INSTRUCTIONAL SUPERVISION SUPPORT TO TEACHERS' IMPLEMENTATION OF COMPETENCY-BASED CURRICULUM IN PUBLIC PRIMARY SCHOOLS IN KAPSARET SUB-COUNTY, KENYA

BY

KOUAME A. CHARLOTTE

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DECLARATION

Declaration by Candidate

This thesis is my original work and has not been presented for a degree or diploma in any other institution/ university. No part of this thesis may be reproduced without prior authorization from the author and or Moi University.

Signature   Date 1/10/23

Kouame, A. Charlotte

MS/R/5289/21

Declaration by the Supervisors

This thesis has been submitted for examination with our approval as university supervisors.

Signature   Date 1/10/23

Dr. Joseph Lelan

Department of Educational Management and Policy Studies,

Moi University, Kenya.

Signature   Date 1/10/23

Dr. George Kahangwa

School of Education

University of Dar es Salaam, Tanzania

DEDICATION

This thesis is dedicated to my father, M. Boni Kouame Alexandre, and my mother Mrs. Boni Affoue Clementine for their unflinching love, and prayers which remain a source of inspiration for my academic pursuits; to my siblings Kouame Christiane, Kouame Solange, Boni Ruth, and Boni Daniel for their continuous encouragements throughout my academic journey. I will forever be grateful.

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ABSTRACT

Instructional supervision is a well-established educational practice that supports teachers' competence in curriculum implementation. In Kenya, studies have established

several challenges experienced by teachers in the implementation of the competency-based curriculum (CBC) despite the provision of supervision. This study sought to explore instructional supervision support to teachers' implementation of the CBC in the public primary schools in Kapsaret sub-county, Kenya. The study was guided by four objectives: to establish instructional supervisors' and teachers' experience about the support of professional records checking to teachers' implementation of the CBC; to establish instructional supervisors' and teachers' experience about the support of lesson observation to teachers' implementation of the CBC; to explore instructional supervisors' and teachers' experience about the support of collaborative learning to teachers' implementation of the CBC; to explore instructional supervisors' and teachers' experience about the support of professional development to teachers' implementation of the CBC. The study was guided by Vygotsky's social constructivism

theory and adopted a phenomenological design within the qualitative approach. The target population was 52 school administrators and 670 teachers. 4 school administrators and 28 teachers were purposively selected from two rural and two urban public primary schools in Kapseret sub-county. Data was generated using semi-structured interviews, focused group discussions, and document analysis; and was analyzed using Thematic Analysis. Findings revealed that professional records checking provided insufficient support to teachers in curriculum implementation due to supervisors' inadequate knowledge about CBC while lesson observation contributed to improving teachers' pedagogical skills though it was rarely conducted. Findings further revealed that collaborative learning improved teachers' pedagogical and interpersonal

skills as well as eased their workload through mutual support while professional development played an inductive role in supporting teachers' implementation of CBC

though many teachers have not been subjected to continuous professional development programs due to limited training opportunities. The study concluded that instructional supervision support to teachers was inadequate to propel teachers' pedagogical

competence in CBC implementation. It is, therefore, recommended that the Ministry of Education should: ensure quality professional records checking through instructional supervisors' capacity building; ensure regular lesson observation to enhance teachers'

pedagogical competence as well as encourage collaborative learning among teachers to promote teachers' mutual and continuous development in CBC implementation; and finally increase continuous professional development opportunities to enable teachers to gain mastery of CBC to ensure its effective implementation in Kenya.

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ABBREVIATIONS AND ACRONYMS

ATC21S   Assessments Teaching of Twenty-first-Century Skills

CBC   Competency-Based Curriculum

CBE   Competence-Based Education

CEB: County Education Board

ESQAC: Standards and Quality Assurance Council

GDP: Gross Domestic Product

ICT: Information and Communications Technology

KICD: Kenya Institute of Curriculum Development

MOE: Ministry of Education

NACOSTI: National Council of Science and Technology

NEB: National Education Board

SDG: Sustainable Development Goal

TPAD: Teachers Performance Appraisal and Development

TPD: Teacher Professional Development

TSC: Teachers Service Commission

UNESCO: United Nations Educational, Scientific and Cultural Organization

CHAPTER ONE

INTRODUCTION

1.1 General Introduction

Instructional supervision is a worldwide educational practice established to support teachers' continuous development for the achievement of quality education. In Kenya, it was instituted by the Ministry of Education since the onset of formal education to support teachers' effective curriculum implementation and quality academic achievements. This study focused on instructional supervision support to

teachers in the implementation of the competency-based curriculum (CBC) recently adopted (2017) in Kenya. This chapter introduces the proposed study by highlighting the central importance of teacher competence in the delivery of competency-based education and the role of instructional supervision in building up teachers' competence

drawing on global, regional, and Kenyan scholarship. It underscores the problem of little evidence regarding the role of instructional supervision in supporting teachers'

competence in CBC implementation in Kenya. It details four dimensions of instructional supervision support under focus in this study: professional records checking, lesson observation, collaborative learning, and professional development. This chapter also reveals the timely nature of this study for policy makers, curriculum implementers, school leaders, and teachers, among others. Furthermore, it highlights the delimitations and limitations of the study, the theoretical and conceptual framework as well as the definitions of the key terms and concepts in this study. The subsequent chapters present a review of related literature, the methodology adopted for the study, discussions of the findings, and finally the conclusions of the study.

1.2 Background of the Study

The urge to improve the quality of the workforce in the face of global economic demands has required urgent educational reforms, among others, strengthening the professionalism, effectiveness, and competencies of teachers through professional development programs (European Commission, 2012). This observation highlighted the essential role of teachers' competence in the implementation of educational programs, raising well-equipped citizens able to take part in the Sustainable Development Goals and the 21st-century development. The European Commission (2013) detailed key competencies that teachers need to improve teaching and learning process. These are critical and evidence-based attitudes, adaptability, and innovativeness. Additionally, The American excellent teachers' model elaborated in

2012 mentioned teachers' good interpersonal skills, positive classroom culture, quality pedagogical content and assessment skills (Amzat, 2017). Brandon et al. (2018) added further teachers' ability to include learners' abilities and differences in instructional decisions . Thus, it is established worldwidely that teachers are required a level of

pedagogical knowledge and skills and interpersonal competence to ensure effective curriculum implementation, to make learning effective for all learners, and attain curriculum goals.

Notably, the Basic Curriculum Framework of Kenya described a competent teacher as highly knowledgeable, reflective, skilful, having mastery of contemporary pedagogical tools, and acting as a coach, facilitator, and mentor (KICD, 2017). Thus, it is essentiel that teachers display diverse range of knowledge and skills; that is subject content to pedagogy, interpersonal competence, and innovativeness, among others, to be competent enough in curriculum implementation and specifically the Competency-based curriculum in Kenya.

The Applied Education System [AES] described the competency-based education as focusing on the 21st century transferable skills and values every learner needs to meet the demands of globalization. The three major groups of skills being emphasized are; cognitive skills (creativity, collaboration, and communication); literacy skills (information literacy, media literacy, and technology literacy); and life skills (flexibility, leadership, initiative, productivity, and social) (Mutisya, 2020). To keep pace with this global trend, several countries have already adopted the Competency-Based Education (CBE) (Mulenga & Kabombwe, 2019).

In Kenya, the CBC was adopted in 2017 and implemented from the lower primary. It focuses on seven skills, namely: communication, collaboration, self-efficacy, critical thinking and problem-solving, creativity and imagination, citizenship, digital literacy, and learning to learn (KICD, 2017). This shift to the CBC has required teachers to undergo professional training and to be adequately supervised to enhance their pedagogical knowledge and skills for its successful implementation. In support to this, Robert and Owala (2021) argued that the effective implementation of a curriculum requires teachers' knowledge, attitudes, competencies, and skills. Similarly, Anyango

(2019) contended that teachers are the bedrock of instructional processes therefore need to be equipped to enhance classroom instruction. Thus, teachers' competence comes at the forefront of educational debates as essential in curriculum implementation for the attainment of educational goals.

To achieve the set standard of teacher and attain educational goals, The World Bank's 2010 report highlighted instructional supervision as an essential educational support system that countries lean on to improve their education quality (Mahfooz & Hovde, 2010). Effective instructional supervision appears crucial in teachers' capacity

building as key players in curriculum implementation and the attainment of quality education.

A glance at a few scholarly definitions of instructional supervision highlights its role and diverse contributions to teachers' competence building. Instructional supervision provides teachers guidance and mentorship, enhances their ability to conduct instructional activities more effectively and efficiently, and consequently improve students' learning experiences (Kapusuzoglu & Dilekci, 2017; Allida et al.,

2018, Stronge, 2018). Neumerski (2013) ascertained that instructional supervision develops teachers' ability to choose effective teaching and assessment strategies to support learning. Thus, through supervision, teachers have the chance to develop adequate classroom practices and contribute to effective curriculum implementation and quality academic achievements.

Furthermore, when well supervised, teachers develop to take an active part in curriculum development. In support of this, Lyonga (2018) rightly posited that instructional supervision focuses on curriculum development and human capital development. This implies that teachers' supervision has to be of quality as it plays an

essential role in strengthening teachers' capacity for effective curriculum

implementation, maintaining high education standards.

A throwback to the historical background of instructional supervision revealed that it has been to ensure high education standards. The practice which began in France in the late 18th century progressively reached other European countries in the 19th century. In colonial New England, instructional supervision started as an external inspection where laypersons were appointed to inspect teachers' and learners' activities

during instructional sessions to ensure effective learning. Likewise, in Japan,

instructional supervision started in the 19th century, and in Indonesia in the 1960s. The concept moved gradually from inspection to supervision with a focus on providing teachers guidance and support for their professional development and not a mere checking of work standard (Mudawali & Mudzofir, 2017).

In America, instructional supervision began in the mid of the first half of the nineteenth century. Superintendents were first assigned the role of supervision and then later on transferred to school principals due to the increasing number of schools. Ever since, school-based supervision has remained a strategy for school administrators to strengthen teachers' capacities and ensure high education standard in the USA (Mbae,

2016).

Similarly in the African context, instructional supervision began as inspection in several countries during the colonial and post-colonial periods. Records showed a gradual shift from a centralized to a decentralized approach of supervision with a focus on teachers' development rather than being control-oriented. This overview included

West, South, and East Africa countries such as Nigeria, Senegal, Namibia, Zambia, Zimbabwe, and Tanzania, among others (Grauwe, 2001; Grauwe, 2007).

In Kenya, educational supervision began from the onset of formal education. The government emphasized educational supervision through several education commissions, Acts, and government reports. In 1964, the Kenya Education Commission made known the importance of school supervision. The Gachathi Commission in 1976 and the Kamunge Report in 1988 established an inspectorate section at the Ministry of Education responsible for supervisory activities (MOE, 2009). The Standards and Quality Assurance Council (ESQAC) was in charge of tutors'

appraisals and maintenance of specialty standards in schools. The Teachers Service

Commission (TSC), the Cabinet Secretary for Education, the National Education Board (NEB), the national quality assurance bodies, and the County Education Board (CEBs) were censurable to promote quality education and teachers' quality standard.

Numerous constraints encountered in external supervision led the Ministry of Education to establish school-based supervision (Wanzare, 2012). School heads have the duty to carry out instructional supervision with the core mandate of maintaining educational standards at the school level (TSC, 2014). Thus, a review of the history of instructional supervision in Kenya showed the government's efforts to make instructional supervision an effective education practice that promotes quality education in the country.

Several studies worldwide have established the influence of instructional supervision on teachers' professional development and work performance. Brandon et al. (2018) found in Canada that effective supervision and evaluation are part of a career-

long continuum of practice that fosters teacher growth while ensuring quality teaching. In Cameroon, Lyonga (2018) established that supervisory practices had a positive effect on teachers' performance. It was revealed that classroom visits and observation of

teaching, for instance, influenced teachers' performances respectively at 82% and

83.3%. Similarly, Yousaf et al. (2018) found in Nigeria that regular checking of teachers' lesson notes and record-keeping as well as classroom visits improved teachers' performance and consequently the students' academic performance.

In Kenya, studies have also established the influence of instructional supervision on teachers' and students' performance as well. Consistent lesson

observation and model teaching sessions with teachers showed a significant influence on teachers' performance and consequently the students' performance (Aseka, 2016;

Namunga, 2017; Anyango, 2019). Again, checking of teachers' lesson notes and

students' lesson notes, classroom observation, and provision of teaching and learning resources were also found to improve classroom instruction and students' KCSE results in Mbita sub-county (Omogi, 2019). In spite of the positive record of instructional supervision's influence on teachers' and learners' performance, literature also reported several challenges experienced by teachers in curriculum implementation.

However, considering Competency-Based Education (CBE), studies have reported several challenges faced by teachers in the implementation in spite of the provision of instructional supervision. In Ukraine, Savchenko and Lokshyna (2020) reported that competencies assessment methods for young children were challenging for teachers in the CBC implementation. This affected the effective implementation of the curriculum and consequently the attainment of the curriculum goals. In the context of the CBC in Africa, Cheptoo and Ramadas (2019) established teachers' insufficient

understanding of the CBC philosophy and inadequate skills and knowledge for its implementation. Similarly, in Tanzania, Mokoro (2020) reported that teachers had insufficient knowledge of the teaching methods required for CBC implementation. For instance, 63%, 36%, and 66.7% of the study participants were respectively not trained in case analysis methods; group discussion, and debate methods. Such discrepancies hampered teachers' pedagogical competence against the effective implementation of the CBC.

The context of Kenya does not differ from the global and regional contexts. Studies have reported teachers' unpreparedness, insufficient knowledge, and skills to foster the CBC implementation. Ondimu (2018) reported from a study in Dagoretti North Sub-County that teachers had limited technological skills which handicapped the

teaching of computer literacy. Again, Marion (2020) reported in Laikipia East County

that teachers had difficulties infusing creativity and imagination skills and almost 50% of teachers failed to infuse digital skills.

A glance at the numerous challenges faced by teachers in the CBC raises the question related to the adequacy of instructional supervision support to teachers' competence in the implementation of the CBC. It appeared urgent to look into the issue to provide stakeholders empirical evidence for appropriate decisions and actions regarding teachers' supervision to ensure the achievement of the CBC goals in Kenya

and the UN SDG 4 which advocate for quality education for all.

1.3 Problem Statement

Instructional supervision refers to empowering and enabling teachers for the achievement of educational goals (Al-Kiyumi & Hammad, 2019). In Kenya as well, it intends to support teachers in curriculum implementation (TSC, 2014). In support to this, studies have established instructional supervision to sustain teachers' and learners' quality academic achievements in Kenya if well conducted (Aseka, 2016; Omogi, 2019). However, in spite of this provision and positive record, literature has equally reported a number of challenges experienced by teachers in the implementation of the CBC introduced in 2017 in Kenya. These challenges included insufficient knowledge of the CBC and assessment principles, inadequate training (mean scores respectively 2.96; 1.78; 1.91); challenges in lesson plans preparation (95.0% of the study participants) (Waweru, 2018; Muasya & Waweru, 2019). This observation raised this relevant question: Could it be that inadequate supervision support contributes to the low level of teachers' competence in CBC implementation in the primary section in Kenya?

If this situation persists, it may obliterate the government's efforts to build a competency-based society with 21st-century skills, and achieve vision 2030, and

consequently the United Nations Sustainable Development Goal four (UN SDG 4). The

study was timely to enable the formulation of context-specific recommendations that would be used to enhance the implementation of CBC in the selected primary schools in Kapseret sub-county in Kenya. The universal nature of challenges in the CBC implementation in Kenya coupled with the lack of evidence related to counties' performance in the CBC implementation justified the purposive selection of Kapseret sub-county to contribute to the national knowledge gap identified.

1.4 Purpose of the Study

The study sought to explore the support that instructional supervision renders to teachers' implementation of the competency-based curriculum in public primary schools in Kapseret sub-county, Kenya.

1.5 Research-Specific Objectives

The following research objectives guided the study:

1. To establish instructional supervisors' and teachers' experiences about the support of professional records checking to teachers in the implementation of CBC.

2. To establish instructional supervisors' and teachers' experiences about the support of lesson observation to teachers in the implementation of CBC.

3. To explore instructional supervisors' and teachers' experiences about the support of collaborative learning to teachers in the implementation of CBC.

4. To explore instructional supervisors' and teachers' experiences about the support of professional development to teachers in the implementation of CBC.

1.6 Research Questions

1. What are instructional supervisors' and teachers' experiences about the support of professional records-checking to teachers in the implementation of the CBC?

2. What are instructional supervisors' and teachers' experiences about the support

   of lesson observation to teachers in the implementation of CBC?

3. What are instructional supervisors' and teachers' experiences about the support

   of collaborative learning to teachers in the implementation of CBC?

4. What are instructional supervisors' and teachers' experiences about the support

   of professional development to teachers in the implementation of CBC?

1.7 Justification of the Study

The shift from the 8-4-4 education system to CBC sought to equip Kenyan citizens with 21st-century skills to make them more participative in the development of the country and stand the world labor market competition. The successful implementation of the CBC was to be facilitated by well-trained teachers able to sustain quality teaching (KICD, 2017). In contrast to this provision, literature on the CBC implementation reported several challenges encountered by teachers most likely to jeopardize the achievement of CBC goals and the government's efforts to ensure quality education in Kenya (The World Bank, 2022). Hence, it urged to provide feedback on instructional supervision as teachers' professional development support program established by the government to inform timely actions.

Furthermore, there was scarce literature related to the lived experiences of instructional supervisors and teachers regarding instructional supervision support to teachers' competence in CBC implementation. This study intended to generate in-depth knowledge about participants' lived experiences and perspectives about the topic under study using a phenomenological design to inform effective actions. In a nutshell, the study was timely to fill in the knowledge, contextual and methodological gaps identified in the literature regarding instructional supervision support to teachers

in the CBC implementation in Kenya.

1.8 Significance of the Study

The findings of this study were expected to be of help to education policymakers, planners and managers, policy implementation agencies, school leaders, teachers, and future researchers. To policymakers, the study was to provide evidence about the lived experiences of instructional supervisors and teachers about the support of instructional supervision to teachers in the implementation of the CBC. This evidence was intended to inform future policy reforms regarding instructional supervision to foster teachers' competence in curriculum implementation.

Again, the study was to provide education human resources managers and curriculum implementors with useful information on supervisors' and teachers' experiences concerning instructional supervision to help design responsive programs and training to equip instructional supervisors in this regard.

For instructional supervisors, the study was to generate evidence-based knowledge to improve their approach to school-based supervision toward the improvement of teachers' competence in curriculum implementation.

Lastly, to the body of knowledge, the study was meant to contribute to the existing literature on instructional supervision and serve as reference material for further related studies. Altogether, the study was worth conducting to support the aforementioned stakeholders in their various roles to efficiently contribute to the development of teachers' competence in the quest for quality education in Kenya and worldwide.

1.9 Assumption of the Study

The study was based on the following assumptions.

i)   The researcher assumed that instructional leaders used a varied range of supervision strategies to *foster the development of teachers' competence* in the CBC implementation.

i)   During the research process, the researcher expected to have easy access to the selected schools and have study participants adhere to the purpose of the study.

ii)   The researcher expected to *have easy access to the teachers'* professional records to enable the document analysis.

iii)   The researcher intended to have free interactions with the participants.

iv)   The study outcomes could inform decision-making among policy makers, curriculum implementers for a better approach to instructional supervision; and contribute to the existing debate on the topic under study through the answers to the questions which guided the study.

1.10 Delimitation of the Study

A research study is bound in terms of content, time and place, or geographical area of coverage (Rule & John, 2011). On this basis, the researcher defined the scope of the study within the broad context to determine its boundaries.

In terms of content, the study focused on the experiences of instructional supervisors and teachers regarding professional records checking, lesson observation, collaborative learning, and professional development as supervisory techniques in *promoting teachers' competence* in curriculum implementation. Used during instructional supervision practice according to the literature reviewed, little is known

about the lived experiences of instructional supervisors and teachers about the contribution of these techniques to teachers' competence in the CBC implementation.

On the other hand, teachers' competence in CBC implementation was contextualized in terms of knowledge and skills in lesson planning, lesson presentation, student assessment, and interpersonal skills. Nevertheless, the researcher acknowledged that many other factors may account for teachers' competence besides instructional supervision.

Considering the time scope, the study focused on the period from 2017 to 2021, which represents the CBC implementation period in Kenya at the lower primary level. The researcher sought to know the experiences of head teachers, deputy head teachers, and teachers regarding instructional supervision within the delimited period while collecting data to answer the research questions. The study excluded instructional supervision experiences outside the context of CBC.

Lastly, referring to the geographical scope, the study was conducted in Kapseret sub-county within Uasin Gishu County, located in western Kenya. Kapseret sub-county was purposively selected to contribute to the national gap identified. A few public primary schools within Kapseret were purposively sampled to collect the needed data for the study.

1.11 Limitations of the Study

The study presented a few limitations worth acknowledging though I used a number of scientific measures to mitigate them. The study adopted a qualitative approach and a purposive sampling method. Therefore, schools and participants were purposively selected in Kapseret sub-county, so the sample was not representative of the study population. This implied that the findings could not be generalized to other

educational contexts. Nevertheless, this was mitigated by ensuring the transferability of the findings through the use of multiple data sources (collection of data from different participants through focus group discussion, semi-structured interviews, and document analysis to include varied *perspectives from the participants' viewpoints*). Member checks as well as triangulation of the field notes were used to establish the credibility of the findings for easy transferability.

1.12 Theoretical Framework

With an understanding that a theoretical framework in a scientific inquiry is the justification that helps understand the phenomena that occur in the world (Creswell, 2014), this study adopted the socio-constructivism learning theory espoused by the Russian psychologist Lev Vygotsky (1978) to help understand the phenomenon under study. According to Vygotsky, human cognitive abilities develop through social interaction. The theory posited that *learners'* potential is best unleashed as they interact

with teachers and peers. The theory presented *the key concept of ' ' Zone of Proximal Development' '* (ZPD) which *stands for " the distance between the actual developmental* level as determined by independent problem solving and the level of potential development as determined through problem-solving under adult guidance, or in *collaboration with more capable peers"* (Vygotsky, 1978). This implies that in a learning environment, every learner is capable of attaining a higher level of ability, understanding new concepts, and attaining more complex achievements through the help of a facilitator or peers. Learning methods in the socio-constructivist approach are social activities, reciprocal teaching, peer collaboration, cognitive apprenticeships, and problem-based instruction, among others (Onyesolu et al., 2013).

The socio-constructivism theory has deemed this study to help understand the experiences of instructional supervisors and teachers about instructional supervision

support to teachers in the implementation of CBC. From the developmental supervision's perspective within which this study was situated, teachers were considered as adult learners susceptible to attain higher level of competence and develop professionally through a collaborative type of supervision (Glickman et al., 2010).

From this perspective, supervisors and teachers in this study were viewed in a learning process whereby the learning objective was to develop teachers' competence for the CBC implementation. Supervision practices identified for this study were professional records checking, lesson observation, collaborative learning, and professional development; whilst teachers' competence in curriculum implementation was conceptualized as knowledge and skills in lesson planning, lesson presentation, students assessment, and interpersonal skills. Based on the assumption that learning takes place through interactions, teachers were expected to become more knowledgeable and skillful in the CBC implementation in terms of subject knowledge, pedagogy, and interpersonal relationships as they interacted with supervisors and peers.

The theory supported that, interactions between the adult or the more learned and the learner as well as interactions among peers lead to maximize individuals' strengths and improve learners' areas of low competence. From this lens, as supervisors interacted with teachers, and provided feedback on their professional records and classroom instructions, teachers could develop. Also, as teachers discussed, reflected on their practices, and exchanged expertise, they were expected to arrive at solutions to the challenges they encountered in the CBC implementation. Consequently, every teacher's competence in lesson planning, lesson delivery, formative assessment, and interpersonal competence was to improve in that interactive learning environment.

Again, the theory suggested ' ' more experienced' ' individuals who provide guidance and facilitate the learners' learning process to the best of their potential. Supervisors as well as experienced teachers were expected to guide teachers who experienced some challenges in the CBC implementation to enable them to improve their knowledge and skills in the implementation process. They were to ensure a conducive environment for teachers' learning and collaboration. This assumes that by conducting lesson observation, head teachers and deputy heads were to facilitate

teachers' capacity development in terms of lesson planning, lesson presentation, and assessment skills through clear supervision objectives and provision of constructive feedback. Again, supervisors were to facilitate formal or informal collaboration among staff members to improve teachers' interpersonal competence.

Lastly, professional development contextualized in terms of workshops, and seminars were to help teachers improve their knowledge and skills in the CBC implementation. Professional development programs were to be based on teachers'

needs and sought to expand teachers' competence as explained in the ZPD concept earlier. Professional development activities were supposed to be relevant to teachers and enable them to reach a higher level of competence. In a nutshell, the socio- constructivism theory of Vygotsky in this study was to help understand from the participants' perspective, how instructional supervision was supported teachers' competence building toward the effective implementation of CBC in Kapseret sub-county, Kenya.

1.13 Conceptual Framework of the Study

This study adopted the conceptual framework below which detailed four instructional supervision techniques and areas of teachers' competence in CBC implementation

considered in this study.

Instructional supervision   **Teachers' competence in CBC implementation**

Professional records checking

-Preparation of professional records

- Use of professional records

Teachers' pedagogical competence

- Lesson planning
- Lesson presentation
- Students' assessment

Lesson observation

- Observation of lesson

-Feedback on teaching and learning

Collaborative learning

-Informal collaborative

-Formal collaborative

Teachers' interpersonal competence

Professional development

-In-service training

-Continuous learning

Figure 1.1: Conceptual framework showing the different dimensions of instructional supervision support and teachers' competence in the CBC implementation
(Source: Researcher, 2022)

The conceptual framework described the connection between the constructs of the study. Instructional supervision support as the first construct had four indicators: professional records checking, lesson observation, collaborative learning, and professional development. These supervision activities were presumed to influence teachers' competence development if well conducted. Thus each arrow from each

supervision practice led to teachers' competence. On the other hand, teachers' competence in curriculum implementation as the second construct was considered in terms of teachers' pedagogical knowledge and skills in lesson planning, lesson presentation, student assessment, as well as teacher interpersonal competence. Each

instructional supervision technique was likely to *influence the development of teachers'*

competence; which was to be established at the end of the study.

