

## COMPETENCY-BASED CURRICULUM AND WITHSTANDING THE TEST OF TIME: A STUDY OF KENYA

Ondiwa Simon Oluoch

Lecturer Department of Accounting and Finance,  
Maseno University, Maseno, Kenya

ORCID ID: <https://orcid.org/0000-0002-0521-5321>

Email: [sondiwa81@gmail.com](mailto:sondiwa81@gmail.com)

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### ABSTRACT

This research paper delved into the Competency-Based Curriculum (CBC) in Kenya. CBC is a new curriculum in Kenya that was introduced to solve serious shortcomings of the 8.4.4 education system in Kenya. The 8.4.4 education system was introduced following Mackay's commission recommendations. The system had been discredited due to dilution of its contents and a deviation from its original intent which led to an education system marred with rote learning and drilling of candidates. Previous studies indicated that there had been corruption in form one admission, teaching process, and examination administration. Unfortunately, corruption existed at different levels of the education hierarchy; those who were expected to safeguard the admission and examination process were the same people who compromised it. The result of this compromise was the production of incompetent graduates at different levels who had been only taught how to pass exams and the high employment rate in the country; many of these graduates didn't have the required skills to be absorbed directly into the job market. This study used the narration literature review method; the keywords used in the search for studies to be reviewed were Competency-Based Curriculum, Post-Independence, and Kenya. The reviewed studies used were published between 2019 and 2024. The database used to search for the reviewed studies was Google Scholar. Results from the reviewed literature were compared and contrasted and then used to draw conclusions and inferences. The study demonstrates that all the post-independent education curriculums were good; however, they suffered poor implementation and inadequate goodwill. Furthermore, this study underscores that CBC is a good curriculum, it is detailed and it requires enough resources to accurately implement. The CBC's success will require hard work, resources, and discipline for it to succeed. Finally, this study demonstrates that if discipline does not prevail, there will be a possibility that the new curriculum will also be hijacked and infiltrated by the corrupt "cartels". This study is important to the government, teachers, parents, and scholars.

**Key words:** Competency-Based Curriculum, Post-Independence, Kenya

### INTRODUCTION

The history of education in Kenya has been investigated by curriculum specialists. Muricho (2023) investigated education reform from a historical perspective (1908-1963); the study used both empirical and theoretical reviews. Besides, the study also compared the education system in Kenya to the education system in other countries. The study concluded that there exist challenges to implementation. Furthermore, empirical studies such as Nyaboke and Kereri and Nyabwari (2022), Chepkonga and Mugambi (2022), Ngeno (2023), Hussein (2023), Kithinji (2023), Kinuthia (2022) and Ajuaga and Keta (2021) highlight post-independence education curriculum and challenges facing implementation of CBC. The majority of these empirical studies reveal that implementation is the major challenge with curriculum reforms in Kenya. In addition, Government of Kenya (GoK) curriculum development and review reports in 1964, 1972, 1976, 1981, 1988, and 1999 detail various post-independence curriculum reports and reviews in Kenya.

Even though this study made use of post-independence education reform in Kenya as a reference, the focus is not on the post-independence education reform. It is imperative from the onset to note that all the post-independence education reforms were extremely good commissions, chaired by competent professionals with competent members, and delivered wonderful recommendations. This paper investigated “the what has been done differently” aspect of the Competency-Based Curriculum (CBC) compared to the previous post-independence education reforms which the country and various stakeholders can have as “a take-home” and be convinced that this time round, the country has got it right. The paper begins by reviewing a bit of historical background by briefly reviewing the post-independence education commission’s reports to help understand clearly their contents and compare to what the CBC is bringing on board.

