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Original Article

Evaluating Teaching Practice in Kenya: Successes and Failures

Betty Cheruiyot, PhD^{1*}

¹ University of Eldoret, P. O. Box 1125-30100 Eldoret, Kenya.

* Author for Correspondence ORCID: <https://orcid.org/0009-0006-5935-1915>; Email: bettycheruiyot77@gmail.com

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Although there have been significant reforms, Kenya's education system still faces many obstacles. Inadequate funding, an ongoing teacher shortage, and opposition to educational reform are substantial problems that impede the achievement of academic objectives and student results. This study thoroughly analyses Kenya's educational landscape, considering professional development, CBC implementation, technology integration, teacher preparation, and assessment techniques. The study provides a nuanced analysis of Kenya's educational landscape by identifying successes and challenges within these domains. The study adopts a qualitative approach, including a thematic analysis of qualitative data, secondary data analysis, and a literature review. Government reports, scholarly works, and international evaluations are examples of secondary data sources that offer a solid basis for the study. The results indicate that professional development initiatives have significantly improved teacher competencies and instructional practices. The CBC has received positive feedback for integrating practical skills and critical thinking into the curriculum. Technology integration has improved student engagement and interactive learning, as demonstrated by programmes such as the Digital Literacy Programme. Still, there are enduring difficulties. Effective teaching is hampered by a lack of resources, made worse by a shortage of teachers and unequal access to technology, especially in rural areas. Educator resistance to implementing new curricula and methods makes reform initiatives even more challenging. Kenya's education system still faces significant obstacles that must be overcome to improve instructional strategies. Sustained improvement requires addressing teacher shortages, improving resource allocation, and overcoming resistance to change. These efforts are crucial to ensure equitable access to quality education and prepare students for future difficulties. The study recommends increasing funding and equitable distribution of resources to enhance infrastructure and teaching materials; implementing strategies to recruit and retain qualified teachers, providing ongoing professional development; expanding access to technology and providing comprehensive training for educators to maximize its educational benefits; fostering a culture of innovation through awareness programs, incentives for educators, and collaborative policymaking. This article intends to add to the continuing discourse on educational reform in Kenya, presenting insights and ideas to guide policy decisions and create positive change in the education sector.

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INTRODUCTION

The quality of education is crucial to the development of any nation, working as a cornerstone for economic growth, social progress, and individual well-being. Globally, education systems are continuously evolving to meet the demands of the 21st century, typified by rapid technology breakthroughs and shifting labour market needs. Countries worldwide are implementing reforms to improve teaching practices, enhance student learning outcomes, and prepare students for future challenges. According to the World Bank (2018), good teaching practices are vital in achieving educational equity and boosting student performance worldwide.

Internationally, there has been a substantial focus on enhancing teacher quality through various professional development efforts. For instance, the Organization for Economic Cooperation and Development (OECD) underlines the necessity of continual professional development and novel teaching approaches to boost educational outcomes (OECD, 2019). In nations like Finland and Singapore, famous for their high-performing education systems, continual teacher training and professional development are essential to their educational programmes (Sahlberg, 2015). These nations highlight the necessity for teachers to be lifelong learners, adjusting to new pedagogical practices and technology breakthroughs to suit the different requirements of their pupils.

In Sub-Saharan Africa, education systems face particular obstacles, including limited resources, high student-to-teacher ratios, and different teacher training degrees. Despite these barriers, there have been considerable efforts to increase the quality of

teaching. Regional initiatives, such as the African Union's Continental Education Strategy for Africa 2016-2025 (CESA 16-25), aim to revitalize education systems by promoting teacher development and leveraging technology for education (African Union, 2016). Countries like Rwanda and Ghana have made considerable achievements in expanding teacher training programs and integrating ICT into education, serving as models for other nations (UNESCO, 2018).

