculum

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change, learners should be under minimum supervision of the facilitators who are teachers, and their duty is to engage and interact with them (kavyalulo, 2012).

Muasya (2019) study in Machakos County highlighted one of the major challenges hindering effective CBC implementation as in adequate teacher training. During an interview with the educational officers, one of them stated categorically that majority of teachers felt that CBC implementation was hurriedly done without prior preparation of teachers and teachers are moderately equipped with desired competencies for CBC implementation. Despite the Ministry of Education and TSC efforts in teachers' in-service training, the extent of teachers' competence remains speculative and unclear and this has raised concern amongst the education stakeholders such as parents, teachers and teachers' unions such as KNUT on teachers' preparedness prior to its implementation.

In order to ascertain the degree of competence among teachers for effective implementation of CBC, research findings of this study may therefore provide the MOE with requisite knowledge on teacher in-service training provision in acquisition of desired competencies for effective CBC implementation.

STATEMENT OF PROBLEM

The 21st century's rapid changing demands in the job market which prefer graduates who have acquired desired skills, knowledge, values and attitudes applicable in performing tasks in real life has resulted to curriculum change. This has resulted to adoption of Competency Based Curriculum (CBC) globally. Although Kenya launched CBC in 2017 and its implementation started in 2018, its implementation has led to contrasting views among stakeholders of education such as parents, teachers, teachers' union, MOE and TSC. Parents' complaints have been dominating social media platforms regarding the much homework their children are given which require their assistance. They are also arguing that the resources needed to accomplish these tasks are expensive.

On the contrary, KNUT has the opinion that CBC implementation was hurriedly done without sufficiently equipping teachers with new method of teaching and curriculum content. The union argued that it was not opposing the new curriculum but its implementation should have entailed prior teachers and stakeholders' preparation. Nevertheless, MOE and TSC have dismissed KNUT claims by insisting that teachers have been prepared adequately. Therefore, a knowledge gap was created on the current state of teachers' competence for CBC implementation in Kenya. The researcher sought to carry an investigation in Machakos County on teachers' competence and its influence on effective CBC implementation in Kenya.

THEORETICAL FRAMEWORK

The basis of this study was Gross, (1971) Curriculum Implementation theory. This theory puts emphasis on curriculum implementation based on four key elements which are related. The first element state that teacher competence is key since the implementation of curriculum need well equipped teachers with relevant content for its effective implementation thus teacher training is very essential. The second element is capacity of teacher as curriculum implementer which requires clarity and awareness of the curriculum for successful implementation. The acquisition of desired skills, attitudes, behaviors and knowledge for implementing the curriculum can be aided by teacher continuous attendance to in-service training through workshops and seminars. Essential teaching and learning material adequate provision is key for either new or existing curriculum implementation which is the third element. The achievement of desired competencies requires relevant learning and teaching resources for the specific task. The fourth element entails management support for teacher in classroom organization and involvement of learners in the process of learning whereby the institution's head support is important in facilitation of teacher classroom management since they work together harmoniously in smooth implementation of curriculum. Therefore, this theory was deemed appropriate for there existed a close link between it and this study since it entailed essentials of curriculum implementation,

METHODOLOGY AND RESEARCH DESIGN

Research Designs

For generation of quantitative and qualitative data, a descriptive survey design was adopted. In collection of people's social and educational issues, attitudes, opinions and habits, descriptive survey design is habitually utilized (Orodho, 2009). In Machakos County its suitability was indicated through its involvement in collection of opinions, attitude, habits and information of all public primary school teachers, deputy head teachers and head teachers

Response Rate

Administration of questionnaires to aid in collection of data was done. 188 teachers and 16 deputy head teachers in selected public primary schools in Machakos County were chosen. 197 respondents completely filled their questionnaires and returned them. Among them were 14 deputy head teachers and 183 teachers. An equivalence of 93% questionnaire return rate was indicated. According to Mugenda and Mugenda (2003) in data collection and reporting the response of 50% is adequate, 60% is rated as good and 70% and above is considered excellent. 15 head teachers were interviewed on related issues concerning teachers' competence

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and its influence on effective implementation of CBC, Machakos County. The table 4.1 represents an indication of the questionnaire return rate.

Table 4.1 Questionnaire Return Rate

Category	Sample	Returned	(%)
Deputy Head Teachers	16	14	88
Teachers	188	183	98
Total	204	197	93

Gender of Respondents

This section captures the gender of respondents. This is shown in the figure 4.3.1

