



Teachers' Competencies in Assessment of Competency-Based Curriculum among Grades 1, 2 and 3 in Langata Sub-County, Kenya

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Abstract: To ascertain whether the curriculum content provided to learners resulted to acquisition of knowledge and skills, assessment and evaluation activities are imperative. With implementation of the Competency-Based Curriculum (CBC), there is little focus on the level of understanding and preparedness of teachers to assess pupils enrolled in primary schools. This article examines teacher competencies for CBC evaluation among learners in primary schools in Lang'ata Sub County, Kenya. The study targeted a population of 15 primary schools located in the region. The target population consisted of teachers. A sample size of 110 CBC teachers was selected as the sample for the study selected using a simple random sampling method. A questionnaire was applied to collect data. Data analysis was performed using quantitative and qualitative methods. The results of the research showed that the majority of teachers were not sufficiently prepared to carry out assessment and evaluation of children in accordance with the new curriculum. Teachers' lack of adequate understanding and application of formative assessment methods prevented students from acquiring competencies and skills according to the CBC curriculum. The document therefore recommends that adequate training be regularly provided to teachers on the various methods of assessing pupils in the classroom. This will ensure the achievement of inclusion goals, which will contribute to the growth and development of students' education

1. INTRODUCTION

There is no doubt that Kenya needed a new curriculum to replace the controversial 8-4-4 system, which has become dependent on examinations and encouraged corruption in the education sector through cheating in an examination (Ambaa, 2015; Amutabi, 2003a, 2003b). Further, this system did not address the societal needs. It did not equip learners with the necessary skills needed in the job market. It's on this basis that the Kenya government came up with the competency based curriculum (CBC). CBC is science friendly contrary to speculations that allowing CBC will make all students choose the easy choice of liberal arts and humanities (Mohamed & Karuku,

2017). Learners can study pure and applied sciences, humanities and social sciences, or some mixture that suits them.

As defined by UNESCO (2015), a CBC is a means by which a country can equip its inhabitants with the necessary knowledge, skills as well as values that will help them adapt to a highly technological global village. Further, the IBE-UNESCO (2017) emphasized that CBC enables students to use the skills acquired through learner-centered education to perform in a practical and measurable way. As a result, many countries have implemented curriculum reforms related to the concept of key competencies and learning outcomes.

The purpose of adopting a competency-based curriculum in Kenya is to provide quality education (Andiema, 2020). This new curriculum (2-6-3-3) came in place of the old curriculum which was accused of producing graduates lacking the skills needed in the labor market. According to

Scheopner, Brett, Cox, and Greller (2018), competency-based curricula require students to apply the content learnt. This done by taking them through assessment processes. Students need individualized instruction to ensure they master what is taught in the classroom. This means that the traditional assessment and assessment practices that have dominated the country's education sector must change. According to Makunja, (2015), for effective implementation of CBC, the new assessment methods must be used in line with the goals and objectives of that curriculum. to implement this, all teachers should be trained and equipped with new and alternative methods and approaches to evaluation and assessment in schools that are in line with the CBC.

The Government of Kenya has introduced Competency Based Assessment (CBA) through the National Examinations Council. CBA is a systematic way of gathering information and documenting what a student knows and can do before they learn, how they learn, and how they move from one level to another based on specified competencies and criteria. Assessment uses a wider range of tools and gives students, peers, and teachers and parents the opportunity to monitor student progress through real-time feedback mechanisms (KNEC 2021). It is a purposeful, systematic, continuous process of gathering information from a variety of sources to make decisions about what students know, need to learn, have learned, and can do. It involves creating opportunities for students to apply the knowledge, skills, attitudes and values they have learned to solve real-world problems

Tanzania, for example adopted and implementation of CBC ahead of Kenya, a study by Paul (2014) established that inspite of the teacher being aware of the assessment methods to be used for the CBC, they hardly use those methods teaching at schools but rather prefer to use traditional techniques of assessment which resulted in students not achieving the required competencies. Further, Lukindo's (2016) study conducted in Tanzania established that no serious improvement was made with regards to assessment of learners in schools. This is contrary to the purpose of introducing the curriculum in schools in Tanzania. In Kenya, a research done by Jelagat's (2020) research in several North Rift and Western Kenya sub-counties established that educational programs are rarely implemented due to lack of resources for assessment. Additionally, the government may have not sufficiently trained teachers in assessment methods before the introduction of the new curriculum which reached its sixth year in 2022. Poor training of teachers on assessment method can be an obstacle to the realization of the objectives of the CBC in the country.

