

Teacher Educators Pedagogical Effectiveness in Implementing Competency-Based Teacher Education and Competence-Based Assessment Programs: A Case of Primary Diploma Teacher Training Colleges in Kenya

Dr. Peter Kalunge Ekabu

Chief Principal, Shanzu Primary Diploma Teachers Training College

P.O BOX 83420-80100, Mombasa, Kenya

Email: ekabukalunge@yahoo.com

Abstract

A well-managed and organized teacher education programme is central to nurturing and preparation of competent teachers to provide quality education in schools. This study aimed at investigating the level of pedagogical effectiveness of teacher educators in implementing competency-Based Teacher Education Curriculum and Competency-Based Teacher Assessment in public Primary Diploma Teacher Training Colleges in Kenya. Descriptive survey design with a mixed method approach was employed in the study. The study participants included teacher educators, teacher trainees and principals in all the 32 public Primary Diploma Teacher Training Colleges in Kenya. Stratified random sampling techniques were used to select the study participants. The sample size therefore comprised of 24 teacher educators, 70 primary Diploma Teacher trainees and 10 principals selected randomly from the 32 primary diploma teacher training colleges in Kenya. Questionnaires and interview schedules were the main instruments used to collect data from the sampled participants. Data was analysed descriptively. The study established that Primary Diploma teacher training college teacher educators have a myriad of pedagogical challenges which threaten their capability of implementing the new competency-based teacher education curriculum and Competency Based Teacher Assessment. Consequently, this may lead to producing half-baked teachers who may be unable to competently implement the new competency-based curriculum at the school level. The study therefore recommends a multifaceted approach from education stakeholders to mitigate these challenges to make teacher education more vibrant.

Keywords: Teacher Educators, Pedagogical Effectiveness, Competency-Based Teacher Education, Competency-Based Teacher Assessment, Competency-Based Curriculum.

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1.0 Background to the study

Curriculum is dynamic and must change periodically in tandem to the ever-changing societal and developmental needs (UNESCO, 2017; KICD, 2017). Most countries across the globe are engaged in reforming their education as a result of emerging social and technological changes, the rise of a knowledge-based society adopting long-life learning as a way of life and the need for addressing the emergence of new challenging contemporary issues (Wanjohi, 2017). Other emerging issues such as the need for assessment of performance rather than theoretical knowledge, and the need to address issues of access, equity, quality and inclusion among others informed these reforms. Moreover, the need for the highly valued 21st century skills and the emphasis on competencies rather than theoretical knowledge has strongly influenced the Curriculum Reforms across the globe (Wanjohi, 2017).

This new paradigm shift on how learning and teaching are understood propelled many countries to embrace Competency-Based Curriculum. Therefore, Kenya being a member of the global village was not left behind by responding to the requirement of this global development through embracing Competency Based-Curriculum (CBC). After pilot study in the year 2016 and 2017, the Competency-Based Curriculum (CBC) was introduced in Kenya with the intention of amending and curing the nagging shortcomings associated with the 8-4-4 Curriculum System which had not been reviewed for more than 30 years (KICD, 2017). Therefore, the implementation of CBC is expected to equip learners with competencies and skills to navigate the challenges of the modern world (UNESCO, 2017; KICD, 2019).

The success of the implementation of CBC, as with any curriculum, depends on how teachers are trained and able to embrace it. Training and preparation of teachers for this new task call for paradigm shift in pedagogical approaches where they are required to demonstrate competencies in student assessment, self-reflection and self-improvement (K.I.C.D, 2017). This therefore means a one-week training as it was done to teachers and teacher educators in form of re-orientation and retooling in Kenya was completely inadequate. Moreover, Competency-Based Curriculum is dependent on teacher educators embracing Information Communication Technology as well as having adequate teaching and learning resources which are widely

lacking in Teacher Training Colleges and schools (Cheptoo ,2020;Genevieve,2017;Nombo, 2022;Odimu,2018;Waruingi,2022).This study therefore, endeavoured to ascertain the pedagogical effectiveness of teacher educators in implementing Competence Based Teacher Education and Competence Based Teacher Assessment in Teacher Training Colleges in Kenya with a view to correcting and suggesting remedies to identified gaps.