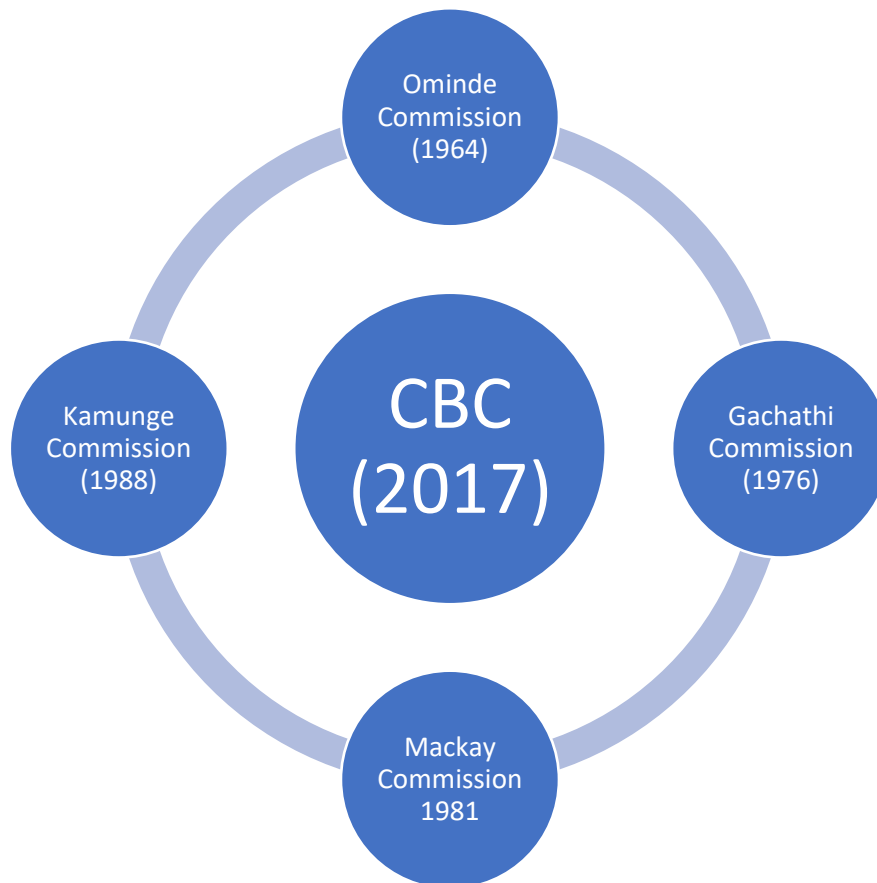
The CBC as it is drafted is a comprehensive and exhaustive curriculum. The curriculum is one of the best in Kenyan history. CBC is very good on paper. A major concern about the curriculum is its implementation, cost of implementation, and the expected outcome. The CBC and Mackay Commission (1981) have several similarities. Both curriculums emphasized the acquisition of skills/competency. In addition, the implementation challenges that are affecting the CBC also affected Mackay’s 8.4.4 System of Education. Reviewed literature reveals that the 8.4.4 system was implemented in haste, it is said that schools rushed to purchase textbooks of which a number of them had glaring errors. Furthermore, teachers were ill-equipped for the instruction of the 8.4.4 Curriculum. Suggestions that were put in place to help in the implementation phase by the Mackay Commission were allegedly ignored (Amutabi, 2019). On the other hand, CBC has been marred with many implementation challenges. At some point, one would think that it was hijacked by the political class to enhance their legacy, especially when the discussion occasionally appeared in the public domain such as political forums. A major difference between Mackay’s 8.4.4 system and CBC is the emphasis on Information Communication Technology (ICT) by the CBC which is fondly referred to as digital literacy.

Amutabi (2019) asserts that the 8.4.4 system of education was rigorous when it was first implemented; it was common to see public primary schools from rural districts like Lugari, Makueni, and Nyandarua top the Kenya Certificate of Primary Education (KCPE) list when results were released before the “Cartels” hijacked the examination process for both secondary and primary schools. Watering down the quality of education in Kenya is three-faceted. First, as 8.4.4 continued, revision of the syllabus also continued and several practical subjects were removed from the syllabus; secondly, education finally became examination-oriented without any consideration of practical skills, and finally, the examination cheating period peaked from the early 2000s before the president of Kenya appointed Dr. Matiangi as the minister of education. The minister came up with immediate radical measures and managed to curb the examination cheating menace in Kenya (Amutabi, 2019).

