

**KISWAHILI TEACHERS' PEDAGOGICAL COMPETENCE FOR THE
IMPLEMENTATION OF COMPETENCY BASED CURRICULUM IN
SELECTED PRIMARY SCHOOLS IN TURKANA COUNTY, KENYA.**

BY

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DECLARATION

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This research thesis is my original work and has not been presented to any other institution or university for award of diploma or degree.

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DEDICATION

This thesis is dedicated to my beloved family: My beloved mother Phenike Nyamagi, my late uncle Ishmael Masiva Agura, my wife Fatuma Mugera, Children; Mansur, Sarah, Shakina and Marion and my sister Lillian Aseyo whose support has made it possible for me to come this far.

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ABSTRACT

Teachers are key implementers of a curriculum. This is because teachers control what is taught and how it is taught in their classrooms. Existing literature is limited to teacher attendance of CBC training sessions with little focus on their proficiency in implementing the new curriculum. The purpose of this study was therefore, to examine Kiswahili teachers' pedagogical competence for the implementation of Competency based curriculum in selected primary schools in Turkana County, Kenya. The research objectives were to: establish Kiswahili teachers' pedagogical competence in lesson planning; explore Kiswahili teachers' pedagogical competence in actual class interaction; assess Kiswahili teachers' pedagogical competence in classroom assessment and formulate a tentative theory to summarize Kiswahili teachers' pedagogical competence for implementation of CBC in selected primary schools in Turkana County, Kenya. Desimone's Core Conceptual Framework was adopted as theoretical framework for this study. Guided by interpretive paradigm, this study adopted qualitative research approach. Specifically, multiple case study research design was used. Target population comprised teachers of Kiswahili at grade four level. Purposive sampling technique was employed in selecting nine teachers of Kiswahili from nine schools to participate in this study. Qualitative data were collected using; document analysis guide, observation guide schedule and semi structured interview guide. The data was analysed inductively using grounded theory techniques whereby, themes were built from the bottom by organizing data into increasingly more abstract units of information. From the analysis it was established that, the teachers: proficiently interpreted curriculum designs but ineptly infused aspects introduced by CBC while lesson planning; skilfully selected learner-centred instructional approaches but ineffectively used them during actual class interaction; expertly applied theoretical-assessment techniques but inadequately used competency-based assessment techniques during classroom assessment. The study concluded by formulating a tentative theory that, teachers' pedagogical competence diminishes in relation to level of familiarity of aspects under instruction. It thus recommends for lengthy CBC training so as teachers familiarize with requisite skills for effective: infusion of aspects introduced by CBC while lesson planning; use of learner-centred instructional approaches in actual class interaction; and application of competency-based assessment techniques in classroom assessment. This study thus informs teacher preparation programmes at pre-service and in-service levels.

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ABBREVIATIONS

BECF:	Basic Education Curriculum Framework
CBC:	Competency based curriculum
IBE-UNESCO:	International bureau of Education- United Nations Education, Science and Cultural Organization
KICD:	Kenya Institute of Curriculum Development.
KIE:	Kenya Institute of Education
KNUT:	Kenya National Union of teachers
KNUT:	Kenya National Union of Teachers
TSC:	Teachers Service Commission
UNESCO:	United Nations Education, Science and Cultural organization

CHAPTER ONE

INTRODUCTION TO THE STUDY

1.0 Introduction

The quality of any curriculum cannot be greater than the quality of its teachers (Mutolwa, 2019). This implies that curriculum intentions remain an illusion unless they are put into practice by teachers who are well equipped in terms of knowledge and skills to do so. This is because teachers control what is taught and how it is taught in their classrooms (Nasibi, 2015). This study therefore majors on the examining of Kiswahili teachers' pedagogical competence for the implementation of CBC in selected primary schools in Turkana County, Kenya. To start with, this first chapter focuses explicitly on the background to the study, statement of the problem, purpose of the study, research objectives, research questions, significance of the study and justification of the study. It also highlights the assumptions of the study, scope of the study, limitations of the study, theoretical framework, conceptual framework as well as definition of operational terms that were used in this study.

1.1 Background to the Study

Kenya has undertaken curriculum reforms introducing Competency based curriculum (CBC). As stated by KICD (2017a) the new curriculum focuses on the development of learners' knowledge and skills. This is through paradigm shift from: objective and academic-oriented to skills and practical-oriented; content focused to competency focused; focused on teaching to focus on practical learning activities; learner memorization of the content to knowledge application and practice; focus on learner academic achievement to focus on academic achievement accompanied with skills development and nurturing values; focus on examination and results to focus on learner's achievement and progress in life; focus on summative assessment to focus

on the balance between formative and summative assessment; focus on learners' competition and ranking to focus on learner's collaboration and collective success; emphasis on talent and career progression to focus on talent identification and career development (KNUT, 2019; Nambua, 2018; Nzima, 2016).

According to Makunja (2016) and Remmy (2017) such curriculum changes necessitates a change in curriculum implementation process. Specifically, it requires an introduction of new instructional approach that encompasses changes in how teachers conduct their; planning for instruction, classroom instruction and assessment activities. It also calls for a transformation in how they think and work. For instance, it requires teachers to think holistically in terms of the whole authentic task that competent professionals perform. Teachers are also supposed to give up their role as 'knowledge transmitters' and adopt the new role of 'coach' and instructional designer (IBE-UNESCO, 2017).

Mkonongwa (2018) and Nyoni (2018) expound that successful implementation of CBC depends on teachers' ability to carry out teaching and learning activities responsibly and effectively. This is because teachers are frontline users of a new curriculum (Sibanda & Blignaut, 2020) thus they act as a filter through which the mandated curriculum passes and thus key in mediating the mandated curriculum for the benefit of the pupils. Comparably, Isaboke et al. (2021) and Mugabo et al. (2021) perceive teachers as curriculum-instructional gatekeepers. They control what is taught and how it is taught in their classrooms (Nasibi, 2015). According to Hlebowitsh (2005) as cited by Syomwene et al. (2017), the teacher is the only one who can transform curriculum purposes into action.

Otunga et al. (2023) concurs that teachers make the curriculum real in the school by modifying it and adapting it to the school and classroom environments. This is achieved through: selection of suitable and relevant curriculum material; selection of supplementary materials; interpretation of the curriculum designs; extension of the core and learning content; development of a collection of subject reference works in the library; identification of community sources; collecting or finding of films, posters and video material for utilization; drawing up of own supplementary notes; drawing up of a question bank; planning for and assessment of practical work; scheduling, conducting and correcting of tests and examinations; experimentation with media and renewal of teaching methods (Carl, 2012).

Further literature review reveals specific teacher roles depending on the type of curriculum they are tasked with implementing. For instance, under Kenya's competency based curriculum, teachers' classroom curriculum implementation roles include ensuring lists of core textbooks for each part of the CBC and other resources including reference texts are identified by teachers and purchased for use by learners, preparation and efficient utilization of schemes of work, records of work, and learners records and ensuring access of all available textbooks to students, maintain and update related records and timely retrieval (KICD, 2017b). The basic curriculum framework (KICD, 2017a) further details that teachers are required to: address each learner's background and unique learning needs and cater for individual differences; plan for instruction by setting goals, selecting resources and designing learning and assessment tasks; establish and sustain positive and supportive learning environments; establish and maintain authentic, effective, respectful and caring relationships with their learners; stimulate learner reflection on prior content knowledge, linking new concepts to familiar concepts and making connections to student's experiences; Use a

broad range of strategies to assist students to be successful; evaluate and modify instructional resources and curriculum materials for their comprehensiveness, accuracy for representing particular concepts and subjects, and appropriateness for success and use additional resources and or technologies effectively to ensure accessibility and relevance for all learners. Establishing teachers' proficiency in carrying out these activities is of importance. The vast roles of teachers in the curriculum implementation process calls for teacher pedagogical competence (Gura, 2015; Nzima, 2016).

Sugiyarto and Maulana (2018) conceptualize teacher pedagogical competence as the ability of a teacher to manage the learning of learners including understanding of learners, instructional design and implementation, evaluation of learning outcomes and the development of learners to actualize their potential. Studies conducted on the relationship between teachers' pedagogical competence and effective implementation of the curriculum reveal significant statistical relationship between the two. For instance, a study by Sultan and Shafi (2014) in Pakistan established that the perceived teachers' pedagogical competence in relation to preparation of lesson plans predicts the learners' academic performance. In the same vein, studies by Mugabo et al. (2021) in Rwanda, and Isaboke et al. (2021), Koskei and Chepchumba (2020), and Teygong (2018) in Kenya, report that teachers' pedagogical competence significantly influence the implementation of CBC.

Existing global literature indicate limited teacher pedagogical competence in the implementation of C.B.C. For instance, in United States, Scheopner et al. (2018) found out that the implementation of competency education in a K-12 classroom was not smooth despite it being implemented for six years. The authors further noted that teachers faced difficulties in implementing grading and assessment systems brought

about by new competency curriculum in New Hampshire secondary schools. Comparably, in Indonesia, Suyanto (2017) established that teachers had difficulties in various areas such as lesson development (16%), using scientific approach (31.5%) and implementing authentic assessment procedures (43.5%).

In Africa, studies reveal limited teacher pedagogical competence in the implementation of the curriculum. For example, studies conducted by: Molapo (2018) in South Africa; Sabola (2017) in Malawi; Nambela (2016) in Zambia; Hwande and Mpofu (2017) in Zimbabwe; Hipolite (2019), Kosia (2020), Luhambati (2013), Lukindo (2016), and Nyoni (2018) in Tanzania report of teacher incompetence in the implementation of CBC. Specifically, Mulenga and Kabombwe (2019b) Zambia; Rwezaura (2016) in Tanzania; Ndayambaje (2018) in Rwanda reveal that most teachers implementing CBC have not changed the way they conduct their; planning for instruction, classroom instruction and assessment activities in line with the requirements of the new curriculum. In the same vein, a study by Lumadi (2014) in South Africa established that majority (53%) of teachers complained that they did not receive enough in-service training for curriculum implementation. Similar results were also noted by Govender (2018) in which it was found that teachers were incompetent to implement CBC since they were exposed to a single day workshop training with no further in-service training provided.

In Tanzania, Makunja (2016) similarly established that majority of teachers (73%) did not get any training before the implementation of CBC. Besides, majority of teachers (60.78%) confessed that they did not have ability to apply the competence-based teaching approach in the teaching and learning process.

Zhuwale and Shumba (2017) in Zimbabwe expound that most teachers found it difficult to infuse aspects of the curriculum into instruction. In the same vein, another study by Komba and Mwandanji (2015) in Tanzania noted that majority of the reviewed lesson plans did not reflect the qualities of a competence-based lesson plan. In terms of actual class interaction, Makunja (2016) still in Tanzania observed that there was very minimal use of the CBC teaching approaches in schools as 80 percent of the teachers continued to use traditional knowledge-based teaching and learning methods. Finally, a study carried out by Paulo (2014) in Tanzania found that, teachers experienced challenges in designing and using the assessment rubrics.

In Kenya, contradicting literature on teachers' pedagogical competence exists. For example, studies such as; Abdullahi (2020) Andiema (2020), Ajuoga and Keta (2021), Atikiya (2021), Chemagosi (2020), Hall (2021), IBE-UNESCO (2017), Isaboke et al. (2021), Kimosop (2019), Kisirkoi and Kamanga (2018), KNUT (2019), Momanyi and Rop (2019), Pale and Amukowa (2020), Ondimu (2018), Omondi and Achieng (2020), Sifuna and Obonyo (2019), Sitienei (2020), Muasya and Waweru (2019) and Waweru (2018) all indicate that Kenyan teachers are incompetent for the implementation of CBC. Contrastingly, studies by Amunga et al. (2020), KICD (2017b), Marion (2020), Muraya (2019), Obuhatsa (2020) and Teygong (2018) suggest that the teachers are adequately competent for implementation of the curriculum.

Further interrogation of literature reveals that, in most of the afore-listed studies teachers' pedagogical competence in implementing CBC is measured by their attendance to CBC teacher training sessions. For instance, Amunga et al. (2020) opined that the teachers were competent as 91,000 teachers drawn from both the public and private primary schools had been trained over the holiday period to help

them understand the requirements of the curriculum and to acquire knowledge, skills and attitudes necessary for effective implementation of CBC. Contrarily, a study by Mohamed et al., (2022) revealed that majority of the respondents had not attended in-service training and therefore, were not conversant with the concept of the CBC. Similarly, Akello et al. (2022) observed limited teacher pedagogical competence since teachers had only received one CBC training. Ondimu (2018) further expounded that majority of teachers were incompetent as they had not received adequate training in CBC where by 35.2% had attended only one training in CBC, 25.8% had attended two in-service training in CBC and 9.7% had attended more than five trainings in implementation of the CBC.

Additional studies by Isaboke et al. (2021), Mwita et al. (2022) and Ngeno (2022) established that there existed a significant statistical relationship between teachers' extent of training on CBC and their ability to implement the curriculum. However, a study by Orina et al. (2022) found out that there existed no direct correlation between attendance to CBC induction trainings and teachers' capacity to conduct formative assessments in science learning areas. In addition, Andiema (2020) conceptualized teacher pedagogical competence to be more than training. To the scholar, it is the ability to plan, control and facilitate appropriate interaction in the classroom; while taking into account the different needs and abilities of learners. Indeed, studies by Hwande and Mpofu (2017) in Zimbabwe and Ndayambaje (2018) in Rwanda have revealed that teachers are still ill-equipped to implement CBC despite being trained.

In line with the guidance of Andiema (2020) on teacher pedagogical competence, this study aimed at interrogating Kiswahili teachers' ability to plan, control and facilitate appropriate interaction in the classroom. This is highly informative since none of the afore-listed studies endeavours to do so and specifically in the implementation of

Kiswahili curriculum. This study, therefore, sought to examine Kiswahili teachers' pedagogical competence for the implementation of CBC in selected primary schools in Turkana County, Kenya.

1.2 The Statement of the Problem

The success of any curriculum depends on the competence of teachers who are considered as curriculum-instructional gatekeepers (Isaboke et al., 2021; Mugabo et al., 2021). This is because teachers control what is taught and how it is taught in their classrooms (Nasibi, 2015). To further expound on this, Nasibi (2015) cites Kochhar (1992) as having argued that, even the best curriculum and the most perfect syllabus remains dead unless quickened into life by the right methods of teaching and right kind of teachers. The right kind of teachers alluded to by Kochhar (1992) depends on the competence of the teachers (Koskei & Chepchumba, 2020; Teygong, 2018).

Most studies in Kenya (Andiema, 2020; Atikiya, 2021; Chemagosi, 2020; Isaboke et al., 2021; Kimosop, 2019; Kisirkoi & Kamanga, 2018; Momanyi & Rop, 2019; Njagi, 2020; Pale & Amukowa, 2020; Ondimu, 2018; Omondi & Achieng, 2020; Sitienei, 2020; Muasya & Waweru, 2019; Waweru, 2018) report of teacher incompetence in the implementation of CBC. Conversely, Amunga et al. (2020), KICD (2017b), Marion (2020), Muraya (2019), Obuhatsa (2020) and Teygong (2018) report the contrary.

The afore-listed studies major on examining teachers' competence in the implementation of CBC based on teachers' attendance of CBC trainings. However, studies by Hwande and Mpofu (2017) in Zimbabwe and Ndayambaje (2018) in Rwanda caution that teachers may still be ill-equipped to implement CBC despite attending training sessions. This was further confirmed by a study by Orina et al.

(2022) that found out that there existed no direct correlation between attendance to CBC induction trainings and teachers' capacity to conduct formative assessments in science learning areas. However, what remains to be explored is the teachers' ability to plan, control and facilitate appropriate interaction in the classroom in the assessment of teacher competence. This study therefore sought to examine Kiswahili teachers' pedagogical competence for the implementation of CBC in selected primary schools in Turkana County, Kenya.

1.3 The Purpose of the Study

The purpose of this study was to examine Kiswahili teachers' pedagogical competence for the implementation of CBC in selected primary schools in Turkana County, Kenya.

1.4 Objectives of the Study

The study was guided by the following research objectives:

1. To establish Kiswahili teachers' pedagogical competence in lesson planning for the implementation of CBC in selected primary schools in Turkana County, Kenya.
2. To explore Kiswahili teachers' pedagogical competence in actual class interaction for the implementation of CBC in selected primary schools in Turkana County, Kenya.
3. To assess Kiswahili teachers' pedagogical competence in classroom assessment for the implementation of CBC in selected primary schools in Turkana County, Kenya
4. To formulate a tentative theory that summarizes Kiswahili teachers' pedagogical competence for the implementation of CBC in selected primary schools in Turkana County, Kenya.

1.5 Research Questions

The study sought answers to the following questions;

1. How prepared are teachers of Kiswahili in terms of pedagogical competence for effective lesson planning in the implementation of CBC in selected primary schools in Turkana County, Kenya?
2. How prepared are teachers of Kiswahili in terms of pedagogical competence for effective classroom interaction in the implementation of CBC in selected primary schools in Turkana County, Kenya?
3. How prepared are teachers of Kiswahili in terms of pedagogical competence for effective classroom assessment in the implementation of CBC in selected primary schools in Turkana County, Kenya?
4. Which theory summarizes Kiswahili teachers' pedagogical competence for the implementation of CBC in selected primary schools in Turkana County, Kenya?

1.6 Significance of the Study

The study examined in detail teachers' pedagogical competence for the implementation of Kiswahili curriculum under CBC. It particularly interrogated teachers' pedagogical competence in implementing CBC by majoring on their ability to plan, control and facilitate appropriate interaction in the classroom. Previous studies that have been conducted on the phenomenon (Andiema, 2020; Atikiya, 2021; Chemagosi, 2020; Isaboke et al., 2021; Kimosop, 2019; Kisirkoi & Kamanga, 2018; Marion, 2020; Momanyi & Rop, 2019; Pale & Amukowa, 2020; Ondimu, 2018; Omondi & Achieng, 2020; Teygong, 2018; Sitienei, 2020; Muasya & Waweru, 2019; Waweru, 2018) have mainly focused on teacher competence based on their attendance of CBC trainings.

This study informed how teachers' pedagogical competence varies across the entire instructional process. This is so because it centred on the entire instructional process starting with preparation for instruction (lesson planning), classroom instruction and evaluation of instruction (classroom assessment). Previous studies (Kimosop, 2019; Ondimu, 2018; Momanyi & Rop, 2019; Waweru 2018) have only been limited to the general implementation of CBC and not its instructional process. Furthermore, none of these studies has specifically examined the implementation of Kiswahili curriculum under CBC which this study endeavoured to do.

The findings of this study provide vital information to curriculum developers to organize seminars, workshops and teacher in-service programmes to prepare teachers adequately for the implementation of CBC. The findings will further be used to enrich teacher training in colleges and universities.

1.7 Justification of the Study

The introduction of a new concept in educational curriculum in any country is always confronted with a set of systemic and non-systemic challenges. Adequacy in teachers' pedagogical competence for implementation of CBC in Kenya is not an exception. This calls for proper teacher preparation for the new curriculum. However, most studies that exist (Andiema, 2020; Atikiya, 2021; Chemagosi, 2020; Isaboke et al., 2021; Kimosop, 2019; Kisirkoi & Kamanga, 2018; Marion, 2020; Momanyi & Rop, 2019; Pale & Amukowa, 2020; Ondimu, 2018; Omondi & Achieng, 2020; Teygong, 2018; Sitienei, 2020; Muasya & Waweru, 2019; Waweru, 2018) are limited to the assessment of attendance of CBC training sessions while little is interrogated on their ability to plan, control and facilitate appropriate interaction in the classroom and specifically during the implementation of Kiswahili curriculum. This study is thus

essential in examining Kiswahili teachers' pedagogical competence for the implementation of CBC in primary schools.

Furthermore, most studies that exist on the phenomenon (teachers' pedagogical competence for the implementation of CBC) have been conducted using descriptive survey study design. Whereas the research design provides useful general information on the teachers' perception of their own understanding of CBC (knowledge) it offers little information on teachers' practical ability to implement the curriculum (competencies). An in-depth study requiring teachers to provide practical evidence of their understanding and implementation of CBC, is highly recommended (Kafyulilo et al., 2012). This, therefore, justifies a research study on Kiswahili teachers' pedagogical competence for the implementation of CBC in selected primary schools in Turkana County, Kenya.

1.8 Scope of the Study

The study examined Kiswahili teachers' pedagogical competence for the implementation of CBC in selected primary schools in Turkana County, Kenya. The research objectives were to: establish Kiswahili teachers' pedagogical competence in lesson planning; explore Kiswahili teachers' pedagogical competence in actual class interaction; assess Kiswahili teachers' pedagogical competence in classroom assessment and formulate a tentative theory to summarize Kiswahili teachers' pedagogical competence for implementation of CBC in selected primary schools in Turkana County, Kenya. The study employed Desimone's (2009) Core Conceptual Framework as its theoretical framework. It was conducted in selected primary schools in Turkana County using a qualitative multiple case study research method. The participants of the study included; grade four teachers of Kiswahili at the primary school level because they are the direct implementers of the CBC. Data was collected

through document analysis guide, observation guide and interview guide. Besides, the qualitative data generated was analysed inductively through the grounded theory technique. The study lasted for three months.

1.9 Limitations of the Study

The study was further limited by researcher's subjectivity and biasness since he was the main instrument of data collection and analysis. This might have resulted in the study losing its trustworthiness. However, the study's trustworthiness can be guaranteed if it is conducted in a rigorous manner (Lune & Berg, 2017). In this study, trustworthiness was ensured through, incorporation of a research assistant, member checking and triangulation. Chapter three of this study further elaborates the rigorous methodology this study conducted in data collection and analysis.

1.10 Assumptions of the Study

The study adopted an assumption that: the study participants (teachers) were fully aware of the instructional process in relation to; lesson planning, actual class interaction and classroom assessment. Furthermore, the study assumed that the participants would give honest insights in these areas (lesson planning, actual class interaction, and classroom assessment) which would consequently enhance the knowledge on Kiswahili teachers' pedagogical competence in the implementation of grade four Kiswahili curriculum under CBC.

1.11 Theoretical Framework

This study sought to examine Kiswahili teachers' pedagogical competence for the implementation of CBC in selected primary schools in Turkana County, Kenya. To achieve this, the study employed Desimone's (2009) Core Conceptual Framework. According to the framework, teacher professional development is based on five core

features. The core features include content focus, active learning, coherence, duration and collective participation (Desimone & Garet, 2015).

Desimone (2009) expounds that; *content focus* means professional development should focus on the skills and knowledge that are needed to carry out day-to-day teaching. While *duration* means that activities of professional development should have sufficient duration to allow engagement of knowledge and instructional change. To the author *active learning* means the opportunities to engage teachers actively in meaningful practice, planning and discussion during the professional development experience in their day-to-day work. *Coherence* means the connection between the professional development activity and the reality of the classroom. Finally, *collective participation* is the opportunity for participants to undertake professional development with others from the same school which can be a powerful form of learning (Main & Pendergast, 2015). Figure 1.1 depicts this discussion.

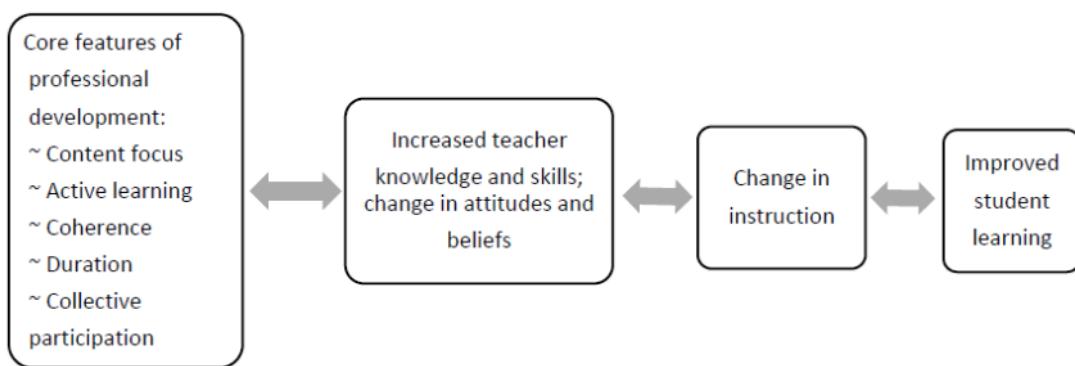


Figure 1. 1. The Core Conceptual Framework (Desimone, 2009, p. 185)

According to the model, when teachers attend effective professional development experience that involves the five core features; their skills and knowledge develop, or it changes their beliefs and attitudes. Teachers then implement their new skills and knowledge, beliefs and attitudes to enhance the content of their teaching or their

pedagogical approach or both. The result is that the instructional changes made by teachers improve the learning outcomes of students (Garbe, 2012).

The model also emphasizes that teacher professional development can only be said to be effective if its impact can be traced in the classroom as teachers instruct. In a similar view, this study conceptualizes Kiswahili teachers' pedagogical competence as the ability of the teachers to effectively plan for lesson planning, actual class interaction and classroom assessment during the teaching and learning process for the implementation of CBC. This model therefore relates well with the key study variables thus adopted for this study.

1.12 Conceptual Framework

A conceptual framework is a graphical representation that illustrates the interconnections among the variables being investigated (Mugenda and Mugenda, 2007). This being a qualitative study, the conceptual framework explored the phenomenon under study in light of Desimone's (2009) Core Conceptual Framework as depicted in figure 1.2.

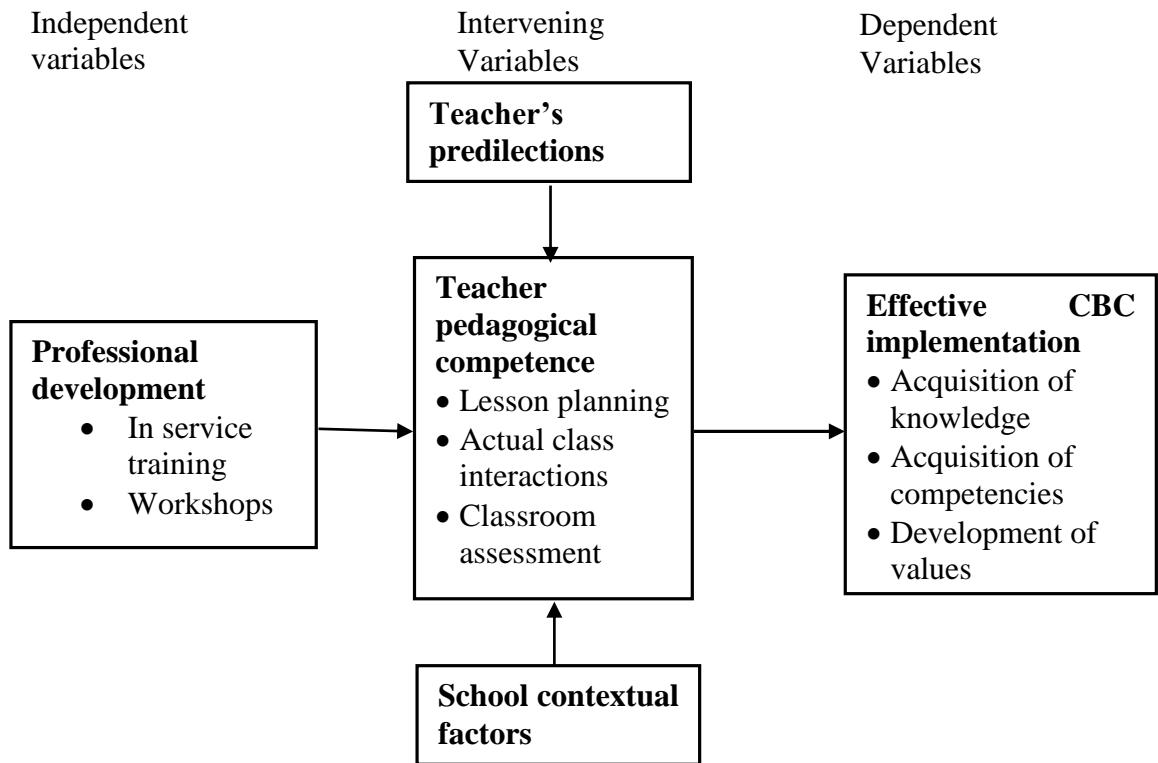


Figure 1. 2. Conceptual Framework of the Study

1.13 Operational Definition of Key Terms

Actual class interaction- Refers to the concrete delivery process of the planned content and involvement of grade four learners in instructional activities by teachers of Kiswahili during the implementation of CBC.

Classroom Assessment- Refers to activities carried out during instruction to determine the level of achievement of the learning outcomes.

Competency Based Curriculum- Refers to a curriculum that emphasizes what learners are expected to do rather than what they are expected to know while learning grade four Kiswahili.

Competency Based Curriculum Implementation- Refers to the actual teaching and guiding learners of Kiswahili at grade 4 in primary schools in Kenya to enable

them progress at their own pace until they have demonstrated mastery of the expected pedagogical competencies regardless of time in preparation for the world of work.

Kiswahili Teachers' Competence-Refers to the set of skills, knowledge and attitudes needed by a teacher of Kiswahili for the implementation of CBC.

Kiswahili Teachers' Pedagogical Competence- Refers to the ability of the teacher of Kiswahili to effectively plan for instruction, instruct and assess learners during the teaching and learning process for the implementation of CBC.

Kiswahili Teachers' Pedagogical Competence in lesson planning- Refers to the ability of the teacher of Kiswahili to effectively prepare a lesson plan for instruction during the teaching and learning process for the implementation of CBC.

Kiswahili Teachers' Pedagogical Competence in actual class interactions- Refers to the ability of the teacher of Kiswahili to effectively involve learners into various instructional activities during the teaching and learning process for the implementation of CBC.

Kiswahili Teachers' Pedagogical Competence in classroom assessment- Refers to the ability of the teacher of Kiswahili to effectively determine learners' ability to apply a set of knowledge, skills, values and attitudes during the teaching and learning process for the implementation of CBC.

Lesson plan- Refers to a work plan covering details of what is to be covered in a lesson.

1.14 Chapter Summary

This chapter dealt with the background to the study, statement of the problem, purpose of the study, research objectives, research questions, significance of the study, justification of the study, scope of the study, limitations of the study, assumptions of the study, theoretical framework, conceptual framework and operational definition of terms used in this study.

1.15 Organization of the rest of the thesis

Chapter two takes a review of related literature on Kiswahili teachers' pedagogical competence for the implementation of Kiswahili curriculum in the CBC. This includes a review on curricular reforms in Kenya, curriculum implementation, and teacher competence for the implementation of CBC. In chapter three, the study's multiple case study research design, qualitative research approach and interpretive paradigm are described. Furthermore, the sampling process, data collection and data analysis used in this study are detailed along with the strategies used to ensure research quality. Chapter four involves data presentation, analysis, interpretation and discussion. Finally, chapter five presents the discussion of the study findings, conclusions, recommendations of the study and suggestions for further study.

CHAPTER TWO

LITERATURE REVIEW

2.1 Introduction

The purpose of the study was to examine Kiswahili teachers' pedagogical competence for the implementation of CBC in selected primary schools in Turkana County, Kenya. This section therefore takes a review of related literature on Kiswahili teachers' pedagogical competence for the implementation of Kiswahili curriculum in the CBC. This includes a review on curricular reforms in Kenya, curriculum implementation, and teacher competence for the implementation of CBC. Specifically, curricular reforms in Kenya centres on the 8-4-4 content-based curriculum and the new competency-based curriculum, while curriculum implementation majors on the role of the teacher in curriculum implementation process. Finally, the section on teacher competence for the implementation of CBC focuses on the four objectives that guide this study which are to: establish Kiswahili teachers' pedagogical competence in lesson planning; explore Kiswahili teachers' pedagogical competence in actual class interaction; assess Kiswahili teachers' pedagogical competence in classroom assessment and formulate a tentative theory to summarize Kiswahili teachers' pedagogical competence for implementation of CBC in selected primary schools in Turkana county, Kenya.

2.2 Curricular Reforms in Kenya

Curriculum reforms in education is a worldwide practice that intends to better educational practices in line with the demands of the twenty-first century, need for knowledge, economic demands and the ever-emerging challenges in the world (Maina, 2023). Inyega et al. (2021) notes that concerted efforts have been put in place to enable Kenya carry out several educational reforms. This is in response to Kenya's

social and economic needs and need to align education to international and local legal instruments. Amongst the notable curricular reforms is the 8-4-4 content-based curriculum and the new competency-based curriculum. The two reforms are discussed in detail in the next section.

2.2.1 8-4-4 Content based curriculum

According to Pale and Amukowa (2020), the 8-4-4 curriculum was introduced in Kenya in 1985 following recommendations by the presidential working party on the second university in Kenya chaired by Professor Mackay. In particular, the transition from 7-4-2-3 to 8-4-4 meant a change of structure of education from seven years of primary education, six years of secondary and three years of university education to eight years in primary, four years in secondary school and four years of university education. Additionally, there would be two summative examinations that were to be administered by the Kenya National Examination Council (KNEC). In particular, the end of primary education was to be marked by a national examination, Kenya Certificate of Primary Education (KCPE). Similarly, secondary schooling was to culminate in a national examination, Kenya Certificate of Secondary Education (KCSE). The two summative exams would set a limit score for transition from one level of education to another (Gichuru, et al. 2021). Kinoti and Njeri (2020) expound that the purpose of the shift was to provide learners with a curriculum that would help them gain practical skills and competences and enable them to be self-reliant.

According to Maina (2023) the rationale for the introduction of the 8-4-4 curriculum follows concerns that the basic education previously provided lacked the necessary content to promote widespread sustainable self-employment. Kaviti (2018) expounds that through 8-4-4 curriculum, Kenya aimed at developing man-power capable of performing blue collar jobs, as compared to the former 7-4-2-3 system that targeted

developing a local workforce to replace the British workforce who largely held white collar jobs. Consequently, technical and vocational oriented subjects were introduced into the curriculum so as to ensure students graduating at every level had some scientific and practical knowledge that could be used for self-employment, salaried or further training (Gikungu et al. 2014). Specifically, agriculture, art and craft, home science and business education were introduced into the curriculum (Bunyi, 2013).

Table 1 shows the subjects that were meant to be offered at secondary school level:

Table 1: 8-4-4 subjects chosen for KCSE exams in 1986 (in Milligan, 2017, 202)

Group 1	Group 2	Group 3	Group 4
All compulsory	One chosen	One chosen	One chosen
English,	Christian religious	Home science,	French,
Kiswahili,	education,	Agriculture,	German,
Mathematics,	Islamic religious	Woodwork,	Art & design,
Biology,	Education,	Building	Music,
Physics,	Hindu religious	Construction,	Accounting,
Chemistry,	education,	Power	Commerce,
Geography,	Social education	mechanics,	Economics,
History,	and	Electricity,	Typewriting with
Government	Ethnics	Drawing &	office practice
		Design	

Total: 11 subjects

Ambaa (2015) expounds that through Art and Craft subject learners were to be equipped with knowledge and skills that would enable them; design, implement and control small scale projects that would provide opportunities for both the learner and other members of the community. It therefore entailed equipping learners with skills in drawing, painting, graphic design, collage and mosaic, clay and pottery, leatherwork, modelling and carving; fabric design, puppetry, woodwork and metalwork (Gikungu et al. 2014). Secondly, Agriculture subject aimed at demonstrating that agriculture as an economic activity is profitable and honourable occupation. Practical activities in the teaching of agriculture covered the growing of crops such as vegetables, learning about domestic animals; poultry and bee keeping,

making farm tools and caring for the soil and the environment (Ambaa, 2015). Additionally, Business education was meant to equip learners with entrepreneurship skills through teaching of commerce, accounting and economics. Finally, Home science aimed at developing and applying knowledge, skills, principles and attitudes which would help the learner to relate better to the social and economic realities of the community and the country (Milligan, 2017).

At the start the 8-4-4 curriculum was applauded as one of the most significant educational reforms in the history of Kenya's education (Gichuru et al. 2021). However, contrary opinions emerged during its implementation. It soon became clear that the curriculum was broad, expensive and burdensome to students and parents. Further to the burdening curriculum, many schools were not sufficiently equipped with workshops to enable the teaching of practical skills and teachers were not sufficiently trained (Areba, 2019). To further exemplify this, Inyega et al. (2021) observed that:

The need to provide pre-vocational and technical education increased the cost of attending primary school by more than 100 percent. It increased pressure on existing learning facilities, including workshops and home-science classrooms. The financial responsibility to provide those facilities was placed on parents, school committees, and the local community served by the school. The burden to provide new textbooks also increased. The new system also increased the burden on teachers and students with limited learning facilities. The system became burdensome to students who had to spend more time in school. Most teachers were not adequately trained to teach some of the vocational and pre-technical subjects. (pg. 6)

In a quest to address the above-mentioned concerns and make the curriculum more accommodative, a series of task force reports and evaluations were conducted (Gichuru et al. 2021). For instance, Maina (2023) and Namwambah (2019) note that the Kamunge Report (1988) on Education and training recommended the reduction of examinable subjects under the 8-4-4. In the same vein the Koech Report (1999) advocated for an end to examination of the practical subjects (music, art and craft and

home science) at the primary level while at the secondary level they were to be made elective (Bunyi, 2013). Besides, some subjects were integrated into other subjects. For example, English and Literature, Kiswahili and Fasihi, Clothing and Textile, Home Management, Food and Nutrition were treated as three subjects- English, Kiswahili and Home science respectively (Ambaa, 2015).

Areba (2019) describes the curricular changes brought about by the Kamunge (1988) and Koech (1999) reports as superficial. Gichuru et al. (2021) expound that the reports only addressed issues of curriculum content, overloads within and across subjects, unnecessary overlaps and emerging issues. In fact, the move did not even alleviate the problems of heavy workload that it had earlier sought to, since what was done was mere transfer of topics from one class to another and changing the names of subjects. Besides, Mwita et al (2022), posited that the practical subjects which were the essence of the reform were made optional and non- examinable making them lose their importance. Consequently, the 8-4-4 system became practically oriented on theory work and not laboratory work (Nyaboke et al., 2021). Imana (2020) summarized the 8-4-4 curriculum after the curricular adjustments as one that was: Objective based; intended for knowledge acquisition (cognitive development); has emphasis on learner competition; teacher centred; more rigid in terms of content, learning time and strategies; concentrates on summative assessment (KCPE, KCSE); has very little parental engagement and support and has little focus on talents.

The altering of the content initially prescribed under the 8-4-4 curriculum limited the realization of the main goal of the curriculum which was enhancing self-reliance skills (Ambaa, 2015). Instead, Kenya's education system under the 8-4-4 curriculum continued to be elitist and tailored towards white collar jobs while high unemployment rates persisted (Omariba, 2022). Gikungu et al (2014) opine that the

continuation of the challenge emanated from the weak curricular formulation process that preceded the 8-4-4 curriculum. For instance, the Mackay commission did not carry out research and so the decision to reform the education system including the suitability of subjects was not evidence based (Ambaa, 2015). Secondly, there existed negative attitudes towards vocational training which was seen as designed to provide a special kind of inferior education for Africans to hamper their political advancement. In addition, the 8-4-4 system faced resistance from Kenyan elites who examined the rationale of introducing the 8-4-4 system as a hidden agenda and that the change of the system was more political than educational (Muricho & Chang'ach, 2013).

The curricular weaknesses and implementation challenges soon led to the 8-4-4 curriculum being blamed to be ineffective and inefficient. For instance, the curriculum has been criticized for being too academic and encourages the passing of examinations (Nyaboke et al. 2021). The KICD (2016) evaluation report further indicated that the curriculum was overloaded, and the teachers were insufficiently trained to effectively implement the curriculum and equip learners with practical skills. It was also observed that the 8-4-4 system of education did not provide flexible pathways for the career development of learners in terms of talents, aptitudes, and interests. The rigidity of the curriculum was pushing out more students before completion leading to a high dropout rate and deteriorating social norms resulting in students engaging in crime, drug abuse, and unplanned pregnancies among school-going girls (KICD, 2016). The 8-4-4 system of education was releasing out half-baked graduates who could not effectively fit in the job market resulting in a high rate of unemployment in the country. Besides, the curriculum was not aligned to the

requirements of the Constitution of Kenya and Kenya Vision 2030 (IBE-UNESCO, 2017).

To resolve the curricular gaps Kenyan policy documents (Education task force, 2012; Sessional Paper No. 2, 2015; KICD, 2016) have recommended for review of the curriculum to incorporate competence-based learning. For instance, Sessional Paper No. 2 of 2015 argues that there is need to provide learners with education that equips them with relevant knowledge, skills, competencies and values for the country to produce intellectually, emotionally and physically balanced citizens. According to the Needs assessment conducted by KICD (2016), it is only through 21st century skills impacted through competence-based learning that will enable learners thrive rather than survive in this era.

In summary, the 8-4-4 content based curriculum was introduced to enhance self-reliance skills among learners. This was to be achieved through integration of technical and vocational oriented subjects into the curriculum. However, the success of the curriculum was limited by curriculum implementation challenges that were further aggravated by low teacher pedagogical competence. Similar to the 8-4-4 content-based curriculum, the new competency-based curriculum advocates on equipping learners with competencies. However, teacher pedagogical competence in implementing the new curriculum is yet to be fully established. This study is therefore timely in trying to address this gap but first is an understanding of what competency-based curriculum entails.