1.14 Operational Definitions of Key Terms

Terms can be polysemic and have specific meanings in a given context. The study was based on key terms which needed *to be defined from the researcher's* perspective and within the context of this study to help readers understand the intent of this study. Below are the key terms and their definitions.

Competency-based curriculum: An academic programme which focuses on the 21st century transferable skills (cognitive, literacy and life skills).

Curriculum implementation: referred to teachers planning adequately instructional lesson, teaching, and conducting continuous assessments as required the CBC to achieve the CBC goals.

Instructional supervision support: referred to school-based assistance which consisted of head teachers providing teachers with adequate guidance and instructional resources to enable them to implement the CBC. It included supervisors facilitating a collaborative learning environment with and among teachers as well as encouraging teachers' continuous learning through professional development programs to ensure the

CBC implementation.

Teachers' competence: Teachers' ability to use their subject knowledge and pedagogical knowledge and skills to develop standard lesson plans, conduct effective lesson presentations, and student assessment. It included the ability to develop quality interpersonal relationships with peers, supervisors, and learners to facilitate the CBC effective implementation.

Teachers' pedagogical competence: Teachers' ability to facilitate teaching and

learning through pedagogical techniques and approaches recommended by the CBC.

Interpersonal competence: Teachers' capacity to relate with colleagues and supervisors in a friendly and professional manner that facilitate collaboration, learning, and consequently the effective implementation of the CBC.

1.15 Chapter Summary

The introductory chapter presented the background of the study with an overview of the context of curriculum implementation and instructional supervision from the global to the local perspective. It mainly highlighted the global shift to the CBC due to the 21st-century skills to meet the new labor market demand. It elaborated the need to improve teachers' competence in CBC implementation and the role of instructional supervision in supporting teachers' capacity building from the global to the local context. The statement of the problem explained the provision of instructional supervision and pointed out the absence of evidence regarding its support to teachers in the implementation of the CBC in Kenya. It also underlined the timely nature of the study to provide context-based recommendations to improve supervision support to teachers in the CBC implementation. The chapter further presented the purpose of the study, research objectives, research questions, justification of the study, significance, assumptions, scope, limitations of the study, theoretical framework, conceptual framework, and the operational definitions of the key terms of the study. The following chapter presented a review of the literature related to the topic under study.

CHAPTER TWO

LITERATURE REVIEW

2.1 Introduction

This study sought to explore instructional supervision support to teachers in CBC implementation in Kapseret sub-county in Uasin Gishu County, Kenya. The introductory chapter presented the background of the study, the problem statement, the theory underpinning the study, and the conceptual framework, among others. This chapter presented the conceptualization of instructional supervision, teachers'

competence, and curriculum implementation based on related literature. The first section threw light on the concepts of instructional supervision and teachers' competence and highlighted the progress and current demands in the field. The second section discussed the research questions from an empirical perspective. This covered the support of professional records checking, lesson observation, collaborative learning, and professional development programs to teachers' competence in the CBC

implementation. The last session presented a summary of the chapter.

2.2 Conceptualizing Instructional Supervision

The term supervision has been defined differently in the literature. According to the World Bank, supervision is a regular or periodic exercise of overseeing individuals' and groups' activities to provide necessary guidance based on observation and feedback from evaluation and inspection for the improvement of practices. This

definition distinguished supervision from inspection and evaluation and established the interconnectivity between the three notions, that is supervision derives its point of intervention and actions from inspection and evaluation reports (Mahfooz & Hovde, 2010). UNESCO on the other hand, distinguished three complementary functions

assigned to supervisors. Supervisors are ' ' to control and evaluate; to give support

and

advice, and to act as a liaison agent''. The control function refers to '' *inspection*''

which focuses on ensuring compliance; the support function refers to guidance provided to teachers and head teachers on administrative and instructional matters during school visits; and in the function of liaison, supervisors ensured a free flow of information *between educational authorities and schools*' *actors, and cooperation among schools* (De Grauwe, 2011). From UNESCO's perspective, supervision includes the notions of inspection and evaluation. Despite the different functions which refer to the specific

activities and aims; the bottom line of school supervision is to improve education standards.

Dewodo et al. (2019) classified instructional supervision into two types: internal supervision and external supervision. While internal supervision is carried out within the school by internal officers such as school principals, external supervision is carried out in the school by external education officers.

Several scholars have proposed ample definitions of the concept of instructional supervision. According to Wiyono et al. (2021), instructional supervision is a process through which teachers are supported to improve instruction quality and academic achievements. Ndubuisi et al. (2021) referred to instructional supervision as the support given to teachers by supervisors with the intent to create a change of behaviors toward the improvement of teaching and learning. From a broader perspective, Saeed et al. (2018) argued that instructional supervision encompasses all school activities carried out to establish, maintain, and improve the teaching-learning process. Aldawood et al. (2019) added that instructional supervision aims to achieve instructional efficiency. In a nutshell, it could be drawn that instructional supervision is an educational practice that seeks to improve teachers' competence to ensure effective teaching and learning

and quality educational achievements. Hence instructional supervision is essential for

teachers' professional development and in attaining quality education. Glanz and

Zepeda (2014) rightly argued supervisors have to initiate teachers' support process

through collaboration to enable them to meet daily professional demands as well as

embrace career growth.

Literature on instructional supervision presented major theoretical approaches

that existed in the history of educational supervision. Kalita (2017) identified five types

of supervision; inspection, laissez-faire, coercion, training and guidance, and

democratic leadership. Defined as the initial approach to supervision, inspection is

described as rigid, prescriptive, and faultfinding, seeking to ensure teachers perform

their duties following the set rules and directives from their leadership.

The '' Laissez-faire'' type of supervision is characterized by teachers' high level

of autonomy with limited support for the improvement of learning experiences. The

coercive approach is described as faultfinding and authoritative where the teacher

receives systematic directives from supervisors, and the supervisors' reports are

essential for the teacher's

promotion.

The '' Training and guidance'' type is teacher training-focused. It

seeks the teacher's development and motivation through training to improve

instructional outcomes. Finally, the democratic type was described as collaborative.

Supervisors work hand in hand with teachers to improve instruction and do not seek to

impose their

authority. Terra (2019) posited that in the democratic approach, supervisors, and

supervisees collaboratively decide ways to improve classroom instructions, determine

instructional objectives and plan teaching and learning experiences together. This

showed a gradual shift form an autocratic type of supervision to a collaborative and

human development-focused supervision type meant to value teachers' input in

effective curriculum implementation and quality education outcomes.

Bala (2012) identified different supervision approaches: inspection, scientific and democratic. The scientific approach followed the inspection approach earlier described. It was mainly characterized by instructional decisions being based on empirical investigations related to teaching methods and learning outcomes. One major limitation of this approach was its attempt to evaluate the effectiveness of teaching techniques through systematic results. It was criticized for its attempt to quantify learning outcomes, which was unrealistic in the social sciences. In response to these limitations, the democratic approach emerged which was more collaborative. It included developmental supervision.

Glickman et al. (2010) described the basic assumption of developmental supervision as providing the supervisee individualized support to facilitate individual development. The guiding principles of this supervision approach include supervisees viewed as adult learners, mentorship based on the developmental need, and guidance being carrier-oriented. Glickman argued that supervision should approach teachers as adult learners by considering teachers' experiences, capabilities, and developmental stage; and should aims to build teachers' capacities through collaboration. This requires that teachers are supervised based on their individual needs and individualized strategies designed to ensure individual development. Thus, effective instructional supervision should be based on adult learning principles and teachers' professional needs. It should seek to build up teachers as human capital to enforce the achievement of educational goals.

Glickman et al. (2010) also described five essential educational supervision strategies that supervisors can use *to enhance teachers'* professional competence. These were direct assistance, group development, professional development, curriculum

development, and action research. These strategies sought to help teachers develop individually as well as collectively, reflect on their practices, and develop collaborative solutions to improve teaching quality.

A review of the literature on instructional supervision showed that the concept seeks to develop teachers' competence and sustain the attainment of educational goals. It consists of overseeing instructional activities and providing teachers and learners with

the necessary guidance and materials for effective curriculum implementation. The term educational supervision which was reviewed in the literature, however, was broader. It encompassed the various approaches that have been used in the field of education over time to ensure the attainment of educational goals.

The current study was situated in the contemporary approach which is the democratic or developmental supervision approach. Thus, the study sought to establish instructional supervision support to teachers in the CBC implementation in Kapseret sub-county, Kenya. The study explored four supervision strategies: professional records checking, lesson observation, collaborative learning, and professional development from a developmental supervision's perspective.

2.3 Conceptualizing Teacher Competence

Competence has been defined differently in the literature. Competence is defined as the ability to perform a task through the application of knowledge and skills (Makulova et al., 2015). The Assessment and Teaching of the Twenty-first-century Skills (ATC21S) framework defined *competence as '' the ability to adjust the*

skill

performance to the demand of the situation' ' . The framework notified that competence

is transferable and susceptible to change over time and context (Griffin & Care, 2014). Teacher competence could therefore be described as a skillful combination of knowledge, skills, and values to act effectively in specific teaching and learning contexts. Again, it is worth noting that competence is dynamic, and as such ought to be updated and adapted to be relevant.

Conceptualizing teacher competence, Guerriero and Révai (2017) proposed a framework of teacher competence that includes the following: content and pedagogical knowledge, affective motivational competencies and beliefs, decision-making and professional judgment, and teaching approaches. Kiranmai and Kumar (2020) commented that teachers' competence from the framework was a broad concept that

referred to the teacher's ability to mobilize cognitive, functional, personal, and ethical resources (psychosocial) to meet complex demands in a given context. It is dynamic and process-oriented and includes the capacity to use and adapt knowledge. Thus,

competence is knowledge-based, and contextual and is the result of a process that involves judgment, decisions, and choices. For instance, the teacher's content knowledge, pedagogical knowledge, motivation, and values inform their decisions and choices toward effective learning. Therefore, a teacher's competence requires a

holistic approach as it includes several constructs.

Caena and Redecker (2019) argued that with the rise of technology in the 21st education, teachers have to provide innovative environments and opportunities for meaningful learning experiences which uncover and develop the learners' potential. In others words, teachers should be able to combine relevant strategies to fit learning contexts and meet the learners' expectations. Hence teachers' competence goes

beyond the simple application of knowledge and skills and establishes creativity as

key.

Although competence is referred to as the ability to do the task, it requires a series of decisions informed by the context, the learners, and the learning's goals. This study considered teachers' competence in terms of knowledge of the subject matter pedagogical and interpersonal knowledge and skills as directly linked to curriculum implementation (lesson planning, lesson presentation, student assessment, and teachers' interpersonal ompetence), conceptualized in the conceptual framework of the study in chapter one.

2.3.1 Knowledge of the subject matter and pedagogical knowledge

The knowledge of the subject matter (content knowledge) and the pedagogical content knowledge are essential indicators of teachers' competence. Kola and Sunday (2015) defined subject content knowledge to be ' ' what a teacher knows that he/she will teach students' '. Kunter et al. (2013) described content knowledge as the teacher's understanding of the subject content he/she teaches in the classroom. This means the

content knowledge includes the teacher's understanding of the concepts being taught. And this is because how well the teacher understands the subject determines the successful delivery and the learners' achievements.

On the other hand, Guerriero (2014) defined pedagogical knowledge as ' '

the specialized knowledge of teachers to create effective teaching and learning environments for all students' '. Apsari et al. (2021) posited that an effective

teaching and learning process is determined by the instructor's ability to select appropriate

learning materials and the ability to adapt them to the learning situation. Makokha (2017) explained further that pedagogical knowledge and knowledge of the subject matter though, there are distinct, remain related. The extent to which teachers master their subject matter influences their pedagogical knowledge and how they utilize the two knowledge-based during classroom instruction. Hence, teachers' ability to

blend

the subject content knowledge, knowledge of learning styles, and methods to create effective classroom instructions and develop the full potential of every learner define their competence (Chepkoech et al., 2020). Analogically, teachers' competence in curriculum implementation requires teachers' mastery of the content knowledge and pedagogical knowledge. The quality of the teaching and learning process, that is, lesson preparation, lesson presentation, student assessment, and lesson evaluation, among others are to portray teachers' competence level.

On the other hand, interpersonal competence is an essential competence that comes to play when relating with others mostly on an individual basis. Aspelin and Jonsson (2019) supported that a supportive relationship between teachers and learners has a positive effect on learners' performance and social development. Teachers' interpersonal competence is therefore essential and needs to be enhanced through instructional supervision. This may transpire in the collaboration between supervisors-teachers, teachers-teachers, and teachers-learners.

From the literature reviewed, teachers' competence covers different areas and is evidenced through practice. This study focused on teachers' competence in CBC implementation. It involved teachers' content, pedagogical and interpersonal knowledge, and skills required in lesson planning, lesson presentation, and students' assessment for the CBC implementation.

2.3.2 Gaps in teachers' competence

Guerriero (2014) posited that considering the growing demand on the teaching profession, teachers as professionals have to keep abreast with new findings in the field to adopt relevant discoveries in their area to improve their practices. Guerriero argued further that the demands of 21st-century education require a re-skilling of current

teachers and an upgrading of the knowledge base of the teaching profession. This is because teachers' previous knowledge and skills may be outmoded or would need to be improved today. It requires teachers to unlearn and integrate new knowledge and skills into their practice. Additionally, Akala (2021) asserted that teachers are the heartbeat of educational change, therefore, they need to be reskilled and trained to adjust to change. Thus, teachers' competence needs constant upgrading to ensure educational goals can be attained.

Assessments Teaching of Twenty-first Century Skills (ATC21S), required teachers to facilitate learners' acquisition of 21st-century skills which are creativity, innovation, critical thinking, problem-solving learning-to-learn, and metacognition; communication, collaboration, teamwork, information, and ICT literacy; citizenship life and career development, personal and social responsibility to enable learners to meet the 21st-century professional, working tools, and community life requirements (Griffin & Care, 2014).

Similarly, in Kenya, the CBC requires teachers to have in-depth knowledge, reflection, and professionalism, and adopt new pedagogical approaches such as coaching, facilitating, and mentoring to promote learners' self-efficacy and learning outcomes (KICD, 2017). Teachers, therefore, are to expand their competence to be effective in the CBC implementation. Scherer et al. (2018) argued, for instance, that an ICT teacher's competency could no longer be limited to just the technical skills but should include the pedagogical knowledge of technology which includes the use of instructional materials and cognitive ability to foster the students' learning. Similarly, Prasetyono et al. (2021) underlined that teachers need to have pedagogical, personal, professional, and social competencies to implement curriculum content.

Studies have shown the need for teachers to be given the necessary support to upgrade their pedagogical competence if curriculum goals have to be achieved. In a study conducted in Tanzania, Makunja (2016) reported that teachers lacked an understanding of the CBC and needed to undergo professional training to equip them better. For instance, 42.15% of 102 teachers recommended that teachers should be trained in CBC through workshops and seminars. In Zambia, Masumba (2019) investigated the effectiveness of computer literacy studies implementation and found that teachers lacked the required qualification to implement the ICT curriculum which led them to use inappropriate teaching methods like lecture methods.

Similarly, the context of CBC implementation in Kenya revealed teachers'

insufficient preparedness. A good number of teachers had little knowledge of the CBC contents and pedagogical methods which is likely to hamper the application of the knowledge and skills of the curriculum (Sifuna & Obonyo, 2019; Koskei & Chepchumba, 2020).

Considering the role of instructional supervision in supporting teachers' competence, in curriculum implementation in Kenya, this study, hence, sought to establish its contribution to the development of teachers' competence in the CBC implementation in Kapseret sub-county, Kenya. The findings were expected to make informed decisions to support teachers in the CBC implementation.

2.4 Conceptualizing Curriculum Implementation

The term curriculum implementation has been defined differently in the literature. Espino et al. (2020) defined a curriculum as the medium through which a country equips its citizens with values, knowledge, attitudes, and skills to enable individual as well as national development and adapt to global changes. Chairani (2015)

described a curriculum as a country's educational response to build the youths'

capacities to meet society's needs. In other words, a curriculum is an education

program meant to develop individuals' potential and the competencies required to

participate in the development of their country. Hence, a curriculum plays an essential

role in preparing individuals for their aspirations and taking part in the development of

society. Wiyono et al. (2020) added that a curriculum is judged suitable by its ability

to meet individual and national development needs.

As a national program, a country's curriculum targets specific goals.

These goals are turned into specific objectives and practical experiences by teachers in the

classroom to yield the expected learning outcomes. In this line, Nevenglosky et al.

(2019) posited that curriculum implementation is a process through which teachers put

into practice academic programs through the resources recommended in the curriculum.

Wiles and Bondi (2014) supplemented that generally, a curriculum contains a series of

recommended activities meant to help instructors achieve the learning objectives,

maintain the program structure and ensure uniformity across all the curriculum users.

Therefore, the curriculum determines the teaching and learning activities selected by

teachers in the classrooms. Atieno et al. (2018) rightly argued that curriculum is the

core component of an educational institution because it provides the teaching content.

In Kenya, the new curriculum known as the CBC was introduced in 2017 in

replacement of the content-based curriculum also called the 8-4-4 education system.

The shift to CBC aimed at focusing on individuals' skills and potential for self-

fulfillment and a more competitive workforce at the national and global levels. Thus,

the CBC is described as a differentiated curriculum designed to offer all learners equal

chances to learn and develop irrespective of their differences. Thus, teachers are to

adapt the curriculum to their learning situation to make learning meaningful for all

learners (KICD, 2017). This target requires teachers to be given adequate support to attain it. Jonyo and Jonyo (2019) contended that curriculum implementation and supervision are essential areas to the success of any educational institution, and therefore require the institution's direct involvement. There comes the role of instructional supervision in the achievement of the school's goals which is to ensure well-equipped learners through effective curriculum implementation.

Defining the role of instructional supervision in curriculum implementation, the literature indicated that supervisors are to facilitate teachers' access to instructional resources, and participation in curriculum review, collaborative learning, and professional training, among others (Nyanjom et al., 2021; Allton et al., 2019; Rufai et al., 2021; Ousman & Mukuna, 2013). Curriculum implementation is likely to be ineffective in absence of training and professional development programs and teachers' collaboration in curriculum review (Karakus, 2021). Malunda et al. (2016) established that instructional supervision improved teachers' pedagogical practices. These authors here gave an overview of the role of instructional supervision in the development of teachers' competence for effective curriculum implementation.

Despite this record, studies have shown that instructional supervision is often inexistent or inadequately conducted. Antari (2021) reported in Batujajar that teachers experienced a number of challenges in lesson planning and in accessing instructional materials. It was reported that teachers assisted each other through cooperation, internet search, and independent reading of resourceful materials.

Again, Nevenglosky et al. (2019) found in the United States that teachers were insufficiently prepared for the implementation of a newly introduced curriculum. Hence, teachers relied on peer collaboration, knowledge sharing, and discussion to

implement the program. To fill in the gap, the study recommended that school leaders should be taken through curriculum innovations to adequately supervise teachers and adjust to curriculum changes.

Similarly, Maba and Mantra (2018) reported from a study in Indonesia that teachers encountered challenges in lesson planning and lesson delivery as well as in designing effective assessments for learners. In response, the study suggested professional training coupled with focus group discussion to enhance teachers' competence in the implementation of the curriculum.

In the African context, Mulenga and Kabombwe (2019) reported that in Zimbabwe, teachers experience challenges related to pedagogical content knowledge, and assessment as well as a lack of appropriate instructional resources to facilitate curriculum implementation.

In Kenya, as well studies have established several challenges experienced by teachers in the CBC implementation. These are insufficient knowledge about the CBC and the lack of competence to teach the skills and develop the expected competencies among learners (Ondimu, 2018; Owala, 2021; Ajuoga, 2021; Waweru, 2018).

The studies reviewed confirmed that curriculum implementation requires teachers' continuous training and support to ensure its successful implementation.
Hence, the need to investigate instructional supervision's contribution in strengthening
teachers' competence in the CBC implementation.

2.4.1 Components of curriculum implementation

The concept of curriculum implementation has been approached from different angles in the literature. As conceptualized in this study, curriculum implementation

included lesson planning, lesson delivery, and learners' assessment.

2.4.1.1 Lesson planning

Lesson planning is a dimension of teachers' activities that defines teachers' instructional standards. It reflects teachers' methodological and theoretical choices which include the selection and organization of instructional materials, assessment strategies, and teaching resources (Alves & Bego, 2020). Lesson planning allows teachers to draw the lesson roadmap. It also determines the teacher's level of preparedness for a lesson. Thus, it is a crucial stage in curriculum implementation.

Referring to the content, Alves and Bego (2020) detailed that a lesson plan has objectives and content, methodology, instructional strategies, teaching resources, and assessment strategies. On the other hand, Chizhik and Chizhik (2018) posited that a lesson plan has three essential and standard components which are the lesson objectives, the activities, and the assessment. They highlighted that the alignment of the items in the lesson plan is key. It implies that a lesson plan is orderly and systematic. Hence to effectively serve its purpose as a guide, the teacher has to prepare the lesson plan following a clear structure.

Furthermore, Sahin-Taskin (2017) stressed the learners' characteristics, needs, and levels as requirements for effective lesson planning. In other words, well- thought-out lesson plans are to facilitate students' learning, achievement of the lesson objectives, and the gradual achievement of curriculum goals. Consequently, if teachers

are well supervised by instructional supervisors, they will be able to enforce curriculum implementation confidently. Sahin-Taskin (2017) sustained that lesson plan quality is a predictor of effective teaching and learning.

In Kenya, teachers are required to plan classroom lessons for effective teaching and learning. Drawing from the literature already discussed, teachers are required to

know the methodological requirements of the CBC lesson plan, instructional resources available, learners' characteristics, and the CBC goals, among others, to effectively plan their lessons. Teachers' knowledge and skills in lesson planning are to inform the

choices for every lesson plan. However, studies have reported that teachers experience a number of challenges in CBC implementation including lesson planning (Momanyi & Rop, 2019; Waweru, 2018; Marion, 2020). Thus, this study focused on instructional supervision support to teachers' competence in lesson planning in the CBC implementation.

2.4.1.2 Lesson facilitation

The British Council (2021) defines facilitation as an important term in modern classroom language related to the learner-centered approach. It refers to the role of a teacher as a facilitator which consists of helping learners acquire, and apply knowledge and skills to achieve the learning objectives.

As a constructivist learning approach, the learner-centered approach places the learner at the center and considers the learner as an active agent in the learning process. Learning takes place through group discussions, practical activities that focus on practical life experiences, and exploration, among others. (Mulenga & Kabombwe, 2019). Darsih (2018) explained further that contrary to the teacher-centered approach where teachers are the knowledge repository and impart knowledge to learners, in the learner-centered approach, teachers lead learners to explore and discover their environment. They create an optimal learning environment; through modeling, peer learning, and constant feedback.

In relation to the CBC adopted in Kenya which is learner-centered, teachers need to guide learners into learning experiences and place learners at the center of

classroom instructions. Sifuna and Obonyo (2019) described the CBC as a learner-centered and formative assessment-based curriculum designed to develop learners' abilities to translate theoretical knowledge into practical life experiences. As such, in CBC implementation, teachers are to nurture learners' competencies through knowledge application. The CBC framework requires teachers to incorporate critical thinking, imagination, ICT skills, and values activities, among others; and use learner-centered instructional strategies during the learning process to achieve the learning objectives (KICD, 2017).

It has been established in the CBC implementation that teachers experience some challenges in implementing the CBC. These include inadequate teaching methods and the use of the learner-centered approach (Orina et al. 2021). This study, therefore, focused on instructional supervision support to teachers in enhancing their competence in lesson facilitation to achieve the CBC goals in Kenya.

2.4.1.3 Learners' assessment

Assessment is a process of documenting in measurable terms learners' knowledge, skills, attitudes, and beliefs (Capraro et al., 2012). The CBC framework defined competency-based assessment as a process through which learners are given the chance to put into practice what they have learned. It is a sum of evidence that shows how learners' performance or behavior meets a specific standard (KICD, 2017). This implies that in a learning situation, assessment is necessary to measure the extent to which the expected learning outcomes have been achieved and to inform timely instructional decisions.

There are two major types of assessment: summative assessment and formative assessment. While summative assessment is held at the end of a learning process to

evaluate learners' level of knowledge acquired, formative assessment is described as an ongoing process that takes place during the learning process to improve instruction. Given that the CBC majorly focuses on formative assessment, this study focused on formative assessment also known as assessment for learning.

Studies have suggested some requirements for an effective assessment. According to Fullan and Langworthy (2014), a continuous assessment should include activities such as creativity, knowledge sharing and application, collaborative skills, and technological tool which set the tone for meaningful learning experiences and motivate learners. Besides, feedback on assessment is key in formative assessment. Kola and Sunday (2015) contended that timely feedback on assessment to learners is a key feature of a competent teacher. Ideas put across are the relevance of the assessment to learning objectives and learners' lives as well as feedback on assessments which allow learners to correct their mistakes and progress in their learning.

Chizhik and Chizhik (2018) highlighted that when teachers fail to use students' assessment outcomes to improve learning, assessment for learning becomes meaningless in addressing the real needs of learners. Additionally, Amoako (2019) argued that students' learning opportunities and creative higher-order thinking skills are at stick when teaching is examination-oriented. Given this, there is a need to enhance teachers' knowledge and skills in formative assessments; this includes preparing assessments and using assessment results to improve teaching and learning and achieve curriculum goals.

In the CBC, teachers are to facilitate learners to acquire knowledge and skills such as critical thinking, problem-solving, imagination, creativity, communication, collaboration, citizenship, self-efficacy, learning to learn, and digital literacy. This

requires teachers to have a high level of competence which shows their ability to achieve the expected learning outcomes (KICD, 2017).

Studies have established a number of challenges encountered by teachers in implementing assessments in the CBC in Kenya (Andiema, 2020; Ajuoga & Keta, 2021). Hence, the relevance of the study on instructional supervision support to teachers in the CBC implementation with a focus on learners' assessment. This study focused

on teachers' knowledge and skills in learners' assessment in the CBC implementation

to achieve the CBC goals in Kenya.

2.5 Professional Records Checking Support to Teachers' Curriculum Implementation

Checking of professional records refers to a supervision activity whereby instructional supervisors ensure teachers' and learners' instructional documents are conformed to the educational institution's requirements (Omogi, 2019). It involves checking of schemes of work, lesson notes, records of work, and lesson attendance, among others (Ayeni, 2012).

