



Competency-Based Curriculum Factors as Correlates of Middle Basic Pupils' Effectiveness - Achievement in Abuja

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Abstract

The study examines the extent to which competency-based curriculum factors predict the achievement of effectiveness among Middle Basic Education pupils in Abuja Municipal Area Council (AMAC) of the Federal Capital Territory, Abuja. In this regard, the researcher formulated three research questions along with three null hypotheses to guide the study. This study was a correlational research design. The population of the study consisted of all 156 public primary schools with 2100 teachers in Abuja Municipal Area Council (AMAC) of the Federal Capital Territory, Abuja. With the aid of the Taro Yamen Sampling Formula, the sample size of 210 respondents was randomly drawn from the total population. Four self-designed non-cognitive instruments titled "Teachers' Unawareness of

CBC Scale" (TUCBCS), "Lack of a Clear Framework for CBC Scale" (LCFCBCS),

"Lack of CBC requisite Knowledge and Skills Scale" (LCBCKSS) and "Achievement of Effectiveness Scale" (AES) were used for

data collection. Face and content validities of the instruments were ensured by three experts in the Department of Educational Curriculum, at the National Open University

of Nigeria. The Cronbach reliability coefficient was used to establish the reliability coefficients of the instruments. TUCBCS, LCFCBCS, LCBCKSS and AES yielded reliability indexes of 0.89, 0.85, 0.87 and 0.82 respectively. Simple and multiple

regression were used to answer the research questions while t-test and ANOVA associated with linear and multiple regression were used to test the null hypotheses. The study found as follows: teachers' unawareness, lack of a clear-cut CBC framework, and lack of CBC requisite knowledge and skills significantly relate to little or no achievement of effectiveness under CBC initiative in the area council which independently and jointly predicted the reason the middle basic education pupils in Abuja Municipal Area Council of the Federal Capital Territory, Abuja are not experiencing the expected results or positive impacts of CBC initiative as implicitly mentioned in the objective statements of UBE. The study recommended among other things that sensitization programmes and special training should be given to primary school teachers to have a better understanding of CBC and how it works, AMAC in collaboration with relevant authorities in the Federal Capital Territory, Abuja should develop a clear-cut framework for CBC initiative to which every primary school teacher is to be familiarized and professional development programmes should be organized for primary school teachers to acquire the appropriate and relevant knowledge, skills and attitudes that make CBC initiative to succeed.

KEYWORDS: Competency-based Curriculum Factors, Achievement of Effectiveness, Middle Basic Education Pupils, Knowledge-based Curriculum, Universal Basic Education

Introduction

The Educational Foundation of a child is crucial for his growth into a responsible and productive adult and for making meaningful contributions to society. Middle Basic Education is the foundational education that pupils usually receive at their formative stages of life in Nigeria. Middle Basic Education covers primaries 4 to 6 going by the 9-3-4 educational system introduced under the current Universal Basic Education (UBE) programme, while middle basic education pupils are those pupils in primaries 4 to 6 under the basic education in Nigeria. The rationale behind the introduction of the 9-3-4 system of education is to bring primary education in Nigeria in line with the World's educational agendas of "Education for All" and the Millennium Development Goals, which makes it compulsory for every child in Nigeria to at least have basic education. Basic Education covers 9 years and is graded into three (3) namely Lower Basic Classes covering Primaries 1 to 3, Middle Basic Classes covering Primary 4 to 6 and Upper Basic Classes covering Junior Secondary School (JSS) Classes 1 to 3. The Universal Basic Education (UBE) programme was launched by former President Olusegun Obasanjo on 30th September 1999 in Sokoto to eradicate illiteracy, ignorance and poverty as well as stimulate and accelerate national development, political consciousness, and national integration. The objectives of the UBE include:

1. Ensure unfettered access to nine (9) years of formal basic education.
2. The provision of free Universal Basic Education for every Nigerian child of school-going age.
3. Reducing drastically the incidence of dropout from the formal school system, through improved relevance, quality, and efficiency.
4. Ensuring the acquisition of appropriate levels of literacy, numeracy, manipulative, communicative and life skills as well as the ethical, moral, and civic values needed for laying a solid foundation for life-long learning (UBEC).

