

**INFLUENCE OF HEAD TEACHERS' INSTRUCTIONAL SUPERVISORY  
PRACTICES ON IMPLEMENTATION OF COMPETENCY BASED  
CURRICULUM IN PUBLIC PRIMARY SCHOOLS IN KISUMU WEST  
SUB-COUNTY, KENYA**

**BY**

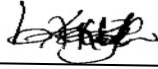
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**A Research Project Report Submitted in Partial Fulfilment of the Requirements for the Award  
of the Degree of Master of Education in Curriculum Studies of the University of Nairobi.**

**2023**

## DECLARATION

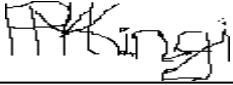
This proposal is my original work and has not been presented for award of a degree in any other university.



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## DEDICATION

I dedicate this research project to my loving spouse Mr.... and my loving children ..... They have been my greatest support and source of inspiration that motivated me to pursue my masters and encouraged me throughout the writing and completion of this project.

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**ABBREVIATIONS AND ACRONYMS**

**CBC** Competency Based Curriculum

<b>CBET</b>	Competency Based Education and Training
<b>CSO</b>	Curriculum Support Officer
<b>EGMA</b>	Early Grade Mathematics Assessment
<b>FPE</b>	Free Primary Education
<b>KCPE</b>	Kenya Certificate of Primary Education
<b>KCSE</b>	Kenya Certificate of Secondary Education
<b>KEMI</b>	Kenya Education Management Institute
<b>KICD</b>	Kenya Institute of Curriculum Development
<b>MOE</b>	Ministry of Education
<b>NACOSTI</b>	National Commission for the Science Technology and Innovation
<b>OBE</b>	Outcome Based Education
<b>PCIs</b>	Pertinent and Contemporary Issues
<b>QASOs</b>	Quality Assurance and Standards Officers
<b>SPSS</b>	Statistical Package for Social Sciences
<b>REB</b>	Rwanda Education Board
<b>UNESCO</b>	United Nations Educational Scientific and Cultural Organization
<b>VET</b>	Vocational Education Training

### **ABSTRACT**

This study examined the impact of head teachers' instructional supervising techniques on the implementation of the Competency Based Curriculum in Kisumu West Sub-County, Kenya. The study aimed to evaluate the impact of head teachers' oversight of lesson plan transmission on the

implementation of the Competency-Based Curriculum (CBC). Additionally, it sought to examine the influence of head teachers' provision of a favorable learning environment, their supervision of teachers' assessment methods, and their utilization of collegiality on the implementation of CBC. The study was grounded in the systems theory of educational management. A hybrid research design was utilized. A simple random sample method was employed to choose 12 head teachers and 126 teachers from a total of 81 head teachers and 420 instructors in public primary schools located in Kisumu West. Two Civil Society Organizations (CSOs) were selected as key informants using purposive sampling. Teachers and head teachers were given questionnaires, while interviews were conducted with CSOs. The acquired data was analyzed using the SPSS software for both descriptive and inferential statistical analysis. Thematic analysis was employed to analyze the qualitative data gathered from interviews. This study has found that there is a high positive and statistically significant association ( $r=0.564$ ;  $p=0.000$ ) between head teachers' monitoring of the transmission of lesson plans and the adoption of the Competency-Based Curriculum (CBC). The implementation of CBC increases by 0.380 units for every unit increase in head teacher checking of the transfer of lesson plan ( $\beta_1=0.380$ ;  $p=0.000$ ). The establishment of a suitable environment by head teachers has a modest positive association with the application of CBC, which is statistically significant ( $r=0.483$ ;  $p=0.002$ ). An increase of one unit in the provision of a favorable learning environment leads to a 0.350 unit increase in CBC implementation ( $\beta_2=0.350$ ;  $p=0.000$ ). The head teacher's evaluation of teachers' assessment methods shows a significant and positive link with the implementation of the Competency-Based Curriculum (CBC) ( $r=0.526$ ;  $p=0.000$ ). The adoption of the Competency-Based Curriculum (CBC) increases by 0.470 units when there is a one-unit increase in head teacher verification of the teachers' manner of assessment ( $\beta_3=0.470$ ;  $p=0.000$ ). The utilization of collegiality by the head teacher is moderately positively correlated with the adoption of CBC, and this correlation is statistically significant ( $r=0.419$ ;  $p=0.000$ ). The implementation of CBC increases by 0.235 units for each unit increase in head teacher's use of collegiality ( $\beta_4=0.235$ ;  $p=0.001$ ). This study revealed that head teachers in public primary schools in Kisumu West assess teachers' lesson plans to ascertain their ability to create lesson plans that comply with the Competency-Based Curriculum (CBC) within the given timeframe. However, it was found that 53.5% of teachers lack the capability to write CBC lesson plans, and 55.1% are unable to develop lesson plans that adhere to the timetable requirements. The head teachers of public primary schools in Kisumu West have strived to establish a favorable learning environment. The lack of classrooms has resulted in overcrowding, leading to 68.1% of teachers being unable to effectively handle the amount of students in their classrooms. The findings indicate that head teachers monitor the assessment methods used by teachers. However, in public primary schools in Kisumu West, only 56.9% of teachers are able to create assessment criteria. Additionally, 58.6% of teachers are proficient in using formative assessment, while 59.4% are proficient in using summative assessment. However, a mere 40.5% has the ability to create assessment rubrics. While 64.6% of teachers in public primary schools in Kisumu West have received training on the Competency-Based Curriculum (CBC), 54.7% of them consider the training to be useless. This perception is supported by the fact that only 41.4% of teachers are able to successfully upload assessment scores to the Kenya National Examinations Council (KNEC) portal, and only 56.9% of teachers are proficient in operating digital devices. Thus, our study suggests that TSC should reassess the duration of the training period for CBC, in order to provide instructors with ample time to familiarize themselves with the new system and gain the essential skills to successfully apply CBC. Teachers in Kisumu West are receiving training on the Competency-Based Curriculum (CBC) and Information and Communication Technology (ICT) to improve their skills in creating lesson plans that align with the CBC and evaluating students using appropriate assessment methods. The report suggests that the administration of public primary schools in Kisumu West should seek financing from NG-CDF to construct additional classrooms in order to

handle the large number of students.

## CHAPTER ONE

### INTRODUCTION

#### 1.1. Background of the Study

UNESCO (2008) asserts that education is a prudent investment that is important for societal progress. Education is a means of fostering social, political, and economic progress by equipping individuals with knowledge, skills, attitudes, and values. Multiple nations have implemented numerous educational reforms with the aim of cultivating graduates who can compete on a global scale in the constantly evolving market. Supervision is a democratic process that seeks to enhance classroom learning and foster a peaceful environment by promoting the ongoing development of the child, teacher, supervisor, parent, and administration. The phenomena of supervision is observed globally, with each country implementing its own specific policies for its execution (Sankale, 2015). The primary objective of supervision is to facilitate collaborative efforts among teachers in order to enhance the academic achievement of students in educational institutions (Hvidston et al., 2017). Zepeda (2015) argues that supervision is currently perceived as a reciprocal process, involving a discussion between the instructional supervisor and the instructor, with the aim of enhancing education. Assessment in CBC is a continuous and interconnected process that shows gradual changes in learners' behavior over time.

The lesson plan is important because it allows the teacher to identify the needs of the students and adjust their teaching accordingly. This means that the teacher can focus on preparing effective teaching strategies and activities that will improve student learning outcomes. From this standpoint, teachers design and execute courses with the aim of enhancing the caliber of education, which encompasses the recently introduced competency-based curriculum. According to Oluremi (2013), the oversight of lesson plans and professional papers by head teachers helps in

both the development and execution of curriculum programs focused on Competency Based education for students.

According to Leina (2013), for a teacher to properly carry out their assigned instructional tasks, the head teacher must thoroughly evaluate the professional documents, such as lesson plans, work schemes, progress records, and other related documents. A study conducted by Mutinda and Nduku (2016) and Obunga (2019) found that when principals review professional records such as lesson plans, it improves students' performance in the Kenya Certificate of Secondary Education (K.C.S.E). Similarly, Dangara (2015) demonstrates that consistent supervision strategies, such as reviewing teachers' lesson plans and record keeping, are significantly correlated with students' good performance.

Although head teachers conduct inspections of lesson plans, the majority of teachers in public schools lack the proficiency and capability to create and implement lesson plans that adhere to the CBC guidelines. Zhuwale and Shumba (2017) note that the successful execution of the CBC curriculum in Zimbabwe's public schools was impeded by teachers' insufficient pedagogical understanding of how to incorporate elements of the curriculum, such as lesson plans, into their instruction under the new curriculum. In a similar vein, Esau and Mpofu (2017) discovered that the training provided to primary school teachers in Zimbabwe was insufficient in equipping them with the necessary abilities to create comprehensive lesson plans that encompassed all the essential components mandated by the new curriculum. Komba and Mwindaji (2015) found that a significant proportion (76%) of lesson plans created by teachers in public schools in Tanzania did not adequately incorporate the quality of CBC lessons plans, likely due to a lack of comprehensive understanding of CBC. Instructors in public primary schools face significant challenges in creating lesson plans for all of their classes due to the time-consuming nature of

writing a single lesson plan. Additionally, instructors often require support in developing lessons that are compliant with the Competency-Based Curriculum (CBC) and cannot do it alone (Waweru, 2018).

The primary responsibility of the head teacher, acting as an instructional supervisor, is to implement and enhance the teaching-learning process by providing professional support. In addition, the individual is responsible for establishing an atmosphere that is favorable for the process of acquiring knowledge (Harris et al., 2017). Successful implementation of Competency-Based Curriculum (CBC) necessitates a conducive learning environment equipped with ample facilities, learning materials, and proficient teachers who possess the necessary qualifications and expertise in CBC. Abdaziz et al. (2019) found that the majority of teachers are driven to educate when they have sufficient teaching and learning materials. Nevertheless, the learning environment is inadequate for the implementation of CBC as a result of a scarcity of facilities and required instructional and learning materials. Amunga et al. (2020) found that a significant number of public primary schools suffer from insufficient classrooms and a shortage of teachers, leading to large class sizes that exceed the government's recommended limit. This situation poses challenges for teachers in providing individual attention to students as required by the Competency-Based Curriculum (CBC).

The absence of a favorable learning environment is apparent due to a scarcity of crucial learning resources, as the majority of public primary schools lack sufficient approved textbooks for students and instructional materials for teachers (Amunga et al., 2020; Ondimu; 2018; Hwande & Mpfu, 2017; Akala, 2021; Kisirkoi & Kamanga (2018). Additionally, there is a scarcity of ICT facilities and equipment necessary for the integration of ICT in learning, as mandated by the Competency-Based Curriculum (Abdullah, 2020). This issue is exacerbated by the majority of



instructors in public elementary schools lacking proficiency in information and communication technology (ICT) abilities (Kisirkoi & Kamanga, 2018; Owala, 2021). These deficits result in a learning environment where both students and teachers in public primary schools lack necessary learning resources, which greatly hinders the successful implementation of the CBC.

Classroom observations and assessment of instructors' instructional methods are the most often employed means of evaluating teachers. One method is directly observing a teacher while they are teaching in a classroom setting (Panigrahi 2012). In their study, Mwinyipembe and Orodho (2014) emphasized the importance of the head teacher conducting frequent classroom visits to observe lessons. The purpose of these visits is to detect any concerns that may arise from the interaction between the teacher and the student. Zepeda (2014) recommends that classroom supervision be utilized to monitor the teacher's performance in the classroom and identify any issues that may arise during the teaching and learning process. Nevertheless, as a result of inadequate training of teachers on the Competency-Based Curriculum (CBC), the majority of instructors in public schools are unable to adequately construct and utilize assessment rubrics and methodologies of assessment as mandated by the CBC. In Sabola's (2017) study, it was found that there was limited adoption of innovative assessment methods in public primary schools in Malawi following the implementation of the new curriculum. This was attributed to teachers' reliance on traditional assessment models, which can be attributed to their lack of training on the new curriculum. Komba and Mwindaji (2015) found that a significant number of instructors in public schools in Tanzania did not utilize formative assessment, as prescribed by the new curriculum, due to their insufficient comprehension of CBC. Paulo (2014) notes that the majority of secondary school teachers in Tanzania lacked training on CBC, leading them to rely on traditional assessment methods from the prior curriculum instead of adopting the new curriculum's models. Public school teachers also lack the competence to develop evaluation instruments within the Competency-

Based Curriculum (CBC).

Many schools that utilize collaboration and collegiality among instructional supervisors in their planning of instructional supervisory activities consistently achieve excellent performance.

Teacher collegiality is a valuable approach in the dynamic educational system, since it engages all instructors in addressing intricate educational issues inside schools. Teacher cooperation facilitates the alignment of all instructional staff members to enhance performance. In addition, a study conducted by Baffour-Awuah (2011) in Nigeria suggests that teachers like a contemporary approach to supervision that is consultative, supportive, collegial, and interactive. Nevertheless, the participation of head teachers in supervisory activities has been hindered by teachers' insufficient proficiency in and familiarity with the Competency-Based Curriculum (CBC). Koske and Chepchumba (2020) discovered that although teachers are the primary executors of the Competency-Based Curriculum (CBC), a majority of them lack familiarity with CBC due to their exclusion from the curriculum creation process. Furthermore, the training they get on CBC is ineffective. Therefore, the head teachers are unable to engage instructors in supervisory activities because to their lack of familiarity with the CBC.

The teachers' limited participation in supervisory activities in Zimbabwe, Tanzania, and Kenya is attributed to their inadequate familiarity with the Competency-Based Curriculum (CBC) due to the inefficient training they received on the CBC. Hwande & Mpofu (2017) discovered that teachers at Zimbabwe's public schools lacked familiarity with the new curriculum due to insufficient training, which failed to effectively equip them to fulfill the requirements of the new curriculum. Makunja (2016) and Paulo (2014) found that the pre-service training for teachers in Tanzania did not adequately prepare them to address the changes and new aspects introduced under the Competence-Based Curriculum (CBC). As a result, teachers lacked the necessary

expertise to effectively incorporate CBC aspects into their instruction. According to Waweru (2018) and Kimosop (2019), it was discovered that public primary school instructors were ill-equipped to execute the Competency-Based Curriculum (CBC). Consequently, the head teacher could not engage these teachers in their supervisory duties.

Many school systems worldwide have adopted the competency-based curriculum (CBC) for national reasons, including Western countries (Pock et al., 2019). Thus, in order for Competency-Based Curriculum (CBC) to be successfully implemented in schools and the overall education system, school administrators must have a supervisory role inside their respective schools.

Glickman et al. (2019) state that school administrators worldwide engage in instructional supervision using a range of approaches, including direct supervision of teachers, to enhance the execution of the CBC process. In a study conducted in the Netherlands, Rob and Webbinks (2017) found that supervising professional papers related to record keeping, lesson preparation, and schemes of work resulted in enhanced academic performance. Birech (2011) also argued that there is a strong correlation between learners' academic performance and the thorough examination of professional documents by supervisors.

Most African governments have adopted the implementation of Competency-Based Curriculum (CBC), although encounter various hurdles in the process. In Cameroon, a study conducted by Ambei and Kim (2018) examined the implementation of the Competency-Based Curriculum (CBC) in elementary schools. The study found that a significant number of instructors lacked a clear understanding of the CBC. Moreover, the survey highlighted that even among teachers who had received training and possessed some understanding of the curriculum, the successful execution of it remained a significant obstacle in many cases due to inadequate resources and a lack of expertise in resource improvisation. Additionally, the implementation of direct supervisory

procedures by educational leaders plays a significant role in enhancing the education sector.

Panigrahi's (2012) research on the implementation of instructional supervision in secondary schools in Ethiopia discovered that conducting classroom visits allows head teachers to engage with teachers in order to assess their methods of evaluation and ascertain whether they are delivering effective instruction. This also enables head teachers to provide feedback to help teachers address any identified issues.

The CBC (2-6-3-3 system) was introduced in Kenya in 2017 to tackle the problem of insufficient human resources needed to drive economic progress. The design of this program aims to facilitate the acquisition of knowledge, skills, values, and attitudes that will provide learners with the necessary competencies for their professional lives. Teachers are required to create lesson plans using the features of the Competency-Based Curriculum (CBC) due to its introduction. The implementation of Competency-Based Curriculum (CBC) in Kenyan schools necessitates a thorough overhaul of the instructional approach, encompassing teaching, learning, and assessment. Consequently, it is imperative to modify teacher training programs to equip both pre-service and in-service teachers with the necessary skills and knowledge to effectively address the challenges that arise from the implementation of CBC in schools. Rugambuka (2012) argues that in order to determine the success of the aims of CBC, instructional supervisors should prioritize assessing teachers' implementation of lesson plans using CBC methods.

Supervising teachers directly by reviewing their assessment methods and lesson plans has several benefits: it enhances the quality of teaching, improves curriculum implementation, boosts academic performance of students, and allows head teachers to monitor teachers' instructional work (Wanzare, 2011). Nevertheless, there is evidence indicating that the implementation of CBC in Kenya has been plagued by a multitude of obstacles that have had a negative impact on the

effectiveness of head teachers' supervising procedures. In Waweru's (2018) study on the impact of teacher preparedness on the execution of the Competency-Based Curriculum (CBC), it was discovered that 95% of teachers faced difficulties in creating CBC-aligned lesson plans for all their classes due to the time-consuming nature of the task. Additionally, 50% of teachers lacked the ability to independently develop CBC-compliant assessment rubrics and lesson materials. Ondimu (2018) discovered that a significant proportion of teachers in Nairobi faced challenges in effectively utilizing evaluation rubrics in accordance with the Competency-Based Curriculum (CBC). According to Okoth (2016), instructors in Eldoret East were still utilizing English lesson plans for the previous curriculum because they lacked appropriate in-service training. In a similar vein, Isaboke et al. (2021) discovered that there was insufficient coverage of assessment and lesson preparation in Nairobi. Consequently, only 16.7% of teachers were able to utilize assessment rubrics without assistance, 23.3% could implement formative assessment independently, and a mere 16.7% could conduct summative assessment without support. Furthermore, 40% of teachers were unable to create CBC compliant lesson plans unaided.

The learning environment in most public schools in Kenya is also marked by a scarcity of vital educational facilities and resources. The majority of public schools in Kenya have excessively large class sizes that exceed the acceptable maximum class size set by the government. This poses challenges for instructors in providing focused and personalized attention to students, as required by the Competency-Based Curriculum (CBC) (Amunga et al., 2020). Public schools across the country are facing a significant shortfall of 50,000 teachers, resulting in chronic understaffing (Onyango, 2020). This is further intensified by the augmented effort imposed on instructors due to the implementation of the Competency-Based Curriculum (CBC), which adds to the existing burden caused by the large number of students (Owala, 2021; Amunga et al., 2020). Research conducted by Koskei and Chepchumba (2020), Amunga et al. (2020), and Akala

(2021) has revealed a scarcity of crucial instructional and learning materials due to delays in book production and a shortage of certified textbooks. In addition, Abdullah (2020) discovered a lack of adequate ICT equipment in Garissa, which hindered the effective implementation of the Competency-Based Curriculum (CBC). This study examined how instructional supervision methods impact the implementation of the Competency-Based Curriculum (CBC) in Kisumu West Sub-County, Kenya.

## **1.2 Statement of the Problem**

The supervision techniques of head teachers are crucial for the effective implementation of the Competency-Based Curriculum (CBC). Direct oversight by head teachers, involving the evaluation of teachers' assessment methods and lesson plans, has a positive impact on the quality of teaching, the application of the curriculum, and the academic performance of students (Rob & Webbinks, 2017; Panigrahi, 2012). Nevertheless, the lack of effectiveness in training on the Competency-Based Curriculum (CBC) poses challenges for most teachers in developing lesson plans that align with CBC requirements (Isaboke et al., 2021; Waweru, 2018; Okoth, 2016; Koskei & Chepchumba, 2020). Teachers lack proficiency in assessing learners under the Competency-Based Curriculum (CBC), including the utilization of assessment rubrics, formative assessment, and summative assessment (Isaboke et al., 2021; Ondimu, 2018; Waweru, 2018). While it is the responsibility of head teachers to ensure that their schools provide a favorable learning environment (Harris et al., 2017; Abdaziz et al., 2019), the majority of public schools have an inadequate learning environment for implementing the Competency-Based Curriculum (CBC). Public elementary schools often suffer from a shortage of staff and a lack of necessary instructional and learning materials (Amunga et al., 2020; Koskei & Chepchumba, 2020; Akala, 2021; Abdullah, 2020; Owala, 2021). These problems have a negative impact on the successful implementation of CBC, which can have significant effects for the future prospects of learners.

Hence, it is crucial to conduct a study that can provide insights for policy reforms to improve the instructional supervisory practices of head teachers. This will ensure the effective implementation of the Competency-Based Curriculum (CBC), which aims to equip learners with essential skills and competencies that are applicable in the job market, can be used to solve real-life problems, and address the aspirations and needs of the Kenyan people as envisioned under the CBC.

Prior research has demonstrated that inadequate teacher training has had a negative impact on the implementation of the Competency-Based Curriculum (CBC). This is mainly due to the fact that most teachers are not familiar with CBC lesson plans and assessment models (Isaboke et al., 2021; Waweru, 2018; Okoth, 2016; Koskei & Chepchumba, 2020; Ondimu, 2018; Waweru, 2018).

