

Head teachers' Instructional Training and Instructional Supervisory Challenges in the Implementation of the Competency-Based Curriculum in Public Primary Schools in Kisii Central Sub-County

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Abstract

The aim of the study was to analyse Head Teachers' Instructional Training and Instructional Supervisory Challenges in the Implementation of the Competency-Based Curriculum in Public Primary Schools in Kisii Central Sub-County, Kisii County. The specific research objectives were to determine the head teachers' instructional training and instructional supervisory challenges in the implementation of the competency-based curriculum in public primary schools in Kisii Central Sub-County, Kisii County. A descriptive survey was utilized. The target population involved 74 head teachers and 228 lower public primary school teachers. A stratified random sampling approach was utilized in a selection of 30.0% of the sample size. Interviews for head teachers and questionnaires for teachers were used as instruments. Data was analysed using qualitative and quantitative methods. Quantitative data was coded, entered, and analysed using SPSS (Version 22.0) with frequencies and percentages. Qualitative data was thematically analysed as per study objectives. The study established supervisors' competency, and training effectiveness as key challenges. It is concluded that all stakeholder training is necessary to create awareness of the demands of the new curriculum. It is recommended that the Ministry of Education and other stakeholders develop a training programme framework to equip stakeholders, provide continuous training to instructors on ICT knowledge and skills which are essential in the implementation of CBC. Significantly this study will contribute to policy formulation on administrators' orientation and training.

Keywords: Instructional, Training, Supervisory, Implementation, Competency-Based Curriculum.

Background to the Study

The Competency-Based Curriculum (CBC) aims to initiate as well as arouse in pupils the desire to use relevant acquired knowledge and skills to effectively undertake a role (Republic of Kenya, 2016). Oranga, Njurai, and Areba, (2023) define competency as the capacity to use knowledge, skills, and individual capacities in various life-directing areas in study or work situations. Thus, CBC gears to orient learners toward the acquisition and utilization of skills progressively in life.

Competency-based curriculum implementation started in Mexico in the year 2009 with a number of changes in national education and basic education policies reform (Secretaria de Education Publica, 2011).

A number of countries had to shift to the conceptualized competency-based curriculum (CBC) so as not to be left behind by their counterparts and partners in various fields. In 2015 Rwanda embraced the competency-based curriculum propelled by the deficiency of skills in the Rwandan education system in relation to the global dynamics, especially in science and technology. (Republic of Rwanda, 2015).

In 2005, Tanzania one of the East African Community member countries introduced a Competency-Based Curriculum with the aim of curbing the challenges compromising the quality of education in training institutions (Ogondieck, 2005). The graduates of the old curriculum did not exhibit the competencies and skills consonant with global job market demands (Komba & Kira, 2013).

Kenya, like many other developing countries, is characterized by a high proportion of youth who are jobless. A problem that scholars opine is the skewed curriculum offered in the country. To help reduce the high youth unemployment problem, vocational education and training are emphasized in tandem with Sessional Paper No. 1 of 2005 on policy framework on education, training, and research (Republic of Kenya, 2005). For Kenya to become a middle-income economy, Vision 2030 identifies education and training as one of the key pillars. In connection therefore the government of Kenya established a task force in 2012 led by Prof. Douglas Odhiambo that came up with the CBC. The task force according to the Republic of Kenya, (2012) yielded to the demand for emphasis on practical subjects commonly in science, technology, and mathematics (STEM). This competency-based curriculum holds on precepts of churning out creative and self-reliant youths who would be job creators and not seekers.

Further, the Summative Evaluation of the 8-4-4 Curriculum (KIE, 2010) carried out in Kenya showed that curriculum content and its execution was exam and academically designed.

In January 2017 Kenya started rolling out CBC implementation in phases from grade one progressively. According to the Basic Education Curriculum Framework (BECF) in 2019, the competency-based curriculum was to be rolled out from grade three to six and in the year 2020 extended to grade seven progressively. According to Abuya, (2017), for effectiveness in the delivery and implementation of the curriculum, there is a vital need for administrators, professionals and knowledgeable facilitators to disseminate, mentor, facilitate, coach as well as supervise the curriculum process. Therefore this study sought to analyse Head teachers' Instructional Training and Instructional Supervisory Challenges in the Implementation of the Competency-Based Curriculum in Public Primary Schools in Kisii Central Sub-County, Kisii County.

