

Influence of Teacher Training on Implementation of Competency-Based Curriculum in Public Primary Schools in Selangor District, Malaysia

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Abstract

The purpose of this was to study to assess the influence of teacher training on implementation of CBC in public primary schools in Selangor District, Malaysia. Successful implementation of competency-based curriculum (CBC) in public primary schools relies on training of teachers. However, the implementation of CBC in these schools has faced challenges, resulting in inadequate coverage of syllabi and ineffective classroom pedagogy, ultimately leading to unsatisfactory learning outcomes for learners. A mixed methodology approach and concurrent triangulation research design were employed. The target population was 23,015 subjects, including 76 headteachers, 1187 teachers, 21,370 pupils, 380 parents' representatives, and 2 Directors of Education (SCDE). A sample size of 394 respondents was determined using Yamane's Formula. Stratified sampling was utilized to create two strata based on the number of zones in Selangor District, Malaysia. This realized a sample of 26 headteachers, 78 parents' representatives, 156 teachers, 2 SCDEs, and 132 pupils were selected using simple random sampling. However, all the SCDEs were nominated using the census method. The researcher utilized a variety of instruments to gather data from various participants, including questionnaires, interview guides, observation checklists, and document analysis guides. Data analysis involved identifying common themes. Qualitative data were analyzed thematically and presented in narrative forms. Quantitative data were analyzed using descriptive and inferential statistics with the help of SPSS Version 23 and presented using tables and charts. The study established the implementation of CBC poses a significant challenge in public primary schools located in Selangor District, Malaysia. The study further found that a significant number of teachers are incapable of completing syllabus in time leading to low learning outcomes among pupils in key areas of CBC. This is attributed to the inadequate training of teachers on how to implement CBC. The study recommends that the Ministry of Education (MoE) persist in offering training and re-training opportunities for teachers.

Keywords: *Teacher training, implementation of competency-based curriculum, public primary schools.*

1.1 Introduction

Education plays an important role in shaping the character traits and physical ability of learners as well as having a great input in preparing learners cognitively and holistically so as to contribute to socio-economic progression of any nation. A report by the United Nations Children Fund (2017) indicates that, in this 21st century, the trends in education systems globally have been the move from a knowledge-based curriculum to competency-based programs with competence standards determined by strong political motion as a way to prepare the workforce for the competitive global economy and preparation for jobs. This has occasioned reforms in education systems in many countries across the world by adopting competency-based curriculum as a panacea to education challenges and help learners build a culture of equity and inclusivity as it prepares learners for life after school.

According to Bondi and Wiles (2014), competency-based curriculum is the form of a curriculum that emphasizes the complex outcomes of a learning process, that is, knowledge, skills and attitudes to be applied by learners rather than mainly focusing on what learners are expected to learn about in terms of traditionally-defined subject content. However, its implementation has not been without its fair share of challenges. For example, in the Latin America, Hanushek and Luque (2018) note that only 23.9% of primary schools have been able to implement CBC with a paltry 20.8% of learners manifesting improved basic numeracy, language and creativity skills. This calls into question the level of preparedness among teachers in terms of training.

Training of teachers plays a pivotal role in the successful implementation of competency-based curriculum in schools. Given such an assertion, Armstrong (2011) opines that professional development and training of teachers help them acquire pre-requisite skills to improve their understanding of different aspects which are necessary for new approaches in classroom pedagogy. With the introduction of CBC, Sturgis and Casey (2018) note that teaching and learning approach totally changed the teachers' role from the monopoly of teacher-centeredness to learner-centeredness. Considering this 21st Century skills acquisition, the teacher being the facilitator must adopt a paradigm in the way of conceptualizing the child who has innate abilities and nurture them. Thus, this is the right footpath on which education reforms must walk on. To achieve this, Zeiger (2018) posits that teachers must have noteworthy knowledge and skills, capability to interrelate with all children, setting good standards and making good choice of instructional materials that are favourable for children at various levels. In a study conducted in Malaysia, Karia and Ahmad (2010) revealed that training of teachers on curriculum implementation skills increase efficiency and competency. In other words, training of teachers can essentially be thought of as a measure of the extent to which the teachers have acquired pre-requisite skills for provision of instructional supervision in school. In the same token, Stoll, Bolam and Collarbone (2011) carried out a study in the Netherlands which found that change requires strategic initiatives to improve teacher training to hasten implementation of curriculum. Stoll et al (2011) revealed that Ministry of Education responded by organizing training courses for teachers for periods ranging between one month, a fortnight or sometimes two months.