2.0 Statement of the problem

Teacher training or teacher education plays a pivotal role in the implementation of any education system or curriculum. Teacher trainers/educators prepare teachers to handle curriculum at various levels from pre-primary to the university. Therefore, training and preparation of teacher educators translates to staffing learning institutions with the right human resource fit to provide learners with appropriate skills for the industry. Global trends and the needs of a society dictate education system adopted by the country. It is recommended that an education system should be reviewed every five years (UNESCO, 2019; KICD,2017). For Kenya, the review from the previous 8-4-4 took 30 years to the current 2-6-3-3-3, known as the Competency Based Curriculum (CBC).

Competency Based Curriculum require well trained adequate teaching force to handle children at various levels. Regrettably, the teaching force already trained is not sufficient, more so in competency- based pedagogies necessary for implementation of CBC. Moreover, although competency based digital literacy is one of the core competencies, most of the teacher educators lack this- skill necessary to implement this curriculum. The role of teacher training colleges in the implementation of Competency-Based Curriculum cannot be overemphasized. Although teacher educators are central in training and preparation of teachers to implement the new curriculum, there is a lot of scepticism on the ability of these teacher educators to competently prepare and train teachers who are capable of implementing this curriculum. This is because most of these educators belong to the old school of thought and might be lacking the necessary pedagogical competencies for implementation of the new curriculum. This study therefore endeavoured to ascertain the pedagogical effectiveness of teacher educators in implementing Competency Based Teacher Education and Competency Based Teacher Assessment in public primary teacher training colleges in Kenya with a view of suggesting ways of bridging any gaps that are identified to improve teacher education.

3.0 Objective

The purpose of this study was to ascertain the level of Teacher Educators pedagogical effectiveness in implementing competency Based Teacher Education and Competency Based Teacher Assessment in Primary Diploma Teacher Training Colleges in Kenya. The specific objectives of the study were;

4.0 Literature Review

Teacher Education is a panacea to any successful implementation of a curriculum and provision of quality education in any country. This is because teacher education is useful in preparation and training of teachers who are at the core of any successful curriculum implementation and successful quality education. Enormous literature on teacher education elucidate the ineffectiveness of teacher education programmes in different countries. For example, Devi (2016) alludes that the system of evaluation followed in teacher education programmes in teacher training institutions is knowledge and theoretically inclined, excessively quantitative and lacks comprehensiveness in practical aspects. Further, Kazu and Demiralp (2016) argues that teacher training programmes are not efficient in up-skilling life-long learning competencies, hence unable to improve teacher trainee pedagogies leading to half- baked teachers.

Moreover, available literature shows that, despite various changes in teacher training programmes, teachers qualification in handling Competency- Based Curriculum is still poor (Solak, 2016). In Tanzania for example, Komba and Mwandangi (2015) concluded that there existed a missing link between teacher preparation in various Teacher Training Colleges and actual implementation of Curriculum in schools. This ineffective preparation and training of teacher trainees emanated from several factors including pedagogical inability of teacher educators, poor readiness of teacher trainees, unconducive learning environment and inadequate capacity of Teacher Training Colleges and programmes to meet the training needs of teacher trainees (Mikidadi, 2013).

Other scholars (Srivastara,2019; Mohammed,2016;Genevieve, 2017; Cheptoo&Ramdas,2020; Nombo, 2022; Waruingi, 2022) concluded that the main challenges affecting Competency-.Based Curriculum in Teacher Training Colleges and in schools are poor institutional readiness, poorly trained teacher educators and teachers to handle the Competency Based Curriculum , poor evaluation skills, disjointed policy directions, ineffective supervision, lack of enough teaching and learning resources and ICT skills among other factors.

