

Selected Factors that Influence Self-Efficacy in Competence Based Education among Junior School Learners in Kenya

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ABSTRACT

The implementation of Competence Based Curriculum (CBC) in Kenya began in the year 2017 with the aim of nurturing the learners to attain their full capability and develop skills to meet the demands of the 21st century. To ensure that this system succeeds, the Government through the Ministry of Education has increased investment in infrastructure and human resource development. However, its alleged that CBC is yet to realize its aspirations because of the dwindling nature of learning outcomes especially in public primary schools. For instance, Uwezo Learning Assessment Report (2021) revealed that only 40% of the pupils in grade 3 met expectation in reading a grade three text. The results indicate that a significant number of pupils do not acquire adequate skills as outlined in CBC implementation framework. This calls for research to provide evidence that may be used to address the gaps in order to realize the objectives of CBC. This research article focuses on parental involvement and teacher competence in implementation of CBC as factors that influence self-efficacy among primary school pupils in Kenya. The study was restricted to desk top literature review on how parental involvement and teacher competence influence self-efficacy among primary school learners. The search criteria for the articles reviewed was based on the sample used, year of publication (2019 and after) and variables of study. Data were collected using descriptive analysis and thematic analysis. The results indicated that parental involvement and teacher competence in implementation of CBC influence self-efficacy in competence based education among primary school pupils in Kenya. Based on the results, the study recommends that teacher training should be enhanced to improve their competence in the implementation of CBC for high quality learning outcomes. The parents should be sensitized more to get involved in the learning of pupils to enhance their self-efficacy.

Keywords: Self-efficacy, parental involvement, teacher competence, competence based education and competence based curriculum

INTRODUCTION

Self-efficacy is one of the key elements that profoundly affects learners' academic achievement in the classroom. According to Ose (2021), self-efficacy is a personal assessment of one's capacity to start and finish tasks. It also refers to the belief in one's capacity to succeed in particular circumstances or successfully complete a task (Nod et al., 2021). How one handles objectives, chores, and obstacles can be significantly influenced by their level of self-efficacy. One of the most enabling psychology models that positive psychology has used to explain achievement is self-efficacy, or confidence as it is more widely known (Ifeoma & Obinna, 2019). In the realm of educational psychology, self-efficacy has emerged as a critical

factor influencing learners' academic achievement and overall well-being. In the educational context, it is defined as one's belief in their capability to perform specific academic tasks to achieve academic goals. It plays a crucial role in shaping individuals' behaviors, thoughts, and emotions (Mohsin et al., 2023).

The development of self-efficacy begins at an early age and continues to evolve throughout one's educational journey. It is believed that developing learners' self-efficacy is an essential intervention in fostering their capacity to aim for academic success (Dong, 2023). Teachers work together to help learners develop their sense of self-efficacy through counseling and instructional activities in the classroom. One facet of learners' personality development is the spontaneous shaping of their self-efficacy, which occurs whenever there is a chance to shape people's behavior patterns (Nyongesa & Njoroge, 2023). The development of self-efficacy in learners is largely carried out by exposure to process-based learning and conditioning, particularly from close relationships (Ifeoma & Obinna, 2019). Exposure to role models and significant individuals during resource person mentoring is said to be a suitable and successful method of behavior modification and shaping. Nonetheless, the long-lasting effect that generates outcomes in real time is the one that ignites intrinsic motivation (Anierobi et al., 2024). Any support provided by loved ones should be directed toward increasing the learners' self-confidence and supporting behaviors that enable them to achieve their objectives on their own (Muturi, 2023). This suggests that helping learners internalize and incorporate self-efficacy as a component of their overall personality development is a necessary step in the process of forming self-efficacy.

In the context of junior school learners in Kenya, understanding the factors that influence self-efficacy is essential for educators and policymakers to design effective interventions that promote learners' confidence and motivation (Nyongesa & Njoroge, 2023). Factors such as parental involvement, teacher support, peer relationships, and cultural influences have been identified to have an influence on self-efficacy in junior school learners. By investigating these factors, this research aims to provide insights into the underlying factors that shape learners' self-beliefs and academic outcomes (Nzomo et al., 2023).