Getiha (2012) defined a competency-based curriculum (CBC) as an education system that

emphasizes a learner's unique talents and abilities rather than focusing wholly on academics and examination performances. Thus, the key aims of CBC are to help identify learners' special capabilities and then nurture them through relevant teachings so that learners benefit from their talents and to produce a holistic individual with competencies, values, knowledge, and skills necessary to succeed in a highly competitive world. K'Ochuka (2019) is of the view that CBC emphasizes the practicality of learning, where the central focus is the learner, not the teacher being a 'robot' that teaches passive pupils/students. According to Benjamin (2018), competency-based training and curriculum depend on the premise that there are specific measurable outcomes that students/trainees need to demonstrate.

Competency-based curricula are usually designed around a set of key competencies that can be cross-curricular and/or subject-bound (IBE-UNESCO, 2017). It implies that learners should acquire and apply the knowledge, skills, values, and attitudes to solve situations they encounter in everyday life and across the globe. Frank, Mungroo, Ahmad, Wang, De-Rossi and Horsley (2010) defined "a competency-based education (CBC) as an approach to preparing physicians for practice that is fundamentally oriented to graduate outcome abilities and organized around competencies derived from an analysis of societal and patient needs. It deemphasizes time-based training and promises greater accountability, flexibility, and "learner-centredness". Consequently, a competency-based curriculum capitalizes on competency-based learning which focuses on understanding the concepts, skills, and attitudes which in turn calls for changes in teaching, learning and assessment approaches (World Bank, 2011; Wangeleja, 2010; Woods, 2008).

From the above-attempted definitions, we can deduce that a competency-based curriculum (CBC) possesses the following features (1) it is outcome-based, in that the first step in competency-based learning is to define precise learning outcomes. All lessons are hence geared towards the achievement of the set skills/competencies, (2) it is learner-centred, in

that CBC advocates that teaching and learning processes must be driven by pupils/students themselves. For this reason, CBC empowers learners to master valuable skills/knowledge at their own pace. As Everhart (2014) succinctly puts it, competency-based learning empowers learners to focus on mastery of valuable skills and knowledge and learn at their own pace, and (3) it is differentiated in that CBC learning practices must be adjusted to meet the individual needs of specific learners. All the interventions are determined by the learning requirements of the pupil. There are three (3) main differences between a competency-based curriculum and traditional education or knowledge-based curriculum (KBC) which is predominantly in practice in Nigeria. First is that there is a difference in terms of their structure; in traditional education, the year is set out in advance for every pupil. Thus, at the end of each unit, every pupil must move forward, whether they fully understand the material or have mastered the necessary skills. The second is that there is a difference in terms of their learning outcome. In traditional education, learning outcomes are focused on memorization and comprehension to pass tests, while in competency-based learning, the focus is placed on a deep understanding that is demonstrated through the application. This means that learning outcomes are proven by action and focus on building the skills pupils need to become better learners into adulthood. The third is that there is a difference in terms of their grading. While traditional grades are made up of test scores, assignments, and behaviour, competency-based education scores are based on the performance levels of each pupil, without bias. With personalized and creative assessments, teachers can collect and understand data on pupils' progress. Then, they use this data to develop scores that are transparent and help both pupils and parents to understand what is going on.

According to Kim (2015), the creation of the CBC must be done by following three main stages: 1. Identifying competencies: to identify competencies simply means to provide a framework based on performance outcomes around which a curriculum is developed and delivered and against which performance can be

measured. Thus, a competency-based curriculum is organized around competencies required for practice. It is also grounded in the empirically validated principle that pupils/students, when given appropriate instruction, can all master the prescribed performance outcomes; 2. Linking competencies to school subjects; the next step was to articulate how pupils/students would attain and acquire the competency. Particularly, this will lead to addressing the following questions: What content is needed to support the development of competency in the curriculum? What instructional strategies and methods are most effective in developing competency? Lasnier cited in Kim (2015) argues that instructional strategies and methods that lead to competency development are action-based, areas closely related to the real task as possible and take place in as authentic a setting as possible 3. Assessing competencies in the curriculum; to deliver a competency-based curriculum, pupils must know, can apply, and can execute knowledge, skills, and abilities desired by the industry. When assessing competency two important questions to be addressed are: Have students acquired the program competencies by the end of the program? If so, was the acquisition of the competencies a result of the program? A variety of assessment methods are needed for assessing the pupil's/students' competencies. Portfolios appear to have the potential to integrate these methods and are effective assessments of both formative and summative performance. Portfolios are often used as an instrument that allows pupils to see each part of the process in its wider context, encouraging self-assessment.