Professional records checking is reported to be useful in many ways. It serves as an evaluation tool to appreciate teachers' diligence to work and as a monitoring tool, to assess teaching and learning progress. As a monitoring tool, it helps to know what is taught by the teacher, keeps the teacher focused, and also helps follow the

learners'

progress (Obunga, 2019). Aseka (2016) sustained that checking of teachers'

professional records gives supervisors a foresight of teaching and learning content and learners' needs for timely interventions to ensure quality educational outcomes. Omogi (2019) argued that professional documents inform about teachers' level of

preparedness for classroom instruction. On the other hand, feedback received upon

professional

records checking helps teachers improve their teaching and work standards (Obunga, 2019).

Several studies have established the influence of teachers' professional records on students' performance as well as teachers' job performance in Kenya. Concerning academic achievements, Mavindu (2013) found that headteachers' regular checking of teachers' professional records had a significant influence on students' performance in KCSE examinations. Using a descriptive survey design Ngipuo (2015) found similar

results. About 56.4% of the study population showed that evaluation of lesson plans contributed to learners' performance in KCPE.

Referring to teachers' job performance, Aseka (2016) established that checking of teachers' professional records contributed to teachers' job performance in Lang'Ata sub-county. On the other end, Kieleko et al. (2017) found in Yatta Sub-County, that checking of schemes of work, lesson plans, records of work covered, pupils' lesson

notes, and class attendance improved teachers' syllabus coverage, professional development, and instructional process. Though principals' administrative workload was found a significant hindrance to regular professional records checking.

Similar studies in Thika West sub-county revealed that consistent checking of teachers' lesson plans and syllabus coverage monitoring had a positive influence on the pupils' achievements (Gitau, 2016; Obunga, 2019).

The above studies evidenced the influence of professional records checking on teachers' competence in curriculum implementation and learners' academic achievements when conducted regularly and diligently. However, it was identified both

contextual and methodological gaps. No study was conducted using a qualitative

methodology specifically in the context of CBC. Hence, the current study focused on

instructional supervision support to teachers in professional records keeping in the CBC implementation in Kapseret sub-county. Findings from this investigation were intended to provide an in-depth understanding of participants' experiences and propose context- specific recommendations.

2.6 Lesson Observation Support to Teachers' Curriculum Implementation

Termed differently in the literature, lesson observation, teacher observation, or classroom observation referred to a teacher being observed during teaching and learning sessions for the sake of improving and optimizing learning (Watson-Davis, 2015; Malu, 2015). Nevertheless, Likwop (2016) contended that classroom visit includes a learning environment in addition to teaching and learning. Equally, it aims to provide teachers with immediate and objective feedback for the improvement of classroom instruction.

Besides observing lessons, instructional supervisors supervise professional records, curriculum coverage; lesson summary, backups, teaching materials, teacher-learner good relationship development, demonstration, conferencing, micro-teaching, etc. (Silyvier & Nyandusi, 2015; Sule et al., 2015). Thus, it has been established that lesson observation plays a key role in supporting teachers' competence in curriculum

implementation. Obunga (2019) rightly stated that lesson observation informs all efforts toward instructional improvement. O'Leary (2014) argued further that lesson observation is essential in building teachers' capacity at any stage of their career. Thus, it is such an important practice in teachers' development and needs to be conducted

effectively.

Referring to the process, lesson observation includes a pre-conference, note-taking during instruction, and a post-conference (Silyvier & Nyandusi, 2015; Sule et al., 2015). The process seeks to set clear objectives for the lesson observation session

and hold a fruitful discussion in the after-lesson stage to underline areas for further attention and to foster instruction quality.

Furthermore, lesson observation requires qualified people. Malu (2015) recommended that lesson observation is to be conducted by more knowledgeable and experienced people, such as colleagues, school heads, and education officers, among others. This gives teachers the avenue to find appropriate guidance.

In Kenya, lesson observation is conducted following the lesson observation guide provided by TSC. The areas indicated on the observation form are to be graded during the lesson observation process. These include the introduction and lesson observation, content delivery, teaching methods and techniques, learners' involvement

and communication, and classroom management (Refer to TSC lesson observation guide). Based on teachers' performance, instructional supervisors are to initiate supportive actions to strengthen teachers' competence to ensure effective curriculum

implementation.

Several authors have taken a keen interest in investigating lesson observation's influence on teachers' pedagogical competence and students' academic achievements. Oliveras-Ortiz and Simmons (2019) reported from a study on principals' support to teachers' professional development through observation techniques and data-driven individualized strategies that through a tiered system, principals could identify teachers'

needs and address them early through peer assistance, time, and resource planning.

In Nigeria, Sule et al. (2015) established a significant relationship between instructional supervision and teachers' role effectiveness. The study recommended that supervision should be planned, regular, and continuous to help teachers adapt to

curriculum changes. Again, Nnebedum and Akinfolarin (2017) found a strong positive correlation between classroom observation and teachers' job performance.

In Ghana, Mensah et al. (2020) through a convergent mixed methods study revealed that clinical supervision was perceived as promoting classroom instruction, teachers' performance appraisal as well as interpersonal relationships. Its interactive approach allowed pre-observation preparation, feedback, and individualized assistance

Similarly, in Uganda Malunda et al. (2016) analyzed the effect of head teachers' supervision on teachers' pedagogical practices and established that classroom observation and portfolio supervision in schools significantly affected teachers'

pedagogical practices. These studies in the broader context have shown classroom visits' positive influence on teachers' competence development in curriculum implementation if well conducted.

In Kenya, studies have equally reported lesson observation as improving teaching and learning. Jerono (2019) found in Nandi- East Sub County, that pre-observational and plenary conferences after the observation improved teachers'

practices and enhance their professional development. Again Gitau (2016) established that lesson observation and engagement in conferences with teachers influenced positively pupils' academic performance.

Other studies conducted through descriptive research designs revealed that consistent lesson observation and modeling sessions with teachers significantly influenced teacher performance and hence students' performance (Aseka, 2016;

Likwop, 2016); a strong relationship between lesson observation and academic achievements (Sankale, 2015; Makau et al., 2016).

A close look at these studies showed that lesson observation has the potential to improve teachers' competence in curriculum implementation and enhance learners' performance. Nevertheless, given the challenges encountered by teachers in the CBC implementation, it appeared timely to explore instructional supervision support to teachers through lesson observation in the implementation of CBC in Kenya to propose evidence and context-based recommendations.

2.7 Collaborative Learning Support to Teachers' Curriculum Implementation

Bishnoi (2017) defined collaborative learning (CL) as a learning technique that involves at least 2 people with a common learning goal. It includes cooperative learning, teamwork, peer teaching, and study groups, among others. Brundiers and Wiek (2017) mentioned that collaborative work includes team meetings, working together, team performance evaluation, and conflicts resolution. Thus, collaborative learning nurtures both hard and soft skills, all important to propel teachers' professional

development.

Collaborative learning has been recorded to influence positively learners. According to Muñoz-Martínez et al. (2020), collaborative learning develops cognitive skills, social and emotional competencies, positive interdependence, a sense of responsibility, teamwork aptitude, and values. Selwyn et al. (2017) supported that collaborative learning enhances thinking skills, self-motivation, self-esteem, mutual respect, and positive attitudes toward learning; self-confidence, critical thinking, communication, and interpersonal skills; reduces learners' anxiety, achievements, and

social skills, and self-efficacy (Jalilifar, 2010). This suggests that collaborative learning leads to learners' intellectual, emotional, psychological, and social development. This resonated with Stark et al. (2017) who concluded that collaborative learning promotes teachers' growth. Therefore, in a school environment, collaborative learning is likely

to propel individual and collective teachers' development. It could create a supportive

space and develop teachers' professional skills to achieve curriculum goals. Teachers involve in collaborative learning in the CBC context are more likely to develop the required knowledge and skills to enforce the CBC implementation in Kenya.

Among teachers, Barfield (2016) pointed out that collaboration commonly takes place during curriculum development and implementation, research, among colleague teachers as well as among learners. Rempe-Gillen (2018) argued that professional teachers collaborate by coming together to discuss their practices through planning, observation, and reflection over their practices. The key principle of collaborative learning, therefore, is the sharing of expertise and the complementarity of the teaching personnel to improve individual and group deficiencies toward the achievement of educational goals. During instructional supervision, the supervisor engages teachers in collaborative learning and facilitates and encourages team activities with and/or among teachers. Teachers work with peers and groups on specific objectives to improve their subject performance. Thus, collaborative learning could be formal or informal during instructional supervision.

Several studies have established that collaborative learning enhances teachers' development and enhances students' learning. In the United Kingdom, Reid and Soan (2019) established from a case study that safe discussions and collaborative-based practices in clinical supervision were uplifting and very helpful to the participants. It

was perceived as promoting professional, personal, and emotional relief, and group-generated solutions to improve practices. Similarly, in Turkey, Kemal et al. (2017) found that clinical supervision was perceived as a good technique to promote a positive

relationship between supervisors and teachers.

Regarding work performance, Rokhmaniyah (2017) found in Indonesia that the use of a collaborative model in two action research cycles helped correct discrepancies in teachers' competency levels which was resulting in students' poor academic achievement.

Collaborative learning helped with new educational programs and policies in schools. Muñoz-Martínez et al. (2020) explored the perception of teachers and principals participating in a teacher training program about cooperative learning to transform teaching practices toward inclusive education. The study revealed that cooperative learning had a positive influence on how students live together, their learning, emotional intelligence, and social relationships.

In Ghana, Ampofo et al. (2019) used an embedded mixed methods design and reported a positive influence of instructional supervision on teachers' pedagogical skills. Supervisors encouraged staff discussion and collective decisions. From the broader context, collaborative techniques in teachers' supervision showed that collaborative learning develops teachers' instructional practices and interpersonal relationships.

In Kenya, a few studies evidenced the influence of collaborative learning as an instructional supervision technique in schools. Anyango (2019) found in a study that collaborative supervision techniques contributed to the effective teaching of the English language. Monari (2018) established that collaborative discussion forum projects improved teachers' teaching methodologies. Through an ex post facto survey, Koech and Mwei (2019) established that microteaching helped mathematics student teachers practice the various teaching skills they had learned.

The literature on collaborative learning showed that collaborative learning takes place in different forms among teachers in curriculum implementation. However, it appeared no study was conducted using a qualitative method to provide an in-depth understanding of teachers' and supervisors' experiences regarding collaborative learning. Again, no study was found on the same in the context of CBC implementation in Kenya. This study sought to fill in this knowledge and the methodological gap, and make specific and tailored recommendations to support the CBC implementation in Kenya.

2.8 Professional Development Support to Teachers' Curriculum Implementation

Fishman et al. (2003) defined professional development as a learning process that results in a shift in knowledge, perception, and behavior. It leads teachers to develop new abilities, technics, concepts, and teaching methodologies. According to Oluremi (2013), professional development is a deliberate and systematic effort to ensure teachers' up-grade and continuous self-improvement. From Mofreh and Aseeri (2019)'s perspective, professional development refers to all new academic, cultural, or professional knowledge, skill, or values teachers acquire which improves their performance; every activity that modifies teachers' behavior, experiences, skills, and capabilities.

Professional development is essential in teachers' career-long progress for several reasons. Kearny and Maher (2012) posited that professional development programs bridge the gap between theory and practice in teaching through the application of educational theories. It unleashes teachers' creativity, promotes cooperation and effective use of information resources, keeps teachers abreast with the latest findings, enhances their motivation, and encourages lifelong learning.

Mofreh and Aseeri (2019) concurred that in an ever-changing society, professional development is necessary to train teachers on the latest discoveries in the fields of sciences and education to integrate new teaching methods and technology into instructions to enhance learning. Hence, teachers need to attend professional development programs regularly to keep in phase with changes for the effective teaching of the 21st-century skills included in the CBC.

Besides, Aina (2016) argued that professional development keeps teachers focused because teachers are more likely to lose professional focus in the absence of seminars, conferences, and workshops. Thus, without professional training, teachers easily drift away from the set educational goals and lose professional interest.

Furthermore, regarding professional development content knowledge, Rigby (2015) *suggested that it should be based on teachers' professional needs* of teachers. He contended that is it the responsibility of school leaders as instructional supervisors to know the specific needs of teachers under their leadership and develop adequate programs as well as facilitate their access to professional development opportunities. This means professional programs should be informed by the gaps identified during instructional supervision.

Several empirical studies have evidenced the influence of professional *development on teachers'* development and capacity building. In an experimental study, Lucenario et al. (2016) reported that during professional development programs,
teachers had the chance to take part in activities with their colleagues, discuss, plan, and reflect on lessons which improved their pedagogical knowledge and practices, as *well as the students'* learning outcomes. This revealed that the training strengthened
teachers' pedagogical skills as well as interpersonal relationships.

Similarly, Aldahmash et al. (2019) established that professional development resources and self-assessment improved *mathematics teachers'* pedagogical skills when attended frequently. Besides, Prasetyono et al. (2021) reported that teachers mastered a

number of instructional methodologies, among others, learner-centered approach, project-based learning method, problem-based learning, lecture methods, practice, inquiry learning, and discovery learning with a scientific approach through training programs. In addition, Yousaf et al. (2018) reported that in-service training reinforced *teachers'* performance and overall growth.

These studies drawn from the broader context highlighted the support of *professional development to teachers' competence* building in the implementation of educational programs. Thus, teachers ought to be enrolled regularly in in-service

training to develop professionally and acquire the necessary knowledge, skills, and values to ensure effective curriculum implementation and the attainment of its goals.

In the context of Kenya, studies have also established the contribution as well as the limitations of professional development programs in supporting teachers in curriculum implementation. Professional development programs have played an inductive role in curriculum implementation in Kenya in spite of some challenges identified; among other challenges *trainers' incompetence*, insufficient time allocated

to the training, and limited slots for potential teachers to attend the training (Muasya & Waweru, 2019; Marion, 2020).

Again, workshops and seminars have assisted teachers in mastering new curricula and instructional methods. Through practical sessions during the training, teachers practiced lesson planning and teaching (Oduro et al., 2017).

Furthermore, given the challenges that often hamper effective teaching and learning, studies have recommended adequate training to strengthen teachers' capacities and support effective curriculum implementation. In this line, Okoth (2016) suggested that teachers are trained to bridge the gap between the prescribed and enacted curriculum to support its implementation. Thus, professional development programs equipped teachers with the knowledge and skills for the implementation of school curricula despite a few challenges discussed. However, it seemed little evidence of teachers' and head teachers' experiences regarding the support of professional

development to teachers' competence in the context of the CBC implementation in Kenya. A study of their experiences would provide in-depth knowledge about the phenomenon and inform tailored support. This study intended to fill the knowledge, contextual and methodological gaps and make context and evidence-based recommendations to support the effective implementation of the CBC in Kenya.

2.9 Literature Synthesis and Research Gap

This chapter presented a review of the literature on instructional supervision and teachers' competence in curriculum implementation. It defined the key concepts of the study and discussed the research objectives which focused on professional records checking, lesson observation, collaborative learning, and professional development support to teachers in the CBC implementation.

Regarding curriculum implementation, the literature discussed the global and national context of the shift to competency-based education designed to build a competency-based society able to take part in the achievement of the SDG. Teachers' competence was identified as problematic to facilitate learners' acquisition of the 21st- century skills stated in the CBC. It was concluded if not adequately and timely addressed, these challenges could jeopardize the attainment of the CBC goals in

Kenya.

Again, instructional supervision support to teachers in curriculum implementation was discussed in terms of professional records checking, lesson observation, collaborative learning, and professional development. Literature showed that lesson observation supported the improvement of teachers' pedagogical knowledge and skills as well as learners' achievements in curriculum implementation.

Collaborative learning was found to promote teachers' knowledge, skills, and interpersonal competence while professional development mainly played an inductive role in curriculum changes and teachers' capacity-building in curriculum implementation.

From the literature reviewed, it was concluded that in as much as studies established the contribution of instructional supervision to teachers' competence in curriculum implementation and learning achievements, the experiences of teachers in the context of the CBC implementation in Kenya and Kapsaret Sub-County specifically are yet to be explored. The study, therefore, sought to provide evidence about the knowledge, contextual and methodological gaps identified and suggest context-based recommendations to improve instructional supervision support to teachers in the CBC implementation in Kapsaret and Kenya at large.

2.10 Chapter summary

The chapter discussed the key concepts of the study which were instructional supervision and teachers' competence from a theoretical and empirical perspective. The literature reviewed revealed a gradual shift in supervision approach, moving from inspection to developmental supervision, the latter focusing on teachers' development to improve educational outcomes. The chapter discussed further the four research objectives that guided the study. It was mainly revealed that professional records

checking and lesson observation regularly and adequately conducted impoved curriculum implementation. Collaborative learning and professional development supported teachers competence development in the face of numerous education changes. The last session of the chapter presented a summary of the gaps identified under each objective and the conclusion of the chapter. The following chapter focused on the methodology adopted for the study.

CHAPTER THREE

RESEARCH METHODOLOGY

3.1 Introduction

The previous chapter discussed the literature review focusing on the key concepts of the study which are instructional supervision, teacher competence; curriculum implementation. It discussed the research objectives in terms of the support of professional records, lesson observation, cooperative learning, and professional development programs to teachers' competence in the CBC implementation, and finally

the literature synthesis and gap. This chapter presents the methodology adopted for the study. It presents mainly the research paradigm, research approach, research design, study area, target population, sampling techniques and sample size, data collection methods, validity and reliability of the instruments, trustworthiness, data collection procedures, instruments of data analysis, ethical considerations of the study and finally the summary of the chapter.

3.2 Research Paradigm

This study adopted the interpretivism paradigm. A paradigm refers to the abstract beliefs and principles which define how the researcher understands the world and acts in the world; a school of thoughts or set of shared beliefs that determine how the researcher derives meaning and interprets data (Kivunja and Ahmed, 2017). More specifically, the interpretivism paradigm believes in the existence of multiple realities (Ontology), knowledge being subjective (epistemology) and acquired through interactions with the world, the people to understand their perceptions and experiences. Knowledge is value-laden and as such, the researcher considers values and ethics in the research process and acknowledges possible bias (Axiology) (Creswell & Cheryl, 2018). The belief in multiple realities leads the researcher to collect multiple forms of

evidence in themes from individuals and present different perspectives in his/ her inquiry. The knowledge approach is inductive which determines the data generation and analysis process. According to Creswell (2016), the interpretivism paradigm has deemed a study when the study intends to report most faithfully the participants' perceptions of the phenomenon being studied.

Interpretivism was deemed appropriate for the study as the researcher aimed to explore the experiences of the research participants about instructional supervision support to teachers' implementation of the CBC. Knowledge being subjective, the researcher considered individuals' experiences regarding instructional supervision. In terms of multiple realities, data was collected in form of narratives whereby participants described their experiences from their various perspectives (environment, challenges, needs, etc.).

The researcher analyzed the data based on themes identified from the data set out of which s/he derived meaning and understanding. The overall process generated an in-depth and richer knowledge that reflects the different perspectives and the lived experiences of the participants as supported by the interpretivism paradigm. Finally, the researcher chose the interpretivism paradigm to help him better answer the research questions and provide stakeholders with comprehensive findings for the improvement of instructional supervision in support of teachers' continuous development for the CBC implementation in Kenya.

In line with the interpretivism paradigm, the study adopted a qualitative approach. An approach determines how the researcher addresses the problem under study in terms of plan and procedure. It encompasses the steps from broad assumptions to detailed methods of data collection, analysis, and interpretation (Creswell, 2014).

The qualitative approach is best used when little is known about a phenomenon as well as to understand people's experiences and express their perspectives (Burke & Larry, 2008).

From the highlights aforementioned, the qualitative approach led to an in-depth understanding of the experiences of the research participants regarding instructional supervision support to teachers' competence in the CBC implementation. The researcher collected non-numerical (narratives) data which was analyzed using thematic analysis whereby patterns or themes were derived from the participants' narratives. The qualitative approach helped the researcher achieve the aim of the study which was to explore the experiences of the participants regarding the phenomenon under study.

3.3 Research Design

The current study adopted the phenomenology research design within the qualitative research designs. The research design is to align with the researcher's paradigm and inform the data collection analysis, and interpretation process by ensuring a logical sequence between the data, the research questions, and the research findings (Creswell, 2008; Yin, 2014; Kassu, 2019). Creswell (2018) posits that phenomenology is a suitable design when the research problem requires a deep understanding of human experiences common to a group of people.

Phenomenology design was suitable for the study as the researcher sought to explore the experiences of instructional supervisors' regarding the practice of instructional supervision in support of teachers' competence in the CBC implementation. In this study, head teachers, deputy head teachers, and teachers shared in common the experience of instructional supervision that the researcher sought to

explore. Phenomenology led the researcher to interact with the participants in their environment as they shared their experiences on an individual basis and also as a group. Hence, the researcher met the participants in their various schools during data collection where he amply interacted with them. Data was collected through the semi-structured interview, focus group discussion, and document review and analyzed accordingly to reflect the participants' experiences. In a nutshell, the design enabled the researcher to acquire an in-depth insight into the lived experiences of the study participants.

3.4 Study Area

The study was carried out in Kapseret sub-County in Kenya. Kapseret is located in Uasin Gishu County, one of the forty-seven counties in Kenya situated in the Rift Valley region, in the Western region of Kenya. With a population estimated at 31,030 people and an area of 148km sq, Kapseret is classified as the largest sub-county in Uasin Gishu County besides Soy, Turbo, Moiben, Ainabkoi, and Kesses sub-counties. Kapseret has a school population of about 52 public primary schools.

Kapseret sub-county was selected as the study site using purposive sampling. This was because from 2017 to 2021, which represented the time frame of the study, the CBC was being piloted, specifically at the lower primary level in all primary schools in Kenya. Challenges faced by teachers were found generally across the country based on the literature reviewed. The researcher chose Kapseret within Uasin Gishu County for its strategic geographical location and as the largest sub-county to contribute to the national knowledge and contextual gap identified through the literature.

3.5 Target Population

A study's target population refers to the total group the researcher wants to study (Burke & Larry, 2008). The target population of this study was the total number of

public primary schools' heads, and subject teachers in Kapseret sub-county in Uasin

Gishu County, Kenya. The staffing position of the public primary schools in 2022 was reported to be 52 head teachers, 670 teachers, and 20,686 learners from 52 public primary schools.

Table 3.1: Kapseret public primary schools staffing January 2022

Target population	Public Primary Schools	Headteachers	Teachers	Learners
Number	52	52	670	20,686

3.6 Sampling Techniques and Study Sample Size

The study sample was determined using the non-probabilistic technique. This determination process consists of the researcher selecting units or groups of subjects from the study population based on the purpose of the study and the nature of the population (Creswell, 2013). Based on these highlights, the study sample was determined using purposive sampling.

Schools, supervisors, and teachers were selected purposively. Four public primary schools were selected using purposive sampling. The researcher requested for Kapseret schools sampling frame at the Ministry of Education district office but could not access it for professional reasons. Following this, the researcher requested to be given the name of four primary schools of which two schools were from the urban setting and two schools from the rural setting; and of different sizes (population) from both settings. The rationale for these criteria was to collect diverse experiences that reflect various realities and perspectives from the participants about instructional supervision in the CBC implementation schools. It was also meant to enable the researcher to answer the research objectives and arrive at comprehensive findings.

Regarding the study participants, 28 teachers and four school administrators from the selected schools were purposively selected. Two headteachers were not available at the time of data collection. They appointed two deputy heads teachers to replace them because they also have the mandate from the TSC to supervise teachers. The participation of the school administrators in the study was relevant as custodians and overseers of instructional supervision at the school level. As such, they provided in-depth information about instructional supervision in their school to help understand their experiences and perspectives. The teachers selected were of two to three years old in CBC implementation which started in 2017. They shared their experiences as expected.

Regarding the appropriateness of a study sample size, Lincoln and Guba (1985) argued that the suitable sample size for interview studies is between 12 and 20 participants. Guest et al. (2017) concurred that 12 interviews are appropriate for thematic analysis as they provide all themes and more than 90% of the codes necessary for the study. They added that for focus groups, more than 90% of all themes emerge between three to six groups. Following this background, the researcher selected 32 participants as the study sample with 12 (four school administrators and eight teachers) participants who took part in the semi-structured interview and 20 participants (teachers) who took part in the FGD with four groups of five participants per school.

The tables below present the summary of the study sample and sampling techniques.

Table 3.2: Study sample from Kapseret's primary schools

Categories	Schools	SA	Teachers
Target population	52	52	670
Sample size	**4**	**4**	**28**

Table 3.3: Sample distribution details

Sample	SA	Teachers

Semi structure Interview	4	8
FGD	0	20
Total	**4**	**28**

3.7 Data Collection Methods

Data was collected using semi-structured individual interviews, focus group discussions (FGD), and document analysis. According to Creswell (2014), data collection methods are to be in line with the research paradigm and design. Following the phenomenology design adopted for this study, data were collected using semi-structured interviews, FGD, and document analysis. Through these methods, the researcher was able to interact with the participants on one on one and in groups to hear their experiences. The review of teachers' professional documents provided evidence

of the supervisors' comments and teachers' potential improvements and challenges in lesson planning, and students' assessments to corroborate with the interviews' findings on the same and answer the research questions.

3.7.1 Semi-structured individual interview

Qualitative data was generated using interview schedules. According to Padilla-Diaz (2015), semi-structured interviews and unstructured interviews are best suitable for phenomenological studies because they provide the research participants the chance to express their views and experiences about a phenomenon. Creswell (2013) posited that interviews allow the researcher to have participants clarify unclear statements through probes which leads to collecting in-depth information and avoiding data misinterpretation. Ritchie and Lewis (2003) sustained further that this increases study validity.

A semi-structured interview was suitable for this study because it allowed the researcher to collect in-depth information regarding the participants' experiences about

the support of professional records, lesson observation, cooperative learning, and professional development to teachers' implementation of CBC. Participants were able to share their personal experiences regarding the support given to teachers through these

supervisory techniques in the build up their competence in the CBC implementation.

An interview schedule was developed in line with the research questions to guide the interview and keep the interviewees focused during the semi-structured interview. The semi-structured interview was conducted one-on-one with the participants. The researcher made use of probes to have the interviewees elaborate on essential points and clarify unclear statements. Each session lasted averagely 30 minutes giving participants ample time to express themselves. Also, the interviews were recorded through written notes and audio recordings for use during data analysis. Finally, to ensure free interactions during the interview and easy data collection, the researcher made sure to establish good contact and trust with the participants before the interviews through prior visits to the field.

