

**A PHILOSOPHICAL ANALYSIS OF THE OBJECTIVES OF COMPETENCY BASED
CURRICULUM IN KENYA: A CRITICAL APPROACH**

By

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DECLARATION

I declare that this research project is my original work and it has not been presented in any other university for a degree award.

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DEDICATION

I dedicate this research project to my husband Simon and my son Chris for their continued love, support and prayers during the frustrating moments of my studies. It is through them that I got motivated to press on and accomplish my dream of academic achievement.

God bless them.

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ABSTRACT

This research project is an attempt to examine the objectives of the Competency-Based Curriculum (CBC) in Kenya. The Competency-Based Curriculum is concerned with developing knowledge, skills and attitudes to prepare the learners for future employment. The learners choose what they want to learn depending on their career choice. This study, therefore, examined how the relevant knowledge, skills and competencies are imparted in learners. It critically analysed three Competency-Based Curriculum objectives which are: development of skills, promotion of knowledge and application of competencies. This study also analysed the importance of philosophy in enhancing the achievement of the Competency-Based Curriculum. The results showed that the achievement of those Competency-Based Curriculum objectives is uncertain due to various limitations. Some of the most paramount aspects of curriculum reform and development have been ignored in the establishment of the Competency-Based Curriculum. The research methods used were the Analytical method and Critical method. These methods assisted in critically analysing the Competency-Based Curriculum objectives and suggested the possible ways to ensure their achievement. The findings revealed that the Competency-Based Curriculum is the ideal education system that Kenyans need to solve real-life problems but there is a necessity to deal with the challenges which prohibit the achievement of the Competency-Based Curriculum objectives. Finally, the study came up with several recommendations. It suggested that the government of Kenya needs to train adequate teachers and involve them in curriculum reform. The educators must be consulted in curriculum development so as to plan for the most appropriate curriculum objectives, teaching and learning techniques, and appropriate resources, so that the purpose of the curriculum can be accomplished.

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CHAPTER ONE

INTRODUCTION

1.1 Background to the Study

The expressive polemics over the significant role of philosophy and its implication in educational objectives is indispensable. There is a central function of philosophy in defining and reshaping the systems, theories, policies and practice of education (Khan, 2019). This implies that the significance of philosophy in education is quite complex but cannot be contested by empirical inquiry. Philosophy serves as an academic discipline and a method of enquiry to alleviate social problems plaguing humanity in general and education in particular. Philosophy reflects on the quality, purpose and challenges of education (Siegel, 2021).

In handling the educational difficulties, the philosopher of education strives for conceptual explicitness, disputative rigour and reliable assessment. Pedagogical systems are founded on one philosophical school or more as the case may be (Balogun, 2015). Similarly, there cannot be any educational system without objectives underlying it and such systems cannot function effectively if the objectives are ambiguous. Objectives are crucial to school success and areas of life beyond the classroom. Setting objectives helps the learner to learn important skills, track progress and gives focus and purpose to education. Therefore, the focal point of this project is to analyse and critique the objectives of the Competency-Based educational programme as it is being implemented in Kenya.

Philosophy gives a direction to life. Human life is always purposeful. Philosophy is always required to facilitate the process of making wise decisions and enhancing consistency in action (Aggarwal, 2010). On the other hand, education is a pragmatic

action of philosophical speculation. Every pedagogical practice is illuminated with the backdrop of philosophy (Aggarwal, 2010). A development skill is an ability and capacity to carry out complex activities. The Competency-Based Curriculum emphasizes the development of competencies which are the skills a learner acquire to perform a certain task. The Competency-Based Curriculum is interested in what the learner does (Njeng'ere, 2017). It is not clear how philosophy has given direction on the appropriate development of skills to be imparted in a learner in Competency-Based Education.

An educational programme is primarily a matter based on knowledge: knowing that and knowing how. Epistemology is the section of philosophy that investigates the essence of knowledge, the process through which we procure knowledge and the worthiness of intelligence (Leong, 2019). Epistemology is a contributor that augments the methods of teaching and learning and therefore, the key ideas in epistemology lead towards fundamental implication for educators. Teachers must ensure that students learn the specific skills and processes acquired by the teacher as an expert. The Competency-Based Curriculum emphasizes the development of knowledge. To promote knowledge, the Competency-Based Curriculum ought to define clear techniques of instruction and attainment of knowledge. The educator should also have effective content knowledge to promote knowledge in learners.

The driving force and ultimate goal of the Competency-Based Curriculum is the transfer from knowledge attainment to knowledge application. The Competency-Based Curriculum is depicted by approachability to a continually changing world of work, focusing on both procedure and result. Procedure refers to experience and undertakings within academic affairs. The result is the consequence of these experiences and undertakings (Willy, 2018). Competencies are intrinsic qualities an individual possesses, which blend skills, knowledge and capacity. Competencies

specify how a particular individual carries out the significant skills they have acquired. The designers of the competency-based educational program anticipated that, upon completion of the learning period, each particular learner is expected to achieve core competencies which include: communication & collaboration, self-efficacy, critical thinking & problem solving, creativity & imagination, citizenship, digital literacy and learning to learn (Nyakangi, 2018). Although the Competency-Based Curriculum is being adopted to enhance the excellent application of these competencies, there are significant challenges in achieving this objective, a predicament that this research project proposes to address.

1.2 Statement of the Problem

The Competency-Based Curriculum (CBC) is the new system of education that has been adopted in Kenya to replace the 8-4-4 system which has been in place since 1985. This inventive approach to pedagogy is guided by the awesome object based on promoting the advancement of skills, promoting knowledge and application of competencies. However, these statements are ambiguous and elusive unless a philosophical analysis and critique are initiated. In addition, it is glaring that imparting skills, knowledge and attitudes in learners, to solve their everyday problems is not automatically functional as it is presumed. Similarly, it is assumed that the acquisition of skills will enable the learners to have expertise in their chosen careers to solve the problem of unemployment in Kenya. There is no sufficient justification that the objectives stated above are strong enough to prepare the learners for a better generation in the future. Therefore, this study underscores that the Competency-Based Curriculum comes with diverse challenges and its philosophical basis is being questioned, even though it is being implemented. The purpose of this study will be to analyse and philosophically critique the ambition of

Competency-Based education in Kenya and assess its implication in the process of teaching and learning in schools.

1.3 Purpose of the Study

The purpose of this research project is to undertake a philosophical examination of the objectives relating to the Competency-Based Curriculum in Kenya, guided by a critical method of inquiry. It seeks to critically analyse the insufficiency of the Competency-Based Curriculum objectives and thereafter suggest some recommendations which would enhance the achievement of the Competency-Based Curriculum objectives.

1.4 Objectives of the Study

1. To critique the concept of promotion of development skills.
2. To analyse the object of promoting knowledge.
3. To critique the application of competencies.

1.5 Research Questions

This research project undertakes to answer the following questions:-

1. How will the Competency-Based Curriculum promote development skills in the learner?
2. How will the Competency-Based Curriculum promote knowledge in the learner?
3. What challenges are encountered in the application of competencies in the Competency-Based Curriculum in Kenya?

1.6 Significance of the Study

Any curriculum is based on certain educational objectives. Various educational objectives are underlying the Competency-Based Curriculum (CBC) in Kenya. This study intends to critically analyse the achievement of the Competency-Based Curriculum objectives in Kenya. This study

intends hopefully to encourage further research in the Competency-Based Curriculum education system in Kenya. By suggesting recommendations, this study provides apparent ways to enhance the achievement of the competency-based education program objectives.

1.7 Limitations of the Study

The Competency-Based Curriculum (CBC) is the latest system of pedagogy that is contemporarily being implemented in Kenya; however, it remains alien in regard to many educators, researchers, and other stakeholders. This implies that educators and researchers are starting to assess its success based on the set goals and vision. This means that the research done on the Competency-Based Curriculum is limited in terms of the availability of data. Most of the researchers who have attempted to examine the Competency-Based Curriculum have not dwelt much on the objectives of this educational programme, but on other areas like the strengths and weaknesses of this core curriculum. Since competency-based learning is in its early stages as far as implementation is concerned, not much has been investigated concerning the achievement of the competency-based education aims. Due to this factor, there is a shortfall in the literature related to this study. This study attempts to examine the insufficiency of the objectives that guide the Competency-Based Curriculum together with an acute limitation of reference materials related to this research topic.

1.8 Delimitations of the Study

This proposed investigation employs philosophical methods to examine the Competency-Based Curriculum to critically analyse its objectives. Philosophical research methods aim at interpreting the meaning and quality of different educational concepts and the relevance of different categories of pedagogical operations. These methods are meant to identify appropriate principles and criterion for educational practices through the assessment of educational concepts. This

study used analytical and critical philosophical methods to address what is inadequate in the attainment of the Competency-Based Curriculum objectives. This study employed an analytical method which deals with breaking issues into parts to arrive at a clear understanding. An analytical method has been used to break down the targets of the Competency-Based Curriculum and thereafter understand the attainable level of the objectives. An analytical method has been used to clarify and justify the shortcomings in achieving the Competency-Based Curriculum objectives. The critical analysis approach values transparency and welcomes opportunities for alternative paradigms to be considered (Pryce & Julia, 2014). Similarly, this research manipulated a critical analysis strategy to unveil affective limitations regarding the achievement of the Competency-Based learning objectives, then afterwards use the stated results of the research, in some way, to advocate for the improvement of the examined topic of research. This approach will assist in achieving the objectives of this research project.

1.9 Theoretical Framework of the Study

A theoretical framework is meant to serve as a guide that directs research. It is a structure derived from an existing theory in a field of research that is related to and reflects the assumption of research. It is a plan that is adapted by the researcher to establish a research study. It serves as the basis upon which research is established (Adom & Hussein, 2018). Theories are developed by researchers to explain an experience, make suggestions, and make anticipations of the experience. In the conceptual structure, a researcher tries to explain the phenomenal role of theories in supporting research and how it is reliable in valid ideas. The theoretical scheme involves analysing, comparing as well as selecting the most applicable theory. It gives the researcher a research direction. The philosophical theory used in this study is the pragmatic theory (Vinz, 2015).

Pragmatic is an epistemological theory of truth and according to Chin (2020), a pragmatic theory is identified in terms of usefulness and acceptance. On his view, whatever is constructive or beneficial to a human being, is precise. This approach emanates from early pragmatic philosophers to evaluate the concept of outcomes, not procedure; pragmatism is most concerned with practical consequences, not theoretical ones. The root of the word pragmatism is a Greek word *pragma* meaning action. Thus, truth is the affirmation of a suggestion or the successful working of an idea. Basically, truth is what works (Thayer, 2021). Pragmatism is a philosophical movement that claims that an ideology is true if it works and that unpractical ideas are to be rejected. While implementing our ideas with a predetermined purpose, we base our undertakings on those ideas to determine whether or not the purpose can be achieved through them. During this process, we encounter repercussions, which are of varying desirability. Pragmatists believe we ought to select the ideas, activities and consequences with the most appealing outcomes.

The use of pragmatic theory is relevant to this study because pragmatism inspires us to explore the components and do the things that function best to acquire attractive results. This academic work attempts to examine the learning processes in virtual of Competency-Based Curriculum to find out whether the Competency-Based Curriculum objectives are practical to attain appealing outcomes for the learner. According to Lynch (2021), pragmatism focuses on progressive problem-solving techniques. As our world is continually dynamic, likewise our decisions on the manner we ought to act. They believe authentic situations inspire problem-solving capability from a practical perspective. Hence, students are obliged to be prepared for the future at the same time be taught an effective approach to suggest possible solutions to problems considering the possible consequences.

Pragmatism contemplates the learner as a developing biological and social being, prepared to conform to environmental requirements (Lamichhane, 2018). The intention of education ought to enlighten the learner to become a productive member of the community. Education must also enhance the development of competencies in the learner. Hence, the course of study has to incorporate those learning areas and experiences which apply to the learner's interests and demands. A pragmatic teacher has to motivate the learner through active interaction with the learning scenario. This will enhance the development and application of competencies to enable the learner to prepare for better future life. These are some of the proposed objectives in the Competency-Based Curriculum and this study seeks to examine their achievement.