2.2.2 Competency based curriculum

Competency refers to the ability to apply appropriate knowledge and skills to successfully perform a function (IBE-UNESCO, 2017). According to UNESCO

(2022) competency-based curriculum is a type of curriculum that emphasizes the complex outcomes of a learning process in forms of knowledge, skills and attitudes to be applied by learners rather than mainly focusing on what learners are expected to learn about in terms of traditionally defined subject content. Otunga et al. (2023) further details the curriculum to be characterized by learner-centered approaches that are adaptive to the changing needs of students and designed around a set of key competencies. In this study, competency-based curriculum is construed as a curriculum that emphasizes what learners are expected *to do* rather than mainly focusing on what they are expected *to know*.

The rationale for the adoption of CBC is to make the curriculum more effective and responsive to societal needs by providing relevant knowledge, skills and real-life competencies for the learners (Mulenga & Kabombwe, 2019a). This is clearly emphasized by the United Nations' Sustainable Development Goals (SDGs) that were unveiled in 2016 which calls for inclusive and equitable quality education and promotion of lifelong learning opportunities for all. Besides, there is a global push for education that emphasize on 21st century skills that comprises of creativity, collaboration, critical thinking, problem solving, communication, information literacy, media literacy, technology literacy, flexibility and global citizenship (IBE-UNESCO, 2017).

The shift towards competency- based education has further led to curricular reforms in a number of African countries. For instance, in Zambia Mulenga and Kabombwe (2019a) observed that the Zambian government had instituted curricular reforms with the aim of producing learners who were: self-motivated, confident, productive, holistic, independent with values, skills and knowledge to enable them to succeed in school and in life. Similarly, Ngendahayo and Askell-Williams (2016) outlined that

Rwanda had adopted a curriculum that aimed at developing students' independent, lifelong learning habits, appropriate skills and knowledge and applications to real life situations.

In Kenya, Otunga et al. (2023) observes that Kenya's new curriculum is rooted in global, regional and local education and training standards. It is global as it aims at aligning the education systems to global trends such as Sustainable Development Goals (SDGs) and 21st century skills. The curriculum also captures the aspirations of African Union's Agenda 2063 together with the need to harmonize Kenya's education system and training with other East African countries (Kenya, Uganda, Tanzania, Rwanda, and Burundi) so as to ensure free movement of human resources. Locally, the curricular reforms are informed by the need to realign the Education Sector to the Kenya Vision 2030 and Constitution of Kenya 2010. Besides, it is a response to curricular gaps in the 8-4-4 content-based curriculum established by the summative curricular evaluation of 2009 by KIE and the 2016 needs assessment by KICD.

According to Otunga et al. (2023), the competency based curriculum is accredited with lots of merits that include it being learner centered; having a focus on competencies acquired as opposed to grades produced; offering opportunities for local decision making and greater depth of study; striking a balance between formative and summative assessments; supporting digital learning; supporting and enhancing collaborative and co-development models; and allowing for holistic development of children. This study examined teachers' pedagogical competence in the realization of these merits.

The Basic education curriculum framework (KICD, 2017a) outlines the main aim of the CBC as one of equipping learners with competencies leading to an engaged,

empowered and ethical citizen. Specifically the KICD (2017a) details the general goals of education under CBC to include: Fostering nationalism, patriotism and promote national unity; promoting social, economic, technological and industrial needs for national development; promoting individual development and self-fulfilment; promoting sound moral and religious values; promoting social equity and responsibility; promoting respect for and development of Kenya's rich and varied cultures; promoting international consciousness and foster positive attitudes towards other nations and promoting positive attitudes towards good health and environmental protection.

The 2017 Kiswahili curriculum design for lower primary level emphasizes on teaching of Kiswahili subject in CBC (KICD, 2017c). This is because Kiswahili is not only a national language but also an official language used as a means of communication across the east African countries (Murunga, 2019). The subject aims at giving learners an opportunity to practice language skills of listening, speaking, reading and writing (KIE, 2006). Specifically, it aims at; equipping learners with requisite listening skills in communication using Kiswahili language in relevant contexts; enabling learners read fluently and understand all Kiswahili writings; enabling learners explain ideas, feelings and experiences in writings or any other form of communication; enabling learners use correct grammar and terminologies in different contexts of communication and enabling learners show resilience in communication and expression of issues affecting him or her and the neighbouring environment (KICD, 2017b).

KICD (2019) Kiswahili curriculum design further detail the goals of Kiswahili at upper primary level to include equipping learners with requisite skills for: listening attentively and responding appropriately in Kiswahili in different contexts of

communication; adhering to language rules for communication creatively in speaking and writing. Furthermore, the subject aims at enabling learners: express themselves fluently using Kiswahili language in different contexts; read fluently and understand different printed and digital texts and to use knowledge gathered in different contexts in life; use digital writings in effective communication line with relevant structure in different communication contexts; effectively use Kiswahili language as an official and national language in daily life for communication (KICD, 2019). This study further probed how teachers put into practice the instruction of the above listed goals during teaching and learning of Kiswahili at grade four.

One of the main features of CBC is the emphasis on ability to utilize the knowledge learnt and the development of various competencies instead of memorization of large amounts of knowledge (Nambua, 2018; Nzima, 2016). To exemplify this, Ngendahayo, and Askell-Williams (2016) identify the competencies proposed for Rwanda's educational system to include, critical thinking and problem solving skills; creativity and innovation; research; communication in official languages; cooperation, interpersonal management and life skills; and lifelong learning. In a similar view, the Kenyan newly introduced CBC recommends the teaching of competencies that include; Communication and Collaboration, Self-efficacy, Critical Thinking and Problem Solving, Creativity and Imagination, Citizenship, Digital Literacy and Learning to Learn (IBE-UNESCO, 2017; Wafubwa, 2021). In this study, teachers' competence in integration of these competencies while instructing grade four Kiswahili curriculum was studied.

In addition to advocating for the teaching of competencies, CBC recommends for the inculcation of values. For instance, Mulenga and Kabombwe (2019b) observe values included in the Zambian CBC to include; excellence, innovation, inquiry and

curiosity, diversity, equity and empathy, citizenry, community and participation, ecological sustainability, honesty and integrity, respect and honour, faith in God, love, professionalism, discipline, tolerance, patriotism and hard work. In the same line, the KICD (2017a) recommends the teaching of values through various learning areas including Kiswahili. These values include; responsibility, love, respect, excellence, care and compassion, understanding and tolerance, honesty and trustworthiness, trust, national unity, peace, patriotism, social justice, integrity, being ethical, rule of law, democracy and participation of the people, human dignity, equity, inclusiveness, good governance, transparency and accountability and sustainable development (KICD, 2017b). This study enquired into Kiswahili teachers' pedagogical competency in infusing the afore-listed values while instructing grade four Kiswahili curriculum.

Besides, CBC suggests for the integration of pertinent and contemporary issues so as to link learning to real life situations (KICD, 2017a). For instance, in Zambia the 2013 revised curriculum incorporates several cross-cutting concerns, prominent among these being: Comprehensive Sexuality, Life Skills, Financial management, Anti-Corruption, Drug and Substance Abuse, Environmental and road safety education (Mulenga & Kabombwe, 2019b). Similarly in Kenya the following contemporary issues are included; peace education, health education, environmental education, safety and security education, integrity, ethnic and racial relations, social cohesion, patriotism, and good governance, human rights and responsibilities, child's rights, child care and protection, life skills, values, moral education, human sexuality, etiquette, financial literacy, poverty eradication, countering terrorism, extreme violence and radicalization, gender issues and animal welfare (KICD, 2017a; KICD, 2017b). In this study, teachers' abilities to integrate pertinent and contemporary issues while instructing grade four Kiswahili curriculum were investigated.

Review of literature from countries that have adopted CBC such as, Tanzania (Nambua, 2018; Nzima, 2016), and Zambia (Mulenga & Kabombwe, 2019b) indicate an advocacy of a learner-centered instructional approach. Specifically, the instructional methods that are recommended for include; discussions, debates, observations, drills and practice, problem solving, study visits, exploring nature, discovery methods, and experimentations (Nzima, 2016). Other examples comprise role playing, question and answer techniques, games and singing to stimulate imagination, cooperative and collaborative learning, and independent study or projects (Nambua, 2018; Mulenga & Kabombwe, 2019a).

In Kenya, the newly introduced CBC similarly advocates for a learner-centred instructional approach for the basic education level (KICD, 2017a). The specific recommended instructional methods include; role plays, problem solving, projects, case study and study visits (KNUT, 2019). Furthermore, the grade four Kiswahili curriculum design emphasizes the use of a range of instructional methods which include; case study, group work, role play, discussion, question and answer, simulation and dictation (KICD, 2019). This is because a teacher who employs a range of instructional methods in a single lesson achieves instructional objectives with much ease as compared to one who depends on a single instructional method (Mbae, 2014). This study further explored how teachers of Kiswahili applied the suggested instructional methods during actual class interaction.

In terms of assessment, CBC suggests a shift in assessment techniques advocating for competency-based forms of assessment. Otunga et al. (2023) defines competency-based assessment as the process of determining the capability of a learner to apply a set of related knowledge, skills, values and attitudes required to successfully perform a task. Anane (2013) elaborates that this form of assessment involves the collection of

evidence of learner's performance, upon which an assessor judges whether or not, or the extent to which a learner has met the performance requirements of the learning outcome laid in a particular course. Then the assessor makes a decision, based on these judgments as to whether a learner has achieved the learning outcome as a whole or not. The aim of the competency-based assessment is providing a way of building the skills and knowledge that learners require to perform identified tasks after going through a learning experience. This is made possible since its central focus is on actual skills and knowledge that a person can practically demonstrate (KICD, 2017a).

According to Otunga (2023) the difference between competency-based assessment and other conventional examinations lies in their design, administration, scoring and grading. For instance, whereas conventional examination such as KCPE or KCSE is a battery of tests written by a candidate to demonstrate their level of theoretical knowledge at the end of a learning cycle and for certification, competency based assessment is a systematic way of collecting information and documenting what the learner knows and can do before they learn, as they learn and as they transit from one level to another based on specified competencies and criteria.

Mulenga and Kabombwe (2019a) further expound that assessment in CBC takes the form of authentic assessment. Specifically, authentic assessment includes evidence gathering methods such as; portfolios, classroom or field observation, projects, oral presentations, self-assessment, peer-assessment, product- assessment, interviews, conferencing, and students' assignments (KNUT, 2019; Moshi, 2015). The authentic form of assessment is suited for CBC as it provides an opportunity for pupils to demonstrate the competencies they have mastered in real life or analogous situation (Nambua, 2018). In this study, Kiswahili teachers' pedagogical competence in classroom assessment for the implementation of CBC were established.

In summary, CBC is said to be a curriculum that recommends for a paradigm shift from: objective and academic-oriented to skills and practical-oriented; content focused to competency focused; focus on teaching to focus on practical learning activities; learner memorization of the content to knowledge application and practice; focus on learner academic achievement to focus on academic achievement accompanied with skills development and nurturing values; focus on examination and results to focus on learner's achievement and progress in life; focus on summative assessment to focus on the balance between formative and summative assessment; focus on learners' competition and ranking to focus on learner's collaboration and collective success; emphasis on talent and career progression to focus on talent identification and career development (KNUT, 2019; Nambua, 2018; Nzima, 2016).

The Facilitators Training Manual for Early Years Education (EYE) curriculum developed by KICD (2017b), further summarizes the features of CBC in Kenya as; focused on competencies, flexible with opportunities for specialization, increased parental involvement, emphasis on education and learning to learn.

2.3 Curriculum Implementation

Curriculum implementation is the systematic process of ensuring that a new curriculum reaches the intended consumers: learners, teachers, parents, and the society at large (Syomwene, et al. 2017). According to Otunga et al. (2023) curriculum implementation relates to the enactment of the curriculum instructional plan or program. In this study, curriculum implementation is conceptualized within the realm of the new competency-based curriculum. In particular, it is understood as the actual teaching and guiding of learners to enable them progress at their own pace until they have demonstrated mastery of the expected pedagogical competencies regardless of time in preparation for the world of work.

Syomwene et al. (2017) view the curriculum implementation as a crucial component of the curriculum action cycle that cannot be neglected. This is so because a curriculum is only a plan and is only brought to life when teachers implement it with real students in a real classroom. Carl (2012) further opines that the success of the later curriculum development process (curriculum evaluation and curriculum supervision) all depend on the success of the curriculum implementation process. Syomwene et al. (2017) thus concludes that, when there is effectiveness in curriculum implementation, the curriculum plan developed is the actual curriculum practice. This study notes the importance of curriculum implementation stage to the success of CBC and thus majors at interrogating teachers' pedagogical competence at this level.

As stated afore, curriculum implementation is an interwoven network of activities involving putting into practice a developed program. According to Shiundu and Omulando (1992) as cited by Syomwene et al. (2017) these set of activities include: Dissemination of information regarding the curriculum; Delineating the type of assistance necessary for the affected parties; Careful allocation of personnel and other resources and monitoring of the implementation process. Oluoch (2002) as cited by Otunga et al. (2023) states that curriculum implementation in Kenya involves nine sub-processes:

... persuading people, keeping the public informed, educating the teachers, educating the teacher educators, providing necessary facilities and equipment, supply of curriculum materials, actual presentation of the new curriculum, institution of appropriate student assessment procedures and continuous support for the teachers (p. 92).

Achievement of efficiency and effectiveness in curriculum implementation, certain factors need to be addressed. Such factors include: training for curriculum implementers; effective communication; effective leadership; the learners' characteristics; motivation of implementers; supervision and monitoring; assessment

and evaluation; resistance to change; diversity of implementation sites; supply of sufficient and relevant resources and facilities; interest groups, political influences; technology and the compatibility of the new curriculum to existing set ups; and internationalization (Otunga et al., 2023; Syomwene et al., 2017). By examining teachers' pedagogical competence for the implementation of CBC, this study also provides useful information in relation to teachers' level of training, relevancy and sufficiency of resources and facilities supplied, teachers resistance to change among others.

Syomwene et al. (2017) opine that curriculum implementation entails changes within the system which imply interaction amongst those who created it, those charged with delivering it and those to whom the change is intended for. In Kenya, this include; the school administrators, teachers, learners, parents, community, curriculum support officers, the quality assurance and standards officers, ministry of education officials, trade unions and the private sector (KICD, 2017).

According to Carl (2012) the teacher is the most crucial individual in the curriculum implementation process. Similarly, Otunga et al. (2023) emphasizes the importance of the teacher by citing Orstein and Hunkins (2009) who observed that, teachers occupy a central position in curriculum implementation process such that, "when a teacher shuts the classroom door, they determine the details of the curriculum regardless of the curriculum plans of others." (p. 222). In this study, the teacher is viewed as a vital player in the curriculum implementation process. Therefore, teacher pedagogical competence should be treated as paramount for the success of CBC. It is for this reason that the next section focuses on the role of the teacher in the curriculum implementation process.

2.3.1 Role of the teacher in curriculum implementation

Teaching can be understood as the process of guiding, directing, and invoking intellectual awakening in learners (Mwaka et al, 2014). According to Mwaka et al, (2014), a teacher is therefore perceived to mean someone and/ or instrument involved in guiding, directing and invoking intellectual thinking in the learners. Kiunga (2016) further expounds the meaning of a teacher in current curricular reforms to be a facilitator, a guide and a supervisor of the instructional process. In this study, a teacher was conceptualized as an instructional leader that gets involved in lesson planning, actual instruction and assessment of learners.

As noted in the definition, teachers are key stakeholders in the instructional process. This has led to the claim that even the best curriculum and the most perfect syllabus remains dead unless quickened into life by the right kind of teachers (Kochar, 1992 as cited by Nasibi, 2015). In the same vein Mutolwa (2019) argues that the quality of any curriculum cannot be greater than the quality of its teachers. This is so because teachers control what is taught and how it is taught in their classrooms (Nasibi, 2015). Similarly, Hlebowitsh (2005) as cited by Syomwene et al. (2017) observes that the teacher is the only one who can transform curriculum purposes into action. Sibanda and Blignaut (2020) recognize teachers as frontline users of a new curriculum while Isaboke et al. (2021) and Mugabo et al. (2021) perceive teachers as curriculum-instructional gatekeepers. In this study, teachers are perceived as filters through which the mandated curriculum passes. A study on their pedagogical competence is therefore important since it is these teachers who mediate the mandated curriculum for the benefit of the pupils.

Carl (2012) expounds that teachers gatekeeping role emanates from their responsibility with regard to more comprehensive subject curriculum development

and to the classroom and micro-curriculum development. Otunga et al. (2023) concurs that teachers make the curriculum real in the school by modifying it and adapting it to the school and classroom environments. This is achieved through: selection of suitable and relevant curriculum material; selection of supplementary materials; interpretation of the curriculum designs; extension of the core and learning content; development of a collection of subject reference works in the library; identification of community sources; collecting or finding of films, posters and video material for utilization; drawing up of own supplementary notes; drawing up of a question bank; planning for and assessment of practical work; scheduling, conducting and correcting of tests and examinations; experimentation with media and renewal of teaching methods (Carl, 2012).

At classroom level teachers do engage in a range of activities that include planning of lessons and lesson units and implementing the instructional plan (Otunga, 2023). According to Carl (2012) planning for instruction involves identifying and formulating objectives; analysing content; planning learning experiences and opportunities; considering teaching methods and sequencing of instructional learning events and evaluating them. Carl (2012) further elaborates that the implementation of curriculum plan includes direct transfer of learning content; utilization of educational methods and media; assessment of effectiveness of the instructional-learning situation; assessment of suitability of lesson content and distribution of take-home assignments. Besides, teachers are also required to organize their classrooms; check and correct take-home assignments, diagnose learning errors and taking of remedial action; conduct remedial lessons; and conduct personal self-evaluation (Carl, 2012). This study argues that the teacher needs to be pedagogically

competent in order to undertake these roles. It is for this reason that this study centered on teachers' pedagogical competence in the instructional process.

Further literature review reveals specific teacher roles depending on the type of curriculum they are tasked with implementing. For instance, Carl (2012) details that in South Africa the outcome-based curriculum requires teachers to engage in the following activities: facilitating acquisition of knowledge; encouraging discussion and participation in the classroom; creating an atmosphere that promotes critical thinking, problem solving, decision making, discovery of knowledge, debate and reflection; facilitating relevant learning opportunities that meet the needs of the learners. Teachers are also required to determine learners needs and their level of competence; link teaching with the worlds of work and everyday life and facilitate co-operative learning through classroom management (Carl, 2012).

Under Kenya's competency based curriculum, teachers' classroom curriculum implementation roles include ensuring lists of core textbooks for each part of the CBC and other resources including reference texts are identified by teachers and purchased for use by learners, preparation and efficient utilization of schemes of work, records of work, and learners records and ensuring access of all available textbooks to students, maintain and update related records and timely retrieval (KICD, 2017b). The basic education curriculum framework (KICD, 2017a) further details that teachers are required to: address each learner's background and unique learning needs and cater for individual differences; plan for instruction by setting goals, selecting resources and designing learning and assessment tasks; establish and sustain positive and supportive learning environments; establish and maintain authentic, effective, respectful and caring relationships with their learners; stimulate learner reflection on prior content knowledge, linking new concepts to familiar concepts and making connections to

student's experiences; Use a broad range of strategies to assist students to be successful; evaluate and modify instructional resources and curriculum materials for their comprehensiveness, accuracy for representing particular concepts and subjects, and appropriateness for success and use additional resources and or technologies effectively to ensure accessibility and relevance for all learners. Establishing teachers' proficiency in carrying out these activities is of importance. This study therefore sought to examine teachers' pedagogical competence for the implementation of the new curriculum.

A teacher as a professional is expected to have attained the standards of education and training that prepare him or her with the particular knowledge and skills necessary to perform the role of the teaching profession (Syomwene, et al. 2017). In particular, the teacher needs to understand and mediate for attainment of objectives at all levels: program objectives; subject objectives; and specific instructional objectives (Otunga, 2023). Mwaka et al, (2014) further expound that in carrying out their duties teachers are expected to display professional values and virtues; professional competence and responsibility; honesty and integrity in the teaching profession; responsibility to the school communities, family, teaching profession and society; ethics of instruction; assuring quality and ethics, and the recognition of the role of teachers' unions. According to Carl (2012) a good teacher should be a motivator, a negotiator, a researcher, an evaluator and an experimenter. In this study a good (competent) teacher was understood as one who is able to plan, control and facilitate appropriate interaction in the classroom.

As noted in the foregoing literature reviewed, successful implementation of any curriculum depends on the quality of people charged with the task of effecting desirable changes that is the teachers (Gura, 2015; Nzima, 2016). In the same line,

Mkonongwa (2018) and Nyoni (2018) further expound that successful implementation of CBC depends on teachers' ability to carry out teaching and learning activities responsibly and effectively. Andiema (2020) refers to these teacher abilities as teacher competence.

Studies conducted on the relationship between teachers' competence and effective implementations of the curriculum reveal significant statistical relationship between the two. For instance, a study by Sultan and Shafi (2014) in Pakistan established that the perceived teachers' competence in relation to preparation of lesson plans predicts the learners' academic performance. Similarly, studies by Mugabo et al. (2021) in Rwanda, and Isaboke et al. (2021), Koskei and Chepchumba (2020), and Teygong (2018) in Kenya, report that teachers' competence significantly influence the implementation of CBC. This study extended this discussion by focusing on how competent teachers of Kiswahili were while implementing CBC. The following subsection therefore reviews literature in relation to teacher competence in the implementation of CBC.

2.4 Teacher competence for the implementation of CBC

Hakim (2015) defines competence as the ability of a person to exercise or perform a job or task that is based on skills, knowledge and attitudes supported by work in accordance with the demands of the job. Specifically, in school setting, Mosha (2012) opines competence to be a set of skills, knowledge and behaviours someone needs to have achieved in order to perform tasks or activities at school and in the world of work. To Sugiyarto and Maulana (2018) teacher's competence can be defined as the combination of knowledge, skills, attitudes, values and personal characteristics, empowering the teacher to act professionally and appropriately in a situation, deploying them in a coherent way. According to this study, teacher competence was

conceptualized as a set of skills, knowledge and attitudes needed by a teacher of Kiswahili for the implementation of CBC.

Poro et al. (2019) expound that the required teacher competencies for effective and efficient implementation of a curriculum include; pedagogic, personal, professional and social competence. According to Sugiyarto and Maulana (2018) the pedagogical competence is the ability of a teacher to manage the learning of learners including understanding of learners, instructional design and implementation, evaluation of learning outcomes and the development of learners to actualize their potential. In a similar view, teachers' abilities to lesson plan, enhance classroom interactions and execute effective classroom assessment were examined in this study.

Studies that exist on teacher competence major on teachers' extent of training as a measure of their competence. For example, Mulenga and Kabombwe (2019b) observed that Zambian teachers were adequately competent to implement CBC since over 98,000 teachers had been in-serviced. Similarly, in Kenya Amunga et al. (2020) opined that the teachers were competent since 91,000 teachers drawn from both the public and private primary schools had been trained over the holiday period.

Several studies (Kanyonga et al., 2019; Kosia, 2020; Mosha, 2012; Nyoni, 2018) contrastingly report teacher incompetence in the implementation of CBC based on the extent of training. Specifically, a study by Lumadi (2014) in South Africa established that majority (53%) of teachers complained that they did not receive enough in-service training for curriculum implementation. Similar results were also noted by Govender (2018) in which it was found that teachers were incompetent to implement CBC since they were exposed to a single day workshop training with no further in-service training provided.

In Tanzania, Makunja (2016) similarly established that majority of teachers (73%) did not get any training before the implementation of CBC. Besides, majority of teachers (60.78%) confessed that they did not have ability to apply the competence-based teaching approach in the teaching and learning process.

For Kenya, studies such as; Chemagosi (2020), Kaviti (2018), Kimosop (2019), Sifuna and Obonyo (2019) and Muasya and Waweru (2019) indicate that Kenyan teachers have limited training in the new curriculum hence incompetent for its implementation. In particular, a study conducted by Waweru (2018) revealed that 98.8% of the teachers in public primary schools in Nyandarua North Sub- County were not trained to implement the curriculum especially the new learning areas. Similarly, for Ondimu in the same year (2018) established that majority of the teachers in private preschools in Dagoretti North Sub-County, Nairobi City County had not received adequate training in CBC. For instance, 35.2% had attended only one training in CBC, 25.8% had attended two in-service training in CBC while 9.7% had attended more than five trainings in the implementation of CBC.

Two years later, studies conducted by; Abdullahi (2020) in public pre-schools in Garissa Sub-County, Sitienei (2020) in public primary schools in Kibera Sub-County, Nairobi City County and Pale and Amukowa (2020) in public primary schools in Bungoma County confirmed the results that had earlier been shared by Ondimu (2018) and Waweru (2018). Specifically, Abdullahi (2020) noted that majority (68%) of teachers in public pre-primary schools had not attended any training on how to implement the new curriculum while Sitienei (2020) revealed that majority of teachers (81.6%) attended one-week training, while (18.4%) attended two weeks training. For Pale and Amukowa (2020), majority of the teachers who participated in the study 280 (70%) had minimal training on CBC contents and teaching methods.

Comparably, studies conducted in 2021 share similar findings as earlier studies. For instance, a study by Isaboke et al. (2021) in public pre-primary schools in Nairobi City County revealed that teachers were incompetent to implement the new curriculum as majority (65.9%) of them were not trained on CBC. Atikiya (2021) in a study conducted in primary schools in Isiolo County found out that on average, 13% of the pre-school teachers had attended one training on CBC, 60.9% of them had attended two trainings on CBC, whereas 26.1% had attended three trainings on CBC. Another study conducted by Waruingi et al. (2022), concluded that these trainings were not enough to equip teachers with enough pedagogical competence for effective implementation of the curriculum.

A study conducted by Hall (2021) on assessment for early primary education and learning intervention in Dadaab and Kakuma refugee camps reported that, majority of schools visited still had untrained teachers. Besides, the teacher training was further complicated by the high rates of teacher turnover due to layoffs that occurred throughout the height of COVID-19 pandemic. This had a negative impact on the general flow of implementation of CBC in schools, with new teachers not necessarily having trained on CBC. For instance, in Kakuma only 3 of the 13 schools sampled reported that most or all their teachers had received training.

Most of the afore-reviewed studies reveal teacher incompetence in the implementation of CBC. This incompetence is based on the limited extent of teacher training on the implementation of CBC. Indeed, studies by Isaboke et al. (2021) Mwita et al. (2022) and Ngeno (2022) established that there existed a significant statistical relationship between teachers' extent of training on CBC and their ability to implement the curriculum.

The current study proposes a paradigm shift in the examination of teacher competence. The study emphasizes on what the teacher is able to do during the instructional process as opposed to the extent of training on CBC as an indicator of teacher competence in CBC. Evidence from studies by Hwande and Mpofu (2017) in Zimbabwe and Ndayambaje (2018) in Rwanda further strengthens these assertions by stating that extent of teacher training is not a credible indicator of teacher competence as teachers were still ill-equipped to implement CBC despite being trained. Specifically, Orina et al. (2022) noted that there existed no direct correlation between attendance of CBC induction trainings and teachers' capacity to conduct formative assessments in science learning areas.

Atikiya (2021) further expounded that most 13(86.7%) of the teachers agreed that the pre-service and in-service courses did not prepare them adequately to implement the new curriculum. Similarly, a study by Omondi and Achieng (2020) on the influence of competency-based curriculum on pupils' performance in primary schools in Ugunja sub county, Kenya revealed that although most of the teachers had been trained on CBC at 71.42%, most of the trained teachers (57.14%) had not benefited from the CBC training and that they could not implement it properly. For instance, the scholar found out that the teachers could not: infuse values, core competencies and pertinent and contemporary issues; prepare CBC records; and effectively plan for a CBC lesson.

Studies by; KNUT (2019), Pale and Amukowa (2020) further attribute the teacher incompetence in implementation of CBC to inadequate and ineffective training sessions that were characterized by short duration of time which limited in-depth coverage of CBC knowledge and skills. Besides, the CBC trainers/facilitators were incompetent and had not properly conceptualized and understood CBC.

As stated, before this study conceptualizes teacher competence as the ability of teachers to plan, instruct and assess in line with the recommendation of CBC. The following section therefore provides an in-depth review of the three aspects starting with lesson planning.

2.4.1 Kiswahili teachers' pedagogical competence in lesson planning for the implementation of CBC

According to Mwaka et al. (2014) a lesson plan refers to a systematic layout of activities of the teacher and learners that will proceed during a lesson aimed at achieving instructional objectives. Simwa and Modiba (2015) expound that a lesson plan, reflects a teacher's interpretation of subject matter, the multiple ways to represent it, the adaptations and tailoring that is made to instructional materials as influenced by what the teacher knows about learners' prior knowledge and alternative conceptions of the topic or notion to be presented. Waweru (2018) concludes that, teachers' proper decision making and planning is ideal in order to avoid pupils' reluctance during teaching. To the scholar a lesson plan is a tool through which teachers can use to manage their classes properly as it is tailored to suit learners' needs and abilities. In this study, a lesson plan was conceptualised as a work plan covering details of what is to be covered in a lesson.

This study emphasizes on proper lesson planning. According to the study, successful lesson planning often leads effective actual class interactions and classroom assessments. Similarly, Mwaka et al. (2014) opine that a well-written lesson plan is essential for effective teaching and learning. For instance, the Facilitators Training Manual for Early Years Education (EYE) curriculum (KICD, 2017b, 26) outline that a well-done lesson plan helps the teacher to:

Organize the content to be taught in advance focusing clearly on the content to be covered and the way it should be taught hence avoiding vagueness and irrelevance; Plan, prepare and assemble teaching/learning resources; Present concepts and skills in a systematic manner using appropriate strategies to achieve the stated lesson outcomes; Manage time well during the lesson; Select and design appropriate assessment methods to evaluate the teaching and learning process; And to make connections between components.

Kafyulilo et al. (2012) further expound that generally a well-trained teacher should be able to plan and organize scope and sequence of subject matter to be taught in advance; focusing clearly on the ability of the learners in the way it should be taught. The scholar further expounds that while lesson planning the teacher needs to present concepts and skills procedurally using appropriate pedagogy to achieve the desired lesson outcomes well after instruction. Besides, the teacher should select, design and actualize appropriate assessment strategies to evaluate the teaching learning process. Also, he or she should make connections between components of teaching and learning (Waweru, 2018). In this study, teachers' ability to procedurally present concepts using appropriate pedagogy was examined.

Transition to CBC has made it mandatory for transformation in the way teachers think and work (Makunja, 2016). Specifically, there is need for instructional changes in the way they plan for instruction (Remmy, 2017). For example, in the previous 8-4-4 content-based curriculum a lesson plan mainly encompassed of: administrative features, lesson topic, instructional objectives, teaching aids, references, duration for each teaching and learning activity, teacher's activity, learner's activity, chalkboard plan and self-evaluation (Mwaka et al., 2014).

Lesson planning under CBC similar to the one in 8-4-4 curriculum involves outlining of administrative features, strand (lesson topic), specific learning outcomes (instructional objectives) and instructional resources. However, it further requires emphasis on embedding and infusing of the aspects of the CBC such as core

competences, pertinent and contemporary issues, values, key enquiry questions, non-formal learning activities, link to other learning areas and assessment as depicted in figure 2.1. This study in addition to examining teachers' abilities in outlining of administrative features, strand, specific learning outcomes and instructional resources, it also interrogated teachers' ability to infuse the CBC aspects into their lesson plans.

Unahimizwa kupanga somo huku ukiwafikiria wanafunzi wala si maudhui ya somo. Wakati wa somo, wape wanafunzi maagizo yanayoleweka kabla ya kuwapa kazi ya kufanya. Jaribu kupunguza maelezo mengi na badala yake uwape wanafunzi fursa ya kufikiria na kubuni. Yakabili mahitaji ya wanafunzi kwa kubadili nyenzo na mitindo. Uliza maswali ya kudadisi na uhusishe nyenzo na matokeo yanayokusudiwa. Tazama kielelezo ulichopewa cha mpangilio wa somo.

Jina la mwalimu: _____	Jina la shule: _____			
Gredi: _____	Wiki: _____	Namba ya somo: _____	Tarehe: _____	Saa: _____
Mada kuu: _____				
Mada ndogo: _____				
Matokeo maalumu ya ujifunzaji: _____				
Kufikia mwisho wa mada ndogo, mwanafunzi aweze:				
(a) _____	_____			
(b) _____	_____			
Maswali dadisi: _____				
(a) _____	_____			
(b) _____	_____			
Umilisi wa kimsingi, maadili na masuala mtambuko: _____				
Nyenzo: _____				
Shughuli za ujifunzaji: _____				
M pangilio: _____				
Utangulizi _____				
Maendelezo ya somo				
Hatua 1	_____			
Hatua 2	_____			
Hatua 3	_____			
Hitimisho	_____			
Tathmini ya somo: _____				

Hakiuzwi

Figure 3. 1. Sample Lesson Plan Template (Kiswahili Dadisi: Mwongozo wa Mwalimu Gredi ya Nne, 2019: Xvii)

Further review of literature (Komba & Shukia, 2018; Nambua, 2018; Remmy, 2017) reveals that majority of the reviewed lesson plans do not have the qualities of competence based teaching and learning processes. For instance, studies by Tambwe (2017) in Tanzania revealed that majority of teachers (78%) were not able to prepare competency based lesson plans. Similar findings were shared by Komba and Mwandanji (2015) still in Tanzania where it was reported that 78% of the teacher's lesson plans did not reflect the actual qualities of recommended CBC compliance.

According to Kafyulilo et al. (2012), teachers were ill equipped in terms of pedagogical competence for lesson planning in CBC. The scholars exemplify this by citing instances where teachers failed to list down the characteristics and description of teachers' and students' activities in the competency-based lesson plan. Sadiki and Yang (2019) further argued that, although teachers thought that they were implementing CBC, review of lesson plans revealed that they were still implementing content-based curriculum. The authors cited statements expressing learning outcomes that were not well written. They further noted that most of the lesson plans were more similar to content based curriculum (Old curriculum) lesson plan in terms of statement of objectives. The lesson plans did not show a design of realist learning tasks, which aimed at developing pupils' competences (Sadiki & Yang, 2019). Mosha (2012) and later Makunja (2016) further attributed the teachers' incompetence in lesson planning to large class sizes which created very little time for lesson planning while handling the large number of learners and inadequacy in pedagogic knowledge.

In Kenya, contradicting literature on teachers' pedagogical competence in lesson planning in CBC exists. For example, KICD (2018) reported that majority of the teachers studied (85.4%) had the ability to derive content from the curriculum designs

and make lesson plans. Similar findings were also reported by a study by Marion in 2020 in her study on the challenges experienced by educators in the implementation of competency based curriculum programme in Kenya: The case of primary schools in Laikipia where it was reported that majority of the lesson plans were in line with what the CBC requires. In particular, Marion (2020) observed that (65.7%) of the studied teachers had the ability to make lesson plans compared to 1.4% of the teachers who needed support in lesson planning.

A study by Kirwa et al. (2023) on the extent of the implementation of Competency Based English Language curriculum on the performance of learners in lower public primary grades in Nandi North sub-county, Kenya also recorded that teachers' level of lesson-planning was generally high with 99 (83.9%) of the teachers who took part in the study preparing lessons plans for all the lessons they instructed. Additionally, 86(72.9%) of the teachers wrote lesson plans with all CBC aspects while 79(61.9%) presented the CBC lessons in a systematic order.

On the contrast, several studies have reported that Kenya's teachers lack the ability to prepare lesson plans that were in line with the policy recommendations. To start with Okoth (2016) examined form three teachers training in implementing the revised English language curriculum in Eldoret East Sub-county, Kenya. The study established that teachers were still using lesson plans for the old curriculum (2006 curriculum revision). Comparably, Migosi et al. (2016) conducted a study to establish the influence of teacher related factors on the implementation of physical education curriculum in primary schools in the country. The findings showed that majority (62%) of the studied teachers never prepared lesson plans because of inadequate competence to do so.

Further studies that centre on teacher pedagogical competence in lesson planning under CBC reveal similar findings to the ones shared by the afore-reviewed studies (Migosi et al., 2016; Okoth, 2016). For instance, a study by Hall (2021) established that most teachers expressed their confusion about the new protocols and lesson planning components of the CBC. Specifically, it was reported that; 95% by Waweru (2018), 73% by Kisirkoi and Kamanga (2018), 70% by Pale and Amukowa (2020) and 57.14% by Omondi and Achieng (2020) of the teachers studied found it difficult to prepare a lesson plan.

Ajuoga and Keta (2021) further expounded that, the teachers while preparing a lesson plan failed in interpreting the two objectives for each learning area namely; specific learning outcomes, referring to what children must do at the end of the lesson and suggested learning experiences, explaining in detail the specific activities. According to IBE-UNESCO (2017) the teachers simply copied phrases directly from the design books with signs of miscomprehension. Additionally, it was established that the lesson plans were too lengthy which required too much preparation and paperwork hence taking more time and difficult to make (IBE-UNESCO, 2017; Pale & Amukowa, 2020; Waweru, 2018).

To Isaboke et al. (2021), teachers were having difficulties in making lesson plans that were CBC compliant due to limited CBC training. To exemplify this claim, the scholars conducted a study in which they compared teachers' pedagogical competence in lesson planning amongst teachers who had undergone CBC training and those who were yet to train. Their study established that, majority (60.0%) of those who were trained indicated that they could prepare lesson plans that were compliant with the CBC easily without support. However, majority (53.4%) of the teachers who had not

received any training on CBC indicated that they had difficulties preparing lesson plans that were compliant with the curriculum even with support.

As earlier stated, this study views lesson planning as the first and most important phase in the instructional process. The study thus advocates for Kiswahili teachers' pedagogical competence in lesson planning. This is so because the teachers' pedagogical competence in this phase usually affects their pedagogical competence in the later stages of instruction. However, the foregoing literature review on the concept reveal contradictions among the scholars with some (KICD, 2018; Marion, 2020) indicating of teacher pedagogical competence in lesson planning while others (Waweru, 2018; Kisirkoi & Kamanga, 2018; Pale & Amukowa, 2020; Omondi & Achieng, 2020) suggesting the contrast. Further study on the phenomenon (teacher pedagogical competence in lesson planning under CBC) will thus be illuminative. This study endeavoured to do so by studying Kiswahili teachers' pedagogical competence in lesson planning for the implementation of CBC.

The next section of this review expounds on teachers' pedagogical competence with a review of literature in relation to actual class interaction for the implementation of CBC.

2.4.2 Kiswahili teachers' pedagogical competence in actual class interaction for the implementation of CBC

According to Mwaka et al. (2014) actual class interaction is the actual delivery process of the planned content. In this study, actual class interaction was viewed as the second phase in the instructional process which involved actualization of the lesson plan. Dick et al. (2009) expound that, the actual class interaction encompasses several elements such as teachers, learners, instructional materials, instructional

activities, content and learning environment. These elements interact with each other and work together to bring out the desired student learning outcomes.

Atherton (2009) further observes that it is the subject matter, teacher and leaner that are the most important components in the actual classroom interaction. To the scholar successful achievement of instructional objectives occur only after harmonious interaction of the three components. Atherton (2009) also opines that the type of instruction employed is determined on the nature of interaction of the three elements. For instance, if emphasis is put on subject matter, it becomes subject centred instruction, while if learner takes the prime position, it is learner centred instruction and teacher centred instruction where the teacher is emphasized. This study emphasizes the adoption of learner centered instructional approach. The approach is favoured because of its ability to expose learners to real life situations hence making learning meaningful.

The newly introduced CBC advocates for a learner-centred instructional approach for the basic education level (KICD, 2017a). Specifically, it recommends for instructional methods that include; role plays, problem solving, projects, case study and study visits (KNUT, 2019). Furthermore, the grade four Kiswahili curriculum design emphasizes the use of a range of instructional methods which include; case study, group work, role play, discussion, question and answer, simulation and dictation (KICD, 2019). This is because a teacher who employs a range of instructional methods in a single lesson achieves instructional objectives with much ease as compared to one who depends on a single instructional method (Mbae, 2014). This study not only did it interrogate Kiswahili teachers' use of a range of instructional methods but also the effectiveness of employed methods in achieving the desired instructional outcomes.

The new curriculum advocates for the application of both classroom and out of classroom learning experiences (KICD, 2017a). Examples of classroom-based learning experiences include brainstorming, discussion activities, working in pairs, working in groups, debates and role play. On the other hand, the curriculum advocates for out of classroom learning experiences which may include: singing, dancing, reciting poems, club activities, games and debates (KICD, 2017b). It further recommends for community service learning. According to IBE-UNESCO (2017) the community service learning focuses on citizenship, entrepreneurship, financial literacy, life skills, communication skills and research. Parental engagement activities are also encouraged with the parents being requested to be involved in learning activities such as; assisting children with take home assignments, collecting instructional resources and conducting online enquiries (KICD, 2019). This study further interrogates teachers' competence in engaging learners in both classroom and out of classroom learning experiences while implementing CBC.

According to KICD (2017b) the combination of classroom and out of classroom learning experiences in the actual class interaction is important as they enable the learner to: acquire knowledge, skills and develop attitudes; acquire the intended competences; learn from one another; self-regulate and evaluate; engage deeply in the subject matter; reflect on the learning process and interact with others during the learning process. In a similar way, this study adopted a position that effective instruction occurs when the teacher uses a range of instructional activities that suits the context in which the instruction is taking place. It therefore interrogated the effectiveness of instructional activities used by teachers in achieving the desired instructional outcomes.

