



Original Article

Teacher Roles in Learning Materials Management in the Implementation of Competency Based Curriculum (CBC)

Sr. Dr. Clara Rupia, PhD¹

¹ St. Augustine University of Tanzania P. O. Box 307 Mwanza, Tanzania.

* Author for Correspondence ORCID ID: <https://orcid.org/0000-0003-1612-6057>; Email: kokubela55@gmail.com

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Teachers play a critical role in the implementation of curriculum innovation such as CBC. Use of learning materials in instruction is a key pillar of effectively implementing CBC. The goal of using learning materials in the classroom is to assist both the teacher and the learners be consistent in educational content and achieving educational objectives. Furthermore, learning materials aid in motivating students, developing creativity, evoking prior knowledge, encouraging the process of understanding, decoding, organizing, and synthesizing educational content, logical thinking, and reasoning, communicating and interaction, and contributing to the development of skills and the acquisition of values, as well as the retention of desirable values and attitudes. However, it has been observed by many scholars that teachers have often neglected the use of learning materials in teaching hence contributing to poor implementation of curriculum in the basic education sector. To remain relevant in the implementation of CBC, the teachers as class managers should effectively plan, organize, leads, and communicate in class using learning materials. The purpose of this desktop study was to highlight how teachers can effectively manage learning materials in order to effectively implement CBC curriculum. Through analytic review of previous studies, the study found that learning materials are critical to the implementation of CBC curriculum. Ineffective use of learning materials is likely to contribute to none realization of the objectives of CBC. The study recommends that there is need to establish units within individuals or groups of scholars where teachers will actively engage in preparation of learning materials to use in their various subjects. There is also need to make development of learning materials as a critical component of teachers training curriculum.

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INTRODUCTION

Curriculum is defined as all learning that takes place under the guidance of a school; curriculum is important as it is relied upon in providing learners with required competencies (Tanner & Tanner, 1995). There are two main types of curricula, competency-based curriculum (CBC) and content-based curriculum. Many countries have moved from content-based curriculum to competency-based curriculum as it focuses on providing learners with essential learning tools such as literacy, oral expression numeracy and problem-solving skills (Rwezaura, 2016). These skills are needed by learners to survive in the current age. In attempt to reform secondary education curriculum and make it more relevant, majority of developing countries are shifting to CBC. Rwezaura (2016) asserts that the curriculum is not achieving its goals and to address this concern, education authorities have been forced to adopt a curriculum which is focused on learner interest, needs, and characteristics. According to UNESCO-IBE (2013) 21st century economy is a knowledge-based economy which requires adequate knowledge, information, communication, and high skills and in preparing learners to live in this society there is need of identifying, producing, and imparting knowledge which will focus on knowledge transformation for human development. The society is also rapidly changing and there is an urgent need for citizens to engage in continuous learning so as adapt to ever changing world. Talking about the important of CBC, Savage (1993)

emphasizes that CBC should be cherished as it is a practical approach to education as it focuses on providing learners with skills which will enable them to live better lives. Similarly, Mosha (2012) highlights that the major purpose of CBC should be to provide learners with skills which can help them to interact positively, these skills are important to learners as they live in a complex dynamic world which requires them to possess a variety of skills. Providing learners with these skills should be at the centre of learning (Woods, 2008).

In order to implement CBC effectively so that its purposes are realized there is need to utilize learning materials to enable the CBC to be implemented effectively. Materials need to be provided across all learning areas/subjects to make curriculum implementation effective. Instructional materials are important in implementing curriculum effectively as they make learners to easily understand the concepts they are being taught. Many countries such as Kenya have recently adopted CBC and curriculum implements are grappling with the question of what role learning materials will play in effectively implementing CBC; specifically, this study which is a desk stop study seeks to draw from literature the role of learning resources in effective implementation of CBC. This will enable curriculum implementers in countries which have recently adopted CBC to understand how best utilization of learning materials can contribute to effective implementation of CBC which is a curriculum innovation.

Theoretical Underpinnings: Constructivism Theory

Constructivism is one of the theories which attempt to explain the link between the learning outcomes such as the ability of the learners to master learnt concepts, ability to apply learning skills, and self-learning. Constructivism theory explains how individuals actively construct knowledge and apply it. The key proponents of this theory were Jean Piaget (1892-1980) Levy Vygostsky (1886-1934) and John Dewey (1859-1952). Constructivists believe that learning is a product of experience and knowledge. The environment plays a critical role in helping learners to understand what they have learnt in the right environment. Learner can construct knowledge for themselves and transform it to better use (Amber, et al., 2020).

CONTRIBUTION OF LEARNING MATERIALS IN THE IMPLEMENTATION OF CBC

CBC emphasizes learning of concrete skills than abstract learning (Amber, et al., 2020). The following section discusses the ways in which learning materials can contribute to implementation of CBC in secondary schools.

Make Delivery of Content Effective

Kenya recently adopted CBC at pre- primary school level. In a study carried out in Nyandarua, it was found that teachers who had required learning materials were able to guide learners in carrying out various activities effectively. CBC is about creating a “talking class” at pre –school level. This enables learners to work with these materials and learn on their own. This is one of the core CBC competencies (Waweru, 2018).

