



FACTORS AFFECTING THE IMPLEMENTATION OF THE COMPETENCY-BASED CURRICULUM IN PUBLIC SECONDARY SCHOOLS IN MOGADISHU, SOMALIA: A MULTIPLE REGRESSION ANALYSIS

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ABSTRACT

This research examined factors affecting the implementation of the competency-based curriculum in public secondary schools in Mogadishu, Somalia. Specific objectives of the study were teacher professional development, principal's supervision, and instructional materials. This research used a purely quantitative approach to analyze the data of this research. The data investigated in this study were collected from 292 academic staff randomly selected from six public secondary schools in Mogadishu, Somalia. The Cronbach's Alpha coefficient was .726 obtained indicating that the instrument was reliable to collect data for this study. To analyze the data multiple regression analysis was used to find out the amount of gradient equated to the size of the bivariate correlations between the different predictor variables (principal's supervision, teacher's professional development, and instructional materials) and implementation of the competency-based curriculum. As indicated that there exists a strong, significant, and positive relationship between teacher professional development, as indicated by a factor, ($r=.773$, $P=0.000<0.05$.), principals supervision as indicated by a factor, ($r=.622$ with $P=0.00<0.05$), instructional materials as indicated by a factor, ($r=.647$ with $p=0.000<0.05$.) and implementation of a competency-based curriculum. According to the result of this study, it is recommended that administrators of public Secondary schools and the Ministry of Education should ensure that all public schools have adequate teaching and learning materials and also should give training to teachers and supervise how to implement the school curriculum.

KEY TERMS: Curriculum, Competency-based curriculum, Teacher professionalism Development, Principal's Supervision, instructional materials, student's learning environment

INTRODUCTION

Knowledge is an important input for economic and social progress in any country at all times (Breen, 2014). The quality of education is fundamental to the nation's development. The dynamic society and growing fear about gaining 21-century skills, as well as digital and globalization, have an impact on classroom teaching and learning, requiring the need to ensure that everybody gains new skills for their personal and societal development (Pamia, 2017).

In education, Curricula may be tightly standardized or may include a high level of instructor or learner autonomy. Many countries have national curricula for primary and secondary education, such as the United Kingdom's National Curriculum.

The curriculum is the medium via which nations around the globe equip the general public with the values, knowledge, skills, and attitudes needed for people to be economically and socially active in order to achieve national and personal development (Kabita & Ji, 2010). (2017).

A functional and relevant curriculum is crucial for a society to achieve its educational goals. Teachers, students, school leaders, and community stakeholders benefit from an effective curriculum since it provides a measurable plan and approach to delivering quality education. According to the curriculum, students must demonstrate academic outcomes, requirements, and core competencies before advancing to the next level. The needs, expectations, and dreams of society are the focus of a curriculum. The goal of the curriculum is to find



solutions to societal issues. Schools are expected to instill in pupils desirable knowledge, skills, and attitudes, as well as morals and values. In order to achieve its objectives, society must play a significant role in curriculum creation. The approach of the CBC started in the United States of America (USA) in late 1960 (Nodine, 2016), In Mexico, CBC was implemented back in the year 2009. In South Africa, western developed countries influenced the change of curriculum to the CBC, where changing modes of economic production were placing increasing emphasis on the importance of a skilled and flexible labour force (Mukora, 2006).

The collapse of the Somali country in 1991 led in the abolition of all formal learning systems and the destruction of educational institutions throughout the nation. As a result of this state of strife, civil war, and lack of consistent good governance within the education sector, There are numerous challenges to the curriculum and its implementation, including political instability, a lack of adequate resources to develop the curriculum implementation, and Unskilled principal because the principal is expected to oversee instructors, as teacher apply the implementation of curriculum and is also required to train teachers, as well as provide instructional resources and a proper atmosphere to support the teacher and the students, all these factors the implementation of the curriculum has been hampered. (Ministry of Education's Curriculum Department, 2022) There is a definite gap in involving society in educational decision-making in Somalia. The importance of society in giving curricular ideas, establishing objectives, and supporting the execution of the curriculum in schools cannot be overstated. According to available statistics, the country lacks a unified curriculum since the education system is sponsored by a variety of players, including regional administrations, foreign NGOs, education umbrella groups and networks, the corporate sector, and religious organizations. After that, in 2000, the Somali curriculum was produced, which combined elements from Kenyan, Saudi Arabian, emirate, and Egyptian curricula. Curriculum development and implementation is currently a strategic process as well as a policy challenge. Mohamud, M. S. (2020). The type of curriculum chosen by Somalia will largely determine its willingness to establish a new identity as a peaceful nation. It will choose a curriculum that fits the type of citizens it wants to produce: citizens with a global and the needed skills and knowledge to participate in the modern global economy. As Somalia moves to a more peaceful role, the nation's economic identity and that of its people must begin with a curriculum that promotes peace education, social and economic development, personal development and freedoms, environmental protection and conservation, and collaboration with its neighbors. (Abdirizak, 2022). Therefore, in this article, the researcher investigated factors affecting the implementation of the competency-based curriculum in public secondary schools in Mogadishu, Somalia.