However, these studies focused on assessing teachers' readiness to implement CBC and did not investigate the influence of head teachers' monitoring of teachers' assessment methods and lesson plans on the implementation of CBC. Research conducted by Amunga et al. (2020), Koskei and Chepchumba (2020), Akala (2021), Abdullah (2020), and Owala (2021) has demonstrated that the majority of public primary schools suffer from inadequate staffing, insufficient classrooms, and a lack of important instructional and learning tools. Nevertheless, these investigations failed to ascertain the impact of insufficient facilities and resources on the execution of CBC. Therefore, it was necessary to address these areas of insufficient understanding. Head teachers in Kisumu West Sub County have received training on the Competency-Based Curriculum (CBC) and have been prepared to serve as instructional supervisors. However, there is a lack of understanding regarding the impact of head teachers' instructional supervisory practices on the successful implementation of CBC in the Sub-County. Thus, this study addressed these deficiencies by examining the impact of head teachers' instructional supervision techniques on the implementation of the Competency-Based Curriculum (CBC) in Kisumu West Sub-County.

### **1.3 Purpose of the Study**

The study aimed to examine the impact of head teachers' instructional supervision techniques on the implementation of the Competency Based Curriculum in Kisumu West Sub-County, Kenya.

### **1.4 Research Objectives**

The specific objectives of the study were:

- i. To assess the extent to which head teachers checking of the transmission of lesson plan influences implementation of Competency Based Curriculum in public primary schools in Kisumu West Sub-county, Kenya.
- ii. To determine the influence of head teachers provision of a conducive learning environment on implementation of Competency Based Curriculum in public primary schools in Kisumu West Sub-county, Kenya.
- iii. To determine the extent to which head teachers checking of the teachers' mode of assessment influences implementation of Competency Based Curriculum in public primary schools in Kisumu West Sub-County, Kenya.
- iv. To establish the influence of head teachers use of collegiality on implementation of Competency Based Curriculum in public schools in Kisumu West Sub-County, Kenya.

### **1.5 Research Hypotheses**

HO<sub>1</sub>: There is a significant relationship between the head teachers checking of the transmission of lesson plan and the implementation of CBC.

HO<sub>2</sub>: There is a relationship between the head teachers' provision of a conducive learning environment and the implementation of CBC.

HO<sub>3</sub>: There is a significant relationship between the head teachers checking of the teachers' mode of assessment and the implementation of CBC.

HO<sub>4</sub>: There is a significant relationship between the head teachers' use of collegiality and the



implementation of CBC.

### **1.5 Significance of the Study**

The results of this study can provide valuable insights for KEMI in developing education management programs and in-service training for head teachers and instructors. QASOs can utilize the findings to detect any deficiencies in the supervisory tools and take corrective measures. The findings may assist head teachers in reassessing the methodology of instructional supervision to enhance its value among teachers as a mechanism for guaranteeing the successful implementation of the Competency Based Curriculum. Teachers can gain valuable insight into the instructional supervisory tasks that head teachers are responsible for in schools, which can provide support and motivation for them. Improved performance can be achieved by learners through the implementation of enhanced supervisory responsibilities, so allowing them to benefit from the findings. The study identified crucial aspects of head teacher instructional supervision that can serve as valuable data for future researches in the same field or discipline.

### **1.6 Limitations of the Study**

A limitation is an aspect of research that may influence the outcomes negatively but over which the researcher has no control (Mugenda & Mugenda, 2009). The study experienced the following limitations. Teachers feared giving true responses to the items stated in the questionnaires against their instructional supervisors due to the fear of victimization. To this end, the researcher reassured teachers of confidentiality of information that they provided.

Some teachers wished to collectively share information during the process of filling the questionnaires. The researcher emphasized on the need of being independent and sincere while filling the questionnaires. Some of the head teachers perceived the study as an evaluation of their supervisory abilities and therefore wanted to give biased responses that favour them in the hope of portraying a good image to the TSC. The researcher reassured head teachers that information

provided would only be used only for purposes

### **1.7 Delimitation of the Study**

Delimitations refer to the specific boundaries or constraints of the study. This study focused only on examining the impact of instructional supervision on the implementation of the Competency-Based Curriculum (CBC) in public primary schools located in Kisumu West Sub-County, Kenya. The focus was on head teachers and teachers in public elementary schools within Kisumu West Sub-County, Kenya. The respondents consisted of pp1, pp2, and grade one to grade four teachers, as the implementation of the Competency-Based Curriculum (CBC) is underway in these grades. The learners were excluded from the responses as they are of a young age, given that the CBC has only been introduced up to grade four.

### **1.8 Basic Assumptions**

The study was based on the following fundamental assumptions:

- I. All teachers in pre-primary and grades 1 to 5 in public primary schools in Kisumu west sub-county followed the CBC guidelines for preparing schemes of work, lesson plans, and assessment rubrics.
- II. The head teachers provided candid answers to the questions on the study instruments in order to accurately represent the current situation.
- III. All students in public primary schools received education in a uniform setting with regards to teaching materials and facilities.

### **1.9 Definition of significant terms of study**

**Checking transmission of lesson plan** is examining whether the teachers are writing a description for a step by step process in which the pedagogy, instructional resources, time and the mode of assessment to ensure they are in line with CBC aspects.

**Collegiality** it's a process of fostering teachers' growth through systematic collaboration with peers.

**Competency Based Curriculum** is an approach to education that learners advance based on their ability to master a skill at own pace regardless of the environment.

**Conducive environment** is a learning environment that poses no threat to the health and safety of teachers and learners.

**Formative assessment** is a wide variety of methods that teachers use to conduct the process of evaluations of students comprehension, learning needs and academic progress during a lesson.

**Implementation** is the process of putting a plan into effect.

**Instructional supervision** is the set of activities done in order to improve teaching and learning for learners.

**Lesson plan** is a professional document used by the instructor to guide the direction that teaching and learning process will take.

**Mode of assessment** is a process of collecting evidences to analyse learners' progress and achievement.

**Public primary school** these are schools under the ministry of education whose income and expenditure are approved and controlled by the state.

### **1.10 Organization of the study**

The study is organized into 4 chapters. The first chapter is composed of the introduction to the study. This consist of the background; statement of the problem; the purpose and objectives; research hypotheses and significance of the study; limitations, delimitation and basic assumptions of the study as well as definition of terms. The second chapter reviews literature re on head teachers' instructional practices and the implementation of CBC; summarizes the literature and provides theoretical and conceptual framework. Chapter three contain research

methodology used in collection and analysis of data. Chapter four presents analysis, interpretation and discussion of the findings of the study. Chapter five summarizes findings of the study; draws conclusion; and makes recommendations based on findings of this study

## **CHAPTER TWO**

### **LITERATURE REVIEW**

#### **2.1 Introduction**

This chapter examines empirical studies on instructional supervision, focusing on various aspects. These include an overview of instructional supervision, the impact of head teachers checking the transmission of lesson plans using CBC aspects on the implementation of CBC, the influence of providing a conducive environment by the head teacher on the implementation of CBC, the effect of the head teacher's assessment of teachers' modes of assessment on the implementation of CBC, and the influence of the head teacher's use of collegiality on the implementation of CBC in primary schools in Kisumu West Sub-County, Kenya. The portion also encompasses the synopsis of the literature review, theoretical framework, and conceptual framework.

#### **2.2 Overview of Instructional Supervision**

Instructional supervision is an ongoing process that involves supporting instructors in enhancing their instructional performance in accordance with the professional standards set by the Ministry of Education. It guarantees the achievement of both national and institutional objectives.

Observation and evaluation are the most efficient methods for identifying instructional issues.

Kiptum (2015) asserts that clinical supervision is the most effective form of developmental monitoring. Clinical supervision is an instructional supervision style designed to assist teachers in modifying their teaching patterns in a manner that is meaningful to them (Ekyaw, 2014).

Furthermore, it provides the teacher with complete and boundless opportunities to enhance, expand, and enhance their professional and instructional skills. In his study, Ekyaw (2014)

elucidates that clinical supervision fosters the development of conscientious educators who

possess the capacity and willingness to assess their own teaching, embrace constructive feedback,

and utilize it to bring about improvement.

Ekyaw (2014) asserted that if supervisors devoted more effort to doing classroom visits and engaging in constructive conferences, teachers' perception of supervision would undergo a significant transformation. (Usman, 2015) agreed with him by proposing that classroom visitation has a notable impact on students' academic achievement. According to Mugambi (2017), head teachers' effective utilization of administrative abilities enables teachers to apply their professional techniques and talents in classroom instruction. It is recommended that the head teacher make regular visits to the classroom in order to provide encouragement to instructors regarding effective teaching methods (Kimeu, 2010). This facilitated the identification and resolution of issues that arise from the interaction between a teacher and a learner during the teaching and learning process. Fisher (2011) suggests that instructional supervision can be conducted through many methods during class visits, such as walk-throughs, casual class observations, and formal class observations. A walk through is a brief period of observing a class, specifically focusing on the teachers' instructional performance and the ambient aspects within the classroom.

### **2.3 Head Teacher Checking of Transmission of Lesson Plan and Implementation of CBC**

A lesson plan is a premeditated and professional document created by the instructor before to the start of a lesson. Its purpose is to provide guidance and structure for the teaching and learning process. Instructional supervisors are responsible for ensuring that teachers have thoroughly prepared all lesson plans as specified in the timetable prior to commencing instruction. It enhances teachers' focus and improves their expertise in delivering content to students. Teachers must provide professional documentation such as curriculum outlines, lesson plans, work logs, progress records, and attendance registers (Fisher, 2011). In order to implement the Competency-Based

Curriculum (CBC), KICD (2019) mandates teachers to incorporate various elements of CBC, including competencies, pertinent and contemporary issues (PCIs), values, extended learning activities, community involvement, and key inquiry questions, into their lesson plans. It is the duty of the head teacher to ensure that teachers comply with these requirements during classroom visits, thereby facilitating the effective implementation of CBC. Peretomode (2014) argues that the successful execution of teachers' responsibilities, particularly in implementing a new curriculum, relies on principals reviewing their lesson notes to ensure that the lesson content is thoroughly addressed. Regular and consistent supervision of instructors' lesson notes by principals improves teachers' performance in the classroom compared to unscheduled, inconsistent, and brief supervision. This research suggests that without proper supervision, the effectiveness of teachers in delivering teaching would be significantly compromised. The kids' academic achievement would be negatively impacted as the teachers may not effectively utilize their documents to enhance student performance.

In their study, Nevenglosky, Cale, and Aguilar (2019) examined the obstacles that hinder the successful implementation of curriculum in the United States. They utilized the concerns-based adoption model as their conceptual framework and conducted a qualitative case study to identify the concerns and barriers reported by teachers during the implementation of a new curriculum. The findings indicated that the school administrators examined the instructors' lesson notes in order to ascertain the inclusion or exclusion of specific elements of the curriculum in their courses. The Nevenglosky et al. (2019) study examined the obstacles to successful curriculum implementation in the United States. In contrast, our study specifically investigated how head teachers in Kenya monitor the execution of lesson plans based on the Competency-Based Curriculum (CBC) and the overall implementation of CBC in the country.

Sule, Eyiene, & Egbai (2015) conducted a study using an ex-post facto research design to examine the efficacy of teachers in public secondary schools in Nigeria. The study focused on evaluating the teachers' performance based on the assessment of their lecture notes by the head teachers. The study uncovered a noteworthy correlation between the scrutiny of teachers' lesson notes and their efficacy. In a similar vein, Jonyo (2019) investigated the function of secondary school principals in overseeing and executing curricula in Kenya. The primary focus is on the implementation of the curriculum, with specific attention given to the role of secondary school principals in overseeing it. The findings indicate that head teachers should assess teaching standards by examining the scheme of work, lesson notes or plans, and records of student work, including exercise books. Additionally, they should actively engage in classroom observation to improve curriculum supervision and execution.

Nevertheless, the majority of instructors in public schools are deficient in the necessary expertise and competence to develop and implement lesson plans that adhere to CBC standards. Handwe and Mpofu (2017) conducted a study on teachers' readiness to apply the new grade three curriculum. Their findings indicated that the training provided to teachers did not sufficiently meet their requirements for effectively preparing lesson plans. Consequently, the majority of teachers lacked knowledge in preparing lesson plans that included all the necessary components according to the new curriculum. Zhuwale and Shumba (2017) conducted a study on the barriers faced by primary school teachers in effectively implementing the new curriculum. They discovered that teachers lack the pedagogical skills required to incorporate elements of the new curriculum, such as lesson plans, when delivering instructions to students.

In their study, Komba and Mwindaji (2015) aimed to assess the extent to which the training received by teachers in Tanzania had effectively equipped them with the necessary skills to create



lesson plans that were in accordance with the Competency-Based Curriculum (CBC). The study's findings indicate that inadequate training led to the creation of lesson plans that did not meet the quality standards specified by the CBC. As to the study, 86% of teachers reported that they did not receive sufficient training on the Competency-Based Curriculum (CBC). As a result, 76% of the lessons presented by the teachers did not demonstrate the characteristics of CBC lesson plans. Paulo (2014) discovered that pre-service training for secondary school teachers in Tanzania did not include the new components and changes of the curriculum established in 2005. Consequently, teachers continued to utilize the rules from the prior curriculum in order to create lesson plans.

According to Waweru's (2018) research, it has been discovered that a significant number of teachers in public primary schools do not possess the necessary competence and skills to create lesson plans that align with the Competency-Based Curriculum (CBC). The study revealed that 98% of instructors lacked the necessary readiness to effectively implement the Competency-Based Curriculum (CBC), particularly in the newly introduced courses. Additionally, 95% of teachers expressed the difficulty of preparing lesson plans for all lessons, citing the significant time investment required to create a single lesson plan. This suggests that the teachers lack the capacity to prepare lesson plans for all of their instructional sessions. Furthermore, the teachers were unable to independently create lesson plans and needed support to design lesson plans that align with the Competency-Based Curriculum (CBC). The lack of lesson plan preparation may have a negative impact on the implementation of the Competency-Based Curriculum (CBC). Lesson plan preparation allows instructors to improve their understanding of the topic they will teach, which in turn enables them to provide high-quality instruction to students.

Koskei and Chepchumba (2020) ascribe the instructors' incapacity to create lesson plans that

adhere to the Competency-Based Curriculum (CBC) to the inadequacy of the training provided on CBC. Based on the results of this study conducted among grade 1-3 teachers in Nakuru County, it was found that most teachers had not received training on the Competency-Based Curriculum (CBC). In fact, 90% of the schools had only one teacher who had undergone CBC training. The training sessions on CBC were largely ineffective due to the excessive workload, with sessions being condensed to 2-3 days instead of the recommended 5 days. Additionally, the facilitators lacked competence and were unable to effectively guide the training as they did not fully comprehend and grasp the concepts of CBC. Due to the rushed nature of the training, the limited number of teachers who received training lacked proficiency in CBC material and teaching techniques. Therefore, the majority of teachers were unable to create lesson plans that were compliant with the CBC standards.

Okoth (2016) investigated the impact of training on improving the competence of form three teachers in Eldoret East in developing English lesson plans according to the revised English curriculum. The study's findings indicated that teachers in public secondary schools were employing outdated curricular lesson plans. The lack of sufficient in-service training on CBC was responsible for teachers' unfamiliarity with the aspects that should have been included in the lesson plans. As a result, teachers favored the previous curriculum's lesson plans that they were accustomed to. Similarly, a study conducted by KNUT (2019) aimed to assess the level of training that teachers had received on the Competency-Based Curriculum (CBC) and found that there was limited utilization of CBC methods in the development of lesson plans. This was primarily due to the fact that the majority of instructors had not received training on CBC.

The bulk of instructors' inability to design lesson plans that comply with the Competency-Based Curriculum (CBC) is due to insufficient training on lesson planning. In their 2021 study, Isaboke

et al. examined the preparedness of pre-primary teachers to implement the Competency-Based Curriculum (CBC). The study found that a majority of teachers (65.9%) had not received any training on CBC. Among the 34.1% who had taken training, it was discovered that the development of lesson plans was not effectively addressed. The study conducted among 45 head teachers and 90 pre-primary teachers in Nairobi found that 86.7% of teachers reported that lesson plan preparation was only addressed once during their training, while 10% reported it was covered twice, and 3.3% reported it was covered three times. The brief training period on lesson preparation was insufficient to provide teachers with the necessary expertise in developing lesson plans that adhere to the Competency-Based Curriculum (CBC) requirements. Only 60% of teachers were capable of independently creating lesson plans that were compliant with the CBC requirements. Consequently, inadequate training hinders instructors' capacity to create lesson plans that align with CBC regulations.

#### **2.4 Head Teacher Provision of a Conducive Learning Environment and Implementation of CBC**

An environment that is favorable and supportive fosters good relationships among instructors, students, and parents, hence enhancing academic performance. The role of an instructional supervisor is to promote teaching and learning by establishing a good learning environment and implementing classroom procedures that facilitate the intended learning outcomes (Hinze & Wiley, 2013). According to McFarland (2012), it is advisable to establish an educational setting that offers comprehensive assistance to students, as this fosters an optimal learning environment for them to reach their maximum potential. Additionally, Raccoon gang (2018) argues that a school serves as a social arena where the upcoming generation of a country is developed through appropriate instructional approaches, suitable physical facilities, and a supportive psychological

atmosphere. This aligns with the findings of Gilavard (2016), who argues that socialization necessitates the availability of a conducive atmosphere and role models in order to enhance performance. The quality of education is influenced not only by the teacher's performance in their duties, but also by the proper coordination of the school's environment (Chuma, 2012).

Nevertheless, research has indicated that the learning environment in the majority of public schools is inadequate for the successful implementation of Competency-Based Curriculum (CBC) due to a lack of facilities and learning resources. In Rwanda, Mugabo, Ozawa, and Nkundabakura (2021) conducted a case study that examined the correlation between a school's characteristics and its ability to adopt Competency-Based Curriculum (CBC). The study findings revealed that discrepancies in the execution of CBC among teachers were attributed to disparities in the availability of teaching-learning resources and insufficient infrastructural capacity of the schools. The study under consideration demonstrates that insufficient instructional resources and inadequate teacher training can provide obstacles in the implementation of curriculum. The study was conducted in secondary schools in Rwanda, therefore the findings cannot be extrapolated to primary schools in Kenya.

A study conducted by Amunga et al. (2020) investigated the relationship between teachers and parents in the successful implementation of the Competency-Based Curriculum (CBC). The study found that public schools in Kakamega and Sabatia lack sufficient facilities, such as classrooms and instructional materials, which has created an unfavorable learning environment. As a result, teachers are unable to effectively implement the CBC. The study's findings suggest that 70.45% of teachers reported overcrowding in their classes due to excessive enrollment. This posed a challenge for educators to deliver personalized instruction to students as mandated by the Competency-Based Curriculum (CBC). The schools in question suffer from a shortage of staff,

leading to a situation where each classroom is managed by a lone teacher responsible for more than nine different subjects. In addition, a significant majority of teachers (84.09%) expressed dissatisfaction with the adequacy of the training they received to effectively administer the Competency-Based Curriculum (CBC). Consequently, the teachers were inundated with an excessive workload, which hindered their capacity to create a favorable learning environment for the successful execution of the Competency-Based Curriculum (CBC). According to 72.72% of teachers, the schools did not have suitable teaching materials. Additionally, 84.09% of teachers reported that parents were unwilling to provide the materials needed to implement the Competency-Based Curriculum (CBC) because it was expensive and burdensome. This led to a shortage of learning materials in the schools.

Keega et al. (2018) conducted a study to assess the impact of the environment established by Early Childhood Development and Education (ECDE) teachers on the application of the ECDE curriculum in Mathira East sub-county, located in Nyeri County, Kenya. The study determined that the instructional setting facilitated by teachers was inappropriate for the execution of the Early Childhood Development and Education (ECDE) curriculum. The lack of sufficient outside play resources significantly impeded the learners' overall development. While the Teachers displayed a significant level of concern for the cleanliness of the classrooms, the condition and suitability of the furniture were assessed to be inadequate and unsuitable for the learners' level. Furthermore, the outside play equipment was severely insufficient and occasionally completely hindered the delivery of the curriculum in ECDE Centres.

The study conducted by Kisirkoi and Kamanga (2018) examined the readiness of primary school teachers in Narok County to implement the Competency-Based Curriculum (CBC). The findings revealed that the learning environment in public schools in the County was inadequate for the

implementation of CBC. This was primarily due to a lack of learning and instructional materials, as well as insufficient ICT facilities. Based on the results of this study, it was found that 80% of teachers lacked adequate teaching and learning materials in their classrooms. Additionally, only 46.6% of teachers had access to ICT facilities, which are necessary for integrating ICT into teaching as mandated by the Competency-Based Curriculum (CBC). Furthermore, a significant majority of teachers, specifically 86.7%, did not receive sufficient pre and in-service training on the CBC. The implementation of the CBC curriculum was negatively impacted by a shortage of teaching material and ICT facilities, as well as instructors' insufficient comprehension of the curriculum.

Public primary schools not only have a scarcity of instructional resources, but they also lack ICT facilities necessary for incorporating ICT into the learning process. In Abdullahi's (2020) study on the influence of school factors on the adoption of CBC in Garissa, it was discovered that a majority of public schools lacked the necessary ICT facilities and equipment to effectively implement CBC. The study revealed a lack of teaching resources, specifically digital equipment, in public schools in Garissa. The majority of public schools are deficient in the necessary ICT equipment that teachers need to incorporate ICT into the instructional process. Furthermore, a significant number of instructors in public schools not only lack access to ICT equipment, but also lack the necessary skills to effectively incorporate ICT into their teaching methods. According to Ondimu (2018), only 46.6% of primary school teachers in Dagoretti has the proficiency to utilize ICT equipment, such as laptops, for instructional purposes.

