

**AN ASSESSMENT OF TEACHERS PREPAREDNESS IN COMPETENCY BASED  
CURRICULUM IMPLEMENTATION AND LEARNERS PERFORMANCE IN  
PUBLIC PRIMARY SCHOOLS IN AWENDO-MIGORI COUNTY, KENYA**

**LEON ADONGO**


**A RESEARCH PROJECT REPORT SUBMITTED IN PARTIAL FULFILLMENT  
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**2022**

DECLARATION

Declaration by the student

The research project is my original work and has not been presented in any institution of learning.

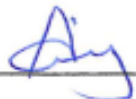
Signature:  Date: 6/9/22

Name Leon Adongo

Regd No. L40/35988/2019

SUPERVISOR

This research project has been submitted for examination with my approval as university supervisor.

Signature:  Date: 7/10/2022

## **DEDICATION**

I dedicate this project to GOD almighty my creator and my parents who saw me through all and brought me up to the best of their abilities

## **ACKNOWLEDGEMENTS**

I would like to express my thanks and gratitude to DR. ANNE ASEY the project supervisor. I would like to express my thanks and gratitude for his suggestions, views and ideas on my project work. I could successfully complete my project due to the valuable support of my supervisor at every stage of my work.

Lastly I would like to thank my family and friends for their diligent endeavour and earnest desire to lead me towards my path of completion

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## ABSTRACT

Competence Based Curriculum is a skilled-based education system that has been adopted by various countries to orient students on competent skills. While the proposed curriculum is relevant considering the evolving economic status, the absence of appropriately prepared instructors is one of the significant difficulties thwarting successful execution of competence based curriculum. This study therefore sought to conduct an assessment of teachers' preparedness in competency based curriculum implementation and learners performance in public primary schools in Awendo-Migori County, Kenya. Specifically, the study sought to analyse the influence of teacher's pedagogical skills in CBC implementation on learners performance in public primary schools in Awendo-Migori county, Kenya, to assess the influence of technological skills in CBC implementation on learners performance in public primary schools in Awendo-Migori county, Kenya and to assess the effect of teachers' self-perceived competency in CBC implementation on learners performance in public primary schools in Awendo-Migori County, Kenya. The study adopted the descriptive survey design. The study targeted 15 primary schools, 50 head teachers, 620 teachers and 4,560 lower primary school pupils in Awendo sub-county. As such, in sampling the schools, head teachers, teachers and pupils, the researcher considered 30 percent of the target population because the population was as that large. Fifteen schools, 15 head teachers, and 180 teachers. The researcher sampled 90 pupils to participate in group discussions. This was a 10 percent of the target population. The study relied on primary data which was collected through use of questionnaires. The study used descriptive statistics for data analysis. The study results were presented through use of tables and figures. The study concludes that teacher's pedagogical skills in CBC implementation influence learners performance in public primary schools in Awendo-Migori county, Kenya to a very great extent. In addition, the study concludes that technological skills in CBC implementation influence learners performance in public primary schools in Awendo-Migori county, Kenya to a very great extent. Further, the study concludes that teachers' self-perceived competency in CBC implementation influence learners performance in public primary schools in Awendo-Migori county, Kenya to a very great extent. From the results, this study recommends regular training of teachers to enhance their pedagogical skills so as to ensure effective implementation of competency based curriculum. In addition, primary school teachers should be equipped with knowledge and skills that will ensure they are able to embrace and integrate ICT.

## CHAPTER ONE

### INTRODUCTION

#### 1.1 Background of the Research

Curriculum reform in education is a worldwide-practiced phenomenon that is involved in striving for the best educational practices, primarily with the demands of the twenty-first-century knowledge economy. Education sector has experienced unprecedented challenges and requirement attributed to ever-changing world accompanied by dynamic technological advancements and great need for skilled manpower in the labor market (Mauki, Kitur, Ireri, & Ngala, 2020).

Since independence, education in most African countries focused on imparting knowledge towards strengthening leadership qualities among civilizations (Ruth & Ramadas, 2019). However, this is currently not the case as there has been growth in both knowledge and information hence there need in education to provide the best knowledge which can be used effectively. In light of this, there is a growing recognition, reorientation, inclination, and integration of competency based education in the education system of some countries around the world, including Europe, America, Canada, Finland, Scotland and Australia (Akinrinola, 2020).

In Africa, countries such as Zambia, Rwanda, Tanzania, Nigeria and South Africa, among others, have adopted Competency-Based Education (CBE) into their education system (). In Africa, CBE was first adopted in South Africa in 1998 (Komba & Mwandanji, 2015). This adoption aimed for the country to produce skilled and employable graduates who could meet the 21st century challenges. In 2004, Nigeria introduced universal basic education and changed its curriculum from content to competency-based learning, which brought about compulsory training for teachers (Osarenren-Osaghae & Irabor, 2018).

The Kenyan education administrators revisited the 8-4-4 education system and revised the scheme giving birth to Competency Based Curriculum (CBC) with an aim to provide knowledge, skills, values and attitudes towards orienting learners on skills that will earn them a slot in the competitive job market (Mauki et al., 2020). Competence-based education is a form of education that derives a curriculum from an analysis of a prospective or actual role in modern society and that attempts to certify student progress on the basis of demonstrated performance in some or all aspects of that role. Teachers' knowledge, attitudes, competencies and skills are most important in the implementation of any curriculum since they are the last group of professionals that work on the final (Barman & Konwar, 2014).

The CBC system is a 2-6-3-3-3 model, which involves 2 years in pre-primary, 6 years in primary (grade 1-6), 3 years in junior secondary (grade 7,8,9) 3 years in senior secondary (grade 10,11,12) and 3 years in vocational institutions and university. The system has introduced new subjects in each level; in pre-primary subjects to be are Kiswahili, English, literacy, mother tongue, science, social studies and agricultural activities. Upper primary subjects include Kiswahili, English, Mathematics, Home Science, agriculture, science and technology, creative arts (art, craft and music), Moral and Life Skills and Physical and Health Education (Barman & Konwar, 2014). Junior secondary and senior secondary education subjects are mathematics, Kiswahili, English, life skills, health education, social studies, integrated science, business studies, religious education, agriculture, life skills, sports and physical education.

### **1.1.1 Teacher preparedness for curriculum's implementation**

The readiness of teachers in terms of knowledge, attitude and skills determined the curriculum's effectiveness. A pilot study by KICD and reports by Teachers Service Commission indicated that teachers are ill-equipped for the competency-based curriculum

(Mauki, Kitur, Ireri, & Ngala, 2020). Besides, a report by KICD (2018) indicates that only 3% of teachers feel adequately prepared for the new curriculum while 20% they were prepared. These reports compromise the effectiveness of the curriculum as teacher who is the primary participant are ill-equipped to implement the program. The implementers of a curriculum ought to be thoroughly prepared through in-service, seminars and workshops. Sensitization will make teachers own the project and put full focus.

Research done by Rop (2013) on teacher preparedness for the integrated English curriculum in Kenya, it was concluded that teacher preparedness impacted on the curriculum outcome. Unprepared teachers are impediment to the successful implementation of a curriculum (Momanyi & Rop, 2020). Teachers unions in Kenya have argued that the competency-based curriculum is being imposed on unprepared tutors. The Secretary General of the Kenya National Union of Teachers raised concern on the Tutor's ambivalent position on the new curriculum (Wanzala, 2018). An in-depth assessment was needed to ensure an informed preparation of teachers and other relevant materials needed for effective implementation. It is important to note that a variety of learning outcomes requires different assessment approaches.

For instance, in mathematics, the outcome is – to a point – either right or wrong. The trainee is either competent or not yet competent. There is room for some variation; a few percent either way with a mathematics answer can still be considered, in most cases, as competent because, in the real world, very few things that are either manufactured or that occur naturally attain 100% precision. This as well applies to laboratory-based assessments where it is not always possible to achieve 100% accuracy because of real-world limitations of the equipment and components (Barman, & Konwar, 2014).

## **1.2 Statement of the problem**

Competence Based Curriculum is a skilled-based education system that has been adopted by various countries to orient students on competent skills. According to Akinrinola, (2020) the curriculum focuses on the learning outcome a student can demonstrate effectively after learning. In essence, it seeks to develop learners' ability to know, learn and learn how to learn, doing things individually and functioning well in teamwork. As such teachers should have the skills and knowledge to explain, facilitate and deliver the relevant instructions for students. When teacher are well-prepared with the instructional skills and have support from the government, they will efficiently be able to deliver, explain and facilitate learning thus strengthening students' performance.

While the proposed curriculum is relevant considering the evolving economic status, the absence of appropriately prepared instructors is one of the significant difficulties thwarting successful execution of CBC. Educators are anxious to actualize CBC, yet the huge challenge which most educators face is the absence of training. Accordingly, the educators are unable to actualize CBC since they lack current information and aptitudes to manage learning issues which, sadly, influence the nature of training in the most African nations (Akinrinola, 2020). As such, teachers neglect implementing the curriculum as they are deficient of instructive and specialized abilities necessary to effectively manage difficult learning problems. Notably, teachers awareness on CBC has been the inhibiting factor towards CBC implementation. For instance, a research by Akinrinola (2020) demonstrates that the percentage of teachers that claimed to be aware of what CBC was and who were able to describe their understanding of CBE was South Africa = 14.7%, Nigeria = 26%, Rwanda = 33.3%), which was apparently higher than the percentage of teachers who were unable to describe their understanding of CBC (South Africa = 18.7%, Nigeria = 7.3%) (Akinrinola, 2020).

