

**Teacher Related Factors Influencing Implementation of Competency Based Curriculum In Primary Schools In Murang'a County, Kenya**

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**Abstract**

The purpose of this article is to interrogate dynamics of teacher related factors in the implementation of competency-based curriculum in primary schools in Murang'a County, Kenya. The contention of the study is that teaching using competency-based approaches could assist learners acquire skills that will help them improve their academic performance. There is scant proof that research was done to determine how prepared teachers are to apply CBC. The objectives of the study were to establish the influence of teachers' pedagogical content knowledge, teacher's technological, teacher's perceptions and attitudes and teachers' academic/professional qualifications on implementation of competency-based curriculum in Mathioya Sub County. The study found that the respondents can use a wide range of teaching approaches in a classroom which include collaborative learning, lecture method, class discussions, modeling which aids in curriculum implementation. The study concluded that the respondents feel well prepared to manage the challenges that the integration of ICT brings in the teaching of the CBC competencies in the classroom. The study recommended that the government should increase the number of teachers per schools to reduce teachers to improve curriculum implementation

**Key Words:** Kenya, Murang'a County, Competency-based curriculum, Teacher professional qualification, Teacher's perceptions and attitudes, Teacher's technological skills and Teachers' pedagogical content knowledge

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**Introduction**

The desire to widen global and regional competition in the job market called for the introduction of the Competency Based Curriculum (CBC) (Mwangi, 2015). Curriculum is the medium through which nations around the world empower the general public with the values, knowledge, skills and attitudes that are necessary for development (Kabita & Ji, 2017). In the United States of America (USA), the ability-based schooling development has been around starting around 1980. The beginning of ability-based schooling, in any case, can be followed to the thoughts of instructive change connected to plans of action indicating results in goals, thinking back to the 1920s (Gardner, 2017).

In Africa, countries such as Rwanda have implemented competency- based curriculum. In 2015, Rwanda presented a skill based educational program from an information based educational program (Ndihokubwayo and Habiyaemye, 2018). Capability-based schooling is considered as one where accentuation is put on what a student is relied upon to do instead of what the student is relied upon to know. Competency based educational plan is subsequently student focused, with a ton of accentuation on the changing necessities of students, teachers, and the general public overall (Republic of Kenya, 2017). Teachers are the key agents of successful curriculum implementation; however, they are likely to be faced with challenges when implementing a new curriculum. Unless the challenges are identified early enough during the piloting stage, the problems can be carried forward to a national level when the new programme is being implemented on full scale. This study will focus on teachers' pedagogical content knowledge, teacher's technological skills, teacher's perceptions and attitudes, and teachers' academic/professional qualifications on implementation of competency-based curriculum.

On teachers' pedagogical content knowledge, Blomek and Delaney (2012), in a study in the United States emphasized on the importance of knowledge and skills that teachers have when it comes to the teaching learning process. Komba and Mwandanji (2015) in a study in South Africa observed that a good number of teachers were not formal 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 study focused on knowledge and skills that teachers have with regard to teaching process as well as understanding the CBC but they did not focus on the implementation aspect of CBC. This creates a knowledge gap that needs to be filled.

The current study will fill the gap by establishing the influence of teachers' pedagogical content knowledge on implementation of competency-based curriculum at primary school level in Mathioya Sub-County. Asava, (2021) did a study on influence of teacher pedagogies on implementation of competency-based curriculum in public primary schools in Kenya. The outcomes of the study indicated that all headmasters and four-grade teachers participated in in-

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service skills training. Most teachers used learning techniques in the teaching process from the findings. The study focus was on influence of teacher pedagogies on implementation of competency-based curriculum in public primary schools in Kenya in general and no specific mention on Murang'a County and thus the findings might not be applicable to Murang'a County thus creating a knowledge gap. The current study will fill the gap by establishing the influence of teachers' pedagogical content knowledge on implementation of competency-based curriculum at primary school level in Mathioya Sub-County.

On teacher's technological skills, a study by Lil, Chao and Churchill (2011) in China confirm that teachers as instructors are expected to create a technology-based environment to use technology to facilitate the teaching and learning process. Bonanno (2011) in a study in Ghana argues that teachers lack sufficient knowledge and skills to maximally exploit, use, and integrate technology to support curriculum implementation. Buabeng-Andoh (2012) in his study in West Indies, the use of ICT in education adds value in the teaching learning process. It enhances the effectiveness of learning through the addition of dimensions that were not previously available. Chan (2014), points out that teacher' readiness and willingness are of essence for successful adoption and implementation of ICT into the teaching learning process and curriculum.