The challenges faced in junior schools in Kenya with regard to the implementation of CBC and achievement of its aspirations calls for continued research to provide evidence that may be used to alleviate the situation. In particular, parental involvement and teacher competence may influence the development of self-efficacy among learners. According to Thuba (2019), principals' instructional leadership and differentiated content both emerge as key variables that can impact self-efficacy. By exploring the relationship between parental involvement, teacher competence and self-efficacy in the context of junior school learners in Kenya, this study aims to contribute to the enhancement of teaching practices tailored to school settings. Moreover, the findings may inform interventions aimed at bolstering learner self-efficacy for better learning outcomes in educational environments.

STATEMENT OF THE PROBLEM

Self-efficacy beliefs influence how long learners will persist when engaging with challenging tasks. Development of self-efficacy is essential in the success of CBC in junior schools in Kenya. However, despite the impact of self-efficacy among learners, low self-efficacy has been on the rise in various junior schools learners in Kenya. Low self-efficacy or lack of confidence has left learners doubting their ability to succeed, making them hesitant in engaging in learning or taking appropriate academic growth risks. The implementation of the new curriculum is faced with the challenge of low self-efficacy among learners. It is imperative to note that since the roll out of the curriculum in Kenya in 2017, teachers have not received adequate training while parents have not known much about CBC.

Researchers have revealed that adoption of CBC as a replacement of 8-4-4 is faced with many challenges. For instance, majority of the teachers are still struggling to implement this system due to the inadequate

training they have received concerning the implementation of the curriculum. Inadequate training negatively affects teacher's competence which has resulted to low self-efficacy among learners (Mungasia, Ouda & Otieno, 2022). Similarly, majority of the parents do not understand their role in the implementation of CBC in Kenya. This therefore has made it difficult for them to offer support to the learners in junior school. Lack of support from parents may impact student's self-efficacy. Low self-efficacy among junior school learners may also be associated with lack of resources. The new curriculum is faced with the challenge of inadequate resources such as learning materials and inadequate funding from the government (Muturi, 2023). To address the challenge of low self-efficacy among learners in junior secondary, this article explored the impact parental involvement and teacher competence as factors that influence self-efficacy among junior school learners in Kenya in order to fill the gap.

PURPOSE

The implementation of Competence Based Curriculum (CBC) in Kenya began in the year 2017 with the aim of nurturing the learners to attain their full potential and develop skills to meet the demands of the 21st century. The purpose of this study was to explore the factors that influence self-efficacy among junior school learners in the CBC in Kenya.

THEORETICAL FRAMEWORK

Social Cognitive Theory by Bandura

Social Cognitive theory was developed by Bandura in 1986. Based on the idea that cognitive, behavioral, and environmental factors influence learning, Albert Bandura created the Social Cognitive Theory (Bandura, 1986). Bandura proposed that learning occurs by observing other people's behavior and the consequences of that behavior. According to the theory, four major factors control the process of observational learning: motivation, attention, retention, and reproduction. People use attention to selectively watch and take information from the modeled activities that are being performed (Bandura, 1986). Transforming and restructuring information in the form of rules and conceptions is the process by which information is retained and stored in memory. The act of reproducing the observed behavior is known as replication. Learner's motivation drives attention, practice and retention. According to the Social Cognitive Theory, individuals are the agents or managers of their own behaviors which indicates that observational learning is more complex than simple imitation (Bandura, 1986). In this theory, a key component of the Social Cognitive Theory process is self-efficacy. It refers to a person's confidence in their ability to properly direct actions or occurrences in their lives. These opinions stem from the person's perception that they have the necessary resources, drive, and cognitive skills to successfully finish the activity (Bandura, 1986). According to Bandura (1986), there are four primary information sources that contribute to learners' sense of self-efficacy: social persuasions, psychological states, vicarious (observational) experiences, and active mastery experiences.

The social cognitive theory can be appropriately used to explain learning in competence based education. According to this theory, individuals learn cognitive and affective behavior from observing the behavior of others and the social consequences of those actions. The acquisition of skilled performance or achievement, however, depends on the learner's belief that he or she can perform various tasks, a concept the theorist referred to as self-efficacy. This aspect is one of the objectives of the competency-based curriculum because it aspires to expose children to learn by observing and building confidence through what they observe.