Post-independence education reform can be traced from The Ominde Commission of 1964 (The Ominde Report, 1964); an outstanding focus of this commission apart from other important recommendations was an emphasis on the quality of education. The Ominde Report (1964) was followed by The Bessey Commission which culminated in The Bessey Report in 1972. Recommendations by The Bessey Report (1972) were not fully implemented however; they formed the basis for the following groundbreaking education commission reforms and their recommendations. Four years later, the Gachathi Commission (1976) was formed. A major recommendation by the Gachathi Commission (1976) was the competency of learners, skills, and inculcating robust teaching pedagogy in basic education (primary and secondary) levels; a recommendation which is in line with the current CBC provisions. The Mackay Commission of 1981 is considered a groundbreaking commission in Kenya. The idea of The Mackay Commission was conceived when the president appointed a team of advisers on 21st January 1981 to advise the government about the possibility of having a second university in Kenya due to the high demand for university education. Furthermore, The Mackay

Commission is paramount in the history of Kenya because its recommended 8.4.4 curriculum lived with Kenyan for over three decades. Consequently, The Mackay Commission (1981) recommended the abolishment of the then prestigious “A” level which was fondly referred to as “higher” in those earlier days.

The reviewed education commission reports are good reports; reports can be very good but, the will of their implementation is one of the success factors. Moreover, the education environment has been dynamic and complex in Kenya. To begin with, empirical reviews revealed that by 1963, there were only 151 secondary schools in Kenya with a total population of 30,120 students (Kenyan Embassy official website in Washington DC). Surprisingly, by the year 2020, there were 3, 356, 279 students in Kenya in over 3,000 secondary schools spread across the country; meaning, the education reform approach in the early 1960s, 1970s and 1980s may not easily work in the current situation. Besides, globally, in the continent and the region, new areas of focus such as technological disturbances, climatic change discussions, and diseases have since come up and taken center stage in national and international discussions. These complexities and dynamics must be handled concurrently with education matters making the issue of education reform complex.



**Figure 1:** Post Independent Curriculum Commissions and their contribution as a building block of CBC

Source: Author (Ondiwa, 2023).

Figure 1 illustrates the relationship between post-independent education commissions and the current CBC in Kenya. The difference is only in packaging and delivery of the content to the audience. To further demonstrate the link, previous reviews of the post-independent commissions reveal that in the Ominde Commission (1964) more emphasis was placed on practical subjects; the report underscored that the curriculum was revised to make it more relevant to Kenyan children. On the other hand, the Gachathi Commission (1976) also

emphasized the need to revise the syllabus to make it practically oriented. Consequently, the Mackay Commission (1981) also emphasized on teaching of practical subjects in primary schools. Finally, the Kamunge Commission (1988) recommended vocational training, science and technology, and the growth and development of pre-primary schools. Therefore, figure 1 demonstrates that the CBC as it is currently packaged has a foundation from the former education curriculum recommendations and the only difference is packaging, and mode of delivery (pedagogy). One main challenge with all the education curriculum revisions is implementation challenges and it is not clear how the CBC goes about these implementation challenges.

Mackay's 1981 commission reviewed the dwindling employment of graduates and proposed skill skill-based curriculum. The commission recommended an education cycle that could be self-sufficient. The commission emphasized subjects such as agriculture, home science, music, and business. Moreover, the curriculum proposed vocational training. The curriculum was however criticized for being expensive to parents, and the Parents Teachers Association who were expected to meet the implementation costs. The criticisms led to later reviews which are being blamed for the watering down of the 8.4.4 curriculum. During its implementation, it is reported that teachers were not adequately prepared especially, to handle the vocational subjects, parents could not meet the implementation costs like building home science rooms and art and craft workshops, and parents could also not afford resources such as books Inyega, et al (2021).