Maclellan, (2014) observes that to realise these vital new curriculum reforms it is crucial to equip all level administrators, and teachers as facilitators and make them acquainted with relevant teaching/learning approaches and instruction methodologies for effective CBC implementation. Sudsomboon, (2010) on this matter notes that the effectual realisation of CBC lies profoundly on the school administrators who are required to supervise the implementation by the teachers as facilitators, who will assume the new function of tuition and facilitating a departure from the custom of being transmitters of knowledge. Therefore, addressing the challenges of all stakeholders more so those of head teachers is of paramount necessity.

School heads are the supervisors of teachers as well as implementers of curriculum therefore perform a vital function in ensuring policies are transmitted to teachers who in turn work towards the development and transformation of a learner. Therefore, the quality of curriculum dissemination in schools is mainly dependent on the quality of school heads and teachers (Darling-Hammond,2010). This calls for appropriate refreshment and adaption of head teachers as it trickles down to teachers also who are expected to be highly skilled in the pedagogical application essentials for effective learning (Kafyulilo, Rugambuka & Moses, 2012). Darling-Hammond, (2010) notes that learners' performance is directly relative to school heads' preparation in coordinating, organizing, and supervising the quality of instructors. According to Jadama (2014), the school head teacher is the institution and the institution is the school head.

Buchmann (2004) notes that the inestimable function of school heads in curriculum implementation ranges from guiding teachers to sourcing and providing teaching/ learning resources to teachers who in turn guide learners during the learning process.

In pursuit of competency number seven on digital literacy, CBC is making sure that ICT is incorporated into all levels of learning in the curriculum. Advancing educators' capacities, readiness, and competencies in the integration of ICT in the learning instruction process is crucial. According to Areba, (2019) educational institutions administrators have not been adequately refreshed through retraining or induction programmes though TSC through the Curriculum Support Officers (CSO) hold in contrary opinion and persisted that instructors had been well prepared for CBC and were all set to put into operation.

This study was particularly carried out to establish Head teachers' Instructional Training and Instructional Supervisory Challenges in the Implementation of the Competency-Based Curriculum in Public Primary Schools in Kisii Central Sub-County, Kisii County with a view of providing panaceas to remedy the situation before it gets out of hand.

Statement of the Problem

The inception and implementation of CBC has been in course for over eight years now. Stakeholders' concerns have been on the tenets of implementation. Teachers' unions have voiced their concern about the unpreparedness of teachers. The challenges in implementation have been an ongoing debate now at the level of junior secondary. The complaints from stakeholders are evident that something must be wrong in the implementation of CBC. From the time CBC was introduced, there is inadequate empirical studies that have been undertaken to ascertain the challenges headteachers face in the implementation of CBC in Kisii Central Sub County Public primary schools. Therefore, this study conducted was to analyse Head Teachers' Instructional Training and Instructional Supervisory Challenges in the Implementation of the Competency-Based Curriculum in Public Primary Schools in Kisii Central Sub-County, Kisii County.

Objectives of the Study

This study was guided by the following objectives:

- Establish challenges of instructional training on implementation of the competency-based curriculum in public primary schools in Kisii Central Sub-County, Kisii County
- Assess head teachers' instructional supervision challenges on implementation of the competency-based curriculum in public primary schools in Kisii Central Sub-County, Kisii County

Significance of the Study

The results of the investigation are significant to the Ministry of Education in policy development for design and plan for teacher capacity building programmes and also inform stakeholders on what they need to do to enhance CBC implementation.