In Estonia, Leithwood, Day, Sammons, Harris and Hopkins (2013) found that teachers have to follow a special course to become teachers with at least five years of teaching experience being required coupled with training on teaching approaches. Such teachers must manifest sound cognitive, interpersonal, strategic and emotional intelligence skills for effective curriculum implementation. In other words, teachers need to be well-equipped with necessary skills to undertake their instructional activities more effectively to guarantee smooth implementation of competency-based curriculum in schools. That is, teachers are expected to increase their

knowledge as educators and share their knowledge with colleagues. In South Africa, the government has priorities in teachers' training which is centered on the standardization and upgrading of academic qualification, improving administrative experience and providing support. This corroborates that assertions of UNESCO (2013) that training equips teachers with skills necessary to enhance curriculum implementation since, without these skills, many teachers find themselves overwhelmed by the challenging tasks of leadership in schools.

In Malaysia, the competency-based curriculum has been introduced as a solution to the challenges which bedeviled 8.4.4 education system. Ondimu (2019) notes that 8.4.4 system had loaded syllabus content and did not respond to the immediate needs of the learners. Ondimu (2019) asserts that CBC was rolled out in 2018 to tap into the talents and competencies of learners with school management being at the center of the implementation. To this effect, the Ministry of Education embarked on capacity building of schools through re-training of teachers on CBC models. In Malaysia, Obuhatsa (2020) notes that teacher training is regarded as key determinant to successful implementation of CBC in schools and, thus, under CBC, teachers must have in mind the change of responsibilities focused on the relationship built between the curriculum and the pupil during teaching.

However, an assessment undertaken in Nairobi County by Karimi (2020) revealed that, despite the introduction of CBC as a panacea to the challenges of 8.4.4 Education System, its implementation has not been devoid of shortcomings with many learners in public primary schools showing low levels of competencies in basic numeracy, creativity and essential skills such as life skills and leadership. This further lends credence to the findings of an earlier report by Uwezo (2016) which also noted that many learners aged between 4-8 years still manifest low competencies in basic numeracy, language and essential life skills such as team building with peers and leadership skills. Uwezo (2016) asserts that only 31.2% of learners aged between 4-8 years manifest improved literacy and communicative competency, 19.7% can undertake basic numeracy and number work activities while only 22.3% have mastered essential life skills such as team building and leadership competencies.

In Selangor District, Malaysia, the situation is not different since implementation of CBC is still ineffective with many learners still showing inability to complete tasks, inability to identify problems and solve them, poor communicative competency, lack of creativity, poor team building with peers and low leadership skills. For example, a report by National Assessment System for Monitoring Learning Achievement (NASMLA) (2020) shows that, despite the introduction of CBC in primary schools, its implementation is still at lower levels since only 19.4% of learners in lower public primary schools in Selangor District, Malaysia manifest improved literacy and communicative competency, 11.9% can undertake basic numeracy and number work activities while only 16.3% have mastered essential life skills such as team building and leadership competencies.

To mitigate this, teacher training has been regarded as important. In a study carried out in Selangor District, Malaysia, Murungi (2017) revealed that teacher training is crucial since it enables teachers to understand both the philosophy behind any curriculum and how the new programme may impact learners, parents, administrators and other stakeholders. Murungi (2017) found that teachers may find the curriculum introduces content with which they are unfamiliar, which they have not taught in a while or is familiar but presented in an unfamiliar way. However, much still needs to be since Murungi (2017) as well as other reviewed studies have not interrogated how specific skills required by teachers and how such skills may influence the implementation of CBC in primary schools.

1.2 Statement of the Problem

Competency-based curriculum is important in that it benefits learners by tapping on their talents and competencies with teacher training being considered as crucial towards its implementation. Despite these assertions, in Selangor District, Malaysia, implementation of CBC in public primary schools has not been smooth to realize the intended objectives. As noted earlier in the background, many learners still manifest low learning outcomes and competencies in numeracy as well as literacy education programmes. A report compiled by the KNUT (2019) categorically stated that, owing to the hurried implementation of CBC, many learners are yet to fully master concepts as envisioned in the new curriculum.