LITERATURE REVIEW

Principal's supervision

The school's educational curriculum is facilitated by the head teacher. These instructional programs are designed to help teachers improve their effectiveness and KCPE performance. The supervision of subordinates' performance is a major responsibility of administration.

Supervisory functions, according to Olembo (1992), including working closely with teachers to assess student problems and needs, fostering strong group morale, and ensuring effective teamwork among teachers. This portrays the principal as a team builder who is in full control of the school's plans. Hence need for head teachers' supervision of syllabus coverage. A school is in economic terms, an industry that transforms a given quality of inputs into required outputs. Instructional oversight is carried out by the headteacher or principal, the deputy head-teacher, and the head of the department. And has four major functions of the principal: Consultative roles, the assisting function, the educational function, and the judicial function.

School principals of Schools in Somalia are responsible for ensuring that the approved curriculum is followed and met at various levels as it is implemented under the supervision of the teacher. The majority of principals are also in charge of evaluating their teachers' performance in terms of curriculum-based competency and knowledge application. The school's fair evaluation of the high school administration in terms of the implementation of the high school curriculum in Somalia always allows their teachers to know what to expect and then give ideas for ways to enhance how Somali teachers are handled. The principal is also in charge of school resources such as infrastructure teachers and infrastructure learners, as well as the classroom environment, which has a learning curve since all of this has an influence on curriculum implementation (Hassan, 2014).



Teacher's professional development

Teacher professional development refers to activities that help a teacher develop his or her skills, expertise, and knowledge, as well as any other characteristics that make a teacher effective. The quality of education delivered by any system in any state is determined by its teachers. This suggests that in order for a country to flourish, it must have a high-quality educational system Abdullahi, A. O. (2019).

The quality of the personnel involved in any curriculum implementation defines its effectiveness. The quality of teachers recruited has a big effect on the efficiency of any curriculum guide (Mwandia 1972). The facilitators are in implementing the literacy program, and they are given regular oversight and monitoring.

As according to Adediwura and Tayo (2007), a teacher's ability to implement the curriculum is a big predictor of students' academic achievement. Teachers' performance can be measured using the following performance indicators: success in affecting pupils' progress, impact on a wider outcome for pupils, advancement in management or lesson planning, behavior, success in local and national examinations, and teacher-pupil contact time, to name a few.

Teachers' performance in completing instructional tasks, skills, and knowledge to work has been linked to syllabus implementation in Somalia, which has been attributed to motivation. Materials available to teachers, general infrastructural conditions, and instructional materials at Somalia's public secondary schools are all factors that influence teacher performance.

Teachers, according to Zeiger (2018), are the main implementers of the curriculum, thus they must possess significant knowledge, skills, and talents in order to bring all of the components to together create a learning environment.

Jeng'ere (2017) emphasizes the importance of reflective lesson plans for the implementation of CBC. A lesson plan is a written description that covers the procedures, content, materials, time, and learning environment used in instruction, according to Farrel (2012).

For a curriculum to be successfully implemented, teacher training and professional development are crucial. Kangori drew attention to this (2014),

Instructional materials

Lack of textbooks and instructional materials, according to Eshiwani (1988), makes teaching difficult since students are unable to perform their oral or written work during class. According to the 1994 KIE study, there was a widespread lack of suitable and acceptable teaching and learning facilities and resources at the NFS's. Physical facilities were in general inadequate and inappropriate, while learning materials were inadequate and of poor quality. Textbooks and other teaching and learning materials help in curriculum implementation. Teaching and learning are affected by a shortage of textbooks. To facilitate rapid implementation, a curriculum designer must offer the support needed for their recommended programs.