Theoretical Framework

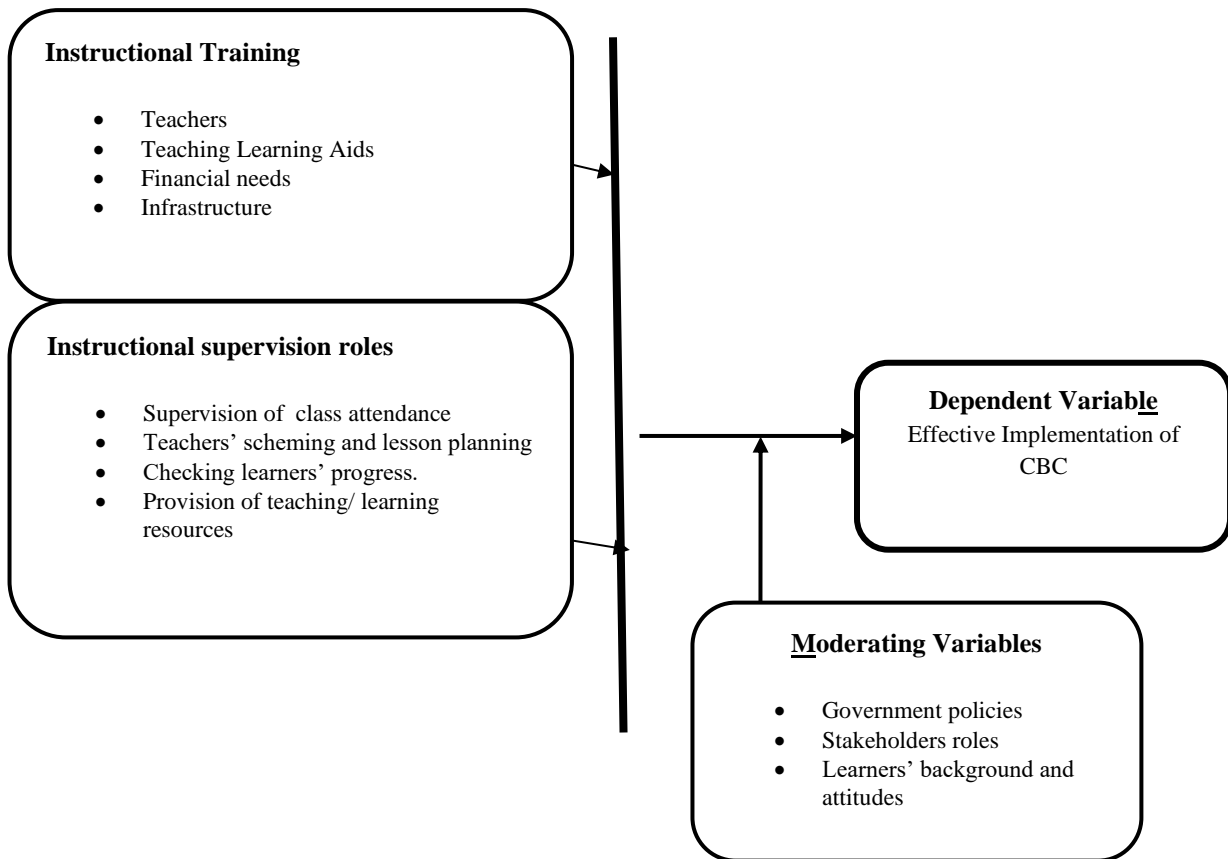
The study was guided by Gross; Giacquita & Bernstein (1971) as cited by Nsengimana (2021). Curriculum Implementation theory. Gross; Giacquita & Bernstein (1971) contend that for the effective execution of any educational curriculum, variables like the availability and competencies of teachers as key human resources in implementation and the financial capacity of the implementer as the curriculum demands, clearness and knowledge of the executor's roles as supervisors of the implementation process and perceptions of educators, students, and stakeholders as fundamental aspects. The teacher being the curriculum implementer is expected to be competent, understand the content, and know what is to be taught (Gross; Giacquita & Bernstein,1971). The theorist further says that when implementers are not conscious of curriculum changes, they cannot sufficiently and successfully implement the curriculum. Based on this observation, the theory fits in this study as the key issue is the implementation of a curriculum.

Conceptual Framework

The conceptual framework as seen in Figure 1 below illustrates the intra and inter-relationship between the independent variable and the dependent variable.

Figure 1 Conceptual framework

Conceptual Framework



Source: Researcher, 2022

Figure 1 conceptualizes, that manipulation of the independent variable is very critical for CBC implementation. Training of all stakeholders especially head teachers and teachers who come into direct contact with learners for the CBC implementation is vital as it entails equipping them with knowledge, skills, and attitudes in pedagogical indispensable for effective curriculum implementation. The conceptual framework portends that if the head teachers and teachers' readiness is inappropriate, inadequacies in skills or knowledge preparedness or holding to wrong perceptions about CBC implementation will be affected negatively leading to its ineffective implementation and vice versa. The moderating variables in the conceptual framework illustrate the impact on the dependent variable though not a prominent focus in this study as they are constants and non-manipulated specific in the study locale for CBC implementation.

