

Citation: Omondi, A.O & Achieng, L. (2020). The Influence of Competency-Based Curriculum on Pupils Performance in Primary Schools in Ugunja Sub County, Kenya. *Journal of Popular Education in Africa*. 4(5), 58 – 72.

The Influence of Competency-Based Curriculum on Pupils Performance in Primary Schools in Ugunja Sub County, Kenya

By

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Abstract

The competency-based education is considered as an intervention aimed at achieving Universal Primary Education (UPE) and Education for All (EFA). Nevertheless, progress in the competency-based curriculum is not a current issue. The advent of the Industrial Revolution in America and the evolution of its economy from an agricultural to an industrial economy, led to the introduction of Competency-Based Education and Training (CBET) to cater for the more technically advanced workplace. Introduction of Competency-Based Curriculum (CBC) is an attempt of introducing education reforms that will enable education to achieve the universal goals, regional goals and lastly the national goals of the country that will fulfill the political, social, economic and technological needs of a society. The study sought to investigate the Influence of Competency-Based Curriculum (CBC) on Pupils Performance in Primary Schools in Ugunja Sub County, Siaya County, Kenya. The research questions were the influence of CBC teacher training program on the performance of learners, the influence of CBC institutional resources on the performance of the learners, and the influence of the CBC assessment methods. The study theory was the Tyler's Model of Instructional Objective. The study applied mixed method design. The study had sample size of 68 informants from six schools which is a representation of 46.15% of the target population. The CSO, Sub county education officer and Sub county TSC officer were selected using automatic inclusion while teachers and deputy head teachers were selected using purposive method. The researcher used Questionnaire and Interview Guides. The researcher used two schools for a pilot study. The data was collected in March 2019. The study had a response rate 53.9%. Coded data were analyzed with Ms Excel while narrative data were analyzed using thematic analysis technique. The researcher presented data in tables, charts and quotations. The researcher adhered to the ethical issues of confidentiality, anonymity, and getting consent from the respondent. Findings on teachers training: teachers attend workshops, teachers have benefited from workshops, teachers can't infuse values/core competencies, pertinent and contemporary issues, teachers don't know how to prepare CBC records, teachers can't make lesson plan. Finding on instructional materials: the design in present, teachers lack guides, lack of instructional material, old syllabus books still in use; teachers have no confidence in CBC. The study has concluded that, the competency-based curriculum has not influenced the pupil's performance in Ugunja sub county, Siaya County. Recommendations made included the need for the ministry to develop a more comprehensive teachers training on better pedagogical approaches, for the Kenya Institute of Curriculum Development to develop proper printing and delivery policies to ensure that schools have the instructional materials on time, and for the Kenya National Examination Council to develop new strategies of conducting evaluation or assessment that is composed of formative, qualitative and reliable dimension.

Key Words: Competency Based Curriculum, Pupils, Performance, Primary Schools, Ugunja, Kenya

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Introduction

Introduction of Competency-Based Curriculum (CBC) is an attempt of introducing education reforms that will enable education to achieve the universal goals, regional goals and lastly the national goals of the country that will fulfill the political, social, economic and technological needs of a society. The competency-based education is considered as an intervention aimed at achieving Universal Primary Education (UPE) and Education for All (EFA) (Simonson, Smaldino & Albright, (2014). Nevertheless, progress in the competency-based curriculum is not a current issue. The advent of the Industrial Revolution in America and the evolution of its economy from an agricultural to an industrial economy, led to the introduction of Competency-Based Education and Training (CBET) to cater for the more technically advanced workplace. Moreover, the workplace became technically oriented while the legislative enactments resulted in the establishment of various universities to address the practical skills needed in the workplace (Preston, 2017).

Separately, the early grade school enrolments continue to rise in sub-Saharan Africa, eliciting concerns about low levels of trained teachers which are important components of education whose services are indispensable in the realization of educational goals the world over. Due to their centre in the enterprise of education, education, teachers at all levels require effective and sufficient education to be able to adequately carry out their roles and responsibilities. A lot still needs to be done on scaling of curriculum development and implementation to further improve quality in service delivery so as to improve pupils' performance (Simonson, et al., 2014). A number of studies about educational system point at numerous challenges regarding the smooth implementation of curriculum-based competency in ensuring improved pupils performance.