Community members as educational resources, according to Beacco (2010). Resources are required for the program to be effectively implemented. Teachers, on the other hand, often complain about a lack of resources. There aren't any books, materials, or facilities. These are common teacher complaints. The current local community's members and materials can easily be substituted for what is required to implement the program. In certain schools, respected community people may be included on school boards.

Implementation of competency-based curriculum

Implementing a curriculum appears to be an issue all across the world (World Bank, 2011) As a result; a competency-based curriculum has been advocated to ensure that the needs of a dynamic society are met in the labor market. Generally, the term "curriculum" refers to a set of knowledge and abilities that students are expected to master in school or during a particular course (UNESCO, 2015). Different researchers have defined the word "curriculum implementation" in various ways. Curriculum implementation, according to Mkpa (1987), is "the work of transforming the curriculum document into the functioning curriculum via the collaborative efforts of students, instructors, and others involved." The competency-based curriculum emphasizes what the learner should really be able to do rather than what he should know (Kabita, 2027). The basic education framework emphasizes the importance of a curriculum that not only develops skills, knowledge, and attitude but also allows for enactment in daily life. Curriculum implementation relates to every produce best or change that occurs. It is a different framework for understanding the process through which a notion, model, or theory is adopted by a practice. Stiegelbour, Fullan (1991).



OBJECTIVES OF THE STUDY

1. To Analyses the effect of the principal’s supervision on the implementation Competency-Based Curriculum in Public secondary Schools in Mogadishu, Somalia
2. To examine the influence of teacher’s professional development on implementation Competency Based Public secondary Schools in Mogadishu, Somalia
3. To determine the influence of instructional materials on the implementation Competency-Based Curriculum in Public secondary Schools in Mogadishu, Somalia

RESEARCH HYPOTHESIS

- H1: The Principal’s supervision does not predict the implementation Competency-Based Curriculum Public Schools in Mogadishu, Somalia
- H2: The teacher’s professional development does not predict implementation Competency-Based Public Schools in Mogadishu, Somalia
- H3: The instructional materials do not predict the implementation Competency-Based Curriculum in Public Schools in Mogadishu, Somalia

METHODS

This study highlights the many approaches used in investigating the Factors Affecting the Implementation of Competency-Based Curricula in Public Secondary Schools. This research used a purely quantitative approach.

SAMPLE AND SAMPLING TECHNIQUES

The data analyzed in this study were collected from 292 academic staff randomly selected from six schools. The sample of academic staff was selected from public schools in consideration of their academic levels (teachers, senior teachers, principals, and deputy principals)

INSTRUMENT

A curriculum implementation questionnaire that has 4 demographic questions and 25 items on the Likert scale was used to collect the data for the study. The 25 items on the Likert scale (5= strongly disagree, 4= Disagree; 3= neither agree nor disagree; 2= Agree 1= strongly agree.) collected information about the academic staff curriculum implementation while the 4 demographic questions identified the academic staff and also, acted as the predictor variables in the study. According to the results of the Cronbach’s alpha coefficients, the reliability of the curriculum implementation Inventory Modified was .726, which indicated that it was a good instrument for measuring the implementation competency-based curriculum.

RELIABILITY

Reliability test were conducted to test for the instrument’s adequacy and consistence in measuring what it is supposed to measure. For reliability, the Cronbach’s Alpha coefficient was .726 obtained indicating that the instrument was reliable to collect data for this study.

Table 1: Construct Reliability

| Variable | Number of Items | Cronbach’s alpha |
|--|-----------------|------------------|
| Factors= Principal’s supervision, The teacher’s professional development and instructional materials | 25 | 0.726 |

DATA COLLECTION

Different research assistants were assigned to collect data from the different schools which were selected randomly from their respective cohorts (public) to participate in the study. And distributed the questionnaires. Also, in the selection of the academic staff their principal’s supervision, teacher’s professional development, and the instructional materials in the school they work were put into consideration. This method of selecting participants for the study helped in having a representative sample for all the attributes which were under investigation in this study.