To achieve effectiveness, the application of a competency-based curriculum (CBC) must follow these six principles as stipulated by (Juraschka, 2021): The first is the principle of equity. Equity does not mean giving each pupil the same thing as everyone else. Instead, it means giving each student what they need to reach the same end goal. This is the main principle of competency-based education because it purposely seeks to understand and remove bias in school leadership. The competency-based curriculum also helps create an inclusive culture where all are respected. The second principle is to the effect that classes must emphasize

measurable competencies that help build skills for life. Competencies must be defined in advance and set as learning objectives for each student. What are these competencies based on? Rather than just testing for head knowledge, competencies focus on the practical understanding that a student has of the subject. These competencies can be based on: (a) an understanding of key concepts, (b) the ability to apply knowledge to meaningful problems and (c) mastery of relevant skills. For the results to be measured, competencies must be defined in advance by school leadership. Do not try to do this alone: get the input of the whole teaching staff to develop ideas on what knowledge and skills are necessary to determine mastery. The third is the principle of transparency. It helps the learners take ownership. What is the end goal for each pupil in a particular class? The answer to this question should not only be available to teachers. The learning objectives that are set for the class (and the school as a whole) should be clear to both pupils and parents. In a competency-based education system, students understand these three things when starting the class: what they need to learn, how mastery is defined and how they will be assessed. The fourth principle is that the pupils/students must get the support they need individually. The fifth principle is to the effect that teachers must assess their pupils/students for growth and mastery. Assessments come in many shapes and sizes. Here are three types of assessments that are especially useful for competency-based education: (a) formative assessments: These assessments help teachers to determine where each student is in the learning process and adjust their teaching as necessary. Formative assessments give teachers the ability to adjust in real time by clearly identifying the key areas where students need to improve. These types of assessments allow students to demonstrate their understanding of the subject, which is the basis for competency-based learning. Then, the teacher can adjust the next lesson accordingly or plan one-on-one time with pupils who showed less understanding of the subject. (b) authentic assessments: Getting students to take their knowledge and apply it to real-world situations is another great way to demonstrate mastery. A competency-based curriculum uses authentic assessment methods such as portfolios,

classroom or field observation, projects, oral presentations, self-assessment, interviews, and peer assessment (Kitta & Tilya, 2010). The sixth principle states that the pupils/students must move forward only if they demonstrate mastery. When students demonstrate a clear understanding of the topic, prove their ability to apply that understanding, and show how they've developed important skills, it is time for them to move forward (Juraschka, 2021).

According to Drucker (2006), effectiveness is doing the right things to achieve positive results or desired goals. The effectiveness or rather the positive results of any competency-based curriculum initiative does not happen in a vacuum, meaning that it is the teachers who are the main implementers of the CBC initiative that would make its positive results be felt. Mwanza (2017) observed that teachers are central to achieving universal access to high-quality and equitable education for all learners because teachers have first-hand knowledge of the learning environment, the learners and how the two relate. The competency-based curriculum may appear uncomplicated in design, but it is not as easy as it appears, in theory, it requires teachers to be knowledgeable of the key principles of the curriculum and equipped with skills and desirable attitudes to teaching using competency-based approaches appropriately (Mulenga & Kabombwe, 2019). Therefore, it is important for teachers to know and understand the kind of curriculum a nation is using to interpret it correctly and avoid wastage of educational resources and ensure that necessary skills are attained. Thus, curriculum designers need to provide proper guidelines to teachers so that the curriculum is implemented effectively. Teachers are familiar with the classroom situations therefore might discover the gaps and bring about change and improvements that can help learners achieve the specified outcomes (Mulenga & Mwanza, 2019). Smith (2001) stated that the role of teachers can no longer be overlooked, for policy changes would not have the desired effect if they were not accompanied by a supportive process intended to strengthen the role of teachers. Zheng and Borg (2014) argued that teachers need to follow a guideline provided by the curriculum developers that suit the