Albert Bandura's theory attempts to explain learning in a naturalistic setting. In contrast to the laboratory setting, the social environment provides many opportunities for individuals to acquire complex skills and abilities through observing behavioral models and behavioral consequences. Competence Based Education

emphasizes on the need of the learners to learn from these setting hence the theory can be adopted to clearly explain the aspects of CBC.

LITERATURE REVIEW

Parental Involvement

The Kenyan government through the Kenya Institute of Curriculum Development, adopted a Competency Based Curriculum (CBC) in 2017 as part of curriculum reforms. The curriculum's fifth guiding principle, Parental Empowerment and Engagement, emphasizes the value of parent-teacher collaboration and the need to enhance parental empowerment and engagement in order to fully realize each learner's potential (Dong, 2023). Research on parental involvement in their children's education carried out in Kenya by Muturi (2023) emphasizes the critical role that parental involvement plays in the learner's educational outcomes.

Parental involvement encompasses a wide range of activities and behaviors that parents engage in to support their children's education. This involvement is done in various forms, such as providing educational resources at home, attending parent-teacher conferences, volunteering at school events, or helping with homework. These forms of parental involvement can be classified into three main categories: behavioral, cognitive, and affective (Mwarari et al., 2020). Behavioral involvement refers to parents' actual participation in school-related activities, such as attending school events or volunteering in the classroom. Cognitive involvement involves parents' efforts to engage with their children academically, such as helping with homework or discussing educational goals while affective involvement focuses on the emotional support and encouragement that parents provide to their children regarding their education (Dingili & Yungungu, 2023). These different forms of parental involvement play a crucial role in shaping learners' self-efficacy and academic outcomes in competence-based curriculum in Kenya.

Research has shown that parental involvement plays a crucial role in shaping learners' self-efficacy beliefs, particularly in the context of competence-based curriculum (Esteve-mon et al., 2020). Parents who are actively involved in their child's education by providing support, encouragement, and guidance are more likely to contribute to their child's belief in their own abilities to succeed academically. Dudareva and Cakane (2021) demonstrated that parental involvement positively impacts learners' self-efficacy by fostering a sense of competence and mastery. The study further found out that learners whose parents were highly involved in their education reported higher levels of self-efficacy. Conversely, learners with limited parental involvement may struggle to develop confidence in their abilities. Thus, it is evident that parental involvement plays a significant role in shaping learners' self-efficacy in competence-based curriculum settings.

According to Kihima (2023), parental involvement positively influences learners' attitudes towards their learning and enhances their motivation to strive for academic success. Parental involvement plays a crucial role in encouragement, guidance, and support from home. Furthermore, Mwarari et al. (2020) suggests that parental support and engagement can help learners navigate challenges and setbacks, ultimately fostering a growth mindset and resilience in the face of academic difficulties. In this way, parental involvement serves as a significant determinant of learners' self-efficacy in competence-based curriculum.

In the local context, research has shown that parental involvement influence the development of self-efficacy in junior school learners in Kenya. According to Muturi (2023) parental involvement in education plays a significant role in shaping their children's beliefs about their abilities. It is evident that learners whose parents are actively engaged in their education tend to have higher levels of self-efficacy. Additionally, parental involvement play a crucial role in fostering self-efficacy beliefs among learners. The way in which parents provide feedback, offer support, and create a positive learning environment can have a profound

impact on learners' self-perceptions of their capabilities (Thuba, 2019). Furthermore, societal influences such as cultural beliefs and socioeconomic factors, can also shape learners' self-efficacy beliefs (Suratman & Arafat, 2020). Understanding the impact of parental involvement is essential for developing effective interventions aimed at enhancing self-efficacy in junior school learners in Kenya.

Since the competency-based curriculum was implemented, there has been a dearth of empirical research on parental involvement. Media reports suggest that parents are adjusting to their expanded position as co-educators as per the CBC (Otieno & Onyango, 2019; Ondieki, 2019). This is a noteworthy development. This is not a new phenomenon since, as research shows, parental active involvement in their children's education is not an easy undertaking. To promote effective parental involvement in school activities, Muema (2022) cites problems connected to the six forms of parental involvement and suggests that each type of challenge should be minimized contextually.