The CBC differs from the Mackay's Commission in several ways, the first difference being that the main reason for the Mackay's Commission was to propose the viability of having a second university in Kenya; it can therefore be stated that the revision of the curriculum was not the main mandate of the commission. Secondly, revision and recommendation by the Mackay Commission in the curriculum were lower in taxonomy in that the commission failed to provide how one could measure the outcome of the already acquired skills by learners. The latter provides a weakness/gap that CBC aims to solve. For instance, the difference between the 8.4.4 curriculum and CBC can be better understood by understanding the conceptual and contextual meaning of the word "Competency". According to Kenya Institute of Curriculum Development (KICD) (2017), Competency refers to being in a position to apply acquired knowledge and skills and perform a given task successfully. The 8.4.4 curriculum did not go this deep in its proposition. Therefore, the CBC syllabus proposes competency areas which include learning to learn, critical thinking and problem-solving, citizenship, creativity and imagination, digital literacy, communication and collaboration, and self-efficacy; each of these areas is measurable (KICD,2017). The study therefore underscores that the CBC went a notch higher to propose a strong curriculum, however, there exist implementation challenges similar to the challenges faced by the 8.4.4 syllabus; if the implementation challenges are not well taken care of, then the CBC is likely to be watered down just like what happened with the 8.4.4 system of education. Therefore the main objective of this study was to assess the deviation between CBC and post-independence curriculum reforms and reviews to make inferences and generalizations. The specific objective of this study was to establish whether the CBC will stand the test of time or it will also be watered down and diluted just like its predecessors.

## EMPIRICAL LITERATURE REVIEW

Amutabi (2019) investigated CBC in Kenya. The study employed a literature review method. Furthermore, the study expounded on the need for a new curriculum and delved into vices that marred the last years of the famous 8.4.4 system. This study explained issues concerning the famous 8.4.4 system and asserts that the system was exam-oriented, parents transferred their children to private schools to achieve higher marks, the possibility of corruption at both the school level and national examination body level, favoritism during form one admission process and allegation of some school managers colluding with national examination body to

cheat in exams. These allegations may not be justified without evidence. However, the reviewed literature concurs with these assertions.

Amutabi (2019) however managed to explore details about the shortcomings of the 8.4.4 system without referring back to the Mackay Commission of 1981, its contents, recommendations, and implementation challenges. Interestingly, the main recommendation of the Mackay Commission (1981) and the objectives of CBC are homogeneous. Both curriculums emphasized competency and skills, unfortunately, many studies have delved into blaming the 8.4.4 system. The system is a “non-living thing”, human beings use the system to get what they want from the system, when the system is used wrongly, or diluted using human being-induced procedures, results will be expected to be substandard. From the foregoing, the current CBC curriculum can and will produce the desired results based on the user. It can produce the most incompetent learners or the best/competent learners.

Nyaboke, Kereri, and Nyabwari (2021) studied CBC in Kenya and Vision 2030. The study employed a comparative analysis of secondary data for the 2019 population census. The two research questions in the study were about the skills of teachers and the resources needed for the implementation of CBC. The study recommended training for teachers about the CBC; teachers, parents, and other specialists should be trained so that they feel part and parcel of the new curriculum. This is expected to enhance their enthusiasm and make them feel involved. Teachers will then own the process. The reviewed study however failed to explore the benefits of previous education curriculum reforms. A review of previous education curriculum reforms revealed that the reforms were robust and visionary. However, most of them failed to live up to their expectation due to implementation issues, inadequate resources, and human-induced interference through intentional corruption.

The Mackay Commission (1981) which introduced the 8.4.4 system should not be blamed for the recent rote learning and examination-oriented 8.4.4 system. The foregoing evidence is confirmed by Amutabi (2019) who opined that the first cohorts of the 8.4.4 system were smarter and managed to reach greater heights in academia. In the wee years (the 1980s) of the 8.4.4 system before some subjects were dropped, rural primary schools outperformed their town counterparts Amutabi (2019). Consequently, the over-emphasis on digital literacy is not practical and will lead to biases in the CBC curriculum implementation and achievements. Given that by 2019, a third (33.6%) of Kenyans lived below the poverty line (World Bank, 2023); interestingly, the majority of the poor live in rural areas in Kenya. This poor population is not in a position to buy digital gadgets hence CBC is just a “beautiful” paper work with immense inequality challenges unless enough resources are put in place to enhance its credibility.

