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in Eastern Africa Secondary Schools. A Critical Literature Review**



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## **Geography Teacher Receptiveness for the Implementation of CBC in Eastern Africa Secondary Schools. A Critical Literature Review**

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### **Abstract**

**Purpose:** The curriculum transition and implementation involves changing the perceptions of the tutors, lecturers, teachers, learners, parents and policy makers. The overall objective of this study was to examine Geography teacher receptiveness for the implementation of CBC in Eastern Africa secondary schools. A critical literature review

**Methodology:** The paper used a desk study review methodology where relevant empirical literature was reviewed to identify main themes and to extract knowledge gaps.

**Findings:** The findings of the study concluded that most of head teachers and geography teachers had limited understanding of the concept of the CBC. However, some of the respondents agreed that they were to an extent ready to implement the CBC in secondary schools if in-serviced in advance one year before actual implementation. It is therefore, concluded a situation analysis for teachers' preparedness in other social science disciplines for the implementation of the CBC in secondary schools should be undertaken. Hence, there should be consistent re-training of teachers and schools' administrators for effective implementation of the new curriculum.

**Unique Contribution to Theory, Policy and Practice:** The study recommended that there is need to ensure that teachers are well motivated for classroom instruction. In addition, all secondary schools should have enough classes with adequate space, electricity and internet connectivity to allow effective teaching and learning activities. In that light, literature support that, there is need to assess how CBC will be implemented to gain an understanding on its effectiveness. Furthermore, effective curriculum implementation can only occur in the context of all components and aspects viewed and implemented in integrated ways.

**Keywords:** *Geography, Teacher Receptiveness, Implementation, CBC, Eastern Africa, Secondary Schools.*

## INTRODUCTION

Geography teachers need to be prepared for the CBC approaches that are more focused on competencies and this can only be affective if they understand the concept of the CBC framework. Maina (2019), states that PCK that a teacher holds in a particular teaching discipline is a component of professionalism. A study carried out by Komba and Mwandanji (2015), investigating “reflections of teachers in the implementation of the CBC” found that most teachers were not well conversant with the subject matter while others had not fully understood the concept of the CBC. The findings further revealed that most of the teachers were not aware of the aim of the CBC.

Teachers should be adequately prepared during their professional training for the requirement of classroom teaching and learning. They are prepared to adopt a complex evolutionary and responsive approach considering curriculum change (Ondimu, 2018). Teacher preparedness incorporates what a trained teacher brings to a classroom from preservice learning and on-the-job learning (Ondigi, 2012). For professional development to achieve its goal of improving teachers’ preparedness for classroom requirements, the teachers need to spend more than a day of training in a relevant pedagogical/content area (Republic of Kenya, 2012). According to Kaviti (2018), Teacher Education should be developed procedurally on the foundation of an improved receptiveness by changing teacher’s monopoly of the instruction to facilitator, whose task is to guide and drive the teaching and learning process. Therefore, teachers must be prepared adequately to adopt a complex evolutionary approach considering curriculum changes as they provide an opportunity for the learners to realize and develop their full potential. Furthermore, the analysis in curriculum for BECF indicates that teachers are not intended to be the main users of the CBC even though they are expected to be its implementers (KICD, 2017). This assertion is true, although it is not clear on how much of this is real as perceived by the government of Kenya and other stakeholders.

Mosha (2012), in his study noted that many schools did not have enough instructional support resources such as textbooks and teachers’ guidebooks to deliver the CBC in Tanzania. He further noted that teachers did not receive adequate in-service training, making implementation of the CBC difficult. In his findings, book writers had limited and fragmented knowledge about the concept of the CBC thus affecting the quality of the textbooks produced. Teachers were hesitant to utilize the textbooks and other instructional support resources related to the CBC since they required long periods for scheming and lesson planning (Mosha, 2012). According to Musilekwa and Mulenga (2019) on the integration of geography, history and civics which led to development of totally new learners’ textbooks which were of extreme poor quality. For effective teaching and learning process under the new curriculum, both teachers and learners need quality textbook.