To corroborate this claim, NASMLA (2020) also found that the implementation of CBC is still at lower levels since only 19.4% of learners in lower public primary schools in Selangor District, Malaysia manifest improved literacy and communicative competency, only a paltry 11.9% can undertake basic numeracy and number work activities while 16.3% have mastered essential life skills such as team building and leadership competencies. This further lends credence to the findings of a report by the Ministry of Education (2023) that, in the 2022 Malaysia Primary School Education Assessment (KPSEA), only about 33.3% of the learners scored over 50.0%. However, few empirical studies have interrogated the extent to which teacher training influences implementation of competency-based curriculum, thus, the study.

1.3 Objectives of the Study

- i. To assess the status of implementation of competency-based curriculum in public primary schools in Selangor District, Malaysia.
- ii. To evaluate the influence of teacher training on implementation of competency-based curriculum in public primary schools in Selangor District, Malaysia;

2.1 Theoretical Framework

The study was guided by the theory for organizational readiness for change which was postulated by Coch and French (1948) and reinforced by Schein and Bennis (1965). This theory was premised on the fact that, to forestall any kind of resistance towards change in management, there is a need to prepare employees for imminent change. According to Schein and Bennis (1965), if individuals or groups are involved and prepared for the change right from the beginning, they may be ready and willing to support all processes geared towards realizing that change. In the context of this study, this theory holds that, for CBC to be effectively implemented, teachers need to be ready and equipped with pre-requisite skills to embrace changes in the school curriculum.

The study was also guided by the curriculum implementation theory which was postulated by Bobbit (1918). This theory was anchored on the assumption and belief that any curriculum worth being implemented should prepare students for their future roles in the new industrial society and thus, influenced school curriculum by showing how teaching classical subjects should be replaced by teaching subjects that correspond to social needs. According to this theory, a curriculum has to adapt to the needs of an individual and the needs of the new industrial society, people should not be taught what they would never use. In the context of this study, the theory fits in that implementation of the competency-based curriculum takes into consideration learners' strengths, weaknesses, needs and preferences and advocates for change in instructional approaches and teaching methods. It taps into learner competencies and talents and mastery of school subjects and examinations.

3.1 Research Methodology

A mixed methodology approach and concurrent triangulation research design were employed. The target population was 23,015 subjects, including 76 headteachers, 1187 teachers, 21,370 pupils, 380 parents' representatives, and 2 Directors of Education (SCDE). A sample size of 394 respondents was determined using Yamane's Formula. Stratified sampling was utilized to create two strata based on the number of zones in Selangor District, Malaysia. This realized a sample of 26 headteachers, 78 parents' representatives, 156 teachers, 2 SCDEs, and 132 pupils were selected using simple random sampling. However, all the SCDEs were nominated using the census method. The researcher utilized a variety of instruments to gather data from various participants, including questionnaires, interview guides, observation checklists, and document analysis guides. Qualitative data were analyzed thematically and presented in narrative forms. Quantitative data were analyzed using descriptive and inferential statistics with the help of SPSS Version 23. The quantitative findings were presented using tables and charts.

4.1 Results and Discussions

This section presents the findings of the study based on the objective. It also outlines the methods of presentation of the study findings and discussions. In this study, 156 questionnaires were administered to teachers and, in return, 139 questionnaires were filled and returned. The researcher also interviewed 21 headteachers, 61 parents' representatives and Directors of Education. This yielded response rates shown in Table 1.

Table 1: Response Rates

Respondents	Sampled Respondents	Those Who Participated	Achieved Return Rate (%)
Headteachers	26	21	80.8
Teachers	156	139	89.1
Parents' representatives	78	61	78.2
Directors of Education (TSC & MoE)	2	2	100.0
Primary School Pupils	132	126	95.5
Total	394	349	88.6

Source: Field Data (2023)

Table 1 shows that headteachers registered a response rate of 80.8%, teachers registered 89.1%, parents' representatives registered 78.2% whereas primary school pupils registered a response rate of 95.5%. However, all (100.0%) of the Directors of Education (TSC & MoE) took part in the study. This yielded an average response rate of 88.6%, which is consistent with the assertions of Creswell (2014) that a response rate above 75.0% is adequate. This information was important since it allowed the researcher to generalize the study outcomes to the target population.

Status of Implementation of Competency-based Curriculum in Public Primary Schools

The study sought to assess the status of implementation of Competency-based curriculum in public primary schools in Selangor District, Malaysia. Descriptive data were collected from teachers and results are shown in Table 2.