Literature Review

Instructional Training for Effective Curriculum Implementation

The study by Porter, (2015) identifies that instructors are influential and crucial stakeholders in shaping the extent to which school curriculum guidelines are implemented. Hence, if the instructors who are pivotal in undertaking the reforms do not embrace the curriculum changes, the reforms may not be effectively carried out.

Darling-Hammond, Wei, and Andree (2010) emphasised that nations need to support school heads as well as all other teachers' in-service training to enhance professional development and acquaintance with the new curriculum in making decision towards better student performance in academics. Koskei & Chepchumba's (2020) study showed that school heads perceived they had not gotten any adequate induction on the CBC curriculum contrary to Ministry of Education officers who said that educators had received training. Inadequate teacher training based on teachers' responses made it challenging for them to utilise CBC resources like textbooks as they did not know how to use them. The study recommended that to ensure successful implementation of CBC, there was the need for induction for the heads of institutions and teachers on the new curriculum especially on aspects to do with curriculum instructional materials being the gap that the present study sought to fill.

In Canada, Hardy (2003) carried out a study and discovered that educators perceived that they were not adequately trained on ICT skills which are central for management and effective implementation of curriculum in classrooms. Though there are claims of training teachers in instructional technology, majority of teachers have partial or no knowledge on ICT integration in classroom instruction. According to a study by Nihuka and Peter (2014) on problems encountered in ICT curriculum implementation in primary schools showed that most educators perceived that the incorporation of ICT in their lessons was important for the future though it can be incorporated by youthful teachers to make learners conversant and desire to learn.

Msuya (2016) carried out a study on the permeations of facilitators on CBET concept. The study established that 33.3% of respondents who constituted CSOs and head teachers of leading institutions had not completely conceptualised CBET concept and did not clearly transmit the necessary pedagogical demands of the other head teachers and teachers, the instructional methods utilised in CBET.

The present investigation endeavoured to find out Head teachers' Instructional Training and Instructional Supervisory Challenges in the Implementation of the Competency-Based Curriculum in Public Primary Schools in Kisii Central Sub-County, Kisii County.

Instructional Supervisory Role for Effective Implementation of CBC

In a school, a head teacher in his/her role as instructional head, has the responsibility of developing a conducive environment to enhance optimal activities in organisation of resources, providing professional guidance and assistance to instructors. This is done to facilitate the realization of instructional objectives. The head teacher supervises classes, and coordinates evaluation of the teaching-learning process and outcomes by initiating active participation by staff as well as the entire school community. Head teacher's coordination of staff, teaching and support, with other professional educators in reviewing and

strengthening supervisory roles while evaluating results striving towards improving and strengthening implementation of educational curriculum policies such as the CBC (MOEST, 2012).

In the framework of vast growth and development of new curriculum knowledge that is skills-based, it calls for the head teachers' deviation from the usual supervisory tasks and orient themselves toward handling the curriculum dynamics (Gatlin, 2009). Observations made by Gatlin, (2009) show that head teachers need adequate preparedness to adapt to an evolutionary and responsive approach while handling curriculum changes. According to Serdenciuc, (2013), it is important to develop the head teacher towards acquiring necessary competencies that the study contends should be procedural on the basis of improved receptiveness to the acquisition of necessary competencies as governed by the variations in social economy society to improve educators' capacities in implementing the CBC.

Makunja (2016) studied the challenges encountered by CBC implementation in Tanzania. It was discovered that school heads had not been properly inducted to keep them ready for the implementation of CBC. According to the interviewees' views that consisted of head teachers indicated that insufficient instructor training was blocking the implementation of CBC though the teachers responded to open-ended questionnaires and pointed a finger at the head teachers for failure to link them well to education officers in acquiring the required skills for the curriculum. Therefore, this study was conducted to validate this finding given that Makunja study locale was in Tanzania whereas the current study is based in Kenya.

A study by Blomeke and Delaney, (2012) stressed on the importance of the leader's knowledge as a teacher in performing the supervision of teaching and learning process in the school. Therefore, school heads needed to be well-inducted on the new curriculum strategy which puts its focus on competencies.

Paulo's (2014) research on pre-service teachers' readiness in implementing CBC in Tanzania secondary schools found that they did not follow the guidelines written for classroom teaching despite education officials' position that they were well prepared for the evaluation and instruction as outlined for proper implementation of CBC. Results showed that pre-service teachers went ahead to teach using conventional teacher-centered approaches against the requirements of CBC which suggested student-centered teaching approaches. Paulo's study was largely based on pre-service teachers in Tanzania while the current study is concerned with the already trained teachers in class in Kenya.