3.7.2 Focus group discussions

Focus group discussions (FGD) are a qualitative data collection method used to get an in-depth understanding of social issues. It consists of collecting data from a purposively selected group of people believed to have the appropriate information for the study (Nyumba et al., 2018).

The choice of FGD was to collect richer data through the participants' interactions, and experiences as a group. It was also intended to capture a broader picture of the participants' experiences. Data generated through the FGD was used to validate data collected from the semi-structured interviews. The FGD groups were

composed of 5 participants. A discussion guide was developed to give participants areas

to expand on and to keep the discussion within the context of the study. However, the discussions were flexible to allow any other information useful to the study. Discussions were held within one hour; which was ample time for the discussion. Also, data generated was collected through notes taking and audio recording for data analysis with the participants' permission. Finally, the researcher played the role of moderator during the discussions to ensure all the participants contributed to the discussion.

3.7.3 Document analysis

Document analysis is a method of data generation and analysis which produces data in form of excerpts, quotations, or texts organized into themes and categories through content analysis. Mostly used in addition to other sources of data collection, its findings could serve to triangulate with findings to limit possible bias in a study (Glenn Bowen, 2009).

In this study, the researcher analyzed selected teachers' professional documents. These were the scheme of work, lesson plans, teachers' professional records checklist, and lesson observation guide to answer the first and second research questions related to the support of professional records and lesson observation to teachers' implementation of the CBC. The documents were purposively selected from the teachers interviewed and reviewed following a review guide.

The document analysis guide focused on a critical review of instructional supervisors' comments and recommendations in the selected professional documents. This sought to establish whether supervisors gave appropriate and constructive feedback on teachers' professional documents and teaching to support them in the CBC implementation. The findings were triangulated with findings from the semi-structured interview and FGD to answer the research questions.

3.8 Pilot Study

According to Marshall and Rossman (2011), pilot tests provide feedback to researchers to engage eventual modifications and changes in the research instrument items. The researcher carried out a pilot study in two primary schools selected in the Kesses sub-county to establish whether the interview and FGD guides' questions covered all the aspects of the study and were well understood by the participants. Semi-structured interviews were conducted with four teachers from the two schools (two per school), and one FGD was held with five teachers from one of the schools.

From the pilot study, major issues identified included; too many items in the interview guide; participants' lack of cooperation, and unwillingness to be recorded. This led the researcher to review the number of items from 18 to 5 major questions with

some sub-questions. Ambiguous statements were reframed and made clearer. Besides, the duration of the interactions was also checked for better time management during the actual data collection. In the pilot study, the one-on-one interviews lasted an average of 15 to 30mn, which was adequate.

To address the lack of cooperation, the researcher established contact with participants before data collection through several visits and was also facilitated by the chairperson of the county director, the study supervisor, who introduced the researcher to the school authorities and teachers. This established trust and facilitate the data collection. In a nutshell, the researcher did the necessary adjustments based on the pilot study results and proceeded with the actual data collection in the selected school in Kapseret sub-county.

3.9 Data Processing and Analysis Procedures

The data generated through the semi-structured interview, FGD and the document review was analyzed using thematic analysis. According to Braun and Clarke (2006), the thematic analysis method consists of identifying, analyzing, organizing, describing, and reporting themes found within a set of data. The entire process consisted of the researcher interacting with the data to identify reoccurring themes from which he/ she derived meaning from the participants' shared experiences. The steps are as followed:

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┌─────────────────┐      ┌─────────────────┐      ┌─────────────────┐
│ 1. Familiarizing│ ───> │ 2. Generating   │ ───> │ 3. Identifying  │
│   with the data │      │    codes        │      │  categories &   │
│                 │      │                 │      │    themes       │
└─────────────────┘      └─────────────────┘      └─────────────────┘
                                                           │
                                                           v
┌─────────────────┐      ┌─────────────────┐      ┌─────────────────┐
│  6. Write up    │ <─── │ 5. Defining and │ <─── │ 4. Reviewing    │
│                 │      │  naming themes  │      │    themes       │
└─────────────────┘      └─────────────────┘      └─────────────────┘
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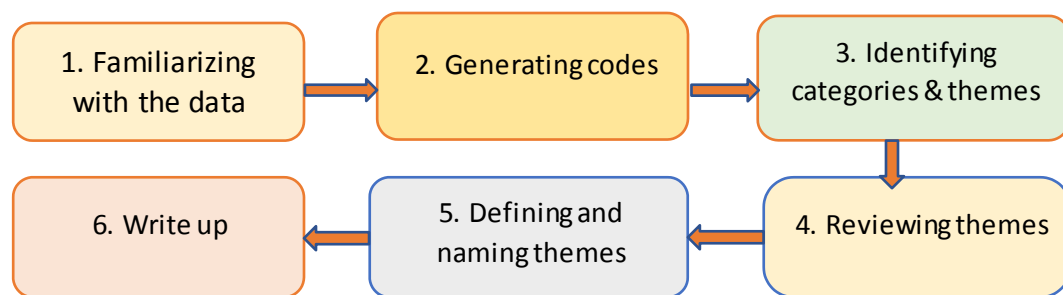
Figure 3.1: Thematic analysis process (Braun & Clark 2006, modified)

Phase 1: Familiarizing with the data

Following the process described by Braun & Clark, during this initial stage, the researcher read several times the data to familiarize him/herself and be well immersed in it. Thus the process began with data organization by assigning participants an identification code. Recordings were transcribed, and scripts were proofread to get the meanings of the data, identify patterns, and make notes. Data from the document review was similarly proofread, organized, and prepared for the analysis process. After this phase was completed, I proceeded with the subsequent steps of the data analysis.

Phase 2: Generating Codes

After getting acquainted with the data, and identifying important information, the researcher began to identify the possible codes relevant to the study. A code

represents the most basic segment of the raw data that can be assessed in a meaningful way regarding the phenomenon (Braun & Clarke, 2006). Once identified, the researcher pointed them out and selected extracts from the data that could illustrate them.

Phase 3: Search for Categories and Themes

During this phase, the researcher began to group the codes into categories. The categories can be defined as codes that describe or are related to the same broader idea or themes. After grouping the categories, the researcher identified the themes that transpired from the codes which represent the main ideas on which the analysis was based.

Phase 4: Review Themes

At this phase, the researcher reviewed the themes to adjust, finetune them, and be assured the final list spoke to the topic and reflected the complete data collected from the participants.

Phase 5: Defining and Naming Themes

After a review of the final list of themes with the corresponding categories, and data excerpts fixed in a thematic map, the researcher proceeded to refine the themes once again to facilitate the analysis. The researcher analyzed each theme in the light of the narrative to verify if they are in symbiosis with the entire narratives generated from the data. From the revision, the researcher came up with a final thematic map that allowed a description of each theme in a few sentences. The researcher finally defined the scope and content of each theme, to ensure the appropriateness of the final names for reporting (Braun & Clarke, 2006).

Phase 6: Write up

In this final stage, I proceeded with the discussion of the themes following the research questions. This consisted to establish in which way instructional supervision supported teachers' competence development in the CBC implementation. The report was developed based on relevant literature and the socio-constructivism theory of Vygotsky which guided the study.

3.10 Trustworthiness in the Study

Trustworthiness is the equivalent of validity and reliability in a qualitative study. Taylor (2014) supported that trustworthiness in a study is the researcher's ability to understand participants from their perspectives and show the subjectivity or the potential bias by the use of the first person " ' I' ' . in this study the researcher stuck to the participants' views and tried to understand the participants from their perspectives through the various interactions to ensure trustworthiness in the study. The first person ' ' I' ' was used to show potential bias in the study. According to Lincoln and Guba (1985), trustworthiness has four (4) components: credibility, transferability, dependability, and confirmability. These four dimensions are below discussed.

3.10.1 Credibility

In the present study, the researcher used member checks and triangulation of data sources to ensure the credibility of the study. Credibility refers to the extent to which the researcher has achieved the purpose of the study. It involves precision, consistency, and exhaustiveness in data analysis techniques and procedures, as well as the participants agreeing with the researcher's constructions and interpretations of the data (Schurink et al., 2013; Nowell et al., 2017).

Using member check, the researcher presented the transcribed data and the written report to confirm if the content reflected exactly their ideas and experiences. Participants were given the chance to cross-check the transcribed documents with the interview and discussion recordings. This was done on an individual basis with the interviewees and, in a groups-meeting with the FGD participants. The researcher provided clear, rich, and thick descriptions and details during data analysis to ensure the study's credibility. Also, the supervisors were considered as part of the checking process; they were given the findings report for their perusal and feedback based on which the researcher reviewed what needed to be reviewed.

Referring to the data source's triangulation, the researcher used multiple participants and different methods to collect data. The researcher used semi-structured interviews and FGD which allowed him to generate richer data. Again, participants helped generate data from their various perspectives which contributed to establishing the credibility of the study.

3.10.2 Transferability

This refers to the generalizability of findings in a qualitative study or the replicability of the study in other similar contexts (Lincoln & Guba, 1985; Creswell, 2014). Devault (2018) posited that in the context of qualitative study, generalizability refers to the applicability of ideas or theoretical knowledge derived from the study to other contexts; unlike in the quantitative study where the term is statistical and refers to generalizing the findings to a study population (yin, 2011). This study was expected to produce new knowledge and ideas from the participants' experiences about instructional supervision and teachers' competence to improve supervision practice in other contexts. To achieve this, the researcher proceeded with detailed descriptions of the research process, multiple data sources (interview, FGD, and document

analysis)

member check, and lastly triangulated with the field note and the literature to establish credible findings.

3.10.3 Dependability

Dependability refers to the extent to which the study if replicated can generate similar findings (Aryl et al., 2010). In this study, the researcher presented the research process with clarity and much detail. The researcher adopted a dependability audit which consists of providing detailed information on the data collection, analysis, and interpretation procedures. Details on how data accuracy was assured in the study were provided. This could allow easy replication of the study in other contexts. Lincoln and Guba (1985) posited that to ensure dependability, the research process should be logical, traceable, and documented. Therefore, the researcher ensured the study's

dependability through audit rail which refers to the keeping of a record of the raw data, field notes, and transcripts for verification and future references.

3.10.4 Confirmability

Confirmability refers to establishing whether the researcher's interpretations and findings are derived from the data (Nowell et al, 2017). In other words, it establishes the extent to which the findings reflect the participants' views and is free from any bias from the researcher. Lincoln & Guba (1985) state that confirmability is established when credibility, transferability, and dependability have been achieved. The researcher ensured the study's confirmability by ensuring the above-mentioned criteria as well as

keeping an audit trail. In this study, all data sources were kept for future reference.

3.11 Ethical Considerations

Research ethics is a set of values, standards, and institutions' schemes that helps constitute and regulate scientific activity (Creswell, 2014; Rukwaru, 2015). Research

involving human subjects considers the following principles of safeguarding: seeking permission, informed consent, voluntary participation, anonymity, confidentiality, privacy, and no harm to participants (Thomas, 2017). The ethical considerations that guided this study are below discussed.

3.11.1 Research Permit

To begin with, the researcher sought authorization from the Moi University Research Ethics board committee through the school of graduate studies for permission to undertake the research. The letter (Appendix IX) provided by the school of graduate studies helped the researcher to apply for a research permit from the national council of science and technology (NACOSTI). Once the authorization letter was issued, the researcher sought authorization from the county director of education and the county commissioner. Once these different authorizations were obtained (see appendix X), the researcher proceeded to obtain permission from the authorities of the selected public primary schools where the data was to be collected. After the consent of the schools' authorities, the researcher engaged with the participants to obtain their consent before the data collection.

3.11.2 Informed consent and freedom to withdraw

The researcher sought informed consent from the participants before data collection. Informed consent refers to the participant's agreement to participate in a study after being informed of its purpose, procedures, risks, benefits, alternative procedures, and limits of confidentiality (Burke & Larry, 2008). At the school level, head teachers, senior teachers, and class teachers were informed about the intent of the research through an informed consent form. After the participants had read and understood clearly the information in the informed consent form about the purpose of the study, the use of their data, and the freedom of participation, among others,

participants were requested to sign the informed consent form to formalize their willingness and decision to take part in the study. Following the participants' signatures, the researcher signed the informed consent form (See Appendix IV) as a seal of the agreement. The researcher gave every participant a copy of the signed form and kept a copy for future reference. The researcher also assured the participants of their rights to withdraw from the study at any point in time without fearing any threats. Finally, participants were treated with due respect throughout the data collection process.

3.11.3 Confidentiality

Regarding confidentiality, and anonymity, the researcher ensured that the respondents' information obtained during data collection is not be disclosed to the public and as well their identities not revealed. The researcher used pseudonyms and

numbers to code the information during data analysis. As stipulated in the consent form, the data would be kept safely and destroyed later when no more needed. Data collected was analyzed according to the research objectives, integrated, and reported. All the documents obtained during the process have been attached to the appendices in the research document.

3.12 Summary of the Chapter

This chapter discussed the methodology of the study. Interpretivism was found deemed to this study to explore participants' perspectives. Accordingly, the qualitative approach and phenomenology design were found suitable to collect participants'

narratives and explore their experiences about instructional supervision practice in support of teachers' competence in the implementation of the CBC. The study adopted the purposive sampling technique to select the schools and participants and data was collected using interviews, semi-structured and document analysis while thematic analysis was used for data analysis. Furthermore, research ethics was strictly

followed

by seeking legal authorizations from the various institutions, participants' rights were

observed as well as data collection, analysis, and report writing were done ethically.

The following chapter discussed the findings contextualized within the existing

literature, establishing the similarities, the contradiction, and the new findings.

CHAPTER FOUR

DATA PRESENTATION, ANALYSIS, INTERPRETATION AND

DISCUSSION

4.1 Introduction

This chapter is dedicated to the presentation, analysis, interpretation and discussion of the findings of the study. The study sought to establish instructional supervision support to teachers' implementation of CBC in public primary schools in

Kapseret sub-county, in Kenya. To achieve this purpose, four research questions were formulated. In this chapter, I presented and discussed the findings of each of the four research questions as generated from the data and recontextualized the discussion within the literature. Each theme explored the experiences and perspectives of the study participants.

4.2 Findings and Discussions

The study participants were asked to share their experiences about the support of professional records checking, lesson observation, collaborative learning, and professional development to teachers' implementation of CBC. I first present a summary of the findings of all four research questions in Table 4.1

Table 4.1: Summary of findings by themes and categories

Instructional supervision support to teachers' implementation of competency-based curriculum		
1. Instructional supervisors' and teachers' experiences about the support of professional records checking to teachers' implementation of CBC	**Theme 1**	**Preparation of professional documents**
	Categories	Ensuring updated professional documents
		Improvement in professional documents preparation
		Preparation of teaching aids
		Provision of instructional materials
	Theme 2	**Work progress**
	Categories	Effective syllabus coverage
		Ensuring learners' continuous assessment
	Theme 3	**Constraints to records checking**
	Categories	Supervisors' workload

		Supervisors' limited knowledge about CBC
2. Instructional supervisors' and teachers' experiences about the support of lesson observation to teachers' implementation of CBC	**Theme 1**	**Quality professional records**
	Categories	Updated professional records
		Adequate use of professional records
	Theme 2	**Quality teaching**
	Categories	Good lesson organization
		Preparation and use of teaching aids
		Use of learner-centered approach
		Use of adequate teaching methods
		Improvement in content knowledge
	Theme 3	**Nature of supervisor-supervisee relationship**
		Motivation and friendly relationship
		Unprofessional attitudes
	Theme 4	**Constraints to lesson observation**
	Categories	Irregular lesson observation
		Supervisors' workload
3. Instructional supervisors' and teachers' experiences about the support of collaborative learning to teachers' implementation of CBC	**Theme 1**	**Sharing of pedagogical knowledge and skills**
	Category	Pedagogical knowledge and skills through peer support
		Sharing of in-service training knowledge
	Theme 2	**Work efficiency**
	Category	Effeffective teaching through co-teaching
		Coordination of academic activities
		Teamwork to ease work
		Collective problem solving
	Theme 3	**Supportive relationship**
	Categories	Sense of togetherness
		Better collaboration
4. Instructional supervisors' and teachers' experiences about the support of professional development to teachers' implementation of CBC	**Theme 1**	**Acquisition of knowledge and skills about CBC**
	Categories	Understanding of CBC's concepts
		Acquisition of pedagogical knowledge and skills
	Theme 2	**Interpersonal relationship building**
	Categories	Friendly relationship with learners
		Bonding among teachers through teamwork
	Theme 3	**Professional development limitations**
	Categories	Limited training opportunity
		Inconsistency in content knowledge
		Congested training
	Theme 4	**Continuous learning strategies**
	Categories	School champions support
		Self-learning

4.2.1 Support of professional records checking to teachers' implementation of CBC

The first sub-research question was " *What are instructional supervisors' and teachers' experiences about the support of professional records checking to teachers in the implementation of the CBC?*" As explained in the previous chapter, data was generated using semi-structured interviews, focus group discussions, and document analysis (See 3.7). From the participants' perspectives, professional records checking assisted teachers in the preparation of professional documents and the work progress in

the CBC implementation though a few constraints were highlighted. Thematic analysis of the data revealed the code structure shown in Figure 4.1 which entails a summary of the findings showing themes and their categories.
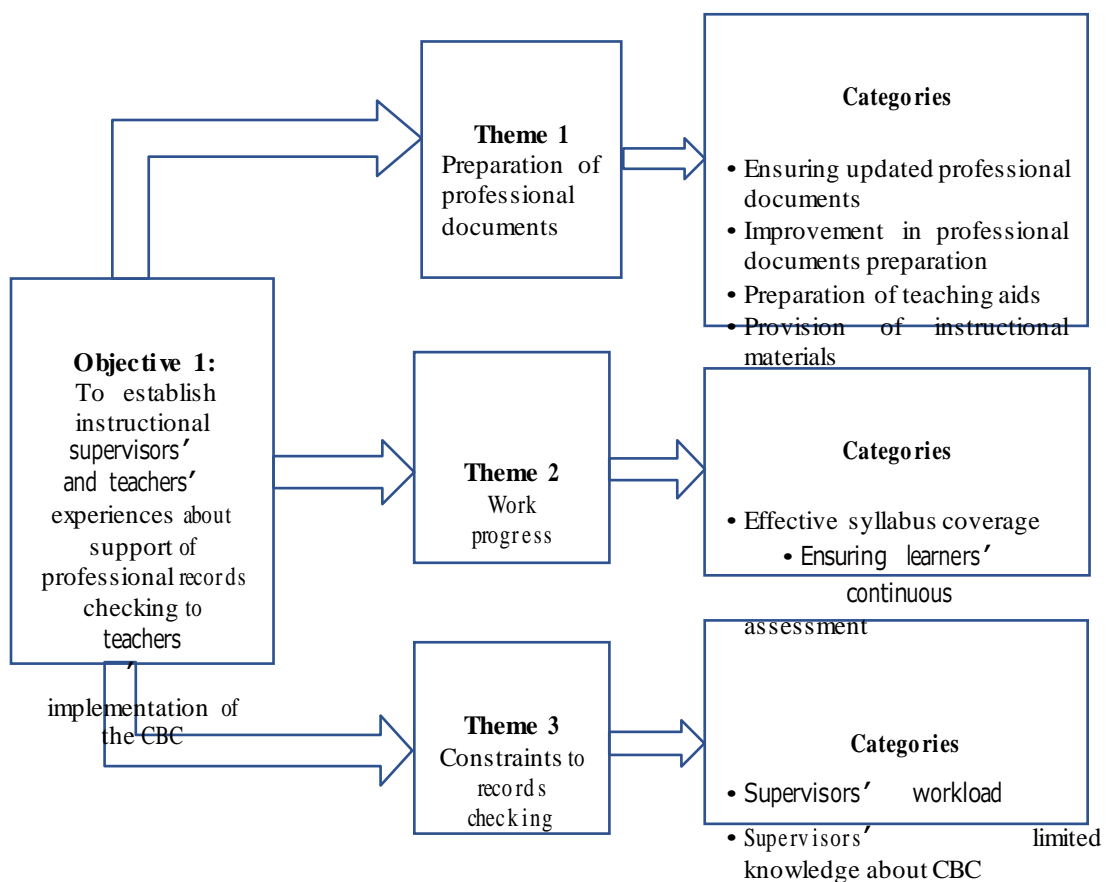
Figure 4.1: Support of professional records checking to teachers' implementation of the CBC.
Source: Field Data (2022)

4.2.1.1 Preparation of professional documents

The study participants reported that records checking helped teachers in the preparation of their professional documents in the implementation of the CBC. This was characterized by ensuring updated professional documents, improvement in professional documents preparation, and teaching aids. Each of these activities is explored in detail below.

4.2.1.1.1 Ensuring updated professional documents

Participants revealed that checking of professional documents helped teachers constantly keep their professional documents up to date. This contributed to teachers' constant planning of teaching and learning in the CBC implementation. One of them said;

> *'' Checking of professional records, has helped us a lot! It is one way of keeping the teacher in line, not escaping, especially the lesson planning. Without checking, the teacher might not be up to date on his work. [...] because you know, CBC is really tasky, you are tempted to escape some lesson plans and some other paperwork''* (FGD, JS, T1, lines 254-258, {14/01/22}).

This statement highlighted the importance of records checking to sustain teachers' consistency in keeping their professional documents up to date in the process of the CBC implementation. Without it, teachers could have failed to plan regularly

their classroom instructions which consequently would hamper the CBC implementation. In that regard, participants revealed specifically that instructional supervisors checked teachers' schemes and lesson plans. While schemes of work were checked once at the beginning of the term to ensure teachers planned teaching and

learning following the weeks in the term; lesson plans were checked weekly to ensure all week lessons were prepared to enable effective CBC implementation. One participant reported that:

> *'' The supervisor goes through the scheme of work to see if it is up to date. He normally checks at the beginning of the term to make sure you have planned what you are going to teach during the term; like all the sections, the strands, sub-strands, huh…the resources for all the weeks are stated. […] Because CBC was new, when we don't understand well hum, sometimes, we could leave out some details. But the headteacher(supervisor) would require that we complete…so, you make sure to complete the scheme of work for the term before you submit* (Interview, MT, T2, line 800-810, {13/01/22}).

In the excerpt above, the participant highlighted supervisors' rigor in the checking

of schemes of work. It encouraged them to complete their scheme of work to support the

CBC implementation. Referring to lesson plans, another participant stated:

> *"We have too many lessons, so I might write one and escape the following day because the lessons are many. […] So, this supervision of records has assisted us in this CBC to prepare for the lesson regularly''* (FGD, MT, T4, lines 71-76, {13/01/22})

This participant pointed out the support of records checking which assisted teachers to

have their lesson pans updated despite their workload.

As shown above, participants revealed that professional document checking

assisted teachers to be on track regarding regular and timely schemes of work and

lesson plan preparation in the CBC implementation. This could imply that teachers were

able to select the teaching and learning areas to avoid unprofessional behaviors such as

head-off teaching due to insufficient preparation. This aligned with Ngonjo (2013) who

posited that the scheme of work is a teaching guide that presents the learning content,

instructional materials and activities, assessment methods, and the methodology to

achieve the instructional objectives and outcomes. It could be derived that professional

records checking supported teachers in lesson planning and set a good tone for the

achievement of the CBC teaching and learning outcomes. This finding connived with

Omogi (2019) who asserted that professional documents inform about teachers' level

of preparedness for successful classroom instruction. Thus, teachers were encouraged

to prepare their necessary professional documents to support the effective teaching and learning of CBC.

Relating these narratives to the documents reviewed, findings revealed a mixed observation. Teachers had lesson notes, and schemes of work consistently approved by instructional supervisors showing regular planning. However, it was also observed in the teachers' professional documents checklists that some teachers scored low and average marks in their monthly assessment which indicated some lack of compliance regarding professional documents preparation. The extracts below illustrate this finding;

Figure 4.2: Sample of CBC lesson plan
Source: Field data (2022)

Figure 4.3: CBC professional documents checklist showing teachers' grades in

> professional records preparation

Source: Field data (2022)

It is worth noting that the teachers' professional documents checklist, as it is presented above, does not have any CBC indication. It is a form showing the list of teachers' professional records, and teachers' grades obtained during the termly professional records checking showing how well they prepared and kept these

documents. The above checklist form was provided by a CBC teacher and the date indicates the CBC implementation period (2017-2021).

The first document illustrates a standard CBC lesson plan vetted by the head or deputy head showing their approval for use while the second document is a teacher's professional document checklist. The latter includes the scheme of work, updated lesson plans, updated lesson notes, and record of work checked which are considered in this analysis. The scores indicate 2 to 3 on a scale of 5 for three subsequent months.

It should be noted that these scores describe the extent to which the teacher meets the standard set by the Ministry of Education as notified in the document.

From the observations, it appeared that some teachers failed to keep their professional documents up to date in the CBC implementation process as required. This is in contrast to the experiences shared in the interviews and FGD. Thus, it could be drawn that not all teachers complied with the requirement to regularly keep their records up to date. Hence, professional records checking possibly improved some teachers' attitudes toward timely and complete records preparation and consequently their work quality in the CBC implementation. This is in line with Ndubuisi et al. (2021) who argued that effective instructional supervision leads to a change of behavior for the improvement of teaching and learning. This finding is also in agreement with Sule et al. (2015) who observed in a study in Nigeria that teachers' professional records checking positively influenced teachers' work effectiveness.

In as much as these scholars established that records checking improved teachers' pedagogical competence, in the context of this study, it was not totally confirmed; meanwhile, lack of regular and timely professional document preparation is likely to affect learning outcomes. This is supported by Ampofo et al. (2019) who argued that school principals checking of schemes of work and lesson plans predict learners' academic achievements. This implies that inadequate records checking might have affected the attainment of the CBC learning outcomes. Therefore, professional records checking needs to be enhanced to support CBC implementation.

4.2.1.1.2 Improvement in professional documents preparation

Participants reported that professional records checking improved teachers' skills in instructional document preparation. They indicated that during professional

records checking, the headteacher or the deputy's head provided feedback on the quality preparation of the CBC lesson plans. The comments received assisted teachers to improve their CBC lesson plan to ensure effective teaching and learning. In that line, one participant said:

> *''I can say this supervision at some point has assisted. When CBC started lesson planning was a bit hard because we were coming from the 8-4-4 system where we were used to topic and sub-topic then we came to strand and sub-strand in CBC. [...]. Sometimes we make mistakes, and the headteacher goes through the lesson plan and tells you what you were supposed to do. By so doing, I got to improve (Interview, MT, T5, line 648-654, {13/01/22}).*

This excerpt highlighted challenges experienced by teachers writing in CBC lesson plans and the support received from supervisors which led them to improve. Another participant commented further on their level of improvement:

> *"T1: When we began CBC, the headteacher helped us with some corrections because the lesson plan was different from the 8-4-4 system, with the competencies, values, [...] Interviewer: So, do you feel confident writing the lesson plan now or you are still having some challenges? T1/ T2: We are confident!'' (FGD, T1/T2, SL, lines 380-387, {18/01/22}).*

This participant expressed a certain confidence with lesson planning in CBC through constructive comments received from supervisors.