According to Malan, (2000), the introduction of Outcome Based Education (OBE) in South Africa, a developing country, faces challenges in relation to the implementation process. Thus, the author conducted a comparative analysis of OBE in Australia to compare the implementation process experience an OBE. Besides, the researcher focused on small classroom sizes, support structures, and teacher that enhanced the implementation of OBE in Australia. Contrarily, the findings indicated similarity of challenges regarding OBE application in as those of South Africa. Such challenges occurred on the structure of OBE, assessment, and reporting and the extra workload associated with the implementation of OBE (Malan, 2000). Therefore, the author concluded that there are challenges associated with the OBE system. Such challenges led to the adoption of a CBC in South Africa in 1998 to solve the problems of acute shortage of professionals such as engineers, technicians, and artisans (Malan, 2000). Moreover, South Africa

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adopted the competency-based curriculum in a bid to change attitudes of all South Africans and equip them with employable skills to cope with challenging issues in the 21st century (Malan, 2000).

Mulaudzi, Runhare & Ramakhanya (2014) conducted a study in South Africa whose main objective was to investigate how educators in South Africa perceived the OBE system. In the system, students were to demonstrate the skills and course contents they have learned. The findings revealed that the successful implementation of OBE was hampered by lack of resources and lack of a professional framework of continuing professional development and support programmes (Mulaudzi, et al, 2014). A separate education and training policy in Tanzania led to reforms in education since 1995. The reforms focused on improving access, equity, quality, and capacity building. Thus, Tanzania reviewed its education curricula at different levels of education from 2004 to 2008 to shift from the traditional content-based curriculum to competency-based curriculum. Moreover, as per Kimaryo (2011), the change centred on the need to improve the quality of education whereby learners would develop competencies relevant in different spheres of life.

In Kenya, stakeholders in Education have shown great concern on the poor results on some subjects and in particular English and Mathematics in primary school examinations. The bad results at the primary school level were attributed to the poor competency in curriculum-based. The need for changes is extremely urgent in order to meet the rapid changes in the economy, industry and social environment. The Competence Based Education (CBE) is a systematic yet flexible approach. It focuses on defining in measurable terms what students are to learn and then evaluating how well they can perform designated tasks after instruction. Most research on the relationship between teacher training and pupils' achievement focuses on salaries, experience, and education.

The effect of in-service training has received less attention (Simonson, et al., 2014). Separately, the government of Kenya initiated curriculum reform - the introduction of a Competency-Based Curriculum (CBC) that is responsive to the socio-economic reality of the country, the 2010 Kenya Constitution and to the challenges of Kenya Vision 2030. The Kenya Institute of Curriculum Development (KICD) launched in January 2017 as a new Basic Education Curriculum framework and is currently working on the introduction of a new CBC for early year's education (two years of pre-primary education and grades one to three of lower primary education). The proposed CBC presents an opportunity to embed the new EGM content and methodologies into the new CBC and ensure that it is sustained. The PCU is working very closely with the KICD to integrate EGM content and methodologies into the KICD's CBC for early grade mathematics curriculum (Mutisya 2017). Also, the evaluation of policies in Kenyan education entails finding out the extent to which they have accomplished what they set out to accomplish.

Evaluation of educational reforms also deals with such question as who benefits from educational reforms, who implements the reforms. Thus, teachers have a role to play in evaluating curriculum changes in schools (Shiundu & Omulando, 1992). The teachers should give tests and examinations, use the examination results to help the students improve their

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performance and to improve the curriculum at school levels. Such information gives the basis for the Kenya Institute of Education (KIE) to improve the curriculum. However, Kenya like most developing countries has inadequate funding to evaluate policies and implement educational programs, for example, the evaluation of 8.4.4 system in 1998 happened fourteen years after its implementation due to inadequate funding. The results indicated that students continued to perform poorly in national examinations as there was no criterion regarding the implementation of the curriculum (Coalition, 2003). Based on the above information, the researcher identified the cost of evaluation as a gap since the Kenya National Examination Council (KNEC) relies on a summative evaluation after eight years for the case of primary school. A consideration of the above studies within and outside the Kenyan context with numerous gaps provided the present study with a need to fill the gaps by investigating the influence of competency-based curriculum in the context of Kenyan primary schools was significant.