To further enhance actual class interaction the KICD (2017b) advocates for the utilisation of various instructional materials. In particular, KICD (2017b) and KICD (2019) advocate for the use of charts, pictures, drawings, posters, newspapers, magazines, dictionaries, flash cards, word puzzles, code words, video clips, models and the immediate environment. The instructional materials are credited with prompting learners' reasoning and facilitating development of competences such as critical thinking and problem solving, creativity and imagination, communication and collaboration, self-efficacy among others. They also make images to last longer in the mind. When a learner correctly sees, hears, smells and touches then, he or she can put the pieces together and get the picture even without you having to explain (KICD, 2017b). This study further argues that unless instructional materials are used appropriately, they may fail to achieve the intended instructional objectives. The study therefore in addition to finding out on the use of various instructional materials, it examined their proper use.

Review of empirical studies conducted by scholars such as; Kang'ahi et al. (2012), Momanyi (2012) further indicate that the instructional approach used greatly influence pupils' acquisition of Kiswahili language. Mbae (2014) also observes that teachers need to be conversant with different methods so as learners can grasp all that is planned in the curriculum by its designers.

In Tanzania studies reviewed reveal that majority of the teachers continue to use traditional subject centred instruction (Paulo, 2014; Kavindi, 2014; Rwezaura, 2016; Tambwe, 2017; Nzima, 2016; Semle & Nassor, 2023). Similar findings have also been recorded in Zambia by studies by Mulenga and Kabombwe (2019a) and later Sibanda and Blignaut (2020) who reported that teachers were adapting the new CBC curriculum to suit their traditional way of teaching. Besides, Ndayambaje (2018) in

Rwanda and Wambi et al. (2024) in Uganda also noted that teachers continued using the old teaching methods.

Benjamin (2014) in his study on implementation of constructivist approach in competency-based curriculum in Tanzania established that nearly (80%) of the teachers who were surveyed from selected schools never took the trouble to use the competency-based approaches during the teaching and learning process. Further studies by: Zhuwale and Shumba (2017) in Zimbabwe; and Makunja (2016) and Nyoni (2018) in Tanzania noted that teachers lacked enough pedagogical knowledge on how to infuse various aspects of CBC in instruction. For instance, the teachers failed to promote competencies such as; critical thinking and problem solving (Makunja, 2016; Nyoni, 2018).

Scholars such as; Komba and Mwandanji (2015), Lukindo (2016), and Muneja (2015) further attribute the continued dominance of traditional subject centred instruction to teacher incompetence in the instructional process. Indeed, a study by Kimaryo (2011) noted that majority of teachers still focused on developing content and use knowledge-based curriculum to facilitate teaching with the hope that the learners would develop the intended competences automatically by themselves. Furthermore, Kosia (2020) reported that a number of teachers were not trained in various recommended teaching methods like problem solving, technical skills, debates, case analysis, library searches and online searches.

In Kenya, a study by Cheruto and Orodho (2016) on the preparedness of teachers of Kiswahili in teaching using integrated Kiswahili course in secondary schools in Kericho County revealed that most teachers were not competent in teaching the subject using an integrated approach that was introduced in the 2006 curriculum

revision. Similar findings were recorded by a study by Kemboi et al. (2017) on the assessment of teacher competence in pedagogical knowledge in the implementation of secondary school curriculum in north rift region. According to the scholars, majority of the teachers did not use learner centred instruction like inquiry, discussions and demonstrations.

Under CBC, studies conducted by scholars such as; Pale and Amukowa (2020) and Muasya and Waweru (2019) indicate that teachers were still using the traditional subject centred instruction that was favoured in the previous 8-4-4 education system. Omondi and Achieng (2020) further established that most teachers found it difficult to infuse values, core competencies and pertinent and contemporary issues. Specifically, it was established that majority (72.8%) of the lower primary school teachers needed support in infusing most of the core competencies in instruction (Waweru, 2018).

Even more specific is the study conducted by Marion (2020) on the challenges experienced by educators in the implementation of competency-based curriculum programme in Kenya: The case of primary schools in Laikipia. In this study the scholar established that, the infusion of competencies such as; digital literacy, creativity and imagination, problem solving, and critical thinking was challenging as majority of the teachers indicated that they were still developing their ability. For instance, approximately half of the teachers had difficulties in teaching digital activities. However, the scholar also noted that majority of the studied teachers were able to successfully infuse the competencies of communication and collaboration and Citizenship. In particular, 81.4 % of the instructors were able to infuse Citizenship to their learners to a good extent.

Isaboke et al. (2021), in their study on teacher preparedness and implementation of the competency-based curriculum in public pre-primary schools in Nairobi City County, further delved in the various aspects of CBC. To start with, the study established that majority of the trained respondents could handle the various learning areas in CBC easily without support. On the other hand, majority of the respondents who were not trained indicated that they could not handle learning areas without support. Specifically, majority of the trained respondents could: infuse core competencies in instruction (63.3 %); infuse pertinent and contemporary issues in instruction (63.7%); facilitate parental engagement in pupils' learning (60.0%); integrate community service learning in instruction (70.0%); and handle non formal instructional activities (66.7%). Isaboke et al. (2021) thus concluded that there was significant statistical relationship between teachers' extent of training on CBC and their ability to implement the curriculum. Indeed, studies done by Sifuna and Obonyo (2019) and Muasya and Waweru (2019) also had a similar conclusion.

A study by Ndambuki et al (2024) on teacher preparedness in the implementation of the competence-based agriculture subject curriculum at junior secondary schools in Kenya further revealed that though most teachers were aware of the need for use of practical teaching methodologies, very low percentage of these teachers used the recommended methodologies in delivering agriculture subject content.

Further studies on teacher pedagogical competence in instruction conducted by researchers such as; Hall (2021) and Teygong (2018) have however reported contrasting findings compared to the afore- reviewed studies. For example, the studies revealed the extensive adoption of learner centred instruction as compared to subject centred instruction ones. In particular, Teygong (2018) found out that majority (66.3%) teachers favoured the use of question-and-answer method as a main teaching

method. Problem solving and demonstration methods were also found to be prevalent methods favoured by teachers in primary schools in Chepkorio Ward (Teygong, 2018). In the same vein, a study by Mwangi and Katam (2023) established that teachers could select and use a wide range of teaching approaches in a classroom which included collaborative learning, lecture method, class discussions, modelling.

According to the current study, actual class interaction is an important phase of instruction as it ties together the other two phases of instruction; that is lesson planning and assessment. This is by putting the lesson plan into practice by involving learners in various instructional activities. It is these instructional activities that form the basis of assessment that is done in the later stage of instruction. The study therefore emphasizes on Kiswahili teachers' pedagogical competence in actual class interaction. From the review contradictions emerge with some scholars (Hall, 2021; Teygong, 2018) arguing about teacher pedagogical competence in the instructional process for implementation of CBC, while others (Waweru, 2018; Pale & Amukowa, 2020; Omondi & Achieng, 2020) sharing a contrasting opinion. Further in-depth study on Kenyan teachers' pedagogical competence in the actual class interaction is needed to resolve these contradictions. This study therefore undertook an in-depth study of Kiswahili teachers' pedagogical competence in actual class interaction.

The next section of this literature review provides an in-depth analysis of studies in relation to teachers' pedagogical competence and classroom assessment for the implementation of CBC.

2.4.3 Kiswahili teachers' pedagogical competence in classroom assessment for the implementation of CBC

Syomwene et al. (2017) defines assessment as the process through which the teacher matches the initial expectation to the outcome to find out whether the intended objectives are being or have been realized. In the same vein, KNEC (2021a) conceptualizes it as the process where a variety of methods are used to measure and document the learning progress, acquisition of competencies, or educational needs of learners. In this study, assessment was generally understood as a process of inquiry that uses multiple sources of evidence to find out whether learning has taken place.

KNEC (2021b), details classroom assessment to be activities carried out during instruction to determine the level of achievement of the learning outcomes. Similarly, Mutiso and Odhiambo (2022) define classroom assessment as a form of assessment that encompasses a wide collection of tasks in the classroom aimed at establishing learners' achievement standards. In this study, classroom assessment was understood as activities carried out during instruction to determine the level of achievement of the set learning outcomes.

In order to conceptualize assessment based on the new curriculum, the Kenya National Examination Council (KNEC) formulated Competency Based Assessment Framework (CBAF). The framework advocates for a competency-based approach to assessment. According to the KNEC (2021b), Competency Based Assessment (CBA) refers to a process of determining the capability of a learner to apply knowledge, skills and attitudes needed to perform a specific task. According to Okeyo and Kanake (2021), CBA is based on the principles of assessing learners as they use acquired knowledge and skills in a given situation. This is through a systematic process of gathering and interpreting information about what a learner knows, understands and

can do, with reference to the specific curriculum learning outcomes (KNEC, 2021d). Otieno and Machani (2022) summarizes CBA to be a mode of assessment that is; purposeful, systematic and continuous.

According to Otieno and Machani (2022) the main purpose of CBA is to gather information from a variety of sources that enhances the decision-making process of what students know, need to learn, have learned, and can do. In the same vein KNEC (2021d) views assessment as a means of establishing the extent to which the learner has acquired the expected knowledge, skills, attitudes and values. Specifically, the objectives of assessment include: provide feedback on acquisition of competencies to the learner, teacher, parents/guardians and other interested stakeholders; identify areas of concern in relation to the curriculum learning outcomes/competencies as a basis for providing appropriate intervention; identify learners' potential and talent with a view of developing and nurturing them; encourage learners' to develop skills of self and peer assessment and to be responsible for their own learning; help the teacher improve instructional strategies; highlight gaps in provision of resources that support the implementation of curriculum; inform parents/guardians on learners' specific educational needs for support; inform policy makers and curriculum developers on areas to target for appropriate intervention; inform decision on transition and exit profile (KNEC, 2021a).

According to the current study, proper and effective classroom assessment is important to the success of a curriculum. These assertions are borrowed from claims by Ngendahayo and Askell-Williams (2016) who cite studies such as; Paulo and Tilya (2014), Kafyulilo et al. (2012) who have observed that CBC in African countries such as Tanzania and South Africa had failed to achieve their intended objectives because of failure to adopt assessment practices that are appropriate to the demands of CBC.

The new conceptualization of assessment denotes a departure from the objective based assessment that dominated the previous 8-4-4 curriculum. The Training Manual for Competency Based Assessment Early Years Regular Pathway (KNEC, 2021d) further outlines the paradigm shift in assessment to be from: assessment of learning to assessment for and as learning; assessment of knowledge acquired to assessment of knowledge developed; norm-referenced to criterion referenced; assessment that encourages competition to assessment that encourages collaborations and cooperation; assessment that is rigid to assessment that is flexible; assessment that relies heavily on the teacher and national assessment to one that includes self and peer assessment; assessment that is based on arbitrary and imaginary tasks to one that is based on authentic tasks; and assessment that relies on quantitative reporting of performance to one that reports both quantitative and qualitative performance.

Mutiso and Odhiambo (2022) emphasize the need to conduct research in light of the transition from objective based assessment to Competency Based Assessment. This study sought to examine teacher proficiency in handling the transition from objective based assessment to competence-based assessment. In particular, it sought to answer the question, “How prepared are teachers of Kiswahili in terms of pedagogical competence for effective classroom assessment in the implementation of CBC in primary schools?”

KNEC (2021d) expounds that the assessment process should diagnose the needs of the learners (Assessment for learning); monitor their learning progress (Assessment as learning) and determine what they know and can do with respect to curriculum learning outcomes (Assessment of learning). The assessment process should be guided by the principles of validity, reliability, fairness, flexibility, accessibility,

practicability, authenticity, currency, collaborative, sufficiency and timely feedback (KNEC, 2021c; Orina et al. 2022).

According to KNEC (2021b) assessment is to be done using instruments that are to collect information on the knowledge, skills, attitudes and values acquired by a learner during or after a learning session. KNEC (2021a) further emphasizes the use of varied assessment tools which addresses different learning styles such as: verbal, logical, visual, auditory, bodily, interpersonal, intrapersonal and naturalistic. The competency-based assessment tools include; observation schedule, checklist, rating scale, questionnaire, project, journal, oral or aural, learner's profile, anecdotal records, written assessments, rubrics and portfolio (Okeyo & Kanake, 2021; KNEC, 2021b). According to Macheso et al. (2024) application of varied assessment tools during assessment is vital as it gives learners, peers, teachers and parents opportunities to track learning progress through real time feedback mechanisms. KNEC (2021a) further guides that, suitability of an assessment tool used should be based on several factors such as; best practices that help the learner to succeed, nature of evidence gathered, competencies assessed, and feedback required. This study interrogated teacher competence in selection and use of varied assessment tools while conducting classroom assessment.

The competency-based assessment further advocates for integrated form of assessment. This is to be achieved through use of one activity such as community service learning and projects to assess a variety of skills (KNEC, 2021d). Alternatively, the teacher may employ a variety of assessment approaches or tools to assess learners during learning process (KNEC, 2021b).

The integrated form of assessment has the advantage of allowing learners an opportunity to relate learnt knowledge and skills in a variety of settings. It also has the power of assessing all forms of learning experiences and outcomes in all learning areas together with providing spontaneous feedback to both the assessor and the learner (KNEC, 2021d). In the same vein, this study shares the opinion that integrated approach to assessment is at the heart of classroom assessment under the competence-based assessment. The study therefore examined teachers' proficiency in conducting classroom assessment through the integrated approach to assessment.

As noted in the preceding reviewed literature, the new assessment system emphasizes not only what the learner knows but what he or she can do with what is known. In doing so, learners are required to demonstrate proficiency by performing relevant tasks that apply what has been learned. This at times results into construction of new knowledge instead of mere memorization of what had been taught (KNEC, 2021b). According to Oundo et al (2023) this form of assessment is referred to as the authentic assessment.

KNEC (2021d) expounds that the form of assessment is favoured as it: involves learners in tasks that reflect real life experiences; enhances enquiry based learning and acquisition of high order thinking skills; gives the learner opportunity to perform different tasks to demonstrate understanding; allows learners to use locally available materials to perform tasks hence can easily understand the concepts; promotes collaboration as teachers, parent and the learner work together in determining and undertaking assessment; focuses on progress rather than weakness; and encourages the integration of learning and assessment. It is guided by these advantages of the authentic assessment that this study sought to find out teachers' proficiency in assessing learners' performance in carrying out various instructional activities.

In conducting assessment, it is also vital to provide information about learner's performance with regard to learning outcomes. Such feedback should be constructive, meaningful and timely (KNEC, 2021a). KNEC (2021c) expounds that effective feedback should: guide learners to adapt and adjust their learning strategies; guide teachers to adapt and adjust learning strategies to accommodate students' learning needs; guide learners to become independent and self-reflective learners, and better critics of their own work; stimulate reflection, interaction and dialogue about learning improvement; make learners feel encouraged and motivated to improve; engage learners by requiring them to attend to the report as part of the assessment. Tools for reporting feedback on classroom assessment include: school readiness report, school year report and assessment sheet (KNEC, 2021d). This study examines teachers' competence in providing effective feedback of classroom assessment through use of outlined tools for reporting feedback.

During assessment each teacher is tasked with the responsibility of: designing assessment tools and strategies; providing learners and parents with information on their expected roles in assessment; guiding learners in the assessment process by discussing expected learning outcomes and classroom assessment practices; guiding learners in self and peer assessment; ensuring safety of learners at all times during assessment; analysing evidence of learning from multiple assessments and a variety of assessment tools; interpreting assessment feedback with a learner's personal and social context in mind; ensuring that assessments and reporting of learners' performance are aligned with curriculum learning outcomes; giving constructive feedback to stakeholders regarding the achievement and needs of every learner (KNEC, 2021a). This study argues that it is only a pedagogically competent teacher that can effectively execute these roles of assessment. It thus explored the teachers'

pedagogical competence in undertaking various assessment roles while conducting classroom assessment.

Studies by scholars such as; Benjamin (2014), Muneja (2015), Msonde (2011), Tilya and Mafumiko (2010) reveal inconsistencies between the CBC provisions and assessment practices. Indeed, studies by Komba and shukia (2018), Nzima (2016) found out that the existing assessments in Tanzania focus much on content rather than skills as advocated by the CBC. Similarly, Lukindo (2016) reported that, the mode of assessment used by teachers in Tanzania is still paper and pencil with the questions learners are supposed to respond to being mainly limited to factual questions which encourages superficial learning of concepts. This is contrary to the innovative approaches which require teachers to move from routine limited factual questions to more open-ended and problem-solving tasks which evoke a broad range of discussion and critical thinking in classroom (Nambua, 2018).

Comparably, studies conducted by Mulenga and Kabombwe (2019b) in Zambia, Sabola (2017) in Malawi and Suyanto (2017) in Indonesia offered similar results to those recorded in Tanzania. Specifically, the studies recorded that teachers were still using traditional methods of teaching and assessment such as tests, quizzes, examinations and oral questions. To the scholars, these traditional methods of assessment were not in line with competency-based approaches of teaching and learning. The teachers did not have portfolios to indicate the competencies their learners should have or had acquired. Consequently, the assessments were not performance-based assessment (Mulenga & Kabombwe, 2019b). Scheopner et al. (2018) thus concluded that teachers faced difficulties in implementing grading and assessment systems brought about by new competency-based curriculum in New Hampshire secondary schools in United States of America.

In Kenya, studies by; KNUT (2019), Muasya and Waweru (2019) and Ondimu (2018) indicated that majority of the teachers lacked adequate pedagogical competence in using the recommended competence-based assessment techniques. For instance, studies by; Waweru (2018) and Isaboke et al. (2021) reported that over 50 percent and 51.7 percent of the teachers respectively needed support on designing assessment rubrics. In particular, Gichuru (2024) found that teachers had difficulties in aligning the assessment tools with the curriculum framework. They thus simply copied phrases for designing assessment rubrics directly from the design books with signs of miscomprehension (IBE-UNESCO, 2017). IBE-UNESCO (2017) thus concluded that teachers attempted to develop assessment instruments, but their performance levels did not match assessment rubrics in the design books. A study by Ndambuki et al (2024) further expounded that most teachers at junior secondary had little knowledge on how to create rubrics for assessing learners. They were however found to be competent in recording learner's performance in the already-created assessment rubrics.

Omondi and Achieng (2020) revealed that most teachers (80.95%) did not have value for formative assessment and instead practiced the summative assessment throughout. Besides, all the studied teachers (100%) were employing commercial made tests without constructing their own tests. Also, most of the studied teachers (85.71%) used ranking methods after assigning quantitative values to learners. The learners' results were then kept in form of a merit list by all the studied teachers (100%) with none of them keeping a portfolio or journal for the same assessment results.

In terms of reliability of CBC assessment, Omondi and Achieng (2020) noted that half of the respondents recorded poor reliability of the qualitative CBC assessment methods. In the same vein a study by Orina et al. (2022) established that the

assessment techniques used in science learning areas lacked authenticity, reliability, and validity. For instance, there existed no clear indication of how parents were involved in their children's education (Orina et al., 2022). According to Orina et al. (2022) it was thus difficult to tell whether the take-home assignments were student's or parent's work. Besides, the grading system failed to show consistency as it gave preferential treatment to some learners. It thus failed to accurately represent learners progress and ability making it unreliable and invalid. Comparably, Kubai (2023) established that assessment employed by teachers lacked standardization procedures to ensure that the assessment and scoring tools provided to the schools yielded the same results under the same conditions.

A study by Mutiso and Odhiambo (2022) further expounded that, teachers perceived themselves proficient in traditional assessment techniques such as multiple-choice, mixed, short answer and true-false questions. However, the same teachers were found to perceive themselves insufficient in alternative and performance assessment techniques such as student journal, rubric, self/peer assessment, attitude scale, interview, portfolio and project (Mutiso & Odhiambo, 2022). Waruingi et al. (2022) further disclosed that teachers had difficulties reporting results collected using alternative and performance assessment techniques. Kisulu et al. (2022) attributed these difficulties to their newness and lack of comprehensive training. In the same vein, Wafubwa (2021) noted lack of an assessment culture that could enable teachers to effectively carry out assessment. Besides, there existed a mismatch between the curriculum 'designs book' and the learners' 'workbook' which made more than 50% of the teachers to experience difficulties in identifying the right assessment procedures for the content (Wafubwa, 2021). This in turn hampered the teachers'

ability to fully evaluate learners' competencies and skills in CBC due to improper use of the assessment techniques (Otieno & Machani, 2022).

Contrastingly, studies by; Marion (2020) and Teygong (2018) report of teacher pedagogical competence in the assessment process. For example, Teygong (2018) established that teachers had adjusted to the use of questions and class work exercises mostly as instruments of assessment as opposed to continuous assessment tests and regular examinations that featured during end of term period in the 8-4-4 content curriculum. Comparably, Marion (2020) found out that summative assessment had moved from tests and examinations to portfolio analysis in both public and private schools. Moreover, learners making presentations as a method of summative assessment was becoming the most popular method of assessment for 72.9% of the teachers. Finally, the study reported that the ability of teachers to design assessment rubrics was high.

According to this study, classroom assessment is important as it not only measures learners' level of understanding the subject matter taught but also acts as an indicator of the effectiveness of the instructional activities and instructional materials used. However, contradictions emerge in teachers' pedagogical competence in conducting assessment. For instance, studies by Marion (2020) and Teygong (2018) suggest a case of teacher pedagogical competence while studies by KNUT (2019), Muasya and Waweru (2019) and Ondimu (2018) provide a contrary opinion. Further study into teachers' pedagogical competence in classroom assessment particularly in Kiswahili under CBC is therefore recommended. The study examined Kiswahili teachers' pedagogical competence in terms of classroom assessment as recommended by CBC.

2.4.4 Review of related theories on Kiswahili teachers' pedagogical competence for the implementation of CBC

This study conceptualizes teachers' pedagogical competence as the ability of the teacher to effectively plan for instruction, instruct and assess learners during the teaching and learning process for the implementation of CBC. This conceptualization is in line with views shared by Lee Shulman in his theory on pedagogical content knowledge (P.C.K). According to Shulman (1986), PCK refers to how teachers blend content and pedagogy to determine the most effective means of teaching. In particular, it emphasizes the manner in which teachers relate what is known (content), how to teach it (pedagogy) together with knowledge of students, and their learning contexts (Kwong et.al, 2007). Mishra and Koehler (2006) summarize PCK as an intersection of: knowledge of pedagogy, knowledge of content and knowledge of learners' conceptions.

Scholars such as Banks et al. (2005) have criticised Shulman's (1986) conceptualization of PCK as being too static and inconsistent. In the same line, Cochran et al. (1993) opined that teachers' knowledge on teaching should be dynamic, developing and growing continuously. Based on their constructivist view of PCK; they named their refined version of PCK pedagogical content knowing (PCKg). Similar to Shulman's (1986) PCK, Cochran et al, (1993) PCKg is an integration of four types of teacher knowledge namely: knowledge of content, knowledge of pedagogy, knowledge of students and knowledge of environmental contexts. According to Cochran et al, (1993) when teachers' experience grows, all the four components in PCKg grow too.

Review of studies interrogating PCK indicate teacher dynamism in the development of the concept. In particular, teachers' PCK is influenced by teacher experience and

teacher training. To start with teacher experience, a study by Richards et al. (1995) found that experienced teachers possessed better PCK than novice teachers. In the same vein, another study conducted by Clermont et al. (1994) found that experienced teachers knew more instructional strategies than novice teachers. For example, the experienced teachers were able to use particular demonstrations more flexibly, and that experienced teachers could adapt their demonstrations to student learning in a more effective way.

Secondly, studies examining the influence of teacher training on PCK conclude that teachers who have undergone teacher training have better PCK than teachers who are yet to undergo teacher training (Kissau & Algozzine, 2013). For example, Park et al. (2020) found that teacher training was the most significant predictor of PCK for biology teachers. Evens et al. (2018) further opined that the inclusion of specific topics in teacher training sessions such as those that relate to the content of learning opportunities positively impacts PCK. The study further examines Kiswahili teachers' proficiency in instruction with a view of formulating a tentative theory that summarizes their pedagogical competence for the implementation of CBC in primary schools.

2.5 Research Gap

This chapter reviewed literature relating to Kiswahili teachers' pedagogical competence in the implementation of CBC. In particular, literature in relation to; curricular reforms in Kenya, curriculum implementation, and teacher competence for the implementation of CBC was reviewed. Literature emphasizes on the importance of curriculum implementation in bringing into life various curricular intentions. The teacher also stands out as a critical factor in successful curriculum implementation process. In fact, it is argued that, when a teacher shuts the classroom door, they

determine the details of the curriculum regardless of the curriculum plans of others. Literature reviewed further reveals the changing roles of a teacher depending on the type of curriculum they are tasked with implementing. For instance, under CBC teachers are supposed to give up their role as ‘knowledge transmitters’ and adopt the new role of ‘coach’ and instructional designer. This calls for a teacher who is competent in planning, instruction and assessment.

Reviews of studies that major on teachers’ pedagogical competence reveal contradictory information. For instance, studies by; Amunga et al. (2020), KICD (2017b), Marion (2020), Muraya (2019) and Teygong (2018) reveal a case of teacher pedagogical competence. On the flip side, studies conducted by; Ajuoga and Keta (2021), Atikiya (2021), Cheruto and Orodho (2016), Hall (2021), IBE-UNESCO (2017), Isaboke et al. (2021), Kemboi et al., (2017) Kisirkoi and Kamanga (2018), KNUT (2019), Migosi et al. (2016), Muasya and Waweru (2019), Njagi (2020), Pale and Amukowa (2020), Okoth (2016), Ondimu (2018), Omondi and Achieng (2020), Sitienei (2020) and Waweru (2018) report of teacher pedagogical incompetence among teachers in Kenya. Further study is thus needed to shed light on these contradictions. The study therefore examined teachers’ pedagogical competence for the implementation of CBC in Kenya.

Secondly, the fore-going findings are tempered by the fact that some of the studies (Cheruto & Orodho, 2016; Kemboi et al., 2017; Migosi et al., 2016; Okoth, 2016) were conducted before the implementation of CBC in Kenya. A study that focuses on teacher pedagogical competence under CBC is thus informative. This study therefore interrogated teachers’ pedagogical competence for the implementation of CBC.

Besides, most of the afore-reviewed studies (Atikiya, 2021; Isaboke et al., 2021; Kisirkoi & Kamanga, 2018; Marion, 2020; Pale & Amukowa, 2020; Ondimu, 2018; Omondi & Achieng, 2020; Sitienei, 2020; Muasya & Waweru, 2019; Waweru, 2018) were conducted using descriptive research designs. Henceforth, the study findings are mainly limited to provision of descriptive statistics which are mainly dominated by percentages that indicate the extent of teachers' pedagogical competence for the implementation of the curriculum. What remains to be provided however is a vivid description of the teachers' pedagogical competence for the implementation of the curriculum. The study provides such a clear portrait by employing a qualitative research approach and in particular a multiple case study that is suited for in depth analysis and description of a phenomenon.

In addition, most of the reviewed studies mainly focused on teachers' pedagogical competence based on their attendance of CBC trainings. Though this approach to examining teachers' pedagogical competence is supported by scholars such as Isaboke et al. (2021), others including; Hwande and Mpofu (2017) and Ndayambaje (2018) caution that teachers may still be ill-equipped to implement CBC despite attending training sessions. What therefore remains to be explored is the teachers' ability to handle tasks related to areas covered during the training as advocated for by Andiema (2020). The study therefore interrogated teachers' ability to plan, instruct and assess as recommended under CBC.

The study therefore addressed the afore-mentioned research gaps by examining Kiswahili teachers' pedagogical competence for the implementation of CBC in primary schools. To achieve this, the study followed the research design and methodology detailed in chapter three.

CHAPTER THREE

RESEARCH DESIGN AND METHODOLOGY

3.1 Introduction

This chapter provides details of the methods of inquiry that informed the design, data collection and analysis of this qualitative research study. The study centred on the examination of Kiswahili teachers' pedagogical competence for the implementation of CBC in selected primary schools in Turkana County, Kenya. In particular, it sought to answer the questions of: How prepared are teachers of Kiswahili in terms of pedagogical competence for effective lesson planning in the implementation of CBC in selected primary schools in Turkana County, Kenya? How prepared are teachers of Kiswahili in terms of pedagogical competence for effective actual class interaction in the implementation of CBC in selected primary schools in Turkana County, Kenya? How prepared are teachers of Kiswahili in terms of pedagogical competence for effective classroom assessment in the implementation of CBC in selected primary schools in Turkana County, Kenya? And which theory summarizes Kiswahili teachers' pedagogical competence for the implementation of CBC in selected primary schools in Turkana County, Kenya?

To answer the aforementioned questions, there was need to establish a basis from which the researcher would study the phenomenon under research (Kiswahili teachers' pedagogical competence) while at the same time offering appropriate philosophical and theoretical justification, that way, the researcher would be studying the phenomenon in that manner. To do so, the study detailed the research paradigm that would guide it in the subsequent section.

3.2 Research Paradigm

According to Creswell and Creswell (2018) a research paradigm refers to a set of beliefs that guide action. To Leavy (2022) these set of beliefs are important in research for they guide ways in which the researcher conducts a study. Tracy (2024) further identifies four research paradigms, namely; positivism, interpretive, critical and pragmatism. The study was guided by the interpretive paradigm that is detailed in the next section.

3.2.1 Interpretive Paradigm

Different scholars use different terminologies to refer to the interpretive paradigm. For instance, Denzin et al. (2023) refer to it as the constructivist paradigm for its knowledge is socially assembled by those people who are active in the research process. To Lincoln et al. (2023) the paradigm is naturalistic as it advocates for the study of a phenomenon in its naturalistic state. The study was constructive as it made an effort to construct the exact picture of Kiswahili teachers' pedagogical competence for the implementation of CBC. The construction was based on the views of teachers that were tasked with the responsibility of implementing the curriculum (teachers of Kiswahili). Therefore, the study was also naturalistic.

Tracy (2024) further expounds the discussion on research paradigm by noting that a paradigm is made up of four dimensions that explain the characteristics of the paradigm, they include; ontology, epistemology, axiology and methodology. It is on the basis of these four dimensions that the following discussion interrogated the suitability of the interpretive paradigm to the current study.

Ontology in a research design refers to the nature of reality and its characteristics (Cohen et al., 2018). For interpretivist, reality is not something "out there," which a

researcher can clearly explain, describe but rather, both reality and knowledge are constructed and reproduced through communication, interaction and practice (Tracy, 2024). Creswell and Creswell (2022) further propound that in the interpretive paradigm there exist multiple realities. It is thus important to understand the multiple realities from the standpoint of those who experience them (Neuman, 2021). The study adopted a similar view as understanding Kiswahili teachers' pedagogical competence for the implementation of CBC was constructed from the participants' point of view (implementation level).

To Neuman (2021) epistemology concerns the nature of knowledge, that is, the relationship between the knower or who would be the knower and what can be known. To the interpretive paradigm, the researcher and the research subject are inseparably interconnected (Mason, 2017). This aspect of interpretive paradigm was suitable for this study as it enabled the researcher to be closer to the respondents to gain deeper views and knowledge about the subject under study (Kiswahili teachers' pedagogical competence for the implementation of CBC). Specifically, the study used prolonged engagement techniques for enhancing trustworthiness of the study during the data collection process.

Axiology relates to the values associated with areas of research and theorizing, that is, the role of values in the research process (Tracy, 2024). For the interpretive paradigm, an inquiry cannot be neutral but is influenced by values inherent in the choice of area of investigation, paradigm, theory or theories as well as the context in which the research is conducted (Cohen et al., 2018). The study acknowledged this was a challenge to the trustworthiness of the study and kept a reflexive journal in which the researcher's values and biases, as well as the value-laden nature of the information gathered from the field were documented.

Methodology refers to the strategies for gathering, collecting and analysing data (Creswell & Creswell, 2018). The interpretive paradigm relies heavily on methods that capture voices and interpretations of the informants in their natural setting (Mason, 2017). Examples of such methods include: interviews, focus groups, observations and analysis of existing texts which formed the main instruments of data collection for this study. To Creswell and Creswell (2022) these methods are linked to the qualitative research approach which is further elaborated in the next section.

3.3 Research Approach

A research approach refers to plans and procedures for research that span decisions from broad assumptions to detailed methods of data collection and analysis (Cohen et al., 2018). To Creswell and Creswell (2022) there exist three approaches to research; quantitative, qualitative and mixed methods. This study utilized the qualitative research approach.

The qualitative research approach was suitable since as exhibited in the literature reviewed; limited studies have been conducted on Kiswahili teachers' pedagogical competence for the implementation of CBC. To Lune and Berg (2017) the qualitative research approach is appropriate and effective when little or nothing is known about a phenomenon. This is because it does not require a predictive statement but seeks answers to open questions.

Secondly, the literature review revealed high positive perception among teachers on their knowledge about CBC in studies conducted using questionnaires (self-reported survey). In contrast studies conducted using interviews reported difficulties in teachers' ability to explain some CBC concepts. This suggested that teachers' pedagogical competence for the implementation of CBC was not straightforwardly

perceivable because it could be constructed in multiple ways. It thus called for a qualitative research approach which guaranteed flexibility that was needed for the adaption to new developments or issues during the research process itself (Creswell & Poth, 2024; Yin, 2016).

3.4 Research Design

Creswell and Creswell (2018) define research designs as plans and the procedures for research that span the decisions from broad assumptions to detailed methods of data collection and analysis. Creswell and Poth (2024) further propound that, within the three research approaches (qualitative, quantitative and mixed methods) exists research designs. For example, within the qualitative research approach, the research designs that exist include: narrative research, phenomenological research, grounded theory, ethnography and case studies. This study adopted a multiple case study research design.

3.4.1 Case Study Design

Case study is a detailed and in-depth study of a bounded entity or phenomenon (Hesse-Biber, 2017). To Punch (2014) case study research aims to provide an in-depth and detailed account of the case under study enabling the researcher to discover more information. Similarly, the study aimed to provide an in-depth and detailed account of the Kiswahili teachers' pedagogical competence for the implementation of CBC in selected primary schools in Turkana County, Kenya.

Yin (2018) opines that case study design emphasizes investigating phenomena within its real-life context especially where the boundaries between phenomenon and context are not evident. This characteristic of case study was therefore important to this study

as Kiswahili teachers' pedagogical competencies were examined at the implementation level.

Besides, the case study method is favoured in studies which the researcher focuses on process-tracing. This is because the research design centres on responding to research questions that relates to 'how' and 'why' (Yin, 2018). Similarly, this study focused on creating an understanding of the instructional process of grade four Kiswahili lesson under CBC. Specifically, the study centred on the research questions: How prepared are teachers of Kiswahili in terms of pedagogical competence for effective lesson planning in the implementation of CBC in selected primary schools in Turkana County, Kenya? How prepared are teachers of Kiswahili in terms of pedagogical competence for effective actual class interaction in the implementation of CBC in selected primary schools in Turkana County, Kenya? How prepared are teachers of Kiswahili in terms of pedagogical competence for effective classroom assessment in the implementation of CBC in selected primary schools in Turkana County, Kenya?

The case study method is also suitable when one wishes to examine contemporary phenomena that cannot be manipulated (Yin, 2018). This is because the method of inquiry allows for a versatile approach to research (use of a range of data collection methods) which enables the researcher to understand a complex issue or object and brings with it a familiarity to the case that no other research approach can access (Wilson, 2013). The case study was thus selected as the most appropriate research design for the inquiry because of its ability to study Kiswahili teachers' pedagogical competence for the implementation of CBC; which was established in the literature review as not to be a straightforwardly perceivable concept.

Of the three categorizations of case studies by Lune and Berg (2017) (intrinsic case studies, instrumental case studies and multiple case studies), this study adopted a multiple case study. This design was suitable to this study as it allowed for exploration of cases over a given period of time (three months) through detailed; in-depth data collection methods, involving multiple sources of information and case-based reporting and description of themes (Creswell & Poth, 2024). Specifically, the multiple case studies allowed investigation of 'all aspects' of Kiswahili instructional process (from planning of the lesson, actual class interaction and assessment).

The case study design is however criticized for being selective, biased, personal and subjective. According to Lune and Berg (2017) the inquiry method is affected by a lack of the same level of objectivity; when compared to other quantitative inquiries such as, experimental and survey designs. Cohen et al. (2018) further observes that it is these inadequacies that limit the generalization of case study findings. However, Yin (2018) argues that although a case study may not result in the direct generalization of its findings, it offers important insights into an issue under study that may lead to a revision of the generalization. Furthermore, strategies of limiting the researcher's biases thereby enhancing the trustworthiness of the study are detailed in section 3.10 of the current chapter.

3.5 Study Area

The study was conducted in primary schools in Turkana County. Turkana County is bordered by countries such as: Uganda to the west; South Sudan and Ethiopia to the north and northeast; and Lake Turkana to the east. To the south and east, neighbouring counties in Kenya are West Pokot, Baringo and Samburu Counties. The county has seven sub counties namely: Turkana Central, Turkana North, Turkana South, Turkana East, Turkana West, Loima and Kibish. There are 413 public primary

schools spread across the entire county. The county was considered as a source of data, for the phenomena under examination- Kiswahili teachers' pedagogical competence for the implementation of CBC- is a national phenomenon of which the County is part of. This gave the county an equal chance of being selected as a representative of the whole.

3.6 The Target Population

The study targeted all public primary schools in Turkana County. The region has 413 public primary schools with 1701 primary school teachers of Kiswahili. (TSC, Turkana County,2022)

3.7 The Sample Size and Sampling Procedures

A sample refers to a small set of cases a researcher selects from a large pool and generalizes to the population (Neuman, 2021). In the study, the sample was made up of teachers of Kiswahili at grade four. Specifically, the number of teachers of Kiswahili was limited to nine. The reason for limiting the number of participants in the study was to allow for selection of “information- rich cases whose study would illuminate the questions under study” (Patton, 2015, p.230). Furthermore, the respondents for the study were selected using the maximum variation strategy (Patton, 2015). To enhance this strategy, the researcher selected participants from schools located both in the rural and urban settings. In addition, efforts were made to select teachers of Kiswahili from both public and private schools.

Purposive sampling was used to select the participants of this study. Purposive sampling is a non-probability sampling technique in which the primary subjects for the research are identified by the researcher using his/her judgment and purpose of research (Tracy, 2024). This sampling technique suited the current study for it

increased the utility of data obtained from the small exploratory sample (Denscombe, 2021; Denzin et al., 2023). In particular, Merriam and Tisdell (2016) expounds that, purposive sampling requires that one establishes criteria, or standards necessary for units to be included in the investigation. In this study, participants were selected on the basis of specific criteria related to their ability to provide the most valuable data relating to Kiswahili teachers' pedagogical competence for the implementation of C.B.C.

3.8 Instruments of Data Collection

Creswell and Creswell (2018) argue that a case study design involves the widest array of data collection instruments as the researcher attempts to build an in-depth picture of the case. These includes; interviews, group discussions, direct observations, analyses of artefacts, documents and cultural records, use of visual materials and personal experience (Denzin et al., 2023). It is in line with this that, the researcher employed multiple data collection instruments which included; Document analysis, observations and interviews. This enhanced rigor in the analysis of data for it was drawn from more than one vintage point (Patton, 2015).

3.8.1 Document analysis

According to MacMillan (2021), this is a non-interactive approach of obtaining qualitative data with little or no reciprocity between the researcher and the participants. For Merriam and Tisdell (2016) documents are vital instruments in data collection for they help in revealing official positions and meaning; developing understanding and discovering insights relevant to a research problem. These features of document analysis were viewed as valuable in establishing insights in the Kiswahili teachers' pedagogical competence for the implementation of CBC.

In the study, document analysis guide appendix E was used to analyse lesson plans obtained from teachers. Specifically, the document analysis centered on analysing; subject matter, specific expected learning outcomes (S.L.O), C.B.C integrated content, key inquiry question (KIQ), class interactions and classroom assessment. This was vital in providing information on the first objective of the study that sought to establish Kiswahili teachers' pedagogical competence in lesson planning for the implementation of CBC in selected primary schools in Turkana County, Kenya.

The document analysis was conducted at the beginning of the study and in between observations and interviews. This was important for the findings of the analysed documents at first informed observations made together with formulation and drafting of questions that were used in interviews. Secondly, the findings were used to interrogate and consolidate findings from the other instruments of data collection used in this study. This in turn enhanced the trustworthiness of the study.

3.8.2 Observation schedules

Observation involves the systematic noting and recording of events, behaviours and artefacts (objects) in the social setting chosen for study (Kothari & Garg, 2019). In applying this method, observation schedules (Appendices: F and G) were used to monitor the proceedings of grade four Kiswahili lessons. Teachers of Kiswahili were observed in different settings such as; inside and outside classrooms. These observations were conducted between other qualitative data collection methods such as; document analysis and interviews. They aimed at illuminating the study with information in relation to Kiswahili teachers' pedagogical competence in actual class interactions together with classroom assessment for the implementation of CBC in selected primary schools in Turkana County, Kenya.

3.8.3 Interview Schedule

An interview can be described in terms of individuals focusing their attention on each other with the aim of opening up the possibility of gaining an insight into the experiences, concerns, interests, beliefs, values and knowledge of the other (Punch, 2014). This data collection instrument is well-suited to the basic, qualitative research approach within the interpretive framework (as discussed in section 3.2.1), as it involves direct interaction with the respondents of the study, allowing for in-depth exploration of the research topic through open-ended and flexible questioning techniques, thus allowing the researcher to easily follow up ideas, probe responses and examine perspectives of the interviewee (Cohen et al., 2018).