Integrating Competency Based approaches to teacher trainees by teacher educators is an uphill task in most of teacher training colleges in Kenya. This statement concurs with Serbati (2015), who posited that implementing Competency-Based Approach is complex in Teacher Training Colleges because of multiple

variables involved at the course level and at the individual level. This therefore, calls for training of Teacher Educators to equip them with the right skills required to navigate through their duty of training teacher trainees and other practicing teachers. Amunga et al (2020), further posit that the selection of instructional material for a particular teaching activity is a major obstacle to many teacher educators. Explaining further the main challenges that affect implementing of Competency Based Curriculum in Teacher Training Colleges, Odimu (2018) cited the lack of ICT infrastructure and other infrastructural facilities as well as poorly trained teacher educators in ICT as major impediments to implementation of CBC. He emphasized the importance of ICT in enhancing training in Competency-Based Curriculum in Teacher Training Colleges as ICT is used in all aspects of training including E-assessment. In conclusion, the reviewed literature indicates that teacher educators in teacher training institutions in many countries face many pedagogical challenges in their implementation of training mandate. This study therefore endeavoured to ascertain the level of pedagogical effectiveness of teacher educators in primary diploma teacher training colleges in Kenya with a view to offering some suggestions on how to mitigate and close the identified gaps.

5.0 METHODOLOGY

This study adapted a descriptive survey design with mixed method approach. This design was found useful in this study because as suggested by Orodhho, Khatete, and Mugiraneza (2016), surveys assist in collecting extensive data that aid in describing, exploring and understanding social life. Surveys also assist in quantifying various aspects of social phenomena including problems, issues and conditions affecting the society. Further, Survey design was economical in terms of cost and time as it enabled the researcher to make use of questionnaires in collecting a large amount of data from the sampled population in a wide geographical area covering all Teacher Training Colleges in Kenya, (Fetters, 2016).

Furthermore, the mixed method approach assisted in dealing with pedagogical issues affecting teacher educators in Teacher Training Colleges extensively making it possible to generalize the findings and implications of this study to other Colleges and Education stakeholders in general (Enoch, Tzafirir & Stolovy, 2014). Moreover, mixed method approach aided in integrating and synergizing data from various sources within the Teacher Training Colleges in Kenya, hence helping in exploring as well as comprehending the pedagogical issues affecting Teacher Education (Creswell, 2022; Poth & Munce, 2020). More importantly, the mixed method approach helped in minimizing bias as both quantitative and qualitative methods acted in checking the extremities associated with each whereby the subjectivity associated with qualitative approach was minimized by the objectivity of the quantitative research approach, (Creswell, 2022; Saunders, Lewis & Thornhill, 2019).

The population of the study comprised 240 teacher educators including principals of 32 public Diploma Primary Teacher Training colleges in Kenya. Stratified proportionate sampling technique was employed to pick 10 percent of the colleges in each of the 8 regions or formerly provinces in Kenya based on the number of colleges in each region. This is in tandem to a suggestion by Gay, Mills, & Airasian (2020) that in social science research, 10 percent to 30 percent of the accessible population is enough to be used as a sample. Therefore, 10 colleges were picked randomly for the study with each region being represented by at least one college. Using the same method 24 teacher educators teaching in the sampled public primary diploma teacher training colleges from a total population of 240 teacher educators were randomly sampled to participate in the study. Similarly, 70 teacher trainees were selected from a total of 700 trainees from the sampled Colleges to participate in the study.

Closed-ended questionnaires structured in the form of a 5-point Likert scale ranging from 1-strongly agree to 5-strongly disagree were used to collect quantitative data from teacher educators and Teacher Trainees. Qualitative data from selected principals of teacher training colleges were collected using a well-prepared interview schedule. Interviews with the principals helped the researcher to get more information and clarification on the issues concerning Competence Based Teacher Education and Competence Based Teacher Assessment.