Statement of the Problem

A competency-based curriculum is a functional approach to education as it emphasizes life skills and evaluates mastery on skills, necessary for an individual to function proficiently in a given society (Chisega-Negrila 2011). Also, Mosha (2012) notes that a competency-based curriculum helps learners know and learn how to learn, to do things, and to learn and work with other people. Such shifts have pedagogical implications (Mosha (2012). Besides, the competency-based curriculum requires a shift from assessing a set of learning content to assessing each learning outcome (Rutayuga & Kondo, 2006).

Similarly, Flanagan (2010) insists that the move towards competency-based rather than content-based curriculum necessitates student-centred teaching and learning (Flanagan, 2009). Nevertheless, scholars such as Harris, Guthrie, Hobart, and Lundberg (1995) perceived the competency-based curriculum as a solution to the implementation of education and training for the complex contemporary world (Harris et al., 1995). According to Duff (2012), there are avenues for further studies in Competency Based Learning (CBL) such as the future of Competency Based Education (CBE) that links to its development in three areas for specifying competencies, linking training procedures with the outcome, specifications, and competency assessment (Duff, 2012).

Irrespective of the tremendous progress in the implementation of CBE programs in Kenya as the above researchers note in their respective studies, much complains arise especially on the ill-prepared teachers' instructional training, challenges regarding the evaluation of the program and inadequate resources among others. The complaints might be due to the existing gaps in the best ways for evaluating the CBE programs and new techniques for the instructional training of the instructors. Moreover, the BOM school management committees from various primary schools continue to launch complains that CBC instructional materials especially on the hygiene and nutrition activity, indigenous activity, literacy, and religious activity have no positive reflection on the pupils in their daily life practices at home not to mention their performance in the respective areas. Therefore, the present study purposes to fill such existing gaps by investigating the Influence of Competency-Based Curriculum (CBC) on Pupils

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Performance in Primary Schools focusing on Ugunja Sub County, Siaya County, Kenya. Thus, the study will elaborate on the effect of the competency-based curriculum on the primary school pupils.

Research Questions

The present study purposes to investigate the Influence of Competency-Based Curriculum (CBC) on Pupils Performance in Primary Schools focusing on Ugunja Sub County, Siaya County, Kenya. Therefore, the researcher will fulfil the objective by answering the below research questions:

- i. What is the influence of CBC teacher training program on learners' performance in Ugunja sub-County, Siaya County?
- ii. What is the influence of CBC instructional resources on learners' performance in Ugunja Sub County, Siaya County?
- iii. What is the influence of CBC assessment methods on learners' performance in Ugunja sub-county, Siaya County?

Theoretical Framework

Tyler (1949) developed the Instructional Objective Model (Basic Principles of Curriculum and Instruction) on the curriculum rationale. The model provides a four-step process of instruction that includes stating the objectives, selecting the learning experiences, organizing learning experiences and evaluating the curriculum (Tyler 1949). Tyler while implementing the model believed that the structure of a curriculum for should be responsive to three factors namely the nature of the learner (developmental factors, learner interests and needs, life experiences, etc.); the values and aims of society (democratizing principles, values and attitudes); and knowledge of subject matter (worthy and usable knowledge).

Tyler noted that the model gives a distinction between learning specific bits and pieces of information and understanding the unifying concepts that underlie the information (Tyler 1949). Thus, he concluded that the model gives the best process through which meaningful education occurs, and stated that one should not confuse "being educated" with simply "knowing facts. Indeed, learning involves not just talking about subjects but a demonstration of what one can do with those subjects (Tyler 1949). According to Tyler, an educated person acquires certain factual information and modifies his/her behaviour patterns (Tyler 1949). Such behaviour patterns enable the educated person to cope with many situations, not just those under which the learning took place.