Teachers' preparedness involves equipping the teachers with terminologies and concepts that are skills-oriented to ensure a frictionless installation of the curriculum. However, it is absurd that the country is instituting these reforms yet the wheels of change do not move succinctly. Akala (2021) states that lack of clarity on terminologies inhibited the implementation of competency-based curriculum in South Africa. Teachers could not effectively translate content into viable competencies. The problem was further compounded by a disconnect from disparate realities of teaching and learning in South African schools. These gaps led to relapse to initial education system discarding the CBC. While these gaps are essential and should be underscored by the administrators, Kenyan implementation process has been accompanied by the same niche. Inadequate preparation of teachers has been the greatest conundrum that might relegate the current curriculum to 8-4-4.

### **1.3 Purpose of the study**

The general objective of the study is to conduct an assessment of teachers' preparedness in competency based curriculum implementation and learners performance in public primary schools in Awendo-Migori County, Kenya

#### **1.3.1 Specific Objectives**

- i. To analyse the influence of teacher's pedagogical skills in CBC implementation on learners performance in public primary schools in Awendo-Migori county, Kenya
- ii. To assess the influence of technological skills in CBC implementation on learners performance in public primary schools in Awendo-Migori county, Kenya
- iii. To assess the effect of teachers' self-perceived competency in CBC implementation on learners performance in public primary schools in Awendo-Migori County, Kenya

#### **1.4 Research Questions**

- i. What is the influence of teacher's pedagogical skills in CBC implementation on learners performance in public primary schools in Awendo-Migori county, Kenya?
- ii. What is the influence of technological skills in CBC implementation on learners performance in public primary schools in Awendo-Migori county, Kenya?
- iii. What is the effect of teachers' self-perceived competency in CBC implementation on learners performance in public primary schools in Awendo-Migori County, Kenya?

#### **1.5 Significance of the study**

Education administrators have redirected their efforts in enforcing competency based curriculum. The curriculum is aimed at re-establishing skills related to neglected sectors including Agriculture, fishing and construction. However, considering the level of teacher's preparedness and the rate at which the curriculum is so involving and demands a lot reading and experimental materials. Its implementation and effectiveness is still questionable. The study is important as it aims at unfolding the level of teacher's preparedness in terms of pedagogical, competency skills, self-experience and technological skills. The effectiveness of the curriculum can be measured by gauging the skills mastered by the transition students. Since the curriculum is not focused in delivering an expert individual rather an experienced person with specialization in a given subject, the study seeks to uncover how the quality of education has been impacted.

#### **1.6 Scope of the Study**

#### **1.7 Study limitations**

While the uncovered important factors regarding the effectiveness of the new curriculum. Countless barriers including inadequate funds, effect of pandemic, a lot of travelling,

inadequate data interpretation devices limited the course of an in-depth research. The research involved travelling from different schools in order to gather suitable evidence-oriented data. The travelling course expensed the process tremendously and due to inadequate, some visitation processes were absconded. The pandemic posed a huge challenge the sampled population could not actively participate lest they break the established pandemics rules.

### **1.8 Delimitation of the study**

Delimitation involves identifying and specifying what the study will include and what it will leave out to guide readers' understanding. The study will be conducted in Awendo sub-county

### **1.9 Assumption of the study**

The study was guide by the following assumptions:

- i. All primary public schools in pre-school in Awendo sub-county are implementing CBC.
- ii. The respondent will provide accurate and reliable information.

### **1.10 Definition of significant terms**

**Competency:** this can be defined as a course or a program.

**Curriculum:** refers to plan or a program of all experience that the learner encounters as provided by the school.

**Perception:** refers to opinion, feeling or attitude and understand of a given subject.

**Competency-based curriculum:** refers to program that comprehend the application of skills as opposed to the subject content and not memorization.



## **CHAPTER TWO**

### **LITERATURE REVIEW**

#### **2.1 Introduction**

This chapter presents literature review in relation to teachers' preparedness in competency based curriculum implementation and learners performance in public primary schools. The chapter entails theoretical review, conceptual review, empirical review and summary of the reviewed literature.

#### **2.2 Theoretical framework**

The theoretical framework is the structure that can hold or support a theory of a research study. The theoretical framework introduces and describes the theory that explains why the research problem under study exists. This study will be anchored on constructivism theory.

##### **2.2.1 Constructivism Theory**

Constructivism theory can be traced back to educational psychology in the work of Jean Piaget (1896–1980). The theory holds that learners construct knowledge rather than just passively take in information. The constructivist model requires a subtle shift in perspective for the individual who stands in front of the classroom. A shift from someone who "teaches" to someone who tries to facilitate learning; a shift from teaching by imposition to teaching by negotiation (Theys, 2017). The current curriculum shifts responsibilities from teachers and require the teacher to be facilitators and not the 'expert' individual focused in passing information the inactive students, who wait like empty containers to be filled (Grant, 2016). Using media or ICT learner should be actively engaged in the process of learning to ensure mastery and memory retention. The major role of the teacher is to mentor, guide and coach student while asking questions that prompt the learners' curiosity to work with available resources for constructive meaning (Curry & Docherty, 2017).

In a classroom working within the frames of constructivism, both the teacher and the learner view knowledge not as abstract facts to be memorized, but an evolving aspect that should reshape individual's thoughts for a successful future (Clark, 2018). Constructivism environment the teacher is supposed use inquiry methods and other learning materials that ignites learner mind to understanding some concepts and realize individual conclusion. According to this theory, a student learn by building the previous knowledge and experience by actively engaging with content and material instead of passively waiting for the teacher to churn out knowledge (Theys, 2017). The theory suggests that a learner perfects their skills when they are given opportunity to actively participate in idea expansion. Besides, it allow the teacher to focus on a relevant concept as the learners are divided into groups therefore learn coping skills and ultimately support each other's learning process.

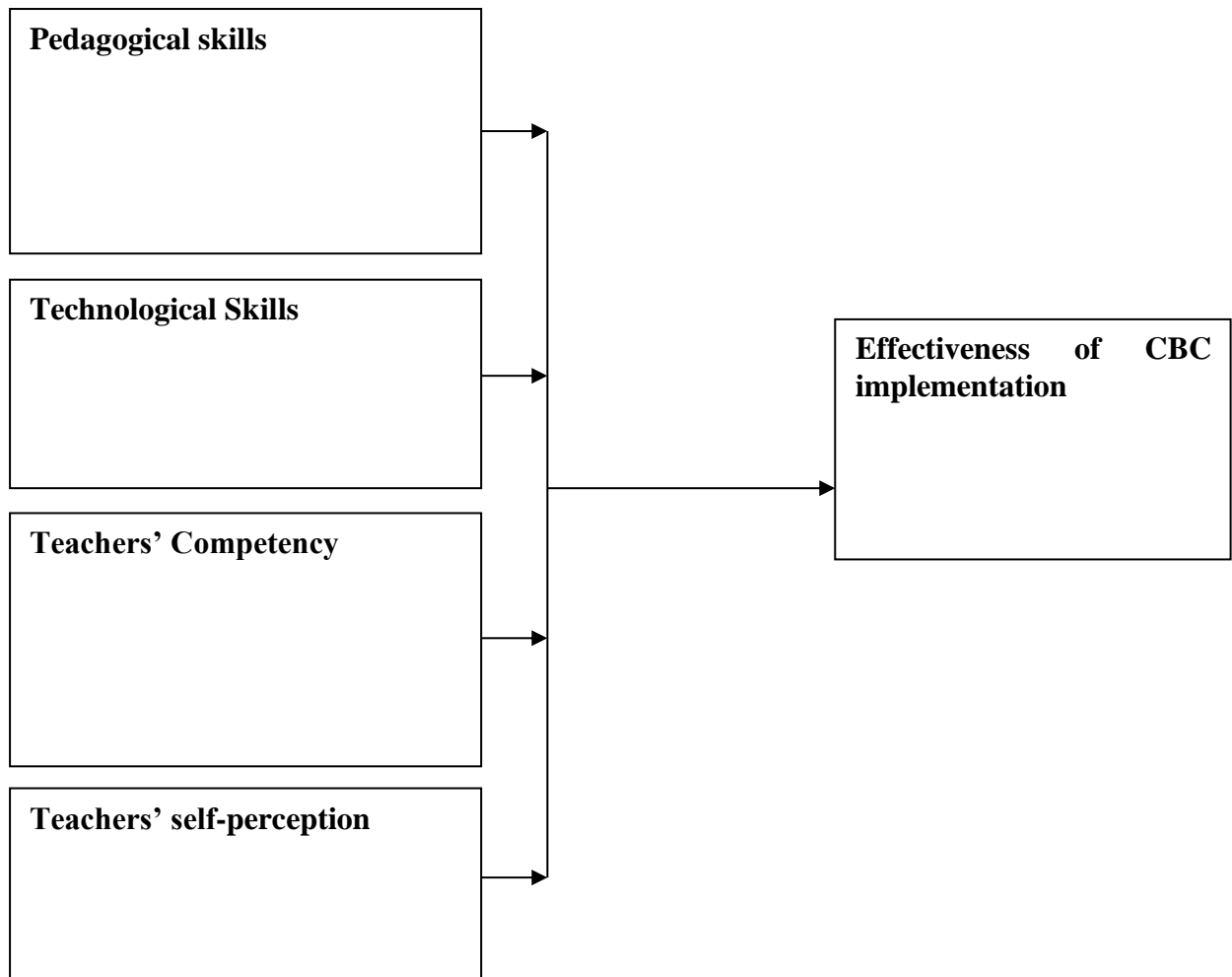
While the theory is relevant for the implementation of CBC, it wiends a number of weaknesses including time sensitivity and cost (Theys, 2017). The training needed for a constructive teaching is quite extensive and demand costly long-term expert development of the teaching force. Besides, the individual differences experience in the class may hinder the customization of learning process. Finally, constructs curriculum eliminates standardized testing and grading.

