

Teachers' Competency as a Cornerstone on the Implementation of Competency-Based Curriculum in Kenya. A case of Lower Primary Schools in Nakuru County.

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Abstract

Kenya as a country has embarked on curriculum reforms that have seen the introduction of competency based curriculum (CBC) to replace the outcome based curriculum, which put more emphasis on examination outcome rather than learner's competency. The purpose of the study is to determine the teachers' competency as a cornerstone on the implementation of competency based curriculum (CBC) in the lower primary schools in Nakuru County, Kenya. Related literature was reviewed from studies done locally, regionally and internationally. The research employed descriptive survey design. The researcher used stratified and purposive random sampling technique. A sample of 200 teachers and 100 head teachers took part in the study. The researcher used questionnaire and interview guide in collecting data. A pilot study was carried out and a split-half method was used to determine the reliability of the research instrument. Expert judgment was employed to determine the validity of the research instrument. The data collected in the field was analyzed using descriptive and null hypotheses tested at $\alpha = 0.05$. The finding of this study revealed that teachers' competency significantly influenced the implementation of the competency based curriculum. The researcher recommends that there is need of adequate and effective training of facilitators and trainers then consistent training sessions and re-training of teachers for efficient implementation of the curriculum. The researcher also recommends stakeholders should adequately create a framework for training programs on preparing the teacher on the paradigm shift from teaching to learning.

Key words: Teachers' Competency, Cornerstone, Implementation, Competency Based Curriculum

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