Chepkonga and Mugambi (2022) studied pragmatism application and CBC. The study focused on the theoretical background, philosophy, or paradigm of the Kenyan new CBC Curriculum. The study underscored the contribution of the theoretical backing of the CBC. The paper recommends a learner-centered approach and emphasizes funding the new curriculum despite the theoretical background anchoring the CBC proposal. In research, theories are used to avoid a disconnect between reality and perception/conceptualization. To this end, the use of theories to anchor recommendations of national interest like curriculum development is imperative. However, priority should be given to the practical and contextual outcome of the curriculum rather than the “beautiful” and well-organized theoretical underpinnings.

Rop and Momanyi (2019) analyzed teacher preparedness to instruct early-grade CBC pupils in Bomet. The investigation was a qualitative study where interview schedules and questionnaires were used. The results of the study revealed lacked of preparation by early-grade teachers in Bomet County. The recommendation put forth by the study is that policymakers need to plan and train early-grade teachers about teaching pedagogy for CBC.



From the results and recommendations, it is evident that the main challenge is implementation. Implementation cannot be possible without resources and goodwill from the government and stakeholders. Furthermore, despite many studies concentrating on discrediting the 8.4.4 system of education, it is also evidenced that the current basic primary teachers are mostly the products of the 8.4.4 system and this, may hinder the CBC implementation process. For instance, Koskei and Chepchumba (2020) revealed a significant relationship between the competency of teachers and the implementation of CBC. The study, however, recommended training of teachers as a process of capacity building and enhancement of competency.

Ngeno (2023) Investigated teacher training, implementation, and CBC in Kericho County in Kenya using a qualitative approach, the study underscored the stakeholders' concern about the preparedness of teachers to handle CBC. Ngeno (2023) realized a significant association between teacher training and the implementation of a CBC. The study recommended training of teachers, additional resources towards CBC, and posting CBC-trained teachers to various learning centers in Kericho County and also in the entire country. Most of the reviews in this article have a shouting tone against the 8.4.4 curriculum, a tone that demeans Mackay's (1981) recommendations even though the majority of the researchers are a product of the 8.4.4 system of education; this is a paradox. I therefore find Dr. Beatrice Ngeno's tone reasonably soft on the 8.4.4 curriculum. In reality, the issue of 8.4.4 curriculum failure had nothing to do with the content; the problem was about implementation and being hijacked by cartels. A more objective and in-depth study by Namwambah (2020) who studied education and learning pedagogy from a historical, philosophical point of view about principles of natural pedagogy, synthesizes education and learning scientifically and deviates from the norm of discrediting 8.4.4 without any tangible analysis. The study asserts that one of the core reasons for education is critical thinking. A critical thinker makes decisions after weighing options, one who doesn't give up, and one who is patient and endures.

Matera (2024) sought to study the transition from Mackay's 1981 recommendation to the current CBC. The study used literature review methodology to draw conclusions and inferences. The study focused on key thematic areas which include the competency of instructors, training of teachers, evaluation, and expectation from the society. Results in the investigation indicated a significant relationship between variables of emerging issues and teacher's responses transition. The study underscored major challenges with CBC which include funding of CBC and teacher preparedness to handle learning. This study still falls under numerous studies discrediting the 8.4.4 system without exhaustively bringing out the original MacKay's commission (1981) recommendations into light. It is imperative to assert that the 8.4.4 system in its original form was robust and rigorous and it had the same objective just like the CBC. However, it suffered from a lack of full implementation and hasty rollout drawbacks, this is a challenge that the current CBC implementation process may again suffer from. Furthermore, 8.4.4 framework suffered from human interference and confusion than even the resourcing and implementation issues. One serious question one should be asking is whether all the human beings (cartels) who hijacked the 8.4.4 system are dead and will not interfere with the CBC again.