Teachers according to Drew (2021), use a vigorous based learning schedule in the classroom and emphasize the content relevant to the learner's life. This implies that everything the student learns must be practical to the student. A student does not bother in learning abstract theoretical ideas that they will never execute in their lives. Making learning relevant and useful will enhance the active engagement of the students and they will be eager to learn. Application of knowledge and skills is the key objective in the Competency-Based Curriculum. Pragmatists are continuously willing to reconsider their minds when creative information or predicaments come about. The thing they are mindful about most is taking enterprises and realization of results. Supposing they examine something out and it is not functional, they will evaluate something different. This has resulted in the pragmatic saying: "truth is formed by its results" (Drew, 2021). The pragmatic theory will help to interpret the accomplishment of the rationales of the Competency-Based Curriculum and their relevance to the lives of students. The findings will assist the educators to understand the shortcomings concerning the achievement of the competency-based education objectives and hence design ways to ensure that the Competency-

Based Curriculum objectives are achieved, to make the Competency-Based Curriculum relevant and useful to the students in school and after school. A functional instructor will constantly be focussing on motivating students to get dedicated. The learners will attain the concept then engage the remaining period of the learning session implementing the concept in realistic circumstances. The pragmatic theory will help to analyse whether the teacher in the Competency-Based Curriculum can use pedagogical techniques that will reinforce the application of the learnt competencies by the learners.

This pragmatic theory assisted in examining the objectives of Competency-Based Curriculum and their application to find out whether they are capable of assisting learners to solve day-to-day problems. The pragmatic approach helped to examine and judge whether the application of competencies in Competency-Based Curriculum is practical and also recommend the way forward.

The pragmatic theory states that reality can be known only through its practical consequences and therefore, whatever is of utility or that which is valuable must be functional or beneficial (Drew,2021). In this study, pragmatic theory served as a tool to assess the functionality of the objectives of Competence-Based Curriculum in terms of their functionality, and consequently help to convincingly interpret results and make a broader generalization from the findings.

1.10 Methodology

There is a considerable overlapping among the methods used in philosophy and several of them may be simultaneously applied to a single study. Researchers combine several approaches in particular research, to give a richer as well as more reliable apprehending of a phenomenon (Cohen, 2018). The philosophical methods of research used in this study are analytical and

critical. The use of analytical and critical methods will increase the usefulness and credibility of the results found in this study.

(i). Analytical Method

The term analysis is derived from the Greek word *analyein*, whose literal meaning is to ‘release’, set free, unfasten while the additional definition is breaking up (Fouch and Schrink, 2014). The object of analytical function is to reveal the attributes of something by disintegrating the matter under discussion into its constituent parts. Philosophical analysis is an important approach in examining the issues in philosophy of education and analysing issues daunting educational practice. Conceptual analysis is used by philosophers to dissever crucial concepts to enhance understanding. The analytical method examines concepts and strategies that deal with the formulation of policies and the elaboration of teaching-learning strategies. The philosophical analysts are fascinated in enhancing the educator’s ideas about education and how these concepts are applied. The incredible analytic method has been characterized by the goal of clarity and the demand that any view expressed be exposed to the rigours of critical evaluation (Beaney, 2013). Hence, to solve philosophical problems, one need only to analyse concepts as they are found embedded in a phenomenon.

(ii). Critical Method

A critical approach to something involves examining and judging it carefully (Collins, 2021). In philosophy, the ability to think critically is equivalent to the capacity of making an apt judgment, whether or not the various proposition, assert or hypothesis is acceptable and reasonable. Critical analysis dismisses a researcher from accepting assertive premises or opinions. The critical analysis adopts claims which are advocated for by understandable arguments and judgement. Hence, critical analysis involves breaking down an idea and subjecting it to critical thinking to

test its validity (Nordquist, 2020). The critical method evaluates subjects, values, facts, principles, conventions, and assumptions which are taken for granted, to severe questioning. The critical analysis intends to reveal and challenge assumed power principles and to offer complementary perception towards knowledge (Allen, 2017).

Amongst the major fundamentals of philosophical pursuits is criticism. Philosophers critique by examining suggestions to establish whether they are meaningful, irrelevant, indefinite, uncertain or deceptive. They also examine assertions to understand whether they are valid or invalid. Philosophers assess justification and arguments to perceive how powerful they are (Sirswal, 2014). Philosophers also critique theories by suggesting substitutes to them. This obligation of philosophy is important because of the weaknesses of our proficiency (Sirswal, 2014).

According to Rowe (2018), being critical is an ambitious and self-correcting capability to have a different view about an obstacle, to apprehend the shortcomings of others' past realistic reasoning about this matter. In nature, critical analysis is about self-examination. The significance of critical thinking is to enable a learner to pursue and meet the requirements in the place of work and adapt to the industrial standards and expectations.

(iii). Relevance of Analytical and Critical Methods in this Study

An analytical method is used to analyse crucial concepts to understand them. The concepts and issues examined by analytic philosophers are related directly to educational policies. In taking an analytical approach to this study, the first concern is to establish the meaning and nature of the aims of the Competency-Based Curriculum. Similarly, this study is mandated towards examining expressive justification of the objectives that are perceived to guide the structure and implementation of the Competency-Based Curriculum (Avella & Kebritchi, 2016).

Critical analysis of ideologies will strive to expound and provide observation perspectives on which progression ought to have ensued in the analysis and evaluation. A critical investigation will assist in providing alternatives towards the shortcoming of the achievement appertaining to Competency-Based Curriculum targets. In teaching and learning in Kenyan schools, critical analysis will be useful in the assessment of the relevance of the Competency-Based Curriculum objectives in the lives of the learners as well as society at large (Gyawali, 2020).

1.11 Review of Related Literature

1.11.1 Philosophy and Promotion of Development Skills

Philosophy is construed identically with the notion of progress. It is designed at proposing solutions for human prosperity and understanding reality. Philosophy is a critical perspective and deliberation towards the hindrances of the human way of living. As philosophers, our concern is to have an outlook of the society, to understand where we are, what we have attained and what to accomplish, and from there make conclusions about the future (Chinweuba, 2017). Development is a mechanism that formulates progress and positive change. The intention of development is a rise in the standard and excellence of the individual. Development is evident and fruitful, not necessarily immediately, and includes an aspect of quality transformation and the establishment of conditions for the permanence of that change (Israel, 2018). Curriculum standards are continuously changing, making it difficult for educators to sustain those trends and best practices in the field of education (Queens, 2021). In the Competency-Based Curriculum, teachers were not associated with the establishment of the curriculum objectives to understand the reality concerning promoting development skills in their learners. The teachers, therefore, are not able to change their teaching styles to accommodate the demands of their students. This leads to

failure in the attainment of the promotion of development skills in the Competency-Based Curriculum.

Philosophy aids us to elevate our ability to solve problems, our communication skills and many other development fundamentals. Employers require an employee who can think logically, find exemplary solutions to obstacles and converse with others. A competency-Based Curriculum is emphasizing on developing skills in learners for future careers. The procedures of developing skills in the specific learning areas lack the concept of logic. Learners will not have the aptitude to think reasonably, the capability to examine and solve problems as well as the ability to assess preferred solutions. Learners may not develop skills in critically evaluating ideas and argument (Madison, 2021).

1.11.2 An Analysis of Promotion of Knowledge

The concept of knowledge refers to acquaintance, insight or understanding of something. The term knowledge can refer to a conceptual or functional understanding of a substance. Knowledge hence is concerned with knowing that such-and-such is the case and also knowing the approach to do a various variety of activities (Bolisani, 2018). Knowledge is the principal essence of the field of epistemology, which explores our intelligence, the manner to acquire intelligence and what it means to apprehend something.

In the overall planning of a curriculum, purpose and outcomes are clarified. The learning materials are therefore developed to clarify what learners need to learn. This enables the learners to know exactly what knowledge, skills and values they are expected to acquire and strengthen. This will also guide the teacher to select appropriate learning resources, appropriate learning activities and pinpoint the most appropriate content (OER, 2021). The achievement of the

promotion of knowledge objective appears vague because the teachers were not given a chance to contribute to the planning of the Competency-Based Curriculum, and suggest the most appropriate content and learning activities to promote knowledge in the learners. The educators should outline what kinds of knowledge ought to be passed on to students. Educators ought to transfer accurate instructions and also nurture skills and talents of various categories (Lattanzio, 2017). The Competency-Based Curriculum is concerned with imparting knowledge to the learner in the fields of their choice. To coach a specific area appropriately, a teacher must be vigilant of the components of that area and be able to make them precise in ways that are available to learners. The challenge that is facing the promotion of knowledge in the Competency-Based Curriculum is that teachers do not have adequate knowledge of learning area content, for instance in physical education and creative arts. This means that the teacher cannot impart the relevant knowledge to the learner to enable the students to excel in their choice of field. The teacher hence lacks an understanding of prevailing pedagogical principles and approaches to promote intelligence in specific learning areas (Ukdiss, 2021).

1.11.3 A Critique of Application of Competencies

The purpose of education is to produce knowledgeable citizens or to produce well developed, sensitive, intellectually equipped and useful people. Education is aimed at providing a particular person with suitable skills and knowledge so that they can be converted to be a self-reliant, adjustable and self-actualised person (Flavia, 2012). To achieve these worthwhile ends, the learners need to apply the competencies they learnt in their day-to-day lives. Competency-based learning pursues to depart from the habitually scheduled classroom design. The core curriculum commences by identifying definite competencies and facilitates the learner to advance mastery of each competency at their speed. Whenever learners display that they already have mastery of a

particular competency, they are approved to progress to the subsequent level of competency. Students endeavour at their speed to exhibit mastery in the competencies essential for their preferred area of study (Gruber, 2018).

Competencies ascertain the evident behaviours that effective achievers demonstrate in the profession. The particular behaviours are the achievement of varied expertise, skills and intelligence a personnel may own (Beckett, 2018). In the Competency-Based Curriculum, the emphasis of the core competencies to be achieved by the learner is key, but there is no clear indicator of how to judge the achievement of the competency. The teacher may use learning strategies to ensure the learner acquire the competencies but with no assurance that the learner can apply the competencies in a real-life situation. For instance, the learners collaborate well with classmates but this is not a guaranteed indicator that the learner can confidently apply it in the outside world (Melvin, 2018). Thus, the recommended competencies hoped to be acquired by the learners are vague as well as uncertain, making it complicated to embrace as well as acting on them adequately.

1.12 Definition of Operational Terms

Analytical: examining things in details, to discover more about them.

Critical: examining and judging something carefully.

Competency: the character of being adequately or well qualified and intellectual, especially possession of the skill and knowledge necessary to perform a chore.

Curriculum: a collaborative process of instruction and learning with specific goals, content, strategies, measurement, and resources.

Competency-Based Curriculum: is a course of study that emphasizes the essential outcomes of a learning process, that is, knowledge skills and attitudes that are applicable by learners instead of generally focusing on what they are expected to know.

Development skills: the capability attained through deliberate, systematic, and constant effort to easily and adaptively undertake complicated activities involving ideas, things and people.

Knowledge: comprehension about an issue that a person acquires by expertise.

Pragmatic: practical, especially when making decisions.

1.13 Organization of the Study

This research comprises six chapters. The foremost chapter is a preface to the study and consists of the background of the study, statement of the problem, purpose and objectives of the study, justification of the study, and theoretical framework of the study.

Chapter Two of this research is about research methodology. In this study, philosophical methods of analytical and critical functions have been used.

In Chapter Three, this study draws attention to the first objective of the Competency-Based Curriculum which is about the promotion of development skills. In the chapter, the study tries to analyse how the promotion of development skills is realized through the teaching, learning and training platform provided as the basis of the Competency-Based Curriculum.

In Chapter Four, the study will embark on analysing the second objective of the Competency-Based Curriculum, that is, the promotion of knowledge. In this circumstance, the magnificent focus will emphasize establishing what is fundamental in this new system of education as opposed to the previous one.

In Chapter Five, this study will initiate a critical evaluation of the third objective of the Competency-Based Curriculum which is about an application of competencies. The study will venture into divulging how the competencies will be acquired and applied.

Finally, Chapter Six will consist of the conclusion and recommendations of the research.

CHAPTER TWO

RESEARCH METHODOLOGY

2.1 Overview

This chapter intends to outline as well as expound on the technique that was manipulated while administering the contemporary research. It is exhibited by an overview of important aspects of the study, including the research design, and philosophical approach employed to acquire feedback to the research questions and objectives. In this case, the philosophical research methodology employed in this study is envisaged to enable the researcher to condense the problem of research (Angadi, 2019). In particular, analytical and critical methods of philosophy were used.

In a similar vein, this study embarked on a rigorous appraisal of the extant literature on the analysis of the objectives of the Competency-Based Curriculum and divulged that there are inadequate resources laying critique on the posed objectives. Similarly, there has been limited consideration given by qualitative researchers to the issue regarding the analysis of the objectives of the Competency-Based Curriculum and scholars have relied on phenomenological research methodologies (Koopman, 2016). A leading researcher in the analysis of the objectives of Competency-Based Curriculum, Guijosa (2018) contemplates that, the importance of studying objectives through the lens of ideology captures crucial perception and clarifies the foci of this study and consequently obtain a greater fulfilled perspective of the matter.