For proper implementation of CBC curriculum (pre-school to sixth grade from 2022), the onus is squarely on the Kenya government and stakeholders to ensure that every primary school in the country has enough teachers trained. Teachers play a crucial role in implementation of the curriculum in this case are expected to have the requisite evaluation and assessment skills to check the extent to which learners have mastered the skills, knowledge and competencies. Studies done in other countries such as Tanzania and Rwanda observed that teachers use old practices that are not prescribed in Competency based Assessment plan. It's on this basis that this study seeks to establish teachers' competencies in CBC assessment among students in Lang'ata Sub County, Kenya.

2. OBJECTIVES

- I. To determine teacher competencies in CBC student assessment in Lang'ata Sub County, Kenya
- II. To ensure teacher readiness for CBC student assessment in Lang'ata Sub County, Kenya

3. LITERATURE REVIEW

According to O'Sullivan and Burce (2014) there is upward trajectory in demand for a competency-based education in Europe. In the Kenyan context, CBC was introduced at a time when she is aggressively pursuing Vision 2030, resulting in its implementation reaching Stage 4 in 2020 (Momanyi & Rop, 2019). CBC is aiming at ensuring that every learner is transformed through education regardless of their potential. According to Adoyo (2017), inclusive education involves the transformation of schools into barrier-free environments to accommodate all learners of different levels and abilities. This requires the teachers to be competent in evaluation and assessment.

Majoko (2019) investigated what teachers' competencies considered essential for inclusive education for CBC curriculum. This descriptive study used a purposively selected sample of 24 primary school teachers from the Midlands Education Province of Zimbabwe. During data analysis, a consistent

comparative approach was used to organize data with continuous refinement. The study established that the respondents identified screening and assessment, instructional differentiation, classroom and behavior management, and collaboration as key competencies needed CBC teachers.

In Macedonia, Galevska and Pesic (2018) observed that the assessment of students' learning is very problematic for teachers and they often express the need for precise and accurate guidelines when applying assessment procedures in classrooms. In Nigeria, Eskay and Oboegbulem (2013) posits that assessment is a crucial part of the entire learning process. The assessment process includes observation, screening, referral, evaluation, identification, and individualized education plans. The KICD (2017) report indicated that assessment plays a key role in the teaching and learning as it forms the basis for evaluating the effectiveness of CBC curriculum implementation. Teachers use a variety of assessment methods to determine the knowledge and skills students have acquired, as well as to identify gaps. Further, Eskay (2009) established that teachers find it hard to assess and appropriately place learners.

In the United States, a qualitative case study by Scheopner, Brett, Cox, and Greller (2018) explored three districts in New Hampshire implementation of competency education reform in middle schools. It requires students to demonstrate mastery of skills and competencies in order to advance and earn credit, usually through an assessment where learners demonstrate mastery of knowledge and acquisition of skills. The study found that there are still problems that are: inertial, technical, normative and political, which have hindered the full implementation of reforms for more than six years.

According to UNESCO (2019) report, CBC emphasizes the comprehensive outcomes of the learning process. It involves the application of knowledge, skills and attitudes that students must apply, rather than focusing mainly on what students are expected to learn in terms of traditionally defined subject content. This means that learning is learner-centered and can be adapted to the changing needs of society, students, and teachers as well. Bandura (1990) states that competence includes both acquiring knowledge and skills as well as the ability to use them effectively in different situations and for different reasons. CBC entails acquisition and application of knowledge skills and attitudes in situations they face in their everyday lives (Ineke et al., 2018). Most countries in the world have reformed their education systems to competency-based systems.

A study by Villamero (2014) on three primary school teachers in Negros Oriental in Philippines. The study employed a constructivist methodology that made it easier for qualitative study to explore the teachers' experiences. Two constructivist instruments were used to explain their experiences that is, semi-structured interviews as well as classroom observations. The assessment strategies used by teachers were diagnostic, formative and summative. Within these three purposes, teachers used assessment strategies such as tests, observations, portfolios, and grouping. The findings show that teachers need to use different assessment strategies when assessing students. When employing these assessment strategies, teachers adjust the content and method of presentation according to the needs of the children.

In Botswana's context, Mangope, Kuyini and Major (2012) explored the role and function of the Botswana Assessment Center in diagnosing the learning needs of primary school pupils. 49 teachers from primary schools in and around Gaborone answered the questionnaire which comprised of thirteen items. Descriptive statistics, t-tests and ANOVA were used to analyzed the data from the questionnaire. The results also showed that although most schools had intervention teams that were responsible for referring students for assessment, the role of the teams was unclear in some schools.