competency-based approaches. Okech and Asiachi cited in Kabombwe and Mulenga, (2020) added their views and suggested that teachers need to interpret the curriculum correctly to the learners for it to be successful. Hence, teachers' knowledge of the competency-based curriculum for successful implementation of the curriculum is paramount in the implementation stage of the competency-based curriculum. For the competency-based approaches to be successful, teachers should be knowledgeable enough to let their learners get involved in the learning process since teachers are major players in curriculum implementation (Botha & Reddy, 2011; Wangeleja, 2010). Teachers also need to have expertise in their subjects for them to yield targeted products (Moodley, 2013).

Statement of the Problem

As the system of education across the globe is changing from traditional content-based to competency-based, it seems that Nigeria is being left behind. What is available in Nigeria is implicit or suggestive mentioning of CBC in the UBE objectives, particularly in the fourth objective; thus, the objective statements of the UBE do not explicitly mention CBC. Again, there is no explicit or clear-cut framework for a competency-based curriculum (CBC), and neither is there any special training for teachers on CBC in Nigeria. There seem to be a lack of CBC awareness, lack of in-depth understanding, requisite knowledge, skills, and attitudes toward CBC on the part of teachers due to the failure or neglect to provide them with the right training on the workings of CBC. There also seems to be an obvious absence or non-effectiveness of CBC on pupils/students in the Federal Capital Territory, Abuja. Or if there are any arguments otherwise, why all these primary or secondary school pupils/students roaming the street aimlessly, indulging in various forms of social vices such as street hooliganism and gangsterism, cultism, advance-free fraud (Yahoo-Yahoo), drug abuse and misuse, addictive gambling and the rest of them? It is a general presumption that any child who diligently passes through the processes of basic education will be able to have developed the knowledge, skills and attitudes that will enable him to fend for himself (self-reliance) and make meaningful contributions to society in which they

live. A key indicator of this underlying challenge is that while the curriculum documents are now expressed in terms of outcomes/competencies of learning, the practices and particularly the assessment approaches remain superficial at best (Nyabanyaba, 2020).

Agitated by the above challenges, the researcher decided to investigate the extent to which competency-based curriculum factors predict the achievement of effectiveness among Middle Basic Education pupils in Abuja Municipal Area Council (AMAC) of the Federal Capital Territory, Abuja.

Aim and Objectives of the Study

This study aims to investigate the extent to which competency-based curriculum factors predict the achievement of effectiveness among Middle Basic Education pupils in Abuja Municipal Area Council (AMAC) of the Federal Capital Territory, Abuja. Specifically, the study seeks to actualize the following objectives:

1. To find out the extent to which teachers' unawareness of CBC predicts little or no achievement of effectiveness among Middle Basic Education pupils in Abuja Municipal Area Council of the Federal Capital Territory, Abuja.
2. To ascertain how the lack of a clear-cut framework for CBC in FCT predicts little or no achievement of effectiveness among Middle Basic Education pupils in Abuja Municipal Area Council of the Federal Capital Territory, Abuja.
3. To examine the extent lack of requisite knowledge and skills predicts little or no achievement of effectiveness among Middle Basic Education pupils in Abuja Municipal Area Council of the Federal Capital Territory, Abuja.

Research Questions

The following research questions guided the conduct of this study:

1. To what extent do teachers' unawareness of CBC predict little or no achievement of effectiveness among Middle Basic Education

pupils in Abuja Municipal Area Council of the Federal Capital Territory, Abuja?

2. How does the lack of a clear-cut framework for CBC in FCT predict little or no achievement of effectiveness among Middle Basic Education pupils in Abuja Municipal Area Council of the Federal Capital Territory, Abuja?
3. To what extent does lack of CBC requisite knowledge and skills predict little or no achievement of effectiveness among Middle Basic Education pupils in Abuja Municipal Area Council of the Federal Capital Territory, Abuja?