Tyler's model is relevant to the present study as it relays a deductive process. The model proceeds from the general (for instance, examination of the needs of society) to the specific such as specifying instructional objectives. Moreover, the model relays a linear process as it involves a sequence of steps from beginning to end. A linear model needs not be immutable sequences of steps. However, curriculum makers can exercise judgment as to entry points and interrelationships of components of the model. Lastly, the prescriptive nature of the model enables the present study to suggest the best ways or techniques that curriculum developers need

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to implement to come out with the best CBC program (Tyler 1949). Such directives differ from the social reconstruction curriculum that centres on the aspect of a society as the model positions school curriculum on the improvement of community life.

Similarly, Tyler's model reveals the forms of education resources. Such resources are fundamental in the formulation of educational purposes. Thus, the three forms of resources include individuals (children as students), contemporary life, and expert consideration of the field of study. Therefore, the development curriculum model means more of how to design a curriculum in accordance with the goals and the mission of an educational institution (Tyler 1949). Moreover, Tyler noted that the fundamentals required to develop a school curriculum include the purpose of education to be achieved, learning experience to achieve the goals, learning organization experiences, and evaluation (Tyler 1949).

The basic principles of the Instructional Objective Model on curriculum and instruction fit the research question regarding the influence of competency teacher training on the teacher instruction of competency-based curriculum. Besides, the results of the model fit the concept of competency as learning involves both demonstrations of what to be done in every subject as well as talking about the subject. Separately, the model provides forms of education resources that fit the research question on the influence of CBC teaching and learning resources on competency and utilization of the resources. On the same note, the forms of resources fit the purpose as the competency-based curriculums improve the contemporary life of learners and those of the instructors. Moreover, the behavioural aspect of the model fits the research questions on the competency-based assessment that influence the social needs of education as well as pertinent and contemporary issues due to its linear nature giving core values on a prescriptive way (Tyler 1949). Lastly, researchers on the CBC programs apply Tyler's model as an Objectives-Oriented approach to the evaluation of education programs as it helps in the assessment of Competency-based curriculum.

The model has been used in evaluation of education program. It best measures programs that are goal based. The model has been applied by the KICD in the development of the Kenyan education system. It is from this model that other scholars such as Hilda Taba based their argument on. The school administration that has the role to manage the curriculum also uses the same model in the management. The weaknesses of the rational model have been identified by the study as follows: The Instructional Objective Model is overtly managerial and linear in its position on the school curriculum. Besides, the model is theoretical and obsolete that only suit administrators keen on controlling the school curriculum in ways that are unresponsive to teachers and learners. Most well-known criticism of the rationale makes the argument that the rationale is historically wedded to social efficiency traditions as it ignores process hence cannot diagnose problems associated with failures of the curriculum. (Print 1989).

The objectives model has flaws in the reality of curriculum development which is a fixed or linear process. It overlooks the unpredictable nature of teaching and learning while the model prescribes specific objectives to be achieved. Learning occurs beyond these objectives due to factors that could not be foreseen. The model cannot account for many complexes. It has been

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criticized for not adequately explaining the sources of their objectives. The educational objectives need not precede the selection and organization of learning experience (Print 1989).