Questionnaires were validated through expert judgment. Two experts read through copies of questionnaires and gave their input. A rigorous review of related literature also helped to improve on content validity by identifying various items that were used to measure similar concepts like the one in this study. A pilot study was done by issuing questionnaires to 4 teacher educators and 10 teacher trainees in 2 public primary diploma teacher training colleges which were not included in the main study. The 4 teacher educators used in the pilot study formed 16.7 percent of the sampled population of 24 teacher educators for the actual study and the 10 teacher trainees used in the pilot study formed 14.3 percent of the sampled population of 70 teacher trainees for the actual study. This agrees with a suggestion by Connelly (2008) that for a pilot study, 10% of the sampled population for the main study should be used. Reliability (internal consistency) of the questionnaires was then determined using Cronbach's alpha reliability coefficient method through the help of SPSS version 21. The Cronbach's Alpha value, (α), obtained was 0.939 which was significantly reliable for this study. The reliability of qualitative data was ensured through creating a good rapport and confidentiality with the principals by explaining the purpose of the study.

Quantitative data was descriptively analysed using descriptive statistics such as tables, percentages, mean

and standard deviation. Qualitative data was analysed thematically through content analysis. Ethical issues were observed by ensuring anonymity, approval seeking and sharing information concerning the study with interview respondents.

6.0 Results and discussion

6.1 Response rate

Out of a sample of 24 teacher educators used in this study, 22 returned the questionnaires representing a highly significant response rate of 91.7%. Similarly, out of the 70 questionnaires issued to teacher trainees, 66 returned the questionnaires representing a response rate of 94.28%. This was in tandem with Gay, Mills, & Airasian (2018), and Saunders, et al (2019) who suggested that in social research, a 50% response rate is adequate, a 60% response rate is good, while a 70% and above response rate is very good. Meanwhile, all the sampled College principals participated in the interviews as scheduled leading to a 100% percent response rate.

6.2. Descriptive statistics on Teacher educators training on Competency Based Teacher Education and Competency Based Teacher Assessment.

The objective of the study was to establish the level of Teacher Educators pedagogical effectiveness in implementing Competency Based Teacher Education (C. B. T. E.) and Competency Based Teacher Assessment (C B T A.) in public Primary Diploma Teacher Training Colleges in Kenya. The first part of the questionnaire sought to establish whether teacher educators were trained in C B T E and C B T A by T S C, K I C D, M O E and KNEC. As shown in table 1, all respondents (100%, n=22) affirmed. However, majority of the respondents (72.7%, n=16) were of the view that the training was inadequate and another (77.1%, n=17) confirming that the time available for training was not enough to cover all areas as required.

Moreover, more than half of the respondents (54.5%, n=12) indicated that the trainers in these short workshops did not demonstrate mastery of content with another (31.8%, n=7) not sure, meaning they were not decided. Further, a majority of the respondents (81.8%, n=18) suggested that more training on ICT integration interpretation of designs, gender main-streaming and Competence Based Assessment is needed.

These findings were in tandem to the views received from the Principals of Primary Teacher Training Colleges interviewed, who ascertained that teacher educators were trained in C. B. T. E. and C. B. T. A. but the training was inadequate to impart enough pedagogical skills in Teacher Educators due to time limitations. They further observed that most of these educators were not ICT compliant which limited them in their duties as teacher educators in implementing C. B. T. E. and C.B. T. A. as the training required a lot of ICT knowledge to effectively achieve the training mandate. One principal had the following to say when asked to give his views on CBTE and CBTA trainings;

“The trainings were done but the content was too much to be competently covered within the stipulated time. The trainers were struggling to deliver the overwhelming content as they seemed not to have mastery of the CBTE designs. Tutors were also struggling to get the content as it was overwhelming. There is need to retrain these tutors more in integration of ICT skills in Competency Based Teacher Education and e-assessment. The trainings should also be done on a regular base”.

These findings were in agreement with findings from similar studies identified in literature review such as (Srivastara,2019; Mohamed,2016; Nasimiyyu,2017; Chepto&Vadmas,2020; Nombo,2023; Waruingi,2022). The findings of these studies had established that teacher educators and teachers in general have a lot of challenges in integrating ICT skills in teaching and learning process.

Table1: Teacher Educators Views on Training in Competency Based Teacher Education (CBTE) and Competency Based Teacher Assessment (CBTA).