The studies focused on teachers lack sufficient knowledge and skills to maximally exploit, use, and integrate technology to support curriculum implementation as well as effectiveness of ICT in teaching learning. However, the studies did not address comprehensively on how ICT influences implementation of CBC thus creating a knowledge gap. This study will fill the gap by assessing the influence of teacher's technological skills on implementation of competency-based curriculum at primary school level in Mathioya Sub-County. Murithi, & Yoo, (2021) did a study on teachers' use of ICT in implementing the competency-based curriculum in Kenyan public primary schools.

Teachers perceived that ICT facilities were inadequate in schools, which presented a challenge in the integration of technology during the implementation of the new curriculum. Most of the teachers answered that they received only basic computer literacy training. Although teachers perceived the use of computers as necessary, they faced difficulties integrating technology in their lessons. The study has not addressed how teacher's technological skills influence implementation of competency-based curriculum thus creating a knowledge gap. This study will fill the gap by assessing the influence of teacher's technological skills on implementation of competency-based curriculum at primary school level in Mathioya Sub-County.

On teacher's perceptions and attitudes, Rogers, (2021) did a review exploring secondary teachers' perspectives on implementing competency-based education in United Kingdom. Findings suggested that contextual factors informed participants' beliefs and subsequent practices. Districts with administrative support revealed more widespread impact on teachers and students. Structural supports promoting implementation also supported teachers' integration of competency-based education principles. Chumba, (2021) did a study on teachers' perception on competency-based mathematics curriculum in primary schools in Nandi County, Kenya. Qualitative findings revealed that the teachers perceived the change as very positive and were open to use the new teaching methods but found them difficult to put in practice in overcrowded and under-resourced classrooms.

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The studies focus was on teachers' perspectives on implementing competency-based education. However, the studies were not specific on how teacher's perceptions and attitudes influence implementation of CBC at primary school level thus creating a knowledge gap. The current study will fill the gap by determining the influence of teacher's perceptions and attitudes on implementation of competency-based curriculum at primary school level in Mathioya Sub-County. Ondimu, (2018) did a study on teachers' preparedness for implementation of the competency- based curriculum in private pre-schools in Kenya.

The findings of the study revealed that majority of head teachers and pre-school teachers have attended in-service training hence majority of them agreed they were prepared to implement the competency-based curriculum. The focus of the study was on teachers' preparedness for implementation of the competency- based curriculum in private pre-schools. However, the study focused on private school which may have different structures as compared to public schools thus creating a knowledge gap. The current study will fill the gap by determining the influence of teacher's perceptions and attitudes on implementation of competency-based curriculum at primary school level in Mathioya Sub-County.

On teachers' academic/professional qualifications, a study in Europe by The Education and Training Commission of Europe (2010) posited that teacher qualification is an essential factor that provides learners with personal fulfillment, better social skills, and more diverse employment opportunities. A study by Makunja (2016) in Tanzania found out that lack of adequate in-service training for teachers was an indication of limited teacher preparedness in the use and application of pedagogical knowledge during teaching and learning process as they lacked enough knowledge and understanding of the competency-based curriculum concepts. Mwabora, Nyamu, & O'Connor, (2019) did a study on teacher's preparedness for implementing competency-based curriculum in primary schools in Kiambu County, Kenya.

The study findings indicate that the primary school teachers are not prepared for implementing the competency-based curriculum in the early childhood education and lower primary education. The study focused on teacher preparedness through academic training and did not explain comprehensively on how it affects CBC implementation thus creating a knowledge gap. This thus creates a knowledge gap that the current study will fill by finding out the influence of teachers' academic/professional qualifications on implementation of competency-based curriculum in Mathioya Sub County. Koskei, & Chepchumba, (2020) did a study on teachers' competency as a cornerstone on the implementation of competency-based curriculum in Kenya.