Conceptual Framework

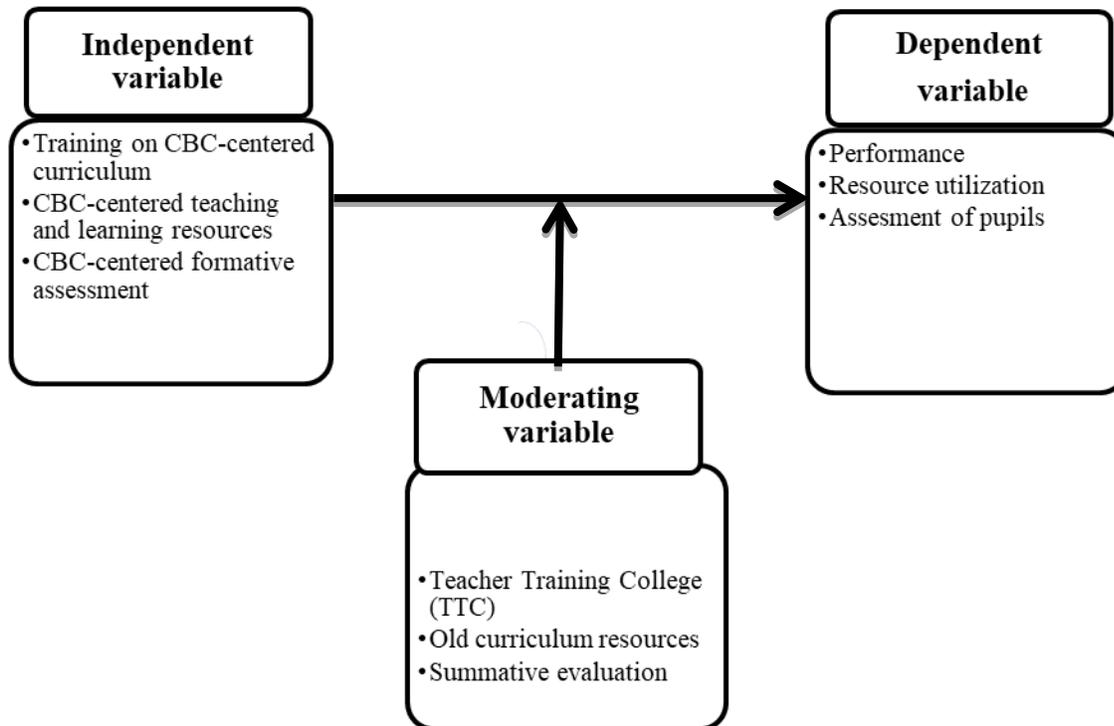


Figure 1 : Competency and Performance Conceptual Framework

(Source: Adapted and Modified from Tyler’s Model of Instructional Objective Model of 1949)

Competency-based curriculum significantly affects the performance, impacts positively on resource utilization and overall assessment of pupils in primary schools. Nevertheless, such CBC implementation needs to begin at teachers training colleges and institutes the use of teaching and learning resources based on CBC as well as conducting a formative assessment based on the CBC. The improvement of such dependent variables (performance, resource utilization and assessment of pupils) upon application of the independent variables (training on CBC centred curriculum, CBC-centred teaching and learning resources and CBC-centred formative assessment) might be highly effective or drastically drop due to the application of moderating variables namely the old curriculum, summative evaluation procedures and the TTC that a teacher will attend.

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Review of Related Literature

Curriculums for learning usually follow specific models whether in the formal or informal learning sectors. Ben-Peretz & Silberstein (1982) highlighted a conceptual curriculum development model that organizes three aspects namely the objectives, learning activities and the assessment of learners. The concept indicates that curriculums fall into formal dimensions, non-formal dimensions and in the informal dimensions. The author suggested that application of a curriculum under such model needs seven stages for curriculum development. Therefore, the first stage is the information gathering followed by project formulation then curriculum planning. Thereafter, the selection and development of materials, as well as equipment, is the fourth stage followed by try-out or piloting which is stage five. Lastly, the sixth stage forms the implementation and evaluation of the objectives at the seventh stage (Ben Peretz & Silberstein, 1982). The model finds its usage in the Kenyan curriculum whereby the KICD adopted it for the vast curriculum especially in the primary schools. Irrespective of its usefulness in the Kenyan curriculum, the conceptual curriculum development model has no objectives with respect to the national goals of education, the core competencies, the pertinent and contemporary issues (PCI).

