

## **Teacher educators' perception of the effectiveness of competency-based curriculum in teacher education and its impact on teacher quality**

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### **Abstract**

This study Teacher Educators' Perception of the Effectiveness of Competency-Based Curriculum in Teacher Education and Its Impact on Teacher Quality, explored the perceptions of 327 lecturer respondents from Michael Okpara University of Agriculture (MOUAAU) and Alvan Ikoku Federal University of Education (ALVAN) regarding the effectiveness of competency-based curricula (CBC) in enhancing teacher quality. Guided by three research questions and a null hypothesis (H1), the study utilized the "Teacher-Educators Questionnaire on Effectiveness of Competency-Based Curriculum in Teacher Education and Its Impact on Teacher Quality" (TQECCTI) for data collection. Reliability was established with a Cronbach's alpha coefficient of 0.85. The findings indicated a general agreement on the effectiveness of CBC, with no significant difference in perceptions between the two institutions. A major recommendation from the study is to enhance professional development opportunities for educators to better implement competency-based curricula effectively.

*Keywords:* Teacher educators, perception, effectiveness, competency-based curriculum, impact, teacher quality

### **Introduction**

Competency-Based Curriculum (CBC) is an educational approach that equips students with specific skills and knowledge necessary for their personal and professional lives. This

curriculum model emphasizes outcomes, where the mastery of competencies is the primary goal, rather than the traditional emphasis on time spent in class or the amount of content covered. Gagne and Medsker

(1996), gave a general definition of competency-based curriculum as a curriculum designed to ensure that learners achieve specific competencies through a structured learning process. This model assesses students based on their ability to demonstrate the required skills and knowledge rather than merely completing coursework. Education Commission of the States (2020), sees CBC as an outcome-oriented approach characterized by its focus on outcomes, where students advance upon demonstrating mastery of specific competencies. This ensures that all learners have the necessary skills for the workforce or further education. The Council of Chief State School Officers (CCSSO, 2019) sees CBC as personalized learning that allows for personalized learning paths. Students progress at their own pace, which caters to individual learning styles and needs, making education more relevant and engaging.

In nursing programmes, CBC is often used to ensure that graduates perform essential clinical skills competently. For example, a nursing student must demonstrate proficiency in patient assessment and care procedures before advancing to more complex clinical scenarios (Benner, 1984). In

vocational training programmes, such as those for electricians or plumbers, students are assessed on their ability to perform specific tasks, such as wiring a circuit or installing plumbing fixtures. Competencies are clearly defined, and students must demonstrate these skills in practical assessments before receiving certification (Rojewski, 2015). Some K-12 schools have adopted CBC to help students develop critical thinking and problem-solving skills. For instance, a high school might require students to complete a project that demonstrates their ability to apply mathematical concepts to real-world problems, such as budgeting for a community garden (Marzano, 2017).

Teacher education programmes that do not align with a Competency-Based Curriculum (CBC) may face several challenges, particularly in the context of Nigeria. These challenges can hinder the development of effective educators capable of meeting the diverse needs of students in a rapidly evolving educational landscape. Traditional teacher education programmes often emphasize theoretical knowledge over practical skills. According to Akpan and Umoren (2019), many Nigerian teacher

education programmes are heavily lecture-based, which limits students' opportunities to engage in hands-on teaching experiences. For example, a programme may focus extensively on educational psychology without providing students with practical classroom management strategies, leaving graduates unprepared for real-world teaching challenges.

Programmes that do not incorporate competency-based assessments struggle to evaluate whether graduates possess the necessary skills to teach effectively. Salami (2016) notes that in Nigeria, many teacher education institutions rely on standardized testing that does not measure practical teaching competencies. For instance, a graduate may excel in written examinations but lack the skills to effectively engage students in a classroom setting, ultimately impacting student learning outcomes.

The Nigerian education system has specific standards and competencies outlined by the National Commission for Colleges of Education (NCCE). Programmes that fail to align with these standards can produce graduates who do not meet the expectations of the educational system. According to Oni and Adebayo (2019), this misalignment can

result in teachers who are ill-equipped to implement the curriculum effectively, thereby affecting the quality of education delivered in schools. Non-competency-based programmes often do not emphasize the importance of continuous professional development. As highlighted by Ukeje (2018), many Nigerian teachers face a lack of ongoing training opportunities that are essential for skill enhancement. For instance, a teacher trained under a traditional model may not receive updates on new teaching methodologies or curriculum changes, leading to stagnation in teaching practices. Educational institutions that are entrenched in traditional practices may resist transitioning to a competency-based approach. As noted by Adebayo and Afolabi (2020), this resistance can stem from a lack of understanding of the benefits of CBC or inadequate support from educational authorities. For example, a university may continue to offer outdated courses that do not reflect contemporary teaching needs, resulting in a workforce that is not prepared for modern classrooms.