A phenomenological study conducted by Luhambati (2013), on teachers’ conceptions of the curriculum change from Knowledge-Based to Competency-Based in secondary education in Tanzania, underscore the fact that teachers seemed to understand that the curriculum had changed



but that they had a confused understanding about the change. From the findings, teachers conceived the curriculum as being complex and impractical while others regarded the new textbooks as being irrelevant and scarce. From the reviewed literature, despite the fact that the CBC has been implemented for over a decade in Tanzania, it appears that teachers' experience and voice in implementing the curriculum have not been given first priority by the curriculum developers (Muneja, 2015). The study resonates closely with the findings of Atieno (2019), who also argued that the Matric Curriculum in Uganda although majority of teachers were enthusiastic about the new curriculum, their implementation efforts were constrained by a magnitude of challenges not limited to lack of classrooms for interaction between teachers and learners. In Zambia a study carried out by Mulenga and Kabombwe (2019), sought to establish whether secondary schools teachers were actively involved in the CBC development process. The findings revealed that, teachers were not adequately involved in the curriculum development process with their role being mainly to implement the already developed curriculum.

According to Chaamwe (2017), on their study noted that developing countries which supported in-service training programmes for professional development and involved teachers in decision-making demonstrated quality classroom instruction for implementation of the new curriculum. Moshia (2012) noted that although education officials claimed that teachers had been trained on the concept of the CBC and curriculum designs, the truth was that teachers had not received any in-service training. Lack of teachers' readiness made it difficult for them to use digital devices and computer-aided methodologies as they lacked core competencies. Therefore, to ensure effective implementation of the CBC in secondary school level (SEL) in Kenya, geography teachers should be inducted and in-serviced on the CBC designs, methodologies and assessment in advance. Generally, pre-service teachers' readiness is greatly influenced by workshops and seminars offered in on-job learning.

Bailey et al. (2017), in their study on factors affecting teachers in the use of ICT noted that in-service training of teachers played a significant role in the successful implementation of innovative programmes. In-service training programmes are required to maintain the effectiveness in the implementation of any curriculum. This involves seminars and workshops regarding the philosophy of implementing the CBC. A study by Makunja (2016), on "difficulties facing teachers in implementing CBC in Tanzania" found that teachers had not been oriented through in-service training to keep them abreast with core competencies for implementation of the CBC. The respondents confirmed that inadequate teachers' pedagogical preparedness was encumbering the implementation of the CBC. Teachers who were critical stakeholders lacked ethics, skills, and knowledge for implementation of the CBC in Tanzania

### **Statement of the Problem**

It is the researcher's view that by nature, geography is unique for it relates well with all subjects taught in SEL and conforms to the scientific norms of natural science. Therefore, all efforts must be comprehensive to prepare secondary school teachers adequately for effective transition and

implementation of the CBC. For the teachers to roll out the CBC effectively, they must have: right subject content, technological skills and positive attitude towards the implementation of the CBC. Therefore, a need to conduct this study was paramount and pertinent to assess the level of geography teachers' pedagogical preparedness for the implementation of the CBC in secondary education level. The study is set to examine Geography teacher receptiveness for the implementation of CBC in Eastern Africa secondary schools.

### **Objective of the Study**

The overall objective of this study was to examine Geography teacher receptiveness for the implementation of CBC in Eastern Africa secondary schools. A critical literature review.

### **Significance of the Study**

The nature of training pre-service teachers and the manner in which they carry out their professional careers is important in determining the learners' future contributions to the society and their career development. Some of the challenges that have been highlighted will help to appreciate the profound requirements of the CBC if it is to be effectively implemented. The findings may raise awareness of parents on the benefits of engaging in their children's education and provide them with skills to do so. The findings may also positively change geography teachers' attitude towards implementation of the CBC.

### **THEORETICAL REVIEW**

The study will benefit from Shulman (1987), model of knowledge growth.

The study was underpinned by Shulman (1987), model of knowledge growth in teaching. He introduced the concept of PCK, which raised the issue to what teachers should know and be able to do. He developed an idea of going beyond content or subject matter knowledge to include how to teach particular content. Within PCK, Shulman included ideas of representation, illustrations, explanations, demonstrations, and adaptation to make a comprehensive understanding of particular problem or issue. In order for teachers to teach effectively, they need to know the potential problems learners experience based on their ages and social backgrounds. He stated that in the understanding of content-related material, PCK theory involved the use of affective and cognitive domains. Teaching and learning any discipline are highly complex cognitive activities in which teachers and learners must apply knowledge from affective and cognitive domains. Teachers with narrow and fragmented knowledge will have lesser ability than those whose knowledge is differentiated and integrated.