Ijaiya (2013) said supervision is a procedure seen as being linked to the growth and development of people (students, teachers, and other members of staff), and instructional materials within the schools for the final advantage of pupils and the community. Supervision is designed for all wide enhancements of variables which influence instructional process, mainly the management of teaching in schools, curriculum and approaches of learning, and teachers' personalities.

According to Baumert, et al (2010), the roles understanding, and knowledge of the head teacher as well as the classroom teachers have impacts on a child's learning. The acquaintance of the school heads and instructors on the demands of their changing roles influenced how they observe and teach their subject during classroom learning and the performance of pupils. Instructional supervision as an aspect of school administration performed by head teachers needs to focus on the improvement of teaching and adaption of CBC.

This has prompted the need for this study to establish the Head Teachers' instructional training and instructional supervisory challenges in the implementation of the Competency-Based Curriculum in Public Primary Schools in Kisii Central Sub-County, Kisii County.

Research Methodology

Research Design

The study was guided by a descriptive survey research design. This design is aimed to produce data concerning issues of education which would inform stakeholders in the education sector and school management (Sekaran & Bougie, 2010). The design assisted in the description, analysis, and reporting of prevalent situations in schools in terms of instructional training and supervision.

Location of the Study

The research was undertaken in public primary schools in Kisii Central Sub County, Kisii County, Kenya. This locale was selected based on stakeholders' complaints concerning inadequate CBC implementation since its inception in various forums. Public primary schools in the sub-county were the concern for this study. Oso and Onen (2008) indicate that the focus of research offers the investigator a chance to undertake an independent study in an area with a problem hence the decision for this research.

Target population

The study targeted 74 head teachers and 744 lower primary teachers distributed in eight educational zones.

Table 1: Target Population

Zone	No of schools	Head teachers	teachers
Getembe Zone	10	10	98
Kiogoro Zone	14	14	136
Keumbu Zone	13	13	144
Ibeno Zone	11	11	98
Matunwa Zone	14	14	152
Birongo Zone	12	12	116
Total	74	74	744

Source: Kisii Central MoE, 2023

Sampling Technique and Sample Size

Sampling Techniques

A stratified and simple random sampling technique was utilized. The entire locale was clustered into strata based on the six educational zones. 30% were randomly selected from each stratum for interview and corroboration while purposeful sampling for all head teachers was utilised for questionnaires. Based on Mugenda and Mugenda (2003), a 10.0 – 30.0% sample of the population is sufficient for descriptive research. The respondents were chosen through a simple random sampling strategy (Truong & McColl, 2011). This approach was applied to head teachers and teachers in the population with 30% representation in each educational zone in the locale.

Table 2: Sample Size

Zone	H/Teachers	Sample (30%)	Teachers	Sample (30%)
1	10	3	98	29
2	14	5	136	41
3	13	4	144	42
4	11	3	98	29
5	14	5	152	46
6	12	4	116	35
Total	74	24	744	222

Source: Kisii Central MoE, 2023.

Simple random sampling considering equal selection and distribution of respondents was used to obtain 24 (30% of population) out of 74 Headteachers and 30% of 744 teachers to obtain 222. Therefore, the total respondents were 246; 24 head teachers for interview and 222 teachers for questionnaires in primary schools in Kisii Central Sub-County being the research instruments utilized.

Validity and Reliability of the Instruments

Content validation was realised by cross-checking the question items to make sure that it had all the information needed with respect to study objectives in addition to expert opinion. The test–retest approach was applied in determination of research questionnaire's reliability. The investigator administered the questionnaire to the chosen respondents for reliability test in the first phase. After an interval time of two weeks, the same instrument was administered to the same respondents for re-testing. Analysis was undertaken to compare the responses of the data made from the first and second tests to establish whether there was any correlation. A reliability value ranges from 0 – 1 where a r-value of 0.7 – 1.0 is considered to be acceptable in research studies as indicated by Orodho (2016). The Pearson product-moment Correlation Coefficient formula was used to calculate the reliability of questionnaires. The reliability coefficient of 0.7 was accepted for this study.

Data Analysis Methods

The study used both qualitative and quantitative methods. Guided by study objectives quantitative data was analyzed through descriptive techniques while qualitative data analyzed thematically. This study statistical presentations of the information were in frequencies and percentages presented in tables as qualitative data were collected and analysed thematically as directed by study objectives through descriptions and narratives/ themes.