The finding of this study revealed that teachers' competency significantly influenced the implementation of the competency-based curriculum. The study focus was on teachers' competency as a cornerstone on the implementation of competency-based curriculum in Kenya. However, the study has not provided an explanation on how teachers' academic/professional qualifications influence implementation of competency-based curriculum. This thus creates a knowledge gap that the current study will fill by finding out the influence of teachers' academic/professional qualifications on implementation of competency-based curriculum in Mathioya Sub County.

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### **Problem Statement**

Teaching using competency-based approaches of teaching and learning might help learners acquire competences such as learning to learn, self-efficacy and digital literacy. Although policy documents, teachers and other education stakeholders in the country claim that the Kenyan education system is now competency based there is little evidence from research which indicates the extent of the implementation of this new teaching, learning and assessment approach to support the statements. Though the government through Teachers Service Commission and Kenya Institute of Curriculum Development has trained a few teachers on the new system of education, there is still a lot to be desired.

Various studies have been conducted on teacher factors influencing curriculum implementation. Hidayat and Setyawan (2020) examined the pedagogical subject knowledge and intended instruction of secondary school mathematics teachers. Asava, (2021) conducted a study on the impact of teacher pedagogies on the implementation of competency-based curricula in public elementary schools. Muchiri (2021) did a study on the pedagogical readiness of geography teachers for the implementation of the competency-based curriculum in public secondary schools. Ondimu (2018) conducted research on teachers' readiness for competency-based curriculum implementation in private pre-schools.

Nsabimana (2019) conducted research on the use of information and communication technology (ICT) and competence-based curricula in Rwanda's secondary schools. Njagi (2020) conducted research on the impact of teacher preparation on the implementation of competency-based curricula in public elementary schools. Mwabora et al. (2019) did a study on teachers' readiness for competency-based curriculum implementation in primary schools. However, there is little evidence that a study has been conducted to establish the level of teachers' preparedness to implement CBC. This is why the research set out to investigate the teacher related factors influencing implementation of competency-based curriculum in primary schools in Mathioya Sub- County, Murang'a County.

### **Review of the Literature**

Competency has to do with knowledge, skills, and attitudes. Three things make up a teacher's knowledge base: pedagogical knowledge, content knowledge, and pedagogical content knowledge. Knowledge of the profession as a whole, including procedural approaches, is referred to as content knowledge. A general why and how to of teaching can be found in pedagogical knowledge. Kariuki (2019) conducted a study on Kenyan teachers' epistemic assumptions for the pedagogy of competency-based curricula. For an analytical, critical, and normative examination of Kenya's education policy on CBC reform, a philosophical research approach was used.

The study's main conclusions were that pragmatic social constructionism is the theory of knowledge that underpins CBC in Kenya, that teachers' epistemic beliefs are necessary and logical extensions of this theory, and that the idea of pedagogical content knowledge is essential for pedagogical reasoning in the alignment of the teachers' epistemic beliefs with CBC in Kenya. In Kenya's teacher education program, longitudinal research is still needed to track the evolution of student teachers' epistemic ideas. It is crucial to keep an eye on teachers' epistemic views during in-service Continuous Professional Development (CPD) for working Kenyan teachers.

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There is a knowledge gap since the previous study's setting was distinct from the context of the current investigation, making it unable to generalize the findings. By determining the impact of teachers' pedagogical content knowledge on the implementation of competency-based curriculum at the primary school level in Mathioya Sub-County, the current study will fill the gap.

Hidayat and Setyawan (2020) examined the pedagogical subject knowledge and intended instruction of secondary school mathematics teachers. The purpose of this study was to comprehend the Pedagogical Content Knowledge (PCK) of secondary school mathematics instructors with regard to curriculum reform. Each participant was questioned regarding the PCK domain and a planned K–13 teaching strategy. The outcome demonstrates that every teacher approaches the teaching of system of linear equations of three variables (SLETV) in curricular reform in a different way. Despite the differences in material structures, SLETV teaching strategies for two to three variables are comparable. Regarding students' needs and classroom teaching/practices, certain intended teaching may still not be put into practice, which ultimately forces teachers to revert to the previous paradigm of instruction. Therefore, even though the government has made considerable efforts to offer some cutting-edge teaching strategies to raise student accomplishment, those concepts may still not be put into reality in the classroom. There is a knowledge gap because the previous study's environment was distinct from the one used in the present one, making it unable to generalize the findings. By determining the impact of teachers' pedagogical content knowledge on the implementation of competency-based curriculum at the primary school level in Mathioya Sub-County, the current study will fill the gap.