Also, research had it that during teaching practice, many Nigerian teacher trainees report feeling unprepared due to a lack of

practical experience in their training programmes. For instance, a trainee may be placed in a classroom without having learned effective lesson planning or student engagement techniques, leading to challenges in managing the classroom effectively (Usman & Oloyede, 2020). Graduates from non-competency-based programmes often struggle to find employment in the education sector due to their inadequate skills. A study by Ofoegbu (2018) found that many employers in Nigeria expressed dissatisfaction with the readiness of new teachers, specifically citing deficiencies in practical teaching competencies and classroom management. The quality of education delivered by inadequately trained teachers directly affects student learning outcomes. For instance, if teachers are not equipped to implement student-centered teaching methods, students may struggle to grasp fundamental concepts, resulting in poor academic performance (Ogunyemi, 2019).

Competency-Based Education (CBE) significantly impacts teacher quality within teacher education curricula by emphasizing skill development, practical experience, and continuous assessment. This approach

ensures that future educators are not only knowledgeable but also capable of effectively applying their skills in real classroom settings. CBE defines specific competencies that teacher candidates must master before graduation. According to Darling-Hammond (2010), this focus on competencies ensures that teacher education programmes produce graduates who are well-prepared to meet the demands of modern classrooms. For instance, a program may require candidates to demonstrate effective classroom management strategies, thereby ensuring they are equipped to create conducive learning environments.

CBE emphasizes hands-on learning and practical experience, allowing teacher candidates to apply theoretical knowledge in real-world settings. For example, programs like the Teacher Performance Assessment (TPA) require candidates to plan, teach, and assess actual lessons while being evaluated on specific teaching competencies (Darling-Hammond et al., 2017). This approach enhances teacher quality by ensuring that candidates can translate their knowledge into effective teaching practices. CBE incorporates ongoing assessment and feedback, which are crucial for professional

growth. Candidates receive regular evaluations on their teaching practices, allowing them to reflect on their performance and make necessary adjustments. This reflective practice fosters a culture of continuous improvement, essential for high-quality teaching (Schön, 1983). CBE allows for personalized learning trajectories, enabling candidates to focus on areas where they need improvement. For instance, a candidate struggling with classroom management can receive targeted support and resources to develop that specific competency. This tailored approach enhances overall teacher quality by addressing individual strengths and weaknesses (Cochran-Smith & Villegas, 2015).

The competency-based approach in teacher education is grounded in several educational theories that emphasize active learning, practical skill development, and outcome-oriented education. Central to this framework is Constructivist Learning Theory, which posits that learners construct knowledge best through active engagement and real-world experiences (Piaget, 1976; Vygotsky, 1978). This theory supports the idea that teacher education should focus on developing competencies that enable educators to

effectively navigate the complexities of modern classrooms.

Another significant theoretical underpinning is Experiential Learning Theory, as articulated by Kolb (1984). This theory emphasizes the importance of learning through experience and reflection, suggesting that teacher education should include hands-on practices where pre-service teachers actively engage in teaching scenarios. Competency-based curricula align with this theory by prioritizing practical applications over rote memorization, facilitating deeper understanding and retention of teaching competencies.

The rationale for adopting a competency-based approach is multifaceted. First, it addresses the diverse needs of students by promoting personalized learning paths that accommodate varying paces and styles (Darling-Hammond et al., 2017). Second, it enhances accountability in teacher preparation programs by clearly defining expected competencies, and ensuring graduates are better prepared to meet the demands of contemporary educational settings (Gulikers et al., 2009). Finally, by focusing on specific teaching competencies, this approach contributes to improving

overall teacher quality, which is intrinsically linked to student achievement (Hattie, 2009; Darling-Hammond, 2000).

Globally, there has been a significant shift towards competency-based teacher education, driven by the recognition of its effectiveness in preparing high-quality educators. Various countries are implementing initiatives that reflect this trend. For instance, in the United States, the Council for the Accreditation of Educator Preparation (CAEP) has emphasized the importance of competencies in teacher preparation programs, mandating that institutions demonstrate how their curricula lead to measurable outcomes (CAEP, 2013). In Canada, several provinces have adopted competency frameworks that align teacher education programs with national standards. For example, the Ontario Teacher Education Framework specifies core competencies that aspiring teachers must develop, including pedagogical knowledge and professional conduct (Ontario Ministry of Education, 2018).