Table 2: Status of Implementation of Competency-based Curriculum in Public Primary Schools

Learning Outcomes of Primary School Learners	Exceeding Expectations %	Approaching Expectations %	Below Expectations %
Learner competencies in number work skills	31.7	18.0	50.3
Learners can undertake language tasks such as reading, writing and oral activities	30.2	20.9	48.9
Competencies in creativity among learners	45.1	25.6	29.3
Learners can undertake tasks in essential environmental or life activities	33.8	27.3	38.9

Source: Field Data (2023)

Table 2 shows that slightly less than a third, 44(31.7%), of the primary school teachers indicated that their learners manifest basic numeracy skills such as number recognition, ordering and basic operations which exceed expectations, 25(18.0%) indicated approaching expectations whereas slightly more than half, 70(50.3%) indicated below expectations.

Table 2 also shows that 42(30.2%) of the primary school teachers indicated that their learners exceed expectations in language skills such as reading, writing and speaking, 29(20.9%) indicated that they approach expectations whereas 68(48.9%) indicated that primary school learners manifest language skills which are below expectations. Table 2 further shows that 63(45.3%) of the primary school teachers indicated that their learners manifest creativity skills such as drawing, coloring, etching, painting and pattern formation which exceed learning expectations, 36(25.9%) indicated they approach expectations whereas 40(28.8%) indicated below expectations. On essential environmental skills, 47(33.8%) teachers indicated that their learners can undertake tasks in essential environmental or life activities, 38(27.3%) indicated they approach expectations whereas 54(38.9%) indicated below expectations.

These findings were further supported by low learning outcomes that were registered in internal and national assessments. For example, in the 2022 Malaysia Primary School Education Assessment (KPSEA), 66.7% of the candidates (who are now in Junior Secondary Schools) scored between 20 and 50% whereas only a third (33.3%) scored over 50.0% in the assessment. These findings lend credence to a report by NASMLA (2020) which also found that implementation of CBC is still at lower levels since only 19.4% of learners in lower public primary schools in Selangor District, Malaysia manifest improved literacy and communicative competency, only a paltry 11.9% can undertake basic numeracy and number work activities while 16.3% have mastered essential life skills such as team building and leadership competencies. This implies that many primary school learners still register low grades in key learning areas under CBC.

Thematic Analysis

During the interviews, the headteachers and parents' representatives also responded in favour of the view that many teachers rarely cover syllabus in time with many pupils registering low learning outcomes in key learning areas under CBC. Headteacher, H1, noted:

In my primary school, teachers rarely complete their syllabi on time. Sometimes, learners are rushed through the content just to cover the syllabus. This has hurt the learning outcomes of learners in public primary schools

Parents' representatives also admitted that their children still manifest low learning outcomes in number work activities and languages. Parents' representative, PR1, noted;

In my school, many of our children cannot perform basic number work operations, their communicative competency is still poor, lack innovativeness. However, they manifest little mastery of basic environmental skills such as naming objects in their vicinity.

The researcher also observed that many primary school learners have challenges with solving basic number work tasks such as number recognition, counting and basic operations like addition and subtraction. The researcher observed;

The majority of the learners recognize numbers from slabs, cannot add or subtract operations like with ease nor are they able to state number values.

The researcher also observed that the ability of learners to communicate fluently is a real problem. That is, many primary school learners could not read, write or sound specific words or even state the meanings of words. However, many primary school learners manifest good levels of creativity. They could colour shapes, form patterns, draw diagrams with ease and undertake crayon etching with little difficulty. These views further point to the fact that dynamics within schools are key in enhancing syllabus coverage and primary school learners' performance. That is, primary school learners still register low grades in basic numeracy and language and creativity skills, though their level of creativity and innovativeness is good.

Teacher Training and Implementation of Competency-based Curriculum in Public Primary Schools

The study sought to examine how teacher training influences implementation of competency-based curriculum in public primary schools. Descriptive data were collected from every teacher, organized and summarized into specific thoughts. Results are presented in Table 3.