Luembo, Opiyo, and Otieno (2023) investigated supervision and CBC implementation resources in the Webuye East constituency. The target population consisted of 316 respondents from wards, sampled purposively, and random sampling stratification was also used. Respondents included head teachers, curriculum support officers, pre-primary teachers, one Curriculum Support Officer (CSO), and one Quality Assurance and Standard Officer (QASO) officer. The study adopted a descriptive research design and the study employed qualitative research philosophy by use of interview schedules, questionnaires, and classroom observations. The results of the study indicated that learning resources were adequate. However, the study only viewed resources in terms of excess books. Resources can mean the books as the study asserts, human resources and their competencies, digital gadgets, classrooms, and desks among others. Besides, this study was only limited to Webuye East

Sub-County in Bungoma County, hence the situation in other parts of the county is not known and warrants a review.

Hussein (2023) sought to investigate the implementation of CBC in the Northern part of Kenya. The target population in this study was forty-five primary teachers and fifteen head teachers. The data was collected with questionnaires and interview schedules. Results revealed that the quality of teachers and the implementation of CBC are significantly related. The results of this study are important. However, the study is narrow in its scope. This happens to be a study of its kind because it handles education in the Northern part of Kenya where it is believed that education issues have several challenges. The study left out other relevant aspects such as the general school infrastructure, student-to-teacher ratio, and effects of pastoralists on the implementation of CBC among others. The digital literacy aspect which is unique in the CBC is literary silent in the study. It is therefore not known whether the parents in the Northern part of Kenya or school possess digital gadgets.

Okeyo and Kanake (2021) on the other hand studied CBC in primary schools in Kenya. The study adopted a different approach by focusing on the competency of learners as opposed to focusing on the implementation side of the CBC. The study also deviates from the norm of discrediting the 8.4.4 system by evaluating selected countries where CBC has been successful. The study reviewed the CBC system in The UK, The USA, Germany, and Kenyan Neighbors such as Tanzania and Rwanda. The review reveals that it is only in the USA that the CBC has realized some negative results. An interesting review is about Tanzania where the authors reported that the country decided to set aside enough resources for implementation purposes. However, it is imperative to note that the developed economies have sufficient resources and enough goodwill for the implementation of the CBC. Furthermore, empirical reviews are not in-depth enough to sufficiently avail the details concerning the CBC in the few countries reviewed in this study. From the foregoing, therefore, it is observed that the most important aspect behind CBC is implementation and implementation goodwill or a total change in attitude by the stakeholders.

Ajuoga & Keta (2021) studied CBC and its implementation. One unique aspect of this study is the focus on CBC. The study differs from other studies which concentrated on displaying the shortcomings of 8.4.4. The study underscored the importance of CBC. However, results of the study revealed that CBC suffered several setbacks which include inadequate resources to put up infrastructure, inadequate teacher competency and preparedness, parents' lack of knowledge about their roles in the entire curriculum, and lack of enough instruction materials among others. The investigation concluded that pre-primary and primary teachers were not well prepared for the new system and recommended that teachers should be trained so that they attain the required skills to induct CBC. Some of the observations by Ajuoga & Keta (2021) contradict Hussein (2023) who conducted a study about the implementation of CBC in the Northern part of Kenya and concluded that there are enough resources in terms of books in schools in Northern Kenya. In a separate study in Spain, Pamies, Blanco, Sanchez and Villanueva (2015) deviated from all the reviewed studies and observed that Spain already integrated CBC into their teacher training colleges. None of the reviewed studies however delved into discussing what Kenya has done to incorporate CBC in teacher training colleges and universities. Therefore, this is an area that stakeholders should critically think of and act on before it is too late.