### **2.3 Conceptual Framework**

A conceptual framework is a consistently evolved, depicted and expounded system of interrelationships among factors vital in the elements of a circumstance being researched. A variable is a measurable characteristic that accept various qualities among the subject. It is in this way a legitimate method of communicating a specific trait in a subject (Mugenda, 2014). The conceptual framework shows the interrelationships among the independent variables and the dependent variables. It is the understanding of how the particular variables in a study connect with each other.

In this study the conceptual framework provides an understanding of the independent and dependent variables. The independent variables are quality service, corporate image

management, product quality management and loyalty and reward programs while the dependent variable is performance of the commercial banks in Nairobi city county, Kenya. Figure 2.1 presents the conceptual framework that will be used in this study.



**Figure 2. 1: Conceptual Framework**

## **2.4 Empirical Review**

### **2.4.1 Teacher's Pedagogical Knowledge and CBC Implementation**

Competency focuses mainly on knowledge, skills, and attitudes. According to Lange and Burroughs-Lange (2017) the teachers' knowledge base comprises of three components including content knowledge, pedagogical knowledge and lastly pedagogical content knowledge. Content knowledge examines the teachers' knowledge regarding a given subject or discipline. It involves procedural methods, instructional methods. On the other hand, Pedagogical knowledge represents ways in which teaching process should be conducted. Lastly, pedagogical content knowledge represents a situation-specific overlap of content knowledge and pedagogical knowledge. It deals with the "specific why and how to" of teaching a given discipline. Pedagogical content knowledge is complex, and results from many years of classroom experience. It can be described as 'knowledge in context'. According to Lange and Burroughs-Lange (2017) pedagogical content knowledge includes knowledge of student difficulties and prior conceptions in the domain, knowledge of domain representations and instructional strategies, and domain-specific assessment methods.

Content knowledge is knowledge of content related to a unique field that includes substantive and syntactic components. Lange and Burroughs-Lange (2017) explain that the substantive component covers the knowledge of rules, facts, principles, concepts and theories in a specific field of science; and the syntactic components. For teachers to implement curricular effectively, they need to possess a subject matter component of teacher professionalism and knowledge. Komba and Mwandanji (2015) observed that a good number of teachers were not informal and conversant with the subject matter content while the rest had not fully understood the meaning of CBC. Some of the teachers did not know the objectives of the competency-based curriculum. The understanding of the subject matter of a discipline helps a teacher to prepare well on different teaching methodologies.

Understanding entails an awareness of one's intelligence and application of different skills, ideas, and knowledge to solve problems in real situations. The teacher's scope of knowledge of a subject matter should be deep.

Study findings from Lee, Capraro and Capraro (2018) revealed that content knowledge of the teacher has an impact on the child's learning. The teachers' subject content knowledge affects how they deliver their content during classroom instructions and the learners' achievement. Following these crucial revelations on the importance of teacher subject matter knowledge towards successful curriculum implementation, it is evidenced that lower primary school level teachers require adequate in-service training to prepare them in readiness to implement CBC in schools.

Alongside strong content knowledge, different scholars have argued that teachers require a solid foundation in pedagogical content knowledge: that is, a type of professional knowledge that is used to teach the content of a particular branch of knowledge (Gess-Newsome et al., 2019). The content knowledge (CK) and pedagogical content knowledge (PCK) are strongly related but distinct entities. According to Gess-Newsome et al. (2019) the development and selection of tasks, the election of representations and explanations, the facilitation of productive classroom discussions, the interpretation of student responses, the emphasis on student comprehension and the quick and appropriate analysis of student mistakes and difficulties are all underlying elements of pedagogical knowledge. Therefore, pedagogical content knowledge, Content knowledge and pedagogical knowledge are significant aspects to consider while focusing on a frictionless implementation of CBC.

#### **2.4.2 Technological Skills and CBC Implementation**

Technological advancement has brought numerous changes in the 21<sup>st</sup> century and continues to impacts various industries globally. According to Akala (2021) there is a surge in demand

of computer technologies in schools to ensure effective delivery and teaching of skills and knowledge. The use of media in schools is a significant component in ensuring effective learning as it eliminates passivity and boost memory retention since the student is ever active while interacting with technological devices Akala (2021) As such, the current educational institutions are changing their curricula and teaching methodologies to strengthen learning for a meaningful mastery of desirable knowledge and skills. However, to install these essential changes, an institution must adopt technology to facilitate teaching and learning process to ensure productivity (Wafubwa, 2021). Information communication and technology (ICT) entails a combination of resources and tools that aid in generating, spreading, communicating, keeping and controlling information. In this regard, it includes but not limited to devices like, television, projectors, radio, and computers. The Kenyan government is focused on vision 2030 that envisages a technologically empowered nation for a strengthened economic status.

Teacher need to be effectively prepared to ensure a successful curriculum transition. The preparation involves being able to move from traditional teaching materials to innovative and digital resources. Teachers should be equipped with knowledge and skills that will ensure they are able to embrace and integrate ICT into their teaching and learning process (Lange & Burroughs-Lange, (2017). Teacher readiness and preparedness are key fundamental components for a successful adoption and implementation of ICT into learning and teaching activities. Therefore, when teachers are ill-prepared, they may fail to implement digital technology while engaging with the student in the classroom or any other learning environment.

A study conducted by Lange and Burroughs-Lange (2017) on factors affecting teachers' readiness to employee ICT in teaching in public school in Gatundu North District, Kiambu county reveals that only 13.75 percent of the teachers were very confident about their skills

in ICT devices. This is a revelation that majority of teachers are still unskilled in technological applications as a result they are unable to employ these devices in their teaching and learning process. The study revealed that the teacher recommended training to ensure they are effectively skilled in ICT.

A study carried out by Ondimu (2018) indicates that the inability for teachers to understand the use of ICT in teaching and learning process slows down the implementation of digital resources in a school. Notably, various educational institutions emphasizes on what ICT is instead of focusing on how to use and apply these technological-oriented devices in classroom instruction. Training institutions should impart teachers with knowledge and skills regarding the usage and application of ICT and inform them on ways they can use them to facilitate their teaching process. As observed by Ondimu (2018) the implementation of ICT is mostly inhibited by the low levels of teacher's ICT knowledge and skills. Besides, the teacher's perception toward technology dictates whether they will adopt or integrate ICT in their teaching course. According to Gess-Newsome et al. (2019) fear, lack of confidence and competence among the teachers impede use of ICT. In this regard, teachers should be equipped with ICT skills to strengthen their confidence and competence in technology to embrace and develop positive attitude towards the use of ICT in classroom. A report by KICD (2018) on teachers trained on ICT integration shows that 61 percent of teachers are not trained on ICT. This information reveals the gaps that should be bridged to ensure the implementation of ICT in classrooms.

### **2.4.3 Teachers' Self-Perceived Competency and CBC Implementation**

Teachers are crucial stakeholders in determining the degree to which schools implement desirable and suitable policies. Curriculum reforms may not be effectively installed if the key players like teachers do not feel the need for curriculum transformation (Ondimu, 2018).

Teacher may perceive the restructuring as something that is involving and more of writing and have insignificant effect on skills acquisition. According to the finding from Gess-Newsome et al. (2019) study on change from knowledge based to competency based curriculum among secondary schools in Tanzania, teachers regard the introduced textbooks that aid CBC as irrelevant, impractical and complex. When teachers' consciousness is already blocked with such perception on some of the facilitating components, they make transition process challenging ultimately paralyzing the implementation process.

Teaching and assessment practices in CBC should focus more on helping learners make links between pieces of evidence, thereby fostering their capacity to generate new knowledge. Curry and Docherty (2017) claim that teaching within the context of CBC ought to engage learners in self-directed learning, provide possibilities for continuous training, be collaborative, interactive, and showcase learners' application of competencies in terms of knowledge, abilities, and attitudes. Since CBE encourages teachers to depend strongly on open-ended questions, and encourage comprehensive learners' dialogue, assessment becomes very crucial in gauging the knowledge and skills that learners acquire in competency-based instruction, course or program. According Henri, Johnson and Nepal (2017) the role of assessment in CBC is integrally connected and crucial to the teaching methods used in classrooms. As such, assessment practices within the CBC context are assumed to create opportunities for the integration of learners' knowledge, skills, and attitude, as they reflect on ways of addressing issues experienced in everyday life. While assessment practices are crucial for the integration of learners' knowledge, teachers are still not informed on how to use this assessment portfolio for an effective teaching and learning (Curry & Docherty, 2017).