According to Utomo (2005) conducted a study in Indonesia that highlighted the challenges of curriculum reforms in the context of decentralization as a response of teachers to the implementation of CBC in schools. The study purposed to investigate the ways in which primary school teachers respond to the implementation of CBC, particularly issues such as curriculum diversification, learning materials, syllabus design, and student assessment with respect to *Bahasa Indonesia* (Indonesian language). The researcher selected one of the subjects in the primary school as a focus of interest in the study.

Moreover, the author included sixty-five primary schools from Jakarta municipality (represents urban community) and Kodya Bandung, West Java (represents sub-urban community); as well as 286 teachers. Besides, the researcher used “closed-ended” questionnaires of twenty-five education-related and six demographics-related questions. Thereafter, a descriptive statistic aided in the analysis of data. The result showed that in-service teacher training addressed only one-third of the training that teacher needs. The respondents knew about the CBC, but could not apply the technique in the classroom hence opted for the old curriculum.

According to Dzimiri and Marimo (2015) did a study on challenges faced in the implementation of the Zimbabwe localize advanced level Geography syllabus. The study employed a triangulated mixed methods design; interviews were employed as a follow-up of questionnaire. Observations and content analysis were also used to check and complement the data gained from questionnaire. Population was made up of 25 Geography teachers, 103 former students, 326 current geography students and one Zimbabwe Examination Council, Evaluation and Syllabus Development Officer. The sample of twelve schools was selected using the stratified random sampling and purposive sampling to select teachers, students and officers respectively. The findings indicated that teachers employed teacher-centred approaches, lacked adequate instructional material and resources, had challenges in syllabus interpretation. According to Mutarubukwa (2007) investigated practical implementation of competence-based education and training to trainees in the vocational training institutions.

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The study was conducted in five vocational training institutions in Dar-es-Salaam and Coast region. Purposive and simple random was used to obtain a sample of 345 people. Data were collected using interview guide, observation schedules and document analysis guide. Data was analyzed using frequencies and percentages. The findings of the study showed that trainees had negative attitudes towards CBC implementation and that there were inadequate training facilities and equipment's in vocational training institutions in Tanzania.

The current study employed cross sectional survey research design and stratified random and purposive sampling procedures to select respondents in schools and regions represented by the study. According to Wilfred K. Njeru et al (2014) conducted a study in Kenya on Impact of Free Primary Education on Quality of Education in Kenya Primary Schools. The study looked at the implication of text book ratio on the quality of FPE in Kenya. The study used survey design whereby quantitative and qualitative data was generated. The target population was 71 public primary schools in Embu East Sub- County in Kenya. Simple random sampling procedure was used to select a sample of 30% of target population. The instruments used included open and closed ended questionnaires which were administered by the researcher to the respondents mainly schools head teachers and teachers. The data was analyzed through statistical programme where percentages were got and deductions made. The study found that Over 50% reported that the text book ratio was 1:3. The findings recommended adequate funds should be availed for FPE programme to ensure textbooks ratio of 1:1 to improve quality of education in Kenya Primary schools.

Chroinin & Cosgrave (2013), conducted a study in Ireland on implementing formative assessment in primary physical education: teacher perspectives and experiences. This paper reports on the experiences of five primary school teachers as they implemented formative assessment strategies in the context of physical education. Each teacher planned and delivered a series of 6-8 lessons based on the Primary Schools' Sports Initiative lesson plans, and selected a variety of written and verbal assessment strategies to examine their pupils' learning within these lessons. Their experiences of the process were recorded using a combination of focus groups and reflective journals. Qualitative analysis of these data suggested that the process enhanced teachers' knowledge, pupils' learning experiences, and the 'status' of physical education from the perspective of the learner.

Lessons became more structured and learning more explicit. Some challenges were noted, such as guiding pupils in how to engage in peer assessment, and adapting the assessment strategies to suit the context of infant classes. Ni Chroinin & Cosgrave conclude that the use of formative assessment strategies has a positive effect on teaching and learning in the context of physical education, but that the current lack of guidance surrounding the design of these strategies during initial teacher education presents an obstacle to their future use.