In the context of Botswana, Mangope, Kuyini and Major (2012) examined the role and function of the Botswana Assessment Center in diagnosing the learning needs of primary school pupils. 49 teachers from primary schools in and around Gaborone answered the thirteen-item questionnaire. Data from this questionnaire were analyzed using descriptive statistics, t-tests and ANOVA. The results also showed that although most schools had intervention teams that were responsible for referring students for assessment, the role of the teams was unclear in some schools.

Feruzi and Yang (2019) examined the implementation of a competency curriculum in Tanzania using the FIRST framework. The method adopted was a review of secondary articles. It was found that teachers assigned very low performance tasks to students during the learning process. While both

formative and summative assessments are important, formative assessments reinforce a solid foundation for students' academic progress. In this case, teachers were expected to provide students with enough activities, quizzes, and assignments to reinforce their understanding.

In Tanzania, Paulo (2014) examined the readiness of pre-service teachers to implement a competency-based curriculum in secondary schools. It involved 16 purposively selected pre-service teachers trained at the University of Dar es Salaam. The findings showed that although they were aware of the teaching and assessment methods established for the implementation of the competency-based curriculum before starting their studies, they did not adopt the assumed methods in their classroom practices.

Rwezaura (2016) conducted a study to investigate the implementation of a competency-based English curriculum in Kinondoni urban primary schools in the Dar es Salaam region. It was limited to eight main schools. The study was guided by the following research objectives. To examine how primary school teachers implement competency-based approaches to teaching and learning. Examine the availability of material inputs used in the teaching and learning process. To evaluate how primary school teachers apply the competence approach in teaching and learning; and identify the problems you encounter in teaching and studying the subject of English. The study used a descriptive research design. The research approach used in this study was quantitative and qualitative. The data collection tools used were interviews, questionnaires, observation and documentation. They were managed by eight school principals.

Ndalichako (2014) conducted research into classroom assessment practices of secondary school teachers in Arusha District, Tanzania. A questionnaire created for this purpose was distributed to teachers who participated in the 2013 Leaving Certificate classification. A total of 4,160 questionnaires were completed and returned. Descriptive statistics were used for data analysis. The results of the study showed that traditional assessment methods are dominantly used in schools. The findings also suggest that teachers are overwhelmed with a heavy teaching load, making it difficult for them to effectively use assessment strategies that could provide a comprehensive picture of student learning. Based on these findings, the conclusions and recommendations of the study were drawn, with the key recommendation being the need to improve teachers' competence in student assessment and provide them with the necessary resources and support to conduct classroom assessment.

Adika's (2013) study on the evaluation of life skills curriculum in Kenyan secondary schools by examining whether teachers and education managers have received sufficient training, assessing teachers' attitudes towards the LSE curriculum, assessing the adequacy of LSE teaching resources provided, and assessing the adequacy of learning support provided by teachers. The study adopted a mixed methods design using a descriptive survey strategy involving 198 secondary school teachers purposively selected from stratified 19 secondary schools in Lugari District, Kakamega District and DQASO from the DEO's office. Questionnaires, interview schedules and document analysis were used to collect data. Data were analyzed using descriptive and correlational statistical techniques with the help of the Statistical Package for Social Sciences (SPSS). A study showed this; teachers of the LSE curriculum were inadequately trained, some (42%) teachers had negative attitudes towards the LSE curriculum, LSE teaching resources were scarce and learning support was insufficient. Research indicated that; KICD should organize pre-school and intensive training on the implementation of the LSE curriculum to improve the competence of teachers.

Kuendeli (2014) conducted a study that investigated the evaluation of life skills curriculum in primary schools in Lurambi Division, Kakamega County, Kenya. The aim of this study was to identify the teaching and learning resources used in the assessment of life skills and whether they were adequate, what problems affected teachers in their implementation, the attitudes of teachers and pupils towards the subject, factors influenced by the community in the implementation and finally aimed to determine the extent to which it was subject taught. A literature review was conducted from a variety of sources, including written books, journals, magazines, and the Internet. The study adopted a descriptive survey method. Data were collected for school principals through questionnaires and interview schedules for male and female students. The research sampled 10 schools from a population of 47 state primary schools using simple convenience site sampling. All principals, 30 life skills teachers and a total of 90 students were involved in the research. The collected data were analyzed

using descriptive and inferential statistics. The results showed that life skills were provided in all the schools studied. They noted that although none of teachers. 198 secondary school instructors from stratified 19 secondary schools in Lugari District, Kakamega District, and DQASO were purposefully chosen for the study using a mixed methods design and a descriptive survey strategy from the DEO's office. Data was gathered through questionnaires, interview schedules, and document analysis. With the use of the Statistical Package for Social Sciences, descriptive and correlational statistical methods were used to evaluate the data (SPSS). According to a research, the LSE curriculum's teachers lacked enough training, 42% of teachers had negative attitudes toward it, there weren't many LSE teaching resources available, and there wasn't enough learning support. According to research, KICD should set up a preschool and provide extensive training on how to execute the LSE curriculum to boost instructors' proficiency.