Internationally, organizations such as the UNESCO and the World Bank have promoted competency-based approaches in teacher education as part of broader

educational reforms aimed at improving educational quality and equity (UNESCO, 2014; World Bank, 2018). These initiatives underscore the global recognition of the need for effective teacher preparation that equips educators with the necessary competencies to address diverse learning environments. The movement towards competency-based teacher education reflects a collective understanding that effective teaching requires not only knowledge but also a set of practical skills and attitudes tailored to meet the needs of 21st-century learners.

Teacher educators often recognize several benefits of competency-based curricula (CBC), which align with contemporary educational needs. One significant advantage is the enhanced relevance of teacher training. CBC focuses on equipping pre-service teachers with specific skills necessary for effective teaching, thereby increasing the applicability of their training to real-world scenarios (Darling-Hammond et al., 2017). Educators perceive this outcome-oriented approach as essential for preparing graduates who can meet diverse student needs and adapt to varying classroom environments (Gulikers et al., 2009).

In addition to relevance, CBC also promotes personalized learning. This flexibility allows teacher candidates to progress at their own pace and master competencies according to their individual learning styles, which can lead to increased student engagement and motivation as learners feel more in control of their education (Barr & Tagg, 1995; Lindsey et al., 2014).

Consequently, these perceived benefits highlight the potential of CBC to significantly improve teacher education outcomes and contribute to the development of highly competent educators. The competency-based approach in teacher education significantly enhances teacher quality by focusing on competency development that aligns with established teaching standards. This alignment ensures that pre-service teachers acquire the specific skills and knowledge necessary to meet professional expectations, which is critical for effective teaching (Darling-Hammond et al., 2017). By explicitly defining competencies that correspond to national and state standards, teacher education programs can ensure that graduates are well-prepared for the complexities of modern classrooms (Gulikers et al., 2009).

Moreover, this alignment also facilitates coherence in teacher preparation. When teacher educators emphasize competencies that are directly tied to standards, it creates a structured framework for assessing teaching efficacy. This coherence not only guides curriculum design but also informs assessment practices, allowing for a clearer evaluation of teacher readiness (Klein, 2019). Consequently, the focus on competency development fosters a more targeted approach to teacher training, ultimately contributing to improved teacher quality.

However, while aligning competencies with teaching standards offers many benefits, it is essential to address how this focus can translate into improved teaching practices. Teachers who undergo competency-based training are typically better equipped to implement evidence-based instructional strategies that enhance student engagement and learning (Darling-Hammond, 2000). By emphasizing practical skills alongside theoretical knowledge, CBC promotes a deeper understanding of effective teaching practices, which is crucial for fostering positive learning environments.

As competency development leads to enhanced teaching practices, there is a direct



correlation with student learning outcomes.

Research indicates that teachers who are well-prepared through competency-based programs demonstrate greater effectiveness in the classroom, resulting in improved student performance (Hattie, 2009). For instance, when teachers are trained to employ differentiated instruction and formative assessment techniques, they can better address the diverse needs of their students, leading to higher achievement levels across various demographic groups (Darling-Hammond et al., 2017). Additionally, the focus on practical application within competency-based curricula encourages teachers to reflect on their practices, fostering a culture of continuous improvement. This reflective practice is essential for adapting to the dynamic nature of classrooms and addressing the evolving needs of students (Schön, 1983). As educators refine their teaching methods based on feedback and assessment outcomes, the overall quality of education improves, benefitting students directly. Nevertheless, while the benefits of improved teaching practices are evident, it is crucial to recognize the limitations and unintended consequences of the competency-based approach. One significant limitation is

the potential overemphasis on measurable competencies at the expense of broader educational goals. This focus can lead to a narrow interpretation of what constitutes effective teaching, potentially stifling creativity and critical thinking in both educators and students (Klein, 2019).

Furthermore, the rigid structure of competency-based programs may inadvertently create challenges for educators who prefer more flexible, holistic approaches to teaching. Consequently, while the intent of CBC is to enhance teacher quality, it can sometimes result in overly standardized teaching practices, limiting opportunities for innovation and adaptation in the classroom.