Ethical Considerations

The researcher followed all ethical principles required when conducting academic studies as stipulated in Kisii University Proposal and Thesis regulations and NACOSTI policies. Scheduled visits were undertaken in all sampled schools with prior permission sought from the relevant authorities. The respondents were assured of the utmost confidentiality of the information provided. All sources cited in this work have been duly acknowledged in the reference section and the plagiarism similarity index maintained below twenty percent based on international standards.

Data Presentation, Discussion and Analysis

CBC Instructional Training for Effective Implementation

The initial objective of the investigation was to explore school heads' instructional training capacity for competency-based curriculum implementation. Training of teachers as a major human resource on the competency-based curriculum is central to the curriculum process at all levels. The research further sought highlights on the duration of training if any and how often is the training and level of integration of key CBC skills.

Respondents Training on the CBC

Findings on the implementation of CBC observed head teachers who are central in the curriculum supervision as well as teachers as key in the process of implementation therefore the investigator asked the respondents whether they have received any training, and their responses are provided in Table 3.

Table 3: Training on Training on the CBC

Attendance	Headteacher		Teacher	
	F	%	F	%
Trained	24	100.0	176	84.62
Not trained	0	0.0	32	15.38
Total	24	100.0	208	100.0

Source: Researcher, 2023

Findings presented in Table 3 display that out of the total target of 208 instructors 176 (84.62%) have received training on Competency Based Curriculum training and all sampled 24 head teachers (100.0%) have been trained. This finding is in consonance with Stronge, Ward, & Grant, (2011) who said that educators have to be trained so as to understand their responsibility in the provision of opportunities for pupils to develop and realise their full potential in the daily curriculum instruction process in schools. Further. In line with this it is revealed that the level of training deficiencies on CBC is minimal as only 32 (15.38%) who have not been trained were yet to undergo training as the training sessions, workshops, and in-school seminars are an ongoing process. There being a marginal number it can be observed that school heads and instructors' competencies can be relied on in the CBC implementation process.

Duration of Training on CBC

Having established that many school heads and teachers had received training on CBC the investigator sought to find out the length of training that they had undergone. The questionnaire items on the duration of the training responses are presented in Table 4 below. This information was necessary to establish the effectiveness of CBC training. Outcomes are presented in cumulative duration to the time of this study and were necessary as the training sessions are usually short within the term dates or during school holidays.

Table 4: Respondents Duration of CBC Training

Duration	Headteacher		Teacher	
	F	%	f	%
Less than a month	4	16.67	32	15.38
1-3 months	17	70.83	146	70.19
More than 3 months	3	12.5	30	14.42
Total	24	100.0	208	100.0

Source: Researcher,2023.

Table 4 represents the accumulative duration of training received on CBC since its inception. the findings were that out of the 24 head teachers' respondents, 17 (70.83%) have been trained for a period of more than one month and three months cumulatively with three having received training more than three months and only four having less than one month of training. Findings on teachers' training indicate that 146(70.19%) out of 208 have training of between 1-3 months cumulatively with 30 (14.42%) having more than 3 months training and 32(15.38%) having less than one month training. The disparities noted in training were identified to have resulted from transfers, sharing disparities, and retirement or natural atrocities.

This though according to McKenzie, Kelly, & Shanda, (2018) noted this and asserted that a well-qualified teacher is essential in achievement by learners, it provides a basis for continuous training as the curriculum implementation process progresses. Kelly (2018) adds that teachers must adequately be trained for a period not less than two years to enable them to acquire the necessary competencies to handle an educational curriculum as well as receive frequent ongoing in-service training in the classroom.

Instructional Areas Training for Implementation of CBC

The respondents for questionnaire items and interviews were requested to identify the areas of training they received in the implementation of CBC learning approaches. It was endeavoured to explore the level of challenges experienced by teachers in the areas of, lesson plans, prepared schemes of work, teaching learning aids, records of work, and assessment reports. Table 5 presents the findings.