As seen above, participants illustrated that remarks and inputs received from supervisors assisted some teachers to improve their skills in CBC professional document preparation. Such improvement in lesson planning more likely facilitated classroom instructions and the achievement of learning outcomes in CBC classes. This is in agreement with Sahin-Taskin (2017) who posited that well-prepared lesson plans are paramount to effective classroom instruction. The finding concurs with Ngipuo (2015) who found in a study in Kenya that headteachers' checking of teachers' lesson

plans influenced learners' KCPE achievements. In other words, professional records

checking is essential to attaining learning objectives and deductively the CBC goals.

In contrast to the interviews and FGD's narratives, the CBC lesson plans reviewed show also lesson plans vetted with some imperfections yet without comments from instructional supervisors indicating areas to improve. Below are two lesson plans vetted by the supervisors;
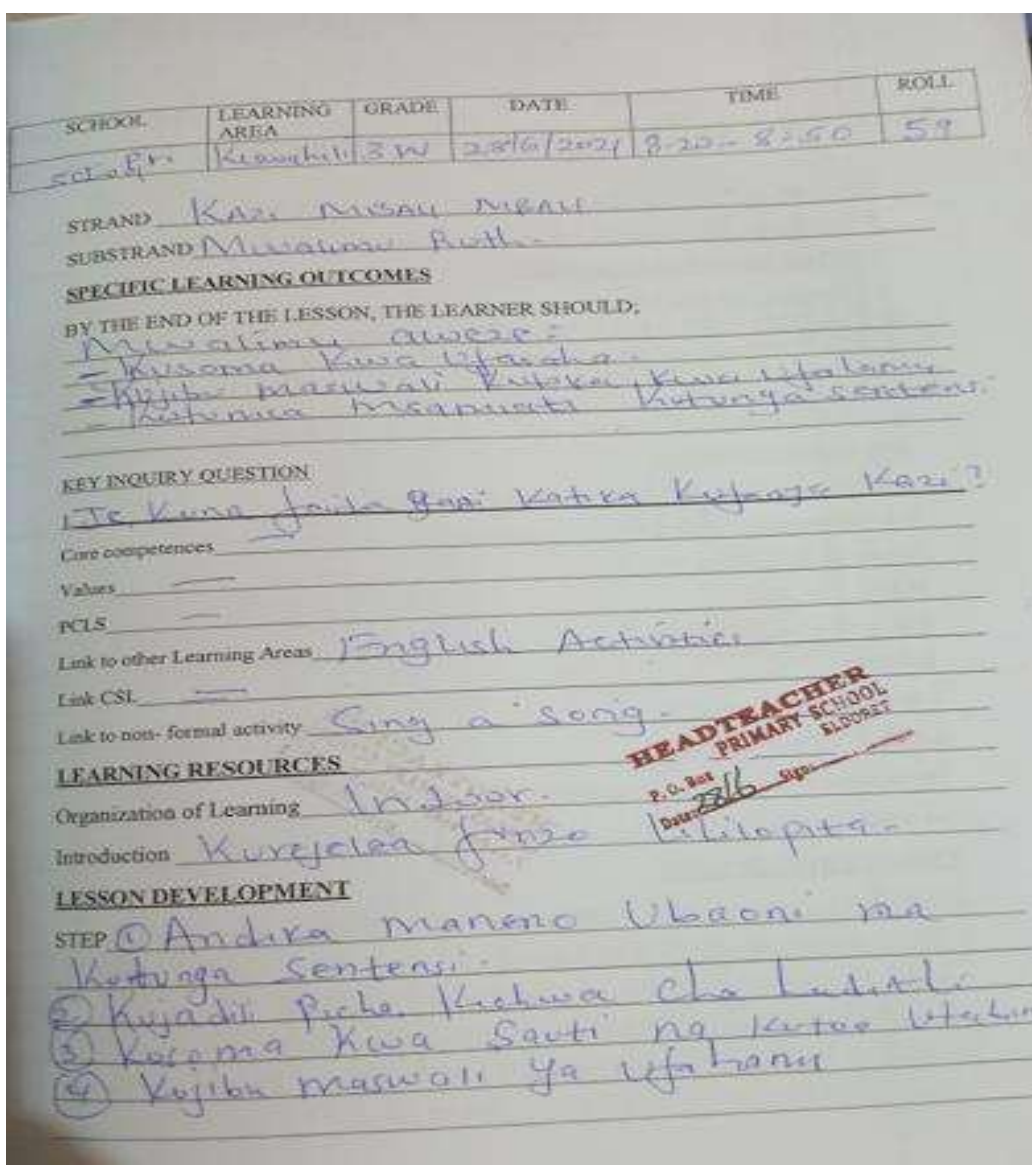
Figure 4.4: Kiswahili language lesson plan in CBC context
Source: Field data (2022)
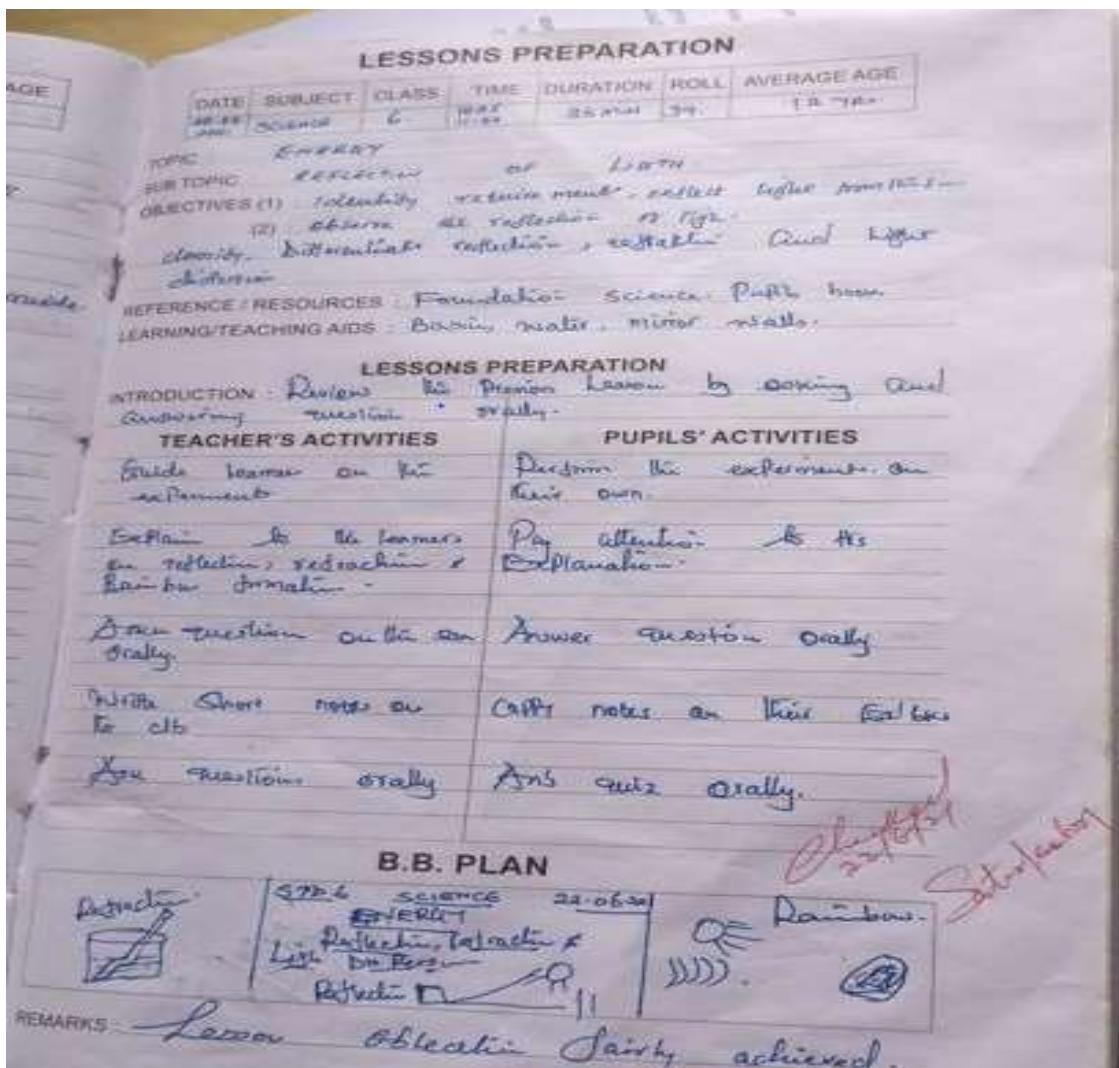
Figure 4.5: Lesson plan of science subject in the context of CBC
Source: Field data (2022)

The first lesson plan shows some sessions not filled which are very important in the CBC lesson plan. These are the values, the core competencies which represent the behaviors and know-how expected from the learners at the end of every learning session. However, the lesson was only vetted without any comments. Similarly, the second lesson plan shows ' ' satisfactory' ' which indicates that the lesson plan was not

of a very good standard. Nevertheless, the supervisor did not add further comments to indicate areas to be improved to reach the expected standard. It implies that supervisors did not always provide feedback to teachers on their lesson plans to enable them to improve the quality of their teaching and learning in the CBC implementation. This

concurs with Ampofo et al. (2019) who reported that school principals' failure to

conduct appropriate professional document checking and make adequate

recommendations to teachers affected teachers' quality duty performance. Hence,

head or deputy head would have to provide feedback to teachers on their professional

documents to enable the effective implementation of the CBC in Kenya.

4.2.1.1.3 Preparation of teaching aids

According to participants, during professional records checking in the context

of CBC, supervisors also paid special attention to teachers' teaching aids and

encouraged them to prepare adequate teaching aids to ensure effective lesson delivery

for the CBC implementation. Some participants said:

> *''Teachers are now okay regarding lesson planning in CBC. It's only that when they come to some teaching aids, it becomes a challenge. So, we normally advise teachers to improvise and prepare in advance. [...]. For the textbooks, we have tried to have the ratio one-to-one.* (Interview, SL, P4, 1450-1455, {18/01/22})

> *''For some of the teaching aids in CBC, I (supervisor) ask them [teachers] to improvise to be able to do the activities. I suggest that they share among colleagues, they involve learners. The administration also supports where possible [...] but teachers need to prepare earlier to be able to do the activities as requires CBC''* (Interview, MT, P1, 640-646, {18/01/22})

From these quotations, supervisors assisted teachers in preparing the necessary

teaching aids teaching and learning during the lesson-planning stage to support the CBC

implementation. They encouraged teachers' creativity and ability to improvise to

facilitate classroom instructions. In agreement with this, Kiamba et al. (2019) posited

that good lesson preparation includes a keen selection and organization of teaching

content and an adequate preparation of teaching aids. Thus, in this study, instructional

supervisors, as mentioned by the participants, assisted teachers to prepare teaching and

learning aids, which notably is a milestone in the implementation of the CBC for its

emphasis on the use of teaching aids to support teaching and learning. In support to

this, Caena and Redecker (2019) argued that teachers' ability to create innovative

instructional resources that promote learners' potential is paramount in describing

competent teachers in 21st-century education. As such, it could be derived that

instructional supervisors' encouragement added value to teachers' pedagogical

competence development for the CBC implementation.

4.2.1.1.4 Provision of instructional materials

Participants revealed that instructional supervisors provided sometimes teachers

with teaching aids to support lesson planning and lesson delivery in the CBC

implementation. On this account, some participants shared the following:

> *'Regarding CBC, initially, we had a problem with, um, curriculum designs. When it all started, there was a shortage of curriculum designs. But, uh, I think last year is when we got almost all the books, the design itself that is used for scheming […] And then also, there was a problem of books for preparation. […]. But I have tried to buy for them, using the free primary funds. […] I have provided this, at least it is easy. They'll just be filling the space that is given in the CBC scheme of work format' (Interview, BK, P2, lines 455-465, {13/01/22})*

> *''And also, even the school administration, if you ask for something like the materials for the practical, you know CBC requires a lot of practice, they can provide it for you. So, at that level we are fine'' (FGD, SL, T1, lines 578-584, {18/01/22}).*

From these excerpts, instructional supervisors made efforts to provide teachers

with instructional materials to assist them in preparing professional documents for

teaching in the CBC. This supervisory activity was commendable to support teachers

in the CBC implementation in the sense that it eased their effort to access some useful

resources for planning and teaching. This finding differs from Ampofo (2019) who

observed that teachers used inadequate instructional materials as a result of inadequate

supervision, which consequently affected classroom instructions. Due to the relevance

of instructional materials in achieving the CBC outcomes, its provision by instructional

supervisors was helpful to teachers to enhance the teaching quality in CBC. Thus, from

the findings, participants acknowledged that instructional materials provided during supervision have been helpful to teachers in the CBC implementation.

Not ignoring the effort made, participants also highlighted existing challenges related to instructional materials to support the teaching and learning in the CBC. In the excerpts below, some participants shared their experiences and their wishes:

> *''Lesson delivery is a problem. Remember CBC emphasizes digital and we don't have those digital gadgets, or even it is not much. So, we just teach CBC with 8-4-4 methods ...so that is a problem!'' (FGD, MT, T2, lines 223-225, {13/01/22}).*
>
> *''It is our wish that we will have all the necessary materials to make the learning enjoyable''* (Interview, MT, T1, 974 {13/01/22})
>
> *''For a lesson to come out well, make teaching aids available. Resources should be provided by the schools, parents, and the government.''(Interview, BK, T2, lines 290-291, {13/01/22})*

These quotations show that insufficient instructional materials, especially ICT materials, impeded sometimes the effective implementation of CBC. Teachers happened to teach without materials which consequently could have had negative repercussions on expected learning outcomes. This situation would need to be addressed by instructional supervisors by reporting to the school authorities, and the TSC through the county education board for actions to be taken.

This finding is similar to Too and Kipng'etich (2017) who established in a study in Tanzania that the lack of instructional resources prevented teachers from teaching effectively and thereafter affected the learners' academic achievements. Thus, while the government makes efforts to develop teachers' competence through training, availing instructional resources to teachers remains central to the implementation of the CBC. This observation is in line with Metuo (2014) who recommended that the Ministry of Education should support effective instructional supervision and teaching and learning through the provision of necessary instructional materials.

4.2.1.2 Work progress

The study participants reported that records checking helped teachers in their work progress in the implementation of the CBC. This was characterized by effective syllabus coverage and ensuring learners' continuous assessment in the CBC implementation. Each of these activities is explored below in detail.

4.2.1.2.1 Effective syllabus coverage

It was found that professional records checking in CBC implementation, helped teachers to teach following the scheme of work prepared at the beginning of the term and to cover the syllabus as expected. Supervisors checked the syllabus coverage through the pupils' notes books, exercise books, and monitory sheets. The excerpts

from the participants below illustrate how syllabus coverage was ensured:

> *''Especially on the syllabus coverage, you cannot ask the teacher to inform you of the syllabus coverage. I usually go to the classroom, to check the notes, and check the pupils' work. And that's the time now I can know where the teacher is at this particular time [...] I have been checking the syllabus coverage with the CBC classes also.''* (Interview, P3, JS, lines 1400-1407, {14/01/22})

> *'' Yeah, conducting supervision in CBC also, we do check the learners' books, their notes also to see whether they are given notes and to see their progress in the syllabus. [...] Teachers are new in this CBC, it is important to see how learning is progressing, because someone may be lagging somewhere (Interview, MT, T2, lines 857-866, {13/01/22})*

From the experiences shared, the learners' documents helped to follow up on teaching and learning progress in the CBC context. Supervisors ensured teachers taught, gave lesson notes and exercises, and kept records to show ongoing learning. Obunga, (2019) supported that teachers' professional records provide information about the teaching and learning progress. Through professional document checking, head teachers and deputy head teachers got informed of teaching and learning progress

and acted accordingly to support teachers and ensure timely syllabus coverage. About

supportive actions, one participant explained that:

> *''After endorsing the professional documents, the deputy comes later on to class to check through the monitoring sheet to ensure the scheme of work is covered. The deputy presents the monitoring sheets to the class prefect who has to attest if the topics were taught as the teacher has planned. If not [...] she gives you a recovery tool, asking you to recover the topics or the lessons you have not taught [...] this is how he follows up on the syllabus coverage also in CBC''* (Interview, SL, T1, lines 1751-1759, {18/01/22})

This excerpt describes instructional supervisors' follow-up action to

ensure teachers catch up with possible delays in the syllabus coverage in the CBC

implementation. The monitory sheet is an instructional supervision sheet used to follow

up on syllabus coverage, it enabled the school authorities to track teachers'

instructional progress. From this finding, records checking, assisted teachers to take necessary

measures to ensure syllabus coverage to support the CBC implementation.

However, findings from the documents reviewed were diverting because some

records of work covered showed some delays in syllabus coverage despite the

supervisors' remarks. The following abstracts illustrate work covered effectively;

Figure 4.6: Teachers' records of work covered vetted by a supervisor. (Field data, 2022)

Figure 4.7: TPAD form showing a teacher's lesson coverage performance
(Field data, 2022)

The two extracts show teachers' syllabus coverage in the CBC context vetted by instructional supervisors. While the first document is a teacher's record of work covered up to date, the second, is an extract of the TPAD indicating 100% coverage, with comments such as ' ' all lessons were taught' ' ' ' good' ' , encouraging the teacher's good progress in the CBC syllabus coverage. This implies that under the auspice of supervisors, teachers made necessary efforts to cover the syllabus on time to enforce the CBC implementation. However, the documents reviewed also revealed some teachers lagging in the CBC syllabus coverage despite supervisors' remarks and encouragement to recover lost lessons. The extract below evidence this report;

Total number of lessons to be taught	Actual number of lessons taught	Percentage of lessons taught	Actual number of lessons not taught	Percentage of lessons not taught	Number of lessons recovered	Number of lessons not recovered	Remarks
560	490	87.5	70	12.5	20	50	fully met targets
476	400	84.03	76	15.97	22	54	
272	241	87	31	11	8	23	Almost Met target

raisee/Appraiser's Remarks

Appraisee's Remarks	Sign /date	Appraiser's Remarks	Sign /date
Work Extra hard	04·04·2018	Met most of the targets.	04/04/2
Put more effort next term.	01/08/2018	Teacher advised to get more time so as to recover lost lessons	01/08/1
Fair work. work Extra hard.	24·10·202	The Teacher ready to create more time to recover the lost lessons.	24.10.1

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Figure 4.8: TPAD form showing teacher's lesson coverage performance
(Field data, 2022)

The extract reads 87.5% to 84.5% of the lesson taught with remarks such as ' ' fairly met the target ' ' teacher advised to get more time to recover lost lessons" ; ' ' the

teacher needs to create more time to recover lost lessons'' . These observations made on

different supervision occasions show that teachers' teaching progress was being

monitored through records checking to ensure effective syllabus coverage in the CBC

implementation process. However, there seemed not much improvement in the

teachers' attitude following the several remarks. It could imply that supervisors'

follow- up measures or actions were ineffective to ensure the expected change.

The above findings regarding the support of professional records checking to

teachers in syllabus coverage revealed that it enabled monitoring of teaching and

learning progress in the CBC implementation. This concurs with Aseka (2016) who

posited that professional records checking gives supervisors an overview of classroom

instructions and guide instructional measures for the attainment of expected learning

outcomes. However, it appeared not all measures to support teachers' effective syllabus

coverage was effective. Mulwa and Mbaluka, (2016) asserted that syllabus coverage is

core in the attainment of quality education. From this perspective, professional records

checking played an essential role in syllabus coverage in the CBC implementation

though it needs to be improved.

4.2.1.2.2 Ensuring learners' continuous assessment

From the participants' experiences, instructional supervisors encourage

teachers to conduct regular students' continuous assessments, and mark and keep the

records to ensure the effective implementation of the CBC. Some participants said:

> ''Checking of professional records, we do check whether they
> (teachers) do the continuous assessments [...] yeah, in CBC, learners
> are to be assessed after every sub-strand and strands. If they are to
> conduct practical, I encourage them to make arrangements to do it.
> They normally do it but, but some relax when no one checks''
> (Interview, BK, P1, line 330, {13/01/22})

> *'' Maybe you go to class, you give exercise, and tomorrow you missed one […]. Sometimes teachers can give exercise but not mark. So the supervisor will call you and ask why you have not marked those books […] you need to mark them, record and give feedback to learners, especially that CBC focuses on continuous assessment''* (Interview, MT, T2, lines 860-869, {13/01/22}).

These quotations above show that head teachers and deputy heads supervise learners' continuous assessment records to ensure teachers remain consistent in assessing learners to ensure the implementation of the CBC. Menéndez et al. (2019) describe formative assessment as an important component of learning processes that informs the instructor of the learners' achievements, strengths and weaknesses; and possible actions. As such, considering that CBC emphasizes formative assessment (KICD, 2017), teachers' failure to constantly assess learners and provide them feedback would affect the attainment of CBC's goals. This finding contrasts with the findings from the documents review which indicate teachers' low grades in their assessment duties which include; conducting regular assessments, marking exercise books,

providing feedback, and assessment record keeping, among others. The extracts below illustrate this finding;

Ability to carry out learner assessment, feedback and reporting on learners' learning (Wt-3)	2.20	2.10	2.10
Ability to carry out learner assessment, feedback and reporting on learners' learning (Wt-3)	3.00	2.50	2.50

Figure 4.9: Extracts of learners' assessment section in the lesson observation form
(Field data, 2020)

The scores in the last columns (2.10 and 2.5) indicate teachers' grades on a scale of 5 during the termly lesson observation, describing their performance in duties related to learners' continuous assessment in the CBC. These scores portray teachers' quite

low performance regarding assessment activities. It could imply insufficient supervision support to enhance teachers' capacity in conducting learners' continuous assessments. This finding concurs with Alimi and Akinfolarin (2012) who found in Nigeria in a study on instructional supervision and learners' academic performance, a significant relationship between school principals' checking of assessment activities and records and learners' academic achievements. School heads need to be keen on checking students' assessment records to support effective curriculum implementation. Adversely, ineffective supervision stands to jeopardize the attainment of assessment outcomes and thereafter, the CBC goals in Kenya.

4.2.1.3 Constraints to records checking

In as much as professional records checking contributed to teachers' competence in some aspects of the CBC implementation as mentioned earlier, participants shared a few challenges that hampered its support to teachers' implementation of the CBC. These were supervisors' workload and their limited knowledge of CBC professional documents. These challenges are discussed below in detail.

4.2.1.3.1 Supervisors' workload

The study participants shared that administrative tasks combined with the teaching workload made it challenging for instructional supervisors to check teachers' documents thoroughly and regularly. The following excerpts help capture this fact.

' '   *I cannot say that we are doing all the activities of supervision*

[…] because of the number of lessons. Maybe I have CRE and I have PE and I have home science. And you know, home science has practical. I am supposed to prepare learners for practical and go for demonstrations in PE. Nowadays with CBC, you need to demonstrate all these things. So, you find that the workload has become very hard. We try our effort to go through the professional records, but sometimes uff!!. (Interview, SL, P4, lines 1481-1488, {18/01/22})

''When you submit the lesson plans even with CBC, the head teacher or the deputy head checks to see if you have all the lesson plans for the week. But he doesn't go into the details. They, themselves, are busy with meetings, teachings yeah, and other administrative staff; so, they don't go through all the lesson plans. So, we don't expect much from them. For the CBC, you do what you know or you ask your colleagues'' (FGD, MT, lines 530-535., {13/01/22})

Headteachers and deputy headteachers who are expected to support teachers in the CBC implementation at the school level, assume other functions such as teaching and administrative work. Hence, sometimes, they just glanced through teachers' professional documents and vet them without making much input into the content. Thus, their workload was a limitation to effective professional records checking. It implies that teachers failed to receive enough assistance to improve their work quality in the context of the CBC implementation. This finding concurs with Kieleko et al. (2017) who reported that professional records checking influenced teachers' syllabus coverage, and classroom instructions. Nevertheless, the principals' workload was a major challenge to its implementation. There is a need to review instructional supervisors' work schedules to have ample time to adequately assist teachers in that regard to facilitate the CBC implementation.

4.2.1.3.2 Supervisors' limited knowledge of CBC

Participants revealed that supervisors had inadequate knowledge of CBC. They could not conduct effective professional records checking to support teachers in the preparation, and keeping of professional records to ensure CBC implementation. Some participants reported that:

''Yes, of course, with CBC I think all of us, we are new. Even the registers (head teachers/deputy heads) themselves, get themselves in an awkward position. Because we are not, uh, not all of us are trained. So how can they check what we have written if they don't know?'' (Interview, SL, T3, lines 1951-1955, {18/01/22}).

''T1: You know with the supervisors, what I can say..., I am sorry to say that, but they were not aware of everything in CBC. So, we were learning the CBC at the same time''

T5: We are equivalent in the level of understanding of the CBC program. So, it is somehow difficult for someone to oversee the other one when he or she is also huh struggling. So, all the way from the school head to the teachers, we could say, face the same challenge in CBC. So, they cannot do much, even with this record checking. (FGD, MT, T5, lines 623-631, {18/10/22}).

These excerpts point out supervisors' inadequate knowledge of about CBC from the start of its implementation. From the TSC mandate, school principals are in charge

of supervising teachers in the implementation of the school curriculum (TSC, 2014). Therefore, they are presumed to have a better level of expertise in the CBC to guide teachers in the preparation, use, and keeping of professional documents in the CBC implementation. From the experiences shared, teachers, as well as supervisors were together in a blank situation where supervisors failed to assist teachers in professional documents-related tasks as expected. It implies that insufficient or inadequate feedback on teachers' professional documents affected teachers' instructional quality. This finding differs from Obunga (2019) who argued that inspectors' feedback upon document checking enabled teachers to improve their teaching and learning standards. In the context of this study, this finding is yet to be established.