Despite the recognized benefits of CBC in teacher education, there remains a significant gap in understanding how these curricula impact teacher readiness and adaptability in diverse classroom settings. While existing literature has explored the theoretical underpinnings and benefits of CBC, empirical studies examining the actual experiences and perceptions of teacher educators regarding the implementation of CBC in specific contexts are limited. This study aims to fill this gap by investigating how teacher educators perceive the



effectiveness of CBC in enhancing teacher quality and preparing graduates for the complexities of modern classrooms.

### Research Questions

1. What are the perceptions of Michael Okpara University lecturer (MOUUAU) and Alvan Ikoku Federal University of Education lecturers (AIFUE) of the effectiveness of competency-based curricula in enhancing teacher quality?
2. How do personal and institutional factors influence the perceptions of Michael Okpara University lecturers (MOUUAU) and Alvan Ikoku Federal University of Education lecturer (AIFUE) of competency-based curricula?
3. What impact does the implementation of competency-based curricula have on teaching practices and student learning outcomes as perceived by Michael Okpara University lecturers (MOUUAU) and Alvan Ikoku Federal University of Education lecturer (AIFUE)?

### Hypothesis

**H1:** There is no significant difference on the perceptions of Michael Okpara University lecturer (MOUUAU) and Alvan Ikoku Federal University of Education lecturers (AIFUE) of

the effectiveness of competency-based curricula in enhancing teacher quality.

### Method of study

This was a study that aimed at the exploration of perceptions of Michael Okpara University lecturers (MOUUAU) and Alvan Ikoku Federal University of Education lecturers (AIFUE) on the effectiveness of the competency-based curriculum in teacher education and its impact on teacher quality. This study will try to establish whether there is a significant difference between lecturers at the School of Education, Michael Okpara University of Agriculture, Umudike (MOUUAU), and lecturers at Alvan Ikoku University of Education, Owerri(AIFUE), in their perceptions of the Effectiveness of Competency-Based Curriculum. The study also examines the perception of MOUUAU and AIFUE lecturers on personal factors influence on competency based curriculum and institutional support for competency-based curriculum. Furthermore, the study explores an explanation of how MOUUAU and AIFUE teacher educators view the impact of competency based curriculum on teaching practices and student learning outcomes. The research design adopted was a non-experimental type, through which

information is obtained from respondents without interfering with anything. The target population for this research was the School of Education at MOUAU, with a total academic staff of 136, and AIUE, with a total of 709 academic staff. Because the size of the population was relatively small, the whole academic staff at the School of Education at MOUAU was sampled. The respondents in the case of AIUE were 191 academic staff in the School of General Education; it contributed to a total number of 327 teacher educators using a purposive sampling technique. The data collection instrument would be a questionnaire titled "Teacher-Educators Questionnaire on Effectiveness of Competency-based Curriculum in teacher education and its Impact on Teacher Quality" (TQECCTI). A total of 15 questionnaire instruments were researcher-designed and subjected to validation by three experts from the Departments of Curriculum Studies and Educational Technology at AIUE. This instrument consists of five parts: 1. Demographic information of respondents, 2. effectiveness of competency-based curriculum. 2. Personal factors influence and Institutional Support on perception regarding competency-based curriculum 3. Impact of

competency-based curriculum on teaching practices and students' learning outcomes. Items on the questionnaire used a four-point Likert scale: Strongly Agree (SA), Agree (A), Disagree (D), and Strongly Disagree (SD), scored as 4, 3, 2, and 1, respectively. The face validity was determined by four experts within the respective departments at AIUE, and the instrument had trial testing with 30 lecturers outside of the population base, with a reliability coefficient determined to be 0.85 via Cronbach's alpha. During the fieldwork, a response rate of 100% was obtained using the questionnaire with the help of two trained research assistants. Data analysis was done using the mean and standard deviation in answering the research questions through a decision rule that any mean score of 2.50 and above was accepted as affirmative, while scores less than 2.50 were rejected. The t-test statistic was used to test the hypothesis at 0.05 level of significance.

#### Hypothesis

**H1:** There is no significant difference in the perceptions of Michael Okpara University lecturer (MOUAU) and Alvan Ikoku Federal University of Education lecturers (AIFUE) of

the effectiveness of competency-based curricula in enhancing teacher quality.