In Lurambi Division, Kakamega County, Kenya, Kuendeli (2014) did a research to evaluate the life skills curriculum in primary schools. The purpose of this study was to identify the teaching and learning resources used in the assessment of life skills and to determine whether or not they were adequate. It also sought to ascertain the difficulties teachers encountered in implementing these resources, the attitudes of teachers and students toward the subject, as well as community-related implementation factors. Finally, it sought to ascertain the degree to which the subject was taught. A review of the literature was done using a range of sources, including the Internet, printed books, journals, and periodicals. The research used a descriptive survey approach. Data were collected for school principals through questionnaires and interview schedules for male and female students. The research sampled 10 schools from a population of 47 state primary schools using simple convenience site sampling. All principals, 30 life skills teachers and a total of 90 students were involved in the research.

Descriptive and inferential statistics were applied to the data collection process. The findings indicated that all of the investigated schools offered life skills instruction. They saw that few of them had received training in teaching life skills, despite the fact that none of them had participated in the creation of the life skills curriculum. The lack of government support for teachers and the unpopularity of life skills as a topic, according to head teachers, are further complaints. The study advised teachers to actively participate in curriculum creation and design through community, curriculum developers, and government support and encouragement in addition to services.

The extent to which teaching and learning practices were applied in Kenya to suit the academic needs of primary school students is determined by Tsisindu, Joel, and Edward (2016). One coordinator for the Educational Assessment and Resource Center (EARC), 999 teachers, and 90 principals made up the target population. Schools were stratified by zone, and selection was made using a simple random sample of 200 teachers and 18 principals, with the EARC coordinator chosen by a purposive sampling process. According to research, teachers rarely address students' requirements through individualized education plans and lack the necessary abilities to meet their academic goals (IEPs).

Adoyo's (2017) research was to ascertain the level of implementation of inclusive education methods by instructors. The study employed a descriptive survey research design. The target group was made up of 216 instructors and 72 directors. The review test comprised of 196 instructors and 65 directors chose based on immersed examining. The outcomes showed that the schools needed reports on the standards of comprehensive schooling in their consideration, were reasonably surveyed at affirmation, the quantity of prepared educators was altogether low, the educational program was not separated in many schools and related administrations were not given. This affected the execution of comprehensive instruction. Research by KICD (2017) looked to present developmental and summative evaluation techniques for a skill based educational program for SNE organizations. This study utilized a blended techniques plan that included both quantitative and subjective methodologies, conceptualized as an overview, hence the two surveys and perception plans, interviews, center gathering conversations (FGDs) and submitted notices were utilized as information sources. Respondents supported complete practical appraisal in medical services and training.

4. METHODOLOGY

The review was done in Langata Sub-province. The Area was purposively chosen in view of the reports which showed that there is negligible utilization of skill based approaches in most primary schools in the Region review (Ondimu, 2018; KNUT, 2019). The review utilized a distinct

examination plan. Basic arbitrary testing was utilized to test 20% of the complete number of primary schools in the Area. In this way, the review had an example size of 110 primary teachers were utilized. A survey was utilized to gather information from the respondents. 5. 5.

5. MATERIALS AND METHODS

Both qualitative and quantitative methods of data collection are used in the study methodology (Wimmer & Dominick, 2006).

Table 1 shows the extent of teacher evaluation and assessment of students in grades 1, 2, and 3 at primary schools. SD ADN AND SA MS D