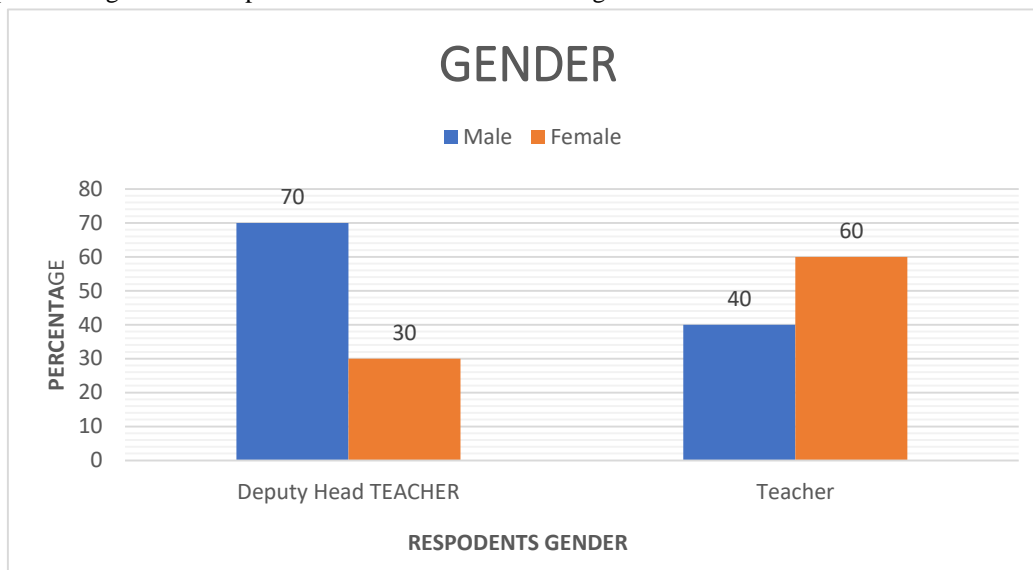


Figure 4.3.1 Distribution of Respondents Gender

Figure 4.1 gives an indication that majority of participants for deputy head teachers were male while majority of classroom teachers were female. This indicates that males dominate leadership position with higher percentage as compared to their female counterparts in the position of deputy head teacher.

Although majority of classroom teachers were female, the leadership positions were dominated by males. Gender disparity may influence the CBC pace of implementation among the teachers and school leadership. For instance, better management of employee's professional and pupil's quality performance is higher in female headed schools than the male headed ones (Grove & Montgomery, 2000).

4.4 Teacher Competence on Implementation of Competency Based Curriculum (Teacher Knowledge, Values and Skills)

The interest of the researcher was to find out the following: Extent of training of teachers for CBC, duration of training, frequency of training and inclusion of core competencies in teaching and learning process.

4.4.1 Teachers Training for CBC

An investigation on the impact of training of teachers to ensure effective CBC implementation was aimed at. Teacher in-service training acted as the measure. Figure 4.2 shows the findings.

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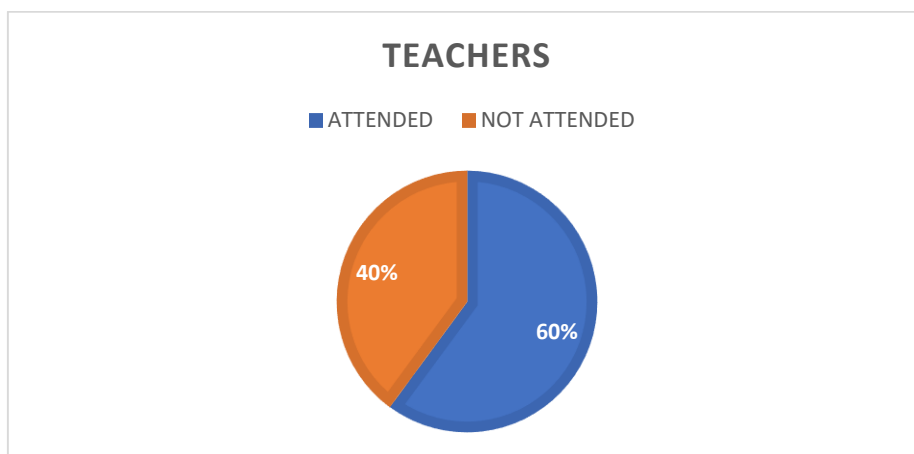


Figure 4.2 Teachers Responses on Attendance to In-Service Training

Figure 4.2 shows that most teachers attended in-service training, as represented: Teachers attendance to in-service training was indicated by 60% while 40% portrayed in attendance. Despite the smaller percentage of 40% not going through in-service, it is necessary for them to undergo training for acquisition of desired competencies for effective implementation of CBC. Komba and Mwandaji, 2015 identify the need for training of teachers to aid in internalizing their role in assisting learners in learning process by giving them opportunities to develop and realize their full potential.

4.4.2 Deputy Head teachers' Response on Attendance to In-Service Training

The impact of training of deputy head teachers for effective CBC implementation was investigated. This was indicated through in-service training attendance. Figure 4.3 represents the findings.

