



Influence of Teacher Pedagogy on Quality Implementation of Grade One Competency Based Curriculum in Mbooni East Sub-County, Makueni County, Kenya.

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ABSTRACT

The study sought to examine the extent to which the application of CBC pedagogy influences the quality implementation of competency based curriculum in Mbooni East Sub-County, Makueni County. This study was guided by the Curriculum Implementation Theory and the Technology, Pedagogy and Content (TPACK) Model. The theory postulates that the success of any education programme is determined by the management of the support facilities, the teacher's ability and the clarity of the implementer. The model underscores the role of Information Communication Technology and content mastery in the implementation of any new educational programme. The study adopted a descriptive survey design and targets to collect data from a sample size of 77 respondents who will include the head teachers, the grade one teachers and the curriculum support officers from Mbooni East Sub-County, Makueni County using random sampling and census sampling techniques. A pilot study was done using 11 respondents from non-participating schools in the neighbouring Mwala sub-county. The questionnaire was the main research instrument but other instruments were an interview guide and an observation checklist. The researcher supervisors, who are subject experts, were used to check the validity of the research instruments while test-retest technique was used to ascertain the reliability of the questionnaire. The researcher personally collected data using the drop-and-pick method for questionnaires, conducted interviews to key informants and also filled the observation checklist. Data was analyzed using both qualitative and quantitative techniques. Qualitative data was analyzed thematically along the specific objectives and presented in narrative forms whereas the quantitative data was analyzed descriptively using frequencies and percentages with the help of Statistical Packages for Social Sciences (SPSS Version 23) and presented using tables, charts and graphs. The study recommended that Kenya Institute of Curriculum Development (KICD) should prepare soft copies of schemes of work and lesson plans for teachers in order to ease the burden. Secondly, the government should purchase more computers in schools for successful integration of

technology in CBC program due to increasing population in schools. The purchasing of teaching and learning resources should also be prioritized especially for practical work and preparation of teaching aids for teachers.

Key Words: Competency Based Curriculum, Teacher, Grade One, Curriculum Implementation, Quality Implementation, Pedagogy.

1. Introduction

1.1 The Application of Teaching Pedagogy and Implementation of Grade One CBC

Curriculum-based Competences deal with learning, skills, and attitudes. Teachers' proficiency is comprised of three elements. These are pedagogical knowledge, content knowledge, and pedagogical content knowledge (Etkina, 2005). Scope knowledge is the kind of knowledge that the discipline itself includes procedural methods whereas pedagogical knowledge deals with generic that explains the why and how of teaching. Finally, pedagogical knowledge deals with a situation-specific overlapping of scope knowledge and pedagogical knowledge. Pedagogical scope knowledge is a sort of knowledge that is intricate and is obtained from many years of classroom experience. This is also called "proficiency in context". According to Shulman (2005), pedagogical content knowledge includes and is not limited to knowledge of learner facilities and preliminary conceptions in the domain knowledge, instructional strategies, domain representations, and domain-specific assessment methods. Content knowledge can also be described as knowledge of content related to a remarkable field that includes syntactic and substantive components. Tamir (1988) posits that the fundamental component covers knowledge of rules, principles, facts, concepts, and theories in a specific field of science. Also, the syntactic component includes knowledge of the procedure through which knowledge is generated in the field.

Proper implementation of the curricula by the teachers demands that they have a subject matter element of educator professionalism and knowledge. According to Blomek and Delaney (2012), studies, teachers' knowledge, and skills are important in the teaching-learning procedure. Komba and Mwandanji (2015) revealed that quite many educators are not only casual in their processes but also not conversant with the subject matter while others had not fully comprehended the concepts of CBC. Suffice it to say that others never knew the objectives of the competency-based curriculum. This critical knowledge, aptitudes, and capabilities are important for ease of ties with learners that will enable them to set controllable standards. This kind of knowledge shall enable them to decide on instructional materials that will be useful to learners at different levels (Zeiger, 2018). This shall enhance teaching and learning that is practical-oriented now and in the future.

Baumert et al. (2010) study results showed that the educator's content knowledge has a great influence on the learners learning. The educator's activity content knowledge not only affects how they deliver their content during classroom instructions but also the learners' outputs. This revelation of the significance of teacher activity matters in knowledge needed towards successful curriculum execution, it is important to note that preschool teachers need adequate in-service training to prepare them for sound implementation of CBC in schools.

Teachers also need a factual foundation in pedagogy and in the content matter in the professional subject used to teach the content of a distinct branch of knowledge (Floden 2002). It is important to note that content knowledge (CK) and pedagogical content knowledge (PCK) are deeply interconnected but very distinct components (Turnuklu and Yeslidere, 2007). According to Ball, Lubienski, and Mewborn (2001), the underlying components of pedagogical knowledge include the development and precedence of tasks, the election of representations and explanations, the

facilitation of efficacious classroom discussions, the interpretation of student responses, the focus on student comprehension and the quick and appropriate analysis of student mistakes and difficulties.