DATA ANALYSIS

To analyze the data multiple regression analysis was used to find out the amount of gradient equated to the size of the bivariate correlations between the different predictor variables (principal’s supervision, teacher’s professional development, and instructional materials) and implementation of the competency-based curriculum. The step-wise method of multiple regression analysis was employed to determine the predictive power of each individual independent variable in the model in the implementation of a competency-based curriculum

RESULTS

Table 2: Gender distribution

| Variables | Frequency | Percent |
|-----------|-----------|---------|
| 1 | 264 | 90.4 |
| 2 | 28 | 9.6 |
| Total | 292 | 100.0 |

The data from the table 1 shows that the Male personnel were at 90.4 percent while the female counterpart at 9.6 percent. This represented gender parity in term of personnel that facilitates the implementation of the curriculum.

Table 3: Age

| Variable | Frequency | Percent |
|----------|-----------|---------|
| 1 | 229 | 78.4 |
| 2 | 50 | 17.1 |
| 3 | 6 | 2.1 |
| 4 | 7 | 2.4 |
| Total | 292 | 100.0 |

As illustrated in table 3, the findings revealed that the majority of the respondents are 20-30 years, followed by those who were 31-40 years. The study implies that the majority of the respondent were middle-aged and probably at the peak of their career.

Table 4: Qualification

| Variables | Frequency | Percent |
|-----------|-----------|---------|
| 1 | 82 | 28.1 |
| 2 | 170 | 58.2 |
| 3 | 27 | 9.2 |
| 4 | 13 | 4.5 |
| Total | 292 | 100.0 |

This table 3 shows that most of the principals (58.2) and teachers indicated that bachelor in education was their highest professional qualification. These findings reveal that teachers and principals were professionally qualified to carry out their roles in curriculum implementation.

Table 5: Experience

| Variables | Frequency | percent |
|-----------|-----------|---------|
| 1 | 165 | 56.5 |
| 2 | 82 | 28.1 |
| 3 | 23 | 7.9 |
| 4 | 21 | 7.2 |
| 5 | 1 | .3 |
| Total | 292 | 908 |



The findings were presented in Table 4 of the principals and teachers had 1-5 years of experience, 56.5 while the others had 6-10 years of experience, 28.1. So that these staff can carry out their roles in the implementation of the curriculum

HYPOTHESES

H1: an explanation of whether the teacher’s professional development is predicted implementation Competency-Based Public Schools according to significance level which is 0.000. ANOVA tables were conducted to compare the teacher’s professional development and implementation competency-based curriculum. This indicates that the H1 is rejected, and the teacher’s professional development predicts the implementation competency-based curriculum in public schools. This means that there is a significant positive relationship between the principal’s supervision and the implementation competency-based curriculum.

H2: in explaining whether the Principal’s supervision is predict implementation Competency-Based Curriculum in Public Schools according to the significance level which is 0.000. This indicates that the H2 is rejected, and the principal’s supervision predicts the implementation competency-based curriculum in public schools. This means that there is a significant positive relationship between the principal’s supervision and the implementation competency-based curriculum.

H3: There is predicting between the instructional materials and implementation Competency Based Curriculum according to ANOVA table. In explaining to whether the instructional materials is predict implementation Competency Based Curriculum in Public Schools according to the significance level which is 0.000. This indicates that the H3 is rejected, and the instructional materials predict the implementation competency-based curriculum in public schools. This means that there is a significant positive relationship between instructional materials and the implementation competency-based curriculum.

Table 6: Correlation analysis

| | ICB Curriculum | Teacher professional dev. | Principals supervision | Instructional materials |
|---------------------|----------------|---------------------------|------------------------|-------------------------|
| ICBC (r) | | | | .647 |
| (p) sig. (1 tailed) | 1.000 | .773 | .622 | |
| TPD (r) | .773 | 1.000 | .164 | .159 |
| (p) sig. (1 tailed) | 0.000 | | | |
| PS (r) | .622 | .164 | 1.000 | .344 |
| (p) sig. (1 tailed) | 0.000 | | | |
| IM (r) | .647 | .159 | .344 | 1.000 |
| (p) sig.(1tailed) | 0.000 | | | |

*-Correlation is significant at the 0.05 (1 tailed)

The result in table 4 indicated that there exists a strong, significant, and positive relationship between teacher professional development and implementation of a competency-based curriculum. As shown correlation factor, $r=.773$, $P=0.000<0.05$. From correlation findings, there is exist a strong positive and significant correlation between the principal’s supervision, and the implementation competency-based curriculum. As indicated by a factor, $r=.622$ with $P=0.00<0.05$. This demonstrated that the principal’s supervision contributes to the implementation of a competency-based curriculum in Somalia. The correlation findings also indicated that there exists a strong, significant, and positive relationship between instructional materials and implementation of competency based curriculum in Somalia as indicated by a correlation factors, $r=.647$ with $p= 0.000<0.05$.