The study employed semi-structured interviews to collect data from grade four teachers of Kiswahili. The interviews were conducted at school level. The interviews lasted for a period of about 45 minutes to an hour and were tape recorded for later verbatim transcription and coding. The interviews were conducted between and at the end of document analysis and observations. They were scheduled in advance at a designated time and location. Interview guide (Appendix: H) containing open-ended questions was used to probe into findings obtained from observations and analysis of various documents. In addition, more questions emerged from the dialogue between the researcher and the respondent.

Data obtained from the interviews provided a further in-depth examination of Kiswahili teachers' pedagogical competence in: lesson planning; actual class interactions and classroom assessment for the implementation of CBC in selected primary schools in Turkana County, Kenya. Additionally, findings from initial interviews enlightened questions on further; observations, document analysis and interviews to follow.

3.8.4 Researcher's Journal

A researcher's journal in which the researcher detailed field notes was kept in the study. According to Merriam and Tisdell (2016), field notes are the descriptions of the content and interactions that took place, made by the researcher during the research process. In this study, these descriptions centred on; perceptions, observations, feelings and insights of the researcher while conducting the study. Furthermore, information of the interactions of the researcher with the respondents throughout the research was recorded. The aim of keeping a journal was to describe all the events the researcher witnessed in the examination of Kiswahili teachers' pedagogical competence for the implementation of CBC as well as researcher's impressions and interpretations. The field notes not only increased the trustworthiness of the study (MacMillan, 2021) but also informed on decisions about further data collection, analysis and interpretation (Charmaz, 2014).

3.9 Data Collection Procedures

Permission to conduct the study was sought from the National Council for Science and Technology Innovations (NACOSTI) through the School of Education Moi University. Upon obtaining the research permit, the researcher acquired permission from Turkana County Education Office.

In the study, data collection process and analysis occurred concurrently. Case by case data collection and analysis was followed. Moreover, at times data collection and analysis between and/or among the cases were done concurrently. The study was conducted for a period of three months (the whole school term) to enhance enough time required for the in-depth study of the cases. Specifically, each case was observed for a week (4 lessons). The first 2 lessons were used for familiarization with the research participants while the last 2 were used for data collection.

To execute the study, it was divided into two phases. In the first phase the researcher visited the sampled schools and obtained informed consent from the participants (Cohen et al., 2018). The researcher also informed them about the research and arranged possible dates for data collection. Besides, the researcher used that opportunity to establish rapport with the participants. Furthermore, during the first phase, the researcher trained a research assistant for a period of one week. The training centred on the process of data collection and analysis together with ethical issues among other areas of data collection process.

In the second phase, the researcher assisted by one research assistant collected and analysed lesson plans from grade four Kiswahili teachers. To guide the analysis document analysis guide appendix (E) was used. The document analysis was followed by observations in which observation schedules (Appendices: F and G) were used to monitor the proceedings of grade four Kiswahili lessons. The observations mainly majored on the actual class interactions together with its assessment.

Additionally, semi-structured interviews were conducted. Interview guide (Appendix: H) was used. The interviews provided a chance for the voice of grade four teachers of Kiswahili to provide their perspectives on their knowledge and skills in the implementation of CBC. Moreover, during the interview sessions, the teachers of Kiswahili were given a chance to confirm, reinforce or contradict the findings from observations and document analysis (Patton, 2015).

Most importantly, a research journal was kept while executing the above data collection techniques (document analysis, observations and interviews). The researcher together with his inter-rater each wrote *field notes entries in the fieldwork journals*. This field notes were essential in making important decisions about further data collection, analysis and interpretation (Charmaz, 2014). Furthermore, all the four

data collection instruments were at times used simultaneously to ensure that data was gathered from different points of view. This enhanced the development of an in depth understanding of teachers of Kiswahili knowledge and skills in the implementation of CBC.

3.10 Trustworthiness of the Research

Trustworthiness refers to the process of ensuring that the research process is truthful, careful and rigorous enough to qualify to make the claims that it does (Jwan & Ong'ondo, 2011). Lincoln et al. (2023) emphasize the application of trustworthiness in qualitative studies as opposed to reliability and validity as it is the case with quantitative studies. This is because the nature of knowledge within the quantitative paradigm is different from the knowledge in the qualitative paradigm. For example, while the quality of a quantitative paradigm emphasizes the salience of method(s) over interpretation, the quality of a qualitative paradigm operates in the "conflation between method and interpretation" (Lincoln et al. 2023, 178). The study endeavoured to achieve research quality guided by the concept of trustworthiness as discussed by Lincoln et al. (2023) that is, credibility, transferability, dependability and confirmability.

3.10.1 Credibility

It relates to whether the research findings capture and properly represent a credible construction of the phenomena under study (Jwan & Ong'ondo, 2011). In this study, techniques used to ensure credibility of the findings included: prolonged engagement in the field, member checking and triangulation. Prolonged engagement involved spending sufficient period of time in the field (three months) to build trust and rapport with the respondents and investigate possible misinformation or distortions introduced by the researcher or the participants (Lincoln et al., 2023).

Member checking was used to ensure credibility of the study. Through this technique, respondents were provided with copies of the draft analysis and interpretation of the findings. The respondents thus had an opportunity to provide critical observations and interpretations and even suggestions for further sources of data (Jwan & Ong'ondo, 2011).

Finally, credibility in the study was enhanced through triangulation technique. This was achieved through triangulation of investigators whereby, with the help of a research assistant data was collected, analysed and comparisons made on the research results to determine consistency. Besides, there was triangulation of methods; this involved both within-method (single case) and between-method (cross case) types. In within-method triangulation data collected using different methods, such as observation, document analysis and interviews was compared for instances of discrepancies and disconformities to ensure a clear bias free picture of each case was achieved (Stake, 2006). Later the results of each of the cases were triangulated (between-method triangulation) to ensure that the findings about the phenomenon under study were rooted in the case findings (Stake, 2006).

3.10.2 Transferability

It relates to the extent to which the reader is able to generalize the findings of a study to their own context (Denscombe, 2021). Demonstration of transferability in qualitative study is normally problematic due to the uniqueness of the case under study, the small sample size and the absence of statistical analyses. In contrast, Stake (2010) suggests of a possibility of generalization of qualitative findings, for such findings in each case are an example within a broader group.

Merriam and Tisdell (2016) further advocate for thick description of the phenomenon under investigation so as to allow readers to have a proper understanding of it, thus enabling them to compare the instances of the phenomenon described in the research report with those that they have seen emerge in their situations. The study adopted the thick description strategy of enhancing transferability with the researcher providing a detailed description of the area of study together with the process of data collection used.

3.10.3 Dependability

To Jwan and Ong'ondo (2011) dependability refers to the extent to which a researcher provides sufficient detail and clarity of the research's entire process in a way that would make it feasible for a reader to visualize and appreciate and for a researcher to replicate the study. However, Lincoln et al. (2023) observe that obtaining the same results in a qualitative inquiry is extremely unlikely since qualitative research is largely interpretative, thus even in similar conditions, researchers might arrive at different conclusions. The scholars thus advocate for a research process of qualitative studies to be logical, traceable and well documented.

In the study, this was achieved through keeping an audit trail whereby, detailed description of the data collection methods, the strategies of analysis and interpretation, were presented (which was one of the main purposes of this chapter). The information was meant to enable any observer to trace the course of the research step-by-step via the decisions made and procedures described (Merriam, 1988 as cited by Cohen et al., 2018).

3.10.4 Confirmability

It relates to the degree to which findings are determined by the respondents and conditions of the inquiry and not by the biases, motivations, interests or perspectives of the inquirer (Lincoln et al., 2023). To ensure confirmability of the study, a rigorous and systematic methodological approach was adopted. Specifically, the study adopted the strategies of; triangulation and audit trail (as discussed in the preceding section).

3.11 Data Analysis

Data obtained was analysed using qualitative techniques. According to Merriam and Tisdell (2016) these techniques involve the derivation of explanations and making of interpretations of the findings basing on descriptions. This study adopted a grounded theory method of analysis. To Hawker and Kerr (2021), this is a systematic method of qualitative data analysis and theory development. The technique of analysis was suited for the study as it helped in eliciting participants' (teachers of Kiswahili at grade four) understandings and perceptions on their pedagogical competence for the implementation of CBC (Payne, 2021).

The data collection and analysis processes were conducted in an iterative process which allowed the research findings to be more grounded on empirical evidence (Charmaz, 2014). However, due to the nature of the study (being made up of multiple cases), Stake (2006) cautions of the existence of what he referred to as “healthy tension” between balancing the particularity of each case and the generalization or in-depth understanding of the phenomenon under study. To solve this, the study borrowed ideas from Stake (2006) to divide the data analysis process into two phases: within-case and cross-case analyses.

3.11.1 Phase 1: Individual Case Analysis

The process of data analysis started with the reading through of the observation guide schedules, document analysis guide schedules and field notes (obtained from the researcher's journal). As the researcher together with his assistant read through the data, they paid close examination on the data; identified conceptual categories in the data and the theoretical possibilities the data carried. Punch (2014) refers to this process as open coding. The process resulted in summarized data referred to as descriptive codes. The codes were handwritten on the margins of the observation schedules and field notes. During this open coding, reflections on the process of data analysis were recorded in the audit trail as analytic memos. The memos enhanced the dependability of the study and guided decisions on additional collection of data and its analysis (Corbin & Strauss, 2015).

Open coding was then followed by axial coding, although in some instances open and axial coding were done simultaneously. By employing axial coding, the descriptive codes generated through open coding of observations, document analysis and field notes were interconnected to form more general codes known as theoretical codes (Punch, 2014). Constant comparative method of analysis which is a data analysis method of: comparing different participants' views, situations, actions, accounts and experiences; comparing data from the same individuals with themselves at different points in time; comparing incident with incident; comparing data with category; and comparing a category with other categories guided the interconnection process (Charmaz, 2014).

The theoretical codes (more general codes) generated from axial coding were fitted in the semi-structured interview guide (Appendix: H) to generate a list of interview questions for an interview with teachers of Kiswahili. The interview questions elicited

additional information about the theoretical codes from the participants. The interviews were tape-recorded before verbatim transcription was carried out. Open coding was then conducted with the unit of analysis consisting of several sentences within a transcript (Merriam & Tisdell, 2016). Then again new theoretical codes were established.

The theoretical codes developed from the analysis of observations, document analysis, field notes and interviews provided the study with dimensions and properties of core categories from which the researcher deliberately selected one central aspect of the data as a core category. To Punch (2014) this process of analysis is referred to as selective coding. To facilitate the selective coding, constant comparative method of analysis was employed. The technique was suitable and also enabled the researcher to conceptualize the possible relations and differences among data from multiple sources.

3.11.2 Phase 2: Cross-case Analysis

The cross-case analysis aimed at gaining an in-depth understanding of Kiswahili teachers' pedagogical competence for the implementation of CBC. Moreover, the cross-case analysis enabled the researcher to examine the pedagogical competence of teachers of Kiswahili across different contexts. This further resulted in a more detailed description and explanation of the phenomenon under study.

In this second phase of data analysis, the core categories developed by each case were compared through the technique of constant comparative method of analysis so as to determine commonalities and differences in the data. Whereas the commonalities were Kiswahili teachers' pedagogical competences reported across all cases, the differences were the Kiswahili teachers' pedagogical competences that were unique to

each case. The researcher compared the core categories across the participant cases and generated categories that were representative of data recorded in the cases.

3.12 Ethical Considerations

The researcher had an obligation to protect research participants; develop trust with them; promote the integrity of research: guard against misconduct and impropriety that might reflect on the researcher and university; and cope with new, challenging problems. The following ethical issues helped to enhance ethics during the study:

First the researcher sought permission from the National Council for Science, Technology and Innovations (NACOSTI), County director of Education and head teachers of the sampled schools before conducting the research. Finally, consent of the participants was sought using an informed consent form (Appendix B). While seeking this consent, the researcher informed participants about the data collection process together with data collection techniques to be used and their potential effects on their (participants) privacy, confidentiality and anonymity. The respondents' participation would be voluntary and research respondents would be free to opt out of the study at any stage.

The researcher also made attempts to protect participants' privacy, confidentiality and anonymity by; providing restricted access and anonymity in the data-collection process and using pseudonyms. However, the researcher also informed the respondents that absolute privacy, confidentiality and anonymity would not be guaranteed considering that the study was a qualitative multiple case study that required the researcher to convey the full picture by specifying everything a reader needed to know about the case in order to understand its findings (Punch, 2014).

Finally, the researcher safeguarded the study against plagiarism by testing the similarity index and obtaining a plagiarism awareness certificate (Appendix: K)

3.13 Chapter summary

The chapter explored the methodological procedures used in the study. It discussed the qualitative multiple case studies, research methods and gave the procedures to its application. According to the chapter, participants in the study were selected through purposive sampling technique. The instruments of data collection included; document analysis guide, observation guide and interview guide. Besides, the qualitative data generated was analysed inductively through the grounded theory.

CHAPTER FOUR

DATA PRESENTATION, ANALYSIS, INTERPRETATION AND

DISCUSSION OF FINDINGS

4.1 Introduction

The chapter presents the results of data analyses pertaining to the main research question of this study, which is; ‘How pedagogically competent are teachers of Kiswahili for the implementation of CBC in selected primary schools in Turkana County, Kenya? In particular, it outlines results of data analyses relating to research questions posed in this study. These research questions are: How prepared are teachers of Kiswahili in terms of competence for effective lesson planning in the implementation of CBC in selected primary schools in Turkana County, Kenya? How prepared are teachers of Kiswahili in terms of competence for effective class interaction in the implementation of CBC in selected primary schools in Turkana County, Kenya? How prepared are teachers of Kiswahili in terms of competence for effective assessment in the implementation of CBC in selected primary schools in Turkana County, Kenya? And which theory summarizes Kiswahili teachers’ pedagogical competence for the implementation of CBC in selected primary schools in Turkana County, Kenya?

In the study, data was analysed in two phases: within-case (PHASE ONE) and cross-case analyses (PHASE TWO) -see also, the data analysis section in chapter 3 of the study. Phase one provides case-based narratives of pedagogical competence for teachers of Kiswahili for the implementation of CBC in 9 primary schools (A, B, C, D, E, F, G, H & J). Phase 2 on the other hand, provides a cross-case analysis of Kiswahili teachers’ pedagogical competence for the implementation of CBC across different contexts.

4.2 Phase One: Case Studies of Kiswahili teachers' pedagogical competence for the implementation of CBC

According to Creswell and Creswell (2022) qualitative researchers treat the uniqueness of individual cases and contexts as of great importance to the understanding of a certain phenomenon. Consequently, it is important for qualitative researchers to convey the full picture by specifying everything a reader needs to know in order to understand the findings (Punch, 2014). In the study, a detailed description of the research participants together with the setting in which they instruct is provided with an intention of contextualizing the research findings. To ensure participants' anonymity pseudonyms such as: School "A"; School "B"; School "C" ... were used. Moreover, teachers are identified using pseudonyms. For instance, the teachers of Kiswahili in School "A" are identified as; A1, A2, A3, A4, A5, A6.

4.2.1 School A

4.2.1.1 Contextual Information

School A is a mixed gender day public primary school that was started in 1975. The school is located at Lokichoggio Township, in Turkana west Sub County. Presently, it has a learner enrolment of 1017 of which 589 are boys and 428 are girls. Grade four class comprises 112 learners with 64 boys and 48 girls. The 112 pupils were arranged into 2 grade four streams each having 56 learners. Additionally, the school has a teaching staff of 13 teachers of which 12 teachers are employed by TSC while 1 is employed by the county government of Turkana. In terms of gender, 8 teachers are male while 5 are female. Of the 13 teachers, 6 teachers instruct the learning area of Kiswahili as indicated in table 2 below. Furthermore, the school boasts of a number of instructional facilities including 1 library, 15 classrooms, and 1 ICT room.

Table 2. School A Teachers of Kiswahili demographic data

Name	Designation	Employer	Terms Of Employment	Academic Qualification	Attendance Of CBC Training	Gender	Age	Teaching Experience	Disability	Nationality
A1	Head teacher	T.S.C	Permanent	Degree	2	M	48	23	N/A	Kenyan
A2	Deputy head teacher	T.S.C	Permanent	Diploma	2	F	40	15	N/A	Kenyan
A3	Teacher	T.S.C	Permanent	P1 Certificate	1	F	44	19	N/A	Kenyan
A4	Teacher	T.S.C	Permanent	Diploma	1	M	30	2	N/A	Kenyan
A5	Teacher	T.S.C	Permanent	P1 Certificate	1	M	28	2	N/A	Kenyan
A6	Teacher	County Govt.	Contract	Degree ECDE	1	M	45	10	N/A	Kenyan

Teacher A4 was selected and participated in this study as a respondent. Data collected from the teacher related to unit 9 of grade four Kiswahili (Afya Bora). Specifically, the findings reported in this study focused on the strand and sub strand; “Kuandika” and “Kuandika Insha ya Maelezo” respectively. According to grade 4 Kiswahili curriculum design, the sub strand was to be covered in 2 lessons. The following section outlines findings from the study on teacher A4.

4.2.1.2 Kiswahili teachers’ pedagogical competence in Lesson Planning for the implementation of CBC

This section presents findings relating to the first research question that sought to establish teacher A4’s pedagogical competence in lesson planning. Specifically, the section focused on; the general lesson plan format, specific expected learning outcome, key inquiry question, class interaction and classroom assessment.

To start with the general lesson plan format, teacher A4 was able to correctly identify the key components of a lesson plan under CBC. Moreover, the teacher was able to prepare a lesson plan that depicted the one under CBC. Concerning the general format

of a CBC lesson plan, teacher A4 clearly outlined the administrative information together with the subject matter that he intended to instruct. Specifically, the subject matter outlined in the lesson plan related to “Kuandika Insha ya Maelezo” which according to grade 4 Kiswahili curriculum design was appropriate to learners in grade 4. However, teacher A4 failed to outline CBC integrated content of core competencies, values and P.C.I that he intended to develop in the learners through the lesson.

According to the interview conducted on teacher A4, specific learning outcomes related to three levels, that is, knowledge, skills and values. Indeed, the lesson plan prepared by teacher A4 depicted these three levels with the teacher focusing the lesson on “kutambua” (identification) which is knowledge based, “kuandika” (writing) which relates to skills development and “kuchangamkia” (appreciation) that relates to values development. In addition, the specific learning outcomes were in line with the lesson subject matter “Kuandika Insha ya Maelezo.”

Teacher A4 also detailed the lesson’s key inquiry question that read, “Ni mambo gani unayostahili kuzingatia unapoandika insha ya maelezo?” (What should be considered when writing narrative compositions?). This key inquiry question was in line with the subject matter “Kuandika Insha ya Maelezo.” It also offered the teacher with an opportunity to start attaining some of the integrated content and specific learning outcomes already outlined in the lesson plan. For instance, the key inquiry question offered learners with the opportunity of identifying components of a narrative composition. This was in line with the first specific learning outcome as detailed in the lesson plan.

Teacher A4 also disclosed that class interaction in Kiswahili was supposed to be learner centered. This was to be achieved through use of learner centered instructional activities such as group discussions, debates, role plays, nature walks, class presentation and simulations. However, the teacher failed to clearly detail this learner centered instructional activities in the lesson plan. In particular, the lesson plan centered on learners individually reading a passage and writing a narrative composition. There were few activities that enhanced learners working together and discovering knowledge. The suggested learning experiences proposed in the lesson plan failed to outline how the teacher was going to prompt learners into interactions that would lead to attainment of the outlined specific learning outcomes. Although the teacher had detailed in his lesson plan pictures, charts and tree diagram as the instructional resources to be used, the class interaction section failed to expound on how the identified resources would be used. Instead, the section elaborated on use of digital devices such as laptops, a resource that had not been listed in the learning resource section. Teacher A4 also failed to detail how the lesson linked to other learning areas. He was however able to detail extensional activities that learners were to engage in after the lesson.

Teacher A4 disclosed that classroom assessment in his grade four Kiswahili lessons was mainly conducted through observations and oral questions. He further revealed that though the assessment techniques were essential to the instructional process, he had never developed the requisite assessment tools for assessment. He attributed the absence of assessment tools to inadequate time and insufficient skills on how to develop them. Indeed, even in the lesson plan the teacher failed to outline the classroom assessment techniques he was going to employ during the lesson.

In general, the lesson plan made by the teacher mainly centred at instruction of subject matter than developing learners' competencies. The next section majors on putting the lesson plan into actual instruction.

4.2.1.3 Kiswahili teachers' pedagogical competence in actual class interaction for the implementation of CBC

In the same view as the previous section (teacher A4 competence in lesson planning) this segment reveals the teacher's competence in putting into practice the lesson plan discussed afore. Specifically, findings relating to how teacher A4 instructed "Kuandika Insha ya Maelezo" is presented. How the teacher engaged the learners in C.B.C integrated content; specific expected learning outcomes, key inquiry question, class interaction and classroom assessment is also presented.

From the study, it was observed teacher A4 engaged the learners in subject matter (Kuandika Insha ya Maelezo) that was in line with grade 4 Kiswahili curriculum design and the lesson plan he had prepared for the lesson. Additionally, through instructional activities such as; group work, question and answer, discussions and simulations learners were able to engage in several C.B.C integrated content. Such content included development of competencies such as: communication and collaboration, critical thinking and problem solving, creativity and imagination together with digital literacy. However, these competencies had not earlier been outlined in the lesson plan.

It was also observed that the class interaction was in line with the achievement of the lesson plan outlined specific learning outcomes and key inquiry question. For instance, through engagement in question and answer the learners were able to identify components of a narrative composition.

In the same vein with the teacher's sentiments that a grade four Kiswahili lesson was supposed to be learner centered, he therefore used learner centered class interactions. In particular, instructional activities such as; group work, question and answer, discussions and simulations were recorded. However, these instructional activities were not indicated in the lesson plan that the teacher had developed to guide the lesson. Furthermore, in some instances there was poor choice of instructional activity to use. For instance, he organised the learners into groups to discuss then present their findings to the class. Conversely, the learners did not engage in any discussion and instead they provided them straightaway. Thus, suggesting that, question and answer might have been a better activity to employ other than the discussion activity.

Moreover, due to inability to clearly plan for the class interactions, there was poor time management as the lesson lasted for 80 minutes instead of the scheduled 35 minutes. Similar findings were recorded in relation to the use of laptops in the class interactions. As already detailed in the previous section (4.2.1.2), teacher A4 only listed pictures, charts and tree diagram as the instructional resources to be used in the lesson. However, in the section of class interaction, teacher A4 clearly outlined that learners would use laptops to search for more knowledge as learning proceeded. Ironically, laptops were hardly used during the actual class interaction; they were instead mainly employed in classroom assessment as it is elaborated in the next section.

In summary, the actual lesson observed was dominated by teacher explanations. This contrasts with group work, question and answer, discussions and simulations that had been outlined in the lesson plan.

4.2.1.4 Kiswahili teachers' pedagogical competence in classroom assessment for the implementation of CBC

This section details the conclusion of teacher A4 grade four Kiswahili instructional process. It mainly focuses on detailing the process used by teacher A4 to establish if he had achieved the outcomes he sought to attain while planning for the lesson. According to the specific learning objectives, teacher A4 sought to equip the learners with the skills of identification, writing and appreciating narrative compositions.

As already stated in section 4.2.1.2, teacher A4 confessed to not have prepared any assessment tools due to inadequate time and insufficient skills to make them. It was thus not feasible for the study to use the document analysis guide for classroom assessment (Appendix G). Instead, the study relied on data collected by the actual class interaction observation schedule (Appendix F) and Semi-structured interview guide for teachers of Kiswahili (Appendix H).

Analysis of observed data revealed that teacher A4 mainly employed observation and oral questions in assessing learners though, there was no structured way of recording learners' performance. For instance, in this lesson teacher A4 after leading the learners in identifying the components of a narrative composition, he assigned the learners with work in groups. Specifically, the learners discussed and developed a narrative composition which was then typed into a group laptop.

On the other hand, the teacher moved around the class supervising, checking and correcting leaner's work. Through the technique of observation, the teacher was not only able to assess whether the learners had mastered the lessons subject matter but also assess their competency in other CBC integrated content; such as the competencies of communication and collaboration and digital literacy. Therefore, the

assessment technique was effective in assessing the lessons subject matter, C.B.C integrated content and the attainment of specific learning outcomes.

Conversely, teacher A4 failed to detail the assessment technique in the lesson plan. Moreover, he failed to develop an observation schedule and an assessment rubric which would have standardized teacher's observations. This in turn limited the validity and reliability of the observations made by the teacher. According to teacher A4 in response to interview questions, the absence of assessment tools and assessment rubric was occasioned by several factors that included; limited time to prepare and use them, huge teacher workload and insufficient training on how to prepare and use them. Specifically, he disclosed that he had only attended one C.B.C training in which the concept of competency-based assessment had been superficially covered.

In summary, the study revealed that though teacher A4 had knowledge of a grade four Kiswahili C.B.C lesson, he however had difficulty in putting into practice what he knew. This is witnessed from the teacher's inability to detail the learner centered instructional activities into the lesson plan and his inability to effectively use the activities within the stipulated time of 35 minutes. Moreover, there was failure to make and use the assessment tools and assessment rubric effectively. Figure 4.1 provides a highlight of this discussion.

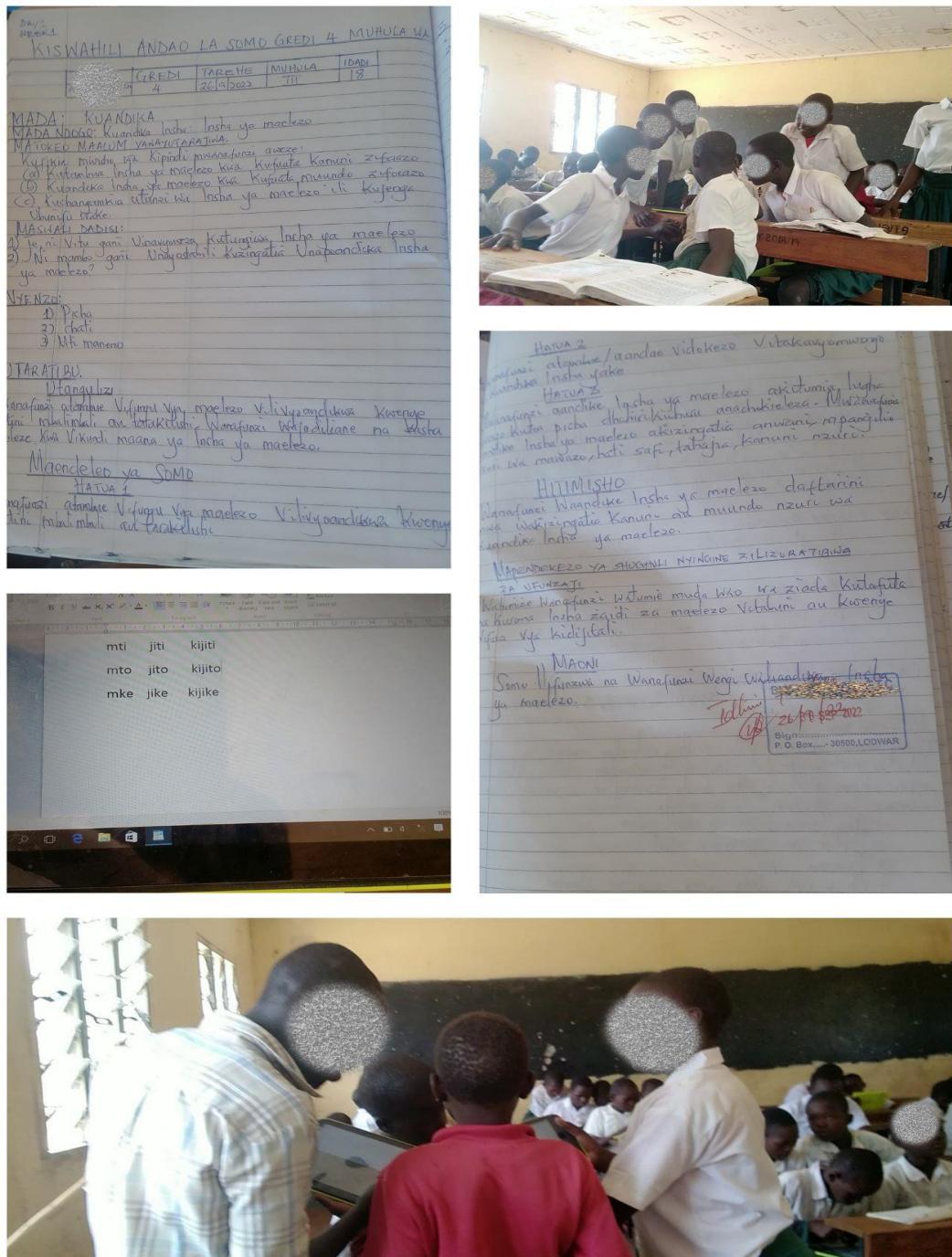


Figure 4. 4 School A Kiswahili Instructional Process

4.2.2 School B

4.2.2.1 Contextual Information

School B is a girls' day public primary school that was started in 1991. The school is located at Lokichoggio zone, Turkana west Sub County. It has an enrolment of 560

learners. The grade four class comprises 81 learners who are taught in one stream. The teaching staff is made up of 10 teachers that is, 5 male and 5 female. Of the 10 teachers, 5 teachers are employed by TSC while 5 are employed by B.O.M. Specifically, 5 of the 10 teachers in School B instruct Kiswahili learning area as indicated in table 3 below. Furthermore, the school has a number of instructional facilities which include; 1 library and 8 classrooms.

Table 3. School B Teachers of Kiswahili demographic data

Name	Designation	Employer	Terms Of Employment	Academic Qualification	Attendance Of CBC Training	Gender	Age	Teaching Experience	Disability	Nationality
B1	Deputy head teacher	T.S.C	Permanent	Degree	1	M	41	8	N/A	Kenyan
B2	Senior teacher	T.S.C	Permanent	Diploma	3	F	34	8	N/A	Kenyan
B3	Teacher	T.S.C	Permanent	Degree	3	F	57	33	N/A	Kenyan
B4	Teacher	B.O.M	Contract	K.C.S.E. Certificate	1	M	41	8	N/A	Kenyan
B5	<i>Teacher</i>	<i>T.S.C</i>	<i>Permanent</i>	<i>Degree</i>	<i>3</i>	<i>F</i>	<i>37</i>	<i>10</i>	<i>N/A</i>	<i>Kenyan</i>

Teacher B5 was selected and participated in this study as a respondent. Data collected from the teacher related to unit 9 of grade four Kiswahili (Afya Bora). Specifically, the findings reported in this study focused on the strand “Sarufi” and the sub strand “Vinyume vya Nomino.” According to grade 4 Kiswahili curriculum design, the sub strand was to be covered in 2 lessons. The following section outlines findings from the study on teacher B5.

4.2.2.2 Kiswahili teachers’ pedagogical competence in Lesson Planning for the implementation of CBC

This section presents findings relating to the first research question that sought to establish teacher B5’s pedagogical competence in lesson planning. Specifically, the

section focused on; the general lesson plan format, specific expected learning outcomes, key inquiry question, class interaction and classroom assessment.

To start with the general lesson plan format, teacher B5 was able to correctly identify the key components of a lesson plan under CBC. She was also able to prepare a lesson plan that portrayed that under CBC. In relation to the general format of a CBC lesson plan, teacher B5 clearly outlined the administrative information together with the subject matter that she intended to instruct. In particular, the teacher intended to instruct “Vinyume vya Nomino” which is detailed in grade 4 Kiswahili curriculum design as appropriate to grade 4 learners. Furthermore, the teacher’s lesson plan outlined the core competencies that were to be instilled in the learners which included; communication and collaboration, critical thinking and learning to learn. However, teacher B5 failed to detail the values and P.C.I that she intended to develop in the learners through the lesson.

Through document analysis guide schedule on lesson planning, teacher B5 further outlined specific learning outcomes that focussed on engaging the learners in the subject matter identified. For instance, the lesson aimed at: equipping learners with knowledge on identification of antonyms in a written material, equipping learners with the skills of sentence construction using antonyms and making the learners appreciate the use of antonyms in communication. Besides, the specific expected learning outcomes covered all the three levels of learning that is, knowledge, skills and values. This was in line with sentiments shared by teacher B5 in which she disclosed that she often includes all the three levels of learning while planning and instructing.

According to the lesson plan reviewed, the key inquiry question was, “Je, ni nomino gani unazoweza kutambua vinyume vyake?” (What are the nouns that you can identify their antonyms?). This key inquiry question was in line with the subject matter as it focussed on antonyms. Furthermore, it shared the same focus with the first specific expected learning outcome as they both centered on identification of antonyms. Additionally, through the key inquiry question the teacher was able to address the knowledge level of learning.

The class interaction as detailed in the lesson plan was to be dominated by learner centered activities. In particular, teacher B5 planned to engage the learners in; naming, class discussion, group work, observation, presentations, question and answer and writing. These activities were to be supported by learning resources that included charts and cards. Moreover, as noted from the document analysis guide on lesson planning, the teacher offered a clear step by step procedure on how she would integrate the intended subject matter together with the identified learning resources in order to achieve the outlined specific learning outcomes.

Finally, on classroom assessment teacher B5 intended to use class exercises to assess learners' performance. For instance, in the lesson plan she detailed the following, “wape mazoezi ubaoni ya kujaza nafasi kwenye sentensi kwa kutumia kinyume cha sentensi” (write on the board questions that require learners to use antonyms). The suggested classroom assessment was appropriate as it majored on the lesson's subject matter that is, antonyms. Furthermore, it would assess learners' level of ability to identify antonyms together with their proficiency in sentence construction using antonyms.

In general, the teacher exhibited proficiency in lesson planning by developing a lesson plan that not only centred on instruction of subject matter but also development of learner competencies. The next section presents findings on the teacher's pedagogical competence in actual class interaction.

4.2.2.3 Kiswahili teachers' pedagogical competence in actual class interaction for the implementation of CBC

This section presents findings on the teacher B5 pedagogical competence in putting into practice the lesson plan discussed in the previous section. The section mainly highlights the teacher's ability in instructing the planned; subject matter, C.B.C integrated content, specific expected learning outcomes, key inquiry question, class interaction and classroom assessment.

From the study, it was observed that teacher B5 began her lesson by posing to the learners the key inquiry question of the lesson (Je, ni nomino gani unazoweza kutambua vinyume vyake?). Through the key inquiry question, the teacher was able to focus the lesson to the planned subject matter (Vinyume via Nomino). Besides, she was able to facilitate the instilling of planned competencies of critical thinking and communication and collaboration. The use of key inquiry question also offered the teacher with an opportunity to engage learners in identification of antonyms which was one of the specific expected learning outcomes.

In the study, it was observed that teacher B5 engaged the learners in learner centered instructional activities that included; group work, class discussions and learner presentations. Commenting on the use of learner centered instructional activities; the teacher revealed that she favoured the activities as they offered learners an opportunity to learn a wide range of competencies and values at their own pace.

It was further observed that the teacher had a great mastery of the subject matter. This enabled her to expertly infuse it into the various activities she engaged the learners in. The learning activities were well coordinated with the learning resources identified in the lesson plan being put to use as planned. For instance, the teacher organized the learners in groups and gave them cards which prompted the learners to a group discussion. The learners later presented the findings of their discussions to the class. After the presentations, teacher B5 expanded on what was presented by offering the learners more examples and clarifications. Learners were actively involved in the lesson with majority of them eager to respond to the teacher's questions.

It was also observed that actual class interaction was intertwined with classroom assessment process. For example, as learners engaged in the various instructional activities such as group work and presentations, the teacher moved around assessing learners' performance. The dominant techniques of assessment were observations and oral questions.

In summary, the actual lesson observed was dominated by learner centred methods that included; group work, class discussions and learner presentations. Besides, the teacher skilfully integrated assessment into actual class interactions as elaborated in the next section.

4.2.2.4 Kiswahili teachers' pedagogical competence in classroom assessment for the implementation of CBC

This section details the conclusion of teacher B5 grade four Kiswahili instructional process. It mainly focuses on detailing the process used by teacher B5 to establish if she had achieved the outcomes she sought to attain while planning for the lesson. In particular, the lesson aimed at: equipping learners with knowledge on identification of

antonyms in a written material, equipping learners with the skills of sentence construction using antonyms and making the learners appreciate the use of antonyms in communication.

From the study it was observed that the use of oral questions and observations formed the major part of assessment. These two assessment techniques were infused in the instructional activities discussed in section 4.2.2.3. For example, the teacher observed learners as they discussed in groups and made class presentations. Moreover, she posed questions relating to the subject matter they were discussing and presenting. The class presentations further offered the teacher an opportunity to conduct peer assessment as learners were given a chance to ask questions and comment on fellow learner's presentations.

The observations made in the preceding paragraph mirrors the views shared by teacher B5 through interview. In particular, the teacher pointed out that observations and oral questions were her favourite classroom assessment techniques. To the teacher, the two techniques were suitable since they were easier to administer as instruction was taking place. The teacher further reported that the two methods were useful in assessing large class sizes such as her class of 81 learners.

Though the teacher skilfully assessed learners' performance through observations and oral questions, there were neither observation schedules nor assessment rubrics to guide the assessment process. The assessments were thus unstandardized and unreported. Besides, not all learners were assessed as the class presentations, group discussions and question and answer were dominated by few learners. Additionally, the lesson allocated time of 35 minutes was not enough for all the 81 learners to be involved in the instructional activities and hence be assessed.

Teacher B5 also used class exercises to assess learners' progress. This was in line with what she had planned for in her lesson plan. The exercise given mainly focused the lesson's subject matter "Vinyume vya Nomino" (antonyms). It also assessed learners' ability in identifying antonyms and their proficiency in sentence construction using antonyms. It was however observed that, though learners engaged in the class exercise as planned, the teacher failed to mark or assesses the learners' responses to the exercise. When interviewed about the failure to mark learners' exercises, the teacher decried the large number of learners compared to the available time for instruction and assessment.

Teacher B5 further disclosed that the actual assessment process in her school was theoretical though she knew that the competence-based assessment advocated for practical form of assessment. The teacher's sentiments were confirmed by a document analysis of learner's portfolio. For example, though the learners had a file for documenting the various instructional activities they had engaged in, the portfolios remained largely empty with little evidence of engaging in practical instructional and assessment activities.

In summary, teacher B5 showed high level of proficiency in lesson planning and actual class instruction. She however, had difficulties in classroom assessment which she attributed to a large class size of 81 learners and inadequate lesson allocated time of 35 minutes. Figure 4.2 depicts the instructional process for this case.

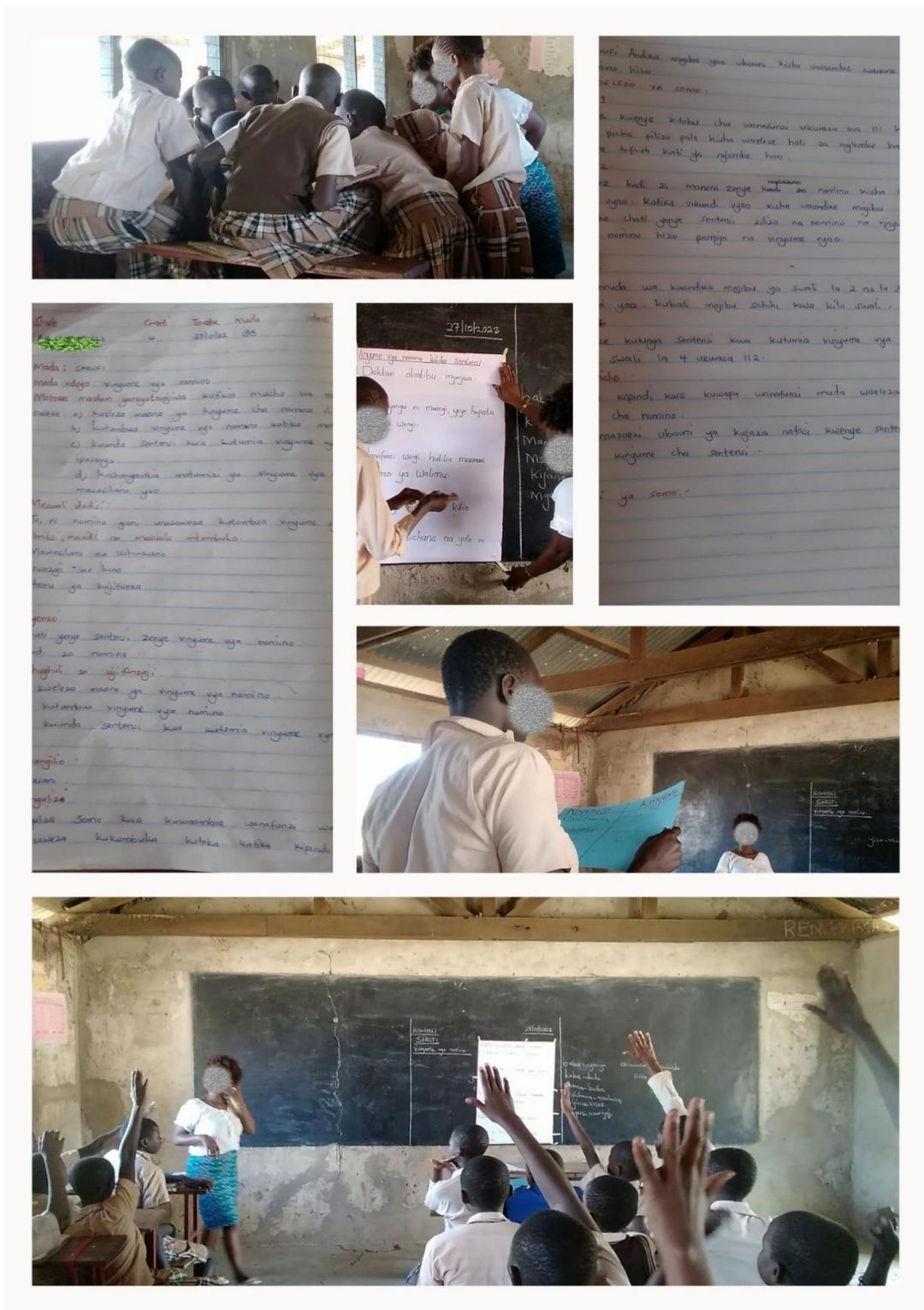


Figure 4. 5 School B Kiswahili Instructional Process

4.2.3 School C

4.2.3.1 Contextual Information

School C is a girls' day and boarding public primary school that was started in 1980 by the Catholic Church. It is located in Turkana central sub county within Lodwar town in Turkana County. It has a learner enrolment of 1620 girls. Grade four class comprises of 70 learners who are taught in one stream. The teaching staff is made up of 24 teachers that is, 7 males and 17 females. Of the 24 teachers, 19 teachers are employed by TSC, 2 by Turkana County government and 3 by the B.O.M. specifically, 6 of the 24 teachers in School C instruct Kiswahili learning area as indicated in table 4 below. In terms of instructional facilities, school C has a bookstore, a small ICT room that accommodates 11 learners hence requiring teaching in small groups. The school also has four rooms for staff residence, 2 dormitories, a kitchen, adequate classrooms and adequate sanitation facilities for both learners and the staff.