Asava, (2021) conducted a study on the impact of teacher pedagogies on the implementation of competency-based curricula in public elementary schools in Westlands Sub-County, Nairobi City County, Kenya. The study includes a descriptive survey of 26 public elementary schools, 26 school heads, 63 teachers of the fourth grade, 2912 students in the fourth grade, and two curriculum authorities who are supportive of the project. With 320 participants, a random sample was utilized to stratify the samples. There were eight head teachers, 19 teachers of the fourth grade, 292 students, and one curriculum support officer. Questionnaires, interview schedules, focus group discussion rules, and checklists of observations were all used in the data collection process. The research results were assessed quantitatively and qualitatively. Using SPSS version 20.0, the quantitative data were processed, assessed, and displayed as frequency tables. According to the study's findings, all headmasters and instructors of the fourth grade took part in in-service skills training. Based on the data, the majority of teachers employed learning strategies throughout class. However, the findings showed that the majority of instructors did not have access to adequate functional digital equipment. Additionally, it was discovered that most educators had difficulties in putting some crucial communication, teaching, and learning competencies into practice. There is a knowledge gap because the study did not cover teachers' technology proficiency or the implementation of competency-based curricula. By examining the impact of teachers' technical expertise on the implementation of competency-based curriculum at the primary school level in Mathioya Sub-County, this study will fill the gap.

Muchiri (2021) did a study on the pedagogical readiness of geography teachers for the implementation of the competency-based curriculum in public secondary schools in Kirinyaga

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County, Kenya. The target population for the study, which used a descriptive survey approach, was restricted to 24 secondary schools, 24 head teachers, and 100 geography instructors. The sample, which included 40 respondents, 30 geography instructors, and 10 head teachers, was chosen intentionally. To pre-test and fine-tune the instruments, piloting: validity and reliability of research instruments was carried out in two schools, one from a Sub-County school and the other from a day secondary school. Face, construct, and content validity were used to guarantee validity, and test-retest methodology was used to guarantee instrument reliability. Surveys for geography teachers and interviewing instructions for head teachers were used to gather the data. Both a quantitative and a qualitative analysis was done on the results.

The mode and mean of quantitative data were calculated using measures of central tendency. The standard deviation was established through the use of spread metrics. Before editing, coding, and reporting through a narrative of the perspectives, experiences, and opinions of both geography teachers and head teachers, qualitative data was first sorted and discussed for each response in accordance with the objectives. According to the study's findings, the majority of respondents had not participated in in-service training and were consequently unfamiliar with the CBC. However, some teachers revealed prepared and equipped with expository and heuristic teaching strategies to implement any curriculum that during their pre-service training under the 8.4.4 system of education, they were. Nonetheless, in regards to digital literacy, majority of teachers expressed that they had not been exposed to ICT curriculum, and the majority of them felt unqualified due to their lack of technological expertise. There is a knowledge gap because the study did not specifically evaluate teachers' technology proficiency or the implementation of competency-based curricula. By examining the impact of teachers' technical expertise on the implementation of competency-based curriculum at the primary school level in Mathioya Sub-County, this study will fill the gap.

Having qualified teachers is a must for achieving the goals of any curriculum. According to research, instructors' qualifications have a significant impact on how successfully they carry out a curriculum in a learning activity. According to the Education and Training Commission of Europe (2010), having qualified teachers is crucial for giving students access to personal fulfillment, improved social skills, and a wider range of employment options. Academic and professional qualifications might be considered while evaluating a teacher's qualifications. They have to do with gaining the appropriate information, abilities, and creativity necessary for high-caliber, fruitful engagement in the teaching profession. A fully qualified teacher is one who has the major-equivalent credentials in the subject matter being taught. He noted that certification evaluates a teacher's qualifications and that the certification process incorporates both learned and taught knowledge of a subject.