## **2.5 Head Teachers Checking Teacher's Mode of Assessment and Implementation of CBC**

Teachers must transition to using a criterion-referenced assessment of students' abilities in order to

accurately measure their development. CBC assessments are specifically developed to evaluate the proficiency of individuals in each of the fundamental competencies and skills. The assessment methods employed by teachers to evaluate learners in the Competency Based Curriculum encompass portfolios, classroom or field observation, interviews, projects, oral presentations, self-assessments, and peer assessments. Teachers at CBC are mandated to utilize the formative assessment approach with learners. Formative assessment involves the use of tools by teachers to gather and respond to student feedback while learning is happening. It also includes the activities that teachers and students engage in to make conclusions about the child's cognitive and psychological abilities (Furtak & Herodia, 2014). Instructional supervisors are responsible for ensuring that instructors' assessment records are kept up-to-date in accordance with the criteria of the Competency-Based Curriculum (CBC). In addition, according to Kelly (2011), there should be a change in the way assessments are conducted. Assessments should be integrated into various levels of education to provide information for the next instructional step and encourage learners to think critically about their own ideas. To evaluate students, teachers are required to utilize assessment rubrics recommended by K.I.C.D. Additionally, they have the option to create their own assessment rubric to provide guidance during the evaluation process. (Jengere, 2017) further highlights that assessment rubrics aid teachers in gathering evidence of a learner's acquisition of specific competency from both formal and informal learning environments.

According to Irungu (2015), monitoring the progress of learners involves ensuring that students are completing their assignments correctly and staying focused on the intended goal. The teachers demonstrate diligence and hard effort, since their work and the success of their class activities are closely reviewed. Teachers are responsible for making accurate assessments in order to advance pupils to the next level. The primary responsibility of an instructional supervisor is to guarantee that teachers consistently assess learners in order to enhance their performance (Ampofo et al.,

2014).

Although lesson plans play a crucial role in determining learning outcomes, the majority of public school teachers lack the necessary abilities to effectively prepare and utilize new assessment models and rubrics as mandated by the Competency-Based Curriculum (CBC). In Sabola's (2017) study, it was discovered that a significant number of primary school teachers lacked training on the new assessment methods. Consequently, their capacity to create appropriate assessment instruments within the framework of the new curriculum was restricted. Consequently, the teachers opted to utilize outdated evaluation methods that were employed in the prior curriculum to evaluate learners. In a similar vein, Paulo's (2014) study on pre-service training examined the extent to which secondary school teachers were adequately prepared to execute the new curriculum. The findings revealed that a significant proportion of instructors received training on the new assessment methodologies outlined in the Competency-Based Curriculum (CBC). As a result, the teachers were continuing to utilize conventional approaches to evaluate learners.

In their study, Komba and Mwindaji (2015) aimed to ascertain if instructors in Tanzania were employing formative assessment methods in accordance with the requirements of the Competency-Based Curriculum (CBC). The study's findings indicate that insufficient training given to instructors has impacted their capacity to evaluate students utilizing the procedures specified under the Competency-Based Curriculum (CBC). The survey revealed that 86% of teachers lacked a comprehensive understanding of CBC as a result of inadequate teacher training in CBC. Consequently, fewer than 50% of the teachers were able to do formative evaluation in class as required by the CBC regulations. Consequently, these educators necessitated more instruction to augment their proficiency in preparing and employing formative evaluation techniques.



In a study conducted by Waweru (2018), the impact of teacher preparedness on the implementation of the Competency-Based Curriculum (CBC) in public primary schools in Nyandarua North Sub-County, Kenya was examined. The study revealed that a significant number of teachers in public primary schools lack the necessary competence and skills to create assessment rubrics as mandated by the CBC. The study's findings revealed that 50% of teachers lacked the ability to independently create evaluation rubrics and hence needed support in their development. The teacher's proficiency in creating assessment rubrics is crucial for the successful implementation of the Competency-Based Curriculum (CBC). This is because teachers are responsible for evaluating students' performance in specific tasks and their mastery of essential competencies and skills, using the assessment rubric. Hence, the instructors' incapacity to formulate evaluation rubrics can have a detrimental impact on the execution of the Competency-Based Curriculum (CBC).

Ondimu (2018) conducted a study in Nairobi to examine the level of preparedness among teachers to implement the Competency-Based Curriculum (CBC). The study found that pre-school teachers lack familiarity with the evaluation models utilized in CBC due to inadequate training. The study revealed that a mere 9.7% of teachers in Dagoretti had participated in all the training sessions on CBC, while 35.2% had only attended one session, and 25.8% had attended two sessions. The teacher had challenges in utilizing evaluation rubrics under the Competency-Based Curriculum (CBC) due to their failure to attend all the training sessions. These teachers lacked familiarity with the new assessment methods implemented under the Competency-Based Curriculum (CBC), which resulted in difficulties while attempting to evaluate students in their particular schools. The reason why most teachers in public schools are unable to utilize CBC assessment models to evaluate students is due to insufficient training on CBC. Isaboke et al. (2021) found that the training for teachers to use CBC did not sufficiently address certain aspects of evaluation. The

results revealed that a significant majority of instructors, specifically 83.3%, reported that the topic of assessment rubrics was addressed just once throughout the training. Similarly, 76.6% of teachers stated that formative assessment was covered only once, while 63.3% reported that summative assessment was also covered only once. Consequently, the majority of teachers lacked familiarity with the assessment methods employed in the Competency-Based Curriculum (CBC), which consequently hindered their capacity to utilize the prescribed assessment methods in the CBC to evaluate learners. Merely 16.7% of teachers shown proficiency in utilizing assessment rubrics alone, whereas 23.3% of teachers displayed competence in employing formative assessment without assistance. Similarly, a little 16.7% of teachers exhibited the ability to utilize summative assessment without any support.

## **2.6 Head Teachers' Use of Collegiality and Implementation of CBC**

Glickman et al. (2014) defines a collegial school as one that is distinguished by intentional adult engagement in discussions aimed at enhancing teaching and learning across the entire school. According to Glickman (2014), some components of it include peer coaching, resource aid, developmental teaching, co-teaching, and mentorship. Not all teachers in Kenya are familiar with all the teaching features of the newly introduced education system, known as CBC. The effective exploitation of collegial relationships in schools by instructional supervisors will improve the performance of most schools, since all teachers are completely committed to providing sufficient support in areas where they feel inadequacies in their duties. Collegiality necessitates that instructors and administrators operate within a non-threatening setting that fosters the collaborative development of knowledge. According to Owusu-Mensah (2014), this component has the potential to reduce stress and anxiety among teachers. Reducing stress and anxiety leads to the enhancement of a conducive environment for well-being. By maintaining good health, teachers can enhance their work performance, as it reduces absenteeism and mortality rates

associated with stress and anxiety. A successful mentoring relationship yields favorable results for both teachers involved, as stated by Musingafi and Mafumbata (2014). Professional development is crucial as it keeps instructors informed about the latest pedagogical approaches, the new curricular resources (CBC), and emerging technical tools that can be utilized in classroom instruction.

Nevertheless, the participation of head teachers in supervisory activities may be hindered by teachers' insufficient proficiency in the Competency-Based Curriculum (CBC) and their lack of readiness to execute it. Koske and Chepchumba (2020) discovered that although teachers play a crucial role in implementing the Competency-Based Curriculum (CBC), most teachers lack knowledge about CBC. This is because the Kenya Institute of Curriculum Development and the Ministry did not involve teachers in the curriculum's preparation and development. Furthermore, the training provided to teachers on CBC was ineffective. Consequently, the head teachers are unable to engage teachers in supervisory activities due to their inadequate proficiency in the new curriculum and unfamiliarity with the Competency-Based Curriculum (CBC).

The limited participation of teachers in supervisory activities in Zimbabwe, Tanzania, and Kenya is due to their insufficient knowledge and proficiency in the Competency-Based Curriculum (CBC). This lack of effectiveness in training on CBC has been identified as the cause. The assessment conducted by Hwande & Mpofu (2017) on the readiness of public primary school teachers to apply the new grade three curriculum in Zimbabwe indicated that instructors lacked familiarity with the new curriculum. The instructors' unfamiliarity with the new curriculum can be linked to the inadequacy of their training. Some of the trainers themselves were not well-versed in the new curriculum, and the training did not sufficiently equip the teachers to satisfy the requirements of the new curriculum. Paulo's (2014) study on pre-service teacher readiness to

implement Competency-Based Curriculum (CBC) in secondary schools in Tanzania revealed that the training provided to secondary school teachers in Tanzania did not adequately cover the adjustments and new elements introduced under CBC. The revised curriculum was implemented in 2005, although no modifications were made to the material employed in teacher training. As a result, the training was ineffective in equipping teachers with the necessary skills to successfully apply the new curriculum, therefore negatively impacting their capacity to effectively implement the Competency-Based Curriculum (CBC).

In a study conducted by Koskei and Chepchumba (2020), it was found that teachers in public elementary schools in Nakuru County lack proficiency in the implementation of the Competency-Based Curriculum (CBC) due to inadequate training. Based on the findings of this study, the training sessions on CBC were mostly ineffective due to the excessive workload of the sessions, which were condensed into 2-3 days instead of the recommended 5 days. The facilitators were incompetent and unable to effectively guide the training because they had not comprehended and grasped the concepts of CBC. The study also found that the majority of instructors lacked training in CBC, with only one teacher in 90% of schools having had such training. Therefore, a teacher who has not fully grasped the Competency-Based Curriculum (CBC) cannot participate in supervisory tasks assigned by the head teachers.

In Waweru's (2018) study, it was discovered that public elementary school instructors lacked the necessary readiness to effectively administer the Competency-Based Curriculum (CBC). Based on the report, a staggering 98% of instructors in public primary schools in Nyandarua were ill-equipped to execute the Competency-Based Curriculum (CBC). Kimosop's (2019) research on the competence and readiness of pre-school teachers revealed that a significant number of pre-school teachers in public primary schools lacked the necessary preparation to effectively

administer the Competency-Based Curriculum (CBC). Consequently, the teachers lacked the proficiency to efficiently execute the Competency-Based Curriculum (CBC). Insufficient readiness and proficiency in the CBC may hinder head teachers from engaging and cooperating with teachers in their supervision activities.

## 2.7 Summary of Literature

The literature study demonstrates that various instructional supervision approaches have an impact on the academic performance of students in educational institutions. The study examined the impact of the head teacher's instructional supervision practices on the implementation of the Competency-Based Curriculum (CBC) in Kisumu West Sub-County. No research studies examining the impact of instructional supervision methods on the implementation of the Competency-Based Curriculum (CBC) in Kisumu West Sub-County were found. Nevertheless, the researcher utilized data obtained from the literature study conducted in other countries. A study conducted by Jengere (2017) highlights that the appropriate utilization of assessment rubrics enables the determination of learners' development. Additionally, teachers can gather evidence of a learner's acquisition of specific skill from both formal and informal learning contexts. The authors Mugambi (2017) and Ndung'u, Allan, and Emily (2015) argue that instructional supervisors can determine if teachers are effectively instructing and if students are meeting the stated objectives of a lesson by reviewing professional documentation such as lesson plans. Collegiality necessitates teachers and administrators to operate within a non-threatening atmosphere that fosters the collaborative creation of knowledge, hence diminishing tension and anxiety that could impede the performance of the teaching and learning community (Owusu Mensah, 2014). The study aimed to evaluate the impact of head teachers' oversight of lesson plan transmission, provision of a conducive environment, monitoring of teachers' assessment

methods, and utilization of collegiality on the implementation of the Competency-Based Curriculum (CBC) in public schools.

## **2.8 Theoretical Framework**

This study was founded on Kaufman's systems theory of educational management, which was introduced in 1972 and cited by Lunmann in 1995. A system is a collection of components or elements that work together as a unified entity to accomplish a shared objective. A system consists of constituent sections or subsystems that can be further broken down into component elements. It entails considering the entirety of a problem, task, operation, or group and its interconnected sub-parts. Additionally, it involves analyzing, choosing, executing, and overseeing the most effective sequence, interactions, functions, or component part in order to attain the desired result (Olembo et al., 2004). According to the systems theory, education involves various stakeholders, such as the head teacher, instructors, learners, quality assurance and standards officers, and parents. Each person must execute their duty proficiently to ensure the entire system operates efficiently. If any component of the system malfunctions, the entire system is compromised. It is imperative for all stakeholders in the education system to collaborate and support each other in order to ensure the successful execution of the Competency-Based Curriculum (CBC). They should allocate all the essential resources to ensure trainees acquire the fundamental skills proficiently. Fulmer (1999) states that the principle serves as both an administrator and a supervisor. The head teacher serves as an instructional supervisor at the school level, with the responsibility of ensuring the provision of high-quality education. The study conducted by Mwangi (2012) utilized system theory to examine the impact of head teachers' instructional supervision practices on the academic performance of kids in KCPE in public primary schools in Rumuruti division, Kenya. The idea was relevant in this study as a school is an organization where the function of head teachers is crucial in enhancing classroom

instruction and institutional development. The theory served as a foundation for evaluating the head teachers in relation to these principles.

## **2.9 Conceptual Framework**

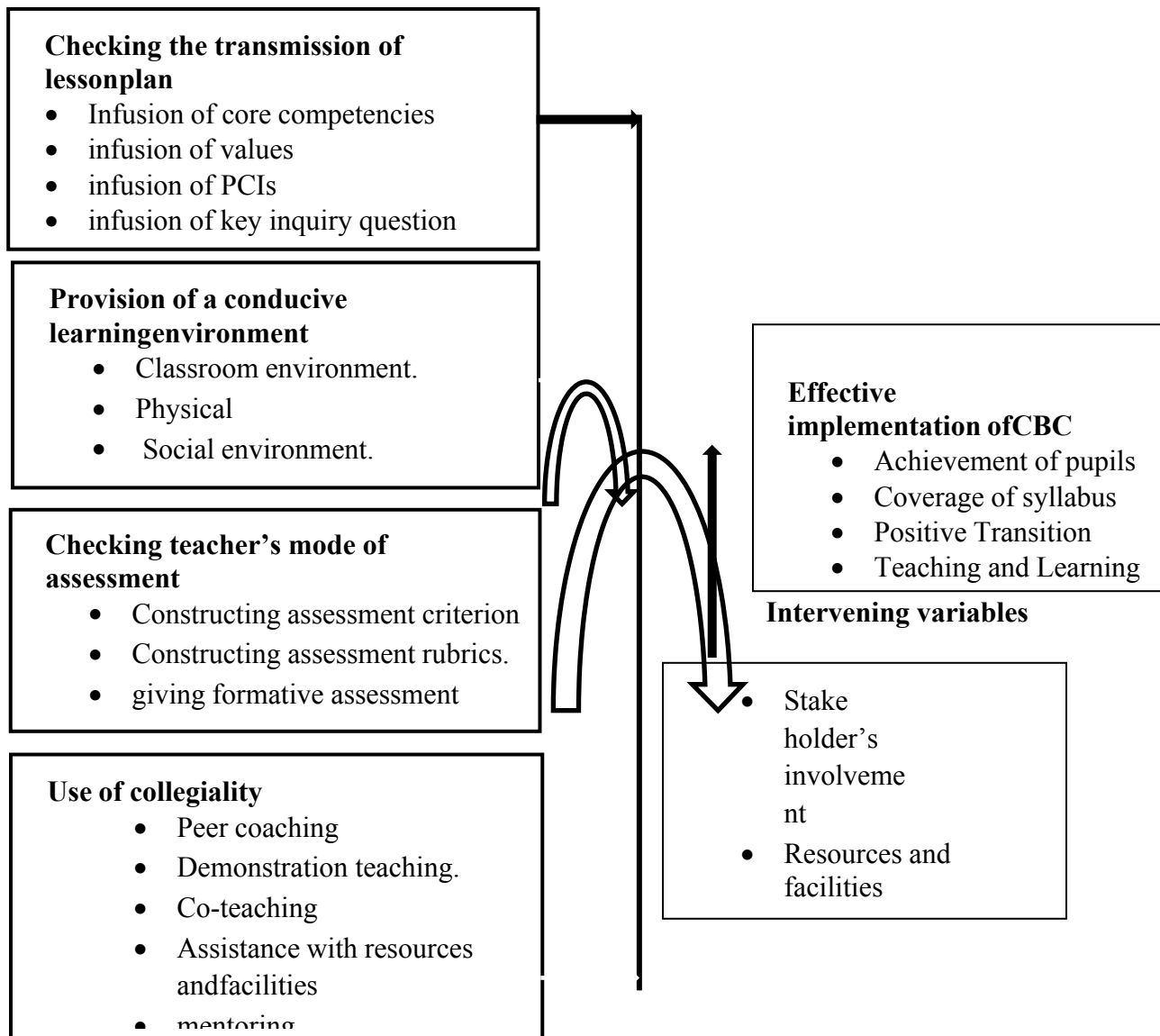
A conceptual framework is a visual depiction of the connections between the variables being examined (Mugenda and Mugenda, 2007). The graphic visually represents the connection between the independent and dependent variables, specifically the instructional supervisory techniques of head teachers and their impact on the implementation of CBC. The main emphasis of this conceptual framework was on the instructional supervisory practice of head teachers, which serves as the independent variable. The successful execution of CBC relies on the implementation of effective instructional supervision methods. The development process employed the input-process-output framework. The inputs consisted of the independent factors, while the process involved the successful teaching and learning methods aligned with the Competency-Based Curriculum (CBC). The outcome, on the other hand, entailed the implementation of the CBC, which served as the dependent variables. The conceptual framework was devised in the following manner:

**Independent variables**

**Head teacher's instructional supervisory practices**

**Dependent variables**

**Effective implementation of CBC**



**Figure 2.1: Conceptual Frameworks of the relationship between head teacher instructional supervisory practices and implementation of CBC**

The researcher examined whether teachers create lesson plans that incorporate all elements of the Competency-Based Curriculum (CBC), such as the integration of core competencies, values, Program and Course Implementation (PCIs), and important inquiry questions. Instructional supervisors should verify that teachers are strictly adhering to the prescribed steps outlined in the curriculum-based



curriculum (CBC) to ensure effective teaching and learning.

The researcher examined if the head teachers provide a favorable learning environment that facilitates the successful implementation of the Competency-Based Curriculum (CBC). Specifically, the study focused on determining if the classroom environment, both physical and social, is adequately established to promote effective teaching and learning. The researcher investigated whether head teachers are overseeing teachers' adherence to the mode of assessment in accordance with the Competency-Based Curriculum (CBC). Specifically, the researcher inquired about teachers' involvement in establishing assessment criteria, constructing assessment rubrics, conducting formative assessments, and administering summative assessments. The researcher investigated whether head teachers are utilizing collegial practices such as peer coaching, demonstration teaching, co-teaching, providing resources and facilities, and mentoring techniques to foster a collaborative environment between teachers and learners. The aim is to enhance the mutual growth and development of both parties and effectively achieve the implementation of the Competency-Based Curriculum (CBC). The aforementioned indicators were utilized to assess the impact of instructional supervisory methods on the implementation of the CBC curriculum in teaching and learning.

## **CHAPTER THREE**

### **RESEARCH METHODOLOGY**

#### **3.1. Introduction**

The chapter examines the research methods employed by the researcher to conduct the study. The study encompassed the target population, sampling methodologies, instrument types, procedures for ensuring validity and reliability, data analysis techniques, and ethical considerations.

#### **3.2 Research Design**

Research design refers to the systematic approach used to address and resolve a problem that is being investigated (Orodho, 2004). A mixed method research design is deemed suitable for the study as it allows the researcher to combine quantitative and qualitative data collecting and analysis. The researcher sent questionnaires to head teachers and teachers and conducted interviews with CSOs in order to determine the impact of instructional supervision techniques on the implementation of CBC in public primary schools in Kisumu West Sub-County, Kenya.

#### **3.3 Target population**

The target population refers to the complete set of individuals to whom the findings of a research study can be applied or generalized (Mugenda & Mugenda, 2003). The target population refers to a specific group of individuals that share one or more traits that are of interest to the researcher (Best & Kahn, 2006). As per the Kisumu West Sub-County Education Office (2021), there are a total of 81 primary schools in the Sub-County. Consequently, the study focused on a sample of 81 head teachers, 420 pre-primary to grade five teachers, and 2 civil society organizations (CSOs) in Kenya, specifically targeting the grades where Competency-Based Curriculum (CBC) implementation has been implemented. This information is presented in Table 3.1.

**Table 3.1: Target population**

<b>Zone</b>	<b>CSOs</b>	<b>Head teachers</b>	<b>Teachers</b>	<b>Total</b>
Otonglo	1	13	206	220
Nyahera	-	18	49	67
Chulaimbo	-	15	38	53
Sianda	-	17	90	107
Ojolla	1	18	37	56
<b>Total</b>	<b>2</b>	<b>81</b>	<b>420</b>	<b>503</b>

**Source:** Kisumu West Sub-County Education Office (2021)

### 3.4 Sample Size and Sampling Procedures

Sampling is the method of choosing a subset of a population that accurately reflects the characteristics of the complete population (Mugenda & Mugenda, 2003). A sample size including 10% and 30% of the target population is deemed adequate for making a generalization. (Cooper and Schindler, 2003) state that sampling is a fundamental aspect of statistical practice. It involves selecting specific observations from a larger population in order to gain insights about the entire population. This is particularly useful for making predictions based on statistical inference.