Table 4. School C Teachers of Kiswahili demographic data

Name	Designation	Employer	Terms Of Employment	Academic Qualification	Attendance Of CBC Training	Gender	Age	Teaching Experience	Disability	Nationality
C1	Senior teacher	T.S.C	Permanent	Diploma	2	F	39	14	N/A	Kenyan
C2	Teacher	T.S.C	Permanent	Degree	2	M	37	13	N/A	Kenyan
C3	Teacher	County Govt.	Contract	Diploma	2	F	57	30	N/A	Kenyan
C4	Teacher	T.S.C	Permanent	P1 Certificate	1	F	41	Less than 1 year	N/A	Kenyan
C5	Teacher	T.S.C	Permanent	P1 Certificate	2	F	33	2	N/A	Kenyan
C6	Teacher	T.S.C	Internship	Degree	1	F	28	Less than 1 year	N/A	Kenyan

Teacher C5 was selected and participated in this study as a respondent. Data collected from the teacher related to unit 11 of grade four Kiswahili (Mapato). Specifically, the findings reported in this study focused on the strand “Kusikiliza na Kuzungumza” and

the sub strand “Kuzungumza na kujieleza kwa ufasaha.” According to grade 4 Kiswahili curriculum design, the sub strand was to be covered in 2 lessons. The following section outlines findings from the study on teacher C5.

4.2.3.2 Kiswahili teachers’ pedagogical competence in Lesson Planning for the implementation of CBC

This section presents findings relating to the first research question that sought to establish teacher C5’s pedagogical competence in lesson planning. Specifically, the section focused on; the general lesson plan format, specific expected learning outcome, key inquiry question, class interaction and classroom assessment.

To begin with, teacher C5 prepared a lesson plan that followed the general format of a CBC lesson plan. The teacher clearly outlined the administrative information together with the subject matter that she intended to instruct. In particular, the teacher intended to instruct “Kuzungumza na kujieleza kwa ufasaha” (effective communication skills) which is detailed in grade 4 Kiswahili curriculum design as appropriate for grade 4 learners. However, the teacher failed to detail the competencies, values and P.C.I that she intended to develop in the learners through the lesson. When asked why she had failed to incorporate these key areas. Teacher C5 complained that lesson planning under CBC was a long and tedious process and that it was close to an impossibility to incorporate all the areas.

Further analysis of the lesson plan shared by teacher C5 revealed detailing of specific expected learning outcomes that focussed on engaging learners in the subject matter identified. For example, the lesson aimed at equipping learners with skills in narration including use of gestures. Additionally, the learners were to learn how to appreciate and apply the learnt communication skills in their daily lives. The specific learning

outcomes therefore had a major focus on the psychomotor and affective levels of learning.

According to the lesson plan reviewed, the key inquiry question was, “Je, ni nini unachoizingatia unapotoa usimulizi?” (What do you consider for effective narration?). This key inquiry question was in line with the subject matter as it focussed on effective communication skills. Besides, it provided a good foundation for instructing the identified specific learning outcomes. For example, through the research question the teacher would be able to interrogate the already existing learners’ narration skills and know what to build on in her lesson.

According to the teacher through interview, actual class interaction in grade four Kiswahili encompassed both teacher centered and learner centered instructional activities. Indeed, the lesson plan made by the teacher was dominated by both teacher centered and learner centered activities. For example, teacher C5 planned to blend teacher centered activities such as; teacher narrations, teacher demonstrations and dictation with leaner centered activities such as learner presentations in her lesson. These identified class interactions were in line with the lesson subject matter and specific expected learning outcomes that centered on effective communication skills.

To enhance class interactions, teacher C5 through interview identified realia as key learning resources for the lesson. However, the teacher failed to incorporate the listed learning resource in the suggested learning experiences. The teacher also failed to link the lesson to other learning areas. Besides, teacher C5 did not detail the extensional activities nor assessment techniques that she would use to assess the learners. When asked about it, the teacher cited inadequate time for lesson preparation. She further revealed that preparation for CBC lesson was time consuming as one not only needs

to prepare a lesson plan but also source for the learning resources. Like in this case she had spent a lot of time collecting fruits which she intended to use in her lesson. She also expounded that the process of deriving lesson plans from the curriculum designs and teacher's guides was tedious and would only be possible if one had a lesser workload.

Generally, the lesson plan made by the teacher offered a good foundation for instruction of selected subject matter together with instilling of relevant competencies. The next section expounds on how this lesson plan was put into practice.

4.2.3.3 Kiswahili teachers' pedagogical competence in actual class interaction for the implementation of CBC

This section presents findings on teacher C5 pedagogical competence in putting into practice the lesson plan discussed in the previous section. The section mainly highlights the teacher's ability in instructing the planned; subject matter, C.B.C integrated content, specific expected learning outcomes, key inquiry question, class interaction and classroom assessment.

It was observed that the teacher began the lesson by employing the question-and-answer instructional technique. It was however noted that, the teacher asked a different key inquiry question from the one she had detailed in the lesson plan. For instance, the teacher asked the question, "Ni nini kinachopatikana sokoni?" (What is found in a market). This was contradicting with the key inquiry question in the lesson plan where the teacher had detailed "Je, ni nini unachoizingatia unapotoa usimulizi?" (What do you consider for effective narration?).

Similar to the lesson plan, the actual class interactions were dominated by a blend of teacher centered and learner centered instructional activities. In particular, the teacher

was engaged in probing learners with questions related to the lesson subject matter, expounding on learners' answers and giving explanations, displaying to the learners' various real items and dictating notes. In return the learners, participated by responding to the teacher's questions, listening to her explanations, observing the real items and taking down the notes, she dictated. Also, the learners engaged in group discussions and presented what they had discussed to the class.

An analysis of the actual class interactions that were observed revealed teacher's proficiency in conducting actual class interactions. For instance, the incorporation of real items and pictures into the lesson enabled the teacher to effectively engage learners in the lesson subject matter "Kuzungumza na kujieleza kwa ufasaha" (effective communication skills). Specifically, the teacher displayed pictures to learners of which they were required to critically and imaginatively think of what was going on. They were then to narrate a relevant short story. This activity enhanced the competencies of communication and collaboration together with critical and imaginative thinking. It was however noted that these competencies had not been detailed in the lesson plan that the teacher intended to use for this lesson.

The group discussions and learner presentation further offered learners with an opportunity to speak and communicate to others. It also equipped them with skills in narration including use of gestures as suggested by the specific expected learning outcomes. This prompted the researcher to note in his research journal the following;

For the first time I have observed a lesson in which I feel the teacher has been able to achieve all the specific learning outcomes he had detailed in his lesson plan.

Teacher C5 also engaged learners in reading aloud as a mechanism of assessing their proficiency in reading. However, this activity was not indicated in the lesson plan as one of the activities the teacher intended to use in her lesson. The activity was not a

reliable technique of assessment as it often led to chorus answers making it difficult for the teacher to conduct individual learner assessment.

In summary, the actual lesson observed was dominated by a blend of teacher centered and learner centered instructional activities. However, the reading aloud activity was found not reliable in assessing learners' proficiency in reading. More details on assessment is offered in the next section.

4.2.3.4 Kiswahili teachers' pedagogical competence in classroom assessment for the implementation of CBC

This section details the conclusion of teacher C5 grade four Kiswahili instructional process. It mainly focuses on detailing the process used by teacher C5 to establish if she had achieved the outcomes she sought to attain while planning for the lesson. In particular, the lesson aimed at equipping learners with skills in narration including use of gestures. Additionally, the learners were to learn how to appreciate and apply the learnt communication skills in their daily lives.

As indicated in section 4.2.3.2 teacher C5 did not indicate the assessment techniques to be used in the lesson plan that guided this lesson. Additionally, neither an assessment tool nor assessment rubric was made for assessment of the lesson. To the teacher, making them was a tedious process and required a lot of time that was not available.

In this lesson, it was observed that classroom assessment was mainly through oral questions and observation of learners as they worked in groups. The two assessment techniques suited the instructional process which was mainly centered on working in groups and class presentations. For instance, through observation the teacher was able to assess learners' proficiency in narration while they were making class

presentations. However, no assessment tool was made and used for learner assessment. Therefore, the assessment process was mainly unstandardized, unrecorded and unreported.

Further interrogation of teacher C5 revealed that, though the teacher failed to make and use various assessment tools in her lessons, she was knowledgeable about the tools. For example, the teacher correctly named portfolio, rating scales and project work as some of the techniques of conducting classroom assessment. She further elaborately outlined the procedure of how to make and use an assessment rubric during instruction and assessment.

In summary, teacher C5 instructional process exhibited contradictions between planning process and actual instructional process. For instance, the lesson plan was sketchy and failed to detail some key areas such as competencies, values and P.C.I together with the assessment techniques that would be used in the actual lesson. However, in the actual lesson some competencies, values and PCI were instilled in the learners. Besides, the teacher involved the learners in several learner centered activities that were suited to the lesson's subject matter though had not been detailed in the lesson plan. Figure 4.3 provides a summary of the instructional process in School C.

Further, analysis of data revealed that the disconnect between the lesson plan and actual lesson was as a result of the teacher duplicating a lesson plan from Kiswahili Dadisi grade four teacher's guide page 137-138. It could thus be argued that the duplication process resulted in the teacher not adhering to the lesson plan since she did not own it.

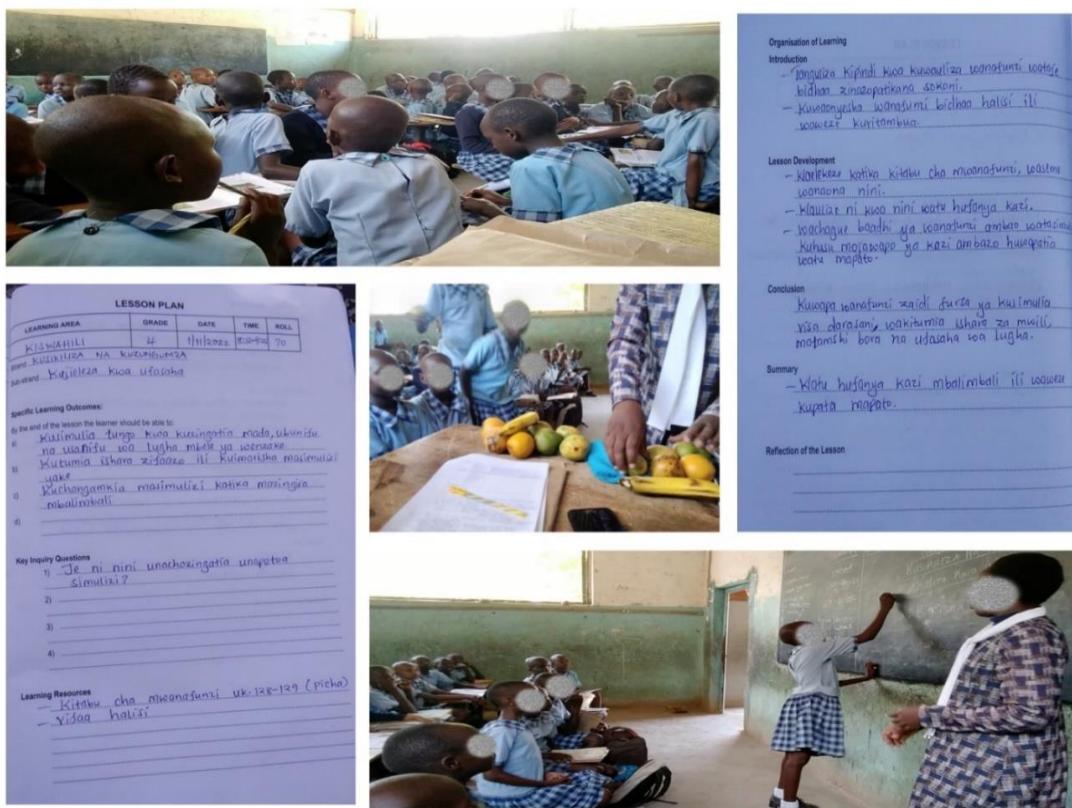


Figure 4.6 School C Kiswahili Instructional Process

4.2.4 School D

4.2.4.1 Contextual Information

School D is a boys' day and boarding school. It has an enrolment of 600 learners. Grade four has an enrolment of 64 boys taught in one stream. The teaching staff comprises of 17 male and 6 female teachers totalling to 23. Out of the 23 teachers 5 are more passionate about instructing Kiswahili as indicated in table 5 below. The school has 1 library, 17 classrooms, 1 ICT room, 1 dining hall, administration block, 3 staff houses, two dormitories and adequate sanitation facilities for both learners and teachers.

Table 5. School D Teachers of Kiswahili demographic data

Name	Designation	Employer	Terms Of Employment	Academic Qualification	Attendance Of CBC Training	Gender	Age	Teaching Experience	Disability	Nationality
D1	Teacher	B.O.M	Contract	P1 Certificate	1	F	24	2	N/A	Kenyan
D2	Teacher	B.O.M	Contract	Diploma	1	F	26	2	N/A	Kenyan
D3	Teacher	B.O.M	Contract	Diploma	0	M	28	3	N/A	Kenyan
D4	Teacher	B.O.M	Contract	Diploma	0	M	27	2	N/A	Kenyan
D5	Teacher	B.O.M	Contract	P1 Certificate	0	F	24	1	N/A	Kenyan

Teacher D5 was selected and participated in this study as a respondent. Data collected from the teacher related to unit 10 of grade four Kiswahili (Kukabiliana na uhalifu). Specifically, the findings reported in this study focused on the strand “Kusikiliza na Kuzungumza” and the sub strand “Tashbihi za kimo na umbo.” According to grade 4 Kiswahili curriculum design, the sub strand was to be covered in 2 lessons. The following section outlines findings from the study on teacher D5.

4.2.4.2 Kiswahili teachers’ pedagogical competence in Lesson Planning for the implementation of CBC

This section presents findings relating to the first research question that sought to establish teacher D5’s pedagogical competence in lesson planning. Specifically, the section focused on; the general lesson plan format, specific expected learning outcome, key inquiry question, class interaction and classroom assessment.

To start with, teacher D5 prepared a lesson plan that adhered to the general format of a CBC lesson plan. The teacher clearly outlined the administrative information together with the subject matter that she intended to instruct. Specifically, she intended to instruct “Tashbihi za kimo” (similes) which is detailed in grade 4 Kiswahili curriculum design as appropriate for grade 4 learners. In addition, teacher

D5 detailed communication and collaboration and critical thinking and problem solving as the key competencies that would be instilled in the learners. Also, the value of love, respect, unity and responsibility were noted in the lesson plan. However, the teacher failed to detail the P.C.I that she intended to develop in the learners through the lesson. To the teacher, she failed to include P.C.I as she had little knowledge concerning them.

The specific expected learning outcomes noted in the lesson plan reviewed were in line with the subject matter of the lesson. Specifically, they aimed at engaging the learners in identification of similes, using similes to construct sentences and appreciating the use of similes. These specific expected learning outcomes covered all the three levels of learning that is, knowledge, skills and values. Teacher D5 however disclosed that majority of her lessons were knowledge centered and rarely did she engage in skill and value development. To the teacher the grade four learners lacked the capability to engage in skill and value-based learning.

According to the lesson plan reviewed, the key inquiry question was, “Ni tashbihi zipi hutumiwa kuelezea kimo na umbo la kitu?” (Which similes can be used to illustrate size and shape?). This key inquiry question was in line with the subject matter as it focussed on similes. Secondly, the key inquiry question presented the teacher with an opportunity to instruct the first specific expected learning outcome that majored on identification of similes. Besides, it offered a platform for learners exercising critical thinking and communication and collaboration as they attempted to answer the key inquiry question. These were core competencies that the teacher sort to instruct in her lesson.

The class interaction as detailed in the lesson plan was to be dominated by learner centered activities. In particular, teacher D5 planned to engage the learners in; nature walks, class discussion, group work, presentations, question and answer and writing. Moreover, the teacher offered a clear step by step procedure on how she would integrate the intended subject matter in order to achieve the outlined specific expected learning outcomes. The teacher however failed to indicate the learning resources that were to be used in the lesson.

In relation to classroom assessment, document analysis of the lesson plan made by teacher D5 indicated that she would use oral assessment technique. Specifically, it was noted that learners would be involved in answering oral questions which would require them to construct sentences using the learnt similes. According to teacher D5, the technique was suitable as it allowed her to assess the second specific learning outcome which aimed at learners using similes to construct sentences. Besides, the technique was in line with the question-and-answer instructional technique. It was however noted that no assessment tool or assessment rubric was made by the teacher to guide her assessment process. Teacher D5 further confessed that though she had heard of such tools she lacked knowledge and skills to make and use them in her assessment.

In general, lesson plan made by the teacher depicted instruction as recommended by the competency-based curriculum. In particular, various competencies, and values were clearly outlined. Besides, the lesson plan detailed various learner centred instructional activities to be applied in the lesson. The next section presents findings on the teacher's pedagogical competence in actual class interaction.

4.2.4.3 Kiswahili teachers' pedagogical competence in actual class interaction for the implementation of CBC

This section presents findings on the teacher D5 pedagogical competence in putting into practice the lesson plan discussed in the previous section. The section mainly highlights the teacher's ability in instructing the planned; subject matter, C.B.C integrated content, specific expected learning outcomes, key inquiry question, class interaction and classroom assessment.

In putting into practice, the lesson plan discussed in the previous section by teacher D5, it was observed that there existed a great deviation between outlined lesson in the lesson plan and the actual lesson during class interaction. To start with, instead of the teacher asking the key inquiry question as detailed in the lesson plan she started the lesson by answering it. This denied the learners a chance to identify similes as it was aimed at by the first specific learning outcome. Furthermore, learners were not able to enhance their skills of communication and collaboration and critical thinking through the key inquiry question. Specifically, this signalled the start of teacher's domination that continued throughout the lesson.

Besides, the learners were not taken out for the nature walk as detailed in the lesson plan. Instead, they were asked to give examples of what they would have seen had they engaged in the lesson planned activity. Additionally, there were no learning resources such as real objects that would have enhanced reality in the subject matter instructed. Alternatively, learners were required to imagine objects and link them to what was being taught. For example, during the lesson teacher D5 said the following;

Teacher D5: Hebu funga macho yako na urudishe akili nyumbani... ona ile nyundo... unaona vile ni fupi? Ndio maana watu husema mfupi kama nyundo. (Close your eyes and try to imagine the hammer at home... do you see it? Can you see how short it is? That is why it is said... as short as a hammer.)

The lack of undertaking nature walks and lack of real objects as learning resources in the lesson denied the learners experiential learning that would have enhanced learning of various competencies and values.

It was further observed that though the lesson plan had detailed learner centred instructional techniques such as; class discussion, group work, presentations and question and answer, only question and answer technique was applied in the lesson. Conversely, the question-and-answer technique was also not well executed as the teacher often engaged learners in rhetoric questions. For example, the teacher asked the learners, “Nani hajawahi ona nguruwe?” (Who has never seen a pig?). Such questions regularly resulted in chorus answers which were difficult to use to assess the learners. The teacher also had an assumption that all the learners had ever seen a pig which might have not been the case. Additionally, teacher D5 used teacher demonstrations in which she called some learners to the board and used them to illustrate what she was instructing.

Through interview, teacher D5 revealed that she failed to use many of the planned instructional techniques because of limited time. To the teacher she needed more time in order to be able to engage the learners in nature walk, class discussion, group work and presentations. She also revealed that she only indicated the techniques in her lesson plan as they had been suggested in the teacher’s guide. She however had not planned to use them in her lesson. Indeed, further analysis of grade four Kiswahili Dadisi teacher’s guide page 124 revealed that the teacher duplicated her lesson plan from the guide. It thus emerged that though the teacher had lesson plans, the lesson plans rarely guided her instructional process.

In summary, the actual lesson observed was dominated by teacher centered activities. This is in contradiction of the lesson plan that had outlined the use of learner centred instructional techniques such as; class discussion, group work, presentations and question and answer. The teacher exhibited limited proficiency as she was unable to put in practice what was detailed in the lesson plan. The next section elaborates on teacher pedagogical competence in classroom assessment.

4.2.4.4 Kiswahili teachers' pedagogical competence in classroom assessment for the implementation of CBC

This section details the conclusion of teacher D5 grade four Kiswahili instructional process. It mainly centered on detailing the process used by teacher D5 to establish if she had achieved the outcomes she sought to attain while planning for the lesson. In particular, the lesson aimed at engaging the learners in identification of similes, using similes to construct sentences and appreciating the use of similes.

As indicated in section 4.2.4.2 teacher D5 did not indicate the assessment techniques to be used in the lesson plan that guided this lesson. Additionally, no assessment tool or assessment rubric was made for assessment of the lesson. According to the teacher, competence-based assessment was complicated and not easy to execute.

To start with, teacher D5 pointed out class exercises and oral questions as the main techniques of assessment she used. However, the teacher was unable to identify other recommended assessment techniques under competence-based assessment. In addition, teacher D5 was not able to identify the key components of an assessment rubric.

During the lesson, it was observed that the teacher mainly used oral questions as a technique of assessment. Since there was no tool to guide assessment, the process

went on unrecorded. Furthermore, the teacher asked rhetoric questions during the lesson. For example, the teacher posed to the learners the following question; “Nani hajawahi ona nguruwe?” (Who has never seen a pig?). The rhetoric questions often led to chorus answers amongst the learners making it difficult to separate those who gave correct responses from those who gave wrong responses. Besides, some of the oral questions failed to relate to subject matter, competencies and values. Therefore, it was difficult to tell if the specific expected learning outcomes were attained. Figure 4.4 provides a summary of the instructional process in School D.



Figure 4. 7 School D Kiswahili Instructional Process

4.2.5 School E

4.2.5.1 Contextual Information

School E is located in Lodwar town, Turkana central sub county. It was started in 1986 by the Catholic diocese of Lodwar. It has an enrolment of 2603 learners. Despite

it being registered as a day school, some learners who are vulnerable have necessitated the school administration's decision to have a temporary boarding section especially for girls who fled their homes from the interior of the county to avoid early marriages. Also, among them, are some boys who chose to be in school other than be taken to herding as it is required by their parents this being a pastoral community. Some of the learners are total orphans while others are raised by single parents who are jobless and extremely poor. The school has 40 teachers, 33 females and 7 males. It gets its support from parents especially on lunch programme since the school feeding programme by the government faces some challenges including delay in supply as well as inadequate supply of food stuff. Grade 4 has an enrolment of 337 learners. The learners are taught in four streams.

The school has the following facilities; 1 ICT room, a bookstore hence no library, an office for the head teacher, 2 offices for 2 deputy head teachers, a staffroom, 1 food store and 1 kitchen. Sanitation facilities available are inadequate and some are under construction. The school administration including the head teacher, the two deputies and the senior teacher have undergone training in CBC. It was also observed that out of the 40 teachers in the school, only a few were willing to teach Kiswahili. This prompted the researcher to observe the following in his research journal:

I am at school E. Despite the school having a large teaching staff of 40 teachers, non seems willing to participate in this study as a teacher of Kiswahili. Majority of the teachers prefer teaching other learning areas since they say that Kiswahili is very involving and complicated. To exemplify this, the teachers assert that it takes longer to mark Kiswahili Insha compared to English composition.

Consequently, out of the 40 primary school teachers who were trained to teach all the subjects/learning areas, only 8 teachers were passionate about teaching Kiswahili. Their demographic data is shown in table 6 below.

Table 6. School E Teachers of Kiswahili demographic data.

Name	Designation	Employer	Terms Of Employment	Academic Qualification	Attendance Of CBC	Gender	Age	Teaching Experience	Disability	Nationality
E1	Deputy head teacher	T.S.C	Permanent	P1 Certificate	2	F	55	29	N/A	Kenyan
E2	Teacher	T.S.C	Permanent	Diploma	1	F	40	17	Visually Impaired	Kenyan
E3	Teacher	T.S.C	Permanent	P1 Certificate	1	M	39	39	N/A	Kenyan
E4	Teacher	T.S.C	Permanent	P1 Certificate	1	M	38	4	N/A	Kenyan
E5	Teacher	B.O.M	Contract	P1 Certificate	0	M	34	Less than 1 year	N/A	Kenyan
E6	Teacher	Volunteer	Temporary	K.C.S.E. Certificate	0	M	24	Less than 1 year	N/A	Kenyan
E7	Teacher	Volunteer	Temporary	K.C.S.E. Certificate	0	M	25	Less than 1 year	N/A	Kenyan
E8	Teacher	Volunteer	Temporary	K.C.S.E. Certificate	0	M	29	Less than 1 year	N/A	Kenyan

Teacher E8 was selected and participated in this study as a respondent. Data collected from the teacher related to unit 7 of grade four Kiswahili (Matunda na Mimea). Specifically, the findings reported in this study focused on the strand “Kusoma” and the sub strand “Kusoma kwa mapana.” According to grade 4 Kiswahili curriculum design, the sub strand was to be covered in 3 lessons. The following section outlines findings from the study on teacher E8.

4.2.5.2 Kiswahili teachers’ pedagogical competence in Lesson Planning for the implementation of CBC

This section presents findings relating to the first research question that sought to establish teacher E8’s pedagogical competence in lesson planning. Specifically, the section focused on; the general lesson plan format, specific expected learning outcome, key inquiry question, class interaction and classroom assessment.

In this study, it was found that teacher E8 did not prepare any professional documents to guide his instructional process. In relation to this, the teacher admitted that he

lacked requisite knowledge and skills to prepare such documents. This is because the teacher had neither attended any teacher professional training nor CBC training.

When asked to state what constituted a CBC lesson plan, teacher E8 pointed out competencies, content and instructional activities as key areas that should be included in a lesson plan. However, when further probed to identify the key competencies integrated in grade four Kiswahili, the teacher could only name the competency of digital literacy. In the same vein, the teacher was only able to identify discussion and question and answer as instructional methods that could be employed during classroom interaction.

Moreover, teacher E8 identified class assignments and question and answer as assessment techniques in grade four Kiswahili. However, the teacher further stated that assessment techniques were not important elements to consider while writing a lesson plan. To the teacher, a lesson plan was supposed to guide instruction and not assessment. Teacher E8 further opined that instruction and assessment were two different activities and could not be planned together. To the teacher, it was thus not necessary to prepare assessment tools while lesson planning.

Teacher E8 further disclosed that assessment of Kiswahili under the new curriculum required use of assessment rubrics though for him he had devised a way of filling the assessment rubric book at the end of the term. According to the teacher, he used learners' performance in end of term exams to fill the assessment rubric book.

In conclusion, teacher E8 lacked the pedagogical competence required for lesson planning as he claimed he was yet to undertake CBC training. The next section presents findings on the teacher's pedagogical competence in actual class interaction.

4.2.5.3 Kiswahili teachers' pedagogical competence in actual class interaction for the implementation of CBC

This section presents findings on the teacher E8 pedagogical competence in putting into practice the lesson plan discussed in the previous section. The section mainly highlights the teacher's ability in instructing the planned; subject matter, C.B.C integrated content, specific expected learning outcomes, key inquiry question, class interaction and classroom assessment.

During the actual class interaction, it was observed that the classroom was overcrowded by learners. There were not enough desks for the learners therefore; they squeezed themselves on the desks with some even sitting on the floor. Similarly, there were inadequate grade four learners' Kiswahili books. This forced the learners to share the few available books in large groups of up to 10 learners per book. This was recorded in the research journal as following:

The class is filled to the brim. Furniture in the class is not enough as many students are crowding on few available desks. There are even some who are sitting on the floor. This is further inhibiting teacher's movement in the class as the pathways are crowded. As an observer I am also forced to make my observations from the front of the class as opposed to my preferred position at the back of classroom. Additionally, most of the learners do not have the grade four learners' textbooks. They are thus forced to share the few available.

As already stated in section 4.2.5.1 (contextual information), the observed lesson centered on the strand "Kusoma" (reading) and the sub strand "Kusoma kwa mapana" (Extensive reading). Teacher E8 started the lesson by stating to the learners the focus of the lesson. In particular, he said that "Leo ni kusoma, sema kusoma" (The lesson today is about reading, say reading). This was then followed by the teacher writing the lesson's strand and sub-strand on the board and asking learners to read it out aloud.

The observed actual class interaction was not guided by a lesson plan as teacher E8 confessed that he lacked the requisite knowledge and skills to formulate one. It was

thus difficult to identify the specific learning outcomes of the lesson. Consequently, it was not easy to tell if the set specific expected learning outcomes were being achieved through classroom interactions. However, through an interview conducted after the lesson, teacher E8 disclosed that the lesson aimed at equipping learners with reading skills.

In the observed lesson, the teacher failed to pose to the learners the key inquiry question. Instead, he read to them the first paragraph though not fluently. Majority of the learners listened to the teacher's reading though some engaged in other activities like talking. The teacher then allowed the learners to read the rest of the text with those sitting at the front dominating the activity.

Question and answer method was utilized by the teacher in reviewing the text. For instance, teacher E8 posed questions in relation to what was in the text as learners responded. However, some of the questions posed were vague with unclear responses. This discussion is further exemplified in the following excerpt;

Teacher E8: Tunapokula haya matunda yanatupa madini gani? (Which mineral nutrients do we get by eating these fruits?)
learners: Afya njema (*Good health*)

In addition, the learners gave chorus answers to the teacher's questions. It was thus difficult to cater for individual differences among them.

Teacher E8 also arranged learners in groups for group discussion. However, the teacher assigned the learners with vague topics to discuss. For example, they were asked, "Jadili mti unaotoa parachichi?" (Discuss the tree that produces Avocado?). These questions stimulated minimal discussions amongst the learners. Even though the learners were seated in round table discussion groups, very little discussion of the subject matter took place. Instead, majority of the learners engaged in other activities

that were not related to the learning process such as storytelling and playing. When asked to respond to the questions that they had discussed, majority of the learners gave correct responses. This was despite minimal discussions taking place. This further suggested that maybe majority of the learners already had answers to the teacher's questions and thus there was nothing new to get from the group discussions. Henceforth, the activity would have been better instructed through question-and-answer activities than discussion activities.

Teacher E8 further gave a take-home assignment in which learners were to use parent's mobile phones to find out the tree that produces Avocado. Although this activity (giving learners a take-home assignment) was in line with Kenya's education policy on parental involvement in learner's education, the activity might fail to achieve its intended goals. To start with, just like the discussion activity, the take-home assignment offered very little stimuli for the learners to enquire on. Secondly, the task was mere repetition of the subject matter learners had handled while reading the text, engaging in question and answer and discussion activities. It thus did very little to build on knowledge that had earlier been acquired.

In summary, the actual lesson observed was dominated by teacher centred activities. In particular, teacher E8 failed to effectively involve learners in the learner centered activities. The next section expounds on classroom assessment techniques used by the teacher.

4.2.5.4 Kiswahili teachers' pedagogical competence in classroom assessment for the implementation of CBC

This section details the conclusion of teacher E8 grade four Kiswahili instructional process. It mainly focused on detailing the process used by teacher E8 to establish if

he had achieved the outcomes he sought to attain while planning for the lesson. According to the teacher the lesson aimed at equipping learners with reading skills.

As already stated in section 4.2.5.2, teacher E8 shared the opinion that instruction and assessment were two different activities and could not be planned together. He thus did not prepare assessment tools for his lessons. Moreover, the teacher did not prepare a lesson plan that would indicate suggested assessment techniques and tools that he intended to employ during classroom assessment.

When quizzed on the assessment techniques he knew of and could apply to conduct classroom assessment, the teacher only identified class exercise. Indeed, during the observed lesson, class exercise dominated the assessment process. This was done at the end of the lesson with learners required to respond to questions in the grade four learner's Kiswahili textbook. The responses were to be written in learners' exercise books which were then to be collected for marking by the teacher. However not all learners engaged in the class exercise as some lacked requisite learning materials like exercise books and pens to enable them to engage in the exercise. Moreover, learners' exercise books were not marked by the teacher. Instead, the teacher complained of huge workload and inadequate time that hindered him from marking learners' books.

In conclusion, the classroom assessment employed by teacher E8 was mainly shoddy, unstructured and undocumented. It was thus difficult to tell whether the intended specific learning objectives were being met through the instructional process. Figure 4.5 provides a summary of the instructional process in School E.



Figure 4. 8 School E Kiswahili Instructional Process

4.2.6 School F

4.2.6.1 Contextual Information

This is a girls' boarding public primary school that was started in 1984. It is located in Kakuma town, Turkana west sub county, Turkana County. It has a learner enrolment of 1027 girls. Grade four class comprises of 121 learners who are taught in one stream. The teaching staff is made up of 12 teachers, both male and female being six in number. Of the 12 teachers, 11 teachers are employed by TSC and 1 by the B.O.M. specifically, 4 of the 12 teachers in School F instruct Kiswahili learning area. All the 12 teachers revealed that they had at least attended CBC training once with several indicating they had trained severally. For the Kiswahili learning area, teachers' attendance of CBC training is indicated in table 7 below.

The school has a number of instructional facilities including; Head teacher's office, deputy head teacher's office, staff room, a hall for entertainment, 8 classrooms, 2 dormitories, stores (including 1 for books and 2 for food), 2 staff houses (1 for the head teacher and the other for the deputy head teacher), 12 latrines (9 for the learners and 3 for the teachers and other support staff), 1 examination and ICT room, 1 library, a kitchen and a home science room that is yet to be equipped.

Table 7. School F Teachers of Kiswahili demographic data

Name	Designation	Employer	Terms Of Employment	Academic Qualification	Attendance Of CBC Training	Gender	Age	Teaching Experience	Disability	Nationality
F1	Deputy head teacher	T.S.C	Permanent	Degree	2	M	55	29	N/A	Kenyan
F2	<i>Senior teacher</i>	<i>T.S.C</i>	<i>Permanent</i>	<i>P1 Certificate</i>	2	<i>M</i>	33	3	<i>Visually Impaired</i>	<i>Kenyan</i>
F3	Teacher	T.S.C	Permanent	Degree	1	F	45	20	N/A	Kenyan
F4	Teacher	B.O.M	Contract	P1 Certificate	0	F	32	Less than 1 year	N/A	Kenyan

Teacher F2 was selected and participated in this study as a respondent. Data collected from the teacher related to unit 6 of grade four Kiswahili (Bendera ya Taifa). Specifically, the findings reported in this study focused on the strand “Sarufi” and the sub strand “Ngeli za Nomino.” According to grade 4 Kiswahili curriculum design, the sub strand was to be covered in 2 lessons. The following section outlines findings from the study on teacher F2.

4.2.6.2 Kiswahili teachers’ pedagogical competence in Lesson Planning for the implementation of CBC

This section presents findings relating to the first research question that sought to establish teacher F2’s pedagogical competence in lesson planning. Specifically, the section focused on; the general lesson plan format, specific expected learning outcome, key inquiry question, class interaction and classroom assessment.

As indicated in table 7, Teacher F2 is a person living with disability. In particular, he is visually impaired. The visual impairment limited the teacher from preparing a lesson plan for the lesson. Specifically, the teacher complained that he lacked the necessary assistive devices and materials for effective lesson planning. For instance, there existed no copies of grade four curriculum design, textbooks and teachers’ guides that were written in brail. Besides, the teacher observed that the process of lesson planning for visually impaired persons was more tasking and hence needed more time. This is because, the lesson plan had to be first written in text before being translated into brail.

Further interview with teacher F2 revealed that he had a relatively good mastery of components of a CBC lesson plan. This was exhibited by his ability to clearly and correctly identify the key components of a CBC lesson plan. For instance, teacher F2

identified; CBC integrated content such as values and competencies, specific expected learning outcomes, key inquiry question, instructional activities together with assessment techniques to be key areas of a CBC lesson plan.

In relation to the lesson that he intended to teach, teacher F2 expounded that he intended to equip the learners with skills in identification and sentence construction using nouns in the noun group of “LI-YA”. Furthermore, the teacher stated that he intended to equip the learners with competencies of communication and collaboration together with the value of unity.

In order to attain his set objectives, teacher F2 disclosed that he would engage his learners in question-and-answer activities together with teacher led class discussions. The identified instructional activities seemed suitable as they offered learners an opportunity to cooperate while learning hence development of the competency of communication and collaboration.

With regard to classroom assessment, teacher F2 admitted having difficulties using the recommended competency-based assessment techniques. He pointed out that whereas the new curriculum advocated for alternative assessment tools, making and using them was burdensome. Besides, the teacher complained of lack of diversity and inclusivity during CBC trainings. For instance, the needs of teachers living with disability such as visual impairment were not taken into account while training teachers on how to make and use the alternative assessment tools. Moreover, most of the alternative assessment tools could not be applied by teachers with visual impairment as they mainly relied on observations as means of gathering information. Such tools include observations schedules and rating scales.

Through an interview with teacher F2 he stated that he would use oral questions together with class presentations as assessment techniques. He however revealed that he had not been able to design an assessment rubric to guide the assessment process. This is because he lacked requisite knowledge on how to make and use one. Teacher F2 further disclosed that training on assessment was done in a hurry and that teachers living with disabilities were not given an opportunity and materials to practise on the same.

In conclusion, though teacher F2 appeared to have knowledge of lesson planning under CBC, he was unable to exemplify his competence in lesson planning due to lack of assistive devices. The next section presents findings on the teacher's pedagogical competence in actual class interaction.

4.2.6.3 Kiswahili teachers' pedagogical competence in actual class interaction for the implementation of CBC

This section presents findings on the teacher F2 pedagogical competence in putting into practice the lesson plan discussed in the previous section. The section mainly highlights the teacher's ability in instructing the planned; subject matter, C.B.C integrated content, specific expected learning outcomes, key inquiry question, class interaction and classroom assessment.

During the actual class interaction, the learners sat in rows and columns classroom arrangement. As indicated in section 4.2.6.1 the lesson centered on the strand "Sarufi" and the sub strand "Ngeli za Nomino." Teacher F2 started the lesson by directing learners to turn to page 57 of grade four learners' textbook. With the help of an assistant teacher, teacher F2 wrote the key learning areas together with explanations on the board. Learners were then asked to read loudly what was written on the board.

In doing so, the teacher emerged as the only instructional source of knowledge that was resourceful in the class.

It was further observed that some of the subject matter written on the board was wrong. For instance, teacher F2 through his assistant wrote on the board that, “miguu ipo katika ngeli ya LI-YA” (legs are categorised in the noun group of LI-YA). However, the correct categorisation is noun group “U-I”.

Teacher F2, further engaged learners in question-and-answer activities. However, the session was dominated by few learners who were seated at the front while the rest remained silent. In addition, the teacher invited some learners on the board to write their responses on various questions he had posed. Similarly, the activity of learners writing on the board failed to engage all the learners in the learning process as it was left to the few active ones. Furthermore, the class interactions failed to create an avenue for instilling the competency of communication and collaboration together with the value of unity that the teacher had sought to instil as suggested in the discussion in section 4.2.6.2.

Further interrogation of the classroom interactions failed to reveal whether the activities employed led to the attainment of the intended specific learning outcomes. In particular, teacher F2 in an interview had disclosed that he aimed at equipping the learners with skills in identification and sentence construction using nouns in the noun group of “LI-YA”. The afore-stated failure was as a result of class interactions lacking clear and elaborate assessment techniques.