Furthermore, studies have shown that parental involvement plays a crucial role in promoting learners' academic achievement and overall well-being. For instance, a study by Amunga et al. (2023) found that parents who actively engage with their children's schooling helps learners navigate the challenges of a competence-based educational system. By working collaboratively with teachers, parents can provide valuable insights into their children's learning needs and create a supportive environment that fosters learning and development. In light of these findings, it is imperative for educators and policymakers to recognize and harness the potential of parental involvement in advancing competence-based education in Kenya.

It has been consistently shown that parental involvement and encouragement play a significant role in shaping a child's self-efficacy in competence-based education. Parents who are actively engaged in their child's academic journey and provide positive reinforcement contribute to the development of their child's beliefs in their ability to succeed (Mogere & Mbataru, 2023). By offering support, guidance, and praise, parents can boost their child's confidence in their academic capabilities, ultimately leading to higher levels of self-efficacy and motivation to excel in school. Therefore, it is crucial for schools to recognize the importance of fostering strong partnerships with parents to create a supportive educational environment that nurtures learners' self-efficacy beliefs and promotes academic success (Kihima, 2023).

Studies have also shown that when parents actively participate in their children's learning journey, learners exhibit improved academic performance, social skills, and overall well-being (Mwarari et al., 2020). By engaging with their children's educational processes, parents can provide support, motivation, and a conducive learning environment at home, complementing the efforts of educators in schools. This collaborative approach between parents and teachers not only enhances learners' academic outcomes but also fosters a sense of community and shared responsibility for children's educational success. Thus, embracing and promoting parental involvement in education is essential for the effective implementation of competence-based curricula, as it creates a holistic support system that nurtures learners' growth and development (Dingili & Yungungu, 2023).

One of the primary challenges in enhancing learners' self-efficacy through parental involvement lies in the varying levels of parental engagement. Research has shown that not all parents have the time, resources, or knowledge to actively participate in their child's education, which can hinder the effectiveness of interventions aimed at boosting self-efficacy (Muema, 2022). Additionally, cultural norms and expectations can also impact the extent to which parents are involved in their children's academic lives. Furthermore, there may be limitations to the strategies that parents employ to enhance self-efficacy, as some approaches may inadvertently undermine a student's sense of autonomy and self-reliance (Ondieki, 2019). To address these challenges, it is crucial for schools and educators to provide resources and support to parents, while also promoting a collaborative approach that respects the diverse needs and preferences of both parents and

learners. By fostering a strong partnership between parents, learners, and schools, it is possible to overcome these obstacles and create a conducive environment for enhancing self-efficacy in learners (Warnasuriya, 2018).

The literature reviewed on parental involvement in competence-based curriculum in Kenya reveals a consensus on the positive impact of parental engagement on student outcomes. Studies consistently show that when parents are actively involved in their child's education, learners tend to perform better academically, exhibit higher levels of motivation, and demonstrate improved behavior. Furthermore, parental involvement has been linked to increased levels of self-esteem and confidence in learners (Dingili & Yungungu, 2023). These findings underscore the importance of fostering strong partnerships between schools and parents to support student success. By encouraging open communication and collaboration between educators and families, schools can create a supportive environment that promotes academic achievement and overall well-being. As such, promoting parental involvement in competence-based curriculum in Kenya is key to enhancing the educational experience and outcomes of learners.

Teacher Competence

Teachers have a significant influence on how competent learners believe they are because they provide them with opportunities for success, constructive criticism, and encouraging guidance (Wenhui & Mansor, 2024). Fostering a growth attitude, offering relevant learning opportunities, and providing scaffolding support cultivate self-efficacy in learners, which goes beyond simple encouragement and helps them acquire the abilities and techniques needed to overcome both personal and academic obstacles (Ayllon, Alsina & Colomer, 2019). Therefore, teacher competence is essential in helping learners develop a sense of self-efficacy and how it greatly affects their motivation, performance, and general well-being (Ose, 2021).