#### **2.4.4 The Concept of Competency-Based Curriculum and Implementation**

The competency based curriculum was introduced in Kenya in 2016 as pilot study for the new curriculum but adapted in 2019 in all pre-schools and lower primary school levels. The proponents of this education system championed it with a conviction that it is a panacea in solving problems of unskilled school leavers with knowledge based to practical based curriculum. Competency-based curriculum focuses explicitly on what learners are expected to do rather than what the learner is expected to know. According to Akala (2021) CBC aims at advancing learners ability to do thing, learn and learn how to learn and know. In essence, the new curriculum aims at imparting knowledge and desirable skills that will ensure a student is an expert in a given field. The system is considered appropriate for addressing the fluctuating technological socio-economic and societal demands of the country. For a protracted the current universities and colleges have churned out unskilled individuals who are unable to subscribe to any job as they lack the required competent skilled. As a result, unemployment among the youths and graduates has burgeoned compromising the effectiveness of the universities and colleges. According to Lee, Capraro and Capraro (2018) the curriculum aims at curbing the burgeoning unemployment rate by emphasizing on acquisition of skills, knowledge, behavior and attitudes relevant in the job industry. As outlined by Akala (2021) as well, CBC is an educational system that where knowledge is constructed and not transmitted as emphasized by previous curriculums. It underlines the development of skills as combined abilities, values, attitudes, skills and knowledge essential for carrying out different tasks.

Developing counties including Kenya are focusing on implementing CBC; however, the transition course is hindered by countless variables including teachers' preparedness. According to Akala (2021) the competency-based curriculum being implemented by the developing countries is borrowed from developed countries. In this regard, they are facing

countless barriers while trying to install it in their education system. Further Mulenga and Masumba, (2019) argue that successful implementation of curriculum is majorly hindered by poor planning which ultimately slows the implementation process. While the proposed educational system is a remedy to societal and socio-economic problems, its implementation

## **CHAPTER THREE**

### **RESEARCH METHODOLOGY**

#### **3.1 Introduction**

This chapter is composed of the research design, target population, sample size and sampling procedure. Further it unfolds the data collection procedures used, the research instruments, their validity and reliability, data analysis, and ethical considerations.

#### **3.2 Research Design**

The study adopted the descriptive survey design. According to Hermans (2019) a descriptive survey can be used to gather data regarding peoples' attitudes, opinions, and habits on any educational issues through administration of questionnaires to the involved participants. A descriptive survey design was adopted in this study because it is suitable in the primary data collection about the teachers' professional qualifications, teachers' pedagogical knowledge, teacher technological knowledge and teachers' attitudes. The design provided an opportunity in making descriptive assertions about a large population (Hermans, 2019). The researcher used questionnaires to facilitate data collection process.

#### **3.3 Target Population**

Target population is the entire set of individuals (or objects) having the same characteristics as pointed out in the sampling criteria used for the study (Bryman, 2013). The target population makes a part of the universal population (Creswell, 2014). The study targeted 15 primary schools, 50 head teachers, 620 teachers and 4,560 lower primary school pupils in Awendo sub-county.

#### **3.4 Sample Size and Sampling Procedures**

Sample sizes are small groups obtained from the assembled population. The sampled population involves a subset of the population where the conclusions regarding a particular

study can be withdrawn. Simple random sampling method was used to select a sample size of 30 percent of the target population. Sim *et al.* (2018) state that a sample size of 10 percent to 30 percent is adequate for a descriptive survey. As such, in sampling the schools, head teachers, teachers and pupils, the researcher considered 30 percent of the target population because the population was as that large. Fifteen schools, 15 head teachers, and 180 teachers. The researcher sampled 90 pupils to participate in group discussions. This was a 10 percent of the target population. The sampling design is as shown in Table 3.1.

**Table 3. 1: Sample Size**

<b>Target population</b>	<b>Population size</b>	<b>Sample size</b>	<b>percentage</b>
<b>Public primary schools</b>	50	15	30
<b>Head teachers</b>	50	15	30
<b>Lower primary teachers</b>	600	180	30
<b>Grade 3 pupils</b>	900	90	10

Table 3.1 indicates that the sample was 300 respondents. Simple random sampling method was used to select all the study participants. In every school, 12 teachers teaching at lower school including the pre-school that are now part of the primary schools were selected. The head teachers from each sampled school participated in the study. From every school, six Grade 3 pupils were randomly selected to participate in the focus group discussion.

### **3.5 Research Instruments**

Three different questionnaires were designed and administered to different respondents during the study. The questionnaire consisted of both open and close-ended items. Züll (2016) states that open ended questionnaires are suitable in research as a good measurement tool because they can be used to effectively examine the relationship between two or more variables. The questionnaires were administered to head teachers, teachers at lower primary school and to Grade 3 pupils where CBC implementation has fully taken place. The

teachers' questionnaires collected information related to all the variables of the study as informed by the research questions and the conceptual framework. Each set of questionnaires was divided into five sections. Section A comprised of demographic information, section B obtained information on teacher professional qualifications and Section C sought information on teachers' pedagogical knowledge. Section D was used to obtain information on technological skills and the final section, E, gathered data on teachers' attitudes towards implementation of the CBC curriculum.

Head teachers responded to a key informant interview. Section one of the interview guide gathered demographic information of the principals and school information. The second section probed on information on issues and challenges on implementation of CBC. Pertinent issues on teacher factors that influence CBC implementation were solicited. The semi-structured nature of the instrument guided the researcher on the core concepts to ask about and at the same time gave freedom to move the conversation in a direction of interest whenever an opportunity presented itself during the discussion.

A Focus Group Discussion Guide (FGD) items was developed through discussions with the supervisors on important themes related to the study, existing related literature and the conceptual and theoretical frameworks of the study. The FGD guide solicited collective views from the pupils. The Grade 3 pupils responded on issues such as teaching methodologies used by their teachers, how they understand the concepts during class lessons and about homework.

### **3.6 Validity of the Research Instruments**

Validity is defined as the extent to which a research instrument measures what it was intended to measure (Taherdoost, 2016). A panel of experts helped in determining the validity of a data collection instruments (Taherdoost,2016). In addition, the instrument was

subjected to pilot-testing. Therefore, the researcher pre-tested the instruments using three public primary schools in Luanda sub-county before collecting data from the field. A 10 percent of the study sample was considered adequate for pilot testing the instruments. The schools were selected randomly and the respondents from the three schools were not included in the final sample. The sample size of the pilot study was 29 respondents; 2 head teachers, 18 lower primary school level teachers, and 9 Grade 3 pupils from 2 primary schools. After piloting, the instruments were examined for clarity, relevance, and suitability of the study purpose.

### 3.7 Reliability of the Research Instruments

Reliability refers to the extent to which an instrument measures a variable precisely and consistently and gives the same results under the same conditions over time. The study used test-retest reliability method whereby the same instruments were re-administered within two weeks after the first administration to the same respondents. The two sets of the scores for each school were correlated using Pearson's product moment correlation formulae to test the reliability of the instruments. Following is Pearson's correlation coefficient formula:

$$r = \frac{N\Sigma xy - (\Sigma x)(\Sigma y)}{\sqrt{[N\Sigma x^2 - (\Sigma x)^2][N\Sigma y^2 - (\Sigma y)^2]}}$$

Where:

N = Number of pairs of scores

$\Sigma XY$  = sum of the products of pairs of scores

$\Sigma X$  = sum of x scores

$\Sigma Y$  = sum of y scores

$\Sigma X^2$  = sum of squares x scores

$\Sigma Y^2$  = sum of squared y scores

According to Post (2016) a correlation coefficient of 0.7 or above is appropriate, hence a correlation of 0.7 and above was considered adequate for data collection instruments.

### **3.8 Data Collection Procedures**

Data for this study were collected from one main source, namely primary data. Due to Covid-19 restrictions on movement and social distancing, the researcher had to use methods that minimised physical interactions. With the help of the Zonal Curriculum Support Officer (CSOs), the researcher obtained 38 mobile contacts of the head teachers. The head teachers in turn helped in identifying the teachers who were teaching at lower primary in their schools and contacts of parents of Grade 3 pupils. With the assistance from the CSO, the researcher dropped the teachers' questionnaires in the CSOs office and followed guidelines on sanitization. The questionnaires were picked after the third day. Each questionnaire was packed in a separate envelop and clear instructions were provided on how to handle the instruments.

The head teachers were interviewed over the phone using zoom/google meet. Teachers helped to gather a few pupils within their locality for the FGDs. Each FGD had between 5 to 7 Grade 3 children who resided within a short distance of the teacher facilitator's home. During the FGD, the children were supplied with facemasks, sanitized hands and kept social distance. Where it was not possible for the researcher to visit during FGD, on-speaker normal call was used. The researcher ensured that teacher facilitators could access 4G internet. During the calls, the researcher sought permission from the respondents to record the conversations and assured them of strict confidentiality and privacy of the data.

### **3.9 Data Analysis Techniques**

After receiving all the questionnaires back, the researcher embarked on the editing process. During editing, data were scrutinized for inadequate or irrelevant responses and checked to

determine whether an acceptable return rate had been 39 achieved in relation to the instruments issued out. Data analysis involved developing summaries, looking for patterns and applying statistical techniques. Qualitative data were analyzed by categorizing and indexing responses into common themes. Verbatim excerpts from the respondents were used in the analysis to support specific arguments.

All the quantitative data were Data were analyzed using excel and power BI. Data entered in Excel was exported into BI for further analysis and visualization. The study adopted descriptive statistics for data analysis. Interpretation of findings was done in light of the study objectives, reviewed literature and the theoretical and conceptual frameworks. The findings were presented in tables and figures.