In summary, the actual lesson observed was dominated by teacher centered instructional activities. Teacher F2 decried inadequate training on learner centred

instructional activities. The next section details teachers' pedagogical competence in classroom assessment

4.2.6.4 Kiswahili teachers' pedagogical competence in classroom assessment for the implementation of CBC

This section details the conclusion of teacher F2 grade four Kiswahili instructional process. It mainly focuses on detailing the process used by teacher F2 to establish if he had achieved the outcomes he sought to attain while planning for the lesson. In particular, from the interviews teacher F2 disclosed that the lesson aimed at equipping the learner with skills in identification and sentence construction using nouns in the noun group of "LI-YA". Furthermore, the teacher stated that he intended to equip the learners with competencies of communication and collaboration together with the value of unity.

Teacher F2 mainly used oral assessment techniques to conduct his classroom assessment. This was mainly done through the question-and-answer instructional technique. Specifically, the teacher posed oral questions to the learners as they responded. In other instances, the teacher through his assistant wrote questions on the board. The questions were sourced from grade four Kiswahili learners' book. They reviewed the subject matter learnt. Answers to the questions were also written on the board by learners who were chosen by the teacher. Other learners then read loudly the answers written by their colleagues students. This enabled the visually impaired teacher to assess the responses.

Further study on the classroom assessment employed by the teacher revealed that the questions posed to the learners were in relation to the subject matter "Ngeli za Nomino". Moreover, they focused on learners' ability to identify and construct

sentences using nouns in the noun group of “LI-YA”. This was in line with the specific learning outcomes that the teacher had sought to attain. However, administration and documentation of the classroom assessment failed to clearly inform whether the set specific learning outcomes were attained by all the learners. This is so because only a few learners participated in the assessment activities.

As indicated in section 4.2.6.2, teacher F2 through interviews disclosed that he intended to instil the competency of communication and collaboration together with the value of unity. However, the two aspects were not clearly assessed. This is because learners were not given a chance to work in groups from where the competency and value could have been instilled and hence assessed.

In concluding his lesson, teacher F2 conducted mass assessment. This was done by asking the learners a general yes or no question about the subject matter he had instructed. Specifically, the teacher posed the following question, “Nani hajaelewa ngeli ya LI-YA” (Who has not understood the noun group of ‘LI-YA’). The question offered little assessment of the instructed lesson as it lacked focus on the specific areas under instruction. It was also not directed to a specific learner. Figure 4.6 provides a summary of the instructional process in School F.



Figure 4. 9 School F Kiswahili Instructional Process

4.2.7 School G

4.2.7.1 Contextual Information

School G is a mixed gender day and boarding private primary school that was started in 2018 by missionaries. It is located in the newly created Lokichoggio sub county in

Turkana County. The missionaries aimed at assisting the vulnerable children from the poor families from the vicinity whose parents were unable to pay school fees and other learning requirements. The school has a learner enrolment of 460 of which majority are orphans. Grade four class comprises of 48 learners (25 girls and 23 boys) who are taught in 1 stream.

The teaching staff is made up of 12 teachers; 7 male and 5 female. The teachers are employed by a community-based organisation (CBO) called Lokichoggio Hannah Emuriakin Development Organization (LEDO). All teachers are trained and 3 have been registered by TSC. Moreover, majority of the teachers in school G have undertaken CBC training. In particular, 3 of the 4 teachers of Kiswahili have attended CBC training while 1 is yet to attend as indicated in table 8 below. Currently the school has a number of facilities including; 2 dormitories (1 for boys and 1 for girls), 9 classrooms, 8 latrines, 1 library, 1 computer laboratory, 2 food stores, 1 kitchen, a green house, head teacher's office, a staffroom, Home science room and accountant's office.

Table 8. School G Teachers of Kiswahili demographic data

Name	Designation	Employer	Terms Of Employment	Academic Qualification	Attendance Of CBC Training	Gender	Age	Teaching Experience	Disability	Nationality
G1	Head teacher	N.G.O	Contract	P certificate	1 1	F	40	13	N/A	Kenyan
G2	Deputy	N.G.O	Contract	Degree	1	M	34	8	N/A	Kenyan
G3	Teacher	N.G.O	Contract	Degree	1	F	39	10	N/A	Kenyan
G4	Teacher	N.G.O	Contract	P certificate	1 0	F	31	5	N/A	Kenyan

Teacher G3 was selected and participated in this study as a respondent. Data collected from the teacher related to unit 7 of grade four Kiswahili (Matunda na Mimea). Specifically, the findings reported in this study centered on the strand “Sarufi” and the

sub strand “Umoja na Wingi wa Nomino- Ngeli ya LI-LI.” According to grade 4 Kiswahili curriculum design, the sub strand was to be covered in 1 lesson. The following section outlines findings from the study on teacher G3.

4.2.7.2 Kiswahili teachers’ pedagogical competence in Lesson Planning for the implementation of CBC

This section presents findings relating to the first research question that sought to establish teacher G3’s pedagogical competence in lesson planning. Specifically, the section focused on; the general lesson plan format, specific expected learning outcome, key inquiry question, class interaction and classroom assessment.

The lesson plan prepared by teacher G3 adhered to the general format of CBC lesson plan. The teacher clearly outlined the administrative information together with the subject matter that he intended to instruct. Specifically, she intended to instruct “Umoja na Wingi wa Nomino- Ngeli ya LI-LI.” (Singular and plural- noun group LI-LI) which is detailed in grade 4 Kiswahili curriculum design as appropriate for grade 4 learners. In addition, teacher G3 detailed communication and collaboration, imagination and creativity, digital literacy and learning to learn as the key competencies that would be instilled in the learners. Also, the value of respect, unity and responsibility were noted in the lesson plan. Finally, the teacher indicated unity and life skills as key P.C.I she would instruct during the lesson.

Further document analysis of the lesson plan revealed that the outlined specific expected learning outcomes were in line with the subject matter of the lesson. Specifically, they aimed at engaging the learners in identification of nouns and construction of nouns under the noun-group LI-LI. These specific learning outcomes

covered two levels of learning that is, knowledge and skills. However, the third level of learning that relates to values was missing.

According to the lesson plan reviewed, the key inquiry question was, “Ni nomino zipi zilizo katika ngeli ya LI-LI?” (Which nouns are found in the LI-LI noun group?). This key inquiry question was in line with the subject matter as it focussed on nouns. Secondly, the key inquiry question presented the teacher with an opportunity to instruct the first specific learning outcome that majored on identification of nouns in the noun group LI-LI. Besides, it offered a platform for learners exercising communication and collaboration as they attempted to answer the key inquiry question. This was a key competency that the teacher sort to instruct in her lesson.

The reviewed lesson plan further outlined that class interaction would be dominated by learner centered activities. For instance, teacher G3 planned to engage the learners in group work and class discussions. The teacher further detailed several learning resources that included; cards, digital devices and students' workbooks. It is through manipulation of these learning resources together with the learner centered activities that the teacher aimed at achieving the afore-stated specific learning outcomes. Moreover, the learning activities together with the resources offered the teacher an opportunity to instil the identified integrated content of competencies, values and P.C.I. For example, the teacher disclosed that she intended to equip learners with digital literacy skills by involving them in the manipulation of the digital device.

Through interview, teacher G3 further stated that the lesson would be linked to the learning area of religious studies. This was to be achieved through class discussion in which learners would be given an opportunity to discuss what they considered as good and bad deeds in the society. Additionally, learners would be involved in

community service learning whereby they would be asked to model good behaviour. These activities were further in line with the achievement of the afore-identified values of respect, unity and responsibility.

Concerning classroom assessment, the lesson plan made by teacher G3 indicated that she would use class exercise. Specifically, it was noted that learners would be involved in filling into gaps using knowledge learnt in the lesson in a digital device. According to teacher G3 the technique was suitable as it allowed her to assess the second specific learning outcome which aimed at learners constructing nouns in the noun- group of LI-LI. Moreover, the activity would enhance learner's digital skills as they would be allowed to manipulate the digital device. It was however noted that neither assessment tool nor assessment rubric was made by the teacher to guide her assessment process. Teacher G3 further confessed of having inadequate knowledge and skills to make and use the assessment tools.

In general, lesson plan made by the teacher depicted instruction as recommended by the competency-based curriculum. In particular, various competencies, values and PCI were clearly outlined. Besides, the lesson plan detailed various leaner centred instructional activities to be applied in the lesson. The next section presents findings on the teacher's pedagogical competence in actual class interaction.

4.2.7.3 Kiswahili teachers' pedagogical competence in actual class interaction for the implementation of CBC

This section presents findings on the teacher G3 pedagogical competence in putting into practice the lesson plan discussed in the previous section. The section mainly highlights the teacher's ability in instructing the planned; subject matter, C.B.C

integrated content, specific expected learning outcomes, key inquiry question, class interaction and classroom assessment.

The reported lesson was observed in the morning between 8:35 a.m. and 9:10 a.m. Learners were arranged in rows and columns. It was further observed that only few learners had Kiswahili Dadisi learners' textbook on their desks. Moreover, none of the learners had a digital device on his or her desk. However, the two learning resources were detailed in the teacher's lesson plan to be key during instruction.

The lesson started by the teacher asking learners to give the meaning of a noun. Specifically, she posed "Nomino ni nini?" (What is a noun?). This was in line with the subject matter of the lesson in which she intended to teach noun-group LI-LI. Besides, the question provided the teacher with an opportunity to revise and link her lesson to what learners had earlier learnt under noun-group KI-VI and A-WA. The teacher then progressed to ask the learners the key inquiry question of the lesson that read, "Ni nomino zipi zilizo katika ngeli ya LI-LI?" (Which nouns are found in the LI-LI noun group?). This further enabled the teacher to focus her lesson on instruction of the first specific learning outcome that majored on identification of nouns in the noun group LI-LI.

It was further observed that the actual class interactions were dominated by teacher centered instructional activities such as teacher explanations, teacher presentations and teacher demonstrations. On the other hand, learners' role was limited to mainly listening and observations. This was in contradiction with the lesson plan in which teacher G3 had planned to engage the learners in group work and class discussions. Through interview the teacher stated that she preferred to use teacher centered

instructional activities as they consumed lesser time compared to learner centered instructional activities.

Further collection and analysis of data revealed that, though teacher G3 intended to use learning resources such as digital devices and cards to enhance learner centered instructional activities, the resources further led to teacher domination in the instructional process. For instance, in the digital devices it was observed that there was only one laptop which was manipulated by the teacher. Moreover, the class lacked a projector which could have projected teacher's laptop screen on the board for all learners to see. This resulted in learners struggling to view what was being presented on the laptop as shown in Figure 4.7.

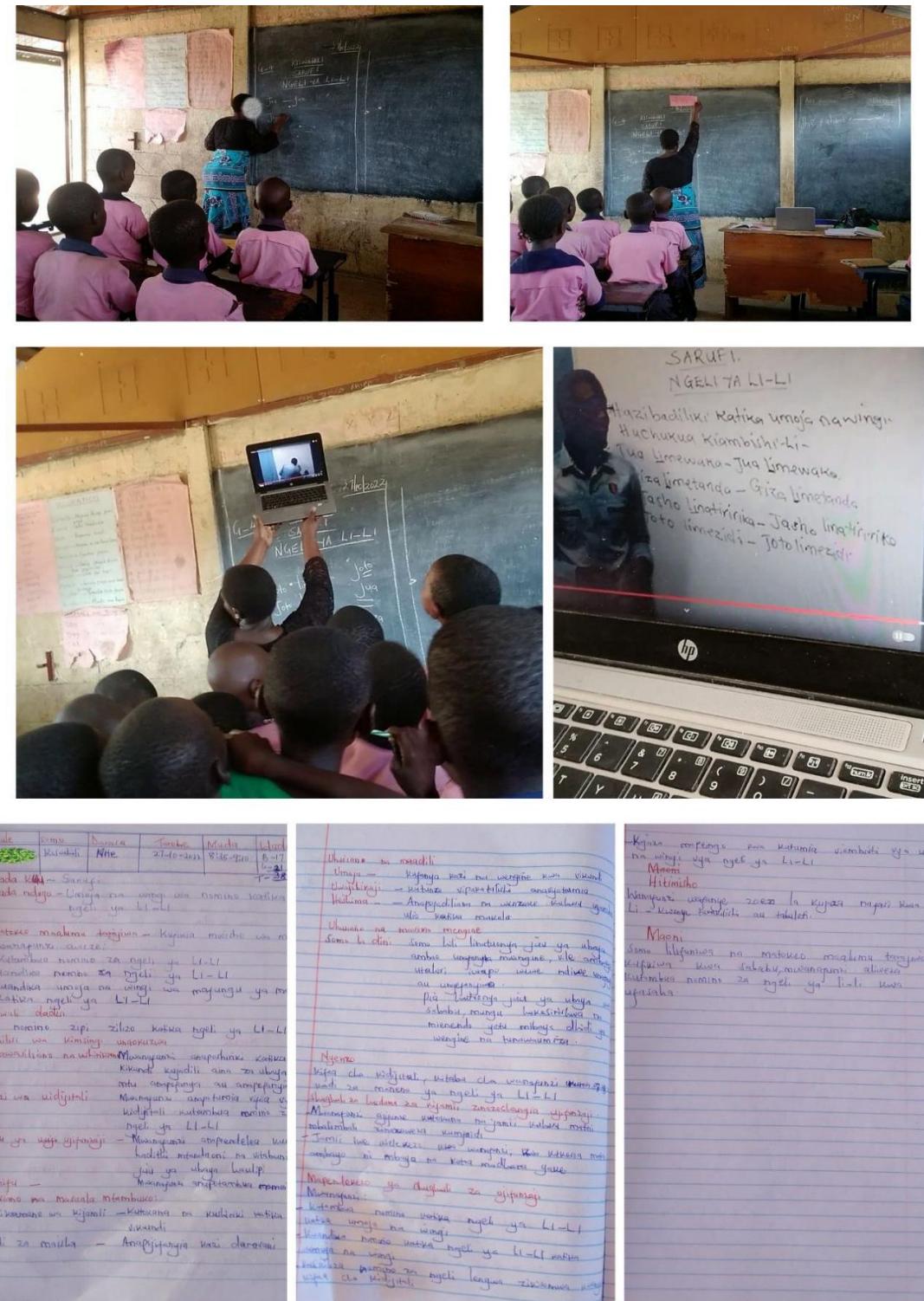


Figure 4. 10 School G Kiswahili Instructional Process

Additionally, the above depicted activity (see figure 4.2.7) was in contradiction with what had been detailed in the lesson plan. Specifically, the teacher had planned to involve the learners in manipulation of the digital devices in order to equip them with the digital literacy competency. Furthermore, what the media played only reinforced

what the teacher had said. This was done through lecturing and narrations. Teacher G3 later expounded that, she was forced into using only one laptop with no projector since the school lacked enough ICT gadgets to use for instruction. However, it was further observed that the school had a computer laboratory which had enough ICT gadgets to use for instruction.

Teacher G3 further failed to link the lesson to other learning areas as outlined in the lesson plan. According to the lesson plan, teacher G3 had planned to link the lesson to religious studies. However, she decided to re teach a previous unit which had centered on reading. To the teacher this was important so as to instil the values she had detailed in the lesson plan. She further disclosed that such values could not be easily instilled had she stuck to the subject matter of the lesson.

It was further observed that teacher G3 failed to assign learners with community service-learning activities. This is in contrast to what was planned whereby learners were to be asked to model good behaviour. Additionally, no class exercise was given to the learners during the actual class interaction. Instead, learners were involved in a question-and-answer session that was mainly conducted using chorus answers. This was further against what was planned in which learners would be involved in filling gaps using the knowledge learnt.

In summary, the actual lesson observed was dominated by teacher centred activities. In particular, teacher G3 failed to effectively involve learners in the learner centered approaches she had selected for the lesson. The next section expounds on classroom assessment techniques used by the teacher.

4.2.7.4 Kiswahili teachers' pedagogical competence in classroom assessment for the implementation of CBC

This section details the conclusion of teacher G3 grade four Kiswahili instructional process. It mainly focuses on detailing the process used by teacher G3 to establish if she had achieved the outcomes she sought to attain while planning for the lesson. In particular, the lesson aimed at engaging the learners in identification of nouns and construction of nouns under the noun-group LI-LI.

As noted in section 4.2.7.2 teacher G3 failed to prepare any assessment tool or assessment rubric to guide the classroom assessment for the lesson observed. This is because the teacher was limited by inadequate knowledge and skills to make and use the tools. To exemplify this, the teacher was only able to name class exercises, portfolio and oral questions as assessment techniques under competency-based assessment. Furthermore, she was unable to identify the key components of an assessment rubric.

During the lesson, it was observed that the teacher mainly used oral questions as a technique of assessment. This was in contrast with what she had indicated in her lesson plan. For instance, teacher G3 planned to use class exercise. Specifically, it was noted that learners would be involved in filling in the gaps using knowledge learnt in the lesson using a digital device. This is despite the teacher solely having one digital device which she only manipulated while observed by the learners.

Further observation of the classroom assessment revealed that questions failed to cater for individual differences as they were not directed to specific learners. This often resulted to chorus answers which made it difficult to identify learners learning difficulties. In other instances, the teacher posed questions and later gave answers to

the questions without giving learners an opportunity to participate in answering them. For example, teacher G3 posed, “nipe sentensi kuhusu kisu” (Compose a sentence using the word knife). The teacher later answered, “Kisu kimemkata mpishi” (The cook has been cut by a knife). Besides, some of the oral questions failed to relate to subject matter, competencies and values. Therefore, it was difficult to tell if the specific learning outcomes were attained.

In general, teacher G3 failed to exhibit the requisite pedagogical competence in classroom assessment.

4.2.8 School H

4.2.8.1 Contextual Information

School H is a mixed gender day primary school that began in 1992. It is located in Turkana County, Turkana west Sub County within Kakuma Refugee camp. It is a school sponsored by Lutheran World Federation. The school has a learner enrolment of 1729. Grade four class comprises of 200 learners who are taught in 4 streams. The teaching staff is made up of 20 teachers, of which 15 are male and 5 are female. The teachers are employed by Lutheran World Federation (LWF). Besides, only 4 of the 20 teachers are registered by TSC. 9 out of the 20 teachers instruct Kiswahili learning area as shown in table 9 below.

Table 9. School H Teachers of Kiswahili demographic data

Name	Designation	Employer	Terms Of Employment	Academic Qualification	Attendance Of CBC Training	Gender	Age	Teaching Experience	Disability	Nationality
H1	Head Teacher	LWF	Contract	P1 Certificate	2	F	27	5	N/A	Kenyan
H2	Deputy Teacher	LWF	Contract	Diploma	2	M	56	18	N/A	Congolese
H3	Teacher	LWF	Contract	P1 Certificate	2	M	30	8	N/A	Kenyan
H4	Teacher	LWF	Contract	P1 Certificate	3	M	27	6	N/A	Kenyan
H5	Teacher	Windle Trust	Contract	Degree	1	F	27	2	N/A	Kenyan
H6	Teacher	Volunteer	Volunteer	Untrained Academic Primary Teaching Education (Certificate)	0	M	26	6	N/A	Congolese
H7	Teacher	LWF	Contract	Academic Primary Teaching Education (Certificate)	3	F	32	4	N/A	Ugandan
H8	Teacher	LWF	Contract	Academic Primary Teaching Education (Certificate)	1	M	30	2	N/A	South Sudanese
H9	Teacher	Norwegian Refugee Council (NRC)	Contract	Better Learning Programme (Certificate)	2	M	22	1	N/A	South Sudanese

Teacher H3 was selected and participated in this study as a respondent. Data collected from the teacher related to unit 10 of grade four Kiswahili (Kukabiliana na uhalifu). Specifically, the findings reported in this study centered on the strand “Kusikiliza na Kuzungumza” and the sub strand “Tashbihi za kimo na umbo.” According to grade 4 Kiswahili curriculum design, the sub strand was to be covered in 2 lessons. The following section outlines findings from the study on teacher H3.

4.2.8.2 Kiswahili teachers’ pedagogical competence in Lesson Planning for the implementation of CBC

This section presents findings relating to the first research question that sought to establish teacher H3’s pedagogical competence in lesson planning. Specifically, the section focused on; the general lesson plan format, specific expected learning outcome, key inquiry question, class interaction and classroom assessment.

To start with, teacher H3 prepared a lesson plan that adhered to the general format of a CBC lesson plan. The teacher clearly outlined the administrative information together with the subject matter that he intended to instruct. Specifically, he intended to instruct “Tashbihi za kimo” (similes) which is detailed in grade 4 Kiswahili curriculum design as appropriate for grade 4 learners. In addition, teacher H3 detailed communication and collaboration and learning to learn as the key competencies that would be instilled in the learners. Also, the values of respect love and unity were noted in the lesson plan. However, the teacher failed to detail the P.C.I that he intended to develop in the learners through the lesson. To the teacher he failed to include P.C.I as he found them problematic to instruct.

The specific expected learning outcomes noted in the lesson plan reviewed were in line with the subject matter of the lesson. Specifically, the learner was to engage in identification of similes written in text, use and appreciate the use of similes while communicating with others. These specific expected learning outcomes covered all the three levels of learning that is, knowledge, skills and values.

According to the lesson plan reviewed, the key inquiry question was, “Ni tashbihi zipi hutumiwa kuelezea kimo na umbo la kitu?” (Which similes can be used to illustrate size and shape?). This key inquiry question was in line with the subject matter as it focussed on similes. Secondly, the key inquiry question presented the teacher with an opportunity to instruct the first specific expected learning outcome that majored on identification of similes. Besides, it offered a platform for learners exercising communication and collaboration as they attempted to answer the key inquiry question. These were core competencies that the teacher sort to instruct in his lesson.

The class interaction as detailed in the lesson plan was to be a mixture of learner centered and teacher centered activities. For instance, the teacher would be engaged in identifying various constructs of concept under study and enhancing learners' understanding through giving explanations and clarifications. For the learners, they were to engage in group discussions, answering teacher's questions and observing pictures. According to the lesson plan these learning activities were to be aided by a range of learning resources that included pictures and digital devices. Moreover, the teacher offered a clear step by step procedure on how he would integrate the learning resources into the lesson activities. Besides, the teacher detailed parental involvement and community service-learning activities in which learners were to involve their guardians in researching on the subject matter with the aid of digital devices such as mobile phones.

In relation to classroom assessment, teacher H3 though interview disclosed that competency-based assessment techniques were advocated for assessment during instruction. To the teacher, such techniques included observation and oral questions. However, teacher H3 failed to detail the assessment techniques in the lesson plan. For the teacher, such failure was due to inadequate time. He expounded that such techniques were to be accompanied by other tools such as observation schedules and assessment rubrics which required time to formulate.

In general, the teacher exhibited proficiency in lesson planning by developing a lesson plan that not only centred on instruction of subject matter but also development of learner competencies. The next section presents findings on the teacher's pedagogical competence in actual class interaction.

4.2.8.3 Kiswahili teachers' pedagogical competence in actual class interaction for the implementation of CBC

This section presents findings on the teacher H3 pedagogical competence in putting into practice the lesson plan discussed in the previous section. The section mainly highlights the teacher's ability in instructing the planned; subject matter, C.B.C integrated content, specific expected learning outcomes, key inquiry question, class interaction and classroom assessment.

During the actual class interaction, it was observed that the class started with learners seated on a round table; discussion group arrangement. To start the lesson, the teacher posed a general question, "Tashbihi ni nini?" (what is a simile?). The question was actively answered by the learners. The teacher then proceeded by asking learners to respond to the key inquiry question that majored on similes that illustrate size. The key inquiry question posed by the teacher was in line with the subject matter covered in the lesson. Moreover, it led to the instruction of the first specific expected learning outcome that centered on identification of similes.

The posing of the key inquiry question stimulated a class discussion in which learners responded to teacher's questions. In return, the teacher prompted the learners for more responses, wrote the answers on the board, gave explanations and made clarifications. These lesson activities were in line with the development of the competency of communication and collaboration that the teacher had detailed in the lesson plan.

To enhance class interaction, teacher H3 in cooperated various learning resources in the lesson. As outlined in the lesson plan used for this lesson, the teacher asked learners to observe pictures in learners' grade four Kiswahili books. He then probed

the learners on what they had observed and linked the learners' responses to the subject matter in the lesson "Tashbihi za kimo" (similes).

Secondly, teacher H3 displayed a chart containing examples of "Tashbihi za kimo" (similes). The chart further reinforced what had been presented in the pictures observed by the learners earlier. The learners were then required to read aloud what was written on the charts. The information on the chart mainly centered on memorization of the subject matter content more than developing competencies and values identified by the teacher in the lesson plan. Additionally, some of the examples offered by the chart deviated from the subject matter covered in the lesson. For example, while the lesson centered on the "Tashbihi za kimo" (Similes of sizes) some of the examples given focused on behaviour. An example is "mpumbavu kama kondoo" (as foolish as a sheep).

As noted earlier, this lesson was carried out while learners were seated on a round table discussion group arrangement. However, little discussion took place amongst them since most of them responded to the teacher's questions without consulting their peers. Moreover, most of the questions stimulated little discussion amongst the learners as they were centered on the subject matter that the learners had already interacted with while observing pictures and chart in the previous activities. Hence, this activity relied more on recall than on group work. This observation prompted the researcher to note in the researcher's journal the following;

May be the discussion was brought at the wrong time when learners already had answers hence no need to discuss.

In summary, the actual lesson observed was dominated by question-and-answer technique. This technique influenced the classroom assessment that was used by teacher H3 which was oral questions. This is further expounded in the next section.

4.2.8.4 Kiswahili teachers' pedagogical competence in classroom assessment for the implementation of CBC

This section details the conclusion of teacher H3 grade four Kiswahili instructional process. It mainly centered on detailing the process used by teacher H3 to establish if he had achieved the outcomes he sought to attain while planning for the lesson. In particular, the lesson aimed at engaging the learner in identification of similes written in text, using them and appreciating the use of similes while communicating with others.

As noted in section 4.2.8.2 teacher H3 failed to outline the assessment techniques that would be used during instruction in the lesson plan. He further did not prepare any assessment tool or assessment rubric to guide the classroom assessment for the lesson observed. The teacher attributed these failures to inadequate time. Teacher H3 was however able to identify some of the recommended competency-based assessment tools together with naming the key components of an assessment rubric.

During the lesson, it was observed that the teacher mainly used oral questions as a technique of assessment. Whereby, while learners were seated in groups, the teacher posed questions to them of which they were to discuss and provide responses. However, as observed in section 4.2.8.3 above little discussion took place amongst the students as most of the questions only required recall of the instructed subject matter. The assessment technique further failed to assess other components of the lesson such as development of the competencies and values observed in the lesson plan.

Additionally, the assessment technique mainly centered on the cognitive level of learning and to a lesser extent psychomotor level of learning. Conversely, assessment of the affective level of learning was missing. For instance, through the oral

assessment technique learners were required to identify similes written in text and construct sentences using the similes. However, it failed to assess learners' ability to appreciate the use of similes while communicating with others as it had been outlined in the lesson plan that guided this lesson.

Teacher H3 also used class exercise to assess the students. Like the oral questions, the exercise also mainly focused on the lesson's subject matter "Tashbihi za kimo". It also assessed learners' ability in identifying similes and their proficiency in sentence construction using similes. It was however observed that, though learners engaged in the class exercise as planned, the teacher failed to mark the learners' responses to the exercise. When questioned about the failure to mark learners' exercises, the teacher decried the large number of learners compared to the available time for instruction and assessment. Figure 4.8 provides a summary of the instructional process in School H.

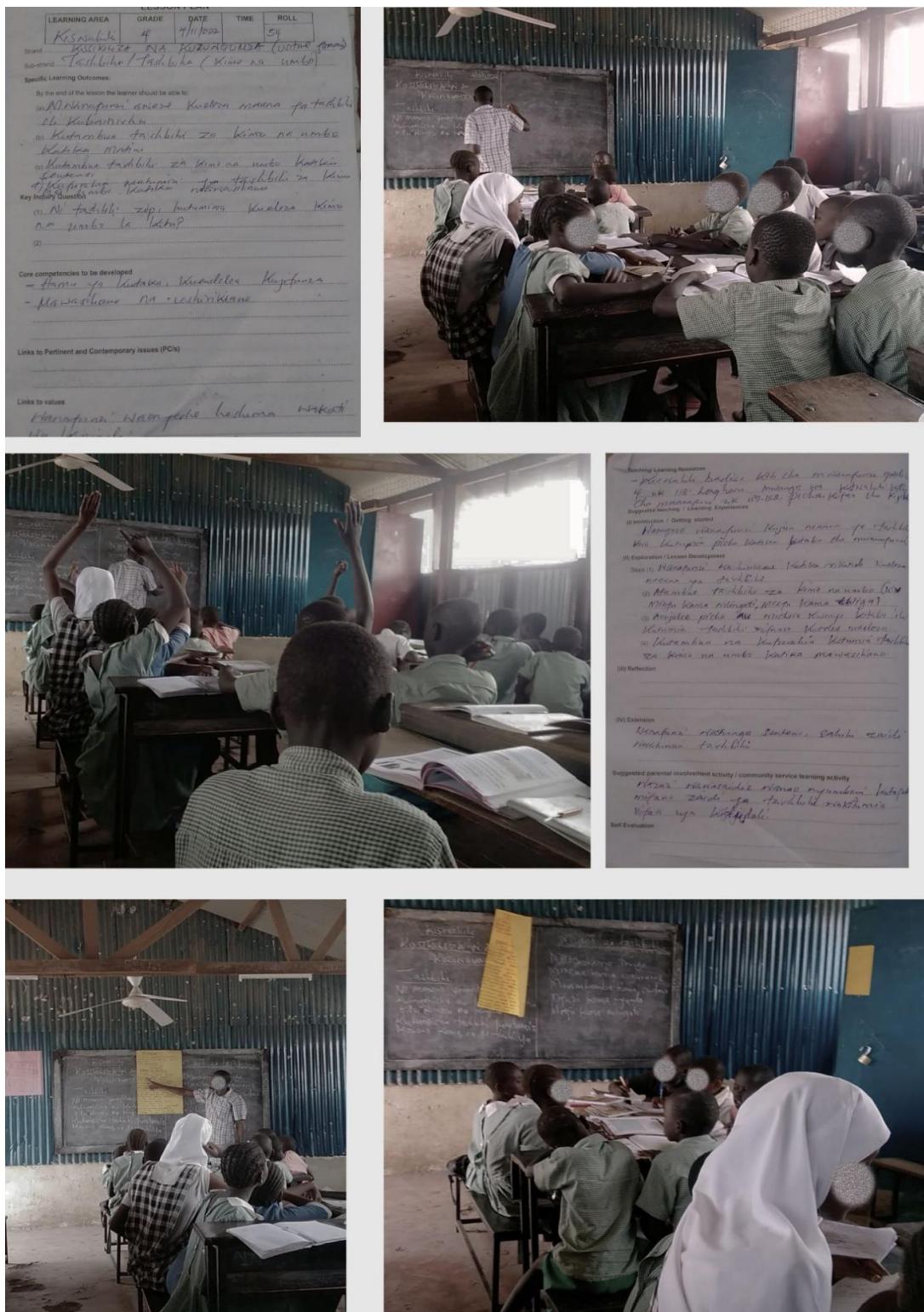


Figure 4. 11 School H Kiswahili Instructional Process

4.2.9 School J

4.2.9.1 Contextual Information

School J is a mixed gender day primary school that began in 1994. It is located in Kakuma refugee camp in Turkana west sub county, Turkana County. It is a school sponsored by Lutheran World Federation (LWF). The school has a learner enrolment of 1516 (876 boys and 640 girls). Grade four class comprises of 140 learners who are taught in two streams. The teaching staff is made up of 23 teachers, of which 18 are male and 5 are female. The teachers are employed by Lutheran World Federation (LWF). 4 of the teachers are of Kenyan nationality while the other 19 teachers are refugees. Out of the 4 Kenyan teachers 3 are registered by TSC. Besides, only 7 out of the 19 refugee teachers have undergone a teacher training course. School J has 6 teachers who instruct Kiswahili learning area (4 females and 2 males). Only 2 teachers instructing Kiswahili have undergone CBC training as indicated in table 10 below. The school has the following facilities: 16 classrooms, 1 office for the head teacher and 1 staffroom, 1 store, 2 kitchens, 1 small playing field. The school lacks a library and ICT room.

Table 10. School J Teachers of Kiswahili demographic data

Name	Designation	Employer	Terms Of Employment	Academic Qualification	Attendance Of CBC Training	Gender	Age	Teaching Experience	Disability	Nationality
J1	Teacher	LWF	Contract	P 1 Certificate	1	F	35	9	N/A	Kenyan
J2	Teacher	LWF	Contract	P1 Certificate	1	M	33	7	N/A	Kenyan
J3	Teacher	LWF	Contract	P1 certificate	0	F	28	3	N/A	Kenyan
J4	Teacher	LWF	Contract	P1 Certificate	0	F	26	1	N/A	Kenyan
J5	Teacher	LWF	Contract	Academic primary teaching education certificate.	0	M	26	2	N/A	South Sudan
J6	Teacher	LWF	Contract	Academic primary teaching education certificate	0	F	25	1	N/A	Sudanese

Teacher J1 was selected and participated in this study as a respondent. Data collected from the teacher related to unit 11 of grade four Kiswahili (Mapato). Specifically, the findings reported in this study centered on the strand “Sarufi” and the sub strand “Ukubwa na Udogo wa Nomino.” According to grade 4 Kiswahili curriculum design, the sub strand was to be covered in 2 lessons. The following section outlines findings from the study on teacher J1.

4.2.9.2 Kiswahili teachers’ pedagogical competence in Lesson Planning for the implementation of CBC

This section presents findings relating to the first research question that sought to establish teacher J1’s pedagogical competence in lesson planning. Specifically, the section focused on; the general lesson plan format, specific expected learning outcome, key inquiry question, class interaction and classroom assessment.

Lesson plan prepared by teacher J1 adhered to the general format of CBC lesson plan. The teacher clearly outlined the administrative information together with the subject matter that he intended to instruct. Specifically, she intended to instruct “Ukubwa na Udogo wa Nomino” which is detailed in grade 4 Kiswahili curriculum design as appropriate for grade 4 learners. In addition, teacher J1 detailed critical thinking and problem solving, imagination and creativity, self-efficacy and learning to learn as the key competencies that would be instilled in the learners. Also, the value of self-believe, self-determination and responsibility were noted in the lesson plan. Finally, the teacher indicated life skills as key P.C.I she would instruct during the lesson.

Further document analysis of the lesson plan revealed that the outlined specific expected learning outcomes were in line with the subject matter of the lesson. Specifically, they aimed at engaging the learners in identification of nouns in their

“bigness and smallness” together with expounding the meaning of “bigness and smallness” of nouns. The outlined specific expected learning outcomes were dominated by the cognitive domain of learning. According to teacher J1 this was so because she found it easier to instruct the domain compared to the other domains.

In the lesson plan reviewed, teacher J1 included two key inquiry questions, that is, “Je unatambua ukubwa wa nomino?” (Can you identify the “bigness” of a noun?) and “Je, unatambua ikiwa nomino ziko na ukubwa na udogo?” (Can you identify whether a noun is in its “bigness or smallness”). These key inquiry questions were in agreement with the subject matter as it focussed on ukubwa na udogo wa nomino (“bigness and smallness” of nouns). Moreover, the questions centered on identification of nouns in their “bigness and smallness” which was in line with the focus of the specific learning outcomes. However, the questions as framed attracted a “Yes” or “No” response from the students hence limiting the instruction of stated competencies, values and PCI’s.

The reviewed lesson plan further outlined that class interaction would be dominated by a mixture of teacher centered and learner centered activities. For instance, teacher J1 planned to lead the learners in identifying nouns in their “bigness and smallness”. The teacher further outlined that she would use cards and charts as learning resources for her lesson. However, the teacher failed to indicate how she was going to integrate the learning resources into the lesson. Furthermore, the learning activities detailed in the lesson plan failed to show how the teacher was going to instil the afore-mentioned competencies, values and PCI’s.

Concerning classroom assessment, teacher J1 did not detail the assessment techniques that she would use to assess the learners. Furthermore, there were no assessment rubrics nor assessment tools. When interviewed about it, the teacher blamed

inadequate time for lesson preparation. She further disclosed that she often employed class exercises during classroom assessment. According to the teacher, class exercises were readily available and easy to administer. Further interrogation of the teacher revealed that she had limited pedagogical competence in designing and use of other assessment tools. Besides, Teacher J1 stated that she was yet to attend training in which assessment was covered in detail.

Generally, the lesson plan made by the teacher offered a good foundation for instruction of selected subject matter together with instilling of relevant competencies. However, the lesson plan failed to elaborate on classroom assessment. The next section expounds on how this lesson plan was put into practice.

4.2.9.3 Kiswahili teachers' pedagogical competence in actual class interaction for the implementation of CBC

This section presents findings on the teacher J1 pedagogical competence in putting into practice the lesson plan discussed in the previous section. The section mainly highlights the teacher's ability in instructing the planned; subject matter, C.B.C integrated content, specific expected learning outcomes, key inquiry question, class interaction and classroom assessment.

During the actual class interaction, the learners sat in rows and columns classroom arrangement. As indicated in the lesson plan reviewed in section 4.2.9.1 the lesson centered on the strand "Sarufi" and the sub strand "Ukubwa na Udogo wa Nomino."

During actual class interactions, dominance of teacher centred activities was observed. To start with, the teacher read to the learners several sentences depicting nouns in their "bigness and smallness". She then posed questions relating to the lesson strand. However, few learners were willing to respond to the teachers' questions. For

the few who attempted, they seemed to have difficulties in reading. For instance, one learner read one syllable at a time.

The passive learner participation in the lesson led to increased teacher domination. For example, the teacher translated the sentences into mother tongue while encouraging the learners to participate in the lesson. She later disclosed that she often uses mother tongue in order for her learners to understand, as some of them lacked proficiency in Kiswahili language. Additionally, the teacher wrote several words on the board to illustrate what was being explained.

Further observation of the actual class interaction showed that the teacher failed to in cooperate learning resources she had outlined in the lesson plan. In particular, there was no use of cards during the lesson. Though a chart indicating syllables was displayed on the board, teacher J1 made no reference to the chart during the lesson. She later blamed insufficiency in time for the failure to use the chart to instruct.

In summary, the actual lesson observed was dominated by teacher explanations. This technique influenced the classroom assessment that was used by teacher J1. Specifically, she used a combination of oral questions and class exercises. This is further expounded in the next section.

4.2.9.4 Kiswahili teachers' pedagogical competence in classroom assessment for the implementation of CBC

This section details the conclusion of teacher J1 grade four Kiswahili instructional process. It mainly centered on detailing the process used by teacher J1 to establish if she had achieved the outcomes she sought to attain while planning for the lesson. Specifically, the lesson aimed at engaging the learners in identification of nouns in

their “bigness and smallness” together with expounding the meaning of “bigness and smallness” of nouns

As indicated in section 4.2.9.2 teacher J1 did not detail the assessment techniques to be used in the lesson plan that guided this lesson. Additionally, no assessment tool nor assessment rubric was made. Teacher J1 further disclosed that, she had never received training on competence-based assessment hence she lacked requisite knowledge and skills.

According to teacher J1 class exercises and oral questions were the main assessment techniques she often employed when carrying out classroom assessment. However, the teacher was unable to identify other recommended competence-based assessment techniques. In addition, she was not able to outline the key components of an assessment rubric.

During the lesson, it was observed that the teacher used a combination of oral questions and class exercises. In applying oral assessment, teacher J1 posed questions that centred on nouns in their “bigness and smallness”. This was in line with the lesson subject matter. However, since there was no tool to guide assessment, the process went on unrecorded. Therefore, it was difficult to tell if the specific learning outcomes were attained.

Secondly, teacher J1 used class exercise to assess her learners, whereby she wrote questions on the board. The questions in the exercise depicted the same content that had been instructed by the teacher. It therefore required the learners to memorise and replicate what the teacher had instructed. The assessment technique therefore failed to assess the afore-identified competencies, values and PCI's. Additionally, teacher J1 failed to mark learners' responses. When interviewed about the failure to mark

learners' exercises, the teacher decried the large number of learners compared to the available time for instruction and assessment. Figure 4.9 provides a summary of the instructional process in School J.