In Kenya, the education sector has experienced significant reforms to enhance teaching techniques and educational achievements. The introduction of the Competency-Based Curriculum (CBC) in 2017 signals a substantial transition from the old knowledge-based approach to a more comprehensive, student-centred framework. In line with international education trends, the CBC strongly emphasizes helping students develop their critical thinking, problem-solving, and practical abilities (Kenya Institute of Curriculum Development, 2017).

Through programmes like the Digital Literacy Programme (DLP), which aims to give teachers and pupils digital skills, the Kenyan government has also invested in incorporating technology into education (Ministry of Education, 2021). This programme demonstrates a more widespread understanding of technology's contribution to contemporary education by enabling dynamic and exciting learning environments. Kenya still has to overcome several enduring obstacles to implement these educational changes fully. Inadequate funding continues to impact educational quality, especially in rural areas. Inadequate infrastructure, technology availability,

and instructional materials are commonplace in schools, all necessary for efficient instruction and learning (World Bank, 2018). In addition, there is a severe teacher shortage, which results in high student-teacher ratios that affect the standard of education and the individualized attention students receive.

Furthermore, some educators used to traditional teaching methods need help to change. This resistance may make achieving the intended educational outcomes more difficult, which can impede the adoption of new curricula and pedagogical techniques (UNESCO, 2020). These problems must be resolved if Kenyan education is to improve and all students are to have access to top-notch educational opportunities.

This study seeks to thoroughly evaluate Kenyan educational methods, stressing their advantages and disadvantages. This study adds to the continuing discussion on educational reform in Kenya by looking at professional development programmes, the application of the CBC, the incorporation of technology, and the many challenges teachers face. This analysis aims to provide insights and recommendations that can help guide policy decisions and improve Kenyan teaching methods.

Research Objectives

- To assess the success of Kenyan teacher professional development initiatives.
- To evaluate the implementation of the competency-based curriculum (CBC) and its effects.
- To investigate how technology is incorporated into instructional strategies.
- To determine the difficulties instructors encounter, such as a lack of resources and aversion to change.
- To offer suggestions for enhancing Kenyan educational procedures.

Research Questions

- How effective are the professional development programs for teachers in Kenya?

- How does the Competency-Based Curriculum (CBC) influence teaching and learning?
- What are the results of using technology in teaching methods, and how is it done?
- What problems do teachers confront in using current teaching practices?
- What strategies can be advised to improve teaching practices in Kenya?

METHODOLOGY

This study utilizes a case study research design focusing on assessing teaching techniques in Kenya. The design offers a complete understanding of the current status of teaching methods, the implementation of the Competency-Based Curriculum (CBC), the integration of technology, and the obstacles educators face. The study presents a complete evaluation of these factors using a literature review and secondary data analysis. This approach allows for a comprehensive understanding of the intricate dynamics within Kenya's educational system. The study uses secondary data from numerous reliable sources rather than gathering primary data. For the literature review and secondary data sources, the following samples are used: Academic Journals and Books: A selection of books, peer-reviewed articles, and conference papers about curriculum modifications, teacher professional development, education in Kenya, and educational technology. Government Reports and Policy Documents: Analysis of documents from the Ministry of Education, Kenya Institute of Curriculum Development (KICD), and the Teacher Service Commission (TSC). Reviews of international reports that offer pertinent information and contextual understandings of education in Kenya, such as those published by the African Union, World Bank, and UNESCO.

This study used a thorough methodology to evaluate Kenyan teaching techniques, including examining the literature and secondary sources of information. Reviewing pertinent academic works, policy papers, and secondary data from different databases and publications on education are all part of the technique. This method enables a thorough examination of the available data to comprehend the

advantages and disadvantages of Kenyan educational methods. Scholarly publications, books, and conference proceedings about instructional strategies, professional growth, curriculum implementation, and instructional technology were thoroughly analysed. Studies on Competency-Based Curriculum (CBC) and how it has affected Kenyan education were analysed. To give background information, regional and international reports from agencies, including the African Union, UNESCO, and the World Bank were reviewed.