### **3.10 Ethical Considerations**

The study observed ethical issues during data collection. Respondents were assured of their anonymity and confidentiality of their responses. It was made clear to them that the information the researcher needed was purely for academic purposes and that their participation was voluntary. They were informed that any decision to withdraw or decline any information whatsoever any time would be respected



## **CHAPTER FOUR**

### **PRESENTATION, ANALYSIS AND INTERPRETATION OF DATA**

#### **4.1 Introduction**

This chapter presents data analysis, results interpretation, presentation and discussion of the findings based on the general and specific objectives of the study. The general objective of this study was to conduct an assessment of teachers' preparedness in competency based curriculum implementation and learners performance in public primary schools in Awendo-Migori County, Kenya. Specifically, the study sought to analyse the influence of teacher's pedagogical skills, technological skills and teachers' self-perceived competency in CBC implementation on learners performance in public primary schools in Awendo-Migori County, Kenya.

#### **4.2 Response Rate**

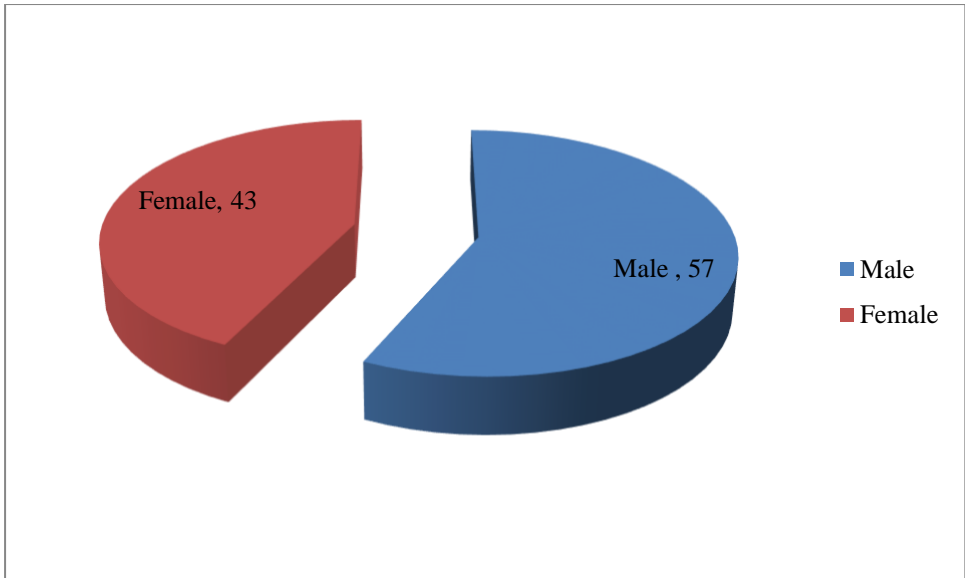
The researcher sampled 300 respondents who were each administered with the questionnaires. From the 300 questionnaires 292 were completely filled and returned hence a response rate of 97.3%. The response rate was considered as suitable for making inferences from the data collected. As indicated by Kothari (2014), a response rate that is above fifty percent is considered adequate for data analysis and reporting.

#### **4.3 Demographic Information**

The demographic information for this study comprised of gender of the respondents, age bracket, highest level of education and the number of years in service. The study results were presented through use of figures.

##### **4.3.1 Gender of the Respondents**

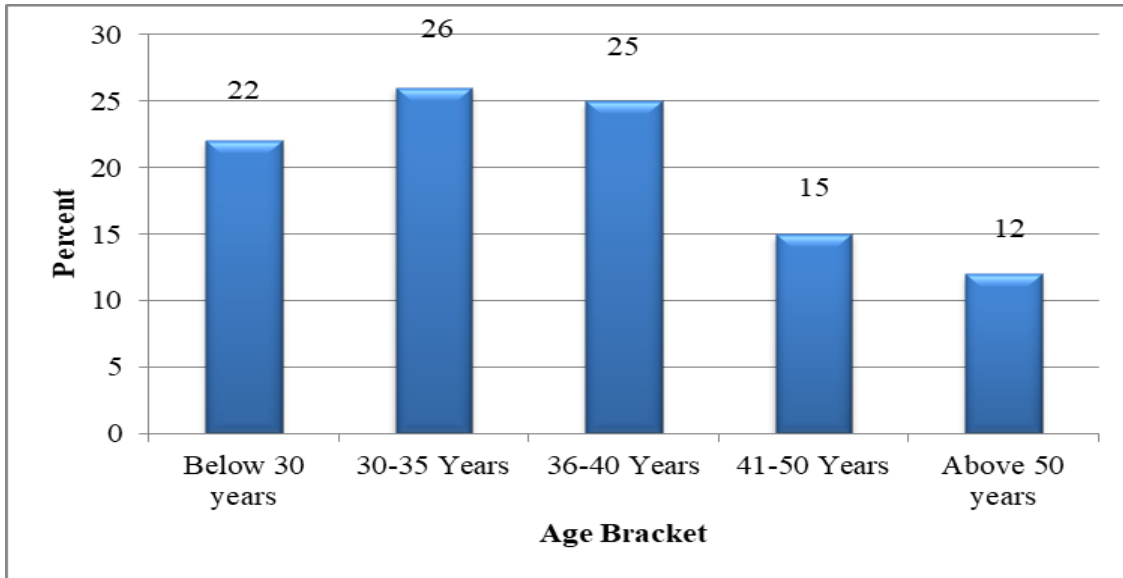
The respondents were requested to indicate their gender. The results were as shown in Figure 4.1. From the results, 57% of the respondents were male while 43% were female. This implies that most of the respondents were male.



**Figure 4. 1: Gender of the Respondents**

**4.3.2 Age Bracket of the Respondents**

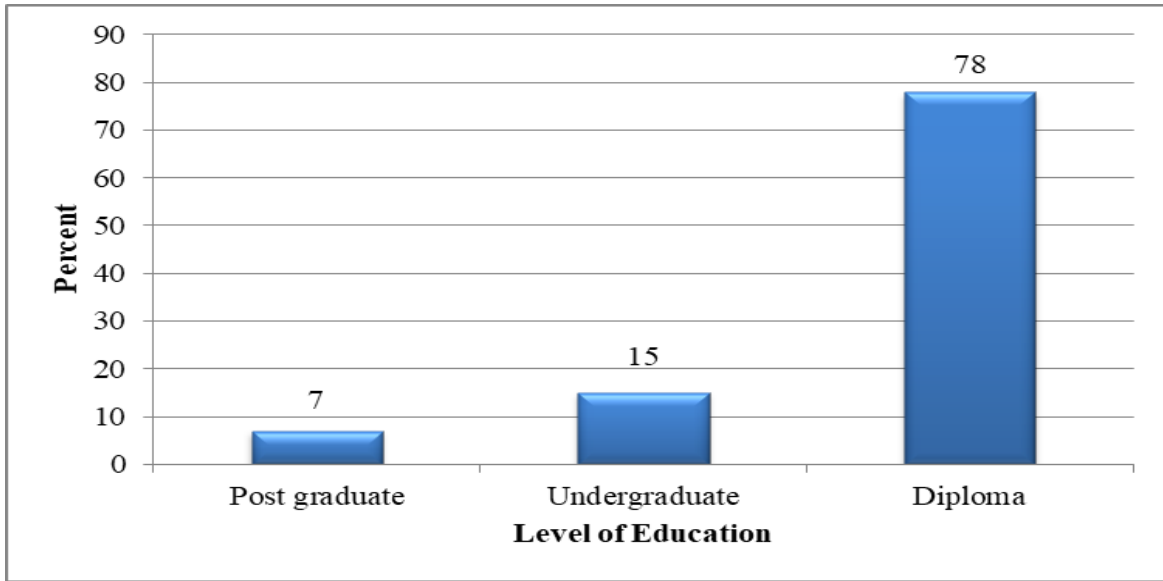
As part of the demographic information, the respondents were requested to indicate their age brackets. The results were as shown in figure 4.2. From the results, 26% of the respondents were aged between 30-35 years, 26% were aged between 30-35 years, 22% had less than 30 years, 15% had below 41-50 years of age while 12% of the respondents had above 50 years of age. This implies that most of the respondents were aged between 30-35 years.



**Figure 4. 2: Age Bracket of the Respondents**

#### **4.3.3 Highest Level of Education**

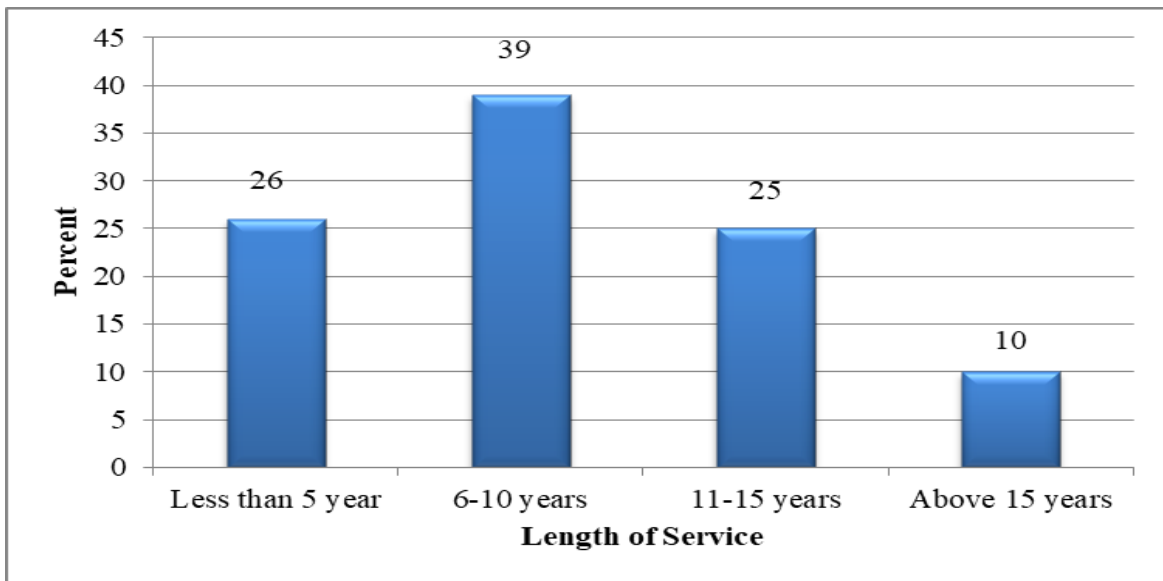
The respondents were further requested to indicate their highest level of education. The results were as shown in figure 4.3. From the results, 78% of the respondents indicated diploma level as their highest level of education, 15% of the respondents indicated undergraduate level while 7% of the respondents indicated postgraduate as their highest level of education. This implies that most of the respondents had diploma certificates as their highest level of education.