Mwabora et al. (2019) did a study on teachers' readiness for competency-based curriculum implementation in primary schools in Kiambu County, Kenya. The research employed a descriptive survey design. 50 primary school teachers and 15 head teachers participated in the study. Descriptive statistics were used in the data analysis. In the presentation, numbers, frequency tables, and percentages were used. The results of the study show that primary school teachers are not ready to adopt competency-based curricula in lower primary and early childhood education. It was clear that the teachers had difficulties as a result of insufficient in-service training, insufficient parental support, poor information and communications

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technology skills, and a large workload. The relationship between the variables, however, was not adequately addressed, leaving a gap. As a result, there is a knowledge gap that the current study seeks to fill by determining the impact of teachers' academic and professional backgrounds on the adoption of competency-based education in Mathiyoia Sub County.

Koskei and Chepchumba (2020) conducted a study on teachers' competency as the foundation for the adoption of a competency-based curriculum in Kenya. The study used a descriptive survey approach. A stratified and purposeful random sampling technique was employed by the researcher. The study included a sample of 200 teachers and 100 head teachers. In order to gather data, the researcher used an interview guide and a questionnaire. The reliability of the research instrument was assessed using a split-half method and a pilot study. The validity of the research instrument was evaluated using expert judgment. Descriptive analysis was used to examine the field data, and null hypotheses were tested at 0.05 level. The results of this study showed that teachers' competency had a major impact on how the competency-based curriculum was implemented. The relationship between the variables, however, was not adequately addressed, leaving a gap. As a result, there is a knowledge gap that the current study seeks to fill by determining the impact of teachers' academic and professional backgrounds on the adoption of competency-based education in Mathiyoia Sub County.

Chemagosi (2020) conducted a study on teachers' readiness for the implementation of a competency-based curriculum in lower public primary schools in Kilifi and Nandi Counties. The research design for the study was descriptive. Utilizing a questionnaire, interview schedule, and observation schedule, data was gathered. 48 carefully chosen instructors, including 12 head teachers, made up the sample. To pre-test and fine-tune the instruments, a pilot study was carried out in two schools, one from each of the two Counties. The study used a questionnaire for teachers, an interview schedule for head teachers, and an observation program to gather and analyze participant data. Face and content validity were used to guarantee validity, while the split-half approach was used to guarantee instrument dependability. To triangulate the study's conclusions, quantitative and qualitative data were concurrently gathered and examined. The findings demonstrate that the model is significant overall ( $F=6.006$ ,  $p0.05$ ). This suggests that there is a strong relationship between teacher preparedness and competency-based curriculum implementation. As a result, the hypothesis that there is no relationship between teachers' preparedness and competency-based curriculum implementation was rejected. The link between the variables, however, was not thoroughly examined, leaving a gap. As a result, there is a knowledge gap that the current study seeks to fill by determining the impact of teachers' academic and professional backgrounds on the adoption of competency-based education in Mathiyoia Sub County.

Isaboke et al. (2021) conducted a study on teacher readiness and competency-based curriculum implementation in public pre-primary schools in Nairobi City County, Kenya. The 225 public pre-primary schools in Nairobi City County's 225 pre-primary schools were the study's target population of 900 people, which included 450 pre-primary school teachers, 225 ECD Center Managers, and 225 head teachers. A total of 20% of the study's target population was sampled in order to obtain the 180 participants, who included 45 head teachers, 45 center managers, and 90 pre-primary school teachers. Data were gathered using a questionnaire, interview schedules, observation checklist, and a document analysis guide. The validity of the



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research tools was established through expert judgment, whereas the reliability of the questionnaires was established through the split-half method, and a Cronbach's alpha coefficient of 0.799 was obtained. The pilot study was carried out in two public pre-primary schools in the County. The quantitative data was summarized using percentages and frequencies, while the qualitative data was thematically examined. The hypotheses were tested using the Chi-square test. The Statistical Package for Social Sciences Version 21 made this easier. The bulk of the teachers (65.9%) had not undergone any CBC training, according to the findings, while 34.1% had. With a significance value of  $p=0.0000.05$ , the study found a significant correlation between the teachers' level of CBC training and their capacity to administer the curriculum. The link between the variables, however, was not thoroughly examined, leaving a gap. Thus, there is a knowledge gap that the current study seeks to fill by examining the impact of teachers' academic and professional backgrounds on the adoption of competency-based education in Mathioya Sub County.