ITEM	NUMBER	% YES	NO	NOT SURE
Were you trained by TSC, KICD, MOE, & KNEC ON CBTE & CBTA Implementation?	N=22	n=22(100%)	0	0
Was the training adequate?	N=22	n=6(27.3%)	n=16(72.7%)	0
Was the time available for training enough?	N=22	n=5(22.7%)	n=17(77.3%)	0
Did the trainers demonstrate mastery of content?	N=22	n=3(13.6%)	n=12(54.5%)	n=7(31.8%)
Do you require more training in ICT, interpretation of designs, and competency Based Assessment?	N=22	n=18(81.8%)	n=4(18.2%)	0

6.3. Analysis of teacher educator competencies in implementing Competency Based Teacher Education

The second section of the questionnaire sought to ascertain the level of teacher educator competencies in

implementing Competency Based Teacher Education. The results are as shown in Table 2.

Findings showed that majority (68.2%, n=15) of the respondents were not conversant or were not sure whether they were conversant with teacher training approaches and were never inducted into teacher training. Only (31.8%, n=7) affirmed. Notably, a large majority (77.2%, n=17) confirmed that they were not trained or were unsure of being trained to prepare teacher trainees during their initial training as teachers at the University with only a minimal (22.7, n=5) affirming. Similarly, a majority of the respondents (86.4%, n=19) indicated that there were areas of the curriculum designs that proved challenging to implement.

Findings also showed that half of the respondents (50%, n=11) could formulate specific learning out-comes, a key inquiry questions and select a learning experience for their lessons. However, a sizeable number, (31.8%, n=7) could not competently perform this task with another (18.2%, n=4) not sure. This sizeable number of respondents who could not perform this task or were unsure means a serious lapse in competencies of teacher educators in implementing Competency-Based Teacher Education.

Further, a majority (81.8%, n=18) of the respondents confirmed that they could not integrate ICT in their lessons. Only a paltry (18.2%, n=4) could competently perform this task. This therefore confirms what other scholars (Odimu,2018; Genevieve,2017; Waweru;2018) concluded that most teachers and teacher educators cannot integrate ICT skills in their lessons which is one of the competencies under C. B. C. Another area of concern was the inability of Teacher Educators to relate gender-based pedagogy with the 21st century skills learning in Competency- Based Curriculum. A majority (90.9%, n=20) were not able to perform this task or were unsure. Only (9.1%, N=2) indicated that they were capable. Notably, half of the respondents (50%, n=11) were able to prepare relevant teaching and learning resources using locally available materials. However, another half (50%, n=11) were either unable to perform this task or were unsure. This is worrying since Competency Based Teacher Education and Competency Based Curriculum implementation in general require teacher educators and teachers who are capable of utilizing the locally available resources in teaching and learning. Further, on whether they could integrate learner-centered pedagogies in their lessons, (45.5%, n=10) affirmed while (54.5%, n=12) were either incapable or were unsure. This large number which was incapable or unsure is a prove that majority of teacher educators in teacher training colleges are not well versed with the requirements of the Competency-Based Teacher Education.

Table 2 Descriptive statistics on teacher Educator Competence to implement Competency Based Teacher Education

	N	SA	A	N	D	SD	MEAN	SD
I am conversant with teacher training approaches/Was inducted into teacher training.	22	-	31.8% (n=7)	31.8% (n=7)	36.4% (n=8)	-	2.9545	.843
I was trained in the University to train and prepare teacher trainees.	22	-	2.7% n=2	13.6% n=3	41.8% n=9	41.8% n=9	2.2727	1.1621
There are areas in the curriculum design which prove a challenge to implement.	22	50% n=11	36.4% n=8	4.5% n=1	9.1% n=2		4.2727	.93513
I can integrate ICT during my lessons	22	-	18.2% n=4	22.7% n=5	59.1% n=13		2.5909	.79637
I can prepare relevant resources using locally available material	22	4.5% n=1	45.5% n=10	13.6% n=3	36.4% n=8		3.1818	1.00647
I integrate learner centered pedagogies in my lessons	22	-	40.9% n=9	27.3% n=6	31.8% =7		3.0909	.86790
I am able to relate gender-based pedagogy with the 21 st century skills learning within the competency-based curriculum in DECTE/DPTE	22	-	9.1% n=2	27.3% n=6	40.9% N=9	22.7% n=5	2.2273	.92231

6.4. Analysis of Competency Based Teacher Assessment

The researcher sought to establish the level of understanding of teacher educators in Competency-Based Teacher Assessment. The analyzed results are as indicated in table 3.