2.2 Research Design

In this study, qualitative research inquiry is used because it facilitates an in-depth and detailed inquiry. The implication is that qualitative research elaborates facts about occurrences such as

emotions, perceptions, experiences, observations, deliberation mechanisms, and affections that are challenging to extract (Haradhan, 2018).

This design was necessary because it comprises an adaptable set of directions that bring together diverse paradigms to the technique of inquiry and procedure of research. Qualitative research upholds a human-centred approach devised to understand human behaviour where perceptions are brought into account (Bhandari, 2020). This design remained the most potential since it is not confined by pre-set levels, but by a method that enables extent, honesty, and particulars in the qualitative inquiry. Thus, subjective research, in general, emphasizes the socially fabricated nature of reality, the affectionate association between the researcher and what is studied, and the conditional limitations that model research (Bhandari, 2020).

These methods used in qualitative research do not segregate happenings from their context and accordingly, descriptions are permitted to arise. In this case, the researcher's perspective is controlled by the ontological, epistemological and methodological choices regarding the effective analysis of the objectives of the Competency-Based Curriculum (Aliyu & Adamu, 2015). The implication is that the ontological perspective draws attention to the ultimate nature of the analysis of the objectives of the Competency-Based Curriculum. This means that this analysis of the objectives of the Competency-Based Curriculum comprises a hard and concrete existence. Consequently, the qualitative design gathers detailed information employing approaches where the relation between the knower and the known are brought to the fore (Mwinzi, 2017). Similarly, a research paradigm is also reflective of what the researcher desire to investigate.

In a research paradigm, the ontology, epistemology and methodology of the researcher should be congruent to explicate the central tenets of the topic of research. In this case, the focus of this research is a reflective analysis of the objectives of the Competency-Based Curriculum. Thus, a research paradigm may be viewed as the fundamental set of networks that guide action in correspondence with critiquing the goals of the Competency-Based Curriculum and is equally required to draw out pertinent thinking about the topic to make sense of the complexities of the study about analysis of the objectives of the Competency-Based Curriculum. It is glaring that existential experiences and viewpoints are either overlooked or distorted and thus, this study aims at divulging the blatant inconsistencies reflected in the objectives used to guide the Competency-Based Curriculum (Aliyu & Singhry, 2015).

In this qualitative study, the research draws attention to operations and interpretation that are not carefully explored or calculated in terms of quantity, amount, intensity or frequency, but by reason based on rational abstraction. Thus, the researcher is not limited by predetermined categories notable in quantitative methods and regulated course but by a mechanism that allows for comprehensive, openness and facts in the inquiry (Fournier, 2020). Indeed, a qualitative research methodology promotes the study of issues exhaustively and in detail with significant involvement of the principal contributors during the research procedure. The uttermost purpose of the present research was to initiate an analysis of the objectives of the Competency-Based Curriculum. Hence, the interpretive, qualitative design was preferred for this research since it was the most appropriate means to ascertain the explanation emanating from analysis and critique of the objectives of the Competency-Based Curriculum (NESA, 2020).

2.3 Philosophical Methods

Philosophical methods are the strategies used to determine the inherent meanings of ideas, concepts, perceptions, and perspectives to clarify and explicate integral connotations and notions. A philosophical method is concerned with the reflection and clarification of assumptions. Philosophical examination facilitates in comprehending the area assumption entirely and expand clarity. Philosophical research is designed to probe into the substitutes, their significance, social appropriateness in the entire framework and apprehending of human development (Angadi, 2019).

Generally, the research aims at finding the solution to certain problems. Research as an activity is any systematic investigation to establish novel facts. Philosophers judge the practical value of concepts, and in that critical interpretive mode, they build new and better conceptual understanding in investigating real educational problems (Pring, 2015). Philosophy as the mother of all fields of study has provision for research. The characteristic feature of philosophy is the existence of different methods in it. In this study, analytical and critical methods have been used (Angadi, 2019).

2.3.1 Analytical Method

In philosophy, the analytical method is a systematic and logical breakdown of concepts, ideas, processes, activities, perspectives, perceptions, etc. and it is defined by thorough argumentation, attention to connotation, utilization of exemplary logic and clarity of meaning above all other criteria (Stanford, 2021). Analytic method conceives of its task as that of scrutiny: elucidating educational concepts, resources for teaching, ability, and trait, quality of what is taught, clarification, and criticism of designs employed in envisaging about education, analysis together with evaluation of arguments and methods (Mahenshwari, 2012). In this case, the analytic

method raises questions such as: whether existence is an attribute, the meaning of concepts, the investigation of absolute descriptions, the discussions based on concerns, as well as evaluating concerns of persistence and change. This philosophical method developed as an evaluative basis to explicate integral meanings (Breunig, 2021). Therefore, the analytical method has been used in this research as an apt means of identifying where ambiguities and discrepancies are embedded and generating a backdrop of resolving the issues of the objectives of competency-based education in Kenya.

It remains blatant that many researchers use the analytic method to scrutinize and initiate either conceptual analysis or an analysis of ordinary language. This introduces an orientation to the abstract chore of spelling out a set of sensible conditions that educational goals and practices ought to fulfil while leaving it up to other social reflective processes to work out what they could be in distinct terms (Writer, 2020). In this perception, the analytic method attracts the facet of reasonable and conceptual etiquettes of insightful thinking. This is the focus undertaken by this study as it tries to identify using logical reasoning the fallacies transcribed in the analysis of the objectives of Competency-Based Curriculum in Kenya to make validity claims which justifies a necessity for a process of deliberation.

Analysis that relates to ideas, or concepts, or propositions is ordained as conceptual analysis. It consists primarily in separating or interpreting ideals into their component parts, to attain intelligence or a better understanding of a particular philosophical issue in which the concept is associated (Angadi, 2019). Analytic philosophy is founded on the idea that philosophical hindrances can be overcome through an examination of their terms, as well as pure systematic logic. Many common philosophical obstacles are rejected because their terms are too vague, while those that remain are subjected to accurate logical investigation. The benefit of using the

analytic method is that, once you comprehend a specific concept, its arguments should be evident and absolute. Conceptual analysis is used in this study to understand the Competency-Based Curriculum objectives along with the extent of their achievement. The use of the analytic method in this study is important because we first understand the concepts involved like competency, knowledge and development skills. After understanding them, it becomes easy to link the arguments on how they are applied in the Competency-Based Curriculum in Kenya (Boorse, 2011).

The implication is that, in this study of the philosophy of education, the analytic method plays a central role in instigating inquiries and thinking about an overlooked problem notable in objectives used in guiding the Competency-Based Curriculum. This implies that this study is not meant to propound objective suggestions, either genuine or prescriptive, about pedagogy, but instead to reveal logical inconsistencies in the objectives used in the Competency-Based Curriculum in Kenya. Several philosophical inquiries related to the pedagogical systems need to be dealt with through analytical exercises. By the virtual analytical method, definite ideas are affected through activities carried out in an educational context and appropriate norms are proposed from time to time for educational routine.

In addition, the analytic method of philosophy is used in this study as a definite technique to explicate the ambivalence aspects diminishing credibility and inserting contradictions as reflected in the aims of the Competency-Based Curriculum in Kenya. In the current trends of the Competency-Based course of study, ambivalence aspects explain why there are discordant directions that justify the necessity of this study. Hence, the analytic method serves as an indisputable philosophical core used in this research to appeal to clarity and logical abstraction upon the irrelevance exposed in the analysis of the objectives of the Competency-Based

Curriculum to enhance philosophical depth, accuracy, and to try to clarify the rationale and relational procedures.

2.3.2 Critical Method

Critical method designates a rational technique and a research methodology that focuses on interrelated issues. As a complement to the analytic method, this study utilized the critical method. The practice of critical thinking disintegrates into two concentrations, each with distinctive approaches and a theoretic basis. The initial part related to the critical method is the application of logical investigation that is meant to draw out justification for certain assertions (Maroun, 2012). The result of this part is not quite so obvious. The hindrances and possibilities for which knowledge is required intensify in varied and unpredictable ways-in part as a consequence of the many aimless impression of knowledge put into practice, and in part because of the rising level of expectation that results from information growth and dissemination. This facet of critical function has been used in this study to question the nature and structure of ambiguities as identified in the analysis of the objectives of the Competency-Based Curriculum leading to pedagogical strategies and supporting thoughtfulness (Almahameed, 2020). Thus, this enterprise needs critical thinking, because it is by critiquing the principal structures based on the objectives used to guide the Competency-Based Curriculum that this study can propose alterations and adaptation of the identified mistakes (Alban, 2021).

Further, in this study, the researcher used the critical method as open-ended thinking and reasoning to satisfy the constraints enumerated after the analytic method. In this case, the critical method breaks down the subsections of the targets of the Competency-Based Curriculum that remain marred with error. The critical method is designed to provide a justificatory framework whose relevance to study is envisioned towards the revision of the objectives guided by

acceptable principles, expertise, context-sensitivity, progression of change to enhance self-correction end elucidated by the philosophy of education (Tech-Based, 2019).

The critical method aims to attempt to preserve an objective scenario. When an individual thinks critically, he/she scrutinize all aspects of an argument and evaluate its strengths and weaknesses. So, critical thinking involves: seeking all sides of an argument enthusiastically, inspect the reliability of the claims brought about, as well as evaluating the dependability of the evidence used to support the claims (Allen, 2017). This method is used in this research to test the strength of the Competency-Based Curriculum objectives. Critical analysis will assist in examining the Competency-Based Curriculum objectives, evaluate them, and make decisions about their merit.

In addition to identifying the gaps in the objectives of the Competency-Based Curriculum, it remains equally necessary to elaborate on probable causes of such errors. This likewise demands critical judgement, because it necessitates an interaction that is influenced by rational potentialities. This is necessary to enhance the interconnectedness of systems of fact and method to synthesize potential insistences. Moreover, this too obligates the necessity of critical thinking to synthesize alternative perspectives, evaluate and prioritize estimated purposes (Vanderpool, 2017).

In this context, attention is directed to critical thinking making more emphasis on the standard that requires a model more deeply grounded in the critique of the objectives of the Competency-Based Curriculum. It comprises a deeper critical overlook at existing practices in the actual teaching and learning situation in Kenya (Vanderpool, 2017). In this case, a prescriptive power of educational reform through critical thinking ought to be made clear in its application to the aims of the Competency-Based Curriculum. In this view, critical analysis will serve as a strategy

to conceptualize the errors of the objectives of the competency-based educational programme. Hence, if there remain some discrepancies or some kind of theoretic weakness of prevailing conception, then critical thinking was necessary to expose it (Mwinzi, 2012).

The critical method is explanatory, practical and normative. In other words, it addresses what is dissatisfactory with current social reality, identifies the agents to change it, contributes clear standards for criticism, and identify functional outcomes for social modification (Pryce & Spencer, 2014). The astounding critical method is ideal for this study because it addresses the limitations in the current education system in Kenya, and it identifies ways and actors to change or improve it, to transform society in the 21st century.

CHAPTER THREE

PHILOSOPHY AND PROMOTION OF DEVELOPMENT SKILLS

3.1 Introduction

Teaching and learning is a course in philosophy that will never be concluded. Philosophies are continually altered to get what is successful for the teacher together with the students on a collective level. An operational philosophy is never entirely established. We are constantly mobile towards hopefully, a more achieved and more appropriate functional philosophy. One of the most distinctive characteristics of the Competency-Based Curriculum is the emphasis based on the recognition and expression of educational purpose, an emphasis reflected in the ‘competency’ within the title of the investigation topic. The main aim of the Competency-Based Curriculum is to develop learner’s skills. This chapter examines the philosophy and how it is applied in developing skills in learners.

3.2 Philosophy and Education

The link between philosophy and education finds its basis in the academic discipline of philosophy of pedagogy. Being an academic discipline, the philosophy of pedagogy comprises both a process and an activity of evaluating issues facing education using philosophical methods, approaches, functions, perspectives etc. Therefore, philosophy is used to examine questions concerning the beliefs about the purpose of learning content, strategies of instruction, whom to teach, and the essence of learning. It is a set of principles that guides professional achievement through the incidences and controversies educators encounter daily. Teachers may determine how to vary their approach of teaching and learning depending on the specific learning requirements and techniques of an individual learner. Therefore, the educator becomes a philosopher of education when consideration and application of principles occur in the classroom

process (Abdelkader, 2014). Teachers should be allowed to understand the nature of the Competency-Based Curriculum and decide on how to teach the learners.