**Figure 4. 3: Highest level of Education**

#### **4.3.4 Number of Years in Service**

The respondents were further requested to indicate the number of years they had been teaching. The results were as shown in Figure 4.3. From the results, 39% of the respondents had been in service for 6-10 years, 26% of the respondents had been in service for less than 5 years, 25% of the respondents had been in service for less 11 to15 years while 10% of the respondents had been in service for more than 15 years. This implies that most of the respondents had been in service for 6-10 years.



**Figure 4. 4: Number of Years in Service**

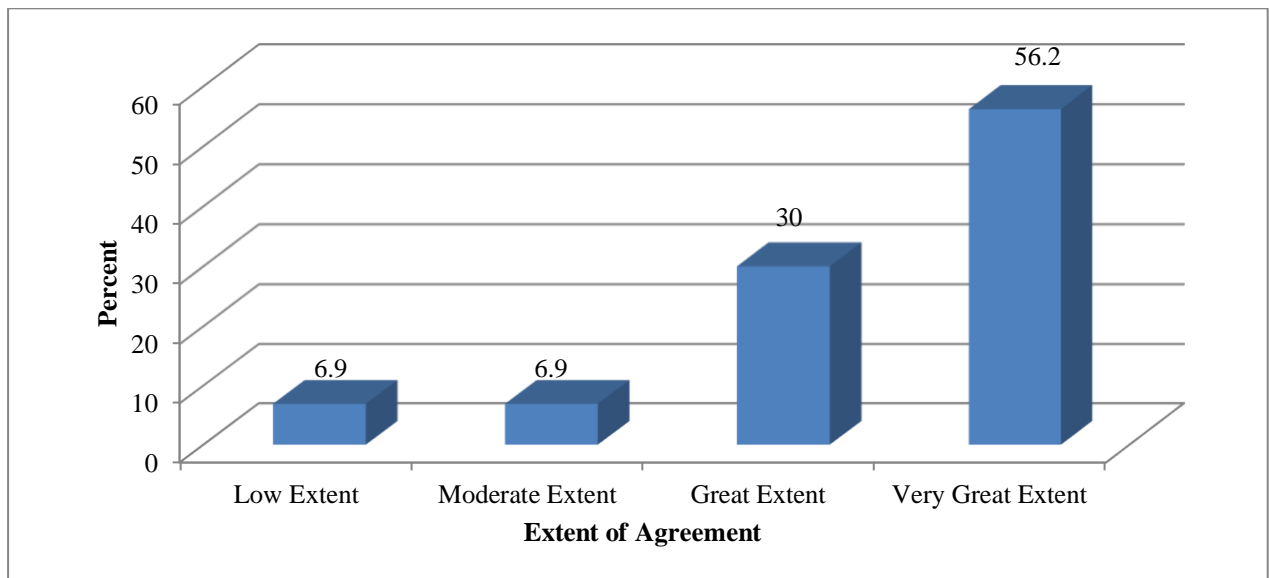
#### **4.4 Descriptive Statistics**

##### **4.4.1 Teacher’s Pedagogical Skills in CBC Implementation and Learners Performance**

The first specific objective of the study was to analyse the influence of teacher’s pedagogical skills in CBC implementation on learners performance in public primary schools in Awendo-Migori County, Kenya. The respondents were requested to rate the extent to teacher’s pedagogical skills in CBC implementation influence learners performance in public primary schools in Awendo-Migori county, Kenya. A 5 point Likert scale was used where 1 symbolized no extent, 2 symbolized little extent, 3 symbolized moderate extent, 4 symbolized great extent and 5 symbolized very great extent. The results were as presented in Figure 4.4.

From the results, 56.2% of the respondents revealed that teacher’s pedagogical skills in CBC implementation influence learners performance in public primary schools in Awendo-Migori county, Kenya to a very great extent, 30% indicated to a great extent, 6.9% indicated moderate extent while 6.9% indicated low extent. This implies that teacher’s pedagogical

skills in CBC implementation influence learners performance in public primary schools in Awendo-Migori county, Kenya to a very great extent.



**Figure 4. 5: Teacher’s Pedagogical Skills**

Further, the respondents were requested to rate various statements relating to teacher’s pedagogical skills in CBC implementation and learners performance in public primary schools in Awendo-Migori county, Kenya. The results were as presented in Table 4.1.

From the results, the respondents agreed that teacher’s pedagogical skills play a significant role the implementation of competency based curriculum. This is supported by a mean of 4.161 (std. dv = 1.010). In addition, the respondents agreed that for teachers to implement curricular effectively, they need to possess a subject matter component of teacher professionalism and knowledge. This is supported by a mean of 3.912 (std. dv = 0.934).

Further, the respondents agreed that they are able to solve most of the challenges faced in the implementation of the competency based curriculum. This is supported by a mean of 3.876 (std. dv = 0.786).

The respondents agreed that pedagogical content knowledge is complex, and results from many years of classroom experience. This is supported by a mean of 3.669 (std. dv = 1.109). In addition, the respondents agreed that competency focuses mainly on knowledge, skills, and attitudes. This is supported by a mean of 3.600 (std. dv = 0.938). Nevertheless, the respondents were neutral on the statement indicating that they have adequate pedagogical skills which helps in implementing the competency based curriculum. This is supported by a mean of 3.253 (std. dv = 1.342).

**Table 4. 1: Teacher’s Pedagogical Skills**

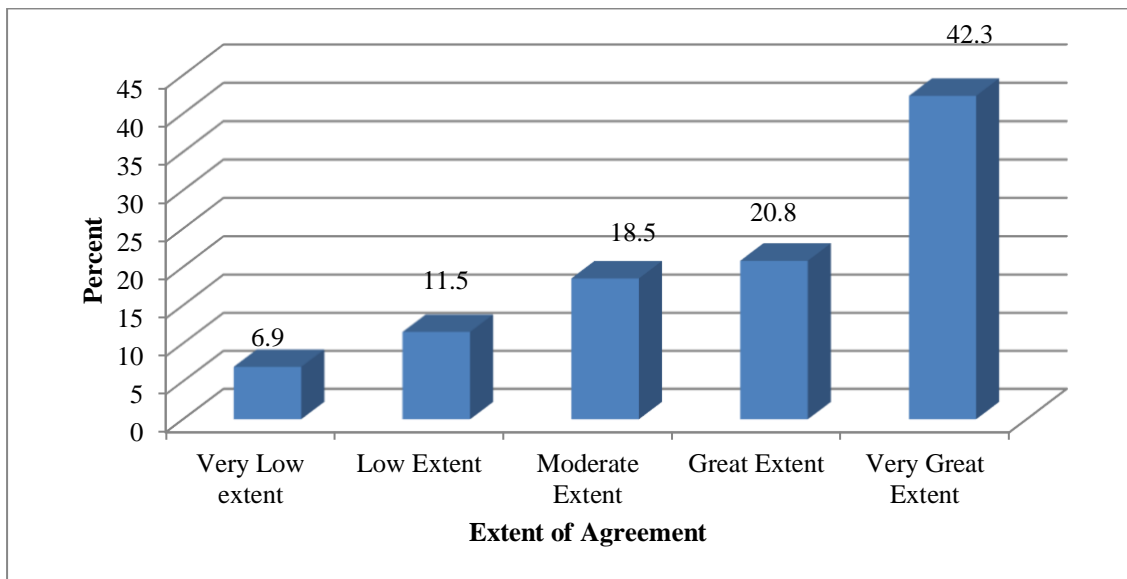
	<b>Mean</b>	<b>Std. Deviation</b>
Teacher’s pedagogical skills play a significant role the implementation of competency based curriculum	4.161	1.010
Competency focuses mainly on knowledge, skills, and attitudes	3.600	0.938
Pedagogical content knowledge is complex, and results from many years of classroom experience	3.669	1.109
I have adequate pedagogical skills which helps in implementing the competency based curriculum	3.253	1.342
Am able to solve most of the challenges faced in the implementation of the competency based curriculum	3.876	0.786
For teachers to implement curricular effectively, they need to possess a subject matter component of teacher professionalism and knowledge	3.912	0.934

#### **4.4.2 Technological Skills in CBC Implementation and Learners Performance**

The second specific objective of the study was to assess the influence of technological skills in CBC implementation on learners performance in public primary schools in Awendo-

Migori county, Kenya. The respondents were requested to rate the extent to which technological skills in CBC implementation influence learners performance in public primary schools in Awendo-Migori county, Kenya. A 5 point Likert scale was used where 1 symbolized no extent, 2 symbolized little extent, 3 symbolized moderate extent, 4 symbolized great extent and 5 symbolized very great extent. The results were as presented in Figure 4.5.