The study utilized information from official reports from the Teacher Service Commission (TSC), the Kenya Institute of Curriculum Development (KICD), and the Ministry of Education. Analysis of assessment reports from programmes like the Digital Literacy Programme (DLP) was done. Information from worldwide surveys and evaluations, including the Global Education Monitoring Report from UNESCO and the World Development Report were reviewed. Statistical data was extracted and examined from secondary sources to find patterns and connections about resource accessibility, professional development, and the use of technology in the classroom. Qualitative data from reports and literature were thematically analysed to find recurring themes and insights about the CBC's implementation and difficulties—compiled data from numerous studies to thoroughly assess Kenya's educational environment. Through a combination of secondary data analysis and literature review, this study offers a thorough evaluation of Kenya's current teaching techniques, highlighting both the successes and ongoing issues. The methodological approach adopted guarantees that the analysis is based on accurate data and current research, providing insightful information to educators and policymakers who want to raise the standard of education in Kenya.

RESULTS AND DISCUSSIONS

Professional Development Programmes

Kenya's professional development initiatives have significantly improved teacher competency levels and student achievement. Regular training seminars and workshops have allowed educators to keep their knowledge and abilities up to speed with changing

pedagogical approaches. These initiatives have played a pivotal role in providing educators with cutting-edge pedagogical approaches and engagement techniques (TSC, 2020). However, disparities in the accessibility and quality of training among various locations and educational institutions impede the efficacy of these endeavours. Numerous educators describe differing degrees of resources and assistance received during these sessions; in certain regions, there needs to be more follow-up and continued professional support after training. The inequity in question casts doubt on the durability of the gains made during the initial training endeavours, underscoring the necessity for more equal and all-encompassing approaches to professional development (TSC, 2020).

Curriculum Based on Competencies (CBC)

A significant move toward a more student-centred approach to education has been made in Kenya with the implementation of the Competency-Based Curriculum (CBC). The CBC strongly emphasizes practical skills, critical thinking, and problem-solving to better prepare students for the demands of the modern world (KICD, 2017). Positive feedback has been received from both teachers and students, who have acknowledged the curriculum's relevance in addressing real-world applications and improving overall learning experiences. The CBC's implementation has faced numerous obstacles despite its apparent advantages. The main challenges are the need for more resources and teacher readiness to implement the new curriculum properly. Many schools need help to provide students with the necessary technology assistance, classroom infrastructure, and instructional materials to implement the CBC adequately (KICD, 2017). The successful implementation of the CBC is further hampered by resistance from educators used to traditional teaching methods, which impacts the CBC's thorough integration into classroom practices across the nation.

Technology Integration

Incorporating technology in Kenyan classrooms has yielded encouraging outcomes in terms of augmenting student involvement and fostering interactive educational opportunities. Digital

technologies and resources have been successfully installed in classrooms through initiatives like the Digital Literacy Programme (DLP), which improves information access and promotes collaborative learning environments (Ministry of Education, 2021). These developments have helped both teachers and students; in fact, more energy and engagement have been observed in digitally enhanced classes. However, technology is still distributed unevenly, especially in poor and rural areas where access to digital resources is scarce. Due to a lack of teacher assistance and training, many schools need help to maintain and use technology efficiently. The entire potential of digital tools to improve teaching and learning results across the board is hampered by the disparity in technology skills among instructors (Ministry of Education, 2021).

Obstacles Teachers Face

Kenyan teachers face several enduring obstacles that affect their capacity to provide high-quality instruction. One of the biggest obstacles is the need for more resources. According to the World Bank (2018), many schools face a shortage of textbooks, laboratory equipment, and basic infrastructure like classrooms and restrooms. These shortages restrict chances for experiential and hands-on learning and compromise the quality of the learning environment. These issues are worsened by teacher shortages, resulting in high student-teacher ratios that impede individualized learning and burden instructional capacity (World Bank, 2018). Disparities in educational access and quality in Kenyan regions are further exacerbated by the scarcity of skilled teachers in remote and rural areas. Furthermore, a persistent problem in education is resistance to change among certain teachers, especially when implementing new curricula and teaching strategies like the CBC. Teachers who are used to old teaching methods could be reluctant to adopt new strategies because they are afraid of them being unfamiliar or do not think they would need to be more effective (UNESCO, 2020). Addressing these resistance issues is imperative to promoting innovation and a culture of constant improvement within Kenya's educational system. In conclusion, major obstacles still exist even though Kenya has made impressive

strides in improving teaching practices through professional development, curriculum revisions, technology integration, and infrastructural development. Policymakers, educational institutions, and stakeholders must work together to address these issues to provide fair access to resources, build teacher capacity, and foster an atmosphere that encourages innovation and progress in education.