Regarding assessment specifically, participants pointed at supervisors' inadequate knowledge about assessment in CBC which hampered their assistance to teachers in this regard. The excerpt below illustrates this finding:

''Like us(supervisors), we are not so conversant with the CBC, like questions about assessment methods, but we try to catch up, to be there! That is why we are recommending them to invite us (headteachers) to the training'' (Interview, BK, P1, lines 397-400, {13/01/22})

''So, we are all new, I got to know more about learners' assessment in CBC with time.'' (Interview, MT, T4, line 883, {13/01/22}).

These quotations show that supervisors did not have enough knowledge of assessment in CBC to support teachers in this regard. Consequently, supervisors made limited inputs in developing teachers' knowledge and skills in assessment which is core

to the effective implementation of the CBC. Thus, supervisors' insufficient knowledge about CBC could be said impeded teachers' competence in CBC assessment. This finding is similar to Rahabav (2016) who established that school principals' insufficient knowledge of supervision activities resulted in ineffective instructional supervision. In

other words, supervision did not improve teachers' competence in curriculum implementation and thereafter learning achievement. Heaton (2016) posited that one essential role of principals is to develop teachers' competencies for quality instructional outcomes. Hence, looking forward to teachers' competence development, instructional supervisors' competence must be foremost strengthened.

In brief, from the participants' experiences, it could be concluded that professional document checking assisted in a way teachers in professional documents preparation, use, and keeping in the CBC implementation. However, supervisors' workload and limited knowledge of the CBC hampered their effective support to teachers' competence in CBC professional documents' preparation and keeping to support classroom instructions in the CBC implementation.

4.2.2 Support of Lesson Observation to Teachers' Implementation of CBC

The second sub-research question was ' ' *What are instructional supervisors' and teachers' experiences about the support of lesson observation to teachers in the implementation of the CBC*?" . From the participants' perspectives, lesson observation assisted teachers in CBC implementation to achieve quality professional records, quality teaching, and quality supervisors-teachers ' interpersonal relationships though

some challenges were reported. Thematic analysis of data revealed the code structure shown in Figure 4.2 which entails a summary of the findings showing themes and their categories.
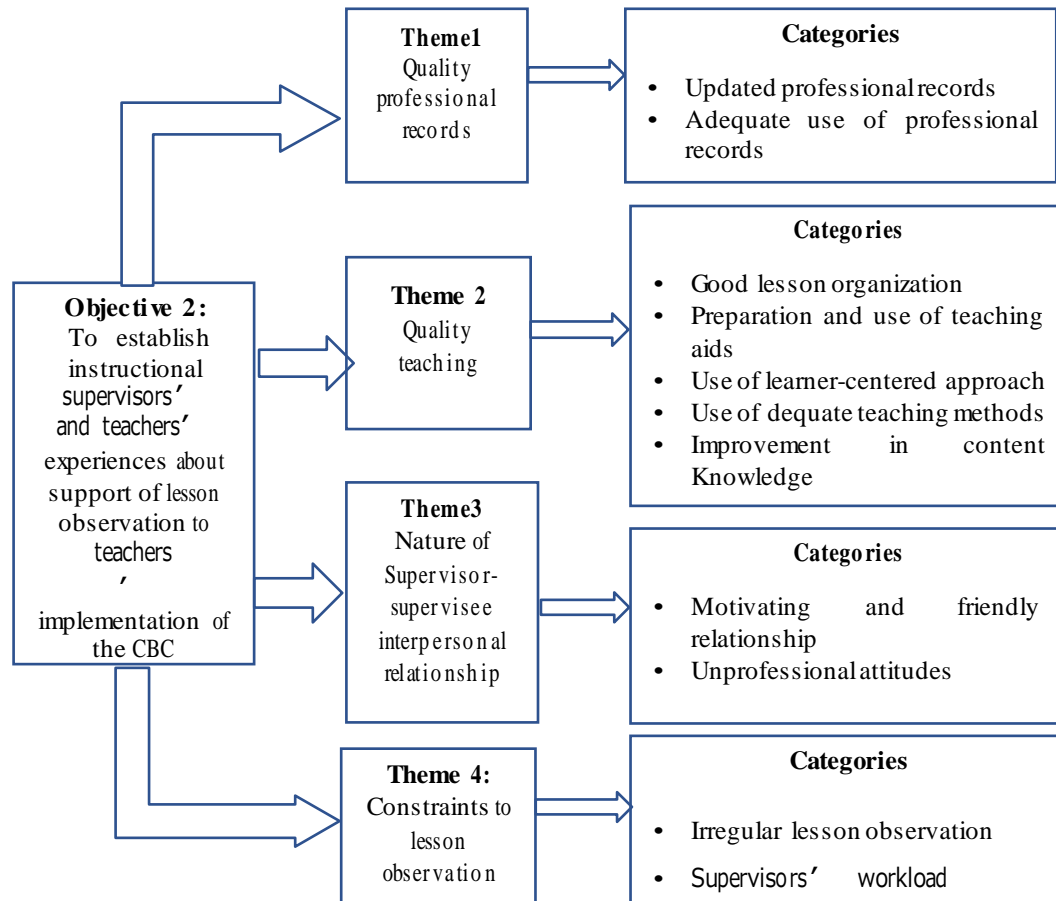
Figure 4.10: Support of lesson observation to teachers' implementation of CBC
Source: Field Data (2022)

4.2.2.1 Quality records

From the participants' experiences, lesson observation assisted teachers to improve the quality of their professional documents in the CBC implementation. This was characterized by updated professional records and adequate lesson preparation.

4.2.2.1.1 Updated records

In the context of the CBC implementation, participants revealed that during lesson observation, instructional supervisors check teachers' professional records to ensure teachers have all their documents updated for teaching as requested in the TPAD. One participant reported that:

> *''The TSC also monitors these professional records through the TPAD […]. Once, you (teacher) book the lesson observation online, the TSC allows the deputy to come and observe you. When he comes, he*

observes whether you have all the professional records. [...]. So, there is no way the teacher can hide. Let's say, the scheme of work, the lesson plans, the exercise books, and so on; that you have been using, you present them, and you are awarded a mark. This is for all teachers teaching the old curriculum or CBC. So, we try to keep our professional documents up to date to present them during lesson observation'' (Interview, SL, T1, lines 1765-1775, {18/01/22}).

''In the lesson observation, whether CBC or 8-4-4, huh the first thing is whether you have all the professional records, the schemes, or the lesson plan. The other resources, textbooks, uh, any other learning materials'' (Interview, SL, T1, lines 1775-1777, {18/01/22}).

The above extracts reveal that teachers prepared and presented their professional documents as required by the TSC during lesson observation, as to support effective curriculum implementation and the CBC as well. The head teacher or the deputy headteacher ensured to inspect the teachers' professional documents during the termly lesson observation. This encouraged teachers to put in the effort to have their documents well prepared and kept to support teaching and learning in the context of CBC but also to receive good grades and comments, which is reported in the TPAD.

Again, lesson observation possibly put teachers on track to have their records available and up to date to support the implementation of the CBC. This finding concurs with Sule et al., (2015) who established in Nigeria that checking of teachers' lesson notes influenced positively teachers' role effectiveness. As such, professional records checking if well conducted during lesson observation would support the CBC implementation.

4.2.2.1.2 Adequate use of the professional records

Findings revealed that lesson observation assisted teachers to improve the use of their professional records to ensure the CBC implementation. One of the participants reported that:

''So, we (supervisors) check and advise them (Teachers). You may find a teacher is not using or handling well a document. Like with the

CBC, you find some teachers were having issues with the learners'
portfolios. Even in the CBC lesson plans, you could find some teachers
have not filled in the sections well. So, we assist them.'' (Interview,
SL, T1, lines 1778-1781, {18/01/22}).

From the above extract, head teachers and deputy head teachers also assisted teachers to use their professional records to support teaching and learning in the CBC implementation. As not all teachers were adequately prepared to start teaching CBC classes, some teachers experienced some challenges in handling the CBC professional documents. They were assisted by the supervisors during lesson observation who provided them with feedback and guidance to present their professional documents as required to ensure the CBC implementation. This finding resonates with Sule et al., (2015) who established that instructional supervisors' regular and continuous follow-

up on teachers' instructional activities has the potential to improve teachers' competence in curriculum implementation. Hence instructional supervision practice should be done regularly and should offer teachers quality support.

4.2.2.2 Quality teaching

The study participants shared that lesson observation improved teachers' quality teaching in the CBC implementation. This included good lesson organization, preparation and use of teaching aids, use of the learner-centered approach, and improvement in content knowledge. These areas are thoroughly discussed in the subsequent paragraphs.

4.2.2.1.1 Good lesson organization

Findings revealed that during lesson observation in the context of CBC implementation, supervisors observed the systematic order of the lesson as well as the consistency between the lesson plan and lesson presentation. Teachers were expected to teach according to what they planned and follow a clear order of presentation to facilitate learning. The following extracts illustrate this experience;

'' So, uh, when the lesson is going on, I observe how well the lesson is organized; starting from the introduction to the conclusion, if all the activities are there [...]. But you may find the teacher did not follow the steps he or she described while teaching. So, we discuss at the end of the lesson.'' (Interview, SL, T5, lines 1227-1232, {14/01/22})

'' Sometimes we (teachers) could mix the steps. Previously someone could start from the values which should come at the end. So, they (supervisors) used to advise us when they visit us to follow the correct steps in teaching the competencies, values, and others in the CBC. We should start from the unknown to the know so that the lesson flows and the children can understand what we are teaching. (FGD, MT, T1, lines 682-686, {13/01/22})

The above extracts show that head teachers and deputy head teachers were keen on the systematic planning and presentation of the lesson during the CBC implementation. As the CBC requires teachers to focus on learners' acquisition of the expected competencies and values, teachers were required to plan systematically and teach accordingly to facilitate learning the learning process. Bearing in mind that teachers were novice in the CBC, supervisors' support to enable them adequately plan and teach was essential for the effective implementation of the CBC. Through their observations during post-lesson discussions, instructional supervisors assisted teachers to improve their competence in orderly planning and teaching. Consequently, this facilitated learners' understanding of the lessons taught and enabled the achievement of the learning outcomes.

Furthermore, the relevance of this skill in the curriculum implementation is also highlighted in the lesson observation form provided by the KICD to be used during the teachers' termly appraisal which is the TPAD. Lesson organization is listed as a criterion in the introductory part of the lesson observation form. Findings from the lesson observation forms reviewed, indicate comments from supervisors which showed their observations and inputs about the same. Below is an extract of the introductory session of a CBC lesson observation form;

Figure 4.11: Introduction session of a CBC lesson observation form
(Field data, 2022)

The comments on the above CBC lesson observation form read ' '
objectives of the lesson were well stated ' ' , and ' ' good introduction ' ' . On a
scale of ' ' 5 ' ' , the teacher scored ' ' 5 ' ' . The remarks and score
describe the teacher's good organization and presentation skills as well as good
lesson preparation. This is because the mark reflects how well this CBC lesson plan
was organized and well presented during the lesson as well. In this perspective,
Omogi (2019) rightly argued that professional documents

inform on the level of teachers' preparedness regarding classroom
instruction. Supervisors got to appreciate how well teachers prepared their lessons and
assisted them to build up this skill for the implementation of the CBC. Through post-
lesson discussions and written observations, instructional supervisors made some input
in teachers' planning and presentation skills which improved their competence in the
CBC

implementation. This finding is in agreement with Zepeda (2014) who argued that ideal supervisors provide teachers with guidance to achieve learning objectives. Hence, instructional supervisors have to continue providing teachers support through lesson observation to ensure CBC implementation in Kapsaret and Kenya.

4.2.2.2.2 Preparation and use of teaching aids

Findings revealed that during lesson observation, instructional supervisors assisted teachers in the preparation and use of teaching aids to facilitate CBC teaching and learning. General comments from the supervisors referred to improvisation, adequacy of teaching aids, and early preparation of teaching and learning materials to facilitate learning. The following excerpts to understand participants' experiences:

> ''He (supervisor) normally recommends us to improvise especially with the CBC when it comes to teaching aids. As you discuss the lesson, He shares ideas and makes some recommendations on teaching aids when he comes to observe the lesson. Personally, supervisors have assisted me to get the teaching aids for my CBC classes. (FGD, SL, T2, lines 580-584, {18/01/22}).

> ''I received comments on teaching aids [...] For instance, during my last lesson observation in one of the CBC classes, I was teaching addition, instead of me asking the learners to bring counters, I used the blackboard. I drew on the board and then we counted. But the headteacher (supervisor) told me, it is better if the learners have the counters themselves so that when I count five, they count five themselves, plus six, they add.'' (Interview, BK, T2, lines 199-203{13/01/22}).

Instructional supervisors made recommendations and shared helpful ideas with teachers during lesson observation to support the preparation and use of teaching aids to enforce the CBC implementation. This assisted teachers' efforts in gathering the

necessary materials to facilitate their daily CBC teaching and learning classes. In this process, they were equally encouraged to involve learners in accessing the needed teaching aids when necessary. It can be observed that supervisors' interactions with teachers were productive and beneficial in assisting teachers in terms of teaching aids

in the CBC implementation. This finding corroborates with findings from the lesson

observation forms reviewed; The following extracts from the CBC lesson observation

form illustrate this report;

Figure 4.12: Summary session of a CBC lesson observation form
Source: Field data (2022)

Figure 4.13: Summary and recommendation part of a CBC lesson observation form
(Field data, 2022)

Remarks on the two CBC lesson observation extracts read consecutively from

the observer's recommendation session; ' ' improve on the use of teaching aids,
use the

Manita paper cuts' ' and " improve on the use of flashcards with the words

seedlings,

fruits, ' ' . This clearly shows some recommendations from instructional supervisors to

teachers to improve their teaching aids to support teaching and learning in CBC. As

such, it can be drawn that supervisors assisted teachers to improve the availability and

use of instructional materials to facilitate CBC teaching and learning. This finding

resonates with Prasetyono et.al., (2021) who argued that a way to improve teachers

' competence is to train teachers to prepare quality teaching materials. The guidance

provided to teachers in this study enabled them to better select and prepare their

teaching and learning materials to support the CBC implementation.

Contrary to this finding, Ampofo (2019) found in Ghana that headteachers'

failure to assist teachers in accessing appropriate instructional materials to support

effective teaching and learning affected their role performance; which consequently

was more likely to affect the attainment of educational goals. Considering Olayinka

(2016) who found in Nigeria that the use of instructional materials during classroom

instructions enhances learners ' performance, instructional supervisors would therefore

be encouraged to give more assistance to teachers in the effort to access instructional

materials for the effective implementation of the CBC.

4.2.2.2.3 Use of the learner-centered approach

Regarding the use of the learner-centered teaching method in the CBC

implementation, participants explained that instructional supervisors offered teachers

guidance during lesson observation for its better implementation. The excerpts below

illustrate this experience.

> ''The deputy checked how I presented the lesson, how I delivered and
> responded to the questions of the learners, and whether learners
> asking questions and answering questions. Because CBC is learner-
> centered, learners must be doing most of the activities […] So after
> the lesson, we normally discuss. He makes constructive comments,
> about what was good and what you can improve. Personally, the

feedback has assisted me. In my lessons, I engage the learners.''
(Interview, JS, T1, lines 1024-1026, {14/01/22})

''CBC requires that the learner does the activities, not you. [...] At
first, you could find yourself doing the all teaching. But whenever they
(supervisors) visit us, they advise. They have been helpful. I think now
I am okay. I mostly guide the learners to do the activities, to discover
by themselves.'' (FGD, SL, T2, lines 300-305, {14/01/22}).

These abstracts show how the head teachers and deputy headteachers assisted

teachers to place learners at the center of their teaching and learning activities in the

CBC implementation. Supervisors could interrogate learners' level of participation
in

classroom activities to keep teachers focused on learners. They also discussed and

advised them during post-lesson observations about ways to improve the use of the

learner-centered approach during teaching and learning. By so doing teachers were able

to better implement the learner-centered approach to ensure the effective

implementation of the CBC. This finding aligns with the findings from the document

reviewed. Below is an extract from the lesson observation form;

Figure 4.14: Extract of the summary report from lesson observation form
(Field data, 2022)

As it is indicated in this CBC lesson observation form, the teacher was

encouraged to motivate each learner's involvement in the lesson by asking

questions

and participating in the discussion. Hence, supervisors input teachers' capacity to

implement the learner-centered approach through their interactions with teachers during lesson observation.

From the experiences shared, teachers improved their use of the learner-centered approach thanks to the supervisors' support and were able to apply it to effectively teach the CBC. This concurs with Kalule and Bouchamma (2014) who established in Uganda that through classroom observation, school principals improved teachers' instructional delivery skills by capitalizing on learners' active participation in lessons. Nevertheless, this finding is at variance with Dzimiri and Marimo (2015) who observed in Zimbabwe that teachers could not use the learner-centered approaches to enhance teaching and learning due to a lack of expertise and support. Thus, the need to support teachers to improve their knowledge and skills about learner-centered teaching approaches, and to use appropriate learning approaches during classroom instructions

is paramount to attain the CBC outcomes.

4.2.2.2.4 Use of adequate teaching methods

Enforcing the use of the learner-centered approach in the CBC implementation, supervisors also advised teachers in the selection of appropriate teaching and learning methods to ensure effective learning. Some participants shared the following experiences:

> ''I was telling that teacher if you are introducing a new strand, look for a song which related to whatever to are going to teach because these songs always brainstorm the learners and it makes the learners attentive'' (Interview, JS, T1(Head subject panel), lines 1018-1021, {14/01/22})

> ''At some points in a CBC class, we were learning about nursery bed preparation in agriculture, and we were doing it theoretically. But the supervisor recommended that we should do it practically. In the subsequent lesson, we did that and we saw that learners enjoyed it

more than they were enjoying it in the classroom. (FGD, MT, T1, 157-161, {13/01/22}).

Teaching methods are essential to achieving learning objectives as they inform the activities to carry out and how the lesson should be conducted. From the participants' experiences, instructional *supervisors assisted teachers to choose* appropriate teaching methods to make learning more interactive and practical to ensure effective teaching and learning. The right choice of activities is core to achieving the learning objectives. Teachers received guidance in selecting suitable instructional activities or methods to attain the learning objectives in the CBC context. It was an added value to teachers' *enablement to implement the* CBC. This corroborates with findings from the documents reviewed:

Figure 4.15*:* Extract from lesson observation form, teaching methods section (Field data, 2022)

The extract refers to the session of the CBC lesson observation form on teaching methods/ techniques. The comments read ' ' used more than one *method*' ' ; '

' innovative

in teaching' ' ; ' ' tablets stimulate learners ' ' and the teacher scored 4/5 which shows a

good performance. This means that the supervisor observed that the teacher was able to vary the teaching methods to facilitate learners' understanding of the lesson

and therefore achieve the learning objectives.

Besides, the observations of the supervisor also show the supervisor's keen

attention to the teaching methods in the CBC lessons because the use of varied and

appropriate teaching methods is core to supporting effective curriculum

implementation. Therefore, relevant feedback on the session to teachers is meant to

enhance teachers' competence in the CBC implementation.

Edo and Amaechi (2019) rightly observed that teachers' effectiveness in

teaching largely depends on the quality of instructional supervision in a school. In other

words, instructional supervision plays a pivotal role in developing teachers'

pedagogical competence which includes their ability to select appropriate teaching

methods to achieve learning outcomes in CBC. This finding is in tandem with Nyoni

(2019) who found in Tanzania that instructional supervisors' assistance to teachers was

insignificant to enhance teachers' pedagogical skills. Thus, instructional

supervisors should be encouraged to continuously assist teachers' pedagogical

competence to

ensure CBC implementation.

4.2.2.2.5 Improvement in content knowledge

Participants indicated that lesson observation also assisted teachers to improve

their content knowledge in CBC implementation. Supervisors observed teachers'

content delivery and assisted teachers in always teaching the right content knowledge

to support the CBC implementation. The following extracts illustrate this argument.

> ''So, the reason why I observe a lesson whether in CBC, uh, so that I can actually see if the teacher is delivering the right content, and maybe if there are some challenges, or there is an area which requires the teacher to improve. So, I can also correct that.'' (Interview, SJ, P3, lines 1217-1219, {18/01/22})

> ''I remember there was this time in one of my CBC classes, I was teaching in a certain class. For me, I did option B, so I was not very good in agriculture, so I ended up giving some information that was not right. The supervisor came and told me you need to work on this'' (Interview, MT, T1, lines 689-691, {13/01/22}).

These quotations reveal that in some instances supervisors could identify incorrect subject content being taught by a teacher in a given lesson. Thus, they also alerted teachers to improve their content knowledge. Content knowledge is core in teaching and learning as it determines the knowledge learners acquire and which shapes them. It was therefore relevant that supervisors also paid attention to the content knowledge and ensured teachers taught sound knowledge to achieve the CBC goals. On the other hand, finding from the document review showed a session allocated to content delivery in the lesson observation form where supervisors also commented on teachers' level content knowledge mastery. The extract below evidence this finding.

Content Delivery	1. Mastery of content in line with the syllabus	1. Has Mastery of the Content.

Target	Appraisee Weight	Appraiser Weight	Agreed Weight
Demonstrate mastery of the subject content and use appropriate instructional methods (Wt-5)	3.00	2.70	2.70

Figure 4.16: Extracts from lesson observation forms, content delivery section (Filed data, 2022)

Supervisors' comments in CBC lesson observation on content delivery read '' has mastery of content'' and a score of 2.7 on a scale of 5. These indicate particular attention paid to the mastery of the content delivered by the teacher. These inputs by supervisors to support teachers' competence building in terms of '' content knowledge'' is significant while striving to achieve CBC instructional goals. Edo and Amaechi (2019) established that classroom visits influence teachers' output. In other terms, during lesson observation teachers can improve in many ways under the auspice of

instructional supervisors including their content knowledge. Thus, lesson observation

has to be encouraged to improve teachers' content knowledge to ensure CBC

implementation in Kenya. Kunter et al. (2013) described content knowledge as the

teachers' understanding of the subject content they teach in the classroom.

Supervisors should therefore be able to identify potential gaps and take necessary

actions to ensure that teachers master their subject content to support the

implementation of the CBC.

4.2.2.3 Nature of relationship supervisor-supervisee

According to the participants, lesson observation was carried out in a

collaborative and conducive atmosphere which supported the CBC implementation.

The nature of the relationship between supervisors and teachers was described as

motivating and friendly though some unprofessional attitudes were reported.

4.2.2.3.1 Motivating and friendly-relationship

From the participants' experiences, the relationship between supervisors and

teachers during lesson observation has been friendly and constructive to support the

CBC implementation. This is evidenced in the excerpts below:

> *''Yeah, I can say in CBC, they are just friendly and they are fair. They don't come to harass us. They are just good'' (Interview, BK, T1, lines 58-59, {13/01/22}).*

> *''T1: So, the relationship is actually fine. T2: It is true, the relationship has really improved unlike the relationship in the old system. It was not so much friendly as the CBC […] they don't harass us, theirs is to guide not to harass anymore. (FGD, MT, T1, T2, Lines 165-169, {13/01/22}).*

> *'' But now we do encourage them also in CBC. Supervision is not to punish you, we are not finding faults, we are just saying, do well here. (Interview, KB, 1(2) lines 340-341, {13/01/22}).*

These experiences describe a good relationship between supervisors-teachers,

especially in the context of the CBC. A good rapport between supervisor-teachers

creates a conducive learning environment for teachers' competence development.

Darishah et.al., (2017) contended that teachers displayed a highly professional attitude

and competency level under adequate supervision. Deductively, it could be argued that interactions between supervisors and teachers during lesson observation promoted teachers' interpersonal relationships and pedagogical skills. This finding concurs with

Mensah et al. (2020) who established that clinical supervision improved the instructional process and teachers' interpersonal relationships due to its interactive approach.

In addition to that, Aspelin and Jonsson (2019) argued that a supportive relationship improves the learners' performance and social development. Thus, teachers, in this context considered as learners, were able to develop in terms of interpersonal competence which is necessary to support the CBC implementation. Kemal et. al., (2017) called this type of supervision ' modern' characterized by a

democratic leadership that targets ' ' collaboration, trust, sharing, and improving' '.

Instructional supervisors should keep a friendly atmosphere during supervision to facilitate teachers ' learning in the CBC implementation.

4.2.2.3.2 Unprofessional attitudes

Despite the friendly and motivating relationship between supervisors and teachers during lesson observation in the CBC implementation, participants also reported some unprofessional attitudes observed from supervisors and teachers during lesson observation. Some participants reported the following:

> ''Some teachers actually when you go to supervise them in the classroom, not all of them will take it positively. It's like you are diminishing them, doubting what they are going to teach. So, at some point, you'll find some of them not happy. So, I think that is one of the challenges. But this is something that has been happening with CBC teachers with CBC. (Interview, JS, P3, lines 1377-1382, {14/01/22}).

> ''I wish supervision is done professionally, not in a manner of wanting to pin someone down. With CBC also, when they come, it should be to assist, nothing else […] Sometimes it not done the way, it is supposed

to be'' (Interview, MT, T2, lines 790-795, [13/01/22})

These quotations revealed some unwelcoming attitudes displayed by both supervisors and teachers during lesson observation which could impede the expected supervision support to teachers for the effective implementation of the CBC. This is also an indication of a need to educate supervisors and teachers on interpersonal relationships to have them better collaborate to support the CBC implementation. Supervisors and teachers, ought to have a better understanding of the purpose of lesson observation to approach it in a more professional way to the benefit of teachers' development and learners' achievements. Mbae (2016) stressed teachers' attitude toward supervision is a key factor influencing principals' instructional supervision.

On the other hand, Glickman et al. (2014) argued that it is essential for instructional leaders to have interpersonal and technical skills for successful instructional supervision practices. To these authors, both supervisors and teachers have a role to play in establishing a good supervisor-supervisee relationship, with a focus on teachers' competence development, including teachers' interpersonal competence and quality classroom instructions. This finding is in agreement with Zepeda (2014) who asserted that effective classroom observation, including lesson observation is not fault-finding but characterized by a strong collaborative relationship established by the supervisors with teachers through coaching and one-on-one discussions. Supervisors-teachers' interpersonal relationship, therefore, is to be good enough for supervisors to facilitate teachers' continuous learning to ensure the effective implementation of the CBC.

4.2.2.4 Constraints to lesson observation

Though lesson observation helped teachers improve their professional records,

teaching approach, and interpersonal relationship in the CBC implementation,

participants also revealed some challenges such as insufficient lesson observation and

supervisors' workload which restrained the support of lesson observation to teachers in

the CBC implementation.