From the results, 42.3% of the respondents revealed that technological skills in CBC implementation influence learners performance in public primary schools in Awendo-Migori county, Kenya to a very great extent, 20.8% indicated to a great extent, 18.5% indicated moderate extent, 11.5% indicated low extent while 6.9% indicated very low extent. This implies that technological skills in CBC implementation influence learners performance in public primary schools in Awendo-Migori county, Kenya to a very great extent.



**Figure 4. 6: Technological Skills**



Further, the respondents were requested to rate various statements relating to the influence of technological skills in CBC implementation on learners performance in public primary schools in Awendo-Migori county, Kenya. The results were as presented in Table 4.2.

From the results, the respondents agreed that teachers should be equipped with knowledge and skills that will ensure they are able to embrace and integrate ICT. This is supported by a mean of 3.930 (std. dv = 1.127). In addition, the respondents agreed that technological skills play a significant role the implementation of competency based curriculum. This is supported by a mean of 3.915 (std. dv = 0.972). Further, the respondents agreed that regular training of teachers will enhance the implementation of competency based curriculum. This is supported by a mean of 3.897 (std. dv = 0.897).

The respondents agreed that teacher readiness and preparedness are key fundamental components for a successful adoption and implementation of ICT. This is supported by a mean of 3.823 (std. dv = 1.355). In addition, the respondents agreed that teacher need to be effectively prepared to ensure a successful curriculum transition. This is supported by a mean of 3.738 (std. dv = 1.066). Further, the respondents agreed that they have adequate technological skills to help me in the implementation of competency based curriculum. This is supported by a mean of 3.523 (std. dv = 1.043).

**Table 4. 2: Technological Skills in CBC Implementation and Learners Performance**

	<b>Mean</b>	<b>Std. Deviation</b>
Technological skills play a significant role the implementation of competency based curriculum	3.915	0.972
I have adequate technological skills to help me in the implementation of competency based curriculum	3.523	1.043

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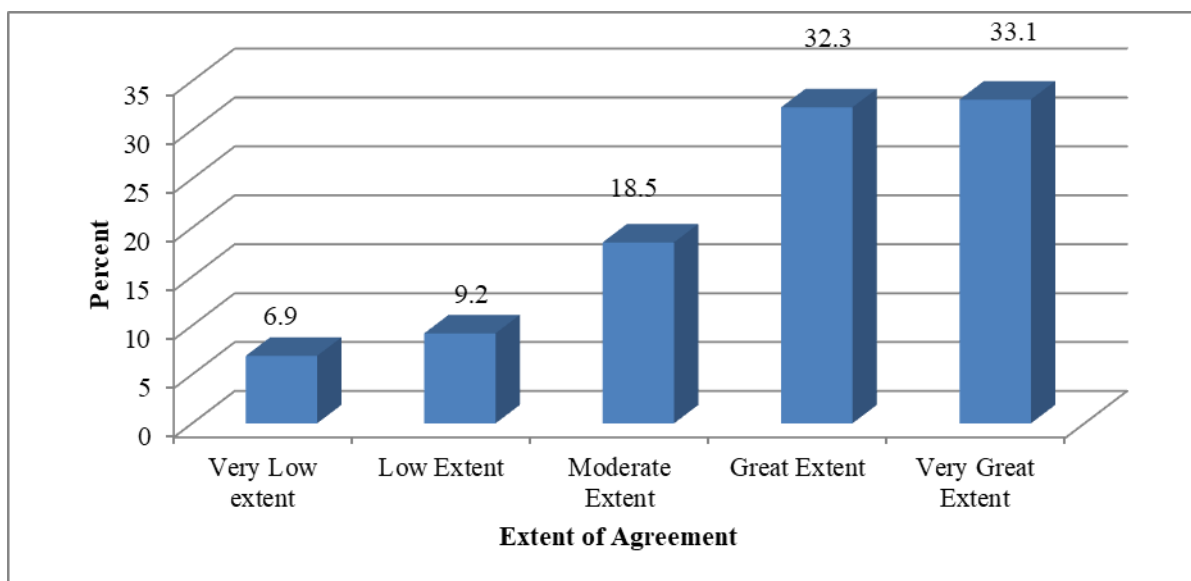
Teacher need to be effectively prepared to ensure a successful curriculum transition	3.738	1.066
Teachers should be equipped with knowledge and skills that will ensure they are able to embrace and integrate ICT	3.930	1.127
Teacher readiness and preparedness are key fundamental components for a successful adoption and implementation of ICT	3.823	1.355
Regular training of teachers will enhance the implementation of competency based curriculum	3.897	0.897

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#### **4.4.3 Teachers’ Self-Perceived Competency in CBC Implementation and Learners Performance**

The third specific objective of the study was to assess the effect of teachers’ self-perceived competency in CBC implementation on learners performance in public primary schools in Awendo-Migori County, Kenya. The respondents were requested to rate the extent to which teachers’ self-perceived competency in CBC implementation influence learners performance in public primary schools in Awendo-Migori County, Kenya. The results were as presented in Figure 4.6.

From the results, 33.1% of the respondents revealed that teachers’ self-perceived competency in CBC implementation influence learners performance in public primary schools in Awendo-Migori County, Kenya to a very great extent, 32.3% indicated to a great extent, 18.5% indicated moderate extent, 9.2% indicated low extent while 6.9% indicated very low extent. This implies that teachers’ self-perceived competency in CBC implementation influence learners performance in public primary schools in Awendo-Migori County, Kenya to a very great extent.



**Figure 4. 7: Teachers’ Self-Perceived Competency**

Further, the respondents were requested to rate various statements relating to teachers’ self-perceived competency in CBC implementation and learners performance in public primary schools in Awendo-Migori County, Kenya. The results were as presented in Table 4.3.

From the results, the respondents agreed that they have positive perception towards the implementation of the competency based curriculum. This is supported by a mean of 4.100 (std. dv = 1.098). In addition, the respondents agreed that teaching and assessment practices in CBC should focus more on helping learners. This is supported by a mean of 3.876 (std. dv = 0.862). Further, the respondents agreed that teachers perception plays a significant role on the implementation of the competency based curriculum. This is supported by a mean of 3.776 (std. dv = 0.809).

The respondents agreed that curriculum reforms may not be effectively installed if the key players like teachers do not feel the need for curriculum transformation. This is supported by a mean of 3.661 (std. dv = 0.949). In addition, the respondents agreed that teachers are

crucial stakeholders in determining the degree to which schools implement desirable and suitable policies. This is supported by a mean of 3.576 (std. dv = 1.295).

**Table 4. 3: Teachers’ Self-Perceived Competency**

	<b>Mean</b>	<b>Std. Deviation</b>
Teachers are crucial stakeholders in determining the degree to which schools implement desirable and suitable policies	3.576	1.295
Curriculum reforms may not be effectively installed if the key players like teachers do not feel the need for curriculum transformation	3.661	0.949
I have positive perception towards the implementation of the competency based curriculum	4.100	1.098
Teachers perception plays a significant role on the implementation of the competency based curriculum	3.776	0.809
Teaching and assessment practices in CBC should focus more on helping learners	3.876	0.862

#### **4.4.4 Learners Performance in Public Primary Schools**

The respondents were requested to rate various statements relating to learners performance in public primary schools in Awendo-Migori County, Kenya. The results were as presented in Table 4.4.

From the results, the respondents agreed that competency-based curriculum focuses explicitly on what learners are expected to do rather than what the learner is expected to know. This is supported by a mean of 3.923 (std. dv = 1.204). In addition, the respondents agreed that leaners in the rural areas are slightly facing challenges with embracing competency-based curriculum. This is supported by a mean of 3.653 (std. dv = 0.986).

Further, the respondents agreed that CBC aims at advancing learners ability to do thing, learn and learn how to learn and know. This is supported by a mean of 3.723 (std. dv = 1.282). Further, the respondents agreed that leaners in the rural areas are slightly facing challenges with embracing competency-based curriculum. This is supported by a mean of 3.884 (std. dv = 0.841).

**Table 4. 4: Learners Performance in Public Primary Schools**

	<b>Mean</b>	<b>Std. Deviation</b>
Competency-based curriculum focuses explicitly on what learners are expected to do rather than what the learner is expected to know	3.923	1.204
Learners are positively embracing the implementation of competency based curriculum	3.653	0.986
CBC aims at advancing learners ability to do thing, learn and learn how to learn and know	3.723	1.282
Leaners in the rural areas are slightly facing challenges with embracing competency-based curriculum	3.884	0.841

## CHAPTER FIVE

### SUMMARY, CONCLUSION AND RECOMMENDATIONS

#### 5.1 Introduction

This chapter presents the summary of the findings and makes conclusions together with recommendation for further studies. This discussion is done in line with the study objective which was to conduct an assessment of teachers' preparedness in competency based curriculum implementation and learners performance in public primary schools in Awendo-Migori County, Kenya. Specifically, the study sought to assess the influence of teacher's pedagogical skills, technological skills and teachers' self-perceived competency in CBC implementation on learners performance in public primary schools in Awendo-Migori County, Kenya.

#### 5.2 Summary

This sub-section presents the summary of the findings on the influence of teacher's pedagogical skills, technological skills and teachers' self-perceived competency in CBC implementation on learners performance in public primary schools in Awendo-Migori County, Kenya.