	Extent of Teacher and Assessment and Evaluation of learners	Strongly agree		agree		Undecided		Disagree		Strongly disagree		Mean	S.D
		F	P	F	P	F	P	F	P	F	P		
1	In order to maintain track of students' skills and needs, I gather data using checklists and notes.	15	16.3	3	3.2	0	0.0	50	53.2	24	26.1	3.4	1.43
2	I examine goal attainment in each strata using evaluation data before setting new objectives.	0	0.0	17	18.5	19	20.7	19	20.7	37	40.2	3.52	1.32
3	I provide multiple test format to learners in my classroom	0	0.0	15	16.3	14	15.2	25	27.2	38	41.3	3.5	1.36
5	using formative pre-assessment tasks before starting a unit	12	13.0	2	2.2	13	13.8	54	57.4	11	11.7	3.61	1.32
6	To discover performance gaps, I give formative comments to all students.	2	2.2	21	22.8	16	17.4	35	38.0	18	19.6	3.17	1.34
7	I regular monitor progress of each learner in my classroom	17	18.3	18	19.4	3	3.2	37	40.2	10	10.8	3.1	1.42
8	Finding students who might benefit from instruction outside of the typical classroom using pre-assessment formative activities	1	1.1	13	14.1	14	15.2	45	48.4	27	29.3	3.5	1.36

Key: SDA-Strongly Disagree, D-Disagree, N-Neutral, A-Agree, SA-Strongly Agree, M-Mean and SD Standard Deviation.

6. RESULTS AND DATA ANALYSIS

The majority of responders (79.2%) disagreed that they track student needs and strengths by keeping notes and checklists. On the other hand, few (19.5%) stated that they get information about kids' strengths and needs using checklists and notes. These results are consistent with the research of Kuendeli (2014), who suggested that teachers actively participate in curriculum planning and design in order to track the development of their students.

Many teachers (63%) disagreed that they provide different test formats to students in their classrooms. However, some teachers (27%) agreed that they provided students with multiple test formats in their classrooms. These findings are consistent with those of Ndalichako's (2014) study on classroom assessment practices in Tanzania. According to Ndalichako's study, teachers are overworked and struggle to apply evaluation methodologies that could give them a complete picture of students' learning because of their hefty teaching loads. Therefore, a 2014 study by Ndalichako indicated that it is vital to increase teachers' proficiency in student assessment and give them the tools and support they need to conduct assessments in the classroom.

The use of the evaluation data to evaluate the accomplishment of the goals set in specific tiers and to create new goals was disputed by many teachers (60.9%). On the other hand, 29.1% felt differently. According to a study by Villamero (2014) in the Philippines, which found that teachers offered tasks to pupils with very low performance during the learning process, as many teachers (63%) offer mobile exam forms. These results imply that in order to accurately evaluate the achievement of goals, teachers should employ various assessment methodologies when evaluating pupils.

The majority of instructors (76%) disagreed that they collaborate with EARC to assess each student's particular requirements. Only 24% said they collaborate with EARC to undertake specific student needs analyses. These results are consistent with KICD (2017) research, which demonstrated the importance of early education assessment and the role that Education Assessment and Resource Centers (EARCs) play in achieving education for all.

15.2% of teachers agreed that they employ formative pre-assessment activities before beginning a unit, whereas 68.4% of teachers disagreed, 13.8% were unsure, and 15.2% were undecided. These results are in line with the KICD (2017) study, which advocates the use of observation, projects, continuous assessment, oral assessment, and formative assessment as appropriate assessment methods.

In order to discover performance gaps, many teachers (57.6%) disagreed that they should give formative input to every student. 17.4% were not committed to giving all pupils formative feedback to pinpoint areas of improvement. 17.4% of respondents, on the other hand, concurred that they give formative comments to all students in order to spot performance disparities. A typical percentage of teachers (51%) also disagreed that they consistently track each student's development in their lessons. Adoya (2017) asserts that consistent feedback is necessary to find performance gaps and boost performance in inclusive classrooms.

The majority (77.7%) disagreed that they identify children who would require instruction outside of the regular classroom using pre-assessment formative exercises. 15.2% of respondents said they employ pre-assessment formative activities to identify, while another 15.2% were unsure.

7. CONCLUSIONS

The majority of teachers lacked the necessary training to evaluate and assess students in accordance with the CBC. Students were unable to develop the competencies and skills required by the CBC curriculum because of teachers' inadequate understanding and use of formative assessment techniques.

The majority of educators did not claim to possess the skills necessary to evaluate and assess children in accordance with the CBC. Teachers' capacity to fully evaluate students' competencies and skills in CBC is hampered by improper use of formative assessment, continuous assessment, oral evaluation, project, and internship as acceptable assessment techniques.

8. RECOMMENDATION

Therefore, this research suggests that teachers receive sufficient training on the various methods of evaluating students in the classroom on a regular basis. This will guarantee that inclusion objectives are met, advancing the advancement of kids' education. The study also advises teachers to incorporate topical tasks into formative and summative assessments, such as receptive, interactive, extended productive monologues, and sociocultural reading and writing.

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