1.2 Information and Communications Technologies and Execution of CBC

According to Dede (2008) Information and Communications Technologies have built rapid societal changes by basically recasting the way people intercommunicate, access information, enjoyment, do business, administration and research. In addition to that, ICTs are perceived to be an integral component in educational reform efforts critical for the 21st century, of the way it has changed major aspects of the nature of knowledge and the way it is accessed. The new generation (Web 2.0) development and its distribution are expected to exercise a significant effect on instruction and learning.

A report produced in Japan report (January, 2014), on worldwide research, has indicated that the application of ICT technologies can lead to improved learners' knowledge and better teaching methods. Information Communication and Technology remain very important as their demand in the world education sector increases. The demand for the usefulness of ICT has advanced in learning institutions in the 21st Century. According to Buabeng-Andoh (2012), the utilization of ICT in education counts value to the teaching and learning process and enhances the effectiveness of comprehension through the addition of dimensions that were previously available. At the same time, ICT acts as a motivational factor in learning by facilitating learners and teachers by supporting engagements with collaborative learning at the classroom level. For more vital curriculum changes to be made, embracing ICT is very vital as it facilitates the teaching and learning technique and makes it more fruitful (Tomei, 2005). Teaching and technical skills are required by educators to assist them in effectively and efficiently adopting and integrating ICT into the school curriculum (Awidi and AldhaFeeri 2017).

According to Singh and Chan (2014), teachers' enthusiasm and willingness are two critical issues for the successful adoption and enactment of ICT in the teaching and learning process and curriculum implementation. Hennesy et al. (2010), assert that the main hindrance to the implementation of ICT was low levels of teacher education that connect to knowledge and skills in ICT. This study also indicated that fear, lack of confidence, and competency among teachers prevent ICT use in learning institutions. A declaration by KICD on CBC shows that 61 percent of teachers are not trained in ICT (KICD,2018). Therefore, teachers should be equipped with ICT technological skills because digital literacy is one of the core competencies of a Competency-Based Curriculum.

1.3 Teacher's Lesson Planning and Implementation of Grade One CBC

A lesson plan is defined as a written report of the process that brings an interplay between the strategy, the time, and the learning environment, the learners' evaluation methods and the level of learners' progress are presented (Farrel, 2002). According to Shen et. al (2007) a lesson plan recaps the procedures that provide a clear route for a teacher of the choice of relevant resources to assist in the delivery of tasks to be taught and how to teach them. Teachers' proper decision-making and planning are ideal to avoid students' reluctance during teaching. The lesson outline is a means through which a teacher can employ it to manage classes. It is tailored to fit the learner's needs and abilities (Naimie et.al. 2012).

It is anticipated that KICD to have some teacher-led effort that shall help teachers integrate the critical aspects of a competency-based curriculum (CBC) that includes the following: Pertinent and Contemporary Issues (PCIs), values,

Advanced Learning activities, and the Key Inquiry Questions. This knowledge is very necessary to grade one and grade two teachers who took part in the training. Teachers are required not to teach using lesson plans without the necessary header for effective and successful teaching (Coppola et.al. 2004). According to Rugambuka (2012) a well-trained teacher in a competency-based curriculum is expected to know how to plan, and organize the scope and succession of subject matter to be offered in advance that has a focus on, students' capabilities and the instruction should be delivered to avoid ambiguity and irrelevance. Teachers are required to plan, prepare and collect teaching and learning materials, and give their main ideas and skills in a systematic manner that takes care of appropriate pedagogy to attain the desired learning outcomes outcome well after teaching and learning. In addition, instructors are expected to choose, strategize, and actualize appropriate assessment approaches to be used to assess pedagogy and the teaching-learning process. During the teaching-learning process, connections between the learning components of teaching and learning must be shown.

1.4 Purpose of the Study

The purpose of the study was to examine the extent to which the application of teacher pedagogy influences quality implementation of Grade One CBC in Mbooni East Sub-County, Makueni County, Kenya.

The study was guided by the objective to determine how teacher pedagogy influences quality implementation of Grade One CBC in Mbooni East Sub-County, Makueni County, Kenya.

2. Research Methodology

The study adopted an elaborate survey design. Kombo and Orodho, (2002) explains that a descriptive survey research design is used to collect information about people's views and attitudes towards an issue through different methods and instruments of data collection. According to Awuor, (2018), a descriptive study design is one in which information is collected without changing the environment and it is used to describe the characteristics of a population and the phenomenon under study. This design will enable the researcher to determine the extent to which the variables relate with each other in the quality implementation of the competency-based education in Kenya.

3. Findings and Discussions

3.1 How Teacher Pedagogy and Quality Implementation of Grade One CBC

The second objective aimed at examining the extent to which the application of teacher pedagogy influences quality implementation of CBC in Mbooni East Sub-County, Makueni County. Teachers were asked to tick on the extent to which they agree with statements related to teacher characteristics. Findings are presented in Table 5 below.