Hypotheses

The following null hypotheses tested at 0.05 alpha level of significance guided the conduct this study:

Ho1: Teachers' unawareness of CBC does not significantly predict little or no achievement of effectiveness among Middle Basic Education pupils in Abuja Municipal Area Council of the Federal Capital Territory, Abuja.

Ho2: Lack of a clear-cut framework for CBC does not significantly predict little or no achievement of effectiveness among Middle Basic Education pupils in Abuja Municipal Area Council of the Federal Capital Territory, Abuja.

Ho3: Lack of CBC requisite knowledge and skills does not significantly predict little or no achievement of effectiveness among Middle Basic Education pupils in Abuja Municipal Area Council of the Federal Capital Territory, Abuja.

Methodology

This study was a correlational research design. The population of the study consisted of all 156 public primary schools with 2100 teachers in Abuja Municipal Area Council (AMAC) of the Federal Capital Territory, Abuja. With the aid of the Taro Yamen Sampling Formula, the sample size of 210 respondents was randomly drawn from the total population. Four self-designed non-cognitive instruments titled "Teachers' Unawareness of CBC Scale" (TUCBCS), "Lack of a Clear Framework for CBC Scale" (LCFCBCS), "Lack of CBC requisite Knowledge and Skills Scale" (LCBCKSS) and "Achievement of Effectiveness Scale" (AES) were used for data collection. The TUCBCS contained 7 items, LCFCBCS 7 items, LCBCKSS 7 items and AES

7 items respectively. Face and content validities of the instruments were ensured by three experts in the Department of Educational Curriculum, at the National Open University of Nigeria. The Cronbach reliability coefficient was used to establish the reliability coefficients of the instruments. TUCBCS, LCFCBCS, LCBCKSS and AES yielded reliability indexes of 0.89, 0.85, 0.87 and 0.82 respectively. Simple and multiple regression were used to answer the research questions while t-test and ANOVA associated with linear and multiple regression were used to test the null hypotheses.

Results

The results of this study are presented as shown below.

Research Question 1: To what extent does teachers' unawareness of CBC predict little or no achievement of effectiveness among middle basic education pupils in Abuja Municipal Area Council of the Federal Capital Territory, Abuja?

Table 1a: Simple regression on the extent Teachers' Unawareness of CBC predicts Achievement of Effectiveness among Middle Basic Education Pupils

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	0.9227 ^a	0.8012	0.5789	1.494525

Table 1a shows that teachers' unawareness of CBC has a high positive relationship of 0.923 with little or no achievement of effectiveness among Middle Basic Education pupils. The coefficient of determinism of 80.1% shows the extent teachers' unawareness of CBC predicts little or no achievement of effectiveness for middle basic education pupils in Abuja Municipal Area Council of the Federal Capital Territory, Abuja. The remaining 19.9% was accounted for by other variables apart from teachers' unawareness of CBC.

Hypothesis 1: Teachers' unawareness of CBC does not significantly predict little or no achievement of effectiveness among middle basic education pupils in Abuja Municipal Area Council of the Federal Capital Territory, Abuja.

Table 1b: T-test associated with simple regression on the extent to Teachers' Unawareness of CBC predicts little or no Achievement of Effectiveness among Middle Basic Education Pupils

Unstandardized Coefficients			Standardized Coefficients		
Model	Beta	Std. Error	Beta	t-Value	Sig.
1 (Constant)	3.137	1.78252		1.927	.001
Teachers' Unawareness of CBC	-.0722	.321106	-.616	-.281	.001

Table 1b revealed that teachers' unawareness of CBC has a beta value, t-value and significant values of -.616, -.281 and .001 and all at 0.05 alpha level significance. Therefore, the null hypothesis is rejected. By implication, teachers' unawareness of CBC significantly predicts little or no achievement of effectiveness among middle basic education pupils in Abuja Municipal Area Council of the Federal Capital Territory, Abuja.