According to Thompson et al. (2004), in a study in California on the Impact of the California Formative Assessment and Support System for Teacher (CFASST) it examined the achievement results of students (grade 3-5) based on the level of engagement their teachers registered in the California Formative Assessment Support System for Teachers (CFASST). The results indicated no differences according to the level of engagement. Students whose teachers

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participated in CFASST training scored significantly higher on California's standardized tests (CAT6) in math, reading, language arts, and spelling (Thompson et al., 2004). Nevertheless, the study had limitations and gaps since the effect sizes were small at 0.03 to 0.40 indicating that the results of intervention were not necessarily proportionate to the resources dedicated to the study (Thompson et al., 2004).

Wang (2007) conducted research to assess the performance of 516 students in Taiwan after the use of the Formative Assessment Module of the Web based Assessment and Test Analysis System (FAMWATA). The assessment module system is a multiple-choice online formative assessment unit that utilizes six types of formative assessment: repeat the test, correct answers not given, query scores, ask questions, monitor answer history, and pass and reward (Wang, 2007). The results indicated that students who used FAMWATA showed significant learning gains displayed on the post-test results. However, the study had limitations that included failure to employ a control group as the researcher merely compared student performance across several formative intervention types.

Even though the learners assigned to the FAM-WATA group outperformed those in other groups, the researcher cannot attribute the results to intervention and may be due to the benefits of general instruction (Wang, 2007). Spady (1977) indicated that the measurement of competency in CBL programmes and criterion testing of competency bring issues of standards especially its inadequacy leading to weak validity and questionable reliability. Moreover, the researcher expressed concern regarding the standards set for student performance as the standards are too low and perpetuate the status quo. Hence, he stated that: The technology surrounding the assessment and measurement of success in life role activities is only in its infancy, even though the rush toward adopting CBE-like programs is upon us. Those systems seriously concerned with the quality of data they will accept as evidence of competent performance will have to pay a steep price in time and personnel resources required for the task.

Methodology

The present study was carried out in Ugunja sub-location, West Uholo Location, Ambira Division, Ugunja Sub-County in Siaya County. The researcher used a case study since the assessment of the influence of competency-based curriculum on pupils' performance in primary schools in Ugunja Sub-County was to be a representation of an event that occurs in the whole Siaya County. The present study targeted the lower grade public primary schools' teachers, head teachers, deputy head teachers, curriculum support officer, sub county MOE director, and sub county TSC in Ugunja Sub-County. The researcher applied convenient sampling technique in choosing Ugunja Sub-County.

The researcher applied voluntary sampling technique to get six schools out of 13. Purposive sampling According to Kothari (2007) was used for head teachers and deputy head teachers, three lower grade teachers who were trained to implement the competency-based curriculum, curriculum support officers, sub county education officer, and sub county TSC director because their position. The total sample size was 39 participants, a percentage recommended by Mugenda and Mugenda (2003). Questionnaires and in-depth interview guide

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were used to collect data. Validity and reliability as Borg (1996) recommends, was ensured to ascertain that the instruments would produce data that were authentic. Data was analyzed and coded then entered into statistical manual for social sciences. It was the presented using tables, charts, frequencies, percentages, bar graphs and pie charts. The researcher applied the thematic analysis method which is recommended according to Creswell (2003) where by the themes were created, plotted in the categories created; then described based on the previous finding and gaps earlier identified. Confidentiality, informed consent and anonymity was ensured to avoid harming the participants.

Results and Discussion

Based on the first research question on CBC training, findings revealed that most teachers are trained on CBC at 71.42% while on workshop attendance findings demonstrated that most of the teachers of about 52.38% attend the workshops once in a term. According to findings on Impacts of CBC teacher training on implementation, most teachers of about 57.14 % have not benefited from the CBC training that can enable them implement it properly. On the other hand, results on Teachers challenge most teachers find it difficult to infuse values, core competencies and pertinent and contemporary issues all rated at 25%.