Table 1: Influence of Teacher PedagogyKey: *S.A-Strong Agree, A-Agree N-Neutral, D- Disagree, SD-Strongly Disagree*

Statements	SA		A		N		D		SD		M
	F	%	F	%	F	%	F	%	F	%	
I am fully/adequately prepared with content knowledge for quality implementation of CBC	11	30.6	14	38.9	6	16.7	2	5.6	3	8.3	2.57
I can adapt my instructional style to different learners	2	5.6	19	52.8	12	33.3	1	2.8	0	0	2.35
I apply creativity and imagination during the teaching and learning process	2	5.6	31	86.1	1	2.8	0	0	0	0	1.92
I improvise teaching and learning resources using locally available materials to suit an activity area	2	5.6	18	50.0	16	44.4	0	0	0	0	2.39
I can select appropriate teaching and learning approach to facilitate an activity area on pupil's thinking and learning	3	8.3	32	88.9	1	2.8	0	0	0	0	1.94

N=36

Table 5 shows that the teachers agreed that; (69.5%) of grade one teachers were fully/adequately prepared with content knowledge for quality implementation of CBC, (16.7%) were neutral and (13.9%) of teachers disagreed that they were adequately prepared with content knowledge. The study also revealed that (58.4%) of the teachers were able to adapt their teaching styles to different learners, (33.3%) of the grade one teachers were neutral in adapting their teaching styles to different learners whereas only (2.8%) of the teachers disagreed that they were not able to adapt their teaching styles to different learners. The majority of grade one teachers (91.7%) agreed that they apply creativity and imagination during teaching and learning process, while (2.8%) were neutral on application of creativity and imagination during teaching and learning process. Slightly more than half (56.6%) of the grade one teachers agreed that they improvise teaching and learning resources using locally available materials to suit an activity area, however, (44.4%) of the teachers were neutral on improvisation of teaching and learning materials. The study also showed that (97.2%) of the grade one teachers were able to select appropriate teaching and learning approach to facilitate an activity area on pupil's thinking and learning, whereas (2.8%) of the grade one teachers disagreed. The data shows that the teachers have adequate pedagogy skills to effectively implement CBC. The teachers are also ready to implement any teaching methodology that may be suggested for effective implementation of CBC.

Findings support Baumert et. al. (2010) that teachers' activity content knowledge affects how they deliver their content during classroom instructions and the learners' achievement. For them to implement curricular effectively, teachers require to have a knowledge and subject matter component. These views are also supported by Blomek and Delaney (2012), studies who posit that knowledge and skills for teachers are critical for the teaching learning process.

3.2 Thematic Analysis of Qualitative Findings on the Influence of Teacher Pedagogy on Implementation of CBC

The researcher interviewed head teachers to examine the extent to which the application of teacher pedagogy influenced the implementation of CBC. The head teachers were asked where the grade one teachers were adequately prepared with content knowledge and if the teachers were able to improvise teaching and learning resources using locally available materials. Two of the head teachers had the following,

“The grade one teacher is adequately prepared with content knowledge; she can adapt her teaching styles to different learners and is average in creativity and imagination. She is able to select appropriate teaching and learning approaches to facilitate an activity area on pupils’ thinking and learning. She tries to improvise teaching and learning resources using locally available materials.”

He is adequately prepared with content knowledge; he adapts his teaching styles to different learners. He is excellent in creativity and imagination. He selects appropriate teaching and learning approaches to facilitate an activity area on pupils’ thinking and learning. He is also excellent in improvisation of teaching and learning resources using locally available materials.”

The researcher interviewed the CSOs to examine the extent to which the application of teacher pedagogy influenced the implementation of CBC. One had this to say,

“The grade one teachers are adequately prepared with content knowledge and are able to adapt their teaching styles to different learners. Not all teachers are good in improvising teaching and learning resources using the locally available materials. They are able to select effectively teaching and learning approaches to facilitate activity areas on pupil’ thinking and learning.”

These study observations are in agreement with Zeiger (2018), study who indicated that that teachers need important knowledge, skills, and ability in interacting with students and setting manageable learning standards.

3.3 Application of Teacher’s Pedagogy and the Implementation of CBC

In line with the second objective, results show that teachers are fully/adequately prepared with content knowledge for quality implementation of CBC, they improvise teaching and learning resources using locally available materials to suit an activity area, they can adapt any teaching style to different learners, they can select appropriate teaching and learning approach to facilitate an activity area on pupil’s thinking and learning, and they apply creativity and imagination during the teaching and learning process.

4. Recommendations for Practice

1. The KICD should prepare soft copies of schemes of work and lesson plans for teachers in order to ease the burden.
2. The government should purchase more computers in schools for successful integration of technology in CBC program due to increasing population in schools. The purchasing of teaching and learning resources should also be prioritized especially for practical work and preparation of teaching aids for teachers.
3. The Ministry of Education should set up a leadership institute that is responsible for training school leaders on instructional supervision practices to enhance their awareness and competence to effectively carry out the supervisory practices.
4. The Quality Assurance and standards officers should strengthen their supervision in the primary schools in order to strengthen quality instructional supervisory practices by the head teachers.
5. The head teachers should carry out regular classroom visits to ensure quality teaching, learning, and content delivery is in line with the recommended curriculum.

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