Philosophy of education aims at an analysis of the definition and nature of distinctive pedagogical ideals and the significance of contrasting categories of educational training. An educational philosophy is a personal statement of an educator's directing principles about education-corresponding matters (Lewis, 2019). Philosophy assists instructors to reflect on crucial concerns and notions in education. Academic philosophy is a belief about purpose, content, as well as techniques to instruction. In the Competency-Based Curriculum, educators were not involved in the contribution on the methods to administer the competency-based core curriculum and achieve its objectives. Hence the importance of philosophy was overlooked since teachers did not get the chance to reflect on the new curriculum before its implementation.

Philosophy of pedagogy is a reflective expression of the nature, purpose and obstacles of pedagogy (Sigel, 2021). Concepts about education are expressed thoughtfully and are articulated through educational undertakings. There is a direct influence of philosophy on education from the viewpoint of identifying aims of instruction, relevant learning contents, applicable instruction strategies, along assessment activities. An investigator in the realm of philosophy of education intends to undertake an exploration of the meaning and nature of various categories of educational operations. The scholar identifies suitable standards for pedagogical practices, through cross-examination of hypothesis reviewed by various philosophers in the sector of education. In tackling these many concerns and hindrances, the academic philosopher seeks abstract transparency, argumentative rigour, and informed perception (Frankena, 2021).

According to Swarnkar (2016), philosophy gives a trend towards education by certain regulations. Through the philosophy of pedagogy, the educators and parents collaborate their efforts towards attaining a target and without the philosophy of education, their efforts become useless or not fruitful. Philosophy seeks to establish reasonable explanation within the whole discipline of thought. The goals of education are governed by the purpose of life or philosophy of life. Philosophy articulates the consequences of life, and education offers proposals on strategies for achieving these results. The intention of education transforms with the adjusting philosophy of life. Philosophy ascertains the goal of education while the course of study ascertains techniques of achieving these outcomes. The curriculum is the medium to achieve the targets of instruction. The course of study is to be prescribed by the educational goals which are equally defined by philosophy. The textbooks constitute part of the curriculum (Swarnkar, 2017). The adoption of suitable reference materials is, therefore closely related to philosophy. Philosophy is reflected in the content material of textbooks. The approach of instruction is a process or art used by an educator in transferring knowledge to the learners, to realize the goals of education (Swarnkar, 2016). The outcomes of pedagogy are subject to the philosophy of life. Thus, there is a crucial relationship between philosophy and the approaches of educating. Every philosopher formulates his strategies of teaching, depending on his philosophy. Hence, education is the advancement of a particular person according to his desires and demands of the community, while the philosophy of education establishes an absolute set of academic goals. Hence, philosophy has greatly manipulated pedagogy which is a beneficial undertaking in life.

Pedagogy and philosophy, the two fields which are very closely interconnected and in some areas, they overlap one another. It is quite regularly said that philosophy and education are two sides of the same coin. Education is the progressive of philosophy. It is the vital feature as well

as the practical agency of achieving the ideals of life (Hemant, 2019). Education indeed acts as a stimulus for an improved life. Philosophy provides the purpose or the intention, and it is the education that makes it functional. Philosophy shows the direction while education moves on in that direction. Thus, philosophy is concerned with the outcomes and pedagogy is concerned with the medium of instruction. Philosophy grants the teachers a sense of experience. Philosophy formulates the method, while education formulates its process. Education without philosophy is uncritical, and philosophy without education is inaccurate (Alex, 2017). Hence, instruction and philosophy cannot be separated. Teachers were not involved in formulating the aims and objectives, methods of teaching and development of the best content to be put in the textbooks of the Competency-Based Curriculum. This leads to failure in the achievement of the Competency-Based Curriculum objectives.

The interdependence of philosophy and education emanates from the fact that the remarkable philosophers have been impressive educators and their philosophy is reflected deliberated in the academic programmes. Philosophy is concerned with the aims and essentials of an appealing life while pedagogy provides the channel to obtain these aims of an excellent life (Saragih, 2012). Education and philosophy are inseparable because the results of education are the intentions of philosophy. In the Competency-Based Curriculum, the aim is to provide ways of achieving a good life. For instance, the idea of developing the individual learner's potential in preparation for employment, hence good life. Philosophers judge the practical value of those ideas, and in that interpretive mode, build a new and better understanding. Teachers were not allowed to interpret the objectives of the Competency-Based Curriculum and get a better understanding of the objectives to implement the Competency-Based Curriculum successfully (Akala, 2021).

3.3 Philosophy and Development

Human development means the establishment of people's capabilities, that is, the extensive variety of activities people can perform and succeed in life. It initiates an opportunity for the aspiration for different professions in life. It escalates human capabilities towards embracing diverse realms of endeavour (Ekei, 2017). Education is expected to grant learners enough dispositions and skills to earn their living, to promote themselves and their community. Education adequately nurtures the individual's mind and open boundaries for a creative and inspired enthusiasm that leads to human development.

Philosophy umbrellas all the disciplines of human manifestation including the matter of human development. Philosophy undertakes a more meaningful function in the search for human development through the moulding of people's intellect. Particularly, philosophy facilitates the development of a healthy mind. Philosophy facilitates the development of creativity as well as an inventive potentiality in human being (Ekei, 2017). The human mind controls and promotes the activities of humanity entirely. Philosophy, therefore, maintains that the human mind is basically what makes a particular person what he or she is. It is within the development relating to the human mind that philosophy establishes its fundamental purpose to human advancement. An inherent ingredient that constitutes human development, subjective education that nurtures the human mind to its climax, covers the principal consideration. Quality education is the impact of well-planned and well-executed comprehensive tutoring by well selected, intelligent, and morally responsible teachers. Human development is realized through quality education (Ekei, 2017). The attainment of the development objective in the Competency-Based Curriculum fails because teachers are not well trained and not well executed so that they can be fully responsible for the achievement of the Competency-Based Curriculum objectives (Queens, 2021).

Philosophy is relevant in the lives of everyone. It aids us to solve our hindrances and make improved decisions by expanding our critical thinking (Saidah, 2017). A specific learner has to develop completely by pursuing assistance and direction. This includes the progression of personality, character, leadership, maturity, and intelligence. An activity-oriented course of study should be enhanced with varied learning activities, instruction methods, provision for guidance and counselling, discipline and proper projection to ensure that students are learning, consequently, to contribute to independent development. The Competency-Based Curriculum aims at the holistic development of the individual learner to solve day-to-day problems and to make wise decisions. Since philosophy deals with the attributes, aims of education, together with the educational problems, it is not clear philosophically how these learners will develop. This is because teachers as the facilitators, according to philosophy, should be able to guide learners, provide necessary facilities and teaching methods to ensure the development of the learners. The teachers were not involved during the creation of the competency-based core curriculum and this transpires in shortcomings in the achievement of the desired Competency-Based Curriculum objectives such as learner development (Akala, 2021).

Webb, (2014), argues that philosophy plays an important function in the establishment and formation of the perspective of a person. Philosophy is the chief activity of the adjustment of a person in the field of character and society. Everyone subsequently, in their day-to-day life is experiencing the need to choose and thereby exercises freedom to choose. Philosophy is planned to facilitate that person to make the appropriate choice. Philosophy creates a theory to solve life problems. A philosophically minded person envisages the principal tendency of the advancement of the world and knowledge. The person can also connect his/her life with these trends and understand his/her state in this development. Philosophy function as the viewpoint of people, as

it largely identifies their behaviour and techniques to decision making in a particular problem. Philosophy determines and establishes the meaning of human actions and behaviour, and forms strategic aims. Philosophy should help the personal development of the student and information as a specialist (Webb & Kuntuova, 2014). The Competency-Based Curriculum advocates for specialization in subject areas. The learner has the freedom to choose what to learn depending on the choice of career the learner desires to undertake (Jwan, 2017). The accomplishment of the Competency-Based Curriculum development objective appears insufficient because the teachers were not offered an opportunity to understand the Competency-Based Curriculum objectives so that they can understand their role in developing students in their field of specialization.

3.4 Philosophy and Development Skills

Philosophy governs the apprehension of the nature of human beings who require education as well as understand the position of education in skill advancement. The element of skill development is to point to those purposeful concepts which human desires to explore, establish, apply and manage, and administer secure and ethical routines and procedures of education, to produce contemporary knowledge and utilize this insight to satisfy the individual human being and the community (Isichei, 2013). The educator must possess development competencies which include communication and collaboration, critical thinking together with problem-solving, to have the competence to develop them in students. This is the crucial task of an effective teacher in education. The achievement of the Competency-Based Curriculum skill development objective becomes a problem because teachers are not well trained, hence they have not adequately developed skills which they are expected to impart to their learners.

Hughes (2018) argues that anyone who desires to succeed in a difficult, leading position in any field of work or the broader society, requires a crucial set of skills. Therefore, that person is

required to assess quickly through complex predicaments, put together acceptable arguments for, or contrary to any specified proposal, clarify relevant, or irrelevant information, check the consistency, and reliability of the policy, determine which problems are essential and discover the issues that are still badly understood. The development skills are grounded on careful analysis, sound argument and critical examinations which are the bread and butter of philosophy. No course guides our ability for consistent, as well as systematic thought better than philosophy. Philosophy enhances an individual's problem-solving capabilities. It assists us to analyse concepts, definitions, arguments, and problems. It promotes our ability to arrange ideas and issues to extract what is essential from enormous quantities of information (Hughes, 2018). In the Competency-Based Curriculum, teachers were not involved in the curriculum reform so that they can make contributions to the best content of the Competency-Based Curriculum. This would ensure the development of skills in learners because the educator is well equipped with relevant knowledge and development skills (Marion, 2020).

Philosophy makes one improve skills in verbal and written communication, problem-solving, evident and systematic thinking and analysis, along with convincing argumentation. These are skills that are directly applicable in most professions. Hence, philosophy has practical usefulness and the skills developed can help one get employment (Arizona, 2021). The Competency-Based Curriculum aims at developing skills, for instance, communication, problem-solving, critical-thinking among others, to help learners get employment. The teacher is expected to ensure the development skills are attained by the end of the learning process. Teachers have not been trained how to implement those development skills in learners. Philosophy is acknowledged for providing enlightened training in critical analysis, writing, and problem-solving skills required by most employers in many fields. Philosophy mainly is perceived identically with the opinion

of development (Arizona, 2021). Philosophy helps a teacher to make the right decisions and understand reality. Hence, the skills development objective in the Competency-Based Curriculum is insufficient because the teacher was not given the chance to understand the Competency-Based Curriculum objectives during the development of the curriculum to make the right decisions on how to achieve the objectives (Marion, 2020).

Philosophy advocates for critical thinking. Critical thinking is a domain typical thinking skill. It means that no matter what path or profession you pursue, this skill will be continually beneficial to your success (Lau & Chan, 2021). By practising critical thinking, we are permitting ourselves not only to resolve problems but also to arise with fresh and creative ideas to settle predicaments. We require this skill to self-reflect and support our ways of life and viewpoints. In fact, according to the World Economic Forum, critical thinking is one of the most desirable skills to have in the profession, as it helps analyse information, think outside the box, resolve hindrances with innovative solutions, and program systematically (Islam, 2015). There is no doubt, critical thinkers make the most outstanding choices and increase their quality of life. To enhance critical thinking in learners, teacher's critical thinking ability and creativity in evaluations need to be enhanced through workshops and training. Teachers need to be empowered in teaching strategies that will probe critical thinking in learners. The government of Kenya failed to train teachers adequately and therefore they are not competent in enhancing creative thinking in their learners (Queens, 2021).

Philosophy has continually played a special role in the formation and establishment of the prospect of a person. Philosophy is the principal task of initiation of a person in the world of nature. Every person at some point in their life is facing the desire to choose and thereby exercises his freedom. Philosophy is designed to assist him to make accurate choice (Webb &

Karabayeva, 2014). Philosophy revolved around the world of values and thus invents value theory to resolve problems. Theory of value is a philosophy that gives a magnitude for evaluating phenomena, establishing the order of values and promotes their adjustment in a transforming world (Webb, 2014). In the Competency-Based Curriculum, the teacher needed to be given a chance to choose the relevant skills for the learners to develop since they are the ones to impart the skills. This is because teachers understand the learners better, but this was overlooked, hence the Competency-Based Curriculum objective on development of skills is insufficient.