## METHODOLOGY

Research method refers to methods used by investigators to perform research operations; it is the behaviour of/and instruments used in selecting and constructing research techniques (Kothari, 2004). This study used the narration literature review method; the keywords used in the search for studies to be reviewed were Competency-Based Curriculum, Post-Independence, and Kenya. The reviewed studies used were published between 2019 and

2024. The database used to search for the twenty five reviewed studies was Google Scholar. Results from the reviewed literature were compared and contrasted and then used to draw conclusions and inferences. In research, literature review is imperative because it allows for comparison and contrast. When reviewing the literature, consideration should be put into the type of data used; data may be secondary data or primary data. Secondly, the review should focus on the methodology (research philosophy, research design, population and sample, source of data, data type, study area, data analysis and presentation among others), methodological weaknesses and strengths, conclusions, and results (Cooper and Schindler, 2014). The reviewed literature was compared and contrasted, and conclusions were drawn and used for generalizations.

## RESULT AND DISCUSSION

Amutabi (2019) studied CBC in Kenya using literature review methodology. The study underscored the shortcomings of the 8.4.4 curriculum. However, the study did not explore in detail the recommendations of the 8.4.4 curriculum. The study did not also explain the status of CBC implementation. On the other hand, Nyaboke, Kereri, and Nyabwari (2021) deviated from Amutabi (2019) and linked CBC to Kenya's Vision 2030. Furthermore, while Amutabi (2019) used the literature review method, Nyaboke, Kereri and Nyabwari (2021) employed comparative analysis of secondary data; this difference in methodology may make results differ. Nyaboke, Kereri, and Nyabwari (2021) recommended training teachers and stakeholders about CBC. These reviews, however, did not explore the contribution of previous curriculum reforms in informing the implementation of CBC.

Chepekonga and Mugambi (2022) studied CBC using theoretical reviews to draw conclusions and generalizations. The study recommended the use of learner-centred approach and emphasized funding of CBC. Rop and Momanyi (2019) studied learner preparedness to handle early-grade CBC pupils in Bomet County. The study however differed from the studies which used pure literature reviews; the study used a qualitative paradigm where interview schedules and questionnaires were used. The results of the study revealed that the main challenge of CBC is implementation.

Ngeno (2023) studied teacher training and implementation of CBC in Kericho County in Kenya. The results revealed a significant relationship between teachers' training and the implementation of CBC. Furthermore, the study used an appropriate tone and did not dwell on discussing the shortcomings of previous post-independent curriculum reforms. Matera (2024) studied the transition from 8.4.4 to CBC. The study used a literature review methodology and focused on instructors, teacher training, evaluation, and expectations from society. Results of the study revealed a significant relationship between variables of emerging issues and teachers' responses transition. The study identified major challenges of CBC as funding of CBC and teacher preparedness to handle learning.

Luombo, Opiyo, and Otieno (2023) studied CBC implementation resources and supervision in Webuye East Constituency in Kenya. The study just like Rop and Momanyi (2019) used a qualitative paradigm where interview schedules, questionnaires, and classroom observations were employed. The results in the study, however, contradict most of the reviewed studies by asserting that learning resources were adequate. Consequently, Hussein (2023) studied the implementation of CBC in North Eastern Kenya. The study used a qualitative paradigm; the study used questionnaires and interview schedules as the research tools. The results of this study revealed a significant relationship between the quality of teachers and the implementation of CBC.

Okeyo and Kanake (2021) studied CBC in Primary schools. The study differed from the rest of the reviewed studies by focusing on the competency of learners as opposed to the implementation of CBC. The study also deviated from the rest of the reviewed studies by



highlighting some of the countries where CBC has been successful such as the UK, Germany, Tanzania, and Rwanda. However, the study observed that in the USA, the CBC realized dismal outcomes in some instances. Consequently, Ajuoga and Keta (2021) studied CBC and its implementation. The study underscored that CBC suffered many setbacks such as inadequate resources to put up infrastructure, inadequate teacher preparedness and parents lack of knowledge about their roles in CBC implementation. Reviewed studies revealed varied but related results apart from one study which is outliers. The reviewed studies had different methods; some studies reviewed used primary data while others used secondary data and pure reviewed literature.