**Table 3.2: Sample Size**

<b>Respondent</b>	<b>Target population</b>	<b>Sampling Method</b>	<b>Sample Size</b>	<b>Percentage</b>	<b>Data Collection Instrument</b>
CSOs	2	Census	2	100%	Interview Guide
Head teachers	81	Simple random	16	20%	Questionnaire
Teachers	420	Purposive Sampling	126	30%	Questionnaire
<b>Total</b>	<b>503</b>		<b>144</b>	<b>150%</b>	

**Source (Author, 2021)**

A stratified random sampling method was employed to select 16 public primary schools from the 5 zones in the sub-county: Otonglo, Nyahera, Chulaimbo, Sianda, and Ojolla. These zones collectively contain 81 public day schools. This accounts for 20% of the total number of schools

in each zone within Kisumu-West Sub-County. Stratified random sampling, as described by Kothari (2004), is a method of selecting a sample by dividing the total population into subgroups and guaranteeing that each subgroup is represented in the sample in proportion to its size in the population. A total of three (3) head teachers and 126 teachers were chosen for the sample using a simple random sampling method. This involved selecting codes printed on folded pieces of paper and replacing them after each selection to ensure the desired sample size was achieved. This accounted for 30% of the total population. The study employed purposive sampling to choose both C.S.Os, who played the role of key informants, for inclusion in the study. According to Patton (2002), purposive sampling is a deliberate and non-random approach of selecting examples that are rich in material for in-depth examination. The sample consisted of 149 respondents in total.

### **3.5 Research Instruments**

The study employed a questionnaire and interview schedule. A questionnaire is a research tool used to collect data from a broad sample of individuals (Kombo & Tromp, 2006). The composition comprised five components: Part A contained personal demographic information, including gender, age brackets, teaching experience, grades taught, and position in the school. Part B focused on inquiries about head teachers' evaluation of lesson plans. Part C addressed questions regarding the creation of a conducive environment. Part D consisted of questions about teachers' methods of assessment. Part E explored the utilization of collegiality. Questionnaires were distributed to head teachers and teachers who were responsible for implementing the Competency-Based Curriculum (CBC). The replies were based on a 5-point Likert scale, with 5 representing "strongly agree," 4 representing "agree," 3 representing "undecided," 2 representing "disagree," and 1 representing "strongly disagree." A structured interview schedule was employed to collect data from two Civil Society Organizations (CSOs). The research instruments

utilized both closed-ended questions for gathering quantitative data and open-ended questions for capturing qualitative data.

### **3.6 Validity of Data Collection Instruments**

Validity, as defined by Borg and Gall (1989), refers to the extent to which a test accurately assesses the specific construct it claims to measure. The questionnaires and interview guides underwent evaluation by two supervisors from the college of educational administration and planning. Adjustments were made to the tools based on their feedback. The supervisors evaluated the face validity of the instruments to ascertain if the items effectively measured their intended constructs. The research tools were validated by conducting a pilot administration of questionnaires and an interview schedule with one head teacher and ten teachers in a public school that was not included in the sample population. This was conducted to ascertain the respondents' level of comprehension in regards to the questions and their ability to provide accurate answers. The questions were modified to enhance comprehensibility for the respondents prior to the commencement of the study.

### **3.7 Reliability of Data Collection Instruments**

Reliability refers to the extent to which the empirical indicators remain consistent throughout multiple trials (Kothari, 2006). Reliability refers to the extent to which a research instrument produces consistent results in future trials, as stated by Orodho (2004). Reliability was assessed using Cronbach's alpha coefficient as a measure of assessing reliability. The test was conducted utilizing SPSS version 23.0, which produced the coefficients for assessing the reliability of the study instrument. The instruments were considered dependable since they produced coefficients of 0.7 and higher (Kothai, 2011) as shown in Table 3.3:

**Table 3.3: Reliability of Research Instruments**

<b>Variable</b>	<b>Cronbach's Alpha</b>	<b>Cronbach's Alpha Based on Standardized Items</b>	<b>No. of Items</b>
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Head Teacher checking of the transmission of lesson plan	.762	.782	9
Head Teachers creation of a conducive learning environment	.819	.828	10
Head teacher checking of the teachers' mode of assessment,	.756	.766	8
Head teacher use of collegiality	.715	.725	8

### **3.8 Data Collection Procedures**

The researcher requested a letter from the department of school administration and planning, as well as a permit from the National Commission for Science Technology and Innovation (NACOSTI). A visit was made to the Deputy County Commissioner and the District Education Officer of Kisumu West Sub-County to notify them about the planned research and request their consent. Prior to conducting the study, a preliminary visit was conducted to the schools in question in order to acquaint oneself with the participants and to inform the head teacher about the objectives and methodologies of the research. Subsequently, the surveys were distributed to both head teachers and teachers, following a thorough explanation regarding the importance of providing precise data and ensuring confidentiality. Ultimately, the questionnaires were gathered for the purpose of analysis. The researcher requested meetings with CSOs and conducted interviews on the same day as the appointments were scheduled. The interviews were subsequently taped and transcribed for the purpose of analysis.

### **3.9 Data Analysis Techniques**

An evaluation of the data was conducted following its collection to ascertain its accuracy by detecting instances of incorrect responses, spelling errors, and empty fields. The data was encoded and subsequently inputted into SPSS software version 23.0 for analysis. The

quantitative data was analyzed using both descriptive and inferential statistics. The descriptive statistics comprised frequency, percentage, and means. Inferential statistics, such as linear regression and correlation analysis, were utilized to determine the magnitude and statistical significance of the association between the following factors: verification of lesson plan transmission, establishment of a favorable learning environment, assessment method evaluation of teachers, and the utilization of collegiality in the implementation of the Competency-Based Curriculum (CBC). The information was conveyed in the format of tables. The qualitative data obtained from interviews with CSOs was subjected to thematic analysis, wherein themes and sub-themes were identified based on the objectives. The data was presented in a narrative format.

### **3.10 Ethical Considerations**

(Flick, 2006) argues that it is essential for every research project to incorporate ethical principles. This is necessary to establish a fair and just relationship between the researcher, the participants, and the research domains being investigated. Respondents were assured of the utmost confidentiality of the information they submitted by explicitly instructing them not to include their names on the questionnaires. The respondents were not exposed to any potential harm as the questionnaires did not contain any private or sensitive inquiries. Additionally, kids were not included as respondents due to their underage status, as the Competency-Based Curriculum (CBC) is only applied from Early Childhood Development Education (ECDE) to grade 4. Participants were recruited on a voluntary basis, without any type of inducement, compulsion, or remuneration. All scholars whose studies were utilized have been duly recognized by referencing all sources of information employed.

## CHAPTER FOUR

### DATA ANALYSIS, PRESENTATION, DISCUSSION AND INTERPRETATION

#### 4.1 Introduction

The chapter summarizes the study's findings on how the instructional supervision techniques of head teachers affect the implementation of a competency-based curriculum in public primary schools in Kisumu West Sub-County. The chapter examines various aspects like the response rate, the manner in which findings on the background information of respondents and objectives are presented, the interpretation of data, and the outcomes of regression analysis. Preliminary data were presented using descriptive statistics, while inferential statistics were employed to test hypotheses and assess the strength of correlations between variables.

#### 4.2 General and Demographic Information

This section of the chapter provides an overview of general and demographic information about the respondents, which is further divided into the following subsections:

##### 4.2.1 General Information

This section presents the response rate of instruments that were administered to respondents and against those that were filled and returned as tabulated in Table 4.1:

**Table: 4.1 Response Rate**

Response Rate	Head teachers		Teachers		CSOs	
	Frequency	Percent	Frequency	Percent	Frequency	Percent
Issued Questionnaires	16	100	126	100	2	100
Completely Filled and Returned	12	75	116	92.1	2	100

The study involved distributing and collecting data from 2 CSOs, 16 head teachers and 126 teachers and out of which 2 interview were successfully conducted with the CSOs and 12 head teachers' questionnaires returned giving a response rate of 100% and 75% respectively. Further, a total of 116 teacher questionnaires were returned giving a response rate of 92.1% as shown in Table 4.1 above.



This response was deemed satisfactory and indicative of the entire population. The provided response is satisfactory and accurately reflects the population. It adheres to the criteria set by Mugenda and Mugenda (2003), which states that a response rate of 70% or higher is considered excellent.

#### 4.2.2 Demographic Information

The study sought to determine the demographic information of the respondents and this included the gender, the age bracket, teaching experience, grades taught and the position of the respondents in their respective schools. The findings are presented and interpreted below:

##### 4.2.2.1 Gender of the Respondents

The study sought to establish the gender of the head teachers and teachers who participated in this study. The results are shown in Table 4.2.

**Table 4.2: Gender of the Respondents**

<b>Gender</b>	<b>Head Teachers</b>		<b>Teachers</b>	
	<b>Frequency</b>	<b>Percent</b>	<b>Frequency</b>	<b>Percent</b>
Male	4	33.3	45	38.8
Female	8	66.7	71	61.2
<b>Total</b>	<b>12</b>	<b>100.0</b>	<b>116</b>	<b>100.0</b>

**Source: Research Data, 2022**

From the results in Table 4.2, it was evident that most of the head teachers 8(66.7%) were male while the remaining 4(33.3%) were female. It was also established that 45(38.8%) of the teachers were male and the majority 71(61.2%) of the teachers were female. From the above responses, it was clear that majority of the head teachers and teachers who participated in the study were all female meaning that there was a gap between the male and female. However, the study was also to get information from both genders on head teachers' instructional supervisory practices and implementation of competency-based curriculum in public primary schools in Kisumu west sub-county.

##### 4.2.2.2 Age Bracket of the Respondents

The study also sought to establish the age distribution of the head teachers and teachers and the findings were as presented in Table 4.3.

**Table 4.3: Age Bracket of the Respondents**

Age (years)	Head Teachers		Teachers	
	Frequency	Percent	Frequency	Percent
20-30 Years	1	8.3	8	6.9
31-40 Years	6	50.0	45	38.8
41-60 Years	5	41.7	63	54.3
<b>Total</b>	<b>12</b>	<b>100.0</b>	<b>116</b>	<b>100.0</b>

**Source: Research Data, 2022**

According to the findings in Table 4.3, it was clear that 1(8.3%) of the head teachers were between 20-30 years while majority 6(50%) of the head teachers were of the age bracket of 31-40 years and the remaining 5(41.7%) were between 41-60 years of age. The findings also revealed that 8(6.9%) of the teachers ‘between 20-30 years of age, 45(38.8%) were in the age bracket of 31-40 years and majority 63(54.3%) were within the age bracket of 41-60 years. From the above findings, it implies that both the head teachers and teachers were at their prime age and thus the study was able to get the required information from all the age groups of the head teachers as well as the teachers.

#### 4.2.2.3 Work Experience of the Respondents

Both the head teachers and teachers were asked to indicate the number of years they had taught in terms of the years they had been in the teaching profession in their respective schools and the results were as presented in Table 4.4.

**Table 4.4: Work Experience of the Respondents**

Work Experience	Head Teachers		Teachers	
	Frequency	Percent	Frequency	Percent
0-10 years	2	16.7	5	4.3
10-20 years	7	58.3	56	48.3
Over 20 years	3	25.0	55	47.4
<b>Total</b>	<b>12</b>	<b>100.0</b>	<b>116</b>	<b>100.0</b>

**Source: Research Data, 2022**

The study findings in Table 4.4 revealed that most of the head teachers had a teaching experience of 10-20 years as shown by 7(58.3%) head teachers. In addition to that, 2(16.7%) head teachers had a teaching experience of 0-10 years and 3(25.0%) had a teaching experience of above 20 years. It was also established that 5(4.3%) of the teachers had a teaching experience of 0-10 years, most 56(48.3%) had taught in their schools for 10-20 years and the remaining 55(47.4%) had a work experience of 20 years and above. From these findings, it was discovered that there was an almost even distribution of the head teachers and teachers' years of teaching experience. This showed that both the head teachers and teachers had the required teaching experience to understand head teachers' instructional supervisory practices and implementation of competency-based curriculum in public primary schools in Kisumu west sub-county.

#### 4.2.2.4 Teaching Grades of Respondents

The teachers and head teachers were asked to indicate the grades they are teaching in their schools. The findings are as indicated in Table 4.5

**Table 4.5 Teaching Grades of Respondents**

Work Experience	Head Teachers		Teachers	
	Frequency	Percent	Frequency	Percent
Grade 1	3	25.0	13	11.2
Grade 2	6	50.0	62	53.4
Grade 3	2	16.7	21	18.1
Grade 4	1	8.3	20	17.2
<b>Total</b>	<b>12</b>	<b>100.0</b>	<b>116</b>	<b>100.0</b>

**Source: Research Data, 2022**

From the results in Table 4.5, it indicates that 3 (25%) of the head teachers teach grade one pupils, majority 6(50%) teach grade two while those teaching grade three are at 16.7% and the remaining 8.3% teach grade four. It was also clear that 13(11.2%) of the teachers teach grade one while most 62(53.4%) teach grade two and 18.1% teach grade three. The remaining 17.2% of the teachers teach

grade four. The above findings confirm that both the teachers and head teachers are involved in teaching the pupils in their respective schools. This shows that head teachers are also performing their supervisory role in the classrooms through teaching and this could help them assess any problems the pupils are facing and come up with long lasting solutions.

### 4.3 Findings of Objective One

The first objective of the study was to determine the effect of head teachers checking of the transmission of lesson plan and implementation of CBC. Teachers were asked to indicate their transmission of lesson plans while head teachers were asked to indicate the extent they agreed on statements regarding head teachers checking of lesson plans. Teachers were also requested to indicate frequency of preparing lesson plan and the competencies infused to learners during classroom instructions. The statements were anchored on a five-point Likert-type scale ranging from 1-Strongly disagree, 2-disagree, 3-Neutral, 4-Agree, 5-Strongly agree. Inferential statistical analysis was conducted to establish how head teachers checking on the transmission of lessons plans influenced implementation of CBC. The findings are as presented below:

#### 4.3.1 Head Teachers Checking of Transmission of Lesson Plans

Teachers’ responses on their ability to transmit lesson plans are tabulated in Table 4.6 below:

**Table 4.6 Teachers Transmission of Lesson Plans**

	<b>5</b>		<b>4</b>		<b>3</b>		<b>2</b>		<b>1</b>		<b>Mean</b>
	N	%	N	%	N	%	N	%	n	%	
Ability to write CBC lesson plan	22	19.0	20	17.2	12	10.3	38	32.8	24	20.7	2.81
Writes lesson plans as stipulated in timetable	17	14.7	21	18.1	14	12.1	36	31.0	28	24.1	2.68
Presentation of lessons within stipulated time	21	18.1	32	27.6	8	6.9	27	23.3	28	24.1	2.92
<b>Overall Average Mean</b>											<b>2.80</b>

**n=116**

**Source: Research Data, 2022**

The data presented in Table 4.6 indicates that 22 out of the total number of teachers surveyed, accounting for 19.0%, expressed a strong agreement in their ability to develop CBC lesson plans. Additionally, 20 teachers, representing 17.2%, agreed that they possess the capability to write CBC lesson plans. 10.3% expressed uncertainty, whereas 38 individuals (32.8%) disagreed with their ability to write CBC lesson plans in comparison 24 individuals, accounting for 20.7% of the total, expressed severe disagreement over their ability to prepare CBC lesson plans. This indicates that more than half of the teachers, specifically 62 individuals (equivalent to 53.5% of the total), lack the ability to create CBC plans. Only 42 out of the total number of teachers in public primary schools in Kisumu West Sub-County, which accounts for 36.2% of the total, had the ability to create CBC lesson plans. The average score of 2.81 indicates that teachers expressed disagreement over their ability to design CBC lesson plans. According to Fisher (2011), creating lesson plans improves teachers' concentration and proficiency in understanding the subject matter prior to teaching students. Nevertheless, only a few of teachers in Kisumu West possess the capability to design CBC lesson plans. This could potentially impact their capacity to deliver high-quality instructions to learners. These findings align with those of Waweru (2018), who discovered that a significant number of primary school teachers faced difficulties in creating lesson plans that adhered to the Competency-Based Curriculum (CBC). Similarly, Sitenei (2020) discovered that instructors encountered difficulties in creating lesson plans due to the little time allotted for teacher training on the new curriculum.

According to the Table, it is evident that 17 teachers (14.7%) strongly agreed that they possess the ability to write lesson plans as specified in the timetable, while 21 teachers (18.1%) agreed that they are capable of producing lesson plans in line with the timetable's requirements. 14 individuals (12.1%) expressed uncertainty regarding their ability to create lesson plans that adhere to the timeline, while 36 individuals (31.0%) disagreed and 28 individuals (24.1%) severely disagreed with their capability to make lesson plans in accordance with the timetable. Only 38 out of the total number of teachers in public primary schools in Kisumu West Sub-County, which accounts for 32.8%, are capable of creating CBC lesson plans as required by the schedule. In contrast, 64 teachers, equivalent to 55.1%, are unable to make lesson plans in compliance with the timetable's specifications. A mean score of 2.68 indicates that the teachers expressed disagreement on their ability to create CBC lesson plans according to the specified schedule. These findings align with the study conducted by Paulo (2014), which demonstrated that the absence of pre-service teacher training in lesson plan preparation, as mandated by the CBC, hindered their capacity to create lessons in compliance with the timetable's rules. They also agree with the findings of Nevenglosky et al., (2019), which showed that not including important parts of the curriculum in lesson plans was a major obstacle to implementing the new curriculum. The instructors in Kisumu West are unable to write lesson plans according to the CBC rules due to a lack of proper training on how to create lesson plans that are compliant with the CBC. The data in the Table reveals that 21 teachers (18.1%) highly agreed and 32 teachers (27.6%) agreed that they deliver classes within the specified time, whilst 8 teachers (6.9%) were undecided. However, 27 instructors (23.3%) expressed disagreement with their ability to provide lessons within the specified time, while 28 teachers (24.1%) strongly disagreed with their ability to do so. Therefore, 53 out of 116 instructors at public primary schools in Kisumu West Sub-County (45.7%) adhere to the designated time for presenting lessons, while 55 teachers (47.4%) do not adhere to the designated time. The average score of 2.92 indicates that the teachers had a neutral opinion (undecided) regarding their capacity to provide lessons within the specified time frame. The teachers' inability to present lesson

plans can be attributed to their lack of sufficient preparation, as indicated by the KICD evaluation report of 2018 on the implementation of CBC in early grades. The report revealed that a majority of teachers in primary schools are not adequately prepared to create important documents such as lesson plans. These teachers, who are not well prepared, spend extra time creating class plans, which in turn affects their ability to meet presentation deadlines.

In addition, head teachers were requested to indicate their level of agreement with comments about their assessment of instructors' adherence to lesson plan guidelines. The collected responses are organized and shown in Table 4.7 below:

**Table 4.7 Head Teachers Responses on Checking of Transmission of Lesson Plans**

	5		4		3		2		1		Mean
	N	%	n	%	n	%	n	%	N	%	
Ability to write CBC lesson plan	2	16.7	3	25.0	1	8.3	2	16.7	4	33.3	3.00
Writes lesson plans as stipulated in timetable	1	8.3	2	16.7	2	16.7	2	16.7	5	41.7	3.33
Presentation of lessons within stipulated time	5	41.7	2	16.7	1	8.3	2	16.7	2	16.7	3.50
<b>Overall Average Mean</b>											<b>3.28</b>

**n=12**

**Source: Research Data, 2022**

According to Table 4.7, 2(16.7%) of head teachers strongly agreed that teachers in their respective schools are capable of writing CBC plans; 3(25.0%) agreed that teachers in their schools have the ability to write CBC lesson plans compared to 1(8.3%) who were not sure. 2(16.7%) of the head teachers disagreed that teachers in their schools are capable of developing CBC lessons plans while 4(33.3%) strongly disagreed that teachers in their schools are able to write lesson plans. Thus, 5(41.7%) of head teachers indicated that teachers in their respective schools are capable of writing CBC lesson plans while 6(50%) indicated that teachers are not able to write CBC lessons plans. This concurs to teachers perspective in Table 4.6 where 62(53.5%) of teachers are not capable of writing CBC lesson compared to only 42(36.2%) of teachers who are able to write CBC plans. Head teachers determination of the number of teachers that are able to develop CBC lesson plans is an indication that

they check on teachers' lesson plans. These findings corroborate those of Jonyo (2019), which demonstrated that head teachers have a responsibility to review the teacher's scheme of work, lesson notes or plans, and records of work in order to improve curricular supervision and execution. Fisher (2011) concurs with these findings, as his study demonstrated that head teachers are responsible for verifying teachers' lesson plans to ensure their adherence to the curriculum's requirements.

According to the Table, 1 head teacher (8.3%) strongly agreed that teachers in their schools are capable of writing lesson plans as specified in the time table. In comparison, 2 head teachers (16.7%) agreed, while 2 head teachers (16.7%) were unsure about the teachers' ability to write lesson plans as specified in the timetable. In contrast, 2 out of 12 head teachers (16.7%) expressed disagreement on the ability of teachers in their schools to write lesson plans according to the specified timetable. Additionally, 5 head teachers (41.7%) strongly disagreed with the notion that instructors are capable of adhering to the timetable when it comes to producing lesson plans. Therefore, 7 out of 12 head teachers (58.4%) reported that instructors in their schools lack the ability to write lesson plans according to the specified timeline. This aligns with the results presented in Table 4.6, which show that 64 teachers (55.1%) are unable to create lesson plans that adhere to the requirements of the schedule. In contrast, only 38 instructors (32.8%) are able to construct CBC lesson plans as specified in the timetable. These findings corroborate Fisher's (2011) research, which demonstrated that instructional supervisors, also known as head teachers, have a responsibility to ensure that instructors have sufficiently prepared all lesson plans as outlined in the timetable. They align with the findings of Nevenglosky et al. (2019), which indicate that instructional supervisors review instructors' lesson plans to verify that all necessary elements of the curriculum are included as mandated.