Philosophy can upgrade personal and professional life by training a particular person the approach to acquire, analyse and exploit knowledge. Most employers adore job applicants whose section of their educational experience includes philosophy as this is evidence of the employees' ability to critically analyse difficult enquiries. Philosophy disseminates skills that are vital in most sectors of the job market, which place the learner in a perfect state to pursue a career of choice (Oluoch, 2015). The skills which are developed in the learner which are related to philosophy are analytical thinking skills, communication skills, critical thinking skills, and many more. These development skills are the key competencies that are expected to be developed in the learners, in the Competency-Based Curriculum. The aim of developing these skills is to prepare the learner to get a job in their career choice, after school. Hence, the development of skills is one of the key Competency-Based Curriculum objectives which seems vague because the teachers who are supposed to ensure the development of these skills in the learners, were not adequately trained on the best teaching methods. Therefore, the teachers are struggling in the classroom with a view of fulfilling the requirements of the Competency-Based Curriculum without guarantee of success (Ukdiss, 2021).

3.5 Analysis, Critique, and Synthesis of Educational Objectives

In the field of education, there are education objectives that provide a direction in guiding the educational curriculum. The goals of a curriculum attempt to disclose what curriculum designers determine as essential outcomes for all the students and the strategies employed to achieve those outcomes (Blodgett, 2014). To achieve the educational objectives, the discovery of instructional strategies that are most suitable to administer the course of study effectively is key. The planners also should give enlightenment to parents and community members associated with curriculum implementation and evaluation. The planners are required to encourage schools and teachers to identify and also acquire human and material resources to facilitate student learning. The achievement of the Competency-Based Curriculum objectives is not certain because parents were not informed about the new curriculum and hence do not understand the objectives and assessment of the Competency-Based Curriculum. Also, educators were not involved in designing the best teaching strategies and resources to enhance the achievement of the Competency-Based Curriculum objectives (Fatuma, 2021).

The objectives of education are the guidelines meant to communicate what the learner should be able to do after successful completion of an educational programme (Thakur, 2019). Objectives of education illustrate the purpose toward which the pedagogical process is focused, that is, the learning that results from instruction. The educational objective is a combination of attainment of knowledge and observable behaviour. In developing educational objectives, a dual procedure of information and perception should be taken into account according to the competencies that develop with the child's advancement. Philosophy gives bearing to education by certain criterion.

Through the philosophy of education, the school administrators, educators and parents coordinate their aspirations towards attaining goals of education, and without philosophy, all over prove ineffective or unproductive (Swarnkar, 2016). In the creation of Competency-Based Curriculum objectives, all the stakeholders were not involved. Teachers together with parents carry out the biggest task during the development of the learner, hence, they needed not be overlooked in the creation of objectives of education. In this regard, philosophy gives a guideline to all aspects of education. There are no clear guidelines on how to ensure that the learner has fully achieved the Competency-Based Curriculum objectives. Parents and teachers have not been informed on the mode of assessment of learners. Hence, they are not able to actively encourage the learners on what is expected from them.

When educators propose objectives of education, they should focus on three areas which are: student's cognition, student's feeling and student's physical skills. Given the curriculum framework and guide, the educators formulate learning objectives. Educators select the content that they desire their learners to understand and the specific activities they are required to undertake. These approaches have advocates, strengths and problems (Amunga, 2020). This calls for philosophers and educators to come together and formulate attainable and measurable educational objectives. The Competency-Based Curriculum failed to include all those stakeholders associated with the formulation of the Competency-Based Curriculum objectives and this may hinder its achievement.

CHAPTER FOUR

AN ANALYSIS OF PROMOTION OF KNOWLEDGE

4.1 Introduction

According to Subhani, “the mind at birth is a blank slate”. It incorporates no knowledge (Subhani, 2011). Knowledge acquisition is the technique of extracting, formatting together with formulating intelligence from a specific source, mainly human experts, to a different person. Knowledge acquisition also involves assimilating and reserving fresh information for retention, the achievement of which is usually determined by how satisfactorily the information can thereafter be remembered. The process of reserving and retrieving knowledge depends greatly on the expression and coordination of the instruction. This chapter seeks to analyse the promotion of knowledge in the Competency-Based Curriculum.

4.2 The Concept of Knowledge

As adopted by educators, the term ‘concept of knowledge’ refers to the instruction transmitted by the teacher to the learner, as well as what the students are expected to grasp in a specific subject or content area. Knowledge is associated with the facts, concepts, theories and principles that are instructed. Knowledge is regarded as a combination of experiences, appropriate instruction along with skilled insight which offers a system for assessing and integrating the latest experiences and information. Intelligence is essential in providing a solution to a particular problem as well as decision making (Haradhan, 2016). Knowledge is an impressive and important portion of life. Intelligence has furnished human beings with excessive potential. Through the medium of knowledge, a human being can rule over extremely influential persons. Knowledge has advocated for human beings and has also brought about the progress of their enlightenment. It accounts for the accomplishment of people. The more knowledgeable a person is, the more

benefits he/she has over other people. All our knowledge is established on and is conclusively derived from experiences.

According to Stroll (2021), the term epistemology is borrowed from the Greek word '*episteme*' meaning knowledge. Epistemology is also referred to as the analysis of knowledge. Epistemologists determine the essence of knowledge and the extent of human knowledge. This is a matter of understanding whether someone knows something and how much that person knows. One special kind of knowledge in epistemology is procedural knowledge, occasionally, called competence or know-how (Couper, 2020). In the Competency-Based Curriculum, teachers need to know how to transfer knowledge to the learners. Epistemology intends to apprehend how approaches of investigation can be viewed as logical endeavours. Epistemology, thus, is involved with the justification of knowledge application (Ellerton, 2017).

According to Guru, (2021), there are three core categories of knowledge: explicit, implicit and tacit. The three types of knowledge operate collectively to form the spectrum of the means we pass information from one person to another, learn, and develop. Explicit knowledge is knowledge covering learning areas that are simple to systematically record and distribute out at scale. It is structured information and incorporates components like instructions, raw data and corresponding reports. It is systematized documentation that can be utilized to do a task, create decisions, or enlighten people in attendance. Explicit knowledge consists of a kind of knowledge that is accessible and easy to pass along to others. It is the most fundamental type of knowledge and is obtained when data is processed, organized and structured. Implicit knowledge consists of the functional application of explicit knowledge. Implicit knowledge is acquired skills or know-how. It is acquired by taking explicit knowledge and applying it to a specific circumstance (Guru, 2021). Supposing explicit knowledge is reference material on the mechanics of flight,

implicit knowledge is what happens when a person applies that intelligence to fly the plane. This implies performing the task to achieve the capacity outcomes, leading to a considerate procedure to decide the appropriate course of action. Implicit knowledge is what is achieved when a person acquires the best way to perform a task. The particular person can then grasp that experience and integrate it with other intelligence information to solve a fresh problem. Tacit intelligence is intangible information, informal, and acquired with experience over some time and it usually applies to a definite situation. Tacit knowledge ought to be supplemented to a knowledge domain because doing so makes it easy to share expertise gained over a specific period with other people who may require it. It does not have to be an extended or ceremonial document, it can simply be a few lines to guide someone (Drew, 2021). Hence, ideal procedure and skills that are conveyable from the teacher to the learner are illustrations of implicit knowledge. The teacher, therefore, needs to know how to transfer it to the learners.

Plato argues that knowledge is a justified true belief. For one to know something, it must be true, believe it's true and justify it. Knowledge is something we comprehend rather than simply grasp. It involves the knower's understanding and some degree of dedication (Stanford, 2017). There are numerous categories of knowledge, but the most essential disparity is between declarative and procedural knowledge. Declarative knowledge refers to an individual's remembrance of conception, reality or occurrences, while procedural knowledge refers to the capability to perform tasks. Procedural knowledge may commence as declarative knowledge but later proceduralized with the application. The way knowledge portrayed is ascertained by the conditions and circumstances in which it is acquired, and this, consecutively, determines how it is recaptured (Airth, 2017).

Knowledge exists as the most substantial aspect concerning the competency-based program. Reflection can be used as a strategy of a program of studies to establish knowledge. A reflection portion is important to sustainable learning since the learner contemplates the project requirement, assess performance and understand that gap that requires to be terminated for a better outcome at a subsequent time (Cunningham, 2016). The Competency-Based Curriculum intends to impart both declarative and proceduralized knowledge to the learners. The challenge arising is that the expert human who is the teacher is not well informed to transfer the knowledge. For instance, most teachers are not conversant with art skills. Teachers are not in a position to impart quality knowledge to learners and assist them in reflection of their learning. Hence, the aim of a Competency-Based Curriculum on knowledge cannot be realized.

4.3 The Substance of Promoting Knowledge

The term promote refers to support or actively encourage someone. It is to contribute to the progress or growth of something. Promoting knowledge, therefore, is to contribute to the growth of knowledge in learners. Educators and parents perform a key responsibility in promoting knowledge in their learners. Active learning approach to teaching and learning promotes knowledge. Active learning is the procedure of getting learners engaged in several duties or activities that influences them to contemplate upon ideas and the manner to apply the particular ideas (Butler, 2018). Knowledge is something we absorb rather than the only grasp. Knowledge encompasses the knower's understanding and some level of responsibility.

According to Haradhan, (2016), knowledge transfer barriers have been seen in lack of enough knowledge in a specific field or about a particular issue. Knowledge acquisition is the procedure through which a learner gains intelligence established on other experts like the teachers. Knowledge is acquired by sharing experiences, observation and imitation. Knowledge and its

transmission is a principal interest of education. The process based on using formalised information requires strategy, which comprises discovering the appropriate ‘fit’ between procedural information and contextual investigation or deciding on the perfect application of the ideal procedure to a particular situation (Williams, 2011). The teachers in the Competency-Based Curriculum lack enough knowledge on the Competency-Based Curriculum content so they cannot transmit the intended knowledge to the learners and therefore the Competency-Based Curriculum objective on the promotion of knowledge is vague.

Technology is an effective tool for learning that can be adapted effectively to aid students to advance the skills required to succeed in school and beyond school. A student can develop transmittable knowledge and skills as he or she participate in learning experiences that obligate them to formulate knowledge (Oxnevad, 2012). The perfect integration of technology into the course of study supports learning through active participation and it expands opportunities for all the learners to have access to the tools and information they require to access with escalated internet-connected, portable learning devices in our schools. Access to information is readily available in a variety of presentations, and continually in the palms of our student’s hands. It is argued that many schools are wired and this implies that it is time to integrate digital tools with innovative instructional practices for our students. The techniques for promoting knowledge in the Competency-Based Curriculum is by enhancing digital learning though it is not a reality because the students do not have access to digital tools, and even power and internet is unheard of in many schools in Kenya.

To promote knowledge, the teacher needs to fully engage learners in the learning process. The educator’s duty must move from one who delivers content to one who facilitates learning or serves as a guide to support learners (Oxnevad, 2012). This kind of classroom is an active,

clamorous as well as constructive environment where teachers interact with students to help them formulate knowledge. The achievement of the Competency-Based Curriculum objective on promoting knowledge becomes difficult because the teacher is not adequately enlightened on the Competency-Based Curriculum content. Therefore the teacher is not competent to be able to engage the learners actively and guide them to promote knowledge.

Active learning is any learning enterprise whereby the student engages or interacts with the learning procedure. Once allowed to actively engage with the instructions they are learning, students perform more effectively. Active learning nurtures the brain, giving it an extensive opportunity to connect to recent and past instruction (Butler, 2018). The Competency-Based Curriculum aims at promoting knowledge in individual learners. The Competency-Based Curriculum advocates for active learning to promote knowledge. The challenge of achieving this Competency-Based Curriculum objective is the increasing number of learners. There is an expanding shortage of educators in our country, and the concern is that we cannot fascinate and sustain a high-quality teaching force. The Competency-Based Curriculum encourages individual learning, and this calls for an additional workforce to promote knowledge in learners.

Acquisition of knowledge should start at an early stage of a child. The earlier a student increase their archive of knowledge, the more adequately the knowledge promotion is realized. The early years perform a crucial role in children's brain advancement. The link children create with their parents and their foundational learning experiences deeply influence their future intellectual development. This procedure begins at home, shortly before children attend school. Each teacher in pre-school and parents should seriously teach the content to students. These young children can learn from listening, by watching demonstrations, and through hands-on experiences (Willingham, 2021). The Competency-Based Curriculum objective on promoting knowledge is

inadequate because the parents who are the first teachers at home are not aware of what is Competency-Based Curriculum. The teachers in the pre-school have not been well trained on how to promote Competency-Based Curriculum knowledge in little children. The teachers therefore cannot build knowledge and skills based on the learner's interests and potential at that early age.

4.4 The Nature of Knowledge in Competency-Based Curriculum

When it comes to apprehending the world around us, investigating recent subjects and developing competencies, prevailing intelligence matters a great deal. Moreover, it is the medium through which students can advance twenty-first-century skills (Dueck, 2019). The development of competencies is every person's responsibility, and it is not until students develop them, in isolated contents, will those competencies be expressed across the course of study.