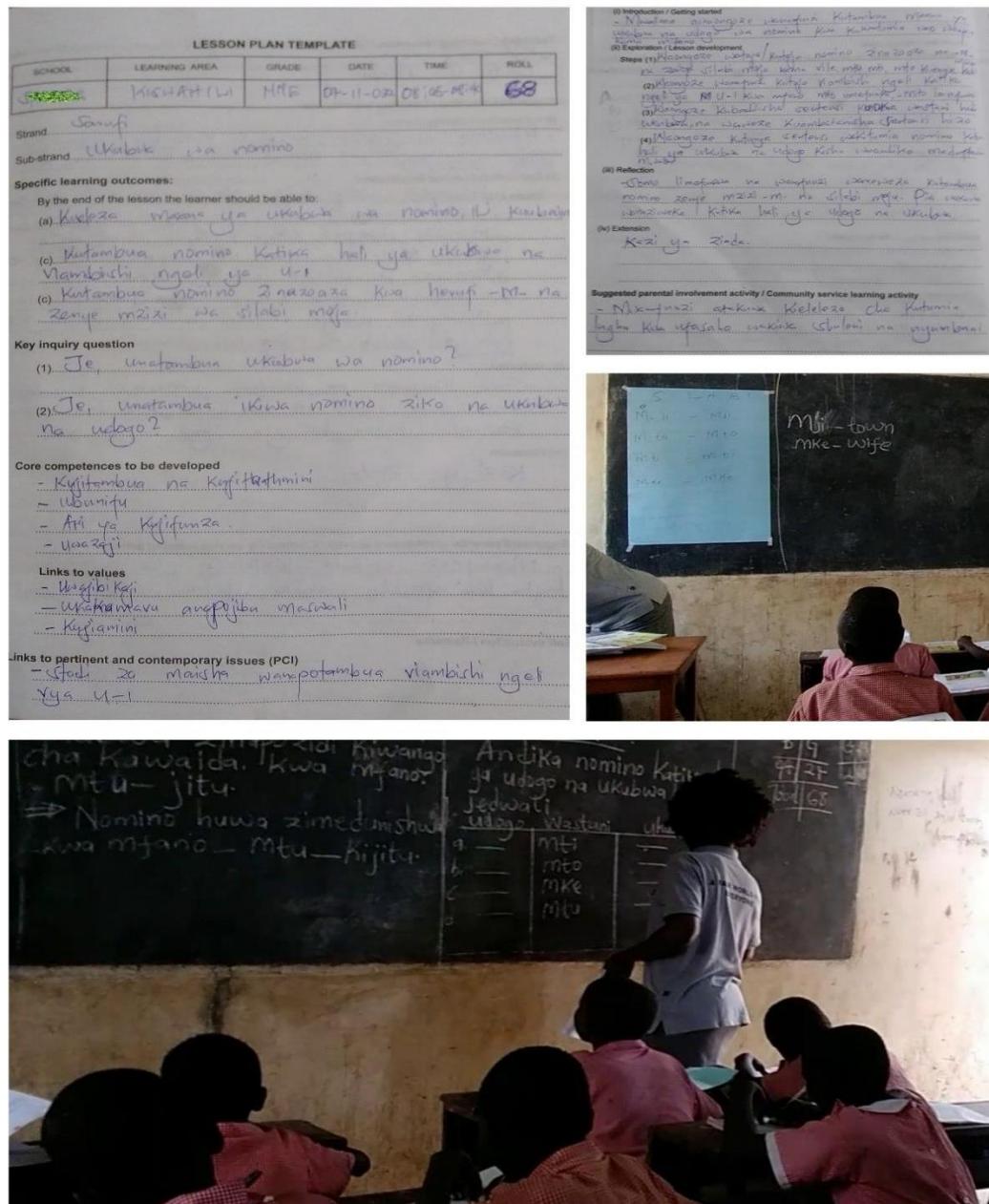


Figure 4. 12 School J Kiswahili Instructional Process

4.2.10 Phase One Summary

The foregoing phase has provided case-based narratives of 9 primary schools (A, B, C, D, E, F, G, H & J). The narratives aimed at examining Kiswahili teachers' pedagogical competence for the implementation of CBC in primary schools in Turkana County, Kenya. From the examination, varying Kiswahili teachers' pedagogical competence is recorded. The next phase of this chapter offers a cross-case analysis in which Kiswahili teachers' pedagogical competence for the implementation of CBC is further interrogated.

4.3 Phase Two: Cross-Case Analysis

The previous phase presented case-based narratives of 9 primary schools (A, B, C, D, E, F, G, H & J). From the narratives, varying Kiswahili teachers' pedagogical competence was observed. The current phase further interrogates Kiswahili teachers' pedagogical competence with focus on the various key elements that constitute the instructional process that is; planning, classroom interaction and assessment. In particular, this cross-case analysis majors on the three objectives that guided this study. Additionally, each element of instructional process is further broken down to various sub-elements. Symbol  is used to denote presence or proper application of the sub-element in the instructional process, while symbol  indicates absence or lack of proper application of the sub-element in the instructional process.

4.3.1 Kiswahili teachers' pedagogical competence in Lesson Planning for the implementation of CBC

As indicated in section 1.12, Kiswahili teachers' pedagogical competence in lesson planning refers to the ability of the teacher of Kiswahili to effectively prepare a lesson plan for instruction during the teaching and learning process for the implementation of C.B.C. In this analysis, lesson plans obtained from teachers of Kiswahili were

compared under six categories that include; subject matter, specific expected learning outcomes (S.L.O), C.B.C integrated content, key inquiry question (KIQ), class interactions and classroom assessment. The six categories were further broken down into various sub-categories and compared across the nine cases that constituted this study as indicated in figure 4.10.

In this study majority of the teachers prepared a lesson plan that followed the general format of a CBC lesson plan. Specifically, the teachers clearly outlined the administrative information together with lesson development features. However, teacher E8 did not prepare a lesson plan to guide his instructional process. In relation to this, the teacher admitted that he lacked requisite knowledge and skills to prepare such documents. This is because the teacher had neither attended any teacher professional training nor CBC training.

It was also found that, though majority of the teachers made an effort to write lesson plans that followed the general format of a CBC lesson plan, some of the lesson plans were incomplete. For example, the lesson plan written by teacher C5 and teacher J1 failed to indicate the assessment techniques to be used. According to the teachers the process of deriving lesson plans from the curriculum designs and teacher's guides was tedious and time consuming.

ASPECT		A4	B5	C5	D5	E8	F2	G3	H3	J1
Subject matter	Scope	✓	✓	✓	✓	✓	✓	✓	✓	✓
	Sequence	✓	✓	✓	✓	✓	✓	✓	✓	✓
Specific learning outcomes (S.L.O)	Subject matter	✓	✓	✓	✓	✓	✓	✓	✓	✓
	Cognitive	✓	✓	✗	✓	✓	✓	✓	✓	✓
	Psychomotor	✓	✓	✓	✓	✓	✓	✓	✓	✓
	Affective	✓	✓	✓	✓	✗	✗	✗	✓	✗
C.B.C Integrated content	Competencies	✗	✓	✗	✓	✓	✓	✓	✓	✓
	Values	✗	✗	✗	✓	✗	✓	✓	✓	✓
	P.C.I	✗	✗	✗	✗	✗	✓	✓	✗	✓
Key inquiry question (K.I.Q)	Subject matter	✓	✓	✓	✓	✗	✓	✓	✓	✓
	S.L.O	✓	✓	✓	✓	✗	✓	✓	✓	✓
	Integrated C.B.C content	✓	✓	✓	✓	✗	✓	✓	✓	✗
Class interactions	Subject matter	✓	✓	✓	✓	✓	✓	✓	✓	✓
	S.L.O	✗	✓	✓	✓	✗	✓	✓	✓	✓
	Integrated C.B.C content	✗	✓	✗	✗	✗	✓	✓	✓	✗
	K.I.Q	✗	✗	✗	✗	✗	✗	✗	✗	✗
	Learning resources	✗	✓	✗	✗	✗	✓	✓	✓	✗
	Linkage to other learning areas	✗	✗	✗	✗	✗	✓	✓	✗	✗
Classroom assessment	Extensional activities	✓	✗	✗	✗	✗	✗	✓	✓	✗
	Subject matter	✓	✓	✗	✓	✓	✓	✓	✓	✓
	S.L.O	✗	✓	✗	✓	✗	✗	✓	✓	✗
	Integrated C.B.C content	✓	✓	✗	✗	✗	✓	✓	✓	✗

Figure 4. 13 Cross case analysis of Kiswahili teacher's pedagogical competence in lesson planning

From the analysis it was observed that teachers exemplified great proficiency in lesson planning of subject matter they were to instruct. In the same vein, they were able to write specific expected learning outcomes that were in line with the subject matter to be instructed. The specific expected learning outcomes mainly centred on the cognitive and psychomotor levels of learning. In relation to the affective domain, five of the nine teachers wrote specific expected learning outcomes that were in line with the domain.

The cross-case analysis further revealed that teachers of Kiswahili had difficulties in outlining C.B.C integrated content. In particular, teachers had more difficulties in planning for instruction for pertinent and contemporary issues (P.C.I) compared to other C.B.C integrated content such as values and competencies. For instance, six of the nine teachers had difficulties in planning for instruction of P.C.I as compared to four and two who had difficulties in planning for instruction of values and competencies respectively. According to teacher D5 such difficulties emanated from the superficial C.B.C training.

It was also found that majority of the teachers of Kiswahili correctly indicated in their lesson plans key inquiry questions (K.I.Q). The K.I.Q were in line with the subject matter and CBC integrated content that were to be instructed in the lessons together with set specific learning outcomes.

The cross-case analysis further revealed reduced Kiswahili teachers' pedagogical competence in planning for class interactions when compared to the other categories of the lesson plan. Indeed, majority of the teachers only showed proficiency in outlining instructional activities that incorporated identified subject matter and specific expected learning outcomes. Conversely, majority of the teachers failed to

detail how the activities involving their learners would integrate; C.B.C integrated content, key inquiry question (KIQ), learning resources, linkage to other learning areas and extensional activities.

Finally, majority of the outlined classroom assessment techniques were in line with assessment of the subject matter that was to be instructed. Moreover, the outlined classroom assessment techniques to limited extent suited the assessment of detailed specific expected learning outcomes and C.B.C integrated content.

In conclusion, teachers who participated in this study were proficient in interpretation of curriculum designs deriving the required subject matter both in terms of scope and sequence. They however had difficulties in planning on how they would infuse aspects introduced by CBC into the instructional process. The next section examines teacher's pedagogical competence in putting the lesson plans into practice.

4.3.2 Kiswahili teachers' pedagogical competence in actual class interaction for the implementation of CBC

Kiswahili teachers' pedagogical competence in actual class interactions refers to the ability of the teacher of Kiswahili to effectively instruct learners during the teaching and learning process for the implementation of CBC (see section 1.12). Similar to the analysis of the lesson plans (as shown in section 4.3.2), the analysis of actual class interactions was also divided into categories. In particular, nine categories consisting of; subject matter, specific expected learning outcomes (S.L.O), C.B.C integrated content, key inquiry question (KIQ), learning resources, instructional activities, linkage to other learning areas, extensional activities and classroom assessment were cross analysed. The nine categories were also broken down into various sub-categories as indicated in figure 4.11.

In this study, it was found that majority of the teachers selected and used learner-centred instructional approaches that included group discussions, class presentations and question and answer methods.

ASPECT		A4	B5	C5	D5	E8	F2	G3	H3	J1
Subject matter	Scope	✓	✓	✓	✓	✓	✓	✓	✓	✓
	Sequence	✓	✓	✓	✓	✓	✗	✓	✓	✓
Specific learning outcomes (S.L.O)	Cognitive	✓	✓	✓	✓	✓	✓	✓	✓	✓
	Psychomotor	✓	✓	✓	✗	✗	✗	✗	✓	✗
	Affective	✗	✗	✓	✗	✗	✗	✗	✗	✗
C.B.C Integrated content	Competencies	✓	✓	✓	✗	✗	✗	✗	✓	✗
	Values	✗	✗	✗	✗	✗	✗	✗	✗	✗
	P.C.I	✗	✗	✗	✗	✗	✗	✗	✗	✗
Key inquiry question (K.I.Q)	Proper & procedural use	✓	✓	✗	✗	✗	✗	✓	✓	✗
Learning resources	Varied	✗	✓	✓	✗	✗	✗	✓	✓	✓
	Proper & procedural use	✗	✓	✓	✗	✗	✗	✗	✓	✗
Instructional activities	Varied	✓	✓	✓	✗	✓	✓	✓	✓	✓
	Proper & procedural use	✗	✓	✓	✗	✗	✗	✗	✗	✗
Linkage other learning areas	Proper & procedural use	✗	✗	✗	✓	✗	✗	✗	✗	✗
Extensional activities	Proper & procedural use	✗	✗	✓	✗	✗	✗	✓	✓	✓
Classroom assessment	Varied	✓	✓	✓	✗	✗	✗	✓	✓	✓
	Integration into instructional process	✓	✓	✓	✗	✗	✗	✗	✗	✗

Figure 4. 14 Cross case analysis of Kiswahili teacher's pedagogical competence in actual class interaction

Further analysis showed that teachers exhibited great proficiency in the instruction of subject matter. For instance, all the observed actual classroom interactions had activities that instructed the identified subject matter. Additionally, in nearly all the cases except one had instructional activities that were organized in a logical sequence with one activity building on the other.

The cross-case analysis of actual classroom interaction revealed of domination of instruction at the cognitive level of learning. This signalled the slow transition of teachers' pedagogical competence from the previous 8-4-4 content-based curriculum to the new competency-based curriculum. Indeed, this argument was further strengthened by the observation that C.B.C integrated content was being superficially integrated by the teachers of Kiswahili in the lessons observed. For example, of the nine cases observed, competencies were only integrated in four cases. There was no integration of values and P.C.I in all cases observed.

In the study, teachers had relative pedagogical competency in selection of varied learning resources, instructional activities and classroom assessment techniques. However, the teachers showed limited proficiency in putting to use the identified learning resources, instructional activities and classroom assessment techniques. For example, teachers D5, E8, F2 and J1 sought to employ the question-and-answer technique during instruction. However, its use was poorly done with the questions posed being vague thus attracting unclear responses. Comparably, teacher E8 and H3 organized learners into discussion groups but little discussions were conducted as questions posed to the learners failed to elicit the envisioned discussion. Similar results were further recorded in the use of learning resources. For example, although teacher G3 sought to instil the competency of digital literacy through instruction using

a laptop, limited skills were impacted in the learners as the learners were not given a chance to manipulate the laptop.

In summary, it was found that majority of the teachers selected and used learner-centred instructional approaches that included group discussions, class presentations and question and answer methods. However, the teachers showed limited proficiency in putting into use the selected learner-centred instructional approaches. The next section examines teacher's pedagogical competence in classroom assessment.

4.3.3 Kiswahili teachers' pedagogical competence in classroom assessment for the implementation of CBC

Kiswahili teachers' pedagogical competence in classroom assessment refers to the ability of the teacher of Kiswahili to effectively assess learners during the teaching and learning process for the implementation of CBC (see section 1.12). In this cross-case analysis, effective assessment of learners constituted the ability of the teacher to: design various assessment tools and rubrics; use various assessment tools and rubrics; apply various assessment techniques including both theoretical and performance-based techniques; score, record and report learners' performance together with integrating various learning resources and activities in the assessment process.

ASPECT		A4	B5	C5	D5	E8	F2	G3	H3	J1
Designing	Assessment tools & rubrics	✗	✗	✗	✗	✗	✗	✗	✗	✗
Use	Assessment tools & rubrics	✗	✗	✗	✗	✗	✗	✗	✗	✗
Application	Varied assessment techniques	✓	✓	✓	✗	✗	✗	✓	✓	✗
Application	Theoretical assessment techniques	✓	✓	✓	✓	✓	✓	✓	✓	✓
Application	Performance based assessment techniques	✓	✓	✓	✗	✗	✗	✗	✓	✗
Scoring		✓	✓	✓	✓	✗	✓	✗	✗	✗
Recording		✗	✗	✗	✗	✗	✗	✗	✗	✗
Reporting		✗	✗	✗	✗	✗	✗	✗	✗	✗
Assessment	Subject matter	✓	✓	✓	✓	✓	✓	✓	✓	✓
	Cognitive S.L.O	✓	✓	✓	✓	✓	✓	✓	✓	✓
	Psychomotor S.L.O	✓	✓	✓	✗	✗	✗	✓	✓	✗
	Affective S.L.O	✗	✗	✗	✗	✗	✗	✗	✗	✗
	Competencies	✓	✓	✓	✗	✗	✗	✗	✗	✗
	Values	✗	✗	✗	✗	✗	✗	✗	✗	✗
	P.C.I	✗	✗	✗	✗	✗	✗	✗	✗	✗
Integrated assessment	K.I.Q	✓	✓	✓	✗	✗	✓	✓	✓	✗
	Instructional activities	✓	✓	✓	✗	✗	✗	✓	✓	✗
	Learning resources	✓	✓	✓	✗	✗	✗	✓	✓	✗
	Extensional activities	✗	✗	✗	✗	✗	✗	✓	✓	✓

Figure 4. 15 Cross case analysis of Kiswahili teacher's pedagogical competence in classroom assessment

The cross-case analysis revealed domination of theoretical assessment techniques.

There was however limited performance-based assessment techniques and use of varied assessment techniques. In the few cases in which performance-based assessment techniques were employed, the teachers neither designed nor used

assessment rubrics and tools. The scoring process of learners' performance was thus unstandardized, unrecorded and unreported. According to the teachers interviewed, the use of performance-based assessment techniques was tedious and time consuming. Additionally, majority of the teachers confessed lack of requisite competence in the alternative forms of assessment.

As already stated, the classroom assessment was dominated by theoretical assessment techniques. This was exemplified in the use of assessment techniques that majored on assessment of subject matter together with the cognitive level of learning. However, there was limited assessment of the psychomotor level of learning with no assessment in the affective domain. In the same vein, the instruction of C.B.C integrated content was superficially assessed. For instance, in only three of the nine cases was competencies assessed. The results mirror what was observed at actual classroom instruction in which C.B.C integrated content and competencies were only integrated in four of the nine cases.

In relation to integrated assessment, little effort was noted to be put in place by the observed teachers. For instance, only four of the nine teachers observed incorporated learning resources and instructional activities in the assessment process. Moreover, only in two cases were extensional activities integrated into the assessment process. These observations mirror sentiments shared by teacher E8 who observed that instruction and assessment are two different activities and cannot be executed together.

In conclusion, it was found that teachers of Kiswahili were competent in using theoretical assessment techniques. They however had difficulties in using

competency-based assessment techniques. Further analysis of these findings follows in the next section.

4.3.4 Diminishing Kiswahili teachers' pedagogical competence in the implementation of CBC

This study conceptualizes teachers' pedagogical competence as the ability of the teacher to effectively plan for instruction, instruct and assess learners during the teaching and learning process for the implementation of CBC. In line with this view, this section further interrogates findings from the study on Kiswahili teachers' proficiency in instruction with a view of formulating a tentative theory that summarizes their pedagogical competence for the implementation of CBC in selected primary schools in Turkana County, Kenya.

To start with, findings from the study were analysed through the constant comparative method of analysis so as to determine commonalities and differences in the data (see section 3.10.2). From the analysis it was noted that Kiswahili teachers' pedagogical competence reduces as the process of instruction moves from lesson planning to assessment. This discussion is vividly shown in figure 4.13 whereby symbol  denotes presence of Kiswahili teachers' pedagogical competence while symbol  indicates its absence.

Entire instructional process

Lesson plan

Actual class interaction

Classroom assessment

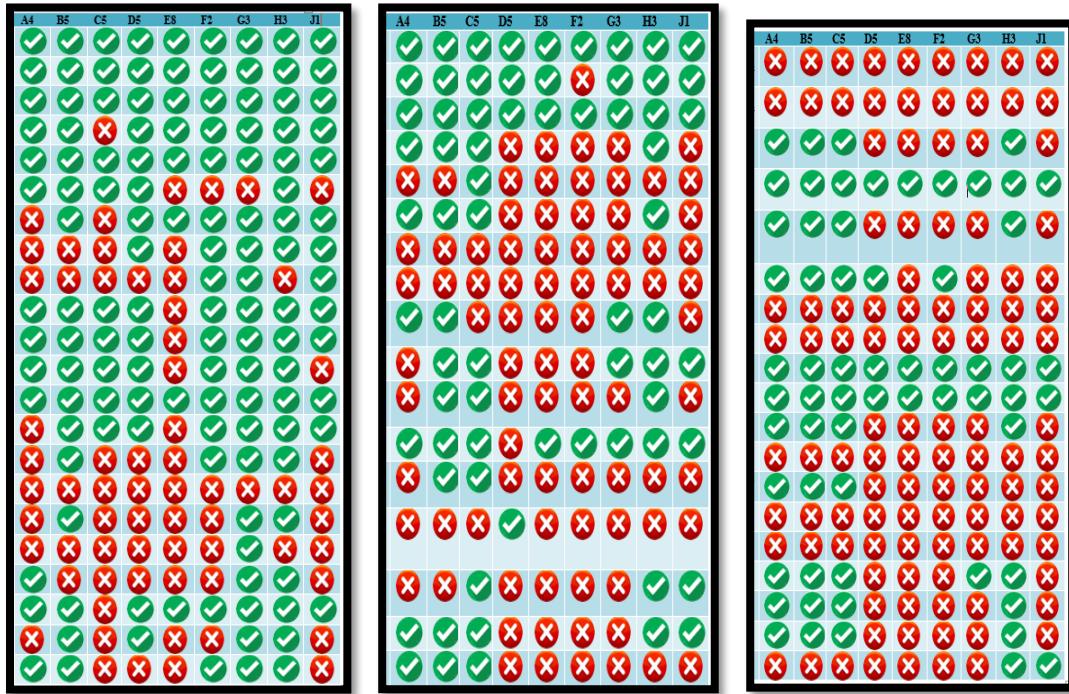


Figure 4. 16 Cross case analysis of Kiswahili teacher's pedagogical competence in the entire instructional process

The instructional process was further divided into three main stages of instruction; formulation stage, instruction stage and assessment stage. The three stages of each phase of instruction (lesson plan, actual class interaction and classroom assessment) were then compared as shown in figure 4.14

Stages of Instructional process

i. *Formulation stage*

ii. *Instruction stage*

iii. *Assessment stage*

Figure 4. 17 Cross case analysis of Kiswahili teacher's pedagogical competence in the stages of instruction

The cross analysis revealed that Kiswahili teachers' pedagogical competence reduces in two of the three phases of instruction (Lesson planning and actual class interaction) as one moves from the formulation stage (top of the figure) to the assessment stage (bottom of the figure). Comparably, Kiswahili teachers' pedagogical competence also reduces in each of the three instructional stages (formulation, instruction and assessment) as one moves from lesson planning phase (left side of the figure) to classroom assessment phase (right side of the figure). This implies that Kiswahili teachers' pedagogical competence varies across the instructional process with teachers showing lots of proficiency at the start of the instructional process and less at the end.

Kiswahili teachers' pedagogical competence across the three domains of learning was also analysed. Findings from the comparison of three domains indicate emphasis of the cognitive domain of learning. For instance, majority of the Kiswahili teachers formulated specific expected learning outcomes that were in the cognitive domain, engaged learners in learning activities that aimed at impacting knowledge and assessed using theoretical assessment techniques. It was also established that Kiswahili teachers had lower pedagogical competence in the psychomotor and affective domains of learning. Moreover, Kiswahili teachers' pedagogical competence in the instruction of the three levels of learning reduces as the teacher moves from the lesson planning phase (left side of the figure) to the classroom assessment phase (right side of the figure) as shown in figure 4.15.

Levels of learning										
Lesson plan										
ASPECT	A4	B5	C5	D5	E8	F2	G3	H3	J1	
Specific learning outcomes (S.L.O)	Cognitive	✓	✓	✗	✓	✓	✓	✓	✓	
	Psychomotor	✓	✓	✓	✓	✓	✓	✓	✓	
	Affective	✓	✓	✓	✓	✗	✗	✗	✓	

Actual class interaction										
A4	B5	C5	D5	E8	F2	G3	H3	J1		
	✓	✓	✓	✓	✓	✓	✓	✓		
	✓	✓	✓	✗	✗	✗	✗	✗		
	✗	✗	✗	✗	✗	✗	✗	✗		

Classroom assessment										
A4	B5	C5	D5	E8	F2	G3	H3	J1		
	✓	✓	✓	✓	✓	✓	✓	✓		
	✓	✓	✓	✗	✗	✗	✗	✗		
	✗	✗	✗	✗	✗	✗	✗	✗		

Figure 4. 18 Cross case analysis of Kiswahili teacher's pedagogical competence in the levels of learning

The cross-case analysis also compared Kiswahili teachers' pedagogical competence in instructional elements that were carried over from the previous 8-4-4 content-based curriculum and elements that were introduced by the current competency-based curriculum. Kiswahili teacher pedagogical competence in 'inherited' 8-4-4 content based curriculum included; teacher proficiency in subject matter, specific expected learning outcomes of the cognitive domain of learning, teacher centred instructional techniques and theoretical assessment techniques. Contrastingly, Kiswahili teachers' pedagogical competence in elements introduced by new curriculum consisted of; specific learning outcomes in the psychomotor and affective domains, C.B.C

integrated content (values, competencies and PCIs), key enquiry questions, varied learning resources, linkage to other learning areas, learner centred instructional techniques, extensional activities, performance-based assessment techniques, integrated assessment and use of assessment tools and rubrics.



Figure 4. 19 Cross case analysis of Kiswahili teacher's pedagogical competence based on the level of familiarity

As shown in figure 4.16 Kiswahili teachers exhibited more proficiency when handling aspects related to the previous 8-4-4 content-based curriculum as compared to the current competency-based curriculum. Further analysis also revealed reduced Kiswahili teachers' pedagogical competence in aspects related to competency-based curriculum as instructional process moved from the planning phase (left of the figure) to the assessment phase (right side of the figure).

Based on the afore-detailed findings this study concludes that teacher pedagogical competence diminishes with the reduction in familiarity of the aspects under instruction.

4.3.5 Phase Two Summary

From the findings in the fore-going phase, Kiswahili teachers' pedagogical competence reduces as the process of instruction moves from lesson planning to assessment. For instance, Kiswahili teachers' pedagogical competence in the instruction of the three levels of learning reduces as the teacher moves from the lesson planning phase to the classroom assessment phase. Similarly, Kiswahili teachers' pedagogical competence in aspects related to competency-based curriculum fizzles out as the instructional process moves from the planning phase to the assessment phase. The rest of this chapter interrogates these and other findings of the study in view of the theoretical framework that guides this study together with reviewed literature in chapter two.

4.4 Discussion

4.4.1 Introduction

The purpose of this qualitative multiple case study was to examine Kiswahili teachers' pedagogical competence for the implementation of CBC in selected primary schools in Turkana County, Kenya. Specifically, the study sought to: establish Kiswahili teachers' pedagogical competence in lesson planning; explore Kiswahili teachers' pedagogical competence in actual class interaction; assess Kiswahili teachers' pedagogical competence in classroom assessment and develop a tentative theory summarizing Kiswahili teachers' pedagogical competence for the implementation of CBC. It is based on these research objectives that the next section of this chapter interrogated the findings of this study. The discussion was conducted considering views shared by various scholars as detailed in the literature review (in chapter two of this thesis) together with guidelines offered by Desimone's (2009) Core Conceptual Framework which is the theoretical framework for this study.

4.4.2 Kiswahili teachers' pedagogical competence in Lesson Planning for the implementation of CBC

This study conceptualized Kiswahili teachers' pedagogical competence in lesson planning as the ability of the teacher of Kiswahili to effectively prepare a lesson plan for instruction during the teaching and learning process for the implementation of C.B.C. In this study, it was established that majority of the teachers prepared a lesson plan that followed the general format of a CBC lesson plan. Specifically, the teachers clearly outlined the administrative information together with lesson development features. However, teacher E8 did not prepare a lesson plan to guide his instructional process. In relation to this, the teacher admitted that he lacked requisite knowledge and skills to prepare such documents. This is because the teacher had neither attended any teacher professional training nor CBC training. Migosi et al. (2016) and Isaboke et al. (2021) also found that majority of teachers who never prepared lesson plans was because of inadequate competence to do so.

It was also found that, though majority of the teachers made an effort to prepare lesson plans that followed the general format of a CBC lesson plan, some of the lesson plans were incomplete. For example, the lesson plan written by teacher C5 and teacher J1 failed to indicate the assessment techniques to be used. According to the teachers the process of deriving lesson plans from the curriculum designs and teacher's guides was tedious and time consuming. In the same vein, IBE-UNESCO (2017), Pale and Amukowa (2020) and Waweru (2018) observe that CBC compliant lesson plans are too lengthy and require too much preparation.

According to Kafyulilo et al. (2012) a competent teacher should be able to plan and organize scope and sequence of subject matter to be taught in advance while avoiding vagueness and irrelevance. Comparably, findings from this study revealed that

teachers of Kiswahili exemplified great proficiency in lesson planning of subject matter. The findings were in line with a study by KICD (2018) which reported that majority of the teachers studied (85.4%) had the ability to derive content from the curriculum designs and make lesson plans.

It was also established that there was more teacher proficiency in planning for instruction using the cognitive domain of learning as compared to the other domains. Similar findings were also shared by Sadiki and Yang (2019) which noted of over emphasis of the cognitive domain in teachers' lesson plans. The authors further observed that, teachers often formulated specific learning outcomes that majored on the transmission of knowledge and development of skills and values.

The study further revealed that teachers of Kiswahili had difficulties in outlining C.B.C integrated content. In particular, teachers had more difficulties in planning for instruction for pertinent and contemporary issues (P.C.I) compared to other C.B.C integrated content such as values and competencies. Comparable findings were shared by a study by Hall (2021) which noted that most teachers expressed their confusion about the new protocols and lesson planning components of the CBC. According to Komba and Shukia (2018), Nambua (2018), and Remmy (2017) majority of lesson plans do not have the qualities of competence-based teaching and learning processes. This is against guidance offered by KICD (2017b) that outlines that there is need for emphasis on embedding and infusing of the aspects of the CBC such as core competences, pertinent and contemporary issues, values, key enquiry questions, non-formal learning activities, link to other learning areas and assessment.

According to KICD (2017b) a well written lesson plan should present concepts and skills in a systematic manner using appropriate strategies to achieve the stated lesson

outcomes. Contrastingly, in this study it was found that majority of the teachers failed to detail how they would use the various selected instructional activities in integration of; C.B.C integrated content, key inquiry question (KIQ), learning resources, linkage to other learning areas and extensional activities. In the same vein, Sadiki and Yang (2019) observed that lesson plans reviewed in their study failed to show a design of realist learning tasks, which aimed at developing learners' competences.

A competent teacher should select and design appropriate assessment methods to evaluate the teaching learning process (Kafyulilo et al., 2012; KICD, 2017b). In this study, it was found that majority of the outlined classroom assessment techniques were in line with assessment of the subject matter that was to be instructed. However, Kiswahili teachers' pedagogical competence in assessment reduced in relation to assessment of C.B.C integrated content. Similarly, Ajuoga and Keta (2021) found that teachers while preparing lesson plans failed to detail how the various competencies would be assessed. They instead resorted to copying phrases directly from the design books with signs of miscomprehension (IBE-UNESCO, 2017).

In summary, the foregoing discussion reveal congruence between findings provided by the study and literature reviewed. In particular, teachers proficiently interpret curriculum designs deriving the required subject matter, but ineptly infused aspects introduced by CBC while lesson planning. The next section offers a discussion on Kiswahili teachers' pedagogical competence in actual class interactions.

4.4.3 Kiswahili teachers' pedagogical competence in actual class interaction for the implementation of CBC

In this study, Kiswahili teachers' pedagogical competence in actual class interactions was construed as the ability of the teacher of Kiswahili to effectively instruct learners

during the teaching and learning process for the implementation of CBC. The newly introduced CBC advocates for a learner-centred instructional approach for the basic education level (KICD, 2017a). Specifically, the grade four Kiswahili curriculum design emphasizes the use of a range of instructional methods which include; case study, group work, role play, discussion, question and answer, simulation and dictation (KICD, 2019). In this study, it was found that majority of the teachers selected and used learner-centred instructional approaches that included group discussions, class presentations and question and answer methods. Similarly, Teygong (2018) found out that majority (66.3%) teachers favoured the use of question-and-answer method as a main teaching method.

In applying the afore-mentioned learner centred approaches, teachers showed great proficiency in the instruction of subject matter. For instance, the instructional activities were organized in a logical sequence with one activity building on the other. Similar observations were made in studies by Kimaryo (2011), Muasya and Waweru (2019) and Pale and Amukowa (2020) in which teacher proficiency in instruction that focused on development of subject matter was noted.

The cross-case analysis of actual classroom interaction revealed domination of instruction at the cognitive level of learning. This signalled the slow transition of teachers' pedagogical competence from the previous 8-4-4 content-based curriculum to the new competency-based curriculum. Similar finding was recorded by Kubai (2023) in his critical review of the challenges facing the competency-based assessments in the competency-based curriculum in Nairobi County, Kenya. In particular, the author noted a slow pace of transition of learners in the 2.6.6.3 competency-based curriculum with a transition uncertainty after grade six. Kimaryo (2011), also earlier established that majority of teachers still focused on developing

content and use knowledge-based curriculum to facilitate teaching with the hope that the learners would develop the intended competences automatically by themselves. Mulenga and Kabombwe (2019a) and Sibanda and Blignaut (2020) concluded that teachers were adapting the new CBC curriculum to suit their traditional way of teaching.

This study further revealed that C.B.C integrated content was being superficially integrated by the teachers of Kiswahili in the lessons observed. For example, of the nine cases observed, competencies were only integrated in four. There was no integration of values and P.C.I in all cases observed. Similar studies by: Zhuwale and Shumba (2017) in Zimbabwe; Makunja (2016) and Nyoni (2018) in Tanzania; and Omondi and Achieng (2020) and Waweru (2018) in Kenya noted that teachers lacked enough pedagogical knowledge on how to infuse various aspects of CBC in instruction. For instance, Marion (2020) established that the infusion of competencies such as; digital literacy, creativity and imagination, problem solving and critical thinking was challenging to a majority of the teachers.

KICD (2017b) advocates for the integration of a range of instructional materials, learning activities and assessment techniques into the instructional process. In this study, teachers had relatively high pedagogical competency in selection of varied learning resources, instructional activities and classroom assessment techniques. However, the teachers showed limited proficiency in putting to use the identified learning resources, instructional activities and classroom assessment techniques. In the same vein, a study by Cheruto and Orodho (2016) revealed that most teachers were not competent in teaching the Kiswahili subject using an integrated approach.

In conclusion, the foregoing discussion reveal similarity between findings provided by the study and literature reviewed. In particular, teachers skilfully selected learner-centred instructional approaches but ineffectively used them during actual class interaction. The next section offers a discussion on Kiswahili teachers' pedagogical competence in classroom assessment.

4.4.4 Kiswahili teachers' pedagogical competence in classroom assessment for the implementation of CBC

This study conceptualized Kiswahili teachers' pedagogical competence in classroom assessment as the ability of the teacher of Kiswahili to effectively assess learners during the teaching and learning process for the implementation of CBC. Syomwene et al. (2017) particularly defines assessment as the process through which the teacher matches the initial expectation to the outcome to find out whether the intended objectives are being or have been realized. In this study, it was found that the assessment techniques only majored at finding out whether specific learning outcomes related to the cognitive domain of learning were being achieved. The assessment process however rarely assessed achievement of outcomes in the psychomotor and affective domains. Similarly, Ngendahayo and Askell-Williams (2016) observe failure of African countries such as Tanzania and South Africa in adoption of their assessment practices to the demands of CBC.

This study also observed that classroom assessment was dominated by theoretical assessment techniques. Similar findings were shared by Lukindo (2016) whereby he reported that the mode of assessment used by teachers in Tanzania was still paper and pencil. Specifically, learners were required to respond to factual questions which encourage superficial learning of concepts. Comparably, a study by Orina et al. (2022) revealed that many teachers still relied on theoretical assessment techniques to

assess learners in the new curriculum. These assessment techniques could not be differentiated from those in the 8-4-4 system.

It was further established that oral questions and class exercises were the most favoured assessment techniques employed by the grade four Kiswahili teachers. Comparably, Teygong (2018) established that teachers were using questions and class work exercises as instruments of assessment. Orina et al. (2022) also found that the assessment practices followed by teachers in implementing the new curriculum for science learning areas were found to include take-home assignments and oral questions.

Omondi and Achieng (2020) however noted that teachers did not have portfolios to indicate the competencies their learners should have or had acquired. In the same vein, none of the teachers studied in this study kept a portfolio or journal of learners' performance. Contrastingly, Marion (2020) found out that assessment had moved from tests and examinations to portfolio analysis in both public and private schools.

Besides theoretical assessment techniques, this study also noted limited use of performance-based assessment techniques. These findings were in line with what Mutiso and Odhiambo had earlier established in 2022. According to the two scholars, teachers were found to perceive themselves insufficient in performance assessment techniques such as student journal, rubric, self/peer assessment, attitude scale, interview, portfolio and project. Kisulu et al. (2022) further opined that majority of teachers had difficulties in using performance assessment techniques as they were perceived to be new and had not been explained comprehensively during training. This in turn hampered the teachers' ability to fully evaluate learners' competencies and skills in CBC due to improper use of the assessment techniques (Otieno &

Machani, 2022). Similarly, in this study majority of the teachers confessed that they lacked requisite competence for successful use of performance-based assessment techniques.

In the few cases in which performance-based assessment techniques were employed, the teachers failed to design or use assessment rubrics. Likewise, Waweru (2018) and Isaboke et al. (2021) reported that over 50 percent and 51.7 percent of the teachers respectively needed support in designing assessment rubrics. Orina et al. (2022) established existence of greater concern on how teachers were selecting items for assessment rubrics and operationalizing the comment section of the assessment records. In some instances, they simply copied phrases for designing assessment rubrics directly from the design books with signs of miscomprehension (IBEO-UNESCO, 2017). This study further established that, majority of the teachers avoided making and using assessment rubrics as they found them to be tedious and time-consuming. Similar findings were also shared by Ndambuki et al. (2024) who concluded that despite teachers having some knowledge of the mode of assessing in competency-based curriculum, most teachers found the mode tedious and time-consuming to perform and thus they rarely used the new mode of assessment in conducting assessment.

The study also noted that the failure to design or use assessment rubrics in the assessment process made the process unstandardized, unrecorded and unreported. Scheopner et al. (2018) also observed that teachers faced difficulties in implementing grading and assessment systems brought about by new competency-based curriculum in New Hampshire secondary schools in United States of America. According to Omondi and Achieng (2020) half of the respondents in their study recorded poor reliability of the assessment techniques they used. This was because, instead of

keeping records of learners' performance, most of the studied teachers (85.71%) used ranking methods after assigning quantitative values to learners. The learners' results were then kept in form of a merit list by all the studied teachers (100%). Similar sentiments were shared by teacher E8 who disclosed that he had devised a way of filling the assessment rubric book at the end of the term. According to the teacher, he used learners' performance in end of term exams to fill the assessment rubric book.

In a similar way to this study, research by Orina et al. (2022) established that the assessment techniques used in science learning areas lacked authenticity, reliability, and validity. For instance, there existed no clear indication of how parents were involved in their children's education (Orina et al., 2022). According to Orina et al. (2022) it was thus difficult to tell whether the take-home assignments were student's or parent's work. Besides, the grading system failed to show consistency as it gave preferential treatment to some learners. It thus failed to accurately represent learners progress and ability making it unreliable and invalid. Comparably, Kubai (2023) established that assessment employed by teachers lacked standardization procedures to ensure that the assessment and scoring tools provided to the schools yielded the same results under the same conditions.

In this study it was further noted that assessment techniques used majored on assessment of subject matter. Comparably, studies by Komba and Shukia (2018), Nzima (2016) found out that the existing assessments in Tanzania focused much on content rather than skills as advocated by the CBC. This study also established that, the instruction of C.B.C integrated content was superficially assessed. For instance, in only three of the nine cases were competencies assessed. The results mirror what was observed at actual classroom instruction in which the C.B.C integrated content, competencies were only integrated in four of the nine cases. In the same vein, studies

by Benjamin (2014), Muneja (2015), Msonde (2011), Tilya and Mafumiko (2010) concluded that there existed inconsistencies between CBC provisions and assessment practices.

KNEC (2021a) advocates for use of integrated form of assessment. According to the policy document, this can be done through involvement of learners in a range of learning activities both inside and outside classroom setting in which learning and assessment occur concurrently. According to KICD (2017a) such assessment can be done using extensional activities. In this study it was established that, teachers rarely used the integrated form of assessment. For example, extensional activities were only integrated into the assessment process in two cases of the nine cases studied. Additionally, teacher E8 observed that instruction and assessment were two different activities and could not be executed together.

In summary, both the findings of this study and literature reviewed reveal that teachers expertly apply theoretical-assessment techniques but inadequately use competency-based assessment techniques during classroom assessment. The next section offers a discussion in relation to formulation of a tentative theory on Kiswahili teachers' pedagogical competence in the implementation of CBC in selected primary schools in Turkana County, Kenya.

4.4.5 Towards a theory on Kiswahili teachers' pedagogical competence in the implementation of CBC in Kenya

As stated before, this study conceptualized teachers' pedagogical competence as the ability of the teacher to effectively plan for instruction, instruct and assess learners during the teaching and learning process for the implementation of CBC. In line with this view, this section further interrogated the findings from the study in light of

available literature with a view of formulating a tentative theory that summarizes their pedagogical competence for the implementation of CBC in primary schools in Turkana County, Kenya.

To start with, this study established that Kiswahili teachers' pedagogical competence varied across the instructional process. These findings are in line with opinions shared by Banks et al. (2005) which view teachers' pedagogical competence as dynamic. Cochran et al. (1993) further view teachers' pedagogical competence as something that is continuously developing and growing based on teacher experience. Studies conducted by Clermont et al. (1994) and Richards et al. (1995) also affirm that teacher experience influences their pedagogical competence. In particular, experienced teachers possess better pedagogical competence than novice teachers.