Njagi (2020) conducted research on the impact of teacher preparation on the implementation of competency-based curricula in public elementary schools in Kiambu Sub-County, Kiambu County, Kenya. The research design used in the study was descriptive. The study's target audience included curriculum support officials in Kiambu Sub-County, head teachers, and teachers in grades one through three in 21 public primary schools. 11 head teachers, 2 curriculum support officers, and 83 teachers made up the sample size. Questionnaires, observation checklists, and interview schedules were used as data gathering techniques. By asking university supervisors for their expert opinion, the validity of the instrument was ensured. The test-retest method was used to assess the reliability of the instrument.

The examination of quantitative and qualitative data, including mean and standard deviation, findings expressed in frequencies and percentages, was done using descriptive statistics. The version 23.0 of the Statistical Package for Social Sciences was used to analyze the data. Majority was one of the study's primary conclusions. 52 (71%) of the pre-primary teachers who checked the agreement box thought that communicating with students following formative assessment was important. This showed that, in terms of the competency-based curriculum, teachers needed in-service training on the topic of assessment. The survey found that 44 (60%) of the teachers believed that English instructional materials were readily available and acceptable, and that 40 (55%) of the teachers agreed that Kiswahili instructional materials were similarly readily available and suitable for teaching mathematics. Majority 47 instructors, or 64%, concurred that they had received training on integrating ICT with competency-based curricula. A knowledge gap resulted from the study's lack of specificity on the setting of the investigation and how the relationship between the variables was impacted. By examining the impact of teachers' beliefs and attitudes on the implementation of competency-based curriculum at the primary school level in Mathioya Sub-County, the current study will fill the gap.

Rogers (2021) reviewed the perceptions of secondary teachers on implementing competency-based education. This study used survey data, follow-up interviews, and observations in three NH districts as part of a sequential explanatory mixed methods strategy. Data analysis used the conceptual framework of the Concerns-Based Adoption Model (CBAM). Different levels of implementation were found across the three districts, albeit some of them were tempered by instructors' opinions. Participants from the district with a more advanced CBE

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implementation described the changed educational practices' greatest perceived impact as well as their ability to persevere with or without administrative support. Some participants reported that pupils now had more access to the material and that they felt less anxious and judged. Results indicated that participants' views and subsequent behaviors were influenced by environmental circumstances. In districts with administrative assistance, the effects on teachers and children were more pervasive. Teachers' integration of CBE concepts was aided by structural supports for implementation. A knowledge gap resulted from the study's lack of specificity on the setting of the investigation and how the relationship between the variables was impacted. By examining the impact of teachers' beliefs and attitudes on the implementation of competency-based curriculum at the primary school level in Mathioya Sub-County, the current study will fill the gap.

Ngeno et al. (2021) conducted a study on teachers' attitudes regarding competence-based curriculum implementation in primary schools in Kericho County. The study used a descriptive survey design and a correlation research design. 24 County Support Officers (CSOs), 52 Head Teachers, and 610 Grade 1 Teachers made up the study's target population. Six CSOs, 52 Head Teachers, and 61 Teachers of Grade 1 made up the sample. All 52 head teachers from 52 schools were chosen using a saturation sampling technique. The schools and CSOs were chosen using a simple random selection method. In Kericho County, teachers in Grade 1 were chosen using a purposive sample technique. Schedules for interviews, questionnaires, and an observation program were used to gather data.

Descriptive statistics in the form of percentages, averages, and standard deviation were used to examine quantitative data, while Pearson product-moment correlation was used to correlate inferential statistics. Themes were used to analyze qualitative data. With a correlation of 0.560 and a calculated value of 0.00 for head teachers and 0.284 and a calculated value of 0.032 for grade 1 teachers, respectively, the attitude of the teachers had a favorable impact on the implementation of the CBC. The findings of this research are crucial for the successful implementation of the competency-based program with the involvement of education stakeholders. A knowledge gap resulted from the study's lack of specificity on the setting of the investigation and how the relationship between the variables was impacted. By examining the impact of teachers' beliefs and attitudes on the implementation of competency-based curriculum at the primary school level in Mathioya Sub-County, the current study will fill the gap.

### **Theoretical Framework**

The study was guided by the curriculum implementation theory. The proponent of the theory is Gross in the year 1971. According to the theory, elements including teacher competency, clarity, implementers' awareness and capacity, management support, and stakeholders' attitudes must all be taken into account for any educational program or curriculum to be successfully implemented. According to Gross (1971), the teacher who is the implementer should be competent, knowledgeable about the topic, and aware of all that is to be done. According to Gross, when implementers are not aware of the curriculum's planned modifications, they may fail to implement it properly and efficiently. According to Baumert (2010), a teacher's subject-matter expertise affects how they present their material to students in the classroom and how well they learn.