The Competency-Based Curriculum the newest system of schooling in Kenya, created by the Kenya Institute of Curriculum Development (KICD) panel and was launched by the ministry of education in 2007. The new Competency-Based Curriculum is designed to affirm the benefits of developing skills and knowledge, as well as application of those learned competencies to actual circumstances. It is an educational programme that stresses the complex objectives of a learning procedure, that is, knowledge, skills and attitudes to be applied by learners instead of mainly concentrating on what learners are expected to know in terms of stated subject content (Nyakangi, 2018). In principle, such a curriculum ascribe that learning activities and settings are selected so that learners can acquire and apply the knowledge, skills and attitudes to conditions they encounter in everyday life. In the Competency-Based Curriculum, learning goes beyond the closed classrooms, teaching and learning instructions aim at long-term skills that facilitate the learner solve complicated problems in their future career. Remembrance of instruction will

surpass the ability to act and perform to the satisfactory standards of knowledge. A student considered competent if he or she has the distinct skill and intelligence required for successfully performing the actual job. Basing on this characteristic, Kenya has resolved to adopt the Competency-Based Curriculum.

The Competency-Based Curriculum is usually designed around a certain set of essential competencies (Cheptoo, 2019). It places more emphasis on nurturing the talents of learners which are determined by their passions and talents. In this approach, the learner exhibit mastery in the competencies required for the preferred area of tuition. Learners are purposed to formulate knowledge while they actively participate in the instruction procedure. The Competency-Based Curriculum is learner-centred and flexible to the transforming demands of the individual learner and the general public. It is perceived that the Competency-Based Curriculum will assist a greater number of learners to decide on their professional paths right from early school years. The Competency-Based education programme involves two years of pre-primary, three years of lower primary, three years of upper primary, three years of lower secondary, three years of upper secondary and three years of tertiary schooling (2-3-3-3-3) (Nyakangi, 2018). The new system will allow learners to choose learning areas per character, abilities, interests and occupation choices. The education programme is about what learners can perform depending on the knowledge they have attained and not just what they can recall to perform well in examinations.

As stated by an extensively established definition, knowledge is justified true belief. Knowledge involves knowing that a proposition is true and believe that it is true (Pardi, 2011). In the Competency-Based Curriculum, teachers were not involved in the formulation of Competency-Based Curriculum objectives. This can lead to teachers not believing in the education system. One cannot know something that one does not even believe in. This has resulted in teachers not

having hope towards the Competency-Based Curriculum education system. The teachers are not encouraged to implement it successfully because they are not convinced by the Kenya Institute of Curriculum Development (KICD) on the benefits of the Competency-Based Curriculum. They may not even believe in the outcomes of the Competency-Based Curriculum, which state that the learners will effectively apply the knowledge acquired to get employment.

According to epistemology, the kind of anticipated knowledge in the Competency-Based Curriculum is knowledge how (Fantl, 2012). Knowledge is to know how to do something which consists of some sort of ability to perform a task. The Competency-Based Curriculum is concerned with the application of knowledge. The learner is expected to have the ability to perform a real-life task to be said to be competent, hence the learning of the Competency-Based core curriculum is practical. Therefore, the Competency-Based Curriculum teacher needed to believe in the Competency-Based Curriculum to guide the learner in acquiring and also applying the knowledge learnt in the world of work.

The Competency-Based Curriculum knowledge consists of the three categories of knowledge: explicit knowledge, tacit knowledge, and implicit knowledge, and it enables the organization of critical knowledge to where it is required to be (Guru, 2021). Explicit knowledge is where information is stipulated evidently and in detail, leaving no opportunity for confusion or doubt. It is knowing what to do. Implicit knowledge is undertaking a task or the proficient, realistic application of explicit knowledge. It is knowing how to do something. Tacit knowledge is wisdom that comes from intelligence and performance, and applications in a given time. Explicit knowledge in the Competency-Based Curriculum is created by instructional designers who are the Kenya Instructional Curriculum Development (KICD) team. The Kenya Instructional Curriculum Development's core function is to develop curriculum support materials for basic

and tertiary education (Gitahi, 2021). Subject matter experts are the source of most information. In the Competency-Based Curriculum, implicit knowledge is where learners learn skills or know-how to perform tasks competently depending on their career choice. Tacit knowledge in the Competency-Based Curriculum is gained as the individual learners practice the actual skills learnt. The learners develop competencies like problem solving and collaboration. These competencies will lead to high performance in their future job. Tacit knowledge will also lead to breakthroughs in the workplace. The accomplishment of the Competency-Based Curriculum objective on knowledge seems inadequate because a majority of teachers lack the intelligence, content together with skills of the competency-based education due to inadequate training.

The worthiness of knowledge is enhanced when it contains a crucial outcome and focus on the assignment, core values and strategic priorities. The Kenyan schools aspire to operate with the Competency-Based education that identifies the necessity for correlation and expands the goals of education to include education for citizen-hood. Thus Competency-Based educational programme will identify the discrepancy between particular learners, and acknowledge that each student has different pre-existing insight and skills, as well as different attitudes and values, hence they may learn distinctively (OECD, 2019). Consequently, the Competency-Based Curriculum is progressive rather than constant. It will be obliged to allow for irregular learning paths rather than expecting all students to follow straight progressions along a specific regulated path. The core curriculum will be more flexible and individualized to ensure that every student's unique talents are nurtured so that all students can realise grasp their entire potential.

4.5 Omitted Relativity in Competency-Based Curriculum Knowledge

Philosophy is conceived as critical inquiry and is sensitive to the arguments of various definite procedure of intellectual enterprise engaging knowledge. It is an activity of investigation,

clarification and criticism of conceptions. This perspective of philosophy has been inspired by the understanding that the outcomes of any kind of research are acceptable and reliable. Philosophy contributes in an essential way to the understanding of objectives, which ought to be basic to any education curriculum. Philosophy instils a tendency of critical contemplation in learners, enhancing their reading, writing and communication expertise, life knowledge and value (Smile, 2021). Students learn logical examination by asking relevant queries, formulating relevant similarities and critically evaluating the results of the viewpoints expressed. Philosophy assists students to advance both their capability and their aspiration to do critical thinking. It contributes exclusively, intensively and extensively to a learner's capacity to reason critically.

Philosophy offers preliminary ethics courses whereby teachers are exposed both to the superior techniques for analysis about ethical matters and moral problems. These ethics courses intend to offer teachers the abstract tools required for reasoning in better understanding moral problems, an appreciation for challenging moral positions including the opportunity to develop and present their moral opinions (Smile, 2021). In this Competency-Based Curriculum, philosophy in education was omitted. The teachers were not involved in the formulation of the Competency-Based Curriculum goals. The educators were not given the chance to contribute their views concerning the Competency-Based Curriculum objectives. This has led to teachers not being able to plan and organize learning activities that would assist in the realization of the Competency-Based education objectives. Teachers would also guide the learners on how to think critically in solving their daily problems, and this would enhance the achievement of the expected results in the Competency-Based Curriculum.

Philosophy in education is that department of philosophy that addresses philosophical queries regarding the quality, goals and obstacles of education (Siegel, 2021). Philosophy aids people to

‘wrestle’ with their logic. This indicates that people may adjust their mental faculties, strengthen their viewpoint or choose what appears most excellent from distinctive philosophies. Philosophy in education is closely linked to the educational purpose of the Competency-Based Curriculum. Teachers are obliged to comprehend what education is all about as well as its purpose, the essence of the apprehending mind, the human focus together with the relationship between education and society. Philosophy is a self-reflective description of personal conviction about teaching and learning. Philosophy enables the educator to be in a position to prospect and analyse from the viewpoint of their learners. Teachers also understand the reason why students behave in a certain way and in what manner students perceive their deeds (Fatuma, 2021). Instructors in the Competency-Based Curriculum were not involved during the curriculum reform process to understand the nature of the Competency-Based Curriculum and its objectives. This leads to failure in the achievement of the objectives endorsed by the Competency-Based Curriculum because the teachers who are the implementers of the new curriculum cannot understand its nature and purpose.

The most important and conventional function of philosophy is to stimulate deeper reflection on the conceptions, techniques and matters that are essential within any curriculum. Philosophy ought to perform the principal role in any appropriate curriculum. Philosophers can contribute substantially to rational decision making in the education system. Philosophers can also act as advisors on a variety of educational setbacks (Smile, 2021). Since teachers are the experts in the field of education, they must be consulted during curriculum reform. Teachers in the Competency-Based Curriculum were not consulted to give direction on how to overcome problems experienced in the former curriculum to devise ways of solving those problems. This might result in the repetition of the same problems in the new curriculum. The Competency-

Based Curriculum objectives thus seem vague because teachers were ignored and did not give out their views on how to achieve the Competency-Based Curriculum objectives successfully.

The Competency-Based Curriculum intends learners to have knowledge in their fields of choice and also apply it in their day-to-day lives. Hence, the Competency-Based Curriculum is more appropriate in guaranteeing that education acknowledges the demands of the learner together with society. The implementation of the Competency-Based Curriculum becomes a real challenge because the philosophy of education was omitted in its planning process. This is because teachers were not adequately trained so that they can understand the nature and purpose of the Competency-Based Curriculum. Teachers would then believe in the new curriculum and develop a positive attitude in implementing it. The teachers would also be able to understand their students to use teaching-learning techniques which will result in achieving the Competency-Based Curriculum objectives (Queens, 2021).

CHAPTER FIVE

A CRITIQUE OF APPLICATION OF COMPETENCIES

5.1 Introduction

The term competency refers to the capacity to apply interconnected knowledge, skills and abilities necessary to effectively perform work in a stated occupation. Competencies usually act as the bedrock for skill standards that stipulate the level of knowledge, skills and abilities needed for accomplishment in a given profession. This chapter seeks to analyse and critique the application of competencies in the Competency-Based Curriculum.

5.2 Analysis of Competencies

According to Lasse (2015), competency is the propensity that which someone is required to achieve in order to flourish in a specific career. To demonstrate competence, one ought to perform particular chores with the desired degree of proficiency. Competencies are significant to an individual's career responsibility as well as capabilities. Competencies provide an approach to confirm that a learner has acquired what was expected in the learning purposes. Competence is whatever a particular person apprehends and perform in an area of study, regardless of how that knowledge and skill are obtained, whether through institution or experience. Competence is actually what a person understands and can perform a chore under excellent circumstances. Competence should not be simply to attain intelligence but also to develop the capability to apply knowledge learnt.

The term competency is more commonly used in relation to professional fields. Competencies assist learners to judge and depend on their intelligence, their manner of reasoning, together with what they can perform. Learners utilize as well as improve capacities when they encounter

unfamiliar or challenging situations. While in school, learners promote and apply competencies through learning area content and involvement in learning (Gosselin, 2020). Competency is the consolidating of recognizable together with measurable knowledge, skills, abilities and personal attributes that facilitate improved employee performance, and eventually, lead to accomplishment. Application and sharing of a person's intelligence are fundamental to an individual's achievement. The execution of these skills results in successful performance. Competencies focus on the techniques of achieving objectives instead of simply the ending outcomes. Some of the competencies include communication, leadership, and teamwork (Gosselin, 2020). Teachers in the Competency-Based Curriculum were not enlightened on the competencies which the learners are expected to achieve at the termination of the instruction session. This has discouraged teachers and is not able to plan learning activities that would enhance the achievement of competencies in the learners.

The designers of the Competency-Based education programme anticipated that, at the termination of the instruction session, each student is expected to develop seven core competencies which include; communication and collaboration, critical thinking and problem solving, imagination and creativity, citizenship, learning to learn, self-efficiency, and digital literacy. The Competency-Based core curriculum put greater attention on learner's mental capacity to develop a functional scheme that nourishes competencies of students depending on their passions and ability. In the stated approach, students demonstrate proficiency in the competencies required for their preferred area of the profession (Nyakangi, 2018). A competent student might require to expound on the condition in the environment as well as to have a portfolio of workable actions to grasp. Competency would progress through the experience together with the magnitude of an individual's ability to learn and adjust (Hockett, 2021). The

teacher must be competent to be able to interpret the content and knowledge to the learner. What is vital is that teachers possess the essence of developing competencies in all of the curriculum learning areas. There is confirmation to recommend that it is the responsibility of all instructors to establish competent learners by strengthening the execution of curriculum concepts taught and learned in a specific learning area. The shortfall in the realization of the Competency-Based Curriculum objectives is found since the instructors appear not adequately trained to be competent regarding Competency-Based education content.