The data in Table 4.7 shows that 41.7% of head teachers strongly agreed that teachers in their schools are capable of presenting lessons within the specified time. Additionally, 16.7% of head teachers

agreed that teachers do present lessons within the specified time, while 8.3% were undecided. In addition, 2 out of 12 head teachers (16.7%) expressed their disagreement about teachers' punctuality in presenting lessons, while another 2 head teachers (16.7%) strongly disagreed that teachers adhere to the specified time for lesson delivery. Therefore, 7 out of 12 head teachers (58.4%) reported that teachers adhere to the designated time frame when delivering classes, whereas 4 out of 12 head teachers (33.4%) reported that instructors do not adhere to the designated time frame. These findings align with those of Fisher (2011), which showed that presenting lesson plans within the designated time is crucial for delivering high-quality instruction. This allows supervisors (head teachers) to ensure that teachers have properly prepared all lesson plans as specified in the timetable. Consequently, this allows them to acquire expertise in the subject matter they would be teaching, thereby delivering high-quality instruction.

#### **4.3.2 Qualitative Data from Interviews**

Interviews with Curriculum support officer revealed that teachers actually deliver lessons using CBC aspects. Similarly, the head teachers consistently check on teacher's lessons delivery to ensure that that lesson plans are up to date and they always check on a weekly basis. However, the small proportion of teachers who are able to write CBC lessons and develop lesson plans as stipulated in the timetable can be attributed to the short training period that the teachers underwent which resulted in insufficient time to grasp the various aspects related to the preparation of lessons plans.

This was stated by one of the CSO that;

*“Majority of the lesson plans are in line with what the CBC. However, teachers face challenges in preparing lessons plans that are CBC compliant as CBC training was short. Therefore teachers lacked adequate to acquire the prerequisite skills required in the implementation of CBC”.*

Inability of the teachers to prepare lessons as stipulated in the timetable and in according with CBC guidelines can be attributed to the fact the some of the teachers have not undergone training on the



CBC curriculum. As such they have limited capacity to develop CBC compliant lesson plans. One of the CSO observed that teachers who have undergone training in CBC are capable of developing CBC complaint lessons in comparison to those who have not undergone training.

One of the CSO also lamented that;

*“Teachers who had been trained could design CBC compliant lesson plans better than those who had not received any training”.*

#### 4.3.3 Frequency Preparation of Lesson Plans as Stipulated in the Timetable

The study sought to find out how often lesson plans are prepared as stipulated in the timetable. The findings are as presented in Table 4.8:

**Table 4.8: Frequency of Preparation of Lesson Plans as Stipulated in the Timetable**

Rate of recurrence	Head Teachers		Teachers	
	Frequency	Percent	Frequency	Percent
Daily	6	50.0	81	69.8
Weekly	3	25.0	22	19.0
Monthly	1	8.3	9	7.8
Termly	2	16.7	4	3.4
Not at all	0	0.0	0	0.0
<b>Total</b>	<b>12</b>	<b>100.0</b>	<b>116</b>	<b>100.0</b>

The results in Table 4.8 shows revealed that majority 6(50%) of the head teachers indicated that they prepared lessons plans on a daily basis, 3(25%) said on a weekly basis, 1(8.3%) said monthly and the remaining 2(16.7%) indicated that lesson plans are prepared termly. According to the teachers, majority 81(69.8%) said they prepared their lesson plans on a daily basis, 22(19%) indicated weekly, 9(7.8%) said monthly and 4(3.4%) said termly. Therefore, the majority of instructors and head teachers frequently create lesson plans on a daily basis. Fisher (2011) noted that the crucial factor for the implementation of the curriculum is the creation of lesson plans before instructing learners.

Consequently, the frequency of creating lesson plans is crucial as it allows teachers to strategically design and prepare lessons in advance prior to instructing students.

#### **4.3.4 Qualitative Data from Interviews**

Interviews with CSOs revealed that high compliance among the teachers in preparation of lessons plans can be attributed to the requirement to adequately prepare lesson plans as stipulated in the timetable before engaging teaching any lessons as this enhances teachers' ability to master content that they are going to teach and consequently deliver quality instructions to learners.

*“Preparation of lesson plans enables teachers to enhance mastery of the content that they are going to teach enabling them to deliver quality instructions to learners. Therefore, it is imperative that teachers prepare lessons plans prior to engaging in teaching learners.”*

Another CSO observed that the school head teachers were responsible for ensuring teachers in their school comply with CBC requirements on preparation of professional documents such as schemes of work and lesson plans through appraisals. By appraising teachers on these aspects of the CBC head teachers enhance teachers' level of compliance. According to the CSO,

*“It is the responsibility of the head teacher to ensure teachers are adhering to this during classroom visitation to enable proper implementation of CBC. The head teachers should check on teacher's ability to consistently attend class on time; prepare lesson plans on time; keep lessons observation records; make up/recover for lost lesson; and adhere to the school timetable.”*

According CSOs, teachers experience challenges in preparing lesson plans that conforms to the CBC as some of them were not well acquainted with the new curriculum in the education system of Kenya. They also reported a challenge in deciding on the activities that learners and teachers would use to enable learners acquire competencies.

#### **4.3.5 Infusion of Core Competency during Classroom Instruction**

The teachers were asked to indicate the core competency infused during classroom instructions. The findings are as presented in Table 4.9 below:

**Table 4.9: Teachers Response on Infusion of Core Competency during Classroom Instruction**

	5		4		3		2		1		Mean
	N	%	N	%	n	%	N	%	N	%	
Communication and Collaboration	21	18.1	53	45.7	9	7.8	20	17.2	13	11.2	3.42
Critical thinking and problem solving	22	19.0	58	50.0	19	16.4	11	9.5	6	5.2	3.68
Creativity and Imagination	46	39.7	43	37.1	11	9.5	8	6.9	8	6.9	3.96
Citizenship	24	20.7	41	35.3	17	14.7	18	15.5	16	13.8	3.34
Self-Efficacy	27	23.3	46	39.7	9	7.8	16	13.8	18	15.5	3.41
Digital Literacy	26	22.4	60	51.7	21	18.1	5	4.3	4	3.4	3.85
<b>Overall Average Mean</b>											<b>4.24</b>

According to Table 4.9 varied responses were given by teachers on the infusion of core competencies during classroom instructions. The findings revealed that 74(63.8%) of the teachers agreed that learners were able to acquire more knowledge on developing themselves through infusing communication and collaboration with others during classroom instructions; 9(7.8%) were not sure if learners had acquired communication and collaborations skills; and 33(28.4%) disagreed. This statement had a mean value of 3.42 meaning that teachers were not certain if learners had acquired communication skills. Findings also showed that 80(69%) of the teachers also agreed that learners were able to think critically and could solve problems, 16.4% were not sure and 14.7% disagreed that learners were able to think critically and could solve problems. A mean of 3.68 implies that teachers agreed that learners were able to think critically and could solve problems. The findings also showed that 89(76.8%) of teachers felt that creativity and imagination were infused during classroom instructions; 11(9.5%) were not sure if they had infuses creativity among learners; and 16(13.8%) disagreed that creativity and imagination were infused during classroom instructions. This statement had a mean value of 3.96 which indicated that teachers agreed that creativity and imagination were infused to learner during classroom instructions

The findings also showed that 65(56%) of teachers revealed that pupils in school were infused with values

of citizenship; 17(14.7%) were not sure if learners had been infused with values of citizenship; and 34(29.3%) disagreed that learners infused with values of citizenship. Further, 73(63%) of teachers felt that learners had enhanced their self-efficacy; 9(7.8%) were not sure and 34(29.3%) disagreed that learners had enhanced their self-efficacy. The mean value for this statement was 3.41 meaning that the teachers agreed with the above statement. Finally, 86(74.1%) of the teachers were of the opinion that digital literacy was one of the core competencies they infused during instruction in the classroom, 21(18.1%) were not sure if learners had acquired literacy skills; and 7(7.7%) disagreed that learners had acquired literacy skills. An overall average mean of 4.23 implies that teachers agreed that they were able to infuse the core competency skills to learners as required under the CBC curriculum.

#### **4.3.6 Qualitative Data from Interviews**

Interviews with the CSOs revealed that infusion of skills to learners was an essential component of implementing the CBC curriculum. In addition to numeracy and literacy skills, the curriculum seeks to equip learners with essential life skills in creativity; digital literacy; communication and collaboration; self-efficacy; and citizenship. The CSOs observed that infusion of digital literacy skills presented a challenge among teachers in public primary schools as they lacked the necessary skills to integrate ICT in teaching. There is also insufficiency of the facilities and materials required in integrating use of ICT in teaching among primary schools.

According to one of the CSOs,

*“Use of technology in primary school was a challenge in most schools. Most teachers felt that they were insufficiently equipped and/or prepared with ICT skills fundamental for effective implementation of technology in their classrooms. The teachers have little knowledge on integration of computer technology into classroom instruction.”*

Similar sentiments were shared by another CSO who observed that,

*“Most of public primary schools in Kisumu West Sub-County lack ICT facilities that can be used by teachers for teaching students. Even where schools have these facilities they are not*

adequate.”

### 4.3.7 Correlation Analysis

Pearson correlation analysis was done to establish the bivariate relationship between head teachers checking of lesson plans items and CBC implementation as shown in Table 4.13.

**Table 4.13: Correlation Analysis**

		Implementation of CBC	checking of the transmission of lesson plans
Implementation of lesson plans	Pearson Correlation	1	.564**
	Sig. (2-tailed)		.000
	N	116	116
Checking of the transmission of lesson plans	Pearson Correlation	.564**	1
	Sig. (2-tailed)	.000	
	N	116	116

\*\* . Correlation is significant at the 0.01 level (2-tailed).

The results show that head teachers checking of the transmission of lesson plans has a strong positive correlation with CBC implementation ( $r=0.564$ ). Since the p value of 0.000 is less than 0.05, the relationship between the two variables is statistically significant. This implies that the more head teachers check on teachers’ transmit lesson plans, the higher the effectiveness of CBC implementation. The results of this study align with those of Sule et al. (2015), who examined the efficacy of head teachers in evaluating teachers' lesson notes and plans in Nigerian secondary schools. Their research found a notable positive correlation between the evaluation of teachers' lesson notes and their ability to effectively implement the curriculum.

### 4.3.8 Regression Model Analysis

A regression analysis model was done to ascertain the relationship between head teachers checking of transmission of lesson plan and the implementation of CBC. Regression analyses yielded various values. The Model Summary yields R and R-Squared values. The R-value reflects the strength of the relationship between the study variables, while  $R^2$  depicts the proportion of variability in implementation of CBC as explained by head teacher checking of transmission of lesson plan as

illustrated in Table 4.10:

**Table 4.10: Model Summary**

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.302 <sup>a</sup>	.733	.635	.51750

**a. Predictors: (Constant),** Checking of the transmission of lesson plan

The results in Table 4.10 indicate that head teachers checking of the transmission of lesson plans explains 73.3% variation in implementation of CBC ( $R^2 = 0.733$ ) with the remaining 26.7% being explained by other variables which were not considered in this model.

Analysis of variance indicates the statistical significance of the overall model that is used to test if head teachers checking of transmission of lesson plans influences implementation of CBC. The study tested the confidence level at 95% and a significance level ( $p = 0.05$ ) at which point a decision to confirm or reject the hypothesis was made as demonstrated in Table 4.11:

**Table 4.11: ANOVA**

Model		Sum of Squares	Df	Mean Square	F	Sig.
1	Regression	.104	2	.104	27.588	.000 <sup>b</sup>
	Residual	30.530	114	.268		
	Total	30.633	116			

**a. Dependent Variable:** Implementation of CBC

**b. Predictors: (Constant),** Head teachers checking of the transmission of lesson plan

Table 4.11 shows the F value for the model is 27.588 and p-value is 0.000. The P value of 0.000 is less than 0.05, implying that head teachers checking of the transmission of lesson plans has a statistically significant effect on implementation of CBC. Thus,  $H_{01}$ : There is a significant relationship between the head teachers checking of the transmission of lesson plan and the implementation of CBC is accepted. The results of this study align with those of Sule et al. (2015), who found a significant positive correlation between head teachers' evaluation of teachers' lesson notes and plans in secondary schools and their effectiveness in implementing the curriculum.

The coefficients of correlation test the extent to which changes in head teachers checking of transmission of lesson plans affect implementation of the CBC as demonstrated in Table 4.12 below:

**Table 4.12: Coefficients of Correlation**

Model	Unstandardized Coefficients		Standardized Coefficients	T	Sig.
	B	Std. Error	Beta		
	(Constant)	3.288	.176	11.850	.000
1	Checking of Transmission of lesson plans	.380	.060	.302	5.252 .000

According to the coefficient Table 4.12, head teachers checking on transmission of lesson plan contributes positively to implementation of CBC ( $\beta_1=0.380$ ). The p value of 0.000, is less than 0.05 hence the effects are statistically significant. This, the relationship is presented in the equation as follows;

$$\text{Implementation of CBC} = 3.288 + 0.380X_1$$

The equation above explains that when head teacher checking of transmission of lesson plans is at zero, implementation of CBC=3.288. A unit change in head teachers checking of the transmission of lesson plan will result in increase in CBC implementation by 0.380 units.

#### 4.3.9 Discussion of the Findings

This study has demonstrated that when head teachers verify the transmission of lesson plans, it has a beneficial and statistically significant impact on the application of the Competency-Based Curriculum (CBC). The results of this study align with those of Sule et al. (2015), who found a strong and favorable correlation between teachers reviewing their lecture notes and their effectiveness in implementing the curriculum. In his 2017 publication, Jeng'ere emphasizes the importance of creating reflective lesson plans as a crucial step in successfully implementing the Competency-Based Curriculum (CBC). The aforementioned results align with the research findings of Jonyo (2019), which indicate that head teachers should assess teaching standards by referring to the scheme of work,

lesson notes or plans, and records of work to improve curriculum supervision and implementation.

The study findings indicate that head teachers routinely monitor the delivery of lessons by teachers to ensure that the lesson plans are current and adhere to the criteria of the Competency-Based Curriculum (CBC). However, only a tiny percentage of teachers possess the ability to compose CBC lessons and construct lesson plans in accordance with the timetable. A significant majority of teachers were unable to compose CBC lessons and develop lesson plans in accordance with the deadline. This can be due to the brief duration of the instructors' training, which led to a lack of sufficient time to fully understand the different components associated to lesson plan creation. Furthermore, a subset of the teachers lack training on the CBC curriculum, which hinders their ability to proficiently develop lesson plans that adhere to CBC standards.

The results align with those of Waweru (2018), who found that 95% of lower primary teachers were unable to prepare CBC lesson plans. Sitenei (2020) discovered that the time allotted for training teachers on CBC lessons was insufficient, leading to a negative impact on their capacity to create lessons that align with the CBC requirements. These findings align with Paulo's (2014) research on the readiness of pre-service teachers to integrate competency-based curriculum in Tanzanian secondary schools. Paulo's study revealed that pre-service teachers lacked training in new assessment methods and the preparation of lesson plans as outlined in the Competency Based Curriculum. Consequently, they were continuing to employ conventional approaches for evaluation and instruction.

This study also discovered that teachers have difficulties in formulating lesson plans that adhere to the CBC due to their limited familiarity with the new curriculum. These findings corroborated the KICD evaluation report from 2018 about the implementation of CBC in early grades in Primary Schools in Kenya. The report suggested that teachers are ill-equipped to create essential documents such as lesson plans. Hence, it is imperative that teachers in public schools receive training on effectively designing





n=116

Table 4.14 indicates that 21 instructors (18.1%) strongly agreed that they could effortlessly navigate the classroom while instructing students, whereas 20 teachers (17.3%) agreed that they could readily move around the classroom. Nevertheless, 50 instructors (43.1%) expressed their disagreement regarding their ability to move freely throughout the classroom, while 25 teachers (21.6%) severely disagreed with their ability to navigate the classroom readily. Out of the total number of teachers at public primary schools in Kisumu West, only 41 (35.3%) are able to navigate the classroom effortlessly when teaching, whereas 75 (64.7%) instructors face difficulty in moving around the classroom. The average answer for this statement was 2.41, indicating that the teachers expressed disagreement over the presence of ease of movement in the classroom. Raccoon (2018) argues that having adequate physical space is crucial for establishing a conducive learning environment. Chuma (2012) states that approach allows teachers to efficiently organize students during lessons, resulting in a conducive learning environment. Hence, the suggestion from the majority of teachers (64.7%) that they encounter difficulty in navigating the classroom may have significant implications for their capacity to effectively monitor students throughout instructional sessions. These findings align with those of Ochieng' (2013), which found that the successful implementation of CBC was hindered by overcrowded classrooms resulting from over enrollment. This, in turn, affected the teachers' capacity to effectively manage and monitor students during classes.

Regarding instructional resources, it was determined that 74 teachers (63.8%) strongly agreed that head teachers supplied teaching and learning materials, while 8 teachers (6.9%) agreed that instructional materials were present in their schools, in contrast to 15 teachers (12.9%) who were undecided. Only 3 out of 116 teachers (2.6%) disputed that head teachers offered teaching and learning materials, while 16 (13.8%) strongly disagreed. Out of the total number of teachers, 82 (70.7%) said that they are given teaching and learning resources, whereas 19 (16.4%) stated that head teachers do not supply instructional materials. A mean score of 4.04 indicates that teachers were in agreement that head teachers supplied teaching and learning resources. In addition, a total of 37 instructors, accounting for 31.9% of the sample, expressed a strong agreement about the accessibility of the materials. Similarly, 27 teachers (23.3%) agreed that instructional materials were accessible, while 17 teachers (14.7%) were uncertain about this aspect. Nevertheless, 11 teachers (9.5%) expressed their disagreement regarding teachers' ability to access the materials, while 24 teachers (20.7%) strongly disagreed with the notion that teachers could easily access the resources. Therefore, a total of 64 teachers, accounting for 55.2% of the total, have the ability to access teaching and learning resources, whereas 35 teachers, representing 30.2% of the total, do not have access to teaching materials. A mean of 3.36 indicates that teachers have a neutral stance regarding the accessibility of teaching resources. These findings contradict Nyoni's (2018) research, which identified a significant obstacle faced by instructors in implementing the competence-based curriculum: a lack of adequate instructional materials. These findings contradict the results of Mugabo et al., (2021), which showed that the unsuccessful implementation of CBC among teachers in Kisumu was not due to a lack of instructional resources. In fact, the majority of instructors in Kisumu have sufficient access to instructional materials.

According to Table 41, 35.3% of teachers strongly agreed that learners are given chances for both indoor and outdoor learning. Additionally, 37.1% of teachers agreed that there are possibilities for indoor and outdoor learning. Only 2.6% of teachers were hesitant on this matter. However, only 20 individuals (17.2%) expressed disagreement, while 9 individuals (7.8%) strongly disagreed with the availability of indoor and outdoor learning possibilities for students in their schools. Therefore, a majority of 84 teachers, accounting for 72.4% of the total, expressed agreement about the presence of

both indoor and outdoor learning opportunities, while a smaller proportion of 29 teachers, representing 25% of the total, disagreed. A mean score of 3.75 indicates that the teachers reached a consensus regarding the presence of both indoor and outdoor learning opportunities. These findings contradict the results of Keega et al. (2018), who found that schools in Nyeri had limited outdoor learning opportunities due to a lack of sufficient outdoor play resources. The study found that the outdoor play equipment was severely insufficient, which greatly hindered the implementation of the curriculum at ECDE centers.

Furthermore, it was determined that 32 teachers, accounting for 27.6% of the total, strongly agreed that the classroom layout fosters inclusive and interactive learning. Additionally, 26 teachers (22.4%) agreed that the classroom layout encourages interactive learning, while 20 teachers (17.2%) expressed uncertainty on this matter. Nevertheless, 28 teachers (24.1%) expressed their disagreement regarding the classroom layout's ability to facilitate participatory and inclusive learning, with 10 of them (8.6%) strongly disagreeing. Accordingly, 58 instructors, accounting for 50% of the total, said that the classroom layout facilitates inclusive and interactive learning. Conversely, 38 teachers, representing 32.7%, reported that the arrangement does not enable interactive learning. A mean score of 3.34 indicates that the teachers had a neutral stance regarding the classroom layout's support for interactive learning. According to McFarland (2012), establishing an interactive learning environment in the classroom guarantees that students receive complete support from the teacher, hence providing a favorable atmosphere for students to reach their maximum learning potential. Similarly, according to Gilavard (2016), a learning environment that promotes social inclusivity and fosters active participation of learners is crucial for improving learner performance. Furthermore, 6.0% of teachers strongly affirmed their utilization of diverse teaching approaches to foster an interactive and inclusive learning environment. This sentiment was shared by 50.9% of teachers who agreed with the statement, while 14.7% expressed uncertainty regarding their implementation of various teaching methods. 12 teachers, representing 10.3% of the total, expressed disagreement, while 21 teachers, accounting for 18.1%, strongly disagreed with the notion of using a diverse range of teaching approaches. Consequently, 56.9% of teachers employ a diverse range of teaching methods, whereas 14.7% expressed uncertainty and 28.4% do not utilize a variety of teaching approaches. A mean value of 3.16 indicates that teachers had a lack of confidence in utilizing a diverse range of instructional approaches. Regarding the classroom environment, the results indicated that 45 (38.8%) of the teachers strongly agreed that the classrooms have adequate ventilation and lighting. Additionally, 18 (15.5%) agreed that the classrooms are well ventilated with sufficient lighting. On the other hand, 31 (26.7%) were uncertain about whether the classrooms have adequate ventilation and lighting. Nevertheless, 17 teachers (14.7%) expressed their disagreement regarding the adequacy of ventilation and illumination in the classrooms, while 5 teachers (4.3%) strongly disagreed with this notion. Hence, a majority of 63 teachers (54.3%) expressed that classrooms possess adequate ventilation and lighting, while a minority of 19.0% disagreed. A mean score of 3.70 indicates that teachers are in agreement that the classrooms have adequate lighting and ventilation. The findings indicated that 17 teachers (14.7%) strongly agreed that the courses were equipped with lockable doors and windows to enhance the safety and security of learners. Additionally, 49 teachers (42.2%) agreed that the classes had lockable doors and windows, while 5 teachers (4.3%) were uncertain about the presence of lockable doors and windows in the classes. Nevertheless, a total of 8 instructors, accounting for 6.9% of the respondents, expressed their disagreement, while 37 teachers, representing 31.9% of the respondents, strongly disagreed with the notion that classes were equipped with locked doors and windows. In contrast, Keega et al. (2018) discovered that the learning environment in classrooms, as provided by teachers, was inadequate for implementing the CBC curriculum. The survey revealed that teachers voiced apprehensions regarding the cleanliness of the classrooms and adequacy of furniture according to the number of students

present. The unsanitary conditions of the classrooms, along with insufficient furnishings, were a significant obstacle for teachers in establishing a favorable learning environment.