Presentation of result

**Table: 1:** Prevailing responses of MOUAU and ALVAN lecturers regarding their perceptions the effectiveness of competency-based curricula in enhancing teacher quality

S/ N	ITEM STATEMENT	MOUAU			ALVAN LECTURES		
		$\bar{x}$	SD	REM	$\bar{x}$	SD	REM
1	The competency-based curriculum effectively prepares teacher candidates for real-world teaching scenarios	3.38	0.69	Accept	3.54	0.68	Accept
2	The skills developed through the competency-based curriculum align with the current teaching standards	3.62	0.56	Accept	3.59	0.54	Accept
3	Implementing a competency-based curriculum has enhanced the overall quality of teacher education in our institution	3.01	0.51	Accept	3.19	0.55	Accept
	Average mean	3.38	Acce	0.69	3.54	0.68	Accept

Table 1 presents the perceptions of lecturers from Michael Okpara University of Agriculture (MOUAU) and Alvan Ikoku Federal University of Education (ALVAN) regarding the effectiveness of competency-

based curricula in enhancing teacher quality. Both groups of lecturers rated the effectiveness positively, with average means above 3.0, indicating general acceptance. The standard deviations are relatively low (0.68 to

0.69), suggesting a consensus among respondents about the effectiveness of the competency-based curriculum. This supports the notion that competency-based education is perceived as beneficial in preparing teacher candidates for real-world teaching scenarios.

**Table 2:** Average Perception Scores and Standard Deviations on personal and institutional factors influence the Perceptions of Michael Okpara University lecturers (MOUAU) and Alvan Ikoku Federal University of Education lecturer (AIFUE) of competency-based curricula

S/ N	ITEM STATEMENT	MOUAU			ALVAN LECTURES		
		$\bar{x}$	SD	REM	$\bar{x}$	SD	REM
4	My teaching experience positively influences my perception of competency-based curricula.	3.67	0.69	Accept	3.62	0.68	Accept
5	I believe that my teaching philosophy aligns with the principles of competency-based education	3.80	0.76	Accept	3.82	0.74	Accept
6	I feel confident in my ability to implement competency-based curricula in my teaching	3.64	0.61	Accept	3.67	0.50	Accept
7	My institution provides adequate resources to support the implementation of a competency-based curriculum	3.51	0.64	Accept	3.53	0.62	Accept

8	Professional development opportunities related to competency-based education are readily available at my institution	3.2.1	0.5	Accep	3.51	0.64	Accep
			5	t			t
9	The administrative policies at my institution support the adoption of competency-based teaching practices	3.00	0.5	Accep	3.44	0.71	Accep
			2	t			t
	Average mean	3.51	0.6		3.56	0.66	Accep
			4	Accep			t
				t			

In Table 2, the perceptions regarding personal and institutional factors influencing the effectiveness of competency-based curricula show similar average means, indicating that both MOUAU and ALVAN lecturers believe personal teaching experiences, teaching philosophy, and institutional support significantly influence

their perceptions. The average means are above 3.0, with standard deviations indicating consistent responses among lecturers. This suggests that the lecturers feel positively about their institutions' support for competency-based education and recognize that their personal experiences shape their views.

**Table 3:** How educators at MOUAU and AIFUE perceive the impact of the implementation of competency-based curricula have on teaching practices and student learning outcomes

S/N	ITEM STATEMENT	MOUAU			ALVAN LECTURES		
		$\bar{x}$	SD	REM			

						$\underline{x}$	SD	REM
10	Competency-based curricula encourage innovative teaching strategies among educators	3.87	0.75	Accept	3.80	0.78	Accept	
11	I have observed an improvement in my students' engagement and motivation since implementing competency-based practices.	3.81	0.56	Accept	3.85	0.54	Accept	
12	The feedback mechanisms in a competency-based curriculum help me refine my teaching methods	3.61	0.71	Accept	3.59	0.70	Accept	
13	I believe that students who complete competency-based programs demonstrate better teaching skills.	3.61	0.84	Accept	3.63	0.81	Accept	
14	The implementation of competency-based curricula has led to improved student learning outcomes in my courses	3.14	0.71	Accept	3.51	0.67	Accept	
15	There is a noticeable difference in student performance when competency-based curricula are applied compared to traditional methods.	3.01	0.38	Accept	2.90	0.41	Accept	
	Average mean	3.51	0.65		3.49	0.61	Accept	

Table 3 reflects the perceived impact of competency-based curricula on teaching practices and student learning outcomes. Both institutions reported average means around 3.50, indicating that lecturers perceive the implementation of competency-based curricula positively affects teaching

strategies and students' engagement. Standard deviations are low, showing agreement among respondents about the positive outcomes of such curricula. This aligns with the general acceptance of competency-based education's benefits for both educators and students.