This study failed to show direct relationship between teacher experience (in terms of number of years taught) and teachers' pedagogical competence in instruction of Kiswahili. For instance, teacher C5 who had teaching experience of less than one year was more proficient in integrating varied learning resources, instructional activities and assessment techniques than teacher G3 who had taught for 10 years. Eleni (2021) cautions that teacher experience does not automatically improve teachers' pedagogical competence. A teacher does not acquire proficiency just because of time spent teaching in a classroom but through close familiarity with aspects of the instructional process (Eleni, 2021). The principle of closer familiarity was further exemplified in this study whereby it was found that Kiswahili teachers' pedagogical competence was higher when handling aspects related to the previous 8-4-4 content-based curriculum than those introduced by the new curriculum. Comparably, Orina et al. (2022) also noted that teachers relied on their former 8-4-4 experience to conduct

assessment of Competency Based Curriculum content in science learning areas for lack of knowledge stemming from insufficient training on assessment.

Kissau and Algozzine (2013) observe that teachers who have undergone teacher training have better pedagogical competence than teachers who are yet to undergo teacher training. Studies by Isaboke et al. (2021) Mwita et al. (2022) and Ngeno (2022) also confirm existence of significant statistical relationship between teachers' extent of training on CBC and their ability to implement the curriculum. Contrastingly, initial data analysis in this study failed to establish presence of any relationship between teacher level of training in C.B.C and their pedagogical competence. In the same vein, Orina et al. (2022) found out that there existed no direct correlation between attendance of CBC induction trainings and teachers' capacity to conduct formative assessments in science learning areas.

Desimone in his core conceptual framework of 2009 (which is the theoretical framework of this study) guides that for teacher training to be effective, it should be centred on; content focus, active learning, coherence, duration and collective participation. However, studies by Pale and Amukowa (2020) and Opondo et al. (2023) indicated that the training sessions were characterized by short duration of time which limited in-depth coverage of CBC knowledge and skills. The scholars' sentiments were confirmed by C.B.C training programme shared in figure 4.17.

Proposed Programme for the Teacher Training

TIME	ACTIVITY
	DAY 1
8.00-8.30am	Registration of participants Introduction Opening remarks Ground rules Workshop Aims
8.30-9.30am	<i>Session 1: Basic Education Curriculum Framework</i>
9.30-10.30am	<i>Session 2: Competency based curriculum for learners with special needs</i>
10.30-11.00 am	TEA BREAK
11.00 – 11.30 am	<i>Session 3:</i> Part 1 - Interpretation of the curriculum designs <ul style="list-style-type: none"> • National Goals of Education • Level learning outcomes • Learning areas for EYE <ul style="list-style-type: none"> - Essence statements
11.30 -1.00 pm	Part 2- Interpretation of the curriculum designs (Cont.) <ul style="list-style-type: none"> • Interrelationship between National Goals of Education, Level Learning Outcomes, General and Specific Learning Outcomes, Strands and sub-strands. • Learning Outcomes • Key Inquiry Questions
1.00 – 2.00pm	LUNCH BREAK
2.00 – 3.30 pm	Part 3- Interpretation of the curriculum designs (Cont.) <ul style="list-style-type: none"> • Learning Experiences (Differentiated learning (inclusive education), Inquiry Based learning), Core Competencies, Values, PCIs) • Learning resources
3.30 – 4.30pm	<ul style="list-style-type: none"> • Competency Based Assessment
4.30-5.30 pm	<i>Session 4: Professional Documents</i> <ul style="list-style-type: none"> • Schemes of Work
5.30 pm	TEA BREAK

Figure 4. 20 Proposed programme for teacher training (KICD, 2017b, p.4)

Figure 4.17 indicates that CBC teacher training involved a wide range of activities within a short period of time. This might have limited the in-depth coverage of CBC knowledge and skills as suggested by Pale and Amukowa (2020) and Opondo et al. (2023) hence low teacher pedagogical competence among the CBC trained teachers. Desimone's (2009) Core Conceptual Framework guides that, activities of professional

development should have sufficient duration to allow engagement and knowledge and instructional change.

Desimone (2009) further states that teacher training should focus on the skills and knowledge that are needed to carry out day-to-day teaching. Evens et al. (2018) also opine that the inclusion of specific topics in teacher training sessions such as those that relate to the content of learning opportunities positively impacts teacher pedagogical competence. In the same vein, the teacher training as outlined in figure 4.17 covered the entire instructional process from lesson planning to actual instruction and finally assessment. For instance, aspects of lesson planning such as interpretation of curriculum designs were covered earlier in the day (11.00 am -1.00 pm), followed by actual instruction (2.00 pm -3.30 pm) and finally assessment (3.30 pm – 4.30 pm). This study revealed that teachers had higher pedagogical competence in lesson planning (an aspect covered earlier in the day of training) but this competence reduced as instructional process progressed to assessment (an aspect that was covered later during training). According to KNUT (2019) the overload of training contents often resulted in trainers rushing through the contents with those contents scheduled for coverage in afternoon sessions being skipped. This therefore means aspects scheduled earlier in the day provide trainees (teachers) with more time to familiarize with them compared to those scheduled later in the day.

Based on the foregoing discussion, this study concludes that teachers' pedagogical competence diminishes in relation to level of familiarity of aspects under instruction.

4.5 Chapter Summary

At the start of this chapter, nine detailed portraits of Kiswahili teachers' pedagogical competence for the implementation of CBC in selected primary schools in Turkana

County, Kenya were presented. The presentation revealed varying Kiswahili teachers' pedagogical competence. Phase two of the chapter offers a cross-case analysis of the phenomenon under study which reveals diminishing Kiswahili teachers' pedagogical competence in the implementation of CBC. Further interrogation of these findings in light of existing literature and the theoretical framework that guided this study revealed that; the teachers' pedagogical competence diminishes in relation to level of familiarity of aspects under instruction. In that, teachers showed high pedagogical competence on aspects of instruction that they were familiar with such as content 'inherited' from the 8-4-4 content-based curriculum. This competency reduced as they moved towards aspects, they were less familiar with like the CBC integrated content. In the same vein, Kiswahili teachers' pedagogical competence reduced as the instructional process progressed from planning to assessment phase. This is similar to the manner in which teacher training moves from planning to assessment.

Next is the final chapter of this study that offers a summary of the findings, conclusions together with recommendations.

CHAPTER FIVE

SUMMARY OF FINDINGS, CONCLUSIONS AND RECOMMENDATIONS

5.1 Introduction

Kenya has undertaken curriculum reforms introducing competency-based curriculum. Teachers who are key implementers need to be adequately equipped in terms of competencies in order to effectively deliver the envisaged curriculum changes. The study therefore sought to examine Kiswahili teachers' pedagogical competence for the implementation of CBC in primary schools in Turkana County, Kenya. This final chapter provides a summary of findings, conclusions and recommendations stemming from the study findings.

5.2 Summary of the Findings

According to Andiema (2020), teacher pedagogical competence refers to the ability of the teacher to plan, control and facilitate appropriate interaction in the classroom; while taking into account the different needs and abilities of learners. In this study, grade four Kiswahili teachers' ability to make lesson plans, conduct actual class interactions together with its assessment was examined. Four specific questions were used to generate responses. These were: How prepared are teachers of Kiswahili in terms of pedagogical competence for effective lesson planning in the implementation of CBC in selected primary schools in Turkana County, Kenya? How prepared are teachers of Kiswahili in terms of pedagogical competence for effective actual class interaction in the implementation of CBC in selected primary schools in Turkana County, Kenya? How prepared are teachers of Kiswahili in terms of pedagogical competence for effective classroom assessment in the implementation of CBC in selected primary schools in Turkana County, Kenya? And which theory summarizes

Kiswahili teachers' pedagogical competence for the implementation of CBC in selected primary schools in Turkana County, Kenya?

In general, the research results revealed that the teachers' pedagogical competence diminishes in relation to the level of familiarity of aspects under instruction. In that, teachers showed high pedagogical competence on aspects of instruction that they were familiar with such as content 'inherited' from the 8-4-4 content-based curriculum. This competency reduced as they moved towards aspects, they were less familiar with like the CBC integrated content. In the same vein, Kiswahili teachers' pedagogical competence reduced as the instructional process progressed from planning to assessment phase.

5.2.1 Kiswahili teachers' pedagogical competence in lesson planning for the implementation of CBC in selected primary schools in Turkana County, Kenya

The first research question interrogated *Kiswahili teachers' pedagogical competence in lesson planning for the implementation of CBC in selected primary schools in Turkana County, Kenya*. According to Simwa and Modiba (2015), a lesson plan reflects a teacher's interpretation of subject matter, the multiple ways to represent it, the adaptations and tailoring that is made to instructional materials as influenced by what the teacher knows about learners' prior knowledge and alternative conceptions of the topic or notion to be presented. In the study, it was established that teachers were proficient in deriving the required subject matter from the curriculum designs both in terms of scope and sequence. For instance, all of the teachers were able to derive the correct content and expected specific learning outcome from the curriculum designs. Besides, seven of the nine were able to derive the CBC integrated content, learning resources together with the key inquiry questions from the curriculum designs. The teachers however had difficulties planning on how they would infuse

aspects introduced by CBC into the instructional process. This was exemplified by none of the studied teachers indicating in their lesson plans how they were going to use the key inquiry question during instruction. Besides, only three of the nine teachers were able to detail in their lesson plan how they would utilize the learning resources together with extensional activities during the lesson. Additionally, five of the nine teachers had difficulties in detailing in their lesson plans how they utilize the various suggested assessment techniques while carrying out the lesson.

5.2.2 Kiswahili teachers' pedagogical competence in actual class interaction for the implementation of CBC in selected primary schools in Turkana County, Kenya.

The second question explored *Kiswahili teachers' pedagogical competence in actual class interaction for the implementation of CBC in selected primary schools in Turkana County, Kenya*. The newly introduced CBC advocates for a learner-centred instructional approach for the basic education level (KICD, 2017a). Comparably in this study, it was found that majority of the teachers selected learner-centred instructional approaches that included group discussions, class presentations and question and answer methods. For example, it was also recorded that all the studied teachers except one selected various learning activities while five of the nine studied teachers selected varied learning resources and assessment procedures. However, the teachers showed limited proficiency in putting into use the selected learner-centred instructional approaches. For instance, only three of the nine studied teachers was able to effectively use the selected varied learning activities, learning resources and assessment procedures

5.2.3 Kiswahili teachers' pedagogical competence in classroom assessment for the implementation of CBC in selected primary schools in Turkana County, Kenya.

The next research question focused on *assessing Kiswahili teachers' pedagogical competence in classroom assessment for the implementation of CBC in selected primary schools in Turkana County, Kenya*. In this study, it was found that teachers of Kiswahili were competent in using theoretical assessment techniques. For instance, all the nine teachers were able to utilize theoretical assessment techniques such as class exercises and written tests during instruction. They however had difficulties in using performance-based assessment techniques. This was exemplified by none of the teachers being able to design and use the various suggested assessment tools to measure learner performance in the various learning activities. In addition, none of the teachers recorded or reported learner performance in the various learning activities. The study findings contradict guidelines shared by the competency-based assessment which advocates for performance-based assessment in which learner's ability to apply a set of knowledge, skills, values and attitudes to successfully perform a real-life task is determined.

5.2.4 Formulation of a tentative theory that summarizes Kiswahili teachers' pedagogical competence for the implementation of CBC in selected primary schools in Turkana County, Kenya.

The last research question spotlighted on *the formulation of a tentative theory that summarizes Kiswahili teachers' pedagogical competence for the implementation of CBC in selected primary schools in Turkana County, Kenya*. Existing theories view teachers' pedagogical competence as one that is dynamic, developing and continuously growing in relation to teacher's level of experience and training. This

study further observes that teacher pedagogical competence diminishes with the reduction in familiarity of the aspects under instruction. In that, teachers showed high pedagogical competence on aspects of instruction that they were familiar with such as content ‘inherited’ from the 8-4-4 content-based curriculum. This competency reduced as they moved towards aspects, they were less familiar with like the CBC integrated content. In the same vein, Kiswahili teachers’ pedagogical competence reduced as the instructional process progressed from planning to assessment phase. This is similar to the manner in which teacher training moves from planning to assessment.

5.3 Conclusions

The study examined Kiswahili teachers’ pedagogical competence for the implementation of CBC in selected primary schools in Turkana County, Kenya. The following conclusions were derived:

1. Majority of teachers of Kiswahili were proficient in interpretation of curriculum designs during lesson planning process. They however had difficulties planning on how they would infuse aspects introduced by CBC into the instructional process.
2. Majority of teachers of Kiswahili skilfully selected learner-centered instructional approaches that included group discussions, class presentations and question and answer methods. They however ineffectively used the selected learner-centered instructional approaches during actual class interaction.
3. Teachers of Kiswahili expertly applied theoretical-assessment techniques but inadequately used competency-based assessment techniques during classroom assessment.

4. Teacher pedagogical competence diminishes in relation to level of familiarity of aspects under instruction.

5.4 Recommendations of the Study

1. Teachers should be equipped with more skills on how to infuse aspects introduced by CBC into the instructional process while lesson planning. This can be done through pre-service training and in-service courses.
2. Teacher capacity building programmes should focus more on equipping teachers with skills on how to conduct actual class interactions using learner-centred instructional approaches.
3. Teachers Service Commission (T.S.C) in collaboration with Kenya Institute of Curriculum Development (K.I.C.D) and Kenya National Examination Council (K.N.E.C) should organize for teacher professional development courses that focus on application of competency-based assessment techniques in classroom assessment.
4. Teachers should be exposed more to the newly introduced CBC integrated content, learner centred instructional approaches and competency-based assessment techniques during training for effective implementation of CBC.

5.5 Suggestions for Further Study

The study also opened insights into new areas for further research that could contribute toward implementation of CBC in Kenya.

1. A similar study on teacher pedagogical competence in other learning areas could be a worthwhile undertaking. This is because each learning area has its own unique way of instruction.

2. Besides, an in-depth study on each phase of the instructional process being studied (lesson planning, actual class interactions and classroom assessment) would be necessary. This is an issue of importance because each phase of the instructional process is broad while this study only explored each of them.
3. Finally, a quantitative study investigating the relationship between teacher pedagogical competence and familiarity of the aspects under instruction will be highly illuminating.

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APPENDICES

Appendix I: Letter of Introduction

Moi University
Department of Curriculum, Instruction and Education Media

Dear respondent,

I am a student at Moi University pursuing a PhD Degree in the Department of Curriculum Instruction and Educational Media, conducting a study on "**Kiswahili teachers' pedagogical competence for the implementation of competency based curriculum: a multiple case study of selected primary schools in Turkana county, Kenya.**" In this study, you have been sampled as one of the respondents. The study shall last for a period of one month with data being collected using; document analysis guide, observation guide schedule and interview guide schedule. I am therefore humbly requesting for your acceptance to participate in this study. The information collected in this study will be utilized only for research purposes.

Thank you.

Yours sincerely,

.....

Mugera Eric.

Appendix II: Informed Consent Form

Dear participant,

You are being asked to consent for your participation into a study that aims at exploring Kiswahili teachers' pedagogical competence for the implementation of CBC in Kenya. You are asked to participate in this study because you are key stakeholder in the implementation of CBC thus a potential respondent in this study.

Study procedures

The study will involve interviews, actual class interaction observations and document analysis as methods of data collection. Actual class interaction observations will last for two weeks. Moreover, a maximum of three interviews will be conducted (1 main interview and 2 follow ups). Each interview will last between 45 and 60 minutes. The interviews will be audio recorded. These will later be transcribed and stored in soft and hard copies and will then be analysed.

Confidentiality

The information gathered will be confidential; your information will be accessed only by a researcher. In any way, information will not be linked to your individual name. Your name will not be mentioned in any paper or report of this study. Instead pseudonyms will be used.

Benefits

There is no direct benefit for your participation in this study. However, the information that you are going to provide to us will help in CBC policies and practices more responsive to teachers' needs and the improvement of quality of education. Additionally, your participation will assist in finding suggested solutions to the way CBC implementation should look like.

Participation

Participation into the study is voluntary. You have the right to decline participation or withdraw from the study at any point of the interview. Your decisions whether to participate or not will not in any way interfere with your teaching profession. Equally important, you are not subjected to say why you are quitting the study.

If you agree to participate into the study, please, give your signature hereunder.

Signature of the participant:

Name of the participant:

Date:

Appendix III: Authorization Letter



**REPUBLIC OF KENYA
MINISTRY OF EDUCATION**
STATE DEPARTMENT OF EARLY LEARNING AND BASIC EDUCATION

Telegram 'ELIMU', Lodwar
 Telephone 'Lodwar' 054 21076
 Fax No: 054 21076
 Email: cdeturkana@education.go.ke
 When replying please quote
REF: TC/CONF/ED. 12/1/VOL.II/207

TURKANA COUNTY EDUCATION OFFICE,
 P.O. BOX 16- 30500,
LODWAR.

22ND OCTOBER, 2022

RE: RESEARCH AUTHORIZATION: MR. MUGERA ERIC
LICENCE NO: NACOSTI/P/22/21050.

This is to authorize the above named researcher to carry out research on
**KISWAHILI TEACHERS' PEDAGOGICAL COMPETENCE FOR THE
 IMPLEMENTATION OF COMPETENCY BASED CURRICULUM: A
 MULTIPLE CASE STUDY OF SELECTED PRIMARY SCHOOLS IN
 TURKANA COUNTY, KENYA.** The research period ends on 21ST October, 2023.

Any assistance accorded to him will be highly appreciated.

Thanks in advance.
 COUNTY DIRECTOR OF EDUCATION
 TURKANA COUNTY
 P.O. Box 16 - 30500, LODWAR
 DATE: 22/10/2022
 JOSEPHINE NASAMBU WALLE
 COUNTY DIRECTOR OF EDUCATION
TURKANA COUNTY.

CC: - The commissioner
 Turkana County.

- MR. Mugera Eric

Appendix IV: NACOSTI Research Permit

Appendix V: Document Analysis Guide for Lesson Plans

Preliminary Information

Pseudonym name of the School..... Grade (stream)..... Teacher.....

Number of students Date Time.....

Strand Sub-strand

Aspect	Conception	Description of the observation
Subject matter	Scope	
	Sequence	
Specific learning outcomes	Relation to subject matter covered	
	Inclusivity in terms of: a) Knowledge b) Values c) Skills
CBC Integrated content	Integration of: a) Values b) Competencies c) P.C.I
Key inquiry question	Appropriateness in relation to; i. Subject matter. ii. S.L.O ii. CBC Integrated content
Interaction	Subject matter	
	Learning resources	
	S.L.O	
	C.B.C Integrated content	
	K.I.Q	
	Learning resources	
Classroom assessment	Linkage other learning areas	
	Extensional activities	
	Intended assessment technique	
S.L.O		
	C.B.C Integrated content	

Any other information

.....
.....
.....

Appendix VI: Actual Class Interaction Observation Schedule

Preliminary Information

Pseudonym name of the School..... Grade (stream)..... Teacher.....

Number of students Date Time.....

Strand Sub-strand

General Questions

What is the nature of the environment? (Class organisation/ sitting arrangements)

Aspect	Conception	Description of the observation
Subject matter	Scope	
	Sequence	
Specific learning outcomes	Inclusivity in terms of: a) Knowledge b) Values c) Skills
CBC Integrated content	Integration of: a) Values b) Competencies c) P.C.I
Key inquiry question	Proper & procedural use	
Learning resources	Varied	
	Proper & procedural use	
Instructional activities	Varied	
	Proper & procedural use	
Linkage to other learning areas	Proper & procedural use	
Extensional activities	Proper & procedural use	
Classroom assessment	Varied	
	Integration into instructional process	

Any other observation made

.....
.....
.....

Appendix VII: Classroom Assessment Observation Schedule

Preliminary Information

Pseudonym name of the School..... Grade (stream)..... Teacher.....

Number of students Date Time.....

Strand Sub-strand

Aspect	Conception	Description of the observation
Designing	Assessment tools	
	Assessment rubrics	
Use	Assessment tools	
	Assessment rubrics	
Application	Varied assessment techniques	
Application	Theoretical assessment techniques	
Application	Performance based assessment techniques	
Scoring		
Recording		
Reporting		
Assessment	Subject matter	
	Cognitive S.L.O	
	Psychomotor S.L.O	
	Affective S.L.O	
	Competencies	
	Values	
	P.C.I	
Integrated assessment	K.I.Q	
	Instructional activities	
	Learning resources	
	Extensional activities	

Any other observation made

.....

.....

.....

.....

Appendix VIII: Semi- Structured Interview Guide for Teachers of Kiswahili

1. Kindly take us through a step by step procedure of how you prepare a lesson plan under CBC.
 - a) What are the key things that have to be included in a lesson plan to make it effective for the instruction of Kiswahili under CBC?
 - b) Kindly talk about how you include the following while lesson planning;
 - i. Subject matter
 - ii. Specific expected learning outcomes (Knowledge, values and skills)
 - iii. CBC Integrated content (Values, competencies and PCI)
 - iv. Key enquiry questions
 - v. Class interactions (learning resources, linkage to other learning areas, extensional activities)
 - vi. Classroom assessment
 - c) From the analysis of lesson plans you shared with me it was found out that..... Is it the case? If YES, why is it so? If NO, how should it be and why?
2. Using relevant examples kindly describe in detail how you conduct actual class interaction while implementing Kiswahili under CBC.
 - a) How do you put into practice elements of the lesson plan identified in question (1b) above?
 - b) From the actual class interactions observed it was noted that..... Is it the case? If YES, why is it so? If NO, how should it be and why?
3. Using relevant examples kindly describe in detail how you conduct assessment of actual class interaction while implementing Kiswahili under CBC.
 - a) Kindly talk about how you assess the following while conducting actual classroom interaction;
 - i. Subject matter
 - ii. Core competencies
 - iii. Values
 - iv. Pertinent and Contemporary Issues
 - b) Kindly elaborate how you utilize extensional activities such as parental involvement and community service learning in the assessment of Kiswahili under CBC.
 - c) From the analysis of assessment tools you shared with me it was found out that..... Is it the case? If YES, why is it so? If NO, how should it be and why?

Appendix IX: Sample Interview Transcription for Teachers of Kiswahili

Researcher: *Baada ya kuangalia ukifundisha darasani, ningependa kujua ni maandalizi yepi unayoyafanya wakati unapoandika mpangilio wa somo. Ile lesson plan... yeah. Ni yapi ambayo na wewe huzingatia katika kuandaa mpangilio wa somo (lesson plan). Unazingatia mambo yapi?*

Respondent: Kitu cha kwanza, ninatazama rekodi ya kazi.

Researcher: *Ehee.*

Respondent: Rekodi ya kazi iko nasema, ratiba ya kazi...naangalia ratiba ya kazi. Ratiba ya kazi ni scheme. (Hapa mhojiwa anazungumzia maazimio ya kazi)

Researcher: *Ehee.*

Respondent: Nina tizama kwanza scheme, kwa sababu ni scheme naenda kutoa lesson plan, and then nikiangalia, baada ya kuangalia scheme, ninaangalia ile mada, mada ya somo. Naangalia mada ya somo, lengo. Like, mada ya leo inalenga nini kwa hiyo scheme? Kama hapa scheme imeniambia ukubwa wa... na naenda kufundisha katika sarufi, na ina narrow down inasema under sarufi tunaenda kufundisha ukubwa wa nomino. Udogo tumeizungumzia, lakini haikuwa mada ya leo. Ilikuwa, ninapossema ukubwa wa nomino, watoto hawawezi kujua, kumbe kuna udogo pia? Inamaanisha kama kuna ukubwa kuna udogo pia.

Researcher: *Lazima utahusisha katika hicho kipindi.*

Respondent: Lazima nitahusisha. So mada ya leo vile nilikuwa nakuambia ni kwamba, nazungumzia kuhusu ukubwa wa nomino. Tuna... tunaambiwa, nomino inapo... inapo... tunasemaje? ... dharauliwa venye ... nilikuwa natumia lugha kudharauliwa, kudunishwa, inamaanisha inapopunguzwa, yaani, eeh...

Researcher: *Endelea*

Respondent: Ile maana yake imedunishwa kiasi. Inapodunishwa inamaanisha inawekwa katika hali ya udogo. Na nomino inapopewa sifa..., si unaelewa hiyo ni kama sifa sasa. Inapopewa sifa na heshima zake, tunaweka katika hali ya ukubwa. So, ninapozingatia kuandika rekodi ama lesson plan...

Researcher: *M pangilio wa somo.*

Respondent: Mpangilio wa somo, kama sasa leo nimesema, nina... ninaangalia mada yangu inataka nini? Watoto wanafaa kufahamu nini, na watoto hao walikuwa wamezungumzia hiyo mada awali ama ni mara ya kwanza, and then ni mara ya kwanza wanazungumzia hiyo mada ama walikuwa wanajua, kuna kitu wanafahamu kuhusu hiyo mada

Researcher: *Mmh.*

Respondent: Tuna assume grade ya nne ni watu hawajapitia vitu vingi, hawaelewi zaidi. Naangalia level ya wanafunzi, and then naangalia nyenzo.

Researcher: *Nyenz...*

Respondent: So, ninapopeana huu mfano, mtoto anaweza kufahamu ni nini najaribu kusema kabla sijaleta lesson, like I wanted to connect to the introduction part of it, the example I gave and then like, with the lesson. Yeah.

Researcher: *Which came out very well.*

Respondent: So ninapozingatia ...kama leo nilikuwa na chati yenye maneno ya, chati yenye silabi, mifano ya silabi, silabi lengwa, si silabi zote. So I can't write the whole silabi. And then like, silabi lengwa kama mzizi 'm' tukiunganisha na sauti ile 'ti'. Inaleta neno gani?... 'Mti', si unaelewa? So, hilo nimeweka kwa mfano katika chati nikaweka kwa ubao...

Researcher: *Naam.*

Respondent: ...kuwakumbusha kwamba tukiunganisha sauti fulani pamoja na sauti fulani italeta neno fulani. Tukichukua sauti fulani tukiweka kwa silabi fulani tutapata neno fulani. Na silabi ndio hivyo, kwa kuzungumza.

Researcher: *Naam.*

Respondent: Tunasema mti, mti umefanya nini? Mti mfupi, mti mkubwa umevunjika. Si unajua, ukiweka maneno tofauti unapata sentensi. Hivyo wakijifunza moja moja kesho wataweza kuandika paragraph ya full sentences.

Researcher: *Kweli kabisa.*

Respondent: So, inazingatia the size of the class...

Researcher: *Nimeona kwamba unazingatia maazimio ya kazi, kisha mada, kisha hiyo mada itakuwa iliwahi kuzungumziwa ama ndio mwanzo inazungumziwa, unaangalia kiwango cha wanafunzi, na pia utaangalia ni nyenzo zifi utakazojumuisha katika kipindi kukifanikisha na mifano ipi na kadhalika. Kuna jambo ulikuwa unaongezea kabla ya..., sijui ni lipi? Lilikuwa jambo nzuri tu...*

Respondent: Nilikuwa nasema size of the class.

Researcher: *Ahaa, naam.*

Respondent: Kama ninaenda kuweka hao watoto kwenye vikundi ama kila mtoto anaweza kujieleza kibinafsi mmoja mmoja ama ni vikundi, ninaenda kutumia vikundi, na vikundi pia vinalingana na nyenzo nilizo nazo, kwa sababu kama nimetayarisha tuseme kama hizo makadi nilikuwa nazo nikiweka kwa vikundi inamaanisha kila kikundi kitakuwa na kadi tofauti ambayo iko na jina tofauti tofauti, na pia nita consider time, hiyo muda niko nao utaweza kufanya hiyo kufundisha katika... because nikisema

naweka kwenye vikundi nitatathmini watoto mmoja mmoja, kikundi kimoja baada ya kingine katika huo muda wenyenimepewa, na labda ni kikundi may be kikundi kingine kinaweza kuwa na watoto ambao wako... like what I am considering to group learners in groups to make them in groups. Si unaelewa the level of understanding also differs. Thats why sijawaweka kwa vikundi, nimewaweka wamekaa tu katika hali ya kawaida darasani, manake ni kiwaweka kwenye vikundi unapata wengine wanaelewa zaidi Kiswahili, wengine hawaelwi zaidi Kiswahili. So nikieleza, nikionyeshana kadi hivi kila mtu anaangalia jinsi alivyo. Sasa kama ule kuna msichana nimesema Peter, anaweza kuongea Kibina pekee yake. Akitumia maneno ya Kiswahili ni matusi ama kupigana. Lakini maneno yote ya Kiswahili... utasema jibu swali hawezi kujibu swali.

Researcher: *Mmh.*

Respondent: Mi najua weakness yake. So hata nilimpompea muda ajaribu tu ajikakamue kidogo, so unaona ameshindwa, ameona ni kama namuaibisha, madam sasa amesema nini? So unampata ukimweka..., ukimweka apatikane amewekwa kwa kikundi ambacho wanaelewa zaidi tena anafeel demoralized.

Researcher: *Naam.*

Respondent: Halafu sasa ukimweka pamoja na hali ya, group ya level yake, tena unaona wale wanalala sana, unaelewa?

Researcher: *Mmh.*

Respondent: So ndio maana nimewaweka katika hali ya kawaida.

Researcher: *Nimekupata vizuri, hata nilikuwa nikuulize namna ambavyo CBC ina, inasisitiza wanafunzi waketi...*

Respondent: Hatuketi hivi, normally hatuketingi hivi, tunaketi kama ukienda darasa lile lingine, hata class three ama class one, tume arrange basic sitting, but pia hii inakuwa arranged hivi kila siku, tume dismantle asubuhi. Kwa sababu ya 'mada', pamoja na ule uwezo wa wale wanafunzi labda kwa sababu wengi wao hawana ule uwezo wa kusema kwa lugha ya Kiswahili, itakuwa vigumu hata kujadili katika makundi yao. And then nikijaribu kuwaambia kama hapa, tazama hii kadi, nimeandika nini? 'Mti', na nigeuze nyuma ya kadi, saa zile wameketi kwa kuangaliana hivi, unajua wengine hawataniangalia.

Researcher: *Hawatakuona.*

Respondent: Watabaki wanaangaliana hivi. Labda wanachezea makalamu, hapa concentration itakuwa low, kwangu.

Researcher: *Nakuelewa.*

Respondent: Nime dismantle hiyo class asubuhi, but it was arranged ...

Researcher: *Ili kuafiki malengo ya somo, aah nakuelewa vizuri. Kwa hivyo unaelewa vizuri haya maswala ya namna tunavyooandaa huu mpangilio wa kazi? Na labda katika huo mpangilio wa kazi, ni mambo gani, ahaa, nafikiri hayo mambo uliyoyataja ndiyo muhimu. What are the key things that are to be included in a lesson plan to make it effective? Kwa instruction ya Kiswahili under CBC? Ni mambo gani ambayo lazima yawe kwenye huo mpangilio wa somo ndipo tuwe tinatekeleza mtaala wa CBC?*

Respondent: Lazima yawe...

Researcher: *...yajitokeze katika huo mpangilio wa somo, na ambayo baadaye yatajitokeza darasani unapofundisha.*

Respondent: The question is not ambiguous but again it is ambiguous.

Researcher: *Naam, naam, naam.*

Respondent: Ni mambo gani, because katika andao la somo kwa Kiswahili niko na strands.

Researcher: *Mmh ndiyo hayo sasa.*

Respondent: Niko na sub strand, na niko na specific learning outcomes. Sasa strand tunaita mada. Tuko na mada ndogo.

Researcher: *Naam.*

Respondent: Sasa kwa lesson plan tunatumia mada ndogo peke yake. Hatutumii mada kubwa ile. Tumeibreak down into teachable units. Kumbuka specific learning outcomes is objective like, it is ambiguous.

Researcher: *Naam naam.*

Respondent: It is ambiguous, it can be taught in two lessons or three lessons, but now when I narrow down to mada ndogo, I come to like sub-strand, mada ndogo haswa ni ile, kwa hii katika siku ya leo...

Researcher: *Kama vile ulikuwa unashughulikia ukubwa wa nomino?*

Respondent: Eeh.

Researcher: *Hiyo ndiyo mada ndogo sasa.*

Respondent: Katika siku ya leo, kwa sababu maanake kesho ni kama nitapewa ruhusa, kesho is a weekend siji, kama ni Monday nakuja. Nitasema sasa ebu tuangalie udogo wa nomino na nipeane nomino tofauti. Si lazima ziwe zenye ziko na mzizi. Nomino ni nyingi. Inalingana ni ngeli gani pia.

Researcher: *Kweli.*

Respondent: So, nikisema vitu ambavyo vinakuwa captured kwa lesson plan, ndio, hizo... hiyo mada yangu...

Researcher: *Mmh.*

Respondent: Mada lengwa. Inaambatana na nyenzo nimebeba zinaambatana na mada lengwa? Mifano ninapeana, ni mifano ya kubunisha ile, the examples I am giving are they marrying my strand, my sub-strand, like are they realistic? Or I am giving some awkward examples away from the lesson. Am I within the lesson?

Researcher: *Yes.*

Respondent: Si unajua naweza ingia somo la..., nifundishe somo l..., tuseme kama hii ya leo sasa, na ninaanza kupeana mifano ingine ya nyumbani.

Researcher: *Naam.*

Respondent: Jana ulikula nini? Wewe, vile ultoka nyumbani umewachcha nani huko? So ndio naanza kuleta vitu ambavyo haviko kwa hiyo lesson.

Researcher: *Ni kwa njia ipi wewe huusisha somo unalofunza nay ale yanayojiri nje ya shule kama vile nyubani na jamii kwa ujumla?*

Respondent: Do you mean community service learning?

Researcher: *Yes.*

Respondent: Katika masomo mengine kama social studies and science ni rahisi coz unaweza ambia wanafunzi waunde some model ama instrument but kwa Kiswahili ni nadra... mmmh may be kwa kuwapa kazi ambayo wataenda kufanya na wazazi wao.

Researcher: *Kazi kama ipi?*

Respondent: May be like vile nilikuwa ninafunza ukubwa na udogo, I would ask my students wakiwa nyumbani kwa usaidizi wa wazazi wao wabuni sentensi zinazorejea nomino nilizofunza katika ukubwa na udogo. Ama vile kitabu kinasema hapa, “wanafunzi watumie sentensi zilizo katika udogo na ukubwa wanapowasiliana”

Researcher: *Na wanafunzi hufanya haya kweli?*

Respondent: Hapo sijui, like as you see hii ni activity yenyе wanafunzi wanafaa kufanya wakiwa nje ya darasa wakiwa na wazazi wao au hao pekee yao. So I cannot really tell if they actually engage in those activities ama wanapuzilia tu. But mimi huwaambia wafanye kulingana na jinsi nilivyoelekeza nah ii design.

Researcher: *Sawa... mmmh nilipokuwa darasani, nilitizama kuwa ulikuwa na chart ambayo ni moja wapo ya nyezo zako za kufunzia...*

Respondent: *Yes.*

Researcher: *Ingawa uliitundika ubaoni, sikuona popote ilipotumika kwenye somo... mbona ikawa hivyo?*

Respondent: Wajua shida pia ni time. At times as teachers huwa tunajipanga unataka kufunza in a certain way using a certain material but time pia... You see like kwa hili somo nilijaribu kuwahusisha wanafunzi na baadhi yao ... ndio tu wasome a simple sentence itakuchukua muda. By the time

unataka sasa kingiza vitu vingine kama vile charts unapata muda umekwisha. But next lesson nitaona vile nitaingiza hiyo chart kwa kipindi.

Researcher: *Labda katika hali ya kumalizia, na kwa kifupi, elezea mbinu au nyezo ambazo wewe kama mwalimu huzitumia kupima uelewa wa wanafunzi unapofundisha.*

Respondent: Waah swal lako ni tatanishi.... Ila ninaweza kusematu mimi huhakikisha ninapeana zoezi baada ya somo. Pia ninapofunza huwa ninatumia mbinu ya maswali na majibu.

Researcher: *Vyema.... Na je, matumizi ya nyezo nyinginezo za kutathimini?*

Respondent: Zipi hizo?

Researcher: *Vitu kama kuweka portfolio, project work, rating scales na kadhalika.*

Respondent: Yeah mimi huziskiatu but bado sijazitumia?

Researcher: *Sawa... na huwa unatumia an assessment rubric?*

Respondent: Ndio

Researcher: *Kivi?*

Respondent: mmmh ... wacha tu hapo tusiende.

Researcher: *Haaiyah... sawa. Na ni kwa kiasi kipi mbinu ulizozitaja hapo awali... yaani matumizi ya mazoezi ya darasani na mbinu ya maswali na majibu inavyotosheleza matarajio yako katika kutathimini uwezo wa wanafunzi?*

Respondent: Ninaweza sema kwamba mbinu hizi ni bora katika kufanya tathmini. Kwa mfano, ukiangalia kama nilivyowapa wanafunzi zoezi baada ya kufunza 'Ukubwa na Udogo' na nikasahisha. Nilitambua kuwa wanafunzi walielewa mada lengwa.

Researcher: *Vyema.... na ni vipi ultathmini uwezo wanafunzi kumiliki maswala mtambuko?*

Respondent: Hiyo huwa tunafunza lakini si lazima utathimini kabisa, lakini si ukuiangalia tu unaona that wanafunzi wanamiliki.

Researcher: *Kivipi?*

Respondent: Sijui nieleze aje lakini huwatunatathmini.

Researcher: *Asante sana kwa muda wako. Tumefikia kikomo cha mahojiano yetu.*

Respondent: Karibu. Ninatumai yamekuwa ya manufaa kwako. As in, umepata kile ulikuwa unatafuta.

Researcher: *Ndivyo kabisa. Kuna mengi nimejifunza. Asante.*

Respondent: Karibu.

AppendixX: Sample of a Field Journal

Journal Entry 01-02/09/2022

It is my first school that I am observing the teacher of Kiswahili conducting actual class interaction. The lesson is exciting as the teacher is involving the learners in manipulating digital devices while conducting classroom assessment. However, the lesson has lasted for more than 80 minutes. This is two times more than the allocated time of 35 minutes.

Journal Entry 02-22/09/2022

It is ten minutes to the lesson. Teacher C5 has collected several fruits that include mangoes, bananas and oranges which she intends to use in her lesson. She informs me that such instructional materials are suited for the lesson she intends to teach as they bring reality to the lesson.

Journal Entry 03-23/09/2022

For the first time I have observed a lesson in which I feel the teacher has been able to achieve all the specific learning outcomes he had detailed in his lesson plan.

Journal Entry 04-7/10/2022

I am at school E. Despite the school having a large teaching staff of 40 teachers, non seems willing to participate in this study as a teacher of Kiswahili. Majority of the teachers prefer teaching other learning areas since they say that Kiswahili is very involving and complicated. To exemplify this, the teachers assert that it takes longer to mark Kiswahili Insha compared to English composition.

Journal Entry 05-7/10/2022

The class is filled to the brim. Furniture in the class is not enough as many students are crowding on few available desks. There are even some who are sitting on the floor. This is further inhibiting teacher's movement in the class as the path ways are crowded. As an observer I am also forced to make my observations from the front of the class as opposed to my preferred position at the back of classroom. Additionally, most of the learners do not have the grade four learners' textbooks. They are thus forced to share the few available.

Journal Entry 06-14/10/2022

It is few minutes before the lesson. The teacher I am set to collect data from is a person living with disability (blind). The teacher does not have a lesson plan to guide her lesson. However, the teacher seems knowledgeable on what lesson planning entails. This can be deduced from the conversation I am having with the teacher. He laments about numerous challenges he faces in implementing CBC that include lack of assistive devices to conduct his work.

Journal Entry 07-15/10/2022

I am conducting initial data analysis. It is interesting to note that in all the six schools I have collected data from, none of the teachers of Kiswahili has designed nor used assessment rubrics or even the suggested assessment tools while conducting classroom assessment.

Journal Entry 08-13/11/2022

The teacher is standing in front of the class holding a laptop in her hands. She is struggling to project a video that is being played on the laptop for the learners to view. This has forced learners to move out of their seats. Lessons objectives could have easily been achieved had there been a projector in the class.

Journal Entry 09-17/11/2022

As I listen to the recordings of interviews, most of the teachers of Kiswahili seem to have a problem with the recommended classroom assessment techniques as compared to the other two phases of the instructional process (lesson planning and actual class interactions). While they elaborately explain what constitutes lesson planning and actual class interactions they are having difficulties in talking about classroom assessment.

Journal Entry 10-20/11/2022

Learners are seated in a round table discussion group arrangement. However, little discussion seems to took place amongst the pupils with most of them responding to teacher's questions without consulting their peers. May be the discussion was brought at the wrong time when learners already had answers hence no need to discuss.

Journal Entry 11-27/11/2022

This is the ninth school I am collecting data from. In all the schools I have visited question and answer technique together with class exercise seems to be the favoured assessment techniques by the teachers of Kiswahili.

Journal Entry 12-17/02/2023

As I read through transcribe after transcribing of the interviews conducted on the teachers of Kiswahili, variations in their pedagogical competence start to emerge. Majority of them seem comfortable preparing lesson plans. However, the actualization of this lesson plans seems to be a problem. To some of the teachers this is so because of inadequate time and other teaching and learning resources. To others, they confess inadequate training especially in classroom assessment.

Journal Entry 13-13/03/2023

As I undertake my cross-case analysis there is a trend that is emerging. The teachers seem to be so knowledgeable in the initial stages of instruction (lesson planning). They however have difficulties in putting into practice whatever they have outlined in their lesson plans during the actual class interaction sessions. This signals that teacher' pedagogical competence reduces as the instructional process progress towards assessment.

Appendix XI: Anti-Plagiarism Certificate



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Word count: 50504

Awarded by

Prof. Anne Syomwene Kisilu
CERM-ESA Project Leader Date: 06/12/2024