Only 19 teachers (16.4%) strongly agreed and 1 teacher (0.9%) agreed that they could effectively handle the number of students in their classes, while 17 teachers (14.7%) were unclear about their ability to teach and manage the number of students in their classrooms. 18 teachers, accounting for 15.5% of the total, expressed disagreement on their ability to effectively manage and teach the amount of students in their classes. Additionally, 61 teachers, making up 52.6% of the total, strongly disagreed with this statement. Therefore, a significant majority of teachers (68.1%) were unable to effectively handle the quantity of students in their classes, in contrast to a mere 14.7% who were uncertain and just 17.3% who were capable of managing the amount of learners. This suggests that the number of learners in schools may exceed the capacity of classrooms. A mean value of 2.66 indicates that teachers expressed disagreement over their ability to effectively handle students in their courses. According to Chuma (2012), the quality of learning is contingent upon instructors' capacity to manage students in the classroom and efficiently organize learning activities within the classroom setting. The teachers' inability to effectively handle the quantity of students in their classrooms might have a negative impact on the implementation of the Competency-Based Curriculum (CBC). These findings align with the research conducted by Kavindi (2014), which identified overcrowded classrooms as a significant difficulty in implementing the Competency-Based Curriculum (CBC). Additionally, the findings of Wambua (2019) indicate that public schools lack sufficient facilities and infrastructure to efficiently administer the CBC.

Furthermore, it was evident that 21 teachers, accounting for 18.1% of the total, strongly affirmed the presence of a system aimed at fostering positive behavior among students. Additionally, 32 teachers, constituting 27.6%, expressed agreement with this assertion. On the other hand, 41 teachers, representing 35.3%, were uncertain about the existence of such a system in the school. Only 5 teachers, representing 4.3% of the total, disagreed, while 17 teachers, accounting for 14.7%, strongly disagreed with the existence of a system for fostering good behavior in schools. Consequently, 45.7% of educators affirmed the presence of a mechanism in schools to encourage positive conduct, while 19% expressed disagreement and 35.3% were unsure. A mean score of 3.30 suggests that teachers were unsure about the presence of a well-established system for fostering positive behavior in schools. These findings align with those of Hinze and Wiley (2013), who found that instructional supervisors (head teachers) should consistently endeavor to establish policies and systems that are crucial to fostering a positive learning environment, resulting in enhanced learning outcomes in the classroom. Therefore, implementing a system that encourages positive behavior is essential for creating a favorable learning environment, as it ensures that students comply with their teachers, listen to instructions, and observe school regulations, thereby facilitating teachers' ability to fulfill their teaching responsibilities effortlessly.

The head teachers were also requested to specify the impact of the supportive environment created by the head teachers on the implementation of the Competency-Based Curriculum (CBC). The results are organized and presented in Table 4.16:

**Table 4.15: Head Teachers Response on Provision of Conducive Learning Environment**

	5		4		3		2		1		Mean
	N	%	N	%	N	%	n	%	N	%	
Ease of movement in classroom	2	16.7	2	16.7	1	8.3	3	25.0	4	33.3	2.33
Availability of teaching and learning materials	4	33.3	4	33.3	1	8.3	1	8.3	2	16.7	3.58
Material are accessible	2	16.7	4	33.3	2	16.7	2	16.7	2	16.7	3.17
Layout supports inclusive and interactive learning	4	33.3	3	25.0	2	16.7	1	8.3	2	16.7	3.50
Opportunity for indoor and outdoor learning	5	41.7	4	33.3	1	8.3	1	8.3	1	8.3	3.92
Comfort in terms of lighting and ventilation	2	16.7	3	25.0	2	16.7	4	33.3	1	8.3	3.08

According to Table 4.23, 4 head teachers (33.3%) believed that there is ease of mobility in the classrooms, 1 head teacher (8.3%) were unsure, and 7 head teachers (58.3%) disagreed that teachers could freely move about the class. The average answer for this item was 2.33, indicating that the head teachers expressed disagreement over the ease with which instructors may move around the classrooms while teaching. In the same vein, 64.7% of teachers in Table 4.14 expressed that they have difficulty in maneuvering throughout the classroom when conducting their lessons.

The results indicated that 66.6% of the head teachers agreed that the necessary teaching and learning resources for implementing CBC were available. 8.3% expressed uncertainty about the availability of these resources, while 25.0% disagreed that the required resources were present in their schools. In addition, 6 out of 12 head teachers (50.0%) confirmed that the resources are easily available to teachers, 2 (16.7%) expressed uncertainty regarding the accessibility of the materials, and 4 (33.3%) disagreed that the materials are accessible to teachers. This is in contrast to the 70.7% of teachers mentioned in Table 4.14 who receive teaching and learning tools.

Furthermore, it was determined that 7 out of 12 head teachers (58.3%) agreed that the layout facilitates inclusive and interactive learning. On the other hand, 2 head teachers (16.7%) were uncertain about whether the pattern supports interactive learning, while 3 head teachers (25.0%) disputed that the layout promotes inclusive and interactive learning. Similarly, half of the teachers report that the classroom arrangement enables them to employ inclusive and interactive teaching methods. The results indicated that 9 out of 12 head teachers (75%) acknowledged the presence of both indoor and outdoor learning opportunities. One head teacher (8.3%) expressed uncertainty regarding the availability of such opportunities for learners in their schools, while two head teachers (16.6%) disagreed that learners in their schools had access to indoor and outdoor learning opportunities. Table 4.14 indicates that a significant majority of teachers (72.4%) reported utilizing both indoor and outdoor learning methods. It was determined that 7 out of 12 head teachers (58.3%) agreed that teachers employ a

diverse range of teaching methods. 1 head teacher (8.3%) expressed uncertainty regarding the employment of varied teaching approaches, while 4 head teachers (33.4%) disagreed with the notion that teachers utilize a variety of teaching methods. A total of 56.9% of teachers reported employing a diverse range of instructional methodologies.

The results additionally demonstrated that 41.7% of the head teachers affirmed that the classrooms in their schools possess sufficient ventilation and lighting. 16.7% expressed uncertainty regarding the adequacy of ventilation and lighting in their classrooms, while 41.6% disagreed that the classrooms in their schools are adequately ventilated and lit. According to Table 4.14, 54.3% of teachers reported that classes have adequate ventilation and illumination. Additionally, the results also disclose Out of the head teachers surveyed, 6 (50.0%) confirmed that the classrooms in their primary schools have doors and windows that can be locked. 2 (16.7%) were uncertain about this, while 4 (33.4%) disagreed and stated that the classrooms in their primary schools do not have lockable doors and windows. Furthermore, 56.9% of teachers reported that the security and safety of learners has been improved by the use of lockable doors and windows.

Only 3 out of 25.0% of head teachers agreed that teachers were capable of managing the number of students in their classrooms. 4 head teachers, accounting for 33.4%, were unsure about the ability of teachers in their schools to handle the number of students in their classrooms. The remaining 5 head teachers, making up 41.6%, disagreed that teachers could handle the number of students in their classrooms. Approximately 68.1% of teachers were unable to effectively handle the quantity of students in their courses. The results indicated that 58.3% of head teachers believed that their schools have a system in place to promote good behavior. Meanwhile, 16.7% were uncertain about the existence of such a system, and 25.0% disagreed. By contrast, 45.7% of instructors reported that schools possess a mechanism for fostering positive conduct.

#### 4.4.2 Qualitative Data from Interviews

The CSOs were also interviewed on the issue of classroom environment and its influence on the implementation of CBC. The researcher through interviews with the CSOs noted that the major challenges facing implementation of CBC were inadequate classrooms resulting large number of learners in the classrooms and congestion in the classes that was not conducive for learning. As a result the teachers could not easily move around the classrooms to supervise learners. According to the majority of the head teachers and CSOs, high enrolment of learners in the primary schools some classes had up to 70-80 learners per class which caused congestion in the classrooms compromise learning as the teachers could not effectively teach and manage this number of learners.

One of the CSO observed that,

*“Our schools have quite a number of classrooms which can accommodate around forty to fifty learners per class as recommended by the MOE. However, due to high enrolment some classes have up to 70-80 learners per classroom. This number is too high for teachers to handle as it leads to congestion which can affect the learning process”.* (CSO 2)

The CSOs also observed that there were adequate textbooks in the schools in comparison to the number of learners. According to the CSO, most of the schools in Kisumu West have a textbook: learner ratio of 1:2. The CSO attributed this to the NEMIS system that keeps accurate data on the number of learners in the schools and the number of textbooks enabling the head teachers to plan accordingly and ensure there are sufficient textbooks in the schools.

*“The National Information Management System (NEMIS) enables heads teachers to keep accurate and updated records of the textbooks in their schools as well as the number of learners that are uniquely identified by the system. This enables should heads them to determine adequacy of textbooks in comparison to the number of students and plan accordingly to ensure that the school has adequate textbooks.”* (CSO 1)

However, the CSO observed that there was a challenge in accessing materials required to undertake practical lessons under the CBC. According to the CSO, the schools do not have a budget for these

materials. Therefore, it is parents who purchase the materials for learners. As such majority of learners from humble backgrounds have difficulty in purchasing these materials. This is quite evident by complaints from parents who view CBC as being expensive. This has negatively affected effective implementation of CBC.

#### 4.4.3 Correlation Analysis

Pearson Correlation Analysis was also undertaken to determine the relationship that exists between head teachers' provision of conducive environment and implementation of CBC. The findings are as presented below:

**Table 4.19: Correlation Analysis**

		Implementation of CBC	Head teachers provision of a Conducive Environment
Implementation of CBC	Pearson Correlation	1	.483**
	Sig. (2-tailed)		.002
	N	128	128
Head teachers provision of a Conducive Environment	Pearson Correlation	.483**	1
	Sig. (2-tailed)	.002	
	N	128	128

\*\* . Correlation is significant at the 0.01 level (2-tailed).

The results show that head teachers provision of conducive environment has a moderate positive correlation with CBC implementation ( $r=0.483$ ). Since the p value of 0.002 is less than 0.05, the relationship between the two variables is statistically significant. This implies that the more head teachers provide a conducive learning environment, the higher the effectiveness of CBC implementation.

#### 4.4.4 Regression Analysis

A regression analysis model was done to ascertain the relationship between provision of a conducive learning environment and implementation of CBC.  $R^2$  in the Model Summary depicts the proportion of variability in implementation of CBC as explained by head teacher provision of a conducive learning environment as illustrated in Table 4.16:



**Table 4.16: Model Summary**

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.526 <sup>a</sup>	.351	.444	.76954

a. Predictors: (Constant), Head teachers' provision of a conducive environment

Table 4.16 indicates that head teachers provision of a conducive learning environment explains 35.1% variation in implementation of CBC ( $R^2 = 0.733$ ) with the remaining 64.9% being explained by other variables which were not considered in this model.

Analysis of variance indicates the statistical significance of the overall model that is used to test if head teachers provision of a conducive learning environment influences implementation of CBC. The study tested the confidence level at 95% and significance level ( $p = 0.05$ ) at which point a decision to confirm or reject the hypothesis was made as demonstrated in Table 4.17:

**Table 4.17: ANOVA**

Model		Sum of Squares	Df	Mean Square	F	Sig.
1	Regression	2.436	2	2.436	9.694	.002 <sup>b</sup>
	Residual	27.893	126	.251		
	Total	30.329	128			

**a. Dependent Variable:** Implementation of CBC

**b. Predictors: (Constant),** Head teachers' provision of a conducive environment

Table 4.17 indicates The F value for the model is 9.694 and p-value is 0.002. The P value of 0.002 is less than 0.05, implying that provision of a conducive learning environment has a statistically significant effect on implementation of CBC. Thus,  $H_{01}$ : There is a significant relationship between the head teachers provision of a conducive learning environment and implementation of CBC is accepted.

The coefficients of correlation test the extent to which changes in head teachers provision of a conducive learning environment affect implementation of the CBC as demonstrated in Table 4.18 below:

**Table 4.18: Coefficients of Correlation**

Model	Unstandardized Coefficients		Standardized Coefficients	T	Sig.
	B	Std. Error	Beta		
1	(Constant)	2.181		5.569	.000
	Conducive learning environment	.350	.283	3.114	.002

**a. Dependent Variable:** Implementation of CBC

According to the coefficient Table 4.18, head teachers provision of a conducive learning environment contributes positively to implementation of CBC ( $\beta_2=0.350$ ). The p value of 0.002, is less than 0.05 hence the effects are statistically significant. This, the relationship is presented in the equation as follows;

$$\text{Implementation of CBC} = 2.181 + 0.350X_2$$

The equation above explains that when head teacher provision of a conducive learning environment is at zero, implementation of CBC=2.181. A unit change in provision of a conducive learning environment will result in increase in CBC implementation by 0.350 units.

#### 4.4.5 Discussion of the Findings

Findings of this study established that head teachers provision of a conducive learning environment has a positive and statistically significant effect on implementation of CBC. Head teachers of public primary schools have endured to create a conducive learning environment by ensuring teachers have access to teaching and learning materials required for implementing CBC as 70.7% of teachers are provided with teaching and learning resources. 45.7% of teachers indicated that schools have a system of promoting good behaviour as discipline is essential for learning. The layout of the classroom allows 50% of teachers to use inclusive and interactive learning methodologies; 56.9% of teachers use variety

of teaching approaches; 72.4% of the teachers use indoor and outdoor learning; the security and safety of learners has been enhanced through lockable doors and windows as indicated by 56.9% of teachers; and the classes are well ventilated with sufficient lighting as indicated by 54.3% of teachers. However, due to high enrolment of learners in the schools, there has been influx of learners that has resulted in congestion. Consequently 68.1% of teachers could not manage the number of learners in classrooms and 64.7% of teachers cannot easily move around the classroom. This creates a classroom environment that is not suitable for learning impeding effective implementation of CBC.

These findings align with the research conducted by Ochieng' (2013), which concluded that classrooms are excessively crowded as a result of high enrollment, negatively impacting classroom organization and the teachers' capacity to effectively manage and supervise students during classes. The study conducted by Mugabo, et al. (2021) found that a shortage of sufficient instructional materials hindered instructors' capacity to successfully administer the Competency-Based Curriculum (CBC). According to Archibong (2012), the sufficiency of facilities, such as classrooms, is crucial in determining the quality of teaching and learning. The scarcity of classrooms in public primary schools in Kisumu West could have a negative impact on the implementation of the Competency-Based Curriculum (CBC). These findings align with the research conducted by Kavindi (2014), which identified overcrowded classrooms as a significant obstacle in implementing the Competency-Based Curriculum (CBC). Additionally, the study by Wambua (2019) highlighted the insufficient facilities and infrastructure in public schools, hindering the effective implementation of CBC.

#### **4.5 Findings of Objective Three**

The third objective was to ascertain head teachers checking teacher's mode of assessment and implementation of CBC. To assess this objective, the teachers and head teachers were asked to indicate the effect of head teachers checking teacher's mode of assessment on effective implementation of competency-based curriculum in primary schools. Inferential statistical analysis was conducted to

determine influence of checking teacher’s mode of assessment on implementation of CBC. These findings are presented and discussed below:

#### 4.5.1 Head Teachers’ Checking of Teachers’ Mode of Assessment

Teachers’ responses on head teachers’ checking of the teachers’ mode of assessment are tabulated in Table 4.20:

**4.20: Teachers Response on Head Teachers’ Checking of Teachers’ Mode of Assessment**

Statement	5		4		3		2		1		Mean	The
	N	%	n	%	n	%	N	%	N	%		
Capability of constructing assessment criteria	22	19.0	44	37.9	25	21.6	17	14.7	8	6.9	3.47	
Capability of constructing assessment rubrics	8	6.9	39	33.6	34	29.3	10	8.6	25	21.6	2.96	
Provision of formative assessment	12	10.3	56	48.3	12	10.3	21	18.1	15	12.9	3.25	
Provision of summative assessment	4	3.4	65	56.0	36	31.0	7	6.0	4	3.4	3.50	
Head teachers checking of mode of assessment	56	48.3	9	7.8	33	28.4	11	9.5	7	6.0	3.83	
Presentation of outcome of formative assessment to learners and parents	18	15.5	58	50.0	10	8.6	12	10.3	18	15.5	3.40	
<b>Overall Average Mean</b>											<b>3.40</b>	

findings presented in Table 4.20 shows that 22(19.0) of teachers strongly agreed that they were capable of constructing assessment criteria; 44(37.9%) agreed with this statement while 25(21.6%) were uncertain of their ability to construct assessment criteria. 17(14.7%) of teachers disagreed and 8(6.9%) strongly disagreed that they were capable of constructing assessment criteria. Therefore, 56.9% of teachers in public primary schools in Kisumu West are capable of constructing assessment criteria, 21.6% are uncertain of their ability to construct assessment criteria; and 21.6% are not capable of constructing assessment criteria. A mean value of 3.47 implies that teachers agreed that they are capable of constructing assessment criteria. As stated by KICD (2018), teachers are responsible for assessing learners' abilities using certain criteria in order to identify their progress and acquisition of essential competencies and skills outlined in the curriculum. Therefore, the limited ability of just 56.9% of instructors to create assessment criteria could impede the adoption of CBC. These findings align with those of Waweru (2018), who

discovered that a significant number of teachers in public primary schools in Nyandarua North were unprepared to apply the Competency-Based Curriculum (CBC). This lack of preparedness stemmed from their struggles in developing assessment criteria, which consumed a substantial amount of their teaching time.

The results indicated that 6.9% of instructors strongly affirmed their competence in developing assessment rubrics, while 33.6% expressed disagreement with this claim. Additionally, 29.3% of teachers were uncertain about their capacity to construct assessment rubrics. Only 10 teachers (8.6%) disagreed, and 25 teachers (21.6%) strongly disagreed with their ability to design assessment rubrics. Accordingly, 40.5% of the teachers possess the skill to create assessment rubrics, while 29.3% expressed uncertainty about their capacity to do so. The remaining 30.2% lack the capability to design assessment rubrics. A mean of 2.96 indicates that the teachers had doubts about their competence to create evaluation rubrics. These findings align with those of Waweru (2018), who discovered that a significant number of teachers in public primary schools in Nyandarua North were ill-equipped to execute the Competency-Based Curriculum (CBC). They struggled with the creation of assessment rubrics, which consumed a substantial amount of their teaching time. As to Jengere (2017), assessment rubrics aid teachers in gathering evidence of learners' attainment of particular abilities. Hence, the incapacity of over 50% of instructors to create evaluation rubrics could greatly hinder the successful execution of the Competency-Based Curriculum (CBC).

In addition, 12 (10.3%) of teachers expressed a strong agreement on their proficiency in utilizing formative assessment to evaluate learners. 56 (48.3%) agreed that they possess the capability to employ the formative mode of assessment, while 12 (10.3%) were uncertain about their competence in utilizing this assessment method. 21 teachers, representing 18.1% of the total, expressed disagreement, while 15 teachers, accounting for 12.9%, severely disagreed with their

ability to utilize the formative mode of evaluation. Hence, a majority of 58.6% of teachers has the ability to utilize the formative style of evaluation, while a minority of 31% lack this capability. The average result for this statement was 3.25, indicating that teachers had doubts about their proficiency in utilizing formative assessment methods to evaluate students. The findings indicate that 4 teachers (3.4%) strongly agreed that they possess the competence to utilize summative assessment for evaluating learners. Additionally, 65 teachers (56.0%) agreed that they are capable of using summative assessment, while 36 teachers (31.0%) expressed uncertainty regarding their proficiency in utilizing summative assessment. Only 7 instructors, accounting for 6.0% of the total, expressed disagreement, while 4 teachers, representing 3.4%, severely disagreed with their ability to utilize summative assessment for evaluating learners. Hence, a majority of 59.4% of teachers possess the competence to utilize summative evaluation. Conversely, 31.0% expressed uncertainty regarding their proficiency in employing this assessment method, while a mere 9.4% admitted to lacking the capability to use it. A mean value of 3.50 indicates that teachers have reached a consensus on their ability to utilize summative assessment.

The findings align with those of KICD (2020), which demonstrated that teachers employ both formative and summative assessment to determine the progress and acquisition of essential abilities and skills outlined in the CBC. Furtak and Herodia (2014) argue that the utilization of formative assessments by teachers allows them to examine the progress of pupils in relation to their learning of fundamental abilities and skills, while summative evaluations determine the overall performance of learners. Hence, the utilization of both formative and summative assessment methods seems to be efficacious in evaluating learners' abilities and competences. Irungu (2015) provides additional evidence to support these findings, asserting that the implementation of formative assessment allows teachers to assess the progress of learners and identify any deviations from the intended objectives. This enables teachers to take appropriate

corrective measures and ensure that learners remain focused on the desired outcomes.