4.2.2.4.1 Irregular lesson observation

Participants shared that lesson observation happened once a term. This means that teachers had very limited lesson observation opportunities to interact with instructional supervisors about their lessons in CBC. Thus, participants wished lesson observation was done more regularly to improve classroom instructions in the CBC implementation. The following extracts help capture this experience:

> ''It is also good for the supervisors to come at least once a week. Maybe there is an area that I have taught for some time, and I am misleading the pupils, [...] if the supervisor comes as earlier as possible the problem will be rectified early. I think we need regular lesson observation with CBC because like me when I started teaching CBC, it was not easy. So, if you are visited regularly, you can be assisted'' (Interview, MT, T2, lines 983-990, {13/01/22}).

> "You know, being visited frequently, keeps you on your toes, you will have to move faster. It is important for CBC teachers. So, if they make frequent supervision, the more competent we shall be as teachers before making the child competent'' (FGD, SL, T1, lines 625-627, {13/01/22}).

These excerpts above revealed that lesson observation happened rarely. Teachers could not receive feedback from their lessons to support the CBC implementation. This implies that teachers to some extent could not always improve on their lesson delivery as they could carry along mistakes in the teaching and learning process without being corrected. Considering Aseka (2016) who stated that regular lesson observation improves teachers' classroom practice and performance, the

likelihood that teachers failed to improve their competence in the CBC implementation is high, especially in the early stage of the implementation where they have limited knowledge about the CBC. In support of this finding, Iroegbu and Etudor-Eyo (2016) established from an experimental study that teachers supervised through classroom

observation and post-conference analysis were found more effective compared to those without adequate supervision. Again, Sankale (2015) established in Kenya that headteachers' classroom observation had a significant influence on learners' academic results in KCPE examinations. Therefore, there is a need as expressed by the participants to conduct frequent lesson observations to strengthen teachers' competence in the CBC implementation and achieve quality learning outcomes.

4.2.2.4.2 Supervisors' workload

Participants also shared that due to instructional supervisors' workload, they had limited time to dedicate to lesson observation to support teachers in the CBC implementation. The excerpts below illustrate this point:

> '' This has been a challenge with CBC and even with the previous curriculum. It is somehow difficult because the internal supervisor has also a workload equivalent to the teacher to be supervised. So, during the time the teacher is in class, the deputy or headteacher has also another class elsewhere to attend. So somewhere he gets tired to manoeuver all this. It is a challenge!'' (FGD, MT, T1, lines 123-127, {13/01/22}).

> ''And also, teachers are very many. Sometimes, it forces me to leave others. Because you go to supervise and you are also supposed to teach [...]. Maybe you are having a lesson and somebody has booked a lesson that you have to supervise. So, you are caught up there. Again, you have to manage the school. I think with CBC, the workload is even more because you have to do practical with the learners. It is not easy. Uff!'' (Interview, SL, P4, lines 1688-1697, {18/01/22}).

Supervisors' workload, was also a factor that prevented them from conducting lesson observation effectively to support teachers in the CBC implementation. Hence, headteachers and deputy headteachers sometimes did not observe teachers' lessons to support them in the CBC as expected. Findings from the document review confirm these narratives. Below is an extract from a lesson observation form illustrating this finding;

TSC-QAS/TPAD/LOF/01/REV.1

TEACHERS SERVICE COMMISSION
LESSON OBSERVATION FORM(LOF)

Name of the Institution:		Observer's Name :
Teacher's Name:		TSC. NO.
TSC.NO:		Subject: *English*
Class:	Learners present:	Time for Lesson: Topic: *moving decimals* Date 2/9/19

Lesson Topic: *Coverage*

Rating (scale of 1-7)

Observation Areas	Performance Indicators	What was observed	Appraisee	Appraiser	Agreed score
1. Introduction and Lesson Organisation	i. Review of the previous lesson/content related to the current lesson ii. State the objective of the current lesson iii.Link the previous lesson to the current lesson iv.Quality of introduction captivating/capture learners interest	i. ii. iii. *link the previous learning to use* iv. v.	3	2	3
2. Content Delivery	i. Mastery of content in line with the syllabus ii. Answering of students questions accurately iii. Teaching with lesson notes and lesson plan iv. summarized the lesson by highlighting the key points v. Covering the lesson within the stipulated time (Started on time and ended on time).	i. ii. iii. *summarized the lesson by highlighting the key points* iv. v.	3	3	3
3. Teaching Methods/ Techniques	i. Use of appropriate teaching methods (Question and answer, Demonstration, experimentation, Discussion/Group work, Field work) ii. Use of appropriate teaching/learning aids iii. Use of varied teaching methods iv. Demonstrate innovation and creativity in teaching v. Ability to simulate learners	i. *Use of appropriate methods* ii. iii. iv. v.	4	3	3

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Figure 4.17: Lesson observation form indicating supervisor's general comments on a
                lesson observed.

Source: Field data (2022)

The above CBC lesson observation form (front and back) presents scanty

observations and comments from the supervisor. Most sessions in the extract are

unfilled with no detailed comments indicating areas for improvement. This left the

teacher without much to build on in the CBC implementation process. It also did not

provide any points of reference for an outsider or the teacher him/herself in the future

to appreciate their progress in the learning process. This is in agreement with Ampofo

et al. (2019) who established in Ghana that insufficient time dedicated to supervision

activities limited teachers' development. Thus, the study recommended a review of

supervisors' workload to address the challenge. Similarly, Iroegbu and Etudor-Eyo

(2016) observed in a study in Nigeria that supervisors' workload was a limitation

to effective instructional supervision. Hence, in the context of this study, supervisors

' workload could be argued, affected supervision quality and consequently

teachers'

competence development for the attainment of the CBC goals, which ought to be addressed.

In a nutshell, from the participants' experiences, lesson observation assisted teachers to improve the quality of their records, teaching approach, and interpersonal relationship for the CBC implementation. This was achieved through supervisors' remarks and interactions during post-lesson discussions. Nevertheless, irregular lesson observation and supervisors' workload were identified as challenges that need to be addressed for lesson observation to be more effective to support teachers' competence in the CBC implementation.

4.2.3 Support of collaborative learning to teachers' implementation of CBC

The third sub-research question was '' *What are instructional supervisors' and teachers' experiences about the support of collaborative learning to teachers in the implementation of the CBC?*". From the participants' perspectives, collaborative learning assisted teachers to acquire pedagogical knowledge and skills, work efficiency, and supportive relationship in CBC implementation. Thematic analysis of data revealed the code structure shown in Figure 4.18 which entails a summary of the findings showing themes and their categories.
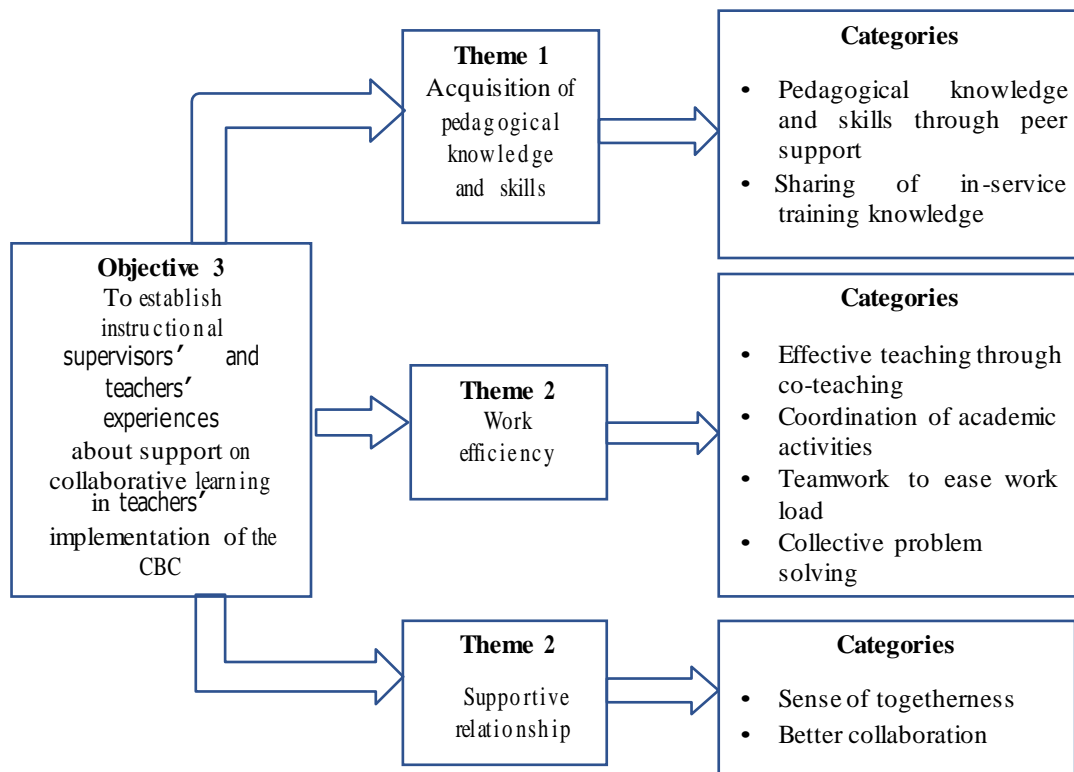
Figure 4.18: Support of collaborative learning to teachers' implementation of CBC
Source: Field Data (2022)

4.2.3.1 Acquisition of pedagogical knowledge and skills

In the context of the CBC, participants revealed that through the sharing of knowledge, teachers acquired pedagogical knowledge and skills which enable them to implement the CBC. This was characterized by pedagogical knowledge through peer support, and sharing of in-service training knowledge.

4.2.3.1.1 Pedagogical knowledge and skills through peer support

From the participants' experiences, teachers helped each other to build their competence in CBC implementation by sharing their knowledge about CBC lesson planning, lesson presentation, and learners' assessment. The excerpts below illustrate experiences with lesson planning;

> ''CBC lesson planning is different. So, when we started, we use to consult each other. We used to sit down and discuss; we could do the lesson plan as we assisted each other with the values, the core

competencies, and the suitable teaching aids'' (Interview, BK, T2, lines 225-229, {13/01/22}).

''This CBC came with a lot of challenges. Some of us did not understand the way it was supposed to be schemed […] So when handling a class for the 1ˢᵗ time, you are going to ask your colleagues, how I am going to plan?'' (FGD, JS, T2, lines 335-340, {14/01/22}).
These extracts revealed the contribution of collaborative learning to teachers '

competence in lesson planning which includes mutual support in the elaboration of the scheme of work and the lesson plan in the CBC implementation. Inadequate preparation regarding the CBC put teachers in a challenging situation regarding its implementation. Teachers did not know much about lesson planning which is the starting point of effective classroom instruction. Hence teachers relied on peer collaboration to help them acquire the necessary knowledge to plan their CBC lessons. This finding concurred with Rokhmaniyah (2017) who reported in Indonesia that teachers were able to leverage on teachers' level of competence through collaborative learning, which subsequently improved learners ' academic achievement.

Besides lesson planning, it was also found that teachers supported each other in conducting pupils ' assessments. They helped each other understand CBC ' s assessment guidelines and tools. Some participants said:

''We also learn from each other especially when we are assessing the learners in CBC. Especially rating, how do you conclude that this learner is going to get a 3, 2, or 4? It was difficult […] So I asked a colleague to assist me in assessing a few learners using the scale. That is how we were able to conclude'' (Interview, BK, T2, lines 243-248, {13/01/22}).

When the CBC started, we had problems with the assessment of the learners because there are many tools of assessments: portfolio, questionnaire, question-answer […] we were consulting each other. But at least we have developed, we don't have much problem now. (Interview, JS, T2, lines 1160-1165, {14/01/22}).

These extracts reveal that teachers faced a number of challenges in assessing learners in the CBC. However, they were able to overcome those challenges through

peer collaboration. This was an important step to support the CBC implementation as students' assessment represents an essential component in effective curriculum implementation. It provides teachers feedback on learning and informs instructional decisions for the improvement of learning outcomes. Wafubwa (2021) contended that the Kenyan assessment framework does not provide clear guidance to teachers, thus they are unable to carry out continuous assessments as expected. In this instance, teachers supported each other through collaborative learning to achieve the CBC goals.

4.2.3.1.2 Sharing of in-service training knowledge

Participants shared how they collaborate and learn from each other by sharing the knowledge acquire from in-service training to improve their competence in the CBC implementation. Sharing of in-service knowledge helped teachers gain a better understanding of CBC and enabled them to implement it. The following excerpts evidence this experience:

> ''Previously teachers were trained in shifts. So those who were trained at first are more of CBC. Like now those of us at the upper level have not really gone to the in-service training of CBC. We don't know how to deliver. But we normally organized meeting at the school level so that we can hear from those who have attended. They share what they have learned so that others learn'' (Interview, BK, P2, lines 343-348, {13/01/22}).

> '' some of us who have never gone to the CBC training, we found it difficult to do the lesson planning and the scheming. We approached the lower primary teachers to orientate us and teach us how to do it. And they really did it for us.'' (FGD, MT, T1, lines 184-187, {13/01/22/}).

The extracts reveal that trained teachers assisted their colleagues to understand the CBC. School authorities organized meetings for those who had attended the training to share the knowledge and skills acquired with others to update the competence of their teaching staff and ensure their continuous learning. As such, the head teachers and deputy headteachers as the instructional supervisors facilitated

teachers' collective learning. Besides this formal collaboration, teachers freely

supported each other in any aspect where they felt challenged. In the context of this study, instructional supervisors' and teachers' collective efforts enabled teachers to share basic knowledge among colleagues to implement the CBC. This finding is similar to Nyoni (2019) who observed in Tanzania that teachers relied on departmental meetings, and peer support to discuss and address instructional challenges in the absence of direct support from supervisors. This enabled them to assist each other in the curriculum implementation.

Also, the data set revealed that besides face-to-face sharing, participants also shared their experiences and good practices via digital platforms such as WhatsApp platforms to ensure continuous learning to improve teachers' competence in the CBC implementation. Teachers inspire each other and borrow constructive and innovative ideas to enhance CBC teaching and learning. On that account, one participant said:

> ''CBC is interactive. Some of the teachers share through WhatsApp platforms (The deputy headteacher showed a video shared on the WhatsApp platform of a pupil acting as a journalist. The learner used a box to make a television with transparent plastic as the screen, (Interviewer: wow!!! This is creativity!!). [...] That is why we are saying we are sharing a lot. This shows the relationship among colleagues, we can learn from others' culture'' (Interview, BK, P2, lines 360-368, {13/01/22}).

This extract shows the wiliness and enthusiasm of teachers to cooperate as well as share their creative achievements to assist each other to improve their pedagogical competence in the implementation of the CBC. Teachers who had some challenges in teaching some subjects and topics due to a lack of resources and expertise benefited from such cooperation to increase their knowledge and skills in CBC implementation. Thus, considering the different experiences above narrated, it could be deduced that

collaborative learning has been a medium to strengthen teachers' competence in various

ways to implement the CBC.

4.2.3.2 Work efficiency

From the participants' experiences, collaborative learning enhanced teachers' work efficiency. Teachers expressed that they achieved better results in common than they could when working in isolation. Work efficiency in this study was characterized by effective teaching through co-teaching, coordination of academic activities,

teamwork to ease work, and collective problem-solving.

4.2.3.2.1 Effective teaching through co-teaching

Findings revealed that teachers supported each other in lesson delivery through co-teaching in the CBC implementation. One teacher could invite another teacher as a resource person to present a given topic when the latter happened to have better knowledge in that area. Some participants share the following:

> *''If you are not really good in a certain area like mathematics, your colleagues can assist you. You approach a teacher; come and teach this topic for me because I am not very confident teaching this topic. He will do. So, as he is teaching, you also follow. Mostly my colleagues request me to teach some topics in mathematics in their classes. We make arrangements for me to teach (Interview, SL, T1, lines 1815-1820, {18/01/22}).*

> *''It was in grade 3, one of the CBC classes, we were supposed to go to the farm and we had some farm tools that I was not comfortable with. So, I have to look for a colleague to come and assist me, take the learners through the demonstration during the lesson. [...] So, my colleague came and assisted me when we were doing that project on the farm. But I also observed as she was doing it, so that next time I could do it'' (Interview, MT, T1, lines 720-728, {13/01/22})*

These experiences show that teachers assisted each other and developed their pedagogical skills in CBC through peer collaboration. Teachers consulted and willingly assisted each other to deliver a particular content in a given subject to enable them to learn from their colleagues. This enabled them to teach effectively the CBC. Akala

(2021) asserts that teachers are the heartbeat of educational changes, therefore, need to be reskilled and trained to adjust to the change. Teachers co-taught lessons with colleagues for the benefit of learning. Thus, the collective assistance helped them acquire basic competence and improve their skills to implement the CBC. This finding concurs with Woulfin and Rigby (2017) who observed that teachers improved their lesson preparation skills and pedagogical skills through peer coaching based on discussions and demonstrations. In other words, teachers develop and acquire new skills through collaborative learning.

Though co-teaching helped teachers assist each other to implement the CBC, sometimes, teachers' busy schedules could not allow them to assist when solicited. One participant said:

> '' ...but it has become a challenge because when you want to invite another teacher, maybe that teacher is very busy. So, you find that it is very difficult. Somebody is just struggling.'' (Interview, SL, P4, lines 1589-1590, {18/01/22}).

In absence of co-teaching, CBC teachers were challenged in teaching some content knowledge. Participants explained that some topics, as opposed to the previous curriculum, have been merged and some innovations have been introduced. Thus, the lack of supervision support somehow might have affected the teaching of the curriculum content and consequently resulted in a disparity in learning outcomes among learners.

Considering the rationale for the CBC in Kenya which is to prepare well-equipped and competitive school graduates (Basic Education Curriculum Framework, 2017) failure to teach learners evenly is a threat to its realization. Thus, addressing the challenge would require teachers' content knowledge and pedagogical knowledge to be strengthened through adequate instructional supervision. Nguyen (2021) posited that

teachers play a pivotal role in achieving quality education, and implementing curriculum innovations to meet the escalating demands of globalization. Hence, they suggested that to attain the standard of such education, teachers' training ought to include content knowledge development and pedagogical professional knowledge.

4.2.3.2.2 Coordination of academic activities

The study participants revealed that teachers consulted each other either one-on-one, or at the panel level to harmonize their activities at the grade or subject level regarding lesson planning, lesson presentation, and student assessment to ensure the CBC implementation. Teachers came together to discuss and agree on the scheme of work, assessment tests, and all other curriculum activities. The extracts below illustrate this finding;

> *"Teachers assist one another in CBC. They come together and reason together. They discuss the work and harmonize things because we have four streams. So, they have to come together so that whatever they give out in that class is the same in this one. So that nobody will give something different" (Interview, SL, P4, lines 1559-1562, {18/01/22}).*
>
> *''Especially with the practical in the CBC, we make sure that we arrange our time so that we can come together and assess the learners in a day.'' FGD, SL, T2, line 532-533, {18/01/22}).*

In terms of coordination, the excerpts above reveal that collaborative learning has been essential in helping teachers harmonize classroom activities for all learners to be well-equipped and equally competent as targeted in the CBC. The absence of coordination of academic activities would have led to differences in students' learning experiences and progress; and consequently, affected the attainment of the CBC goal which is to provide all Kenyan citizens equal learning opportunities to develop their potential (Basic Education Curriculum Framework, 2017). As such, during coordination, teachers harmonized learning content, and assessment activities. They discussed and made decisions for the enhancement of learning. This finding concurs

with Lofthouse and Thomas (2017) who found in England that collaborative learning enabled teachers to make well-informed decisions, get a common understanding of the expected learning outcomes, and determine ways to achieve them. They added that collaboration leads to a mastery of practice as it contributed to teachers' ability to synchronize their work. Thus, collaborative learning assisted teachers in harmonizing teaching and learning in the CBC implementation.

4.2.3.2.3 Teamwork to ease workload

Participants described CBC as an entailing curriculum that requires the teacher to engage learners in several learning activities. Thus, they shared that collaborative learning eased their workload. They were able to save time and effort by sharing the tasks. Some teachers said:

> *"We work in team in CBC. For instance, during the last practical in a home-science lesson, some teachers were invited to assist in the assessment; Some observed what learners were doing while others were recording the grades of learners. So, we had teamwork. You can't do it alone you need other colleagues to help you'' (FGD, MT, T3, lines 193-196, {13/01/22}).*

> *''Collaboration among teachers [...] is what has helped to learn, to move on, to go on as expected. Because without it, you can't work. You can really be stressed up as a teacher if you do it alone. But with teamwork, it is, it becomes very easy with the CBC. (Interview SL, T1, lines 1868-1871, {18/01/22}).*

These experiences show that teachers adopted collaborative learning to facilitate their instructional duties in the CBC implementation process. Teachers were able to carry out instructional activities in limited time, with less effort, and avoided the stress of working in isolation. Teamwork was an effective collaborative approach that eased teachers' work and ensured they worked efficiently to implement the CBC. From this perspective, Yolande et al. (2020) rightly argued that collaboration reduces anxiety, increases autonomy, values individual differences, and leads to better learning outcomes. This concurs with the Department for Education's (2018) research report on

teachers' workload in the United Kingdom which found teachers' collaboration as one

of the strategies used by teachers to tackle their workload. In the CBC implementation, teachers came together mostly at the departmental level to develop their scheme of work, shared instructional materials, and assessment duties. This contributed to easing their workload, reducing their working hours, and increasing their competence in the CBC implementation.

4.2.3.2.4 Collective problem solving

As a new program, teachers encountered and still encounter several challenges in CBC implementation. From teachers' and supervisors' experiences, teachers reflected and came up with effective solutions to address challenges related to various aspects of teaching and learning in CBC. The excerpts below portrayed this experience:

> ''So, we sit down and discuss. We find ways of getting the resources we need in teaching CBC. (Interview, BK, T2, lines 230-231, {13/01/22}).

> ''They (panels) usually meet once a month. It is the time to discuss all the challenges in that particular learning area. CBC teachers also share their challenges and we see how we can assist. (Interview, SL, P3, lines 1347-1349, {14/01/22}).

> So, at some point, when we do the assessments, we usually go through the means score to see how the learners are performing. We share ideas and decide on how to improve things. We also go through the assessment results of the CBC classes. We just want to ensure all the learners are performing well. (Interview, JS, P3, lines 1331-1335, {14/01/22})

These experiences above revealed that teachers discussed challenges they encountered and came up with appropriate alternatives to support the CBC implementation. Considering teaching aids as an important asset to teaching in CBC implementation, teachers to come up with creative ideas to avail teaching aids and facilitate learning in several ways through collective problem solving. Equally, learners' academic results were discussed for improvement. Hence, collaborative

learning enhanced teachers' competence in addressing instructional challenges in CBC

implementation and helped them to develop professionals. Rempe-Gillen (2018) rightly posited that teachers embrace significant professional development when engaged in collaborative learning. In line with this finding, Nevenglosky et al. (2019) observed that in absence of adequate training, teachers dwelt on peer collaboration, shared their knowledge, and discussed challenges encountered to help themselves in the implementation of a new curriculum in the United States. Collaborative learning needs therefore to be encouraged to support teachers in the CBC implementation.

4.2.3.3 Supportive relationship

From the participants' experiences, teachers' collaboration has largely improved in the CBC context. This was categorized by a sense of togetherness, and better collaboration.

4.2.3.3.1 Sense of togetherness

Participants revealed that collaborative learning enhanced teachers' sense of togetherness. They shared that teachers' interpersonal relationships have improved as they have become more supportive and dependent on each other in the CBC implementation. The following excerpts illustrate this experience:

> ''Unlike in the past where each one was on his own. Our collaboration has improved in CBC! When we are in the meeting, we call each other ''CBC'' because we share the common problem with CBC. Yeah! We are together'' (Interview, BK, T1, lines 402-404, {13/01/22}).

> ''I think our collaboration in CBC has brought a sense of togetherness and closeness because we work as a team […]. We have a common purpose, ready to assist one another for the success of the learners! (FGD, MT, T3, lines 197-203, {13/01/22}).

These extracts portray the existence of a sense of togetherness among CBC teachers which sustains their momentum in implementing the CBC. The common purpose and challenges in CBC made them feel together. Hence, through collaborative

learning, teachers developed in terms of interpersonal relationships and pedagogical

competence. They supported each other to enhance their competence in CBC teaching.

Again, the collaboration increased the emotional and moral support to implement the

CBC. Stark et al. (2017) argued that collaborative learning promotes teachers'
growth,

which includes teachers' interpersonal relationships. Thus, through

collaborative learning, teachers developed their interpersonal skills which supported

the CBC implementation.

4.2.3.3.2 Better collaboration

Participants shared that collaborative learning led teachers to a better

collaboration. Teachers' challenges in the CBC made them depend on each other

and to collaborate for the effective implementation of the CBC. The following excerpts

illustrated this experience:

> ' ' In fact, collaboration has brought unity. In matters of
> academics, teachers are more cooperative. I have seen improvement
> in teachers' collaboration with CBC. (Interview, SL, P4, lines
> 1594-1595,
> {18/01/22}.

> ''Our Collaboration has improved to a great extent, as compared to
> the 8-4-4 where it was only one person's efforts, one person trying to
> excel. But with the CBC, you cannot be on your own. We depend on
> each other'' (FGD, KB, T1, lines 41-43, [13/01/22}).

From the excerpts above, challenges faced by teachers in the CBC

implementation strengthened their collaboration. They continuously enquired from

each other and worked hand in hand to implement the CBC. Teachers' incapacities

in the CBC rather led them to learn collectively for their common growth.
Consequently,

they improved in terms of their interpersonal skills. This is in agreement with Rashed

(2019) who observed that collaborative learning develops interpersonal skills, self-

confidence, and responsibility-taking.

Wrapping up the discussions on collaborative learning, it could be said that it has ensured teachers' effective and continuous development in terms of pedagogical knowledge and skills and interpersonal competence to ensure the CBC implementation. Teachers were able to share their pedagogical expertise, achieve work efficiency and develop a supportive relationship to implement the CBC. In all, it affected teachers' competence in lesson planning, teaching and assessment.