Table 3: Teachers' Views on the Influence of Teacher Training on Implementation of Competency-based Curriculum in Public Primary Schools

Test Items	Ratings				
	SA	A	U	D	SD
	%	%	%	%	%
Teachers have been trained on teaching methods to be used in the implementation of CBC in primary schools	51.8	11.5	5.8	5.8	25.1
Teachers have been trained on how to handle learners as a way of implementing CBC in public primary schools	54.0	14.4	5.8	11.5	14.4
Teachers have not fully mastered different skills on how to effectively implement CBC in public primary schools	57.6	9.4	7.2	9.4	16.4
Through CBC training, teachers have acquired new skills on how to use instructional resources	48.2	8.6	5.8	20.9	16.4
To improve learner competencies under CBC, teachers have undergone training on how to assess learners	66.5	11.3	3.3	5.4	13.5

Source: Field Data (2023)

Table 3 shows that 72(51.8%) of teachers strongly agreed with the view that teachers have been trained on teaching methods to be used in the implementation of CBC in public primary schools as did 16(11.5%) who agreed, 8(5.8%) were undecided, 8(5.8%) disagreed whereas 35(25.1%) strongly disagreed. These findings corroborate the findings of a study conducted in Estonia in which Leithwood et al. (2013) revealed that, for the realization of curriculum aims of education, teachers need to be equipped with teaching approaches and methodologies that are in line with the requirements of the curriculum being taught. These findings are indicative of the fact that, although almost half of the teachers indicated that they have not been trained on how to acquire new teaching approaches, teachers need to be well-equipped with the necessary skills to undertake their instructional activities more effectively to guarantee smooth implementation of competency-based curriculum in schools.

The study found that 75(54.0%) of the teachers strongly agreed with the view that teachers have been trained on how to handle learners as a way of implementing CBC in public primary schools while 20(14.4%) agreed, 8(5.8%) were undecided, 16(11.5%) disagreed whereas 20(14.4%) strongly disagreed. These findings support the assertions of Obuhatsa (2020) notes that teacher training equips teachers with the capacity to understand the strengths, needs and preferences of learners as well as having in mind the change of responsibilities focused on the relationship built between the curriculum and the pupil during teaching. The study found that 80(57.6%) of the teachers strongly agreed with the view that teachers have not fully mastered different skills on how to effectively implement CBC in public primary schools while 13(9.4%) agreed, 10(7.2%) were undecided, 13(9.4%) disagreed whereas 23(16.4%) strongly disagreed.

These findings, however, are inconsistent with the findings of a study carried out in Selangor District, Malaysia in which Murungi (2017) established that teacher training is crucial since it enables teachers to understand both the philosophy behind any curriculum and how the new programme may impact learners, parents, administrators and other stakeholders. According to Murungi (2017), teachers may find the curriculum introduces content with which they are unfamiliar, which they have not taught in a while or is familiar but presented in an unfamiliar way. Despite these contradictions, these findings point to the fact that teachers need adequate training to be in a position to understand the goals and content of a curriculum document or syllabus well to implement it effectively. The study further revealed that 67(48.2%) of the teachers strongly agreed with the view that, through CBC training, teachers have acquired new skills on how to use instructional resources while teaching whereas 12(8.6%) agreed, 8(5.8%) were undecided, 29(20.9%) disagreed whereas 23(16.4%) strongly disagreed. This contradicts the findings of Leithwood et al. (2013) who noted that training is an undertaking that equips teachers with teaching skills such as how to design and use instructional resources and other forms of curriculum support materials. Though not supported by many teachers, these findings imply that CBC training regards the use of instructional resources as an educational component to be key in its implementation. Effective utilization of such resources makes it easier for learners to master concepts and make learning enjoyable and permanently glued into learners' memory.

Majority, 92(66.2%), of the teachers strongly agreed with the view that, to improve learner competencies as envisioned under CBC, teachers have undergone training on how to assess learners whereas a paltry 16(11.5%) agreed, 5(3.6%) were undecided, 8(5.8%) disagreed whereas 18(12.9%) strongly disagreed. This corroborates the assertions of UNESCO (2013) that training equips teachers with the skills necessary to enhance curriculum implementation since, without these skills, many teachers find themselves overwhelmed by the challenging tasks of leadership in schools. Through professional development and training, teachers acquire

pre-requisite skills to improve their understanding of different aspects which are necessary for new approaches in classroom pedagogy.