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The capacity of the implementer is important for successful curriculum implementation, according to Gross (1971). It is essential to provide in-service teachers with the knowledge and abilities they need to manage a new curriculum. Through seminars and workshops, the primary school teachers in this situation should receive effective training on CBC implementation in order to develop the skills, knowledge, and behaviors necessary for successful curriculum implementation. The curriculum implementation theory by Gross (1971) is the most appropriate because it emphasizes the role of the teacher in effective curriculum implementation, through consideration of elements relating to teacher qualifications, provision and use of resources, and effective classroom organization and management. It fit well with variables of the current study in ensuring quality education to primary school learners.

## **Methodology**

### **Research Design**

The research design for the study was descriptive. Descriptive design focuses on determining the frequency with which something occurs or the relationship between variables (Bryman & Bell, 2007). A descriptive design, according to Bryman and Bell (2007), aims to gather data that depicts current phenomena by posing questions about people's perceptions and attitudes. Since the researcher plans to gather thorough data through descriptions to determine the influence of teacher-related factors on implementation of competency-based curriculum in primary schools in Mathioya Sub- County, Murang'a County, this approach was appropriate for this study. The study was conducted in a context that required direct replies from respondents while examining current phenomena without modifying the variables, therefore the design was suitable for the study.

### **Target Population**

The target population for this study was drawn from primary schools in Mathioya Sub County. This study targeted 62 primary schools, 62 head teachers, and 800 teachers in Mathioya Sub County. target for the head teachers and teachers was because they are resourceful regarding the information on competency-based curriculum and the various factors that influence the implementation of the curriculum.

### **Sampling Technique and Sample Size**

Stratified sampling technique was utilized in the study for selecting the schools. The head teachers in the selected schools were selected using purposive technique. Simple random sampling technique was used to sample teachers. A sample size of 19 schools was chosen from the 62 target primary schools. A sample of 19 head teachers were chosen from the 62 target head teachers. This represented 30% of the target population. The justification for this sample size was based on Mugenda and Mugenda's (2003) claim that a sample size of 10% to 30% is sufficient for a descriptive survey. A sample of 240 teachers were chosen from the 800 target teachers. This represented 30% of the target population. The justification for this sample size was based on Mugenda and Mugenda's (2003) claim that a sample size of 10% to 30% is sufficient for a descriptive survey. The distribution was as shown in Table 1.

**Table 1. Sample Size**

<b>Target Population</b>	<b>Population size</b>	<b>Sample ratio</b>	<b>Sample size</b>
Primary school	62	0.3	19
Head teachers	62	0.3	19
Teachers	800	0.3	240

### **Data Analysis**

Quantitative was gathered for the study. The quantitative data was analyzed using descriptive statistics such as frequencies, percentages, means, and standard deviation and presented in form of tables and graphs. The raw data was analyzed using SPSS Version 24 to provide results.

### **Findings and Discussions**

#### **Teachers' Pedagogical Content Knowledge**

##### **Head Teachers Extent of Agreement on Teachers' Pedagogical Content Knowledge**

The head teachers were asked to indicate their agreement with statements on teachers' pedagogical content knowledge. Table 2 shows the results.

**Table 2. Head teacher Extent of Agreement on Teachers' Pedagogical Content Knowledge**

<b>Statement</b>	<b>N</b>	<b>Mean</b>	<b>Std. Dev</b>
I can adapt my teaching style to different pupils	16	4.213	0.220
I can use a wide range of teaching approaches in a classroom: collaborative learning, lecture method, class discussions, modeling	16	4.464	0.213
I know how to select effective teaching/learning approaches to guide pupils thinking and learning	16	3.924	0.173
I can use inquiry-guided instruction, experiential learning, problem-based learning	16	3.809	0.170
I have various ways and strategies of developing my understanding of my teaching subjects in line with the CBC	16	3.719	0.132
I can adapt my teaching content based on students current understanding of CBC	16	3.912	0.126

#### **Source: Field Data, (2023)**

From the findings the head teachers agreed that teachers used a wide range of teaching approaches in a classroom which included collaborative learning, lecture method, class discussions, and modelling (mean=4.464), followed by I can adapt my teaching style to different pupils (mean=4.213), I know how to select effective teaching/learning approaches to guide pupils thinking and learning (mean=3.924), I can adapt my teaching content based on students current understanding of CBC (mean=3.912), I can use inquiry-guided instruction, experiential learning, problem-based learning (mean=3.809) and that I have various ways and strategies of developing my understanding of my teaching subjects in line with the CBC (mean=3.719).