**Table 4:** T-test analysis on the mean difference of MOUAU and ALVAN lecturers on the perceived effectiveness of competency-based curricula in enhancing teacher quality.

Variables	N	X	SD	Df	T	Sig	Decision
MOUAU	136	3.38	0.69				Do not reject
				325	267	.079	Ho
ALVAN	191	3.54	0.68				

\*Significant at  $P < 0.05$

The hypothesis testing reveals a t-value of 0.079, indicating that there is no significant difference in the perceptions of competency-based curricula between lecturers at MOUAU and ALVAN. Both institutions' average means suggest a general agreement on the effectiveness of the curricula, supporting the acceptance of H1. The p-value exceeds the 0.05 threshold, leading to the conclusion that the perceptions of both groups are statistically similar, reinforcing the idea that competency-based curricula are viewed positively across both institutions.

## Discussion

The findings from the four tables highlight a strong consensus among lecturers at both Michael Okpara University of Agriculture (MOUAU) and Alvan Ikoku Federal University of Education (ALVAN) regarding the effectiveness of competency-based curricula (CBC) in enhancing teacher quality. Table 1 shows that both institutions rated the effectiveness of CBC positively, with average means exceeding 3.0, which aligns with Gagne and Medsker's (1996) definition of CBC as a structured learning process



focused on specific competencies. This suggests that the lecturers believe CBC prepares teacher candidates for real-world challenges, aligning with the narrative that CBC fosters relevant and engaging educational experiences (CCSSO, 2019).

Table 2 indicates that personal and institutional factors significantly influence perceptions of CBC, reflecting Akpan and Umoren's (2019) assertion that teaching experiences shape educators' views on curriculum effectiveness. The positive average means reinforces the idea that lecturers value institutional support in implementing competency-based education, reflecting Ukeje's (2018) emphasis on the importance of continuous professional development.

Table 3 further illustrates that both groups perceive CBC positively impacts teaching practices and student learning outcomes. This aligns with Darling-Hammond et al. (2017), who argue that practical experience and continuous assessment within CBC enhance educator effectiveness. Finally, Table 4's t-test results confirm that there is no significant difference in perceptions between the two universities, suggesting a unified view of

CBC's effectiveness, consistent with the findings of Gulikers et al. (2009).

Table 4 presents a t-test analysis comparing the perceptions of lecturers from Michael Okpara University of Agriculture (MOUAAU) and Alvan Ikoku Federal University of Education (ALVAN) regarding the effectiveness of competency-based curricula (CBC) in enhancing teacher quality. The results show a t-value of 0.079, indicating that there is no significant difference in perceptions between the two groups at a significance level of 0.05. This suggests that both MOUAAU and ALVAN lecturers generally agree on the perceived benefits of CBC in preparing teacher candidates for real-world teaching scenarios, aligning with previous findings in the study that noted a consensus on the effectiveness of CBC across both institutions.

This supports the views expressed by Darling-Hammond (2000) and Hattie (2009), who emphasize that competency-based education enhances teacher quality and positively impacts student outcomes. By demonstrating no significant difference in perceptions, the findings suggest a shared understanding of the importance of aligning teacher education with competency-based

approaches, as highlighted in the literature review.

### Recommendations

1. Educational institutions should implement regular professional development workshops focused on competency-based education to keep lecturers updated on best practices and innovative teaching strategies.
2. Teacher education programmes should ensure their curricula align closely with competency standards set by national and regional educational authorities, thereby enhancing the relevance and applicability of the training provided.
3. Educational institutions Incorporate more hands-on teaching experiences within the curriculum, allowing pre-service teachers to engage in real-world classroom scenarios before graduation.
4. Educational institutions should establish robust feedback mechanisms for lecturers to assess the effectiveness of CBC, enabling continuous improvement in teaching practices based on student learning outcomes.
5. Institutions should allocate sufficient resources to support the implementation of competency-based curricula, ensuring that

educators have the tools necessary to succeed in their teaching efforts.

### Conclusion

The study revealed a strong consensus among lecturers at MOUAU and ALVAN regarding the effectiveness of competency-based curricula in enhancing teacher quality. The findings underscore the importance of personal teaching experiences and institutional support in shaping perceptions of CBC. Furthermore, the positive impact of CBC on teaching practices and student learning outcomes suggests that this approach is vital for preparing educators to meet the challenges of modern classrooms. By adopting a competency-based framework, educational institutions can foster a more effective teaching and learning environment.

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