

Constraints Facing Successful Implementation of the Competency-Based Curriculum in Kenya

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Abstract

Kenya is in the process of shifting from content-based to competency-based system of education. Teachers are likely to face challenges when implementing a new curriculum especially in relation to the content and subject demarcations, the underlying assumptions, goals, teaching approaches and assessment methods. In this regard, this study was conducted to investigate the constraints likely to face successful implementation of the competency based curriculum in Machakos County, Kenya. The study adopted a descriptive survey design targeting all the 8,320 teachers in all the 828 public primary schools in Machakos County, Kenya. Stratified random sampling was used to select 342 teachers in charge of grades one to three where competency based curriculum was being implemented. A questionnaire and an observation checklist were used as tools for data collection. The study established that teachers were not fully prepared for the implementation of new curriculum; infrastructures available in schools were not adequate for successful implementation of competency based curriculum; the government hurriedly implemented CBC in schools without first addressing challenges such as understaffing, inadequacy of teaching and learning material and unfriendly teaching and learning environment. The study recommends that the Ministry of Education should invest more on teacher training and involve teachers in curriculum change process to create a positive attitude among them for successful implementation of Competency Based Curriculum.

Keywords: competency-based curriculum, teacher training, curriculum implementation

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