Therefore, teachers are able to translate and contextualize information to improve learners' understanding and motivation. It is important for a classroom teacher to have an excellent grasp of content and appreciate the effect and role of teaching and learning resources and the environment in pedagogy. In an ideal situation, the nature of the pedagogical content would affect learners' achievement, motivation to learn geography and perception towards the subject. The learning

outcome component is concerned with what the teachers are able to demonstrate as a result of their engagement with ICT as an instruction tool. To understand the interaction between the teachers, learners, the environment and instructional support materials Koehler and Mishra (2009), built on Shulman's notion of Technological Pedagogical Content Knowledge (TPCK), which involved an understanding of the complexity of relationships among students, teachers, knowledge, content, and technologies. According to Buabeng-Andoh, (2012) cited in Koehler and Mishra (2009), the theory was relevant as it dealt with issues related to preparedness, effectiveness and competence of trained teachers in pedagogy and utilization of educational technology. Pedagogical content knowledge theory has a link in this study in that it is about a teacher who can teach specific discipline clearly and effectively.

### **EMPRICAL REVIEW**

Wafula (2015), conducted a study to investigate the relationship between field work and performance in the teaching and learning of geography in Kiminini Division, Trans-Nzoia County. The underlying theory in the study was based on the pragmatist Kneller (1971). The study used descriptive research design whose locale had 40% of the secondary schools selected from Kiminini. The data was analyzed by using Statistical Package for Social Science (SPSS) which involved mean, standard deviation, frequency and percentages. In conclusion, the geography teachers hardly utilized field study which affects performance. Teachers preferred other teaching methods to field work making it difficult for learners to conceptualize what the teacher covered in class. From the study, it was recommended that teachers should embrace utilizing field work. Lastly, more Geography lessons should be allocated to the discipline specifically for field work. The study presented a contextual gap, as it focused on the relationship between field work and performance in the teaching and learning of geography, while our study will be examine Geography teacher receptiveness for the implementation of CBC in Eastern Africa secondary schools.

Nganga (2014), conducted a study to investigate the challenges faced and opportunities available in the teaching and learning of environmental education in secondary schools in Kenya using Ruiru District in Central Province as a case study. Data were collected using questionnaires, attitude scale tests and content analysis of the secondary school syllabi of the selected EE related subjects. Data from questionnaires and attitude scale tests were coded then scored for analysis while data from content analysis of the selected subject syllabi were summarized in tables to show the particular EE related topic and the EE objectives therein. The results are presented in text and tabular form and analysed by use of percentages, means and frequency tables. The findings of the study established that though EE is adequately incorporated in the secondary school syllabi of subjects studied; various challenges are faced by the teachers in the teaching of EE elements in these subjects. These challenges include, fragmentation of EE themes in the various subjects, inadequate instructional materials, inadequate training of teachers to handle EE related topics in their subject areas and over-reliance on the lecture method of teaching among others. The study

however presented a methodological gap as it was a case study while our study will utilize desktop review approach.

Gaiti (2012), conducted a study that examined historical search for the causes and evolution of population pressure in Kikuyu Division. Both primary and secondary data were collected to achieve the objectives listed above. Primary data were collected using a questionnaire and oral interviews. Questionnaires elicited data on farmer characteristics and responses to land pressure. Secondary data helped to trace the evolution of land pressure in the study area. Data were analysed by use of averages, percentages, frequencies, correlation, the chi-square test and linear regression. The study established that the current population pressure is due to land rights dispossession, land consolidation and registration of title of the period 1952-1955 and net increase in population. The respondents are aware of the presence of population. . The study presented a conceptual gap as it focused on historical search for the causes and evolution of population pressure in Kikuyu Division while our study will focus on Geography teacher receptiveness for the implementation of CBC in Eastern Africa secondary schools.