On ability of teachers to prepare CBC records, most teachers at 76.19 % do not have the ability to prepare the CBC records while findings on difficult documents to prepare, most teachers at 57.14% find it difficult to prepare lesson plan. The few teachers that have not trained on CBC lower the implementation. Majority of teachers that attend workshops once per term reduces education supervision. When most teachers have not benefited from the training, thus it interferes with the implementation process. Teachers have problems in the infusion of values, core competencies and PCI since they are semi structured in the lesson presentation. In summary, teachers attend workshop, teachers have benefited from workshops, teacher can't infuse values/core competencies, pertinent and contemporary issues, teachers don't know how to prepare CBC records, teachers can't make lesson plan. According to findings on availability of CBC syllabus, majority of the respondents at 87.5% agreed that the CBC syllabus is available while on availability of teacher's guide 87.5% of the respondents had none of the teachers' guide for subject activities.

Results from the objective on delivery of books, 100% of the respondents reported that they had not received the CBC books. Moreover, according to findings on sources of books, most teachers of about 56.25 are still using the old syllabus instructional materials. Further, on validity of CBC books, 61.90 % of teachers confirmed that they did not see if the CBC books could fulfill the dreams of CBC. In summary, the findings established that as per CBC guidelines for grades one to three presently, teachers lack guide books, they lack instructional materials, the old syllabus books are still in use and finally teachers have no confidence in CBC. The syllabus for CBC was provided but it the copies are not enough. The implementing teachers of CBC do not have teacher's guide for learning activities. Additionally, the books have not been delivered to schools up till the third grade by the time the study was being conducted. The few schools that have gone an extra mile of purchasing the books at their own cost do not have confidence

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whether the CBC books will fulfill the dream of CBC or fail in their implementation. According to the findings on administering assessment, most teachers at 56.25 conduct assessment after the lesson while on type of assessment, teachers at 80.95% who are still on CBC training conduct summative assessment According to results on test type, all teachers at 100% still buy commercial made tests without constructing their own tests from what they have taught the CBC grade levels.

Other findings on assessment approach, most teachers at 85.71% use ranking methods after assigning quantitative values to learners. According to results established on assessment records, all teachers at 100% keep class merit list and none of them keeps portfolio or journal for the same assessment results. In addition to that, findings on assessment time, most teachers at 62% said that they have little time for conducting CBC assessment.

Other results on reliability of CBC assessment half of the respondents recorded poor reliability of the qualitative CBC assessment methods. In summary, teachers conduct assessment after lessons, summative assessment is on, commercial test are being used at a large scale, ranking of pupils is widely practiced, teachers keep merit lists, there is little time for formative assessment, and CBC assessment has low reliability. Most teachers and other stakeholders no not have value for formative assessment and instead practice the summative assessment throughout. Lack of office equipment has made teachers to buy commercial papers for testing that have brought the integrity of education down. The ranking of learners is still common because it is what the public understand. The CBC assessment strategies needs more time that teachers find difficult to do.

Conclusion and Recommendations

The evidence that teachers training on CBC were inadequate, lack of instructional materials in schools and lack of formative and qualitative assessment is evidence that the competency-based curriculum has not influenced the pupil's performance in Ugunja sub county, Siaya County. To be able to achieve this, measures need to be put in place to ensure as years go by, the programme takes root and that it is seen to be working in many schools in the Siaya County and the whole country at large.

Recommendations

Based on the findings and the conclusions made, the study recommends the following;

- i. The ministry of education should develop a more comprehensive teachers training on better pedagogical approaches
- ii. The Kenya Institute of Curriculum Development should develop proper printing and delivery policies to ensure that schools have the instructional materials on time.
- iii. The Kenya National Examination Council should develop new strategies of conducting evaluation or assessment that is composed of formative, qualitative and reliable dimension.

The study further suggested the following for future research;

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- i. The influence of Tusome Early grade literacy program teacher training on the performance of competency-based curriculum.
- ii. The contribution of semi-autonomous governmental agencies that publish books in performing the function of Kenya Institute of curriculum development.
- iii. The effect of teacher made test on the performance of competency-based curriculum.

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