In the next few years, Kenya will start implementation of CBC in junior secondary schools. Teachers in the secondary schools will be required to facilitate learning. Without adequate learning materials teachers will fail to facilitate learning and we shall go back to our old ways; our traditional ways of teaching where teachers have been known to dominate instruction through use of teacher centred methods of teaching. UNESCO-IBE (2013) suggests that content for secondary education curriculum where CBC is being in

implement should focus more on operational, declarative, and procedural knowledge. It is the expectation of the curriculum developers when syllabus/design syllabus is properly implemental graduates will acquire skills to enable them to be functional in the society. All these cannot work if learning materials are not provided especially in sciences. Chalk and talk alone will not be effective. To enable CBC which is a curriculum reform to achieve its goals, which are clearly laid out, teachers need to be fully engaged in school-based curriculum development activities with the coordination of the school heads/principals (Silas, 2020).

This will enable secondary school teachers to develop materials to be used to facilitate instruction in order to make learners understand more easily (Clarke, 2008). Commenting on how lack of materials affects curriculum implementation, Orodho et al. (2013) are of the view that teacher’s effectiveness in implementing content-based curriculum was hampered by lack of materials. A similar scenario is likely to affect the implementation of CBC if challenges related to provision of learning materials are not dealt with. During the implementation of content, many difficulties were encountered in learning materials provision that must be used as lessons so that we do not revert back to the old ways while implementing CBC. Teachers play a major role in implementation of curriculum innovations such as CBC (Marwa & Onyango, 2022). They must take note that the use of learning materials is a key pillar in implementing CBC. To remain relevant during the implementation of CBC, they must effectively engage in development of teaching and learning materials.

Interactive Learning

This is a type of teaching whereby learners are provided with opportunities to share their experiences during learning session. It supports CBC pillar of learning to learn. As learners share with others what they know, they also learn from others what they do not know and it also assists them to organize their own learning (UNESCO-IBE, 2013). Teachers must therefore build a learning environment which will support interactive learning. This can only happen when they come up with an interactive classroom. An interactive classroom is not a traditional classroom the way we

know it. Rather it is a classroom which is supplied with a host of teaching and learning materials (Chacha & Onyango, 2022).

In this type of classroom, a teacher's role of facilitating learning is more clear as he or she carries out certain activities related to the lesson. Availability and use of learning materials is a hands-on teaching approach which is well suited for accomplishing the objectives of CBC as it brings the real world to the class (Chacha & Onyango, 2022). The students are engaged with a plethora of learning materials and it is not easy for the learner to forget as his/her engagement with learning materials, which makes him/her active in class. Content-based curriculum has been blamed for being focused on just passing information to the learner by teachers. CBC focuses on making a learner a centre of instruction by allowing him/her to effectively participate in this learning. Interactive classroom offers this opportunity (Paulo, 2014).

Schools need to go an extra mile and procure modern tools such as digital technology which can be used in an interactive classroom. Acquisition of some of these materials such as smart boards will make learning to be more productive (Barron et al., 2021). A teacher implementing CBC must engage more with e-learning so as to effectively implement CBC as this will provide an appropriate learning environment. Deployment of technology in learning will make learning more enjoyable. Advantages of acquisition of digital literacy include the following. It makes classes interactive, saves time on effort required for learning, makes learning to be more entertaining, learners can accommodate various learning styles, and creates enthusiasm (UNESCO-IBE, 2013). Kenya has its own e-learning platform (Kenya cloud), which should be used by teachers to implement CBC (Onyango & Mhagama, 2021). It enhances commitment to learning; makes learning attractive.

Some other e-tools which can be used include: Moodle Joomla, OCAI smart board, E- beam and Smartphone. We have been seeing some of these technologies being used in media houses such as Aljazeera, Citizen TV, and BBC. It is time schools invested in these technologies to make our classroom lively and compliant to CBC.

Enhance Learners Understanding

Instructional materials are very important in competency-based education because they are facilities that enable effective learning to take place (Kafyulilo et al., 2012). The following section will discuss the contribution of learning materials in enhancing learners understanding. One of the principles of preparing schemes of work is the need for teachers to ensure that learning materials are available without them, the teacher will not teach the topic effectively. On the same breath, during the preparation of a lesson plan, a teacher needs to ensure that learning materials are available to assist him or her to facilitate learning (Rwezaura, 2016).

Waweru (2018) in a study conducted in Nyandarua North, Kenya indicated that lack of instructional materials has affected implementation of CBC in primary schools in Kenya. He found that schools lacked adequate textbooks and guides, schools did not have adequate instructional materials to implement the new curriculum innovation, CBC. He found that curriculum designs had been supplied on time but textbooks and teachers guides were in short supply. Teachers were forced to use old books to get content, which made it difficult for the teachers to infuse core competencies such as self-learning during instruction. Learning to learn cannot take place in such a situation. This particular study by Waweru (2018) shows why curriculum reforms whose aim is to improve quality of education fail due to inadequate provision of learning materials.