Students are within the perfect environment to develop many of the required competencies. No matter their passion, they can find an outlet for expanding critical thinking, communication and other skills. This will help in producing career-ready graduates which is one of the Competency-Based Curriculum educational objectives. The Competency-Based educational programme has not clearly designed ways of assessing the achievement of these competencies. The teachers have not been guided on how to judge the achievement of these competencies and since the enrolment of learners is too high, the teacher may not allow every individual learner to develop competencies fully (Marion, 2020).

Competencies are the set of provable attributes and skills that facilitate, and enhance the capability or performance in a profession. Several scholars view competency as an association of functional and theoretical knowledge, intellectual skills, behaviour and values applied to enhance performance, or as the state or quality of being adequately or well qualified, having the ability to perform a specific duty (Hockett, 2021). Competency remains in the individual's capability which covers the person's behaviour with required guidelines, as a result of this transformation, it makes the organization employ that person. Competency is quantifiable and could be established through instruction. Competency is also adapted as a more ordinary explanation of the demands

of human beings in careers as well as in the entire society (Gosselin, 2020). The Competency-Based Curriculum aims at developing competencies in learners to prepare them for their future career. At the end of every strand, the learner is expected to develop certain competencies like self-efficacy, imagination and creativity, so that they can be adequately qualified for employment in their field of career choice. The limitation in achieving this objective is that the teachers are not well prepared to be able to teach those competencies to their learners due to inadequate training on the Competency-Based Curriculum objectives.

Competencies do not ascertain guideline performance levels, instead, they have adapted to uplift the barrier on employee performance. They provide employees with direction to boost their capabilities progressively. Competencies pay attention to an organization's customs and values. Competencies concentrate on the approaches of achieving outcomes instead of only the result. In this mode, they overcome the disparity between performance administration and employee development, hence, are a key element of a personal advancement program. Competencies terminate skill variations within the organization (Nebraska, 2021). The Competency-Based Curriculum expects the learners to be employable ready. So, at the higher level of learning, experts in the relevant fields will be invited to orientate the learners on their chosen careers, so that learners can be enlightened on the required competencies in their careers. This will help in training the learners to be efficient when employed (Nyakangi, 2018). The challenge in the attainment of this Competency-Based core curriculum objective on competency is that teachers lack an evident insight into the techniques to promote as well as assess the attainability of the key competencies in the early stages of learning due to insufficient in-service training of the teachers.

The principal competencies are a significant measure for evaluating a candidate's appropriateness for a job. They are distinct qualities that a company's agents consider worthwhile for employees to acquire. During the recruitment procedure, one will probably be inquired on competency-based queries, and the recruiter will use his or her responses to ascertain one's suitability. Often, one will be offered with necessary etiquettes that will provide an overview of the competencies the company has identified as basic. For instance, excellent communication skills are essential in any profession. Employers need to understand the manner one can communicate information that is confident, professional and straightforward for other people to comprehend, no matter their grade (Wiki job, 2021). The Kenyan government realised that students graduated from learning institutions without developing essential competencies which are required by employers. This led to the development of the Competency-Based Curriculum which emphasizes developing competencies to ensure that the problem of unemployment is solved. Hence, in all the learning areas, there are specified competencies to be developed in the learners upon completion of the learning session. This remains a noble decision to make the country's citizens have better future lives, but it is ambiguous because the government failed to prepare the teachers adequately to enhance the achievement of the competency objective in the Competency-Based Curriculum (Wairimu, 2020).

5.3 Philosophical Perspective of Competencies

Philosophy is a lifestyle, a perspective, and a worldview. It is a field of knowledge that formed as a result of systematic and in-depth thinking about the relation between human being and the universe. Philosophy is a basic nature of knowledge, and a field dealing with the concepts of fact and existence. Philosophy grants education a system of qualities and values, while education

functions as a system and endeavour geared towards helping individuals reach and gain them (Uyangor, 2016).

Philosophy connects with the basic competencies through learning activities that involve, encourage, challenge, and stimulate learners. Instructor's executions will encourage learner's investigation, discussion, comprehension, vigorous participation, and judgement (Preiev, 2016). Philosophy specializes in critical thinking. It explicitly describes, employs, and processes by careful attention to the structure of arguments and the rigour of discussion. Philosophy engages students in problem solving, critical knowledge, reflecting on their learning, and challenging the basis of assumptions and perceptions. The philosophy extends student's thinking by connecting them with a rich source of philosophical ideas from many times and cultures (Preiev, 2016).

Denton (2018) argues that to facilitate the development of well-trained professionals, students should establish a firm dedication to upright behaviour along with competent work dispensation, with insight and appreciation for working with particular people from different communities and culture. Learners should show respect for the integrity, inequality and welfare of other people. Students work towards self-reflective practice (Denton, 2018). Ethics is a subject within philosophy where learners are taught an approach to reason about values and the uprightness of action. In this Competency-Based Curriculum, learners are expected to develop competencies like collaboration, self-efficacy and citizenship which are derived from ethics in philosophy. This will help the students to form collaborative working relationships and be able to communicate complex information clearly (Nyakangi, 2018).

Experimentalism is a philosophical belief that the way of truth is through experiments. It states that truth should be involved in real-life tasks (Alex, 2017). He argued that an experiment is an

action performed. He believed that if a student learned to solve a problem, then he would be a better fit for living. Education should be a study of social problems and how they are solved. Learners must not be guided on what to reflect, but the strategy to contemplate on solving problems. That is ethics, a branch of philosophy. Teacher's reflective and inquiry skills allow students to draw their conclusions after gathering all available information and evidence. Hence, it is an activity centred curriculum and the teacher play a vital role as a student's innovative ideas are based on the supreme guidance of a teacher. According to experimentation philosophy, learners are actively engaged in the administration of the instruction session. Lessons are formulated to the preference of the learners. Collaboration and cooperation are encouraged and can be applicable for all types of learners (Alex, 2017). The Competency-Based Curriculum aims at developing competencies in the learners. It is an activity-based educational programme. This objective on Competency-Based Curriculum on competency is unattainable because the government has not trained teachers adequately and there is no appropriate infrastructure to enhance practical lessons in schools which fails in the development of competencies like collaboration and critical thinking.

According to Madison (2021), philosophy reinforces a person's problem-solving capability. Philosophy aids an individual to examine views, descriptions, arguments and hindrances. It influences our capability to systemize ideas, issues, deal with the inquiry of value, and eradicate what is necessary from enormous quantities of information. Philosophy facilitates distinctly the progress of meaningful and communicative potential. Philosophy grants some of the fundamental tools of self-expression, such as skills in demonstrating ideas through appropriately and systematic reasoning. Philosophy assist individuals convey what is unique in their perspectives, it also strengthens their capacity to explain challenging components, and facilitate the

elimination of doubts and confusion from our writing and presentation (Madison, 2021). Within the Competency-Based Curriculum, problem-solving, communication and collaboration competencies are emphasized in all learning areas. Since Competency-Based education is learner-centred, the learners take part in the learning process whereby these key competencies are expected to be developed. The challenge in the achievement of the competency objective is that the teacher who is to facilitate the learning process is not competent in these competencies due to a lack of adequate training. Coaching gives educators the highest opportunity for achievement in education. When this training fails to occur or is insufficient, the students will suffer (Kelly, 2019).

Education is a prescriptive endeavour, in that, it is motivated by essential community virtues as well as the required social justice. These values and commitments vigorously mould each aspect of educational hypothesis, policy, and custom. From this view, education needs a prescriptive scheme of references. The notion of individual enthusiasm demands that there must be an accurate reflection upon and rational dialogue regarding social values, and in turn, the imperatives of justice that update the purposes and procedures of education (Snauwaert, 2012). Philosophy comprises a course of investigation and practice that enhances the competence for reflection and sensible dialogue, hence it is crucial for the study and routine of education in an independent community (Snauwaert, 2012). The Competency-Based Curriculum prepares learners for a future life where they will be supposed to fit well in society. It, therefore, aims at developing competencies like collaboration and citizenship which will ensure better lives in the society.

Reconstructionism is a philosophy that stresses the confrontation of social challenges and a mission to cultivate a superior community, by encouraging the development of competencies in

learners such as creativity and problem-solving, communication and collaboration, and citizenship. It is a student's grounded philosophy that promotes world interpersonal advancement and fixates on an evolving inspiration for the current improved world (Gaid, 2021). Reconstructionist teachers concentrate on an educational programme that features social reform as the purpose of education. Students are taught the importance of working together to bring about change (Herberz, 2021). Reconstructionists think that, since all professionals are the consequences of schools, schools ought to provide a curriculum that stimulates their development. Reconstructionists not just target to educate a generation of problem solvers but also strive to identify and several accurate remarkable social problems which are encountered in our nation, including poverty and violence. The goal for reconstructionist learning is that learners for might aim a beneficial future and expand their learning as a preparation for their task in the future depending on their desires. Students learn to be problem solvers and decision-makers, especially for learning opportunities to promote national solidarity. The school curriculum must focus on the higher engagement of each person, critical reasoning, problem-solving and non-dictatorial instruction techniques (Herberz, 2021). Teaching is geared towards maximum self-realization. By the virtual of their fundamental function in the undertaking of education, educators require effective and sufficient training at all levels, to be able to adequately execute their duties and responsibilities. Basing on those ideals of reconstructionism philosophy, the Competency-Based Curriculum is perceived not to adequately develop competencies in learners because teachers lack adequate information on the development of competencies (Queens, 2021).

The Competency-Based Curriculum aims at developing seven core competencies in learners. The teacher needs a clear understanding of those competencies and how to develop them in learners. The teacher hence requires thorough training to enhance qualified intelligence and skills

by utilizing effective advancement techniques. The training of teachers was not adequate hence there is a challenge in achieving this Competency-Based Curriculum objective.

5.4 Limitations of the Competency-Based Curriculum Objective of Competency

Transformation, even hasty transformation is part of life. It can be both a source of disparity as well as an opportunity to do away with inequalities (OECD, 2019). The rapid change in our Kenyan education system from the 8-4-4 education programme to the Competency-Based course of study is an opportunity to eliminate problems that are facing learners after school, especially the lack of employment. Therefore, schooling has been designed to respond to everybody's requirements for work, and therefore the purpose of education is basically to prepare learners for employment by developing competencies. The policymakers and the Kenya Institute of Curriculum Development (KICD) worked collectively to co-establish a perception of education along with a learning structure that embarks on the various categories of competencies that the current learners require to flourish in and mould their future (Jwan, 2017). Achievement of the Competency-Based Curriculum objective becomes ambiguous because 21st-century learners are still being instructed by educators employing the 20th-century pedagogical methods. This is due to the failure of the Kenyan government to train teachers on the techniques to be employed in the current competency-based education programme, to achieve the objectives designed (Ukdiss, 2021).

The Competency-Based Curriculum fixates on the development of the entire individual competencies. It is modified on the ability of learners to perform a task. A student is considered to be competent if he/she has the definite skill and intelligence necessary for effectively performing an actual-life assignment. Competency means the proven ability at work and personal development (Cheptoo, 2019). This means that the connection between education and

the field of occupation is via the Competency-Based Curriculum. It offers a curriculum structure that connects practice to the hypothesis which contemplates nurturing learners' capacities and employability skills which develop the functional application of intelligence.

The idea of competency in the Competency-Based Curriculum is a very important objective if it can be fully achieved. There are a few limitations that can hinder the application of the competencies. The first limitation is the shortage of adequate trained educators to execute the core curriculum as teachers are not competent with the curriculum hence they cannot deliver effectively. The second limitation is unsuitable learning facilities. The learning content of the new curriculum requires contemporary classrooms, laboratories, creative centres and electronic components at all grades. Learners need to carry out skills that are applicable at the workplace so that the competency objective can be realized but these infrastructures were never put in place.

Application of competencies is utilizing what one has learned in a specific setting to another in a different context. This type of progress could take place within a particular class when applying the knowledge learnt about one hindrance, in a home situation and a workplace station, that is, in the present as well as in the forthcoming time (Strauss, 2015). Students should effectively utilize knowledge and skills they acquire in more challenging as well as higher-order reasoning contexts. It should go without saying that, for the application of competencies to take place, learners are supposed to gain adequate insight into the conception so that they should apply it to current predicaments. When designing the best methodologies to assist students to advance in the essential and beneficial comprehending of the concepts, educators need to plan for adequate time to practice the concepts (Strauss, 2015). In the Competency-Based Curriculum, the pressure of a large number of learners, lack of adequate facilities and inadequate well-trained teachers lead to

pressure on the teachers and hence, they are not encouraged to create the necessary conditions for the execution of intelligence and skills learnt failing to achieve the Competency-Based Curriculum objective on the application of competencies (Ukdiss, 2021).