##### 5.2.1 Teacher's Pedagogical Skills in CBC Implementation and Learners Performance

The study findings revealed that teacher's pedagogical skills in CBC implementation influence learners performance in public primary schools in Awendo-Migori county, Kenya to a very great extent. Findings revealed that teacher's pedagogical skills play a significant role the implementation of competency based curriculum. This is supported by a mean of 4.161 (std. dv = 1.010). In addition, the respondents agreed that for teachers to implement curricular effectively, they need to possess a subject matter component of teacher professionalism and knowledge. This is supported by a mean of 3.912 (std. dv = 0.934). Further, the respondents agreed that they are able to solve most of the challenges faced in

the implementation of the competency based curriculum. This is supported by a mean of 3.876 (std. dv = 0.786).

The respondents agreed that pedagogical content knowledge is complex, and results from many years of classroom experience. This is supported by a mean of 3.669 (std. dv = 1.109). In addition, the respondents agreed that competency focuses mainly on knowledge, skills, and attitudes. This is supported by a mean of 3.600 (std. dv = 0.938). Nevertheless, the respondents were neutral on the statement indicating that they have adequate pedagogical skills which helps in implementing the competency based curriculum. This is supported by a mean of 3.253 (std. dv = 1.342).

### **5.2.2 Technological Skills in CBC Implementation and Learners Performance**

The study findings revealed that technological skills in CBC implementation influence learners performance in public primary schools in Awendo-Migori county, Kenya to a very great extent. The study found that teachers should be equipped with knowledge and skills that will ensure they are able to embrace and integrate ICT. This is supported by a mean of 3.930 (std. dv = 1.127). In addition, the respondents agreed that technological skills play a significant role the implementation of competency based curriculum. This is supported by a mean of 3.915 (std. dv = 0.972). Further, the respondents agreed that regular training of teachers will enhance the implementation of competency based curriculum. This is supported by a mean of 3.897 (std. dv = 0.897).

The respondents agreed that teacher readiness and preparedness are key fundamental components for a successful adoption and implementation of ICT. This is supported by a mean of 3.823 (std. dv = 1.355). In addition, the respondents agreed that teacher need to be effectively prepared to ensure a successful curriculum transition. This is supported by a mean of 3.738 (std. dv = 1.066). Further, the respondents agreed that they have adequate

technological skills to help me in the implementation of competency based curriculum. This is supported by a mean of 3.523 (std. dv = 1.043).

### **5.2.3 Teachers' Self-Perceived Competency in CBC Implementation and Learners Performance**

The study findings revealed that teachers' self-perceived competency in CBC implementation influence learners performance in public primary schools in Awendo-Migori County, Kenya to a very great extent. From the results, the respondents agreed that they have positive perception towards the implementation of the competency based curriculum. This is supported by a mean of 4.100 (std. dv = 1.098). In addition, the respondents agreed that teaching and assessment practices in CBC should focus more on helping learners. This is supported by a mean of 3.876 (std. dv = 0.862). Further, the respondents agreed that teachers perception plays a significant role on the implementation of the competency based curriculum. This is supported by a mean of 3.776 (std. dv = 0.809).

The respondents agreed that curriculum reforms may not be effectively installed if the key players like teachers do not feel the need for curriculum transformation. This is supported by a mean of 3.661 (std. dv = 0.949). In addition, the respondents agreed that teachers are crucial stakeholders in determining the degree to which schools implement desirable and suitable policies. This is supported by a mean of 3.576 (std. dv = 1.295).

### **5.3 Conclusions**

The study concludes that teacher's pedagogical skills in CBC implementation influence learners performance in public primary schools in Awendo-Migori county, Kenya to a very great extent. This implies that improving teacher's pedagogical skills would enhance CBC implementation and hence improve learners performance in public primary schools.



In addition, the study concludes that technological skills in CBC implementation influence learners performance in public primary schools in Awendo-Migori county, Kenya to a very great extent. This implies that improving technological skills would enhance CBC implementation and hence improve learners performance in public primary schools.

Further, the study concludes that teachers' self-perceived competency in CBC implementation influence learners performance in public primary schools in Awendo-Migori county, Kenya to a very great extent. This implies that improving teachers' self-perceived competency would enhance CBC implementation and hence improve learners performance in public primary schools.

#### **5.4 Recommendations**

The study found that teacher's pedagogical skills play a significant role the implementation of competency based curriculum. This study therefore recommends regular training of teachers to enhance their pedagogical skills so as to ensure effective implementation of competency based curriculum

In addition, the study recommends that primary school teachers should be equipped with knowledge and skills that will ensure they are able to embrace and integrate ICT. This will enhance the implementation of competency based curriculum hence improving learners performance.

Further, the study found that teachers' self-perceived competency in CBC implementation influence learners performance in public primary schools in Awendo-Migori County, Kenya to a very great extent. This study therefore recommends that public primary schools should work towards ensure positive attitude between teachers and learners towards implementation of the competency based curriculum

### **5.5 Recommendation for Further Studies**

This study focused on the assessment of teachers' preparedness in competency based curriculum implementation and learners performance in public primary schools in Awendo-Migori County, Kenya. The study was limited to teacher's pedagogical skills, technological skills and teachers' self-perceived competency in CBC implementation, the study therefore suggests further studies on other factors affecting the implementation of competency based curriculum

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## APPENDICES

### Appendix 1

#### PART A: GENERAL INFORMATION

Kindly respond to each of the questions by ticking the appropriate answers or filling the blank spaces.

1. Kindly indicate your gender?

Male

Female

2. Please indicate your age bracket?

Below 30 years  30-35 Years

36-40 Years  41-50 Years

Above 50 years

3. What is your highest level of education?

PhD/Doctorate  Master's Degree

Undergraduate degree  College Diploma

College Certificate  School Certificate

Others, (please specify) .....

Duration of time serving in the School

Less than 5 year  6-10 years

11-15 years  Above 15 years

#### PART B: Teachers' Preparedness in Competency Based Curriculum Implementation

##### Teacher's Pedagogical Skills

To what extent do teacher's pedagogical skills in CBC implementation influence learners performance in public primary schools in Awendo-Migori county, Kenya

Very Great Extent            [   ]            Great Extent            [   ]  
 Neutral                            [   ]            Little Extent            [   ]  
 No Extent                            [   ]

4. Kindly indicate your level of agreement on various statements relating to teacher’s pedagogical skills in CBC implementation and learners performance in public primary schools in Awendo-Migori County, Kenya. Kindly use the key provided below to TICK as appropriate.

		1	2	3	4	5
	Teacher’s pedagogical skills play a significant role the implementation of competency based curriculum					
	Competency focuses mainly on knowledge, skills, and attitudes					
	Pedagogical content knowledge is complex, and results from many years of classroom experience					
	I have adequate pedagogical skills which helps in implementing the competency based curriculum					
	Am able to solve most of the challenges faced in the implementation of the competency based curriculum					
	For teachers to implement curricular effectively, they need to possess a subject matter component of teacher professionalism and knowledge					

**Technological Skills**

To what extent do technological skills in CBC implementation influence learners performance in public primary schools in Awendo-Migori county, Kenya

- Very Great Extent            [   ]                    Great Extent            [   ]
- Neutral                            [   ]                    Little Extent            [   ]
- No Extent                        [   ]

5. Kindly indicate your level of agreement on various statements relating to technological skills in CBC implementation and learners performance in public primary schools in Awendo-Migori County, Kenya. Kindly use the key provided below to TICK as appropriate.

		1	2	3	4	5
	Technological skills play a significant role the implementation of competency based curriculum					
	I have adequate technological skills to help me in the implementation of competency based curriculum					
	Teacher need to be effectively prepared to ensure a successful curriculum transition					
	Teachers should be equipped with knowledge and skills that will ensure they are able to embrace and integrate ICT					
	Teacher readiness and preparedness are key fundamental components for a successful adoption and implementation of ICT					
	Regular training of teachers will enhance the implementation of competency based curriculum					

### Teachers' Self-Perceived Competency

To what extent does teachers' competency in CBC implementation influence learners' performance in public primary schools in Awendo-Migori county, Kenya

- Very Great Extent            [   ]            Great Extent            [   ]
- Neutral                            [   ]            Little Extent            [   ]
- No Extent                            [   ]

6. Kindly indicate your level of agreement on various statements relating to teachers' competency in CBC implementation and learners performance in public primary schools in Awendo-Migori County, Kenya. Kindly use the key provided below to TICK as appropriate.

		1	2	3	4	5
	Teachers are crucial stakeholders in determining the degree to which schools implement desirable and suitable policies					
	Curriculum reforms may not be effectively installed if the key players like teachers do not feel the need for curriculum transformation					
	I have positive perception towards the implementation of the competency based curriculum					
	Teachers perception plays a significant role on the implementation of the competency based curriculum					



	Teaching and assessment practices in CBC should focus more on helping learners					
	CBE encourages teachers to depend strongly on open-ended questions, and encourage comprehensive learners' dialogue					

### Learners Performance in Public Primary Schools

7. Kindly indicate your level of agreement on various statements relating to learners performance in public primary schools in Awendo-Migori County, Kenya. Kindly use the key provided below to TICK as appropriate.

		1	2	3	4	5
	Competency-based curriculum focuses explicitly on what learners are expected to do rather than what the learner is expected to know					
	Learners are positively embracing the implementation of competency based curriculum					
	CBC aims at advancing learners ability to do thing, learn and learn how to learn and know					
	Leaners in the rural areas are slightly facing challenges with embracing competency-based curriculum					