The studies reviewed revealed that CBC as it is conceptualized is a robust curriculum and that most countries in the world that have so far implemented it have found it useful. Secondly, the reviewed study revealed that there are drawbacks related to teacher preparedness; lack of skills by teachers, and inadequate resources such as infrastructure in schools. Other drawbacks are implementation issues, stakeholder involvement, and that most parents are not aware of their role in CBC even though they have a role to play in the process. In summary, all post-independent curricula were robust, however, most of the curriculums failed due to poor implementation and goodwill from policymakers. Furthermore, the general discipline of citizens is also important; what diluted the 8.4.4 curriculum according to the literature reviewed were corruption, poor implementation, removal of practical subjects from the syllabus, and hijacking of the examination process by cartels.

In summary, the results are as follows: reviews highlighted shortcomings of the CBC curriculum, there is a need for training of teachers, parents, and specialists about CBC, emphasis on learner centered approach and funding of CBC, need for implementation of CBC, there is significant association between teacher training and implementation of CBC, there is significant association between variables of emerging issues (competency of instructors, training of teachers, evaluation, and expectation from the society) and teacher's responses transition, there is significant relationship between quality of teachers and implementation, CBC is successful in countries where it has been introduced apart from USA where CBC realized dismal results in some parts of the country and CBC suffered several setbacks such as inadequate resources to put up infrastructure, inadequate teacher competency and preparedness, parents lack of knowledge about their roles in CBC.

Based on the main objective of the study which was to assess the deviation between CBC and post-independence curriculum reforms and reviews in order to make inferences and generalizations, the study revealed that the CBC borrowed a lot from post-independent curriculum reforms in Kenya apart from its emphasis on incorporating digital learning as a learning aid. Both post-independent curriculum reforms and CBC emphasized the acquisition of practical skills and their applicability. Based on the specific objective of the study which was to establish whether the CBC will stand the test of time or it will also be watered down and diluted just like its predecessors, the study revealed that the CBC may be successful only if it is fully implemented through adequate funding, teacher training, parent's involvement and goodwill from stakeholders. There must also be high integrity levels to guard the CBC from being hijacked by the cartels. It is further revealed that all the post-independent curriculum reforms were rigorous and robust but they suffered due to a lack of strict implementation and follow-ups.

## CONCLUSION

Based on the main objective of this study which was to assess the deviation between CBC and post-independence curriculum reforms and reviews in order to make inferences and generalizations, the study concluded that there is a small difference between Post-Independent curriculum reforms and CBC; all these curriculums emphasized the acquisition of technical skills, their applicability, and competency of learners. Based on the specific

objective which was to establish whether the CBC will stand the test of time or will also be watered down and diluted just like its predecessors, the study concludes that the success of the CBC will depend on the accuracy of implementation, availability of resources for implementation and integrity of the stakeholders involved in implementation.

### **Implications of the Study**

The implication derived from this study is that when the CBC is well implemented by availing enough resources, training teachers, and maintaining the integrity of the CBC, then the CBC will be successful in Kenya just like it has been successful in other countries.

### **Recommendations**

Policymakers should avail enough resources for CBC implementation to be perfect. Next, the CBC must be safeguarded to prevent those who have ill-motive not to hijack it and dilute it like it happened with the 8.4.4 system.

### **Limitations of the study**

The study being a pure literature review study, there may be limitations occasioned by this method of study. However, results of the studies reviewed reconciled, hence such results can be used to influence policy, provoke insights, and result in further investigations in this interesting study area.

### **Suggestions for Further Studies**

The study suggests further studies where pragmatism philosophy is applied; a combination of qualitative paradigm and quantitative paradigm is suggested. Furthermore, the study suggests a multi-model approach such as the use of more rigorous models like Structural Equation Modeling using Analysis of Moment Structures (AMOS). These models will assist by accurately identifying unique interactions of the study variables affecting the performance of CBC. Finally, the study suggests a comparative study between Kenya and a country where CBC has been successful; this will help policymakers identify areas of improvement and then act accordingly

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### About the Author

#### Ondiwa Simon Oluoch

Lecturer Department of Accounting and Finance,  
Maseno University, Maseno, Kenya

ORCID ID: <https://orcid.org/0000-0002-0521-5321>

Email: [sondiwa81@gmail.com](mailto:sondiwa81@gmail.com)

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