Kenya adopted CBC so that teaching and learning can move away from knowledge and skills acquisition to knowledge, creation, and application (KICD, 2014). These goals might not be achieved if teachers lack required materials to help learners understand what is being taught. Learning resources facilitate instruction, they enable the learners to understand whatever they are learning (Chacha & Onyango, 2022). Students learning about cleaning a market will understand better if they visit the market and engage in actual cleaning using various cleaning materials such as rakes, brooms, and wheelbarrows. This lesson will be etched in their minds and they will never forget this lesson in the rest of their lives. CBC is supposed to provide learners with knowledge, skills, and attitudes to learn at their own pace. It provides the learners with

opportunity to match time on each topic/strand before they can also proceed to the next topic; that is if they can demonstrate to the teacher that they have mastered the described content (Abdullahi, 2019). Availability of appropriate learning materials is likely to contribute to enhancing the pace of learners and good understanding of the desired content (Ambei, 2020). Availability of learning resources will also make it possible for learners to apply what they have learnt in daily life as they have interaction with the content. They can make meaning out of it as opposed to traditional curriculum where teacher were seen to be the source of all knowledge rather than the engineers to design the learning situation and let the students do the rest on their own (Kafyulilo et. al., 2012).

According to Cakir (2008), CBC have been adopted in many developed countries and is rapidly making inroads in Africa where it has found a home in Kenya, Tanzania, and Rwanda. Because of its ability to personalize instruction, it can only be effective if every learner learn for better understanding (Abdullahi, 2019). For this to work, there is an urgent need to for paradigm shift in the way teachers view learning resources. Realization of CBC goals is heavily depended on learning materials to succeed (Cakir, 2008). There is need to revolutionize development of learning resource across all levels of education in soft skills such as collaboration, communication, and creativity, which are anchored in CBC and can only be acquired through interaction with learning resources that are properly integrated and infused.

Everywhere there are complaints about graduates of Primary and Secondary Schools who have low ability of applying what they have learnt in solving basic problem in real life situation. This is happening in countries where CBC has been implemented for many years (Cakir, 2008). Learners cannot apply what they did not understand when taught. This again strongly supports urgent need to present learners with materials which they can interrogate intensively and make some meaning out of them (Njeng'ere & Ji, 2017).

The core competences which are pre-determined learning outcomes in form of what learners should do and there is need to revolutionize teaching and learning activities. So that whatever is learnt in the

class will meet the individual learning needs and this will easily help the learners to understand what they learn, why they learn it, and eventually put it to use (Abdullahi, 2019).

CONCLUSIONS

This section contains information about the conclusion of this study which sought to establish the contribution of learning resources to the implementation of CBC in Secondary Schools. Literature reviewed revealed that CBC emphasizes the learning of concrete skills and therefore availability of learning materials enables teachers to facilitate learning effectively. Lack of learning materials makes a teacher not to focus on learners needs. However, when adequate learning materials are provided teachers can easily guide learners in how to apply and create knowledge. This contributes to realization of CBC competency of learning to learn.

It was also found that technological resources enable learns to understand easily. It also makes majority of learners to be become an independent learner which is one of the core areas in competencies-based curriculum (Makunja, 2016).

Teachers are key to the implementation of the CBC curriculum. Adequate provision of learning materials will render CBC implementation in effective just as it was during implementation of content-based curriculum (Orodho et. al., 2013). Teachers must not just wait for learning materials to be provided by education authorities and parents they must be proactive enough to improvise learning materials.

Interactive learning heavily supports realization of CBC competency of learning to learn. Availability of learning materials enables learners to share learning experiences. This allows them to communicate among themselves. It enhances their ability to organize their own learning (UNESCO-IBE, 2013). We cannot say a curriculum is learners focused when students cannot learn what they are expected to learn. Literature showed that even if you have a curriculum design/syllabus but without course books it is difficult for learners to learn new things (Chacha & Onyango, 2022). This implies that to implement curriculum innovations such as CBC effectively schools need to be supplied with

adequate learning materials such as textbook. If this is not done curriculum objectives will not be realized, such as enabling learners to learn at their own pace and equip them with knowledge and skills to solve own problem.

Recommendations

Based on conclusion this paper recommends that in order to achieve the objective of CBC at secondary education level, there is need to provide adequate and quality learners' understanding. There is even more need to invest in digital learning materials which saves time and effort in learning, making learning more interesting and enjoyable and these will greatly contribute to realization of CBC competencies such as acquisition of problem-solving skills, creativity, self-learning self- efficacy, and communication, digital literacy, creativity, citizenship. There is also need to adopt an assessment system in all secondary schools which focuses on utilization of learning materials.

Since 21st century economy is heavily relying on knowledge and society depends on knowledge and information. Use of learning materials in all lessons will prepare citizens who are capable of knowledge creation, transformation, and dissemination at secondary school level, which is a terminal education for many. This will justify the impetus to reform curriculum is Kenya and other East African countries.

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