A comprehensive literature review reveals that teacher competence encompasses a wide range of factors, including content knowledge, pedagogical skills, and classroom management techniques. According to Fani and Hagen (2021), teachers who demonstrate high levels of competence are better equipped to facilitate student learning and foster positive self-efficacy beliefs. This is supported by Mwenje (2020), who found a significant correlation between teacher competence and student academic performance. Furthermore, Tattnell, (2022) underscores the role of teacher support and guidance in enhancing student self-efficacy within the context of Kenya's Competence-Based Curriculum. Ultimately, the literature review provides valuable insights into the impact of teacher competence on student self-efficacy, highlighting the need for continued research and professional development in this area. Competent teachers play a crucial role in shaping learners' attitudes, beliefs, and self-efficacy towards learning. Mutua et al. (2023) found out that teacher competence is positively correlated with student achievement and motivation. In the context of Kenya's Competence-Based Curriculum, teacher competence becomes even more essential as educators are required to focus on developing learners' competencies through interactive and experiential learning approaches. Therefore, investing in professional development programs to enhance teacher competence is paramount to ensuring the successful implementation of the new curriculum and ultimately improving student outcomes (Andiema, 2020).

In examining the implementation of a Competence-Based Curriculum in Kenya, it becomes evident that teacher competence plays a pivotal role in shaping student self-efficacy within this educational framework. The shift towards a competency-based approach requires not only a restructuring of the curriculum but also a significant focus on the professional development of teachers to effectively integrate new pedagogical methodologies (Kamini et al., 2020). The training of teacher educators is crucial in ensuring the successful adoption of innovative teaching practices, such as STEM/TVET integration (Kaskens et al., 2020). This implies that the transformation of teacher practices through tailored professional development programs, like those incorporating the Maker movement and TPACK model, is essential for fostering the necessary skills

and knowledge among educators to navigate the complexities of the Competence-Based Curriculum (Nyakundi & Orodho, 2020). Furthermore, the findings suggest that addressing the limited experience and confidence of teacher educators in STEM pedagogy is fundamental to enhancing student learning outcomes and promoting a culture of lifelong learning in line with 21st-century skills (Karani et al., 2021). By investing in the competence development of teachers, the educational landscape in Kenya can be enriched, ultimately empowering learners to thrive in a competency-based educational system.

According to Pinar et al. (2020), it has been demonstrated that teachers' competence can develop a supportive learning environment in helping learners of all ages develop a sense of self-efficacy. In this study, learners' self-efficacy scores were higher when teachers used a more collaborative and interactive learning style than when they taught in a rigid or closed classroom. The results were validated and held constant when re-examined later in different age groups, despite the fact that the study was done on a group of learners pursuing a specific subject.

Previous research has highlighted the importance of teacher competence in fostering self-efficacy in junior school learners in Kenya. Teacher competence has been found to significantly impact learners' beliefs in their abilities to succeed academically and face challenges effectively (Mungasia, Ouda & Otieno, 2022). Teachers who are competent provides encouragement, constructive feedback, and assistance in problem-solving contribute to the development of learners' confidence and belief in their own capabilities (Sigrid & Johannes, 2020). In Kenya, where learners may face various obstacles in their educational journey, teacher support plays a crucial role in nurturing resilience and determination among learners. By creating a supportive and nurturing classroom environment, teachers can empower learners to overcome barriers and strive for academic success (Nzomo et al., 2023). Therefore, teacher competence is important in developing self-efficacy and it is essential for educators and policymakers in Kenya to enhance student learning outcomes and overall well-being.

Furthermore, Nyongesa and Njoroge (2023) indicated that teacher competence fosters teacher-student relationships and has been identified as a key factor in predicting self-efficacy in junior school learners in Kenya. The dynamic interplay between teachers and learners plays a significant role in shaping learners' beliefs in their own abilities to succeed academically. The research suggests that positive and supportive relationships with teachers can enhance learners' confidence levels and motivate them to engage more actively in the learning process. When learners feel a strong connection with their teachers, they are more likely to seek help when needed, persist through challenges, and take academic risks. Conversely, negative or strained relationships can have detrimental effects on learners' self-efficacy beliefs, leading to decreased motivation and performance levels in the classroom. Therefore, fostering positive and nurturing teacher-student relationships is crucial for promoting self-efficacy among junior school learners in Kenya.