According to Table 4.20, 56 teachers (48.3%) strongly agreed that head teachers monitor teachers' formative assessment. Additionally, 9 teachers (7.8%) agreed that head teachers monitor their formative assessment, while 33 teachers (28.4%) were uncertain. Only 11 teachers (9.5%) disagreed, and 7 teachers (6.0%) strongly disagreed with the idea of head teachers monitoring teachers' formative assessment. Consequently, a majority of 56.1% of teachers acknowledged that head teachers oversee their formative assessment, while 28.4% expressed uncertainty, and 15.5% stated that head teachers do not monitor teachers' formative evaluation. A mean value of 3.83 indicates that the instructors reached a consensus that the head teacher should review the method of evaluation employed by teachers. The results align with those of Ampofo et al. (2014), who found that instructional supervisors (head teachers) are responsible for ensuring that teachers regularly assess learners to enhance their performance. Furthermore, Furtak and Herodia (2014) note that instructional supervisors, also known as head teachers, have the responsibility of ensuring that instructors' evaluation records are regularly updated in accordance with the standards of the CBC. Therefore, the scrutiny of teachers' assessments by the head teacher may improve the implementation of the Competency-Based Curriculum and Instruction (CBCI) in Kisumu West.

Ultimately, 18 teachers, accounting for 15.5% of the total, firmly agreed to offer the outcome of formative assessment to both learners and parents. Additionally, 58 teachers, making up 50.0% of the total, agreed to do the same. However, 10 teachers, representing 8.6% of the total, were uncertain about presenting the outcome of formative assessment to learners and parents. Nevertheless, 12 teachers (10.3%) expressed their disagreement, while 18 teachers (15.5%) strongly disagreed with the practice of presenting the conclusion of formative assessment to learners and parents. Thus, a majority of teachers (65.5%) share the results of formative evaluations with both students and parents, whereas a minority (25.8%) do not. A mean value of

3.40 indicates that teachers are in agreement about presenting the results of formative evaluations to both parents and learners.

Hence, 56.9% of teachers in public primary schools in Kisumu West possess the ability to create assessment criteria, while 40.5% are capable of constructing assessment rubrics. Additionally, 58.6% of teachers are proficient in utilizing formative assessment methods, and 59.4% are skilled in implementing summative assessments. Furthermore, 65.5% of teachers effectively communicate the results of formative evaluations to both students and parents. More than half of the instructors (56.1%) reported that head teachers monitor their method of assessment.

The head teachers were also requested to specify the impact of head teachers' evaluation of teachers' assessment methods on the implementation of the Competency-Based Curriculum (CBC). The results compiled in Table 4.21

**Table 4.21: Head Teachers Response on Checking of Teachers' Mode of Assessment**

	5		4		3		2		1		Mean
	N	%	n	%	n	%	N	%	N	%	
Capability of constructing assessment criteria	3	25.0	2	16.7	2	16.7	3	25.0	2	16.7	3.08
Capability of constructing assessment rubrics	2	16.7	3	25.0	2	16.7	2	16.7	3	25.0	2.92
Provision of formative assessment	1	8.3	3	25.0	2	16.7	3	25.0	3	25.0	2.67
Provision of summative assessment	2	16.7	2	16.7	2	16.7	3	25.0	3	25.0	2.75
Head teachers checking of formative assessment	2	16.7	4	33.3	2	16.7	2	16.7	2	16.7	3.17
Presentation of outcome of formative assessment to learners and parents	1	8.3	5	41.7	1	8.3	3	25.0	2	16.7	3.00
<b>Overall Average Mean</b>											<b>2.93</b>

Table  
4.21

shows that 5(41.7%) of head teachers agreed that teachers in their respective schools have the capability of constructing assessment criteria; 2(16.7%) were not sure of teachers ability to construct assessment criteria; and the remaining 5(41.7%) disagreed that teachers in their respective schools have the capability of constructing assessment criteria. The findings also showed that 5(41.7%) of head teachers indicated that teachers in their respective schools are capable of constructing



assessment rubrics; 2(16.7%) were not certain if teachers could construct assessment and 5(41.7%) disagreed that teachers in their respective schools are capable of constructing assessment rubrics. Further, 4(33.3%) of head teachers agreed that teachers use formative assessment; 16.7% were uncertain if teachers use this mode of assessment; and 6(50.0%) disagreed that teachers use formative assessment. The findings established that 4(33.4%) of the head teachers agreed that teachers in their schools use summative assessment, 2(16.7%) were not certain if teachers use this mode of assessment; and 6(50.0%) disagreed teachers in their schools use summative assessment. Further, 6(50%) of that they checked teachers formative assessment; 2(16.7%) were not sure and 33.4% disagreed they checked teachers formative assessment. Finally, 6(50%) of the head teachers agreed that teachers present outcome of formative assessments to learners and parents, 1(8.3%) were not certain if teachers present outcomes of formative assessment to learners and parents and 41.7% disagreed that teachers present outcome of formative assessments to learners and parents. An overall mean of 2.93 implies that head teachers were not certain that checking of teachers' mode of assessment had an effect on the implementation of CBC.

#### **4.5.2 Qualitative Data from Interviews**

Interviews with the CSOs revealed that teachers use a combination of formative and summative assessment in order to gauge whether the learner has grasped a concept or skill or not. Formative is a continuous assessment that is used by the teachers to improve on teaching of students through identification of strengths and weakness of learners and areas that need improvement. It also helps teachers to identify where learners are struggling and address the problems immediately. Summative evaluation on the other hand evaluates pupils learning at the end of an instructional unit to determine how well the learners have performed. According to one of the CSOs,

*“Teachers use formative assessment to continuously monitor learning for purposes of identifying learner’s strength, weakness and areas that require improvement; and taking corrective action to improve learning in areas where the learner is struggling. Summative evaluation evaluates*

*pupils learning at the end of an instructional unit against a set standard to determine how well the learner has performed.”*

The head teachers indicated that teachers use different assessment methods when addressing the needs of learners and this is through tests, observations, groupings, formative, diagnostic and summative strategies. However, according to the majority of the head teachers, most teachers were not sufficiently prepared to carry out assessment and evaluation of children in accordance with the new curriculum.

This was captured in one of the excerpts from the head teacher who reported that;

*“Teachers' lack of adequate understanding and application of formative assessment methods prevented pupils from acquiring competencies and skills according to the CBC curriculum.” (Head teacher 12)*

According to one of the CSOs, with the introduction of new competency Based Curriculum in Kenya, it was expected by all educational stakeholders including parents that it would improve on the learners understanding of the content being taught rather than just passing examinations. As quoted from one of the CSOs,

*“In some schools, teachers’ competency in assessing and evaluating pupils is average level in the sub county. Most of the teachers prefer multiple test questions which are associated with summative assessment methods compared to other complementary methods of formative assessment required under CBC. This has affected the academic progression of pupils since some of the teachers are not using the regular use of formative assessment methods (CSO, 3).”*

#### **4.5.3 Head Teachers’ Checking of Teacher’s Formative Assessment**

The teacher and head teachers were asked to indicate how often the head teachers check teacher’s formative assessment. The findings are as presented in Table 4.22:

**Table 4.22: Head Teachers’ Checking Teacher’s Formative Assessment**

Often	Head Teachers		Teachers	
	Frequency	Percentage	Frequency	Percentage
Daily	2	16.7	17	14.7
Weekly	3	25.0	13	11.2
Monthly	3	25.0	24	20.7
Termly	4	33.3	62	53.4

Not at all	0	0.0	0	0.0
<b>Total</b>	<b>12</b>	<b>100.0</b>	<b>116</b>	<b>100.0</b>

According to Table 4.22, 2(16.7%) of the head teachers indicated that they check teacher’s formative assessment on a daily basis, 3(25.0%) said weekly, 3(25.0%) said monthly and majority 4(33.3%) said they check it termly. It was also established that 17(14.7%) of the teachers said that head teachers check their formative assessment daily, 13(11.2%) said weekly, 24(20.7%) said monthly and majority 62(53.4%) said termly. The results reveal that head teachers averagely check teachers’ mode of assessment and records and this could be as a result of their busy schedules. The head teachers are supposed to regularly check professional documents to ensure that teachers are prepared to conduct an instruction process.

#### 4.5.4 Correlation Analysis

Pearson Correlation Analysis was also undertaken to determine the relationship that exists between head teacher checking of the teachers’ mode of assessment and implementation of CBC. The findings are as presented below:

**Table 4.26: Correlation Analysis**

Items		CBC implementation	Head teacher checking of teachers’ mode of assessment
CBC implementation	Pearson Correlation	1	.526**
	Sig. (2-tailed)		.000
	N	128	128
Head teacher checking of teachers’ mode of assessment	Pearson Correlation	.526**	1
	Sig. (2-tailed)	.000	
	N	128	128

\*\* . Correlation is significant at the 0.01 level (2-tailed).

The results show that head teacher checking of teachers' mode of assessment has a strong positive correlation with CBC implementation ( $r=0.526$ ). Since the p value of 0.000 is less than 0.05, the relationship between the two variables is statistically significant. This implies that the more head teachers check on teachers' mode of assessment the higher the effectiveness of CBC implementation.

#### 4.5.5 Regression Analysis

A regression analysis model was done to ascertain the relationship between head teacher checking of the teachers' mode of assessment and implementation of CBC. The Model Summary yields R and R-Squared values. The R-value reflects the strength of the relationship between the study variables, while  $R^2$  depicts the proportion of variability in implementation of CBC as explained by head teachers' checking of the teachers' mode of assessment as illustrated in Table 4.23:

**Table 4.23: Model Summary**

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.277 <sup>a</sup>	.236	.393	.78762

**a. Predictors: (Constant),** Head teacher checking of the teachers' mode of assessment

Table 4.23 indicates that head teacher checking of the teachers' mode of assessment explains 23.6% variation in implementation of CBC ( $R^2 = 0.236$ ) with the remaining 76.4% being explained by other variables which were not considered in this model.

Analysis of variance indicates the statistical significance of the overall model that is used to test if head teachers checking of the teachers' mode of assessment influences implementation of CBC. The study tested the confidence level at 95% and significance level ( $p = 0.05$ ) at which point a decision to confirm or reject the hypothesis was made as demonstrated in Table 4.24:

**Table 4.24: ANOVA**

Model		Sum of Squares	Df	Mean Square	F	Sig.
1	Regression	.162	2	.162	35.607	.000 <sup>b</sup>
	Residual	30.471	126	.267		
	Total	30.633	128			

a. Dependent Variable: CBC Implementation

b. Predictors: (Constant), head teacher checking of teachers mode of assessment

The F value for the model is 35.607 and p-value is 0.000. The P value of 0.000 is less than 0.05 implying that head teacher checking of teachers' mode of assessment has a statistically significant effect on implementation of CBC. Thus,  $H_{O3}$ : There is a significant relationship between head teacher checking of teachers' mode of assessment and implementation of CBC is accepted.

The coefficients of correlation test the extent to which changes in head teachers checking of teachers' mode of assessment affect implementation of the CBC as demonstrated in Table 4.25 below:

**Table 4.25: Coefficients of Correlation**

Model		Unstandardized Coefficients		Standardized Coefficients	T	Sig.
		B	Std. Error	Beta		
1	(Constant)	3.645	.326		11.178	.000
	Head teachers checking of the teachers mode of assessment	.470	.095	.073	3.779	.000

a. Dependent Variable: CBC Implementation

According to the coefficient Table 4.25, head teacher checking of the teachers mode of assessment contributes positively to implementation of CBC ( $\beta_3=0.470$ ). The p value of 0.000, is less than 0.05 hence the effects are statistically significant. This, the relationship is presented in the equation as follows;

Implementation of CBC =  $3.645 + 0.470X_3$

The equation above explains that when head teacher checking of the teachers mode of assessment is at zero, implementation of CBC=3.645. A unit change in head teacher checking of the teachers' mode of assessment will result in increase in CBC implementation by 0.470 units.

#### **4.5.6 Discussion of the Findings**

This study established that head teacher checking of teachers' mode of assessment has a strong positive and statistically significant effect on CBC implementation. This study found out that 56.9% of teachers in public primary schools in Kisumu West are capable of constructing assessment criteria, 40.5% are capable of constructing assessment rubrics; 58.6% are capable of using formative mode of assessment; 59.4% are capable of using summative assessment; and 65.5% of teachers present outcome of formative evaluations to learners and parents. Over half of the teachers (56.1%) indicated that head teachers check on their mode of assessment.

As per Jengere (2017), teachers are required to utilize assessment rubrics recommended by K.I.C.D in order to evaluate learners. Additionally, teachers have the option to create their own assessment rubric to assist them during the assessment process. Assessment rubrics aid teachers in gathering evidence of a learner's acquisition of specific competency from both formal and informal learning contexts. Due to the substantial impact of head teacher oversight on teachers' assessment methods, it is imperative to ensure that all head teachers in public primary schools in Kisumu West consistently monitor teachers' formative assessment. This will enhance the number of teachers who can develop assessment criteria and rubrics, as well as utilize both formative and summative assessment methods to evaluate students.

Just over 50% of teachers in public primary schools in Kisumu West possess the ability to develop assessment criteria and assessment rubrics, as well as utilize both formative and summative methods of evaluation to assess students. The findings align with the conclusions of the Report for the Implementation of competency-based curriculum, which discovered that teachers lacked the necessary

competence to create accurate assessment rubrics due to insufficient guidance. According to the research conducted by Otieno and Machani (2022), it was found that a large number of teachers lacked adequate preparation to effectively assess and evaluate children in alignment with the new curriculum. The insufficient comprehension and utilization of formative assessment techniques by teachers hindered the acquisition of competencies and skills outlined in the CBC curriculum by grade one, two, and three learners.

#### 4.6 Findings of Objective Four

The fourth objective was to determine the effect of head teacher use of collegiality on implementation of CBC. The teachers and head teachers were asked to respond on their level of agreement with statements on statements head teachers' use of collegiality. Inferential statistical analysis was undertaken to ascertain the influence of use of collegiality on implementation of CBC. The findings are as presented on below:

##### 4.6.1 Head teachers' use of collegiality on implementation of CBC

Findings on teachers' perspective on head teacher use of collegiality are tabulated in Table 4.27:

**Table 4.27: Teachers Response on Head Teachers' Use of Collegiality**

	5		4		3		2		1		Mean
	n	%	n	%	N	%	n	%	N	%	
Have attended CBC training	52	44.8	23	19.8	0	0	17	14.6	24	20.7	3.57
Effectiveness of CBC training	25	21.2	28	24.1	0	0	23	19.8	40	34.5	2.18
Ability to operate digital devices	3	2.6	63	54.3	0	0	33	28.5	17	14.7	3.07
Presence of ICT technician in school	13	11.2	33	28.5	0	0	8	6.9	62	53.4	2.46
Ability to upload assessment scores to KNEC portal	18	15.5	30	25.7	0	0	45	38.8	23	19.8	2.41
<b>Overall Average Mean</b>											<b>2.74</b>

n=116

From the study findings on Table 4.27, Have attended CBC training 52(44.8%) of teachers strongly agreed that they have attended CBC training; 23(19.8%) of the teachers agreed that they have

attended CBC training. However, 15(14.6%) disagreed and 24(20.7%) strongly disagreed that they have attended CBC training. Therefore, 75(64.6%) of teachers in public primary schools in Kisumu West have attended the CBC training compared 41(35.3%) who had not attended CBC training. A mean of 3.57 implies that the teachers agreed that they have attended CBC training. These findings concur to those by Isaboke, *et al.*, (2021), who established that only 34.1% of the teachers had received training on CBC. The majority of the teachers had attended two or fewer than two training sessions. As a result most teachers were not able to effectively implement CBC.

From the Table, 25(21.2%) of teachers strongly agreed that CBC training was effective and 28(24.1%) agreed that CBC training was effective in comparison to 23(19.8%) of teachers who disagreed that CBC training was effective and 40(34.5) strongly disagreed that CBC training was effective while Therefore, 53(45.3%) of teachers indicated that CBC training is effective compared to 63(54.3%) who viewed CBC training as being ineffective. A mean value of 2.18 implies that the teachers disagreed that CBC training was effective. These findings concur to those by Isaboke, *et al.*, (2021), who established that due to ineffectiveness of training on CBC, majority of teachers (66%) who had attended training sessions were not able to effectively implement CBC.

The data in the table indicates that 3 individuals (2.6%) highly agreed that they possess the ability to run digital devices. Additionally, 63 individuals (54.3%) agreed that they are capable of operating digital devices, whereas 33 individuals (28.5%) disagreed and 17 individuals (14.7%) strongly disagreed with this statement. Thus, 66 teachers, accounting for 56.9% of the total, possess the ability to operate digital devices, whereas 50 teachers, representing 43.2%, lack this proficiency. A mean of 3.07 indicates that teachers had a lack of confidence in their proficiency with digital gadgets. According to Musingafi and Mafumbata (2014), it is crucial to provide teachers with training to keep them informed about new teaching methods and emerging technology. This will enable them to integrate information and communication technology (ICT) into their teaching and effectively deliver



instructions to students. In Kisumu West, 43.2% of teachers are unable to use digital devices, highlighting the need for such training.

Regarding the presence of ICT technicians in schools, it was noted that 13 individuals (11.2%) firmly affirmed the existence of ICT technicians in their schools, while 33 individuals (28.5%) agreed that their schools have ICT technicians. Nevertheless, 8 individuals (6.9%) expressed disagreement over the presence of ICT technicians in their school, while 62 individuals (53.4%) strongly disagreed with the existence of ICT specialists in their schools. Out of the total number of teachers surveyed, 70 (60.3%) said that their schools do not have any ICT technicians, whereas 19 (39.7%) reported that their schools do have ICT technicians. A mean of 2.46 indicates that teachers expressed disagreement over the presence of ICT technicians in their schools. The results also indicated that 18 individuals (15.5%) expressed high agreement with their ability to submit assessment scores to the KNEC portal, while 30 teachers (25.9%) agreed that they are capable of uploading assessment scores to the KNEC portal. Nevertheless, 45 instructors (38.8%) expressed their disagreement over their ability to post evaluation scores to the KNEC portal, while 23 teachers (19.8%) strongly disapproved with this capability. Out of the total number of teachers, 48 (41.4%) have the ability to post assessment scores to the KNEC portal, whereas 68 (58.6%) do not have this ability. A mean value of 2.41 indicates that the teachers expressed disagreement on their ability to post assessment scores to the KNEC portal. Owusu-Mensah (2014) notes that instructional supervisors should offer assistance to teachers in areas of deficiency to improve the execution of the curriculum. This aids in reducing tension and anxiety associated with the execution of duties. Therefore, as teachers lack the competence to use digital gadgets, they need technical assistance in order to operate these devices. Hence, the absence of technical support, as reported by 60.3% of teachers, could hinder the implementation of the Competency-Based Curriculum (CBC) in schools.

While 64.6% of teachers in public primary schools in Kisumu West have received training on the Competency-Based Curriculum (CBC), only 45.3% of teachers believe that the CBC training is beneficial. Consequently, a mere 41.4% of teachers have the ability to post assessment scores to the KNEC portal, while only 56.9% of teachers possess the skill to operate digital equipment. Although less than 50% of instructors are able to upload assessments on the KNEC portal and just over 50% are able to use digital devices, only 39.7% of teachers reported having ICT technicians in their schools. The head teachers were also requested to indicate the impact of head teachers' utilization of collegiality on the execution of the Competency-Based Curriculum (CBC), as presented in Table 4.28 below:

**Table 4.28 Head Teachers Response on Use of collegiality**

	5		4		3		2		1		Mean
	N	%	N	%	n	%	N	%	N	%	
Have attended CBC training	2	16.7	5	41.7	0	0	2	16.7	3	25.0	2.92
Effectiveness of CBC training	2	16.7	3	25.0	0	0	4	33.3	3	25.0	2.83
Ability to operate digital devices	2	16.7	4	33.3	0	0	3	25.0	3	25.0	3.00
Presence of ICT technician in school	1	8.3	4	33.3	0	0	4	33.3	3	25.0	2.50
Ability to upload assessment scores to KNEC portal	2	16.7	3	25.0	1	8.3	4	33.3	2	16.7	2.90
<b>Overall Average Mean</b>											<b>2.83</b>

n=12

According to the data in Table 4.28, 7 out of 12 head teachers (58.4%) confirmed that teachers in their schools have received training in the Competency-Based Curriculum (CBC), whereas 5 out of 12 head teachers (41.7%) reported that teachers in their schools have not undergone CBC training. This is in contrast to 64.6% of teachers who reported attending the CBC training. Consequently, a significant percentage of teachers had participated in CBC training. Nevertheless, in both scenarios, not all educators have received training on CBC, potentially constraining their capacity to proficiently execute CBC.

Regarding the efficacy of CBC training, 5 out of 12 head teachers (41.7%) reported that the training was effective, while 7 (58.3%) reported that it was ineffective. Likewise, a mere 45.3% of instructors expressed the belief that CBC training is successful. Therefore, in both scenarios, more than 50% of teachers and head teachers expressed the belief that the training provided for the Competency-Based Curriculum (CBC) was ineffective in equipping them with the necessary abilities to successfully apply the curriculum.

The Table also indicates that 6 (50.0%) of head teachers said that teachers in their schools possess the ability to utilize digital services, while 6 (50.0%) reported that teachers in their schools lack the ability to operate digital devices. A majority of instructors (56.9%) reported being proficient in operating digital gadgets. Consequently, a significant proportion of teachers, specifically 43.1%, lack proficiency in operating digital devices, in contrast to the 50% reported by head teachers. This deficiency may hinder their capacity to effectively incorporate information and communication technology (ICT) into the learning process.