CONCLUSION

Evaluating Kenyan teaching methods highlights noteworthy successes and enduring difficulties that influence the nation's educational environment. Considerable advancements have been achieved in numerous crucial domains, such as technology integration, competency-based curriculum (CBC) reform, and professional development. Kenya's dedication to improving educational outcomes and equipping pupils for a rapidly changing world is reflected in these advances. In Kenya, professional development programmes have been essential in raising teacher proficiency and encouraging ongoing enhancement of instructional strategies. Frequent training seminars and workshops have given teachers up-to-date pedagogical knowledge and techniques, enhancing instruction and student participation. Similarly, the CBC's introduction marks a paradigm shift in education towards one that is more student-centred and emphasizes the critical thinking, problem-solving, and practical skills needed to succeed in the twenty-first century.

As proven by programmes like the Digital Literacy Programme (DLP), technology integration in Kenyan schools has improved learning results and encouraged students to become digitally literate (Ministry of Education, 2021). Through facilitating interactive learning environments, enhanced educational content, and more information access, digital tools have helped close educational gaps and prepare pupils for a digital future. Despite these developments, several obstacles still stand in implementing Kenya's educational reforms. Limited resources remain a significant obstacle, as many schools need more basic instructional supplies, better facilities, and restricted access to technology. These restrictions erode the standard of education and maintain inequalities between the nation's many

regions. Teacher shortages make these issues worse, resulting in high student-teacher ratios that impede individualized learning and strain instructional capacity. Inadequate teacher supply, especially in rural and underprivileged areas, restricts the efficacy of educational programmes and jeopardizes educational justice. Adopting changes such as the CBC is significantly hampered by the resistance to change among educators. Due to worries about unfamiliarity or efficacy, some teachers who are used to traditional teaching methods may be reluctant to accept new curricula and innovative pedagogical approaches. It will take focused efforts to offer thorough training, continual support, and incentives that motivate educators to adopt new teaching paradigms to overcome this reluctance.

RECOMMENDATIONS

To tackle these obstacles, a multifaceted strategy comprising the following is needed:

- **Increased Resource Investment:** Giving schools, especially those in remote and underserved locations, enough money and resources to improve their facilities, buy enough supplies for their classrooms, and provide students with more access to technology.
- **Teacher Recruitment and Support:** Measures should be taken to attract and retain skilled educators, particularly in underprivileged areas; opportunities for ongoing professional development should be provided to improve teaching proficiency.
- **Promotion of Educational Innovation:** Encourage the education sector to adopt a culture of innovation and ongoing development by encouraging legislation, rewarding teachers, and forming cooperative alliances with stakeholders.
- **Community Involvement and Awareness:** Getting the community involved in supporting educational programmes, educating people about the advantages of reforms like the CBC, and encouraging cooperation between local government, parents, and schools.

By implementing these suggestions, Kenya may improve educational quality and provide fair access

for all students, building on its successes in professional development, curriculum reform, and technology integration. To build a robust and inclusive education system that equips students for success in the global economy and society, Kenya must embrace these obstacles as opportunities for growth and development.

In conclusion, even though Kenya has made admirable progress towards improving teaching methods and educational reforms, the country still needs to address issues with resource scarcity, teacher shortages, and opposition to change if it hopes to realize the full potential of its educational system. Through persistent endeavours and cooperative alliances, Kenya might keep laying the groundwork for superior schooling and fair prospects for its populace.

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