Table 7: combined model summary

| Model | R | R Square | Adjusted Square | R Std. Error of Estimate |
|-------|--------------------|----------|-----------------|--------------------------|
| 1 | .773 ^a | .597 | .596 | .33766 |
| 2 | .938 ^b | .880 | .879 | .18498 |
| 3 | 1.000 ^c | 1.000 | 1.000 | .00000 |

a. Predictors: (constant) profession Developing, principals supervising, Instructional materials

The results of the coefficients for multiple regressions .597, .880, and 1.000 show that the three statistically significant predictive variables have a significant contribution to the Implementation competency-based curriculum.

Table 8: ANOVA

| Model | | Sum of square | df. | Mean square | F. | Sig. |
|-------|------------|---------------|-----|-------------|----------|-------|
| 1 | Regression | 49.004 | 1 | 49.004 | 429.796 | .000b |
| | Residual | 33.065 | 290 | .114 | | |
| | Total | 82.069 | 291 | | | |
| 2 | Regression | 72.180 | 2 | 36.090 | 1054.704 | .000c |
| | Residual | 9.889 | 289 | .034 | | |
| | Total | 82.069 | 291 | | | |
| 3 | Regression | 82.069 | 3 | 27.356 | | .000d |
| | Residual | .000 | 288 | .000 | | |
| | Total | 82.069 | 291 | | | |

a. Dependent variable: implementation of competency-based curriculum in Somalia

b. predictors: (constant), teacher professional development, principals supervision, instructional materials

F= 429.796, 1054.704, and P= 0.000 were reported in the analysis variance. This indicated a favorable significant relationship between teacher professional development, principal supervision, instructional materials, and the competency-based curriculum implementation in Somalia.

Table 9: Coefficients results

| Model | Unstandardized coefficients | Standardized coefficients | t. | Sig. |
|----------------------------------|-----------------------------|---------------------------|--------|-------------------|
| | B | Std. Error | | |
| 1 (Constants) | 1.487 | .097 | 15.270 | .000 |
| Teacher Professional Development | .527 | .025 | .773 | .000 |
| Principal's Supervision | .362 | .538 | .687 | .000 |
| Instructional Materials | .440 | .646 | .646 | 661412106.46 .000 |

This model can be represented as $Y = 1.487 + 0.527X_1 + 0.362X_2 + 0.440X_3$ it is evident that holding teacher professional development, principals supervision, and instructional materials to a constant zero, implementation of the competency-based curriculum in Somalia would be at 1.489. In addition, any unit increase in teacher professional development would increase the implementation competency-based curriculum in Somalia by a factor of 0.527. Any unit increase in principal's supervision would improve the implementation competency-based curriculum in public schools by a factor of .362. Lastly, any unit in instructional materials would increase the implementation of a competency-based curriculum in Somalia by a factor of .440



CONCLUSION AND RECOMMENDATIONS

The overall objective of the study was to identify factors affecting the implementation of the competency-based curriculum in public secondary schools in Mogadishu, Somalia. By using multiple regression analysis. The result of the study showed that the teacher's professional development, principal's supervision, and instructional materials have a great influence on the implementation of the competency-based curriculum in public secondary schools. It is due to this that most respondents expressed a lot of confidence that these predictor variables are highly likely to affect the implementation of the competency-based curriculum. This has led to the levels of the performance that is exhibited in most schools that embrace these variables. In conclusion that the qualified teacher, supervisor, and teaching and learning resources have a higher role to play in the curriculum's implementation according to the respondents who answered the questionnaires. It is recommended that public Secondary schools should concentrate on teacher professional development, sustained school supervision, and school instructional materials so as to improve the implementation of the competency-based curriculum.

The government through the Ministry of Education should ensure that all public schools have adequate teaching and learning materials and also should give training to teachers and supervise how to implement the school curriculum.

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