Table 5: Instructional Areas Challenges Level for Competency-Based Curriculum

Instructional area	Level of challenge							
	Headteachers				Teachers			
	SA	A	D	SD	SA	A	D	SD
Challenges in the interpretation of Designs	2	16	4	2	52	84	47	25
Easily prepares schemes of work	2	2	6	14	72	49	54	33
Lesson plans preparation is so demanding	15	3	2	4	148	43	13	4
Good at stating learning outcomes	3	5	7	9	121	32	43	12
It is easy to keep records of work	4	7	10	3	59	98	34	17
Can assess lesson delivery	4	3	8	9	47	116	24	21
Learner's assessment is challenging.	12	4	2	6	107	59	32	10
Key inquiry questions framing	14	2	12	6	74	68	37	29

Source: Researcher,2023.

Outcomes presented in Table 4.3 provide that teachers and school heads had received training on interpretation of designs, schemes of work design, lesson plan preparation, and documentation of records of units covered. They have also been taken through stating of learning outcomes and preparing records of work and assessment. It was revealed that most educators felt to have challenges in executing the demands of the areas trained in and were incompetent and needed support in all CBC aspects. Out of the 24 head teachers, 16 felt they needed more support on design interpretation and lesson planning agreeing with teachers out of 208 were 84 and 148 respectively that there are challenges in the areas covered. A Headteacher during an interview observed that.

“Lesson plan preparation uses a great deal of time that would be utilised in instruction and helping the learners. we have been in the field long enough to teach content without lesson plans and preparations on paper. we can prepare as we teach the learners.” (Headteacher)

The response provided agreed with teachers that although CBC aspects were shallowly described with interpretation of designs, lesson plan preparation and assessment are the leading challenges. One head teacher observed that lesson plans were not prepared, and many teachers were found to be planning their lessons when teaching despite teachers being engaged well in teaching CBC learning areas methodically. Through interviews, school heads communicated reservations over the same by indicating that:

“Most teachers attempt to compile lesson during classroom learning suggesting that they were not adequately prepared for their lesson with respect to time as they were doing it in class which is an indication that teachers were incompetent in lesson planning” (Headteacher 2)

This situation contradicts Jenge're and Ji (2017), view who observes that for useful instruction to take effect, teachers should be adequately equipped with the competency-based approach and empowered with the necessary skills to prepare for effective lessons delivery.

Head Teachers Supervisory Roles Challenges

On this objective respondent were asked to enlist the roles they are involved in curriculum supervision of CBC. The analysed data is provided in Table 6

Table 6: Head Teachers Supervisory Roles Challenges

Supervision Roles	Agree		Disagree	
	f	%	f	%
Control planned curriculum activities	18	75	6	25
Monitoring lessons attendance	20	83	4	17
Discussing with teachers about supervision of school and classroom instruction.	6	25	18	75
Meets with a teacher after supervision for support discussion.	14	58	10	42
Regularly checks teachers' professional records.	12	50	12	50
Monitors individual teachers' learners' assessment records	5	21	19	79
Makes informal visits to classes during classroom instruction.	10	42	14	58
Meets teachers after supervision to give feedback on observations made.	6	25	18	75

Source: Researcher,2023.

Outcomes of the study show that that supervision that is done by head teachers in schools is as indicated by head teachers respondents, who observed that they oversee their teachers through formal and informal means.

Headteachers monitor the availability of teachers in class by inspecting teachers' attendance registers which they sign in and out in the head teachers' office as well as attendance registered by class leaders. As far as head teachers' methods and techniques of supervising teachers is concerned, 18 (75 %) of teachers agreed that head teachers control activities concerned with curriculum with only 6 (25%) responding on the contrary though 20 (83%) responses agreed that head teachers supervise teachers classroom attendance. True, also 14 (58%) agreed that they met with educators after inspection activity for support in conversation of what was seen, whereas 8 (33%) disagreed that they discuss matters of school or classroom supervision. 10 (42 %) of head teachers agreed they went to see their teachers in their particular classroom during lesson time, with 12 (50%) disagreeing while 12 (50%) that it was their duty to supervise teachers' preparation of professional documents with 10(42%) observing that though it was they did not do it frequently.

This agrees with Okumbe, (2007) that the instructional supervision process involves three levels of pre-observation meetings, observation time, and post-observation meetings. Based on Okumbe's (2007) assertion, in the pre-observation meeting, the inspector meets with the supervisee before the inspection begins, as the observation stage involves, the inspector observing what takes place during the performance of work, while in post-inspection, the inspector meets with one being supervised for support and response in shared conversations of what was seen.