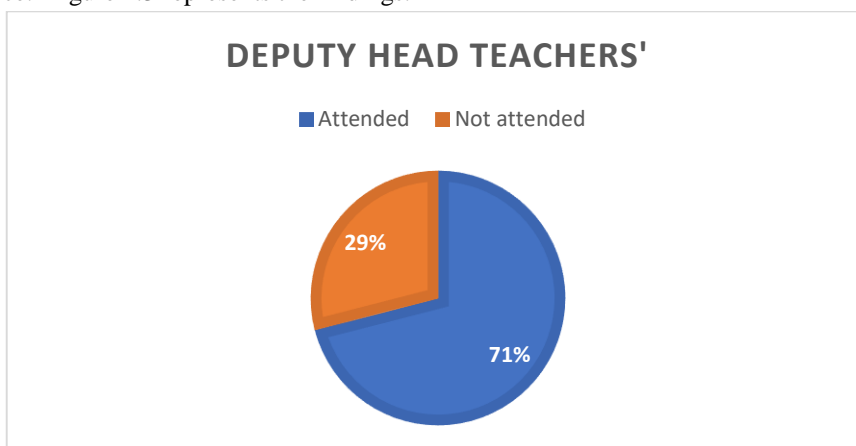


Figure 4.3 Deputy Head Teachers' Response on Attendance to In-Service Training

Figure 4.3 indicates that the majority of deputy head teachers 71% were present while a smaller percentage of 29% did not attend in-service training. This shows that there is a need for teachers to go through in-service training to achieve necessary skills and knowledge. This is in agreement with Waweru, 2020 research findings.

4.4.3 Duration of Training of CBC

In order to create an information link on teachers, the questionnaires had an item on the duration of teachers training aimed at acquisition of teachers' competence for effective CBC implementation. Table 4.6 shows the findings of the study.

Table 4.6 Duration of Training for CBC Implementation

Duration	Deputy Head teacher		Teacher	
	f	(%)	f	(%)
One week	0	71.4	110	60.1
Two weeks	0	0	0	0

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Table 4.6 above shows that most teachers and deputy head teachers attended one week's training as represented by 71.4% deputy head teachers and 60.1% teachers. All the head teachers attended the week's training as indicated in the interview schedule. Since a competent teacher should be adequately trained, this duration seems to be insufficient in acquisition of desired competencies. Continuous training for two years is necessary for teachers in order to acquire the desired competencies in classroom teaching (Gross, 1971)

4.4.4 Training of Teachers Frequency on CBC

Frequency of teacher training was sought by the researcher in order to establish how often the in-service training had been attended by teachers. This is shown in table 4.7.

Table 4.7 Frequency of Teacher Training on Competency Based Curriculum

Training Frequency	Deputy Head Teachers'		Teacher	
	f	%	F	%
Termly	0	0	0	0
Yearly	10	71.4	110	60.1

Table 4.7 indicates majority deputy head teachers 71.4% and teachers 60.1% attendance was done once. Acquisition desired competencies for teachers requires frequent attendance to in-service training to aid in acquisition of pedagogical approaches necessary for learner centered approach for implementation of CBC (Makunja, 2016)

4.4.5 Inclusion of Core Competencies during Instructions

The researcher sought to establish the teachers' extent of ability in inclusion of core competencies during learning and teaching process for effective implementation of Competency Based Curriculum. The study findings are summarized in table 4.8

Table 4.8 Inclusion of Core Competencies in Teaching and Learning Process

Competency	Very Good		Good		Developing		NeedsSupport	
	f	%	f	%	f	%	f	%
Communication and Collaboration	3	2	4	2	78	43	98	54
Critical thinking and problem solving	5	3	20	11	59	32	99	54
Creativity and Imagination	1	1	2	1	85	46	96	52
Digital Literacy	1	1	13	7	70	38	99	54
Citizenship	9	5	99	54	40	22	35	19
Learning to learn	13	7	95	52	70	38	15	8
Self-Efficacy	17	9	99	54	57	31	10	5

The table 4.8 indicates that most learners did not demonstrate core competencies which include: creativity and imagination, digital literacy, critical thinking and problem solving, communication and collaboration. Demonstration of creativity and imagination in doing tasks assigned was low and also in acquisition of digital literacy most learners were in need of support. Only 3% of learners could apply critical thinking to solve world problems. Most the learners relied on the teacher when faced with a challenge. Teachers also noted lack of learners' competence in communication and collaboration. A large number of them needed support by teachers in inclusion of the identified core competencies. Nonetheless, the findings of the researcher based on teachers' response shows that majority of learners had achieved good response in demonstrating learning to learn, citizenship and self-efficacy. Therefore, the need for teacher adequate training is inevitable. In agreement with this study, Ondimu, 2018 emphasize on the need for teachers' training.

CONCLUSION

Although majority of teachers have received in-service training, the one week's training was not adequate for sufficient acquisition of the desired skills, knowledge, attitudes and values needed to meet individual learner's need. Insufficient training posed a challenge on teachers in implementation of CBC. Some teachers indicated rigidity to change from content-based curriculum to competency-based curriculum (Muasya, 2019). Teachers being the key curriculum implementers require continuous training in acquisition of core competencies for successful curriculum implementation. There is also a need for government to provide ICT and Audio-Visual equipment for effective CBC implementation and this agrees with Abdullahi, 2020 study.

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