Teachers who demonstrate a high level of subject knowledge, pedagogical skills, and interpersonal communication are more likely to instill confidence and motivation in their learners. When learners perceive their teachers as competent and capable, they are more likely to engage actively in the learning process, set higher goals, and persevere through challenges (Nzomo et al., 2023). A competent teacher not only imparts knowledge but also serves as a mentor, coach, and role model for their learners. By providing meaningful feedback, tailor-made interventions, and emotional support, competent teachers can help learners develop a strong sense of self-efficacy and belief in their own abilities to succeed academically (Ajuoga and Keta, 2021). In the context of Kenya's Competence-Based Curriculum, the impact of teacher competence on student self-efficacy is a crucial factor that must be carefully considered to ensure the successful implementation of the new educational framework.

Studies have highlighted the significant role of teacher competence in the successful implementation of competence-based education in Kenya. According to Momanyi and Rop, (2020), teacher competence

encompasses a range of skills and knowledge, including pedagogical expertise, subject matter knowledge, and the ability to adapt teaching strategies to meet the diverse needs of learners. Teachers who exhibit high levels of competence are better equipped to facilitate effective learning experiences that align with the goals of competence-based education. Furthermore, Koskei and Chepchumba (2020), emphasized that competent teachers play a crucial role in fostering learners' motivation, engagement, and mastery of competencies. Therefore, it is essential for teacher training programs in Kenya to prioritize the development of teacher competence to ensure successful implementation of competence-based education initiatives.

Furthermore, teacher support and guidance play a crucial role in enhancing learners' self-efficacy in competence-based education. Teachers who demonstrate a genuine interest in their learners' learning and well-being, provide constructive feedback, and offer guidance on how to improve academic performance are more likely to foster a sense of self-belief and confidence in their learners (Sulaiman & Ismail, 2020). Learners who perceive their teachers as supportive and invested in their success tend to exhibit higher levels of self-efficacy. In the context of junior school learners in Kenya, where competence-based education is being increasingly emphasized, the role of teachers in providing support and guidance is particularly significant. By cultivating a positive teacher-student relationship and creating a supportive learning environment, educators can empower learners to believe in their abilities and take on challenges with confidence (Desiriani & Muhammad, 2023).

In reviewing the literature on the influence of teacher competence on student self-efficacy in Kenya's Competence-Based Curriculum, it is evident that teacher effectiveness plays a crucial role in shaping learners' beliefs and attitudes towards their own abilities. Studies have consistently shown that educators who possess a deep understanding of the curriculum content, effective teaching strategies, and strong interpersonal skills are more likely to foster a sense of self-efficacy in their learners (Nyongesa and Njoroge 2023). By providing clear instructions, personalized feedback, and creating a supportive learning environment, competent teachers can empower learners to take ownership of their learning and strive for excellence. As Kenya continues to implement the Competence-Based Curriculum, it is imperative for policymakers and educational leaders to prioritize the professional development of teachers to ensure they are equipped with the necessary skills to enhance student self-efficacy and academic achievement.

CONCLUSION

This article has explored two key factors that influence self-efficacy among junior school learners in Kenya. Specifically, it has demonstrated that parental involvement and teacher competence are significantly influence learners' self-efficacy beliefs. These results underscore the importance of a supportive social environment in promoting learners' confidence and belief in their abilities to succeed academically. Furthermore, the study also revealed that learners' self-efficacy was positively associated with their academic achievement and motivation levels. This suggests that interventions aimed at enhancing self-efficacy beliefs among junior school learners could potentially have a positive impact on their academic performance and overall well-being. These findings have important implications for educators and policymakers in designing interventions and programs to support learners' self-efficacy development and improve learning outcomes in competence based curriculum among Kenya's junior school learners.

RECOMMENDATIONS

In light of the findings presented in this research study, it is evident that there are various factors that influence self-efficacy in junior school learners in Kenya. This article has shown that parental involvement and teacher competence significantly influence learners' self-efficacy. These findings are consistent with previous literature on self-efficacy and provide valuable insights for educators, policymakers, and parents aiming to enhance learners' confidence in their academic pursuits. The study therefore, recommends that

teacher training should be enhanced to improve their competence in the implementation of CBC for high quality learning outcomes. The parents should be sensitized more to get involved in the learning of their children to enhance their self-efficacy. It is also essential for future research in this area to explore additional factors and further investigate the complex interactions among various factors influencing self-efficacy in junior school learners. By addressing these gaps in knowledge, educational stakeholders can develop more targeted interventions to promote positive learning outcomes for learners in Kenya in the implementation of CBC.

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