Research Question 2: How does the lack of a clear-cut framework for CBC in FCT predict little or no achievement of effectiveness among Middle Basic Education pupils in Abuja Municipal Area Council of the Federal Capital Territory, Abuja?

Hypothesis 2: Lack of a clear-cut framework for CBC does not significantly predict little or no achievement of effectiveness among middle basic education pupils in Abuja Municipal Area Council of the Federal Capital Territory, Abuja.

Table 2a: Multiple regression and ANOVA associated with multiple regression on the joint prediction of How Lack of a Clear-cut Framework predicts little or no Achievement of Effectiveness among Middle Basic Education Pupils

R=0.915: R²= .837

Model	Sum of Squares	Df	Mean Square	F	Sig.
1 Regression	70.43215	2	29.341	12.753	0.001
Residual	19.87472	15	2.234		
Total	90.30687	17			

Table 2a was used to answer research question two and test null hypothesis two. Results obtained revealed that the regression square coefficient is 0.837. Therefore, the lack of a clear-cut framework for CBC in FCT predicts little or no achievement of effectiveness among middle basic education pupils by 83.7%. It was shown that the mean square for regression and residual variables are 70.432 and 19.875 respectively. With degrees of freedom of 2, and 15, the F calculated value is 12.753. F, (12.753), df (2,15), $p > 0.001$. The ANOVA associated with multiple regressions showed that p-value is greater than the significant value of 0.001. By implication, the null hypothesis is rejected. Therefore, the lack of a clear-cut framework for CBC significantly predicts little or no effectiveness among middle basic education pupils in Abuja Municipal Area Council of the Federal Capital Territory, Abuja.

Research Question 3: To what extent does lack of CBC requisite knowledge and skills predict little or no achievement of effectiveness among middle basic education pupils in Abuja Municipal Area Council of the Federal Capital Territory, Abuja?

Hypothesis 3: Lack of CBC requisite knowledge and skills does not significantly predict little or no achievement of effectiveness among middle basic education pupils in Abuja Municipal Area Council of the Federal Capital Territory, Abuja.

Table 3a: Multiple regression and ANOVA associated with multiple regression on the joint prediction of Lack of CBC requisite Knowledge and Skills predicts little or no Achievement of Effectiveness among Middle Basic Education Pupils

R=0.864: R²= .747

has
no

Model	Sum of Squares	Df	Mean Square	F	Sig.
1 Regression	55.49923	1	51.901		
Residual	18.73435	11	2.733		
Total	74.23358	12		22.706	0.001

Table 3a was used to answer research question three and test null hypothesis three. Results obtained revealed that the regression square coefficient is 0.747. Therefore, a lack of CBC requisite knowledge and skills predicts little or no achievement of effectiveness among lower basic education pupils by 74.7%. It was shown that the mean square for regression and residual variables are 51.901 and 2.733 respectively. With degrees of freedom of 1 and 11, the F calculated value is 22.706. F, (22.706), df (1,11), $p > 0.001$. The ANOVA associated with multiple regressions showed that p-value is greater than the significant value of 0.001. By implication, the null hypothesis is rejected. Therefore, lack of CBC requisite knowledge and skills significantly predicts little or no achievement of effectiveness among middle basic education pupils in Abuja Municipal Area Council of the Federal Capital Territory, Abuja

Discussion

The discussion of findings is conducted as presented below.

The extent to which Teachers' Unawareness of CBC predicts little or no Achievement of Effectiveness among Middle Basic Education Pupils

It was found that teachers' unawareness of CBC predicts 80.1% of little or no achievement of the little or no achievement of effectiveness among Middle Basic Education pupils in Abuja Municipal Area Council of the Federal Capital Territory, Abuja. The result is therefore to the effect that teachers' unawareness of CBC remains a significant factor that can hinder the achievement of desirable results on CBC initiative. In other words, the result revealed that little or no achievement of the expected results among Middle Basic Education pupils relate to the teachers' unawareness of CBC and not knowing how it works. This result sprung no surprise as a teacher who is not aware of CBC and

knowledge of how it works will achieve little or nothing under CBC initiative. This result is in consonance with the study of Benjamin (2014) which found that teachers' unawareness of CBC and how it works constitute a great impediment to achieving the expected objectives of CBC initiative. He found that 80% of the teachers who were surveyed from selected schools never took the trouble to use the competency-based approaches during the teaching/ learning process in Tanzania. The reason is that teachers believe that using a competency-based approach was time-consuming to practice in relation to the content coverage hence they always opted for a teacher-centred approach regardless of the understanding of the learners. Similarly, Kafyulilo (2012) found that teachers were continuing to use the normal lecture methods even after having been trained in the competency-based approaches.