Learners require to develop a reason for being in the world. To conform to difficulties together with uncertainties, and to assist in the mould of a more promising future life, each learner requires to be furnished with definite transformative competencies (OECD, 2019). These distinct competencies are transformative since they capacitate students to advance and reflect on their views since they are essential for learning the manner to mould and influence a dynamic world. These competencies like critical thinking, collaboration, problem-solving and citizenship help learner to be accommodative and introspective so as react appropriately (OECD, 2019). The Competency-Based Curriculum aims at developing competencies in learners so that the learners can continually improve their thinking, and take responsible actions and also make them competent for future employment. However, the teachers are not well trained on how to develop these competencies in learners, leading to a limitation in the achievement of the Competency-Based Curriculum competency objective. The teachers were not involved in curriculum development to understand the progression moulding our world, to assist the learners to prepare for the anticipated life of come. Teachers also were not allowed to ascertain the categories of competencies the present students will require to flourish (Ukdiss, 2021).

A competency-Based Curriculum is anticipated at furnishing the learner with intelligence, skills and attitudes, and apply them in a variety of environments of a specific occupation or profession. Students are required to have a minimal level of expertise in both knowledge and skills elements. It promotes dominion to the learner for their learning and manipulates a diverse of learning approaches (Anicholls, 2014). The Competency-Based Curriculum guarantees that the learners

have attained the necessary standard of competencies needed by the employer. The learner, therefore, needs to understand absolutely everything they are expected to obtain to be able to apply competencies in the realm of their career choice. The educator is expected to give a full insight into the competencies the learner required to attain in their field of choice. This seems vague because the teacher is not well trained on the competencies required in all the fields as the teachers have specialized in specific learning areas but are expected to teach all the learning areas hence, the application of competencies required in specific careers cannot be realized in and out of school.

Teachers must demonstrate that they care about their students and that they provide warmth and support. Effective classroom management contributes to increased self-efficacy and greater student participation (Villasenor, 2017). In this case, the learners are expected to apply such competencies which include self-control, effective communication and citizenship during learning sessions. During the process of learning, the learners are required to observe, experience, and replicate skills from teachers. The competency-based teachers are not competent with the content and hence are not keen on the competencies in the new curriculum. They cannot, therefore, manage the classroom effectively and they fail to be a good role model to foster the application of competencies in their students. The teachers are not keen on the administration of the competency-based core curriculum which leads to a negative influence on the learner's acquisition and application of competencies. The lack of enthusiasm in teachers also leads to inadequate teacher preparedness in the manipulation and application of pedagogical intelligence and skills throughout the teaching and learning procedure.

The Ministry of Education (MoE) views Information and Communications Technology (ICT) as a tool to transform learning, generate richer curriculum, escalated pedagogies, enhance bigger

effective administrative contexts in schools, deeper associations between schools and society as well as the empowerment of learners. This exhibit that the assimilation of Information and Communications Technology in teaching and learning is crucial in the contemporary ambitious world as it provides abundant rewards (Ratheeswari, 2018). In a Competency-Based Curriculum, one of the key competencies to be developed and applied is digital literacy. The teacher has a fundamental role in improving learning using Information and Communications Technology. Teacher's attitude, age, and experience with a computer for educational purposes influence the adoption of technology in the field of education. Also in many schools in Kenya, the application of digital literacy competency is ambiguous due to the lack of computers, internet and power in schools.

CHAPTER SIX

SYNOPSIS, CONCLUSION, AND RECOMMENDATIONS

6.1 Introduction

This chapter exhibits a synopsis of what has been discussed in the previous chapters of this study.

6.2 Synopsis

This study is a critical analysis of the objectives of the Competency-Based Curriculum in Kenya. The Competency-Based Curriculum is being implemented in Kenya to replace the 8-4-4 education system with a vision of solving problems like unemployment (Amutabi, 2021). The designers of the Competency-Based Curriculum have, therefore, set educational objectives which will lead to the attainment of their vision. One of the Competency-Based Curriculum objective assessed is development in skills, but the achievement of this objective has challenges due to the lack of clear guidelines on how to develop the skills. The teachers lack adequate training and hence lack a clear comprehension of methods to reinforce skills, leading to failure in the attainment of the development of skills objective (Akala, 2021).

The other Competency-Based Curriculum objective examined is the promotion of knowledge. The essence of the Competency-Based Curriculum intelligence is found as emphasizing identification and nurturing of the learners' competencies. The teachers who are to promote the knowledge are not competent with the Competency-Based Curriculum content (Ukdiss, 2021), leading to difficulties in the attainment of this Competency-Based Curriculum objective. The last Competency-Based Curriculum objective analysed is the application of competencies. The Competency-Based Curriculum aims at developing competencies that will help them get

employment. The application of competencies requires the learner to practice in real-life situations which need well-trained teachers and adequate infrastructure to give learners enough practice through active involvement. Unfortunately, schools lack appropriate infrastructure and enough qualified teachers hence, limitations in achieving the objective of competency (Opalo, 2019).

This study has also found out that philosophical perspectives on the development of skills and promotion of knowledge are lacking in enhancing the attainment of the Competency-Based Curriculum objectives. Philosophy of education gives guidelines to educators and solutions to problems. The limitations regarding the achievement of the Competency-Based Curriculum objectives result from the lack of involvement of philosophers and teachers in the curriculum reform. The above findings have led the researcher in giving few recommendations, which are hoped that if implemented, they will enhance the achievement of the Competency-Based Curriculum objectives.

6.3 Conclusion

The contemporary progression of international transformations, as well as enormous difficulties in the education sector, is a gauge that functional systems and operations must be established. This is to advocate and sustain the ambition of advancement and to provide excellent education to satisfy the community. The Kenya government in its endeavour to transform the education sector has started to implement a current course of study which is the Competency-Based Curriculum. The education system in Kenya has attempted to embrace a universal class education design, the Competency-Based Curriculum, nevertheless, inquiries must be put forth: does our country examine its 'own' prevailing difficulties? Is our country prepared to confront the strains caused by the current curriculum? The Competency-Based Curriculum is no doubt the

education system that Kenya requires because it prepares the learners for their future life. The Competency-Based Curriculum is expected to expand access to higher education by evaluating learners, based on skills for occupation readiness. This study has discovered that the Competency-Based Curriculum emphasizes development in knowledge and competencies but there is a great challenge in achieving those objectives. This is because the teachers who are the implementers of the Competency-Based Curriculum are not adequately trained. To adequately practise on skills to be developed, relevant infrastructure in schools is required. For instance, to apply digital learning competency, the school need to have enough computers and power, enhancing the effective application of skills in schools and out of schools.

Significantly, a philosophical foundation on which to base an alternative educational system is lacking. As a result, the nature of the would-be educational system has not been determined. Philosophy is lacking in the formulation of the competency-based core curriculum objectives because teachers were not involved in the curriculum reform. Hence, teachers are not enthusiastic about the Competency-Based Curriculum. This research has also discovered that the application of competencies learnt by learners is vague. The mode of assessing the achievement of the Competency-Based Curriculum objectives is not clear, therefore, it is difficult to know the proper progress of the system to improve it. This means that there is a need to assess the limitations of the Competency-Based Curriculum objectives as well as design ways of eliminating them to execute the Competency-Based Curriculum successfully.

6.4 Recommendations

The formulation of purpose in education must emerge out of humanity, but at the same time, it mandatory to consider the distinct demands of the family, community and country. The purpose of education when approached within this kind of comprehensive framework, leads inevitably to

happiness as a central factor in human learning. The task of deciding on the purpose of education should be the responsibility of scholars, philosophers and society. They should be concerned about the well-being of the children and meeting the individual's needs.

A possible solution is a constant call from educators for the complete overhauling of the educational system. This call, unfortunately, is not often accompanied by alternative solutions. It is easy to call for an end of a system, but it is not equally easy to provide better alternatives. The imminent, by description, is uncertain, but by being accustomed to several progressions presently sweeping across the earth, we have the necessary ability to assist our children to learn to adjust, flourish in and even shape anything that the future holds (OECD, 2019). Students require assistance in advancing intelligence, skills, attitudes and values, which can direct them headed for virtuous and responsible activities. Simultaneously, they require chances to establish their innovative ability to facilitate the stimulation of mankind in approaching a brilliant future.

The resolutions that people make influence the essence of their life, and if they desire a guarantee that they live their most excellent, most successful and happy life, they need to make informed choices. The concern of the learning area content to be imparted to learners at all stages of schooling is a principal one, and it is an exceptional arduous one with which to encounter. In addressing the issue, caution needs to be taken to differentiate between education and schooling (Siegel, 2018). In the establishment of a course of study, whether in a particular learning area or more generally as the entire scope of accrediting in an educational institution or system, some arduous decisions require to be made. Matters, including topics and learning activities that are relevant for specific learning areas, might be viewed as technical concerns. These issues can excellently be determined by educationists who possess a depth of experience with the target age bracket. Hence, philosophy is important to assist in making the best decisions concerning

curriculum reform. Educators will also borrow some ideas from great philosophers concerning the aims of education, to come up with the best curriculum to benefit the individual learner and the society. Therefore, when deciding on reforming a curriculum, the government should involve philosophy and educators for successful curriculum development.

The Competency-Based Curriculum is a perfect scheme of education if the implementation is done efficiently. It is only well-qualified teachers that can realize high-quality education. Therefore, educators must be associated in the essential phase of curriculum reform, whereby professional advancement facilitates a satisfactory upshot before execution of the Competency-Based Curriculum. The instructors ought to be in a superior position to convey real-rich classroom dialogue in the educational programme reform since they are the local experts who apprehend the real classroom difficulties in the establishment of the education programme. This state should envisage the proper administration of the Competency-Based Curriculum in the classroom to enhance specific goals regarding the curriculum. The government of Kenya should ensure that all schools in Kenya have access to power and the internet. Computers should also be availed to all learners, to promote learning in schools in the 21st century. The government should offer in-service training to teachers who are computer illiterate and hence change their attitude towards the use of technology in education.

The government should also provide the necessary infrastructure in schools to ensure that there is the acquisition of intended intelligence, skills and attitudes, and also enhance their application. Every stakeholder contains his viewpoint on education matters. Thus, before undertaking curriculum transformation, all the stakeholders must have an accurate comprehension of the functions, expectations and interests of the various participants, groups and institutions that are engaged in the reform. The state should provide all the necessary infrastructure in schools to

achieve the desired aim of the application of competency objective successfully. The teachers and parents need to be enlightened about assessment concerning the achievement of the Competency-Based Curriculum objectives so that they can encourage their learners. The government should take the initiative of enlightening the parents on the aims of the Competency-Based Curriculum because they are the first teachers of their children at home.

Eventually, Kenya is an endorser of the United Nations Sustainable Development Goals (SDGs) which were revealed in 2016. Regular education and particularly the Competency-Based Curriculum, which learners interact with, will perform a significant role in facilitating Kenya to accomplish these goals by 2030. When designing the competency-based education programme, the subject matter experts should give input to develop their competencies and objectives. Incessant teamwork among qualified professionals is necessary during the curriculum development procedure so that the program will have access to a particular professional experience. Therefore, the Competency-Based Curriculum development needs to be guided by an exhaustive and systematic perspective which is vital to assuring effective continuity. Education is not anymore about teaching learners content only. It is more significant to be guiding them to establish a liable scope and the progression tools to discover their tendency in a world that is progressively difficult, unpredictable and uncertain. The essence of objectives in a system of education is to generate knowledge, skills, intelligence and ethical perfection, together with a feeling of responsibility that will lead the students so that the world can eventually be desirable for them to live in (OECD, 2019). The Competency-Based Curriculum aims to promote knowledge and develop skills and competencies which will guide the learners to have a better future life in this changing world. The educators now have to ensure that these important Competency-Based Curriculum objectives are attained successfully. Education is a planned

enterprise. The designing and execution of education are not haphazard, they are purposeful and visionary. Education outcomes are motivated by articulating what we value as individuals and as a nation. Being deliberate, determined, and value-driven, education entails individuals, families, and society's preferences concerning their lifestyle (Snauwaert, 2012). Consequently, when making any curriculum change, proper care should be taken by all the stakeholders. All the stakeholders should be involved in coming up with purposeful and value-driven education. Philosophy can help make the world a better place. People will be in a position to make sound decisions to improve the country. This is an exhaustive approach to make the world a more suitable place to dwell in. This research is descriptive and it did not advance in details, hence, more research on the Competency-Based Curriculum objectives can be recommended.

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