Regarding the availability of ICT technicians in schools, 5 principals (41.7%) reported having technicians in their schools, whereas 7 principals (58.3%) reported not having technicians in their schools. According to teachers' viewpoint, 39.7% reported the presence of technologists in their classrooms.

In addition, the results indicate that 5 out of 12 head teachers (41.7%) reported that teachers in their schools are capable of uploading assessment scores to the KNEC portal. One head teacher (8.3%) was unsure whether teachers in their schools could upload assessment scores to the KNEC portal, and 6 head teachers (50.0%) disagreed that teachers have the ability to upload assessment scores to the KNEC portal. By contrast, just 41.4% of teachers possess the capability to post assessment scores to the KNEC system.

#### **4.6.2 Qualitative Data Form Interviews**

CSOs observed that ideally teachers who are the implementers of a curriculum on content delivery are required to be aware of the pedagogies and contents of the new curriculum for it to be successful. Therefore, to help them achieve the objectives of CBC and implement it, the MOEST prepared for in-service training sessions for primary teachers. However, teachers had attended one to two CBC training sessions on average while others are yet to be trained. However, the small proportion of teachers who indicate that the training was effective in terms of equipping teachers with skills to implement CBC can be attributed to the short training period that the teachers underwent which resulted in insufficient time to grasp the various aspects related to the preparation of lesson plans.

This was stated by one of the CSOs,

*“CBC training was short. Therefore teachers did not have adequate time to acquire the prerequisite skills required in the implementation of CBC.” (CSO1)*

The CSOs observed that teachers in primary schools have always maintained a healthy collegial relationship with each other and this has a positive impact on CBC implementation.

One of the CSOs noted that;

*“Teacher training and professional development are seen as central mechanisms for the improvement of teachers’ content knowledge and their teaching skills and practices in order to meet the goals of CBC implementation.” (CSO 1)*

The CSOs also stated that;

*“Effective training as well as professional development is needed to help teachers learn and refine the pedagogies required to teach these skills related to the new curriculum CBC.” (CSO 1)*

#### **4.6.3 Correlation Analysis**

Pearson Correlation Analysis was also undertaken to determine the relationship that exists between head teacher use of collegiality and implementation of CBC. The findings are as presented below:

**Table 4.32: Correlation Analysis**

Items		CBC implementation	Head teachers use of collegiality
CBC implementation	Pearson Correlation		1
	Sig. (2-tailed)		.419**
	N	128	128
Head teacher use of collegiality	Pearson Correlation	.419**	1
	Sig. (2-tailed)	.000	
	N	128	128

\*\* . Correlation is significant at the 0.01 level (2-tailed).

The results show that head teacher use of collegiality has a moderate positive correlation with CBC implementation ( $r=0.419$ ). Since the p value of 0.000 is less than 0.05, the relationship between the two variables is statistically significant. This implies that the more head teachers use employ the use of collegiality the higher the effectiveness of CBC implementation.

#### 4.6.4 Regression Model

A regression analysis model was done to ascertain the relationship between head teacher use of use of collegiality and implementation of CBC. The Model Summary was used to determine the proportion of variability in implementation of CBC as explained by head teachers' use of collegiality. This is illustrated in Table 4.29:

**Table 4.29: Model Summary**

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.419 <sup>a</sup>	.365	.179	.36406

**a. Predictors: (Constant), Head teacher use of collegiality**

Table 4.29 indicates that head teacher checking of the teacher use of collegiality explains 36.5% variation in implementation of CBC ( $R^2 = 0.365$ ) with the remaining 63.5% being explained by other variables which were not considered in this model.

Analysis of variance indicates the statistical significance of the overall model that is used to test if

head teacher use of collegiality influences implementation of CBC. The study tested the confidence level at 95% and significance level ( $p = 0.05$ ) at which point a decision to confirm or reject the hypothesis was made as demonstrated in Table 4.30:

**Table 4.30: ANOVA**

Model		Sum of Squares	Df	Mean Square	F	Sig.
1	Regression	.468	2	3.840	26.690	.000 <sup>b</sup>
	Residual	30.165	126	.265		
	Total	30.633	128			

**a. Dependent Variable:** Implementation of CBC

**a. Predictors: (Constant),** Head teachers' use of collegiality

The F value for the model is 26.690 and p-value is 0.000. The P value of 0.000 is less than 0.05 implying that head teacher use of collegiality has a statistically significant effect on implementation of CBC. Thus,  $H_{04}$ : There is a significant relationship between head teacher use of collegiality and implementation of CBC is accepted.

The coefficients of correlation test the extent to which changes in head teacher use of collegiality affect implementation of the CBC as demonstrated in Table 4.31 below:

**Table 4.31: Coefficients of Correlation**

Model		Unstandardized Coefficients		Standardized Coefficients	T	Sig.
		B	Std. Error	Beta		
1	(Constant)	3.027	.280		10.826	.000
	Head teachers' use of collegiality	.235	.081	.124	3.330	.001

**a. Dependent Variable:** Implementation of CBC

According to the coefficient Table 4.31, head teacher use of collegiality contributes positively to implementation of CBC ( $\beta_4=0.235$ ). The p value of 0.001, is less than 0.05 hence the effects are

statistically significant. This, relationship is presented in the equation as follows;

$$\text{Implementation of CBC} = 3.027 + 0.235X_4$$

The equation above explains that when head teacher use of collegiality is at zero, implementation of CBC=3.027. A unit change in head teacher use of collegiality will result in increase in CBC implementation by 0.235 units.

#### **4.6.5 Discussion of the Findings**

This study established that head teacher use of collegiality has a positive and statistically significant effect on implementation of CBC. These findings are in line with the findings of Quines (2022) who found that head teachers use of collegiality teacher collegiality plays a vital role in augmenting teacher professional growth and development for implementation of a curriculum.

Findings also reveal that Even though a large proportion of teachers (64.6%) in public primary schools in Kisumu West of teachers in public primary schools in Kisumu West have attended the CBC training, it is only 45.3% of teachers who felt that CBC training is effective in terms of equipping them with skills to effectively implement CBC. This was attributed to the short training period which limited adequate time for teachers to acquire the prerequisite skills required in the implementation of CBC. As a result, less than half (41.4%) of teachers are able to upload assessment scores to KNEC portal and only over half (56.9%) of teachers who are capable of operating digital devices. Despite less than half are capable of uploading assessment on KNEC portal and only over half of teachers are capable of operating digital devices, only 39.7% of teachers indicated that they have ICT technicians in their schools

These findings concur to those by Isaboke, *et al.*, (2021), who established that only 34.1% of the teachers had received training on CBC. The majority of the teachers at had attended two or fewer than two training sessions. Due to ineffectiveness of training on CBC, majority of teachers (66%) who had attended training sessions were not able to effectively implement CBC. As a result most teachers were

not able to effectively implement CBC. Musingafi and Mafumbata, (2014) found out that training is essential as it updates teachers on new pedagogies, the new curriculum resources and emerging technological tools to be used during classroom instruction. As such, teachers in Kisumu West require more effective CBC training in order to acquire new knowledge regarding the new curriculum and technology tools used under CBC to enhance their ability to operate digital devices and use online portals. Owusu-Mensah, (2014) observe that instructional supervisors should provide support to teachers in areas of weakness to enhance implementation of the curriculum. Therefore due to inability of teachers to operate digital devices, they require technical assistance to provide the technical assistance required to operate these devices.

## **CHAPTER FIVE**

### **SUMMARY, CONCLUSIONS AND RECOMMENDATIONS**

#### **5.1 Introduction**

This chapter summarizes findings of this study in accordance with the objectives of the study, presents the conclusions drawn, policy recommendations and recommendations for further research.

#### **5.2 Summary of the Findings**

The findings are summarized in accordance with the research objectives:

##### **5.2.1 Influence of Head Teachers Checking of Transmission of Lesson Plans on Implementation of CBC**

This study established that head teachers checking of the transmission of lesson plans has a strong positive correlation with CBC implementation ( $r=0.564$ ;  $p=0.000$ ). A unit change in head teachers checking of the transmission of lesson plan will result in increase in CBC implementation by 0.380 units ( $\beta_1=0.380$ ;  $p=0.000$ ). The  $p$  values= $0.000$  which is less than 0.05, hence head teachers checking of the transmission of lesson plans has a positive and statistically significant effect on CBC



implementation.

This study found out that over half of teachers 53.5% in public primary schools in Kisumu West are not capable of writing CBC lesson plans. It is only 42(36.2%) of teachers who are able to write CBC plans. Only 38(32.8%) of teachers are able to develop CBC lesson plans as stipulated in the timetable in comparison to 55.1% who are not able to develop lesson plans in accordance with stipulations of the timetable. Further only 45.7% of teachers' present lessons within stipulated time. This is attributed to the short training period which limited time for teachers to acquire prerequisite skills required to effectively implement CBC.

### **5.2.2 Influence of Head Teacher Provision of a Conducive Learning Environment on on implementation of CBC**

This study established that head teachers provision of conducive environment has a moderate positive correlation with CBC implementation ( $r=0.483$ ;  $p=0.002$ ). A unit change in provision of a conducive learning environment will result in increase in CBC implementation by 0.350 units ( $(\beta_2=0.350$ ;  $p=0.000)$ ). The P values are less than 0.05, implying that provision of a conducive learning environment has a positive and statistically significant effect on implementation of CBC.

Findings revealed that head teachers of public primary schools in Kisumu West have endeavored to create a conducive learning environment as 70.7% of teachers are provided with teaching and learning resources. The layout of the classroom allows 50% of teachers to use inclusive and interactive learning methodologies; 56.9% of teachers use variety of teaching approaches; 72.4% of the teachers use indoor and outdoor learning; the security and safety of learners has been enhanced through lockable doors and windows as indicated by 56.9% of teachers; and the classes are well ventilated with sufficient lighting as indicated by 54.3% of teachers. However, due to high enrolment of learners in the schools, there has been influx of learners that has resulted in congestion. Consequently 68.1% of teachers could not manage the number of learners in classrooms and 64.7% of teachers cannot easily move around the

classroom. This creates a classroom environment that is not suitable for learning impeding effective implementation of CBC.

### **5.2.3 Influence of Head Teacher Checking of Teachers' Mode of assessment on implementation of CBC**

This study established that head teacher checking of teachers' mode of assessment has a strong positive correlation with CBC implementation ( $r=0.526$ ;  $p=0.000$ ). A unit change in head teacher checking of the teachers' mode of assessment will result in increase in CBC implementation by 0.470 units ( $\beta_3=0.470$ ;  $p=0.000$ ). Since the p value of 0.000 is less than 0.05, head teacher checking of teachers' mode of assessment has a strong positive and statistically significant effect on CBC implementation.

Findings revealed 56.9% of teachers in public primary schools in Kisumu West are capable of constructing assessment criteria, 40.5% are capable of constructing assessment rubrics; 58.6% are capable of using formative mode of assessment; 59.4% are capable of using summative assessment; and 65.5% of teachers' present outcome of formative evaluations to learners and parents. Over half of the teachers (56.1%) indicated that head teachers check on their mode of assessment.

### **5.2.4 Influence of Head Teacher Use of collegiality on implementation of CBC**

This study established that head teacher use of collegiality has a moderate positive correlation with CBC implementation ( $r=0.419$ ;  $p=0.000$ ). A unit change in head teacher use of collegiality will result in increase in CBC implementation by 0.235 units ( $\beta_4=0.235$ ;  $p=0.001$ ). The P value of 0.000 is less than 0.05 implying that head teacher use of collegiality has a positive and statistically significant effect on implementation of CBC.

Even though 64.6% of teachers in public primary schools in Kisumu West have attended CBC training, it is only 45.3% of teachers who felt that CBC training is effective. As a result, less than half (41.4%) of teachers are able to upload assessment scores to KNEC portal and only over half (56.9%) of teachers who are capable of operating digital devices. Despite less than half are capable of

uploading assessment on KNEC portal and only over half of teachers are capable of operating digital devices, only 39.7% of teachers indicated that they have ICT technicians in their schools.

### **5.3 Conclusions of the Study**

This study concludes that:

Over half of teachers in public primary schools in Kisumu West are not capable of writing CBC lesson plans; develop lesson plans in accordance with stipulations of the timetable and present lessons within stipulated time as a result of the short training period on CBC which limited time for teachers to acquire prerequisite skills required to effectively implement the Competency Based Curriculum.

Head teachers of public primary schools in Kisumu West have endured to create a conducive learning environment by providing teaching and learning resources; ensuring the security and safety of learners through lockable doors and windows; and construction of classes that are well ventilated with sufficient lighting. Teachers are also able to use variety of teaching methodologies that are inclusive and interactive learning methodologies as well as indoor and outdoor learning. However, insufficiency of classrooms has caused congestion limiting ability of teachers to manage the number of learners in classrooms and move around the classroom while teaching.

Over half of teachers in public primary schools in Kisumu West are capable of constructing assessment criteria and using both formative and summative assessment for evaluating learners. Over half of the teachers' mode of assessment is checked by head teachers. However, less than half of the teachers are capable of constructing assessment rubrics.

Even though majority of the teachers in public primary schools in Kisumu West have attended CBC training, the teachers felt that CBC training not effective in equipping them with skills required to effectively implement CBC. As a result, less than half of teachers are able to upload assessment scores to KNEC portal and only over half of teachers who are capable of operating digital devices. Despite the challenges faced by teachers in using digital platforms ICT technicians are lacking in majority of

the schools.

#### **5.4 Recommendations of the Study**

1. The teacher Service Commission considers reviewing the training period for CBC to allow teachers sufficient time to be adequately acquainted with the new system of CBC and acquire the competencies required to effectively implement CBC
2. All teachers in public primary schools in Kisumu West undergo training on CBC to improve their skills and ability to develop lesson plans that are CBC compliant and enhance their ability to effectively assess learners using suitable modes of assessment as provided for under the CBC.
3. Administration of public primary schools in Kisumu West to seek funding from the national government CDF through the area member of parliament for purposes of constructing sufficient classrooms to accommodate the high number of learners and reduce congestion in classes.
4. Teachers in public primary schools in Kisumu West undertake training in basic ICT to acquire skills required to operate digital devices and online systems used under CBC.
5. The ministry of education ensures that public schools have the educational resources/materials required by learners and teachers for practical lessons under CBC curriculum are obtained.

#### **5.5 Recommendation for Further Studies**

1. There is need for a study to evaluate the effectiveness of the CBC training in equipping teachers with skills to implement the CBC as this study has established whereas a number of teachers have been trained on CBC, a significant proportion of the teachers are not well acquainted with the curriculum lesson plans and modes of assessment.
2. There is also need for a study to examine influence of institutional factors on implementation of CBC as this study found out that public primary schools lack essential facilities required to implement the CBC.

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## APPENDICES

### Appendix I: Letter of Introduction

University of Nairobi Box 30197-00100

Nairobi

Date 2020

Tel.No.0724544532

Email;akothjohnb@gmail.com

To, the Head teacher,

.....Primary School.Kisumu west sub-county **Dear Sir/Madam,**

#### **REF: PERMISSION TO ADMINISTER QUESTIONNAIRE**

I am a post graduate student at the school of education, The University of Nairobi. As part of my assessment, I am required to carry out research on Effects of head teachers' instructional supervisory practices on the implementation of CBC in primary schools in Kisumu west sub-county. The purpose of this letter is to request you to allow me to carry out this study in your school as they have been randomly selected. The identity of the respondents will be confidential.

Yours faithfully

Beatrice Akoth John

University of Nairobi

## **Appendix II: CSOs Interview Schedule**

1. What grades are you teaching?
2. Are teachers able to deliver lessons using CBC aspects?
3. How often do you ensure that lesson plans are up to date?
4. Is the classroom environment conducive for learning?
5. What factors do you think can promote success in creating a positive learning environment?
6. Are teachers able to construct assessment criterion?
7. Are the teachers able to design assessment rubrics?
8. How is summative assessment done after the completion of a term?
9. Have all your teachers attended CBC training?
  - b. If no, what modality do you employ to ensure the untrained teachers are able to implement CBC?
10. Do all teachers possess the technical know-how on the use of technology?
11. If no, how do they get assistance on the use of digital devices during instruction?
12. In your opinion, what challenges do you face while carrying out instructional supervisory work?
13. How can these challenges be mitigated?

### **Appendix III: Head teachers and Teachers' Questionnaires**

This questionnaire seeks to solicit information on the head teachers' instructional supervisory practices on the implementation of Competency Based Curriculum in public schools in Kisumu West Sub-County, Kenya. Your careful, complete and honest responses will assist in generation of a valid data. Information you offer will not reflect you as an individual or as a school but will be used for research purposes only. Please use a tick [√] on the corresponding space to the correct answer in each question, write brief answers where explanation is required.

#### **SECTION A: Background Information**

- 1 What is your gender? Male [ ] Female [ ]
2. What is your age bracket? 20-30yrs [ ] 31-40yrs [ ] 41-60 [ ]
3. How many years have taught? 0-10yrs [ ] 10-20yrs [ ] over 20yrs [ ]
4. What grades are you teaching? Grade 1 [ ] grade2 [ ] grade 3 [ ] grade 4 [ ]
5. What position are you in the school? Headteacher [ ] Teacher [ ]

#### **SECTION B: Head teachers checking of the transmission of lesson plan on the implementation of CBC**

Please indicate by use of a tick the extent to which each of the following aspects in relation to lesson planning in line with CBC have been achieved. Strongly agree [5] agree [4] undecided [3] disagree [2] strongly disagree [1]

<b>Indicator</b>	<b>5</b>	<b>4</b>	<b>3</b>	<b>2</b>	<b>1</b>
6.Ability to write CBC lesson plan					

7.writes lesson plans as stipulated in timetable					
8.presentation of lessons within stipulated time					
Totals					

9.How often do you prepare lesson plan as stipulated in the timetable? Daily [ ] weekly [ ] monthly [ ] termly [ ] not at all [ ]

b. What challenges do you face in preparation of lesson plans?

10. **Infusion of core competency during classroom instruction.** Please indicate the extent to which you have demonstrated the ability to infuse the core competencies into your lesson

Indicator	5	4	3	2	1
i Communication and collaboration					
ii Critical thinking and problem solving					
iii Creativity and imagination					
iv Citizenship					
v Learning to learn					
vi Self-efficacy					
vii Digital literacy					

11. Which core competencies do you find difficult to implement.....

12. In your opinion, what do you think should be done to ensure that all the core competencies are infused during instruction? .....

13. Do you think that the head teachers checking of the transmission of lesson plan influences the implementation of CBC? .....

**SECTION C: Head teachers’ provision of conducive learning environment on the implementation of CBC.**

14. Please indicate to what extent to a conducive environment has been provided in your schools towards the implementation of CBC.

<b>Indicator</b>	<b>5</b>	<b>4</b>	<b>3</b>	<b>2</b>	<b>1</b>
i Ease of movement in classroom					
ii Availability of teaching learning resources					
iii Materials are accessible					
iv Layout supports inclusive and interactive learning					
v Opportunity for indoor and outdoor learning					
vi Comfort in terms of lighting and ventilation.					
vii Use of variety of teaching approaches					
viii A system for promoting good behaviour					
ix Involving learners in creation of classroom environment					
x Number of learners in a class					
xi Lockable doors and windows					
Total					

15. Do you think that the head teachers' provision of conducive environment influences the implementation of CBC?

**SECTION D: Head teachers' checking of the teachers' mode of assessment and implementation of CBC.**

<b>Indicator</b>	<b>5</b>	<b>4</b>	<b>3</b>	<b>2</b>	<b>1</b>
i Capability of constructing assessment criteria					
ii Capability of constructing assessment rubrics					
iii Provision of formative assessment					
iv Provision of summative assessment					
v Head teachers checking of formative assessment					
vi Presentation of the formative assessments to learners and parents					

17. How often does the Head teacher check the teacher's formative assessment? Daily [ ] weekly [ ] monthly [ ] termly [ ] not at all [ ]

18. Does the head teacher checking of the teachers' mode of assessment influence the implementation of CBC?

.....

**SECTION E: Head teachers' use of collegiality on implementation of CBC. Tick [√] where appropriate: Strongly agree [5] agree [4] undecided [3] disagree [2] strongly disagree [1]**

<b>Indicator</b>	<b>5</b>	<b>4</b>	<b>3</b>	<b>2</b>	<b>1</b>
19. Have attended CBC training					
20. Effectiveness of CBC training					
21. Ability to operate digital devices					
22. Presence of ICT technician in school					
23. Ability to upload assessment scores to KNEC Portal					

24. How do you cope with the new changes of CBC education system?

.....

b. How do you manage to use ICT devices without technical know-how?

.....

25. How do you manage to assist the newly employed teachers to cope with the implementation of CBC in your schools? .....

.....

25. How do you cope with the challenges you encounter while implementing CBC?

.....

26. In your opinion does the head teachers' use of collegiality affect the implementation of CBC?

.....

**THANK YOU FOR YOUR VALUED CONTRIBUTION**

## **Appendix IV: Research Permit**



REPUBLIC OF KENYA



NATIONAL COMMISSION FOR  
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Date of Issue: 25/May/2022

**RESEARCH LICENSE**



This is to Certify that Ms. Beatrice Akoth John of University of Nairobi, has been licensed to conduct research in Kisumu on the topic: **INFLUENCE OF HEAD TEACHERS' INSTRUCTIONAL SUPERVISORY PRACTICES ON IMPLEMENTATION OF COMPETENCY BASED CURRICULUM IN PUBLIC PRIMARY SCHOOLS IN KISUMU WEST SUB-COUNTY, KENYA** for the period ending : 25/May/2023.

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