The result showed that lack of CBC requisite knowledge and skills predicts 74.7% of little or no achievement of effectiveness among middle basic education pupils in Abuja Municipal Area Council of the Federal Capital Territory, Abuja. That is quite significant, as only 25.3% is predicted by factors other than lack of CBC requisite knowledge and skills. In addition, the result is to the effect that lack of CBC requisite knowledge and skills is very significant as it is one of CBC factors likely to lead to little or no achievement of positive outcomes under CBC

2. How does Lack of a Clear-cut Framework predicts little or no Achievement of Effectiveness among Middle Basic Education Pupils

It was found that lack of a clear-cut framework predicts 83.7% of little or no achievement of effectiveness among Middle Basic Education pupils in Abuja Municipal Area Council of the Federal Capital Territory, Abuja. In essence, the

result indicated that little or no achievement of the expected competencies or mastery of competencies among Middle Basic Education pupils in Abuja Municipal Area Council of the Federal Capital Territory, Abuja, relates significantly to a lack of clear-cut CBC framework in the area council. The result implies that having a framework that would define and provide appropriate guidelines for CBC implementation is fundamental for achieving positive outcomes under CBC initiative. This result is in accord with the study of Kim (2015) which revealed that teachers' and students' lack of cross-disciplinary expertise and lack of a clear-cut framework which delineates the steps involved in developing and implementing a CBC are the main impediments to ensuring the effectiveness of the competency-based curriculum.

3. Extent Lack of CBC requisite Knowledge and Skills predicts little or no Achievement of Effectiveness among Middle Basic Education Pupils

The result showed that lack of CBC requisite knowledge and skills predicts 74.7% of little or no achievement of effectiveness among Middle Basic Education pupils in Abuja Municipal Area Council of the Federal Capital Territory, Abuja. That is quite significant, as only 25.3% is predicted by factors other than lack of CBC requisite knowledge and skills. In addition, the result is to the effect that lack of CBC requisite knowledge and skills is very significant as it is one of the CBC factors likely to lead to little or no achievement of positive outcomes under the CBC initiative. The reason is that lack of CBC requisite knowledge and skills would cause the teachers not to properly implement the CBC initiative thereby leading them to achieve little or no goals of the CBC scheme. This result is in agreement with the studies of Kim (2015) and Kabombwe and Mulenga (2020) which revealed that a lack of CBC knowledge and skills on the part of teachers constitutes a major impediment to ensuring the effectiveness of a competency-based curriculum.

Conclusion

Based on the results discussed above, it was concluded that teachers' unawareness, lack of a

clear-cut CBC framework, and lack of CBC requisite knowledge and skills significantly relate to little or no achievement of effectiveness under CBC initiative in the area council which independently and jointly predicted the reason the Middle Basic Education pupils in Abuja Municipal Area Council of the Federal Capital Territory, Abuja are not experiencing the expected results or positive impacts of CBC initiative as implicitly mentioned in the objective statements of UBE.

Recommendations

Based on the findings, the following recommendations were made:

1. Sensitization programmes and special training should be given to primary school teachers to have a better understanding of competency-based curriculum (CBC) and how it works.
2. Abuja Municipal Area Council in collaboration with relevant authorities in the Federal Capital Territory, Abuja should develop a clear-cut framework for the CBC initiative to which every primary school teacher is to be familiarized.
3. Professional development programmes should be organized for primary school teachers to enable acquire the appropriate and relevant knowledge, skills and attitudes that make the CBC initiative succeed.
4. The development and implementation of the CBC initiative should involve collaborative efforts from educational policymakers, curriculum experts, teachers, students, parents, PTA, and other relevant stakeholders.

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