The implication of higher and lower means is that for the higher means the most of the respondents agreed with it and those with lower means was that no so many respondents were in

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agreement with the statement. This depicts that the teachers can use a wide range of teaching approaches in a classroom which include collaborative learning, lecture method, class discussions, modeling which aids in curriculum implementation. For the low means it implies that more training are needed on pedagogical content and that they lack the ability to use varied methods thus they need support The findings agree with a study by Kariuki (2019) who stated that teachers use various approaches to teachers in classrooms and that teachers' epistemic beliefs are necessary and logical extensions of this theory, and that the idea of pedagogical content knowledge is essential for pedagogical reasoning in the alignment of the teachers' epistemic beliefs with CBC in Kenya.

### **Teachers Extent of Agreement on Teachers' Pedagogical Content Knowledge**

The teachers were asked to indicate their agreement with statements on teachers' pedagogical content knowledge. Tables 3 shows the results.

**Table 3. Teacher's Extent of Agreement on Teachers' Pedagogical Content Knowledge**

<b>Statement</b>	<b>N</b>	<b>Mean</b>	<b>Std. Dev</b>
I can adapt my teaching style to different pupils	214	3.824	0.329
I can use a wide range of teaching approaches in a classroom: collaborative learning, lecture method, class discussions, modeling	214	3.801	0.286
I know how to select effective teaching/learning approaches to guide pupils thinking and learning	214	3.981	0.302
I can use inquiry-guided instruction, experiential learning, problem-based learning	214	3.724	0.299
I have various ways and strategies of developing my understanding of my teaching subjects in line with the CBC	214	3.701	0.314
I can adapt my teaching content based on students current understanding of CBC	214	3.682	0.282

**Source: Field Data 2023**

From the findings the teachers agreed that they know how to select effective teaching/learning approaches to guide pupils thinking and learning (mean=3.981), followed by I can adapt my teaching style to different pupils (mean=3.824), I can use a wide range of teaching approaches in a classroom which include collaborative learning, lecture method, class discussions, modeling (mean=3.801), I can use inquiry-guided instruction, experiential learning, problem-based learning (mean=3.724), I have various ways and strategies of developing my understanding of my teaching subjects in line with the CBC (mean=3.701), and that I can adapt my teaching content based on students current understanding of CBC (mean=3.682).

The implication of higher and lower means is that for the higher means the most of the respondents agreed with it and those with lower means was that no so many respondents were in agreement with the statement and thus teacher needed to be enlightened on the teaching approaches for them to be efficient in implementing the CBC curriculum. The implication is that the teachers know how to select effective teaching/learning approaches to guide pupils thinking

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and learning. The findings agree with a study by Hidayat and Setyawan (2020) who found that every teacher approaches the teaching of system of linear equations of three variables (SLETV) in curricular reform in a different way. Despite the differences in material structures, SLETV teaching strategies for two to three variables are comparable. Regarding students' needs and classroom teaching/practices, certain intended teaching may still not be put into practice, which ultimately forces teachers to revert to the previous paradigm of instruction.

### **Conclusion**

The study concluded that the teachers can use a wide range of teaching approaches in a classroom which include collaborative learning, lecture method, class discussions, modeling which aids in curriculum implementation. The study also concluded that the teachers know how to select effective teaching/learning approaches to guide pupils thinking and learning.

### **Recommendations of the Study**

The study recommends that the government should increase the refresher courses for teachers with a view of improving their skills and hence improve curriculum implementation. The study recommends that the government needs to integrate technology in the classroom through collaborative efforts of teachers, educational technology professionals, school administrators, researchers, and educational software personnel. The study recommends that teachers need to develop a positive attitude towards the implement the CBC in a comprehensive and effective manner. The study recommends that the government should recruit professional development providers with extensive teaching experience, strengthen teacher-professional development provider capacity.

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