Findings indicate that majority of the respondents could not understand the importance of Competency Based Teacher Assessment (45.4%, n=10), that they were not conversant with tools used in C.B.A (59.1%, n=13), that they could not design tools used for assessment (68.2%, n=15), that they were unable to use assessment tools in their lessons (77.3%, n=17), that they were not able to collate data from the assessment tools to progress records (50%, n=11), and that they experience challenges in preparing and using assessment tools during their lessons. This therefore shows a clear incompetence among most College Teacher trainers in competently training teacher trainees in new Competency Based Assessment Competencies as per CBC requirement.

Table 3: Descriptive statistics on Competency-Based Teacher Assessment

	N	SA	A	N	D	SD	MEAN	STD
I am conversant with the tools used in CBA.	22	-	22.7% n=5	18.2% n=4	45.5% n=10	13.6% n=3	3.564	.8768
I experience challenges in preparing and using the assessment tools during my lessons.	22	13.6% n=3	27.3% n=6	9.1% n=2	22.7% n=5	27.3% n=6	3.5862	.8902
I am able to collate data from the assessment tools to the progress records.	22		4.5% n=1	40.9% n=9	40.9% n=9	13.6% n=3	3.215	.8261
I am conversant with the selection of tools and relate them with the specific learning experience.	22	-	13.6% n=3	36.4% n=8	40.9% n=9	9.1% n=2	3.5205	.9420

6.5. Descriptive Statistics on Teacher Trainee Competencies in Competency-Based Curriculum and Competency-Based Assessment Implementation.

The researcher sought to ascertain the level of Teacher Trainees understanding of Competency Based Curriculum and Competency Based Assessment Implementation as taught by Teacher

Educators in their Colleges. Based on a 5-point likert scale ranging from 1- strongly disagree to 5 - strongly agree, the results were as indicated in table 4.

Findings showed that a majority of the respondents (97%, n=64) were able to prepare schemes of work and lesson plans as per the Competency Based Curriculum procedures and that they could develop and use learning resources using locally available resources. This therefore shows that most teacher trainees have acquired competencies in writing schemes of work and lesson plans and were also able to utilize locally available resources as per the C B C requirement. However, it was worrying to note that a majority of the respondents (69.7%, n=46) could not or were unsure that they were able to competently formulate specific learning outcomes, key inquiry questions and learning experiences as per C B C requirement. Only a paltry,30.3% (n=20) indicated they could competently fulfil this task.

On the same note, most of the respondents (60.6%, n=40) could either not integrate ICT skills in their lessons or were unsure with only (39.4%, n=26) affirming they could competently perform this task. Moreover, on whether they could prepare CB C compliant pedagogies in their learning areas, most of the respondents (56.1%, n=37) showed they could not or were unsure with a minority, (43.9%, n=29) indicating the opposite. This therefore showed that generally, the teacher trainees were not competently equipped with most competencies as per the C BC by their tutors.

On Competency Based Assessment, most of the respondents (56%, n=39) were conversant with tools used in Competency Based Assessment. Only (30.3%, n=20) were not conversant. Of worth to note was the (13.6%, n=9) who were not sure, meaning that they could fall in either side. Findings also showed that more than half of the respondents (51.5 %, n=34) experienced challenges in selecting, preparing and using various assessment tools and relating them to specific objectives. Only (33.3%, n=22) of the respondents did not experience any challenges. However, it was noted that (15.2% n=10) of the respondents were not sure whether they experienced challenges meaning they could fall on any side.