Inferential Analysis

To verify the influence of teacher training on the implementation of competency-based curriculum in public primary schools, data were collected on the number of times teachers have undergone CBC training and the average learning outcomes among grade VI learners in 2022 Malaysia Primary School Education Assessment (KPSEA). Results are shown in Table 4:

Table 4: Number of Times Teachers have been Trained and Implementation of CBC Public Primary Schools

Number of Times Teachers have Undergone CBC Training	Average Learning Outcomes among Grade VI Learners in 2022 KPSEA (%)
1	40.30
10	39.20
12	53.90
13	37.90
11	35.50
7	58.70
8	30.10
3	23.04
5	50.91
12	44.88
4	36.87
17	68.93
10	42.95
13	54.89
12	49.01
8	45.89
6	32.98
6	42.99
7	34.93
7	58.10
16	54.80

Source: Field Data (2023)

Table 4 shows that the number of times teachers have undergone CBC training contributes to how their learners perform in the national assessments. In other words, teachers who have been trained many times have their learners register fairly good grades in Malaysia Primary School Education Assessments. The results in Table 4 were subjected to Linear Regression Analysis and the results are shown in Table 5.

Table 5: Relationship between Teacher Training and Implementation of Competency-based Curriculum in Public Primary Schools

Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.
	B	Std. Error	Beta		
1 (Constant)	32.075	5.094		6.296	.000
Number of Times Teachers Have undergone CBC training	1.400	.518	.527	2.705	.014

a. Dependent Variable: Implementation of CBC (KPSEA) in Public Primary Schools

Table 5 shows linear regression analysis which generated a linear model of the form; Implementation of CBC (KPSEA Results) in public primary schools = $32.075 + 0.527 \times \text{Number of times teachers have been trained on CBC}$. These results from the linear regression equation indicate that the coefficient for implementation of CBC manifested by KPSEA results in public primary schools attributed to the number of times teachers have been trained on CBC is 0.527. This implies that for every increase in the number of times teachers undergo CBC training, the performance of learners in national assessments based on CBC rubrics is expected to decrease by a factor of 0.527 (positive coefficient). The value 32.075 indicates that implementation of CBC in public primary schools is not only dependent on teacher training, but a multiplicity of other inherent factors not under investigation such as teachers' traditional teaching approaches, students' attitudes and poverty levels among others. Similarly, Table 5 shows a p-value of 0.014, which is less than 0.05 ($0.014 < 0.05$). This indicates that there is a significant influence of teacher training on the implementation of competency-based curriculum in public primary schools, manifested through low learning outcomes in national CBC assessments.

Thematic Analysis

During the interviews, the headteachers, parents' representatives and the Directors of Education also stated that teachers have been trained on several key thematic which are key to CBC implementation. Headteacher, H2, stated;

In my school, I have recommended teachers to take part in CBC and how to implement it. Much focus has been on new teaching methods to be adopted, how to handle learners and their learning challenges. They have also been trained on how to develop learning materials and utilize them.

On their part, parents' representative, PR2, noted;

In my school, teachers have been trained on how to teach learners in line with CBC. I have seen a difference in the methods they use while teaching, different methods of assessments and how they use instructional resources.

These views were supported by the Directors of Education (TSC & MoE) and, on further probing, one SCDTSC1, noted;

Before rolling out CBC in primary schools, the first undertaking the Ministry of Education engaged in was re-training of the available teachers right from pre-primary to grade III. They were taught new teaching methods which must be learner-centered. They were taught how to handle and assess learners as well as how to improvise and use instructional resources.

Though not fully realized, these views further underscore the vitality of teacher training as a key tool for the effective implementation of CBC in schools. This implies that teachers must be, first of all, well-equipped with the necessary skills to undertake their instructional activities more effectively using learner-centered teaching approaches, assessment in line with CBC rubrics and effective utilization of instructional resources to guarantee successful CBC implementation in schools.

5.1 Conclusion

From the study findings, it is evident that implementation of CBC is still a challenge in public primary schools in Selangor District, Malaysia. Many teachers do not cover syllabus in time, unimproved classroom pedagogy characterized by low learning outcomes of learners in key learning areas under CBC. The study found that several teachers have been trained on CBC implementation. However, despite the noble role of teacher training, not all teachers have undergone CBC training on key thematic areas such as teaching approaches, how to undertake learner assessment and how to improvise and utilize instructional resources.

6.1 Recommendations

The study recommends that the Ministry of Education should continue with training and re-training of teachers. The Ministry of Education should formulate a policy detailing procedures through which different stakeholders can partner with school management to enhance the implementation of competency-based curriculum.

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