Kimayu (2012), conducted a study on study was to investigate the factors which are currently affecting performance of geography in the Kenya Certificate of Secondary education (KCSE) in Nzau District. The research methodology used for the study was the descriptive research design. The researcher established that performance of geography was as a result of interplay of many factors including unavailability of resources like workshops, libraries, fieldwork resources and teaching aids. Others included inadequate time allocated for teaching geography, a very wide syllabus and lack of adequate in-service training of geography teachers leading to high teacher-student ratio. From the findings, conclusions were drawn to the effect that teachers should be taken for in-service courses to acquire skills for proper teaching of geography and more lessons should be allocated to teaching geography. The study presented a geographical gap as it was conducted in Nzau District while our study will be conducted in Eastern Africa

Muola (2012), conducted a study on the influence of academic achievement motivation and home environment on the academic performance of pupils. Moreover to find out whether the variation in pupil's academic performance and academic achievement motivation can be attributed to their sex and to geographical location differences. The findings of the study indicated significant positive relationship between the pupil's academic achievement motivation and their pupil's performance in school is dependent on academic achievement motivation among other factors. The relationship between the home environment factors and academic performance was found to be weak. Significant positive relationship between the father's occupation and the pupil's performance in English was observed. Further, the results indicated significant positive relationship between family size and the pupil's performance in Kiswahili. Significant negative relationship was reported between the mother's occupation and the pupil's scores in Mathematics, Science and Agriculture, Geography, History, Civics and Religious Education, Art and Crafts, Home Science and Music.

Orina (2012), conducted a study to find out the instructional resources that were available, how these resources were acquired and utilized in the teaching and learning of geography in selected public secondary schools in Central Kisii district. The data for this study was collected using questionnaires, observation checklists and classroom observation guides. The data was analysed using frequencies and percentages and presented in the form of tables. The study findings revealed that both print and display resources were available in most schools. However, these resources were available in most schools. Most resources were acquired through school purchases and improvisations by geography teachers.

Wamutitu (2012), conducted a study on establishing the major resources used during fieldwork. Problems encountered by both teachers and pupils in fieldwork teaching and learning were identified and the relevance of fieldwork teaching in geography examinations assessed. Information was collected from twenty secondary schools in Kiambu and Machakos Districts. Descriptive statistics in the form of percentages, frequencies, tables and ranks were used to analyze the data. The major findings of this study were that fieldwork is organized and conducted differently in Kenyan secondary schools due to the constraints of time, teaching personnel, finance and the availability of equipment. There is no uniformity of resources even within one district. The fieldwork question set by the K.N.E.C discourages teachers from teaching geography through fieldwork. Moreover, due to financial constraints, in-service courses for geography teachers were inadequately conducted

## **METHODOLOGY**

The study adopted a desktop literature review method (desk study). This involved an in-depth review of studies related to Geography teacher receptiveness for the implementation of CBC in Eastern Africa secondary schools. Three sorting stages were implemented on the subject under study in order to determine the viability of the subject for research. This is the first stage that comprised the initial identification of all articles that were based on Geography teacher receptiveness for the implementation of CBC in Eastern Africa secondary schools. The search was done generally by searching the articles in the article title, abstract, keywords. A second search involved fully available publications on the subject on Geography teacher receptiveness for the implementation of CBC in Eastern Africa secondary schools. The third step involved the selection of fully accessible publications. Reduction of the literature to only fully accessible publications yielded specificity and allowed the researcher to focus on Geography teacher receptiveness for the implementation of CBC in Eastern Africa secondary schools. After an in- depth search into the top key words (Geography, teacher receptiveness, implementation, CBC, Eastern Africa, secondary schools), the researcher arrived at 7 articles that were suitable for analysis. This were findings from:

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## SUMMARY, CONCLUSION AND RECOMMENDATIONS

### Conclusion

The findings of the study concluded that most of head teachers and geography teachers had limited understanding of the concept of the CBC. However, some of the respondents agreed that they were to an extent ready to implement the CBC in secondary schools if in-serviced in advance one year before actual implementation. It is therefore, concluded a situation analysis for teachers' preparedness in other social science disciplines for the implementation of the CBC in secondary schools should be undertaken. Hence, there should be consistent re-training of teachers and schools' administrators for effective implementation of the new curriculum.

### Recommendations

The study recommended that there is need to ensure that teachers are well motivated for classroom instruction. In addition, all secondary schools should have enough classes with adequate space, electricity and internet connectivity to allow effective teaching and learning activities. In that light, literature support that, there is need to assess how CBC will be implemented to gain an understanding on its effectiveness. Furthermore, effective curriculum implementation can only occur in the context of all components and aspects viewed and implemented in integrated ways.

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