Table 4. Analysis of Teacher Trainees Understanding of CBC and CBA Implementation

	N	SD	D	N	A	SA
Am able to prepare schemes of work and lesson plans based on Curriculum Design.	66 (100%)	-	-	n=2 (3%)	n=33 (50%)	n=31 (47%)
I can formulate specific learning outcomes, and learning experiences easily.	66 (100%)	n=13 (19.7%)	n=21 (31.8%)	n=12 (18.2%)	n=20 (30.3%)	n=10 (15.2%)
I can develop learning resources using locally available resources.	66 (100%)	-	-	n=2 (3%)	n=37 (56.1%)	n=27 (40.9%)
I can easily integrate ICT in my lesson.	66 (100%)	n=14 (21.2%)	n=13 (19.7%)	n=12 (18.2%)	n=15 (22.7%)	n=11 (16.7%)
I am able to prepare CBC compliant pedagogies in my learning areas.	66 (100%)	n=11 (16.7%)	n=20 (30.3%)	n=6 (9.1%)	n=12 (18.2%)	n=17 (25.8%)
I am conversant with tools used in CBA.	66 (100%)	n=15 (22.7%)	n=5 (7.6%)	n=9 (13.6%)	n=21 (31.8%)	n=16 (24.2%)
I experienced challenges in selecting, preparing and using assessment tools and relating them to specific objectives.	66 (100%)	14 (21.2%)	20 (30.3%)	10 (15.2%)	13 (19.7%)	9 (13.6%)

7.0 Summary and Conclusions

The objective of this study was to establish the level of Teacher Educators pedagogical effectiveness in implementing Competency-Based Teacher Education (CBTE) and Competency-Based Teacher Assessment (CBTA) in Public Primary Diploma Teacher Training colleges in Kenya. Two sets of questionnaires, one for teacher Educators and another for teacher trainees were administered to the two groups to get data on the level of pedagogical effectiveness in implementation of CBC and CBA specifically on training, competencies and Level of understanding of CBA. Interviews were also carried out from selected principals. An analysis of the data from teacher educators showed that they were not well grounded in both CBTE and CBTA hence lacking the required skills, pedagogy, competencies and knowledge in implementing CBC curriculum Teacher Training Colleges. This was corroborated by interviews done with teacher training college principals who felt that CBC was implemented without preparation of teachers and more specifically preparation of teacher educators in the Colleges. An analysis of data from teacher trainees also showed a serious gap in training especially in understanding what is entailed in CBC and CBA.

From the findings, of this study, it is clear that Teacher Educators in Public Primary Diploma Teacher Training Colleges are not well equipped with pedagogical skills to competently implement the Competency-Based Teacher Education and Competency-Based Teacher Assessment as required by the Competency Based Curriculum (CBC). It is therefore necessary for the Government through the Ministry of Education to take measures to re-orient the Teacher Educators Education and learning process to be in tandem with the New Curriculum dispensation in order to train teachers capable of implementing the CBC and also adopting the 21st Century skills.

8.0 RECOMMENDATIONS

1. Teacher Educators Curriculum be developed in tandem with Competency-Based Curriculum and be adopted by various Universities that train graduate teachers to prepare those wishing to be teacher educators in Diploma Teacher Training Colleges as Teacher Educators. Only those trained as teacher educators should be allowed to teach in these institutions to train teachers.
2. Since Teacher Training Colleges offer Diploma in Teacher Education (DPTE) and Diploma in Early Childhood Teacher Education (DECTE), the study recommends that Teacher Educators wishing to teach in these Colleges should at least hold a Masters Degree in Education or Post Graduate Diploma in teacher Education in a subject or in a learning area offered at the College but having specialized as a Teacher Educator at the University level.
3. The Ministry of Education should enhance a more robust Teacher Educators education and progression standards that will continuously ensure pedagogical skills development and effectiveness for the delivery of Competency Based Teacher Education (CBTE) and Competency Based Teacher Assessment (CBTA) in Teacher Training Colleges.
4. ICT should be made a priority in all Public Diploma Primary Teacher Training Colleges with continuous

retooling and retraining of Teacher Educators to enable them carry their mandate competently.

5. More resources should be allocated to Teacher Education to enhance research in Teacher Training right from Tertiary Training Institutions to Universities. This will lead to Teacher Education Program which is modern and abreast with the 21st Century skills in training.

9.0 References

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