Despite all these methods presented that head teachers used in supervising teachers, interviewees differed and provided that instructional supervision is a challenge in schools though Zepeda (2003) argued that inspection can be official or not official; experimental or some changes of the experimental procedures; or it could be a distinguishable or developmental with certain approaches and methods. as indicated by Zepeda (2003), whereas various research documents several inspection methods and models, educators have had till now modest say in the procedure of teaching inspection as is reflected in the current study as 16(67%) disagree to involving teachers in supervision of school or classrooms which is detrimental to curriculum implementation as performance of teachers is reliant on inspection of classroom learning and school despite there being interpretation that there are other variables which can explain for the improved teachers performance in schools aside from supervision of teachers.

Assessing the association between factors of investigation on this objective, school heads' supervision methods and CBC implementation in public primary schools, the overall scores by research participants show that there is an association between school heads' supervision methods and implementation of CBC. Additionally, Darling-Hammond, (2010) found out that adherents could have all the skills and willingness to perform tasks but would always require direction through supervision. Though, observed inadequate inspectors and insufficient supervision results in poor quality instruction and learning in schools hence school heads' inspection could improve the quality of instruction in schools.

On challenges encountered by head teachers when supervising their teachers, they mentioned various challenges with some being mentioned by some of them as:

“school heads have limited power and authority in management and leadership as essential and ultimate verdicts are made by the school board of management or the CSOs. Headteachers have limited powers to deal with poor or disrespectful instructors in curriculum implementation due to teachers' link of relationship or friendship with CSOs or school management board,” lamented one head teacher(Headteacher).

Another teacher observed that; most teachers lack motivation as they are never involved in directing curriculum activities and take a long time to cope with proposed teaching or changes even after they have been trained or counselled, a number of educators remain stubborn and do not reform at all for productivity. Most school heads said that a number of teachers, specifically the advanced in age, resist supervision by the head teachers perceived as young in the profession or headship. Another challenge of supervision that was seen as unusual to school heads was overworking as claimed to be concerned with office work as well as instruction in class so as to receive a salary increment.

In general, primary school heads as seen from the interview encountered various problems in curriculum implementation as some have to gobble with what they themselves do not have even the basic concepts mastery. They are at times worse than those they ought to supervise. Though some claimed to be supported by Curriculum Support Officers(CSOs) some felt the CSOs' presence is coercive as even they are still getting acquainted with the demands of the new curriculum, therefore in consonance with Nampa (2007), supervisors are faced with a myriad of challenges during their supervisory duties, that hinder their effectiveness to supervision as well as affect classroom instructional performance.

This study's findings are consolidated in Kruskamp's (2003) research findings which restrict curriculum supervision to head teachers. Addressing challenges encountered by head teachers in the supervision of curriculum implementation at the school level demands combined efforts from all education stakeholders, especially the Ministry of Education and teachers' employer, the Teachers Service Commission as well as the schools' management committees.

Conclusion

Guided by the study findings, it can be concluded that teachers and head teachers' level of competence in CBC content delivery for implementation is low. Results revealed that the practices of supervision in relation to staff, curriculum, and instructional development were below the expected performances based on the fact that most of them are deficient in the expected competencies. Further, the practices head teachers use in helping teachers to plan, present, and evaluate their lessons, classroom management, and learner assessment skills were very low. Therefore, head teachers were not effective in assisting teachers as expected. In addition to the low level of head teachers' competency in CBC supervision and communication challenges took toll and highly affected the supervisory practices.

Recommendations

Given the findings of the conclusions of this study, the research recommends the following:

- The government through the Ministry of Education and other stakeholders should adequately create a framework of training program to prepare stakeholders especially head teachers and teachers who are

key in the CBC implementation process on the curriculum dynamics for effective implementation. Continuous training of teachers on ICT knowledge and skills that are very critical to the implementation of the new curriculum should be well structured and necessary facilities provided for use in training and dissemination of concepts.

- On supervision the study recommends that the recruitment and selection of head teachers should be revised; the training of head teachers should be organized to equip them with necessary and CBC-relevant supervisory knowledge and skills with frequent objective assessment of their competency to support others, their ability to arrange and coordinate different supervisory approaches to be used in the school while checking effectiveness and weaknesses of their performances using standardized measurements by Curriculum experts.

Suggestions for Further Research

The researcher recommends the following areas for further research in line with the implementation of the competency-based curriculum.

- A study to investigate preparedness strategies for competency-based curriculum implementation in private schools.
- A longitudinal study to assess the academic achievement of pupils in CBC on the full implementation of the competency-based curriculum will be of the essence.

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