4.2.4 Support of professional development to teachers' implementation of CBC

The fourth research question was '' *What are instructional supervisors' and teachers' experiences about the support of collaborative learning to teachers in the implementation of the CBC*?" . From the participants' perspectives, professional development assisted teachers in CBC implementation to acquire knowledge and skills

about CBC. Thematic analysis of data revealed the code structure shown in Figure 4.17 which entails a summary of the findings showing themes and their categories.
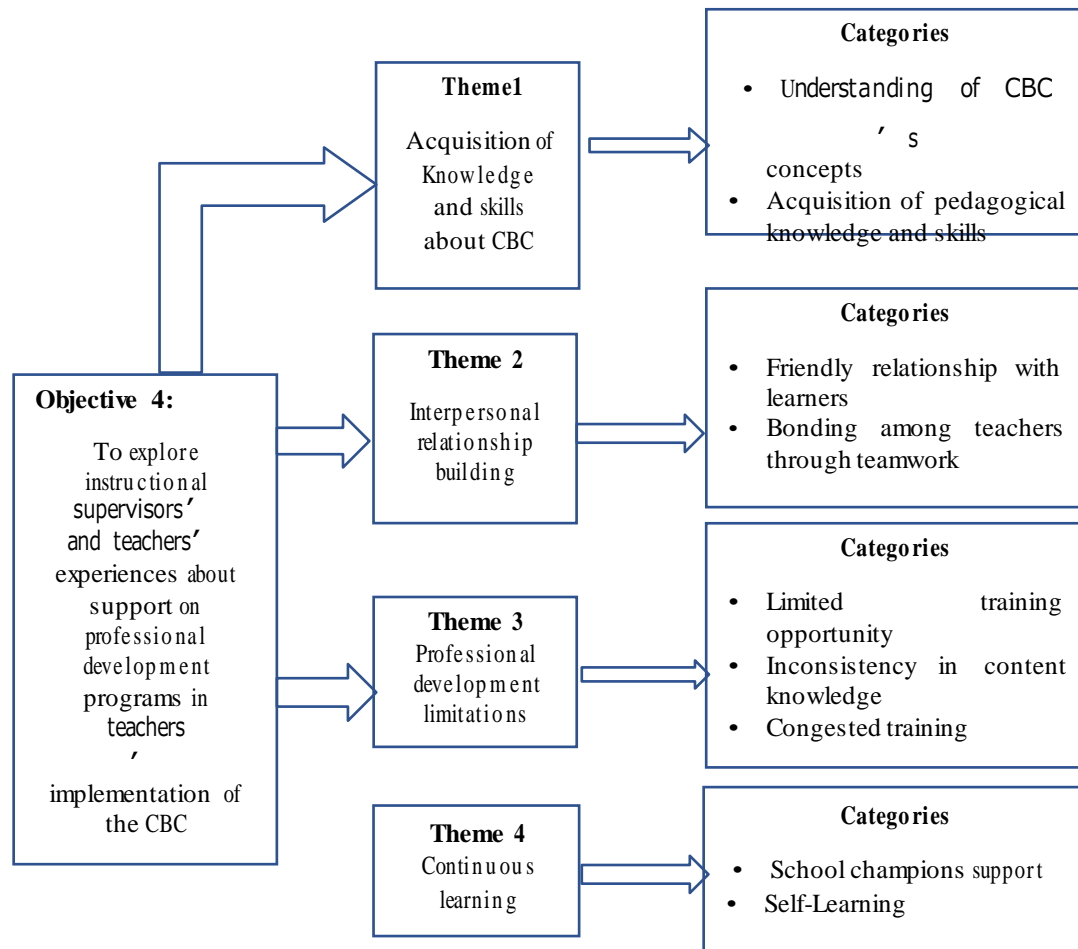
Figure 4.19: Support of professional development to teachers' implementation of the
CBC
Source: Field Data (2022)

4.2.4.1 Acquisition of knowledge and skills about CBC

The study participants reported that professional development programs, provided teachers with basic knowledge and skills about the CBC which enabled them to implement it. This includes the understanding of CBC concepts and the acquisition of pedagogical knowledge and skills. Each of these points is discussed in detail as follows.

4.2.4.1.1 Understanding of CBC concepts

From the data collected, participants shared that professional development programs helped teachers understand concepts and various aspects of the CBC. The following excerpts illustrate clearly this experience.

> ''The different training, we have attended have helped us more. Because when we go there, we are introduced to CBC, the goals, the terminologies in the scheme of work, and the lesson plan like strand, sub-strand..., in English we have, themes and sub-themes [...]. We learn about teaching aids and assessments. (Interview, MT, T2, lines 952-958, {13/01/22}).

> ''I learned a lot in the workshops. In the previous curriculum, there was nothing like core competencies, things like values, and so on. I got to understand them during the CBC training'' (Interview, BK, T1, lines 115-117, {13/01/22}).

From the excerpts above, professional development programs gave teachers basic knowledge about CBC. It enabled them to understand new concepts, and principles of the CBC to be able to implement the program. In this perspective, Mulenga and Kabombwe (2019) observed that teachers need foremost to understand the philosophy of the competency based-curriculum, develop the required skills, and attitudes, as well as adopt its teaching approaches if the value of the curriculum has to be appreciated. Deductively, teachers' lack of knowledge about the CBC could

jeopardize the achievement of its primary goals. This argument tends to establish the importance of professional development programs to ensure teachers' understanding of the CBC to guarantee its effective implementation. This is in line with Mofreh and Aseeri (2019) who asserted that professional development provides the opportunity to introduce teachers to the latest discoveries in all scientific and educational fields to facilitate their adequate preparation to meet their professional demands.

4.2.4.1.2 Acquisition of pedagogical knowledge and skills

Participants shared that during seminars and workshops, teachers are exposed in addition to theoretical knowledge, and practical skills which developed their pedagogical competence in lesson planning, lesson delivery, and assessment in CBC implementation. The following extracts illustrate the experience.

> *''On my side, these professional development programs have helped me, so now I can say I am CBC competent. I can lesson plan, deliver the lesson'' (FGD, MT, T2, lines 222-223,*
>
> *''When we attend these CBC seminars, we are taught how to lesson plan, how to teach and assess the learners. And in these seminars, we usually do micro-teaching where we are given topics for practice. We meet in groups, we plan the lesson, we teach and the facilitators and colleagues criticize. So, we learn a lot. (Interview, MT, T1, lines 776-778, {13/01/22}).*

The excerpts above show that teachers acquired their primary CBC knowledge and skills in lesson planning and lesson presentation through CBC training. Facilitators were able to introduce the theoretical and practical aspects of the CBC through the presentation and microteaching sessions. Hence, teachers were able to develop a level of competence in CBC implementation through training. Similar to this finding, Lucenario et al. (2016) observed in a study that teachers improved in terms of competencies through Pedagogical Content Knowledge-Guided Lesson Study test and micro-teaching sessions. This illustrates how teachers can develop through training to ensure curriculum implementation. Similarly, Edo and Amaechi (2019) established that training teachers through demonstrations promotes teachers' job performance. Thus, professional development programs enforced teachers' competence in the CBC implementation.

Referring to the training programs outline, Wafubwa (2021) suggested that since the Kenyan assessment framework does not provide clear guidance to teachers, the MOE should organize in-service training to train teachers on formative assessment

to ensure the achievement of the CBC goals. Thus, the training tackled essential

components of the curriculum which are lesson planning, lesson delivery skills, and

assessment in building teachers' competence for the CBC implementation. Therefore,

professional development programs also contributed to developing teachers '

pedagogical competence in CBC implementation.

4.2.4.2 Interpersonal relationship building

Participants shared that professional programs enabled teachers to develop their

interpersonal relationships skills with colleagues, supervisors, and learners to support

the CBC implementation. This included the ability to nurture learners' abilities and

achieve stronger interpersonal relationships through teamwork during the program.

4.2.4.2.1 Friendly relationship with learners

Participants revealed that teachers adopted a friendly pedagogical approach

with learners in the CBC implementation. Teachers were able to accommodate all

learners and nurture them irrespective of their diversities according to what they learned

during the professional training. Some participants shared the following:

> ''We learned that we have learners with different abilities. About the
> extrovert, they finish their work very fast and they disturb others. We
> use to say come and kneel down here. But through the training, I have
> learned how to handle them. I have developed a better relationship
> with them.'' (Interview, BK, T1, lines 133-137, {13/01/22}).

> ''In CBC, the teacher should be closer to the learner. And we are
> always reminded in CBC workshops to be there to supervise the
> learners, visit every group, ask them questions, and establish a
> friendly rapport with them. (FGD, MT, T2, lines 94-96, {13/01/22}).

During CBC professional development programs, teachers were equally

educated on their approach to teaching learners in CBC. They were recommended to

be open and friendly to allow learners to participate in the learning sessions. Teachers

were also guided on how to handle learners with different abilities and nurture every

learner's potential as required by the CBC. This implies that teachers were taken through CBC principles which emphasize nurturing every learner′s potential and the valorization of individual abilities. Professional development programs, therefore, strengthened teachers′ *interpersonal skills to* engage with learners in CBC classes. This concurs with Yousaf et al. (2018) who established that professional development programs improved teachers′ overall growth. Thus, professional development programs equipped teachers with varied knowledge and skills, including interpersonal

skills to ensure the implementation of the CBC.

4.2.4.3.2 Bonding among teachers through teamwork

Participants shared that during professional development, teachers discussed their assignments and other challenges they encountered in their regular classroom practice in clusters. These clusters strengthened their interpersonal relationship. One participant shared the following:

> *''In these seminars, we usually have micro-teaching whereby after we are taught, we are given the time to plan a lesson in a small group and present before the class [...] By so doing, we realized that it strengthens our relationship'' (Interview, MT, T2, lines 777-780, {13/01/22}).*

This extract shows that during workshops and seminars, teachers get the opportunity to interact and learn together which builds their interpersonal relationships. By so doing, teachers develop their interpersonal skills, they learn to facilitate the implementation of the CBC. As such, these *interactions strengthen teachers*′

relationships and create a suitable learning environment for teachers to learn about CBC. This is in agreement with Salyakhova and Valeeva, (2015) who argued that besides specific knowledge and skills teachers gain through professional development training, they should be induced learning environment that promotes suitable teaching and learning. Thus, professional development not only facilitated a learning

environment for teachers to acquire the necessary skills during professional development programs but also built up their interpersonal competence to ensure the CBC implementation.

4.2.4.3 Professional development limitations

Participants expressed that, though professional development programs provided teachers with basic knowledge about the CBC implementation, some challenges were identified that limited its contributions to teachers. These limitations included limited training opportunities, inconsistency in the training content knowledge, and the congested nature of the training sessions. These limitations are below discussed in detail.

4.2.4.3.1 Limited training opportunities

Participants shared that teachers have limited professional development training opportunities due to insufficient slots. With the progressive implementation of the CBC, a large number of teachers, need to be trained about the CBC to ensure its effective implementation. Some participants said:

> ''For the training, I'm lucky to have attended once. But now most of us have not actually been trained. We don't get the chance'' (Interview, SL, T1, lines 1884-1885, {18/01/22}).

> ''Like class one now, those teachers have not gone even to training. Such that when you reach their classroom you see the old system, it is not the CBC.'' (Interview, SL, P4, lines 1666-1667, {18/01/22}).

> ''Classes are moving, you know we are in grade 5 in the CBC implementation. And these teachers are supposed to learn about CBC.'' (FGD, SL, T1, lines 634-635, {18/01/22}).

From these observations, many teachers have not yet gone through CBC professional training to get the basic knowledge that could enable them to implement the program. Some teachers in CBC classes based their teaching on the previous curriculum. This represents a threat to the achievement of the CBC goals in the sense

that teaching and learning activities are not conducted as required. Karakus (2021) rightly said that curriculum implementation becomes ineffective when there is a lack of professional development programs. In the same line, Dzimiri and Marimo (2015) contended that failure to keep teachers abreast of academic changes through professional development programs leads them to use inappropriate teaching approaches during classroom instructions. Therefore, it is urgent to increase training capacities to adequately equip teachers for the successful implementation of the CBC. This finding is supported by Aldahmash et al. (2019) who found that teachers who had participated in several training programs experienced an improvement in their teaching practices.

4.2.4.3.2 Inconsistency in training content knowledge

From the participants' observations, training content knowledge presents some inconsistencies due to facilitators' inadequate professional qualifications and insufficient mastery of the content knowledge. Thus, they share contradicting information which leaves teachers in confusion. The excerpts below illustrate this finding.

> 'I think even most of, the facilitators are even not equipped with the CBC knowledge. Yeah[..]. Because sometimes you get there, uh, a person taking you to this direction, the other one to the other direction.'' (Interview, SL, T2, lines 2034-2036, {18/01/22}).

> '' The 2nd group (teachers) when they go there, they come with new things again that the 1st group did not have.'' (FGD, JS, T3, line 348, {14/01/22}).

> ''Many people have complained about the training that facilitators are not up to the task [...]. How to present the content is beyond their level. The government should better give us facilitators who are aware of this thing. (Interview, SL, P4. Lines 1605-1610, {18/01/22})

From the extracts above, participants pointed out incongruences in training content knowledge as a result of facilitators' incompetency due to low academic qualifications or insufficient training. Consequently, teachers receive different

information about the CBC. Thus, they could enact the program in a non-uniform manner. Such concern, if not addressed, inevitably could result in discrepancies in the CBC goals' achievement. In line with this, Okoth (2016) recommended that professional development programs should connect the prescribed curriculum to the enacted curriculum and provide teachers with appropriate information to ensure the successful implementation of the school curriculum.

Besides the aforementioned reasons for inconsistencies in training content knowledge, it could be considered that CBC is a pilot project and as such, changes could occur in the CBC program along with the implementation. Thus, both teachers and trainers may need to constantly attend training to keep abreast of the adjustments. In this line, participants recommended the government engage qualified trainers and emphasize their training to bridge the gap.

Through quality training, trainers could acquire in-depth knowledge about the CBC to ensure teachers receive quality training. Mulenga and Kabombwe (2019) stressed that curriculum trainers and teachers must undergo quality training to ensure they understand the elementary principles of the competence based-curriculum and develop the necessary skills to sustain its effective implementation. This finding agrees with Essien et al. (2016) who conducted a study in Nigeria on the influence of teachers' attendance to professional development on learners' academic achievements and found no significant relationship between the two variables because the training did not suit the actual needs of teachers and was perceived as a way to add on professional experiences. It could be concluded that the value added of professional development programs to teachers' development is essential to teachers' competence in CBC implementation.

4.2.4.3.3 Congested training

Participants described CBC training sessions as congested in the sense that the time allocated to the CBC training was judged insufficient concerning the volume of content knowledge delivered. Participants complained to be delivered a lot of content within a short time which makes it difficult for them to master the knowledge thought. The extracts below illustrate this point.

> *''And one of these reasons why the training programs are not beneficial perhaps is that there is a lot of congestion, a lot to learn within a short time.'' (FGD, MT, T1, lines 218-219, {13/01/22}).*

> *'' Time is so short, five days, for the work that is to be done the whole term [...] And those people who are taking us through also, because of time, they're rushing through'' (Interview, KB, P1, lines 605-608, {13/01/22}).*

> *''Personally, about professional development programs, time should be enough. The seminars could be 4 days but what you are covering is a lot.'' (FGD, MT, T2, lines 250-251, {13/01/22}).*

The time allocated by the TSC to CBC seminars and workshops is said to be insufficient. The congestion in the training affected the achievement of the training goal in a way that some teachers failed to acquire the expected knowledge and skills. De facto, teachers still carry on some insufficiencies in the implementation of the CBC. As suggested by participants, the training duration has to be adjusted to suit the training content to ensure teachers taking part in training effectively develop the learning experiences. The absence of such adjustment would make the government efforts unprofitable to teachers in the CBC implementation. This finding is in agreement with Marion (2020) and Muasya and Waweru (2019) who investigated challenges faced by teachers in the CBC implementation and established that workshops and seminars were short-lived and inadequate to enable them to acquire the necessary skills for the implementation of CBC. Therefore, the TSC has to redesign the training to make them

more suitable and beneficial to build teachers' competence to support the CBC implementation.

4.2.4.4 Continuous learning strategies

This refers to other strategies available to teachers which also facilitated their continuous development in the CBC implementation. These are the school champions and self-directed learning.

4.2.4.4.1 School champions' support

The study revealed a category of teachers identified as champions who support the CBC implementation. They are selected teachers in schools who are given advanced training to assist other teachers in the CBC implementation at their school level. From participants' lived experiences, champions have been assisting teachers whenever they encounter challenges in the CBC implementation. They interact on an individual basis as well as in a group with teachers and school administrators through staff meetings to share knowledge and skills about the CBC implementation. The excerpts below illustrate this experience.

> *''She has made an impact because anything about CBC, we consult her and she has a willing heart to assist us. For the assessment book, she created a formula and produced those books. Another time we were asked to change it from that one to another one, she did it and she does it well.''* (FGD, SL, T1, lines 642-646, {18/01/22}).

> *''But now through the ICT champions, they have trained one in the school so that he can assist others. So, if you have a lesson, you can request the ICT champion to assist.''* (Interview, BK, P2, lines 313-314, {13/01/22}).

The school champions contributed to teachers' competence development in the CBC implementation at the school level in the day-to-day teaching and learning activities. They have been able to provide teachers with needed support in implementing some instructional activities in CBC. However, a few challenges

hampered school champions' effectiveness. These are the teaching workload, and the

school teaching timetable. The following excerpts illustrate this experience.

> *''You know, we even have a champion in CBC in our school but due to the time factor, we do not get enough time to interact so much about the design and the CBC itself entirely'' (Interview, SL, T2, lines 1994-1995, {18/01/22}).*

> *''So, we normally called him. But the time isn't enough because that facilitator has a class he has to attend and catch up with the syllabus. So, when is he going to facilitate us? It is very difficult. (Interview, SL, P4, lines 1698 -1701, {18/01/22}).*

These quotations indicate that though school champions supported teachers in the CBC implementation, their busy schedule has been a challenge. This strategy could be more beneficial by making some adjustments in the school timetable to enable them to support teachers effectively in collaboration with the head teacher and deputy headteachers. Making this support more effective will make them more operational in supporting teachers' competence in CBC implementation, especially in the context of limited training opportunities, and supervisors' unavailability due to too much

workload. This finding is similar to Kieleko et al. (2017) who established in Yatta Sub-County that principals' administrative workload was a significant challenge to regular supervision activities. There is a need to reconsider school champions' workloads to give them ample time to assist teachers in the CBC implementation as expected.

4.2.4.4.2 Self-Learning

Besides the training, participants shared that they enhanced their professional development through self-reading and research. They developed their knowledge and skills in lesson planning, lesson presentation, and assessment through self-learning. The quotations below illustrate this finding;

> *''For me, I have an interest so much in learning online about the CBC. So, even the most knowledge I have about CBC is through online materials. Indeed, that is what has helped me to teach those learners*

because. I've never gotten the chance to attend any training from the government. (Interview, SL, T2, lines 1984-1989, {18/01/22}).

''I have been learning on my own, doing some research to teach CBC. Sometimes we come across a topic that you need to go further and explore'' (FGD, JS, T2, lines 650-651, {18/01/22}).

This evidenced that teachers undertook individual studies to improve their competence to be more effective in CBC teaching and learning. Access to online resources and useful materials on CBC facilitates teachers' self-learning and continuous development. However, this is to be sustained through teachers' self-motivation and personal professional development plans. From the experiences, self-learning has been an important learning medium to develop teachers' competence for the effective implementation of the CBC.

In a nutshell, professional development supported teachers in the CBC implementation by building up their pedagogical competence, and interpersonal skills required for its implementation. Nevertheless, the training presented a few challenges which need to be addressed to make it more effective to support teachers' competence in the CBC implementation.

4.3 Relating Findings to the Socio-Constructivism Theory

The socio-constructivism theory of Vygotsky espouses that, individuals learn by interacting with their environment. Through the concept of '' Zone of Proximal Development'' (ZPD), the theory explains "the distance between the actual developmental level as determined by independent problem solving and the level of potential development as determined through problem-solving under adult guidance, or in collaboration with more capable peers" (Vygotsky, 1978). The theory highlights here that people learn through interactions with others; obtain better achievements under the guidance of more experienced and through collaboration with more capable peers.

In relation to the study findings, professional records checking contributed to teachers' competence in professional records preparation and keeping in the CBC implementation. Teachers were able to keep their professional documents updated, and improved their overall competence in document preparation as well as teaching aids to support classroom instructions. Again, teachers were able to sustain their work progress in terms of timely syllabus coverage and conduct regular assessments as required in CBC. Through their interactions with instructional supervisors, teachers developed some competence in document preparation. However, it was highlighted instructional supervisors' inadequate knowledge about the CBC hampered their support to teachers.

Thus, based on the constructivism theory tenet which states that individuals are more likely to reach their potential development under experienced guidance, teachers were unable to carry out professional documents-related duties as expected since supervisors themselves were not well-formed in the CBC. This finding is supported by Malunda et al. (2016) who established that school authorities' insufficient expertise in

instructional supervision practices affected teachers' pedagogical practices. There comes the need to enroll supervisors in regular in-service training to improve their instructional supervision competence to adequately support teachers in the CBC implementation. On the basis that well-prepared teachers' professional documents play an essential role in successful curriculum implementation, it could be derived that teachers experienced some limitations in the CBC implementation due to inadequate

support.

Regarding lesson observation in the context of CBC implementation, findings revealed that lesson observation helped teachers improve the quality of their professional records and their pedagogical skills. It was also found that the interpersonal relationship between teachers and supervisors was motivating and friendly despite a

few unprofessional attitudes still being observed. During lesson observation, instructional supervisors made input into teachers' lesson planning, lesson presentation,
and learners' assessments in a friendly and conducive
environment.

Again, supervisors engaged in interactions and discussions with teachers during post-teaching conferences which enhanced their interpersonal relationships. Nevertheless, lesson observation was irregularly conducted and instructional supervisors' workload was found as a major challenge. Though lesson observation was
described as helpful in improving teachers' pedagogical and content-knowledge competence in the CBC implementation, teachers opined that they would benefit more if it was done more often. Onumah (2016) posited that the quality and regularity of supervision of instructions are critical to the achievement of educational goals.

Connecting this finding to the theory which argues that learning takes place through interactions and quality guidance, limited interactions through lesson observation and insufficient guidance from instructional supervisors equally might have limited teachers' competence development in CBC implementation. In line with
this finding, Antonio (2019) observed that instructional supervisors' constant interaction with teachers is paramount to improving classroom instruction. He argues that they provide teachers with the required guidance to help them assume their professional duties in a way to achieve the set educational goals.

On the other side, findings related to collaborative learning support to teachers' competence in the CBC implementation showed that teachers built up their competence in CBC implementation by sharing their expertise. Through group discussions, peer consultation, and co-teaching, among others, teachers learned how to

prepare lesson plans, and schemes of work and acquire adequate teaching aids to support learning.

They were able to ease their workload and come up with effective solutions to address the challenges they encountered in CBC implementation. By so doing, they were able to achieve work efficiency and develop a supportive relationship. Instructional supervisors equally shared with teachers as well as provided avenues through staff meetings and subject panels for teachers to meet and share.

In light of the socio-constructivist theory, teachers learned from their experienced colleagues' teachers who had attended in-service training and those having much more experience in teaching CBC. Thus, in the context of collaborative learning, teachers improved their competence in CBC through interactions with more capable teachers as well as through regular interactions among themselves. They improved on their limitations and gradually gained mastery in CBC implementation. Yolande et al. (2020) argued that interactions are the basis for cooperative learning. It leads to the development of the intellect, reduces anxiety, increases autonomy, values individual differences, and stimulates learning which results finally in the betterment of learning outcomes.

Lastly, referring to professional development support to teachers' competence in CBC implementation, findings revealed that teachers got the basic knowledge and skills about CBC implementation from CBC workshops and seminars organized by the TSC. Cluster activities and micro-teaching during training were means that built up teachers' pedagogical knowledge and interpersonal skills in CBC implementation. As
the theory states, individuals are more likely to reach their potential development through adequate guidance, scaffolding, and by interaction with others. Teachers received the basic knowledge through training which enable them to start the implementation of the CBC.

Nevertheless, besides the achievements, a few challenges related to professional development were revealed. Teachers and supervisors shared that CBC professional development opportunities were limited. Thus, some teachers were teaching without any knowledge of CBC. On the other hand, teachers pointed out some inconsistencies in the training content due to the trainers' inadequate knowledge and training limited

time. In the lens of the theory, teachers seemed to have lacked in a way, adequate knowledge which was to equip them to effectively implement the CBC. Aliyu et.al., (2021) observed that because supervisors play an important role in teachers' professional development, they have to regularly enroll in professional training to improve their supervision competence to support teachers.

In a nutshell, following Vygotsky's theory that learning takes place through interaction, scaffolding, and the help of more experienced peers, I come to conclude that instructional supervision contributed to teachers' competence in the CBC implementation to some extent. Nevertheless, there have been major challenges that jeopardized the support of instructional supervision to teachers' competence in the CBC

implementation which needs to be addressed to make instructional supervision more effective in support of teachers' competence for the effective implementation of the CBC.

4.4 Conclusion

This chapter presented the findings of the study following the research objectives. These findings were organized and discussed based on themes and categories generated from data collected through semi-structured interviews, FGD, and document analysis. The chapter presented how instructional supervision contributed to teachers' competence in CBC implementation. It majorly highlighted under records

checking and lesson observation that teachers improved their knowledge and skills in

professional document preparation, preparation and use of teaching aids, work progress, and lesson delivery. However, instructional supervisors' support was said limited due to their limited expertise in CBC. In terms of interpersonal relationships, it was revealed a friendly relationship between supervisors and teachers in the context of CBC.

With regard to collaborative learning, it was found that teachers essentially built up their knowledge and skills in CBC implementation by sharing their various expertise among themselves through one-on-one and group meetings. Collaborative learning improved teachers' work efficiency and developed among teachers a sense of togetherness and stronger cooperation. On the other hand, professional development offered teachers basic knowledge to enable teachers to understand and implement the CBC. Despite a few challenges related to insufficient training opportunities, insufficient time allocated to the training, and facilitators' limited mastery over the training content, professional development programs were for teachers the starting point of learning about CBC. Finally, the chapter concluded by explaining how the study findings relate to the socio-constructivism theory of Vygotsky. The following chapter will present the summary, conclusion, and recommendations of the study.

CHAPTER FIVE

SUMMARY, CONCLUSION, AND RECOMMENDATIONS

5.1 Introduction

The purpose of the study was to investigate the support of instructional supervision to teachers' competence in CBC implementation in public primary schools in Kapseret, sub-county, Kenya. The study adopted a qualitative approach from the interpretivism worldview. Phenomenology design was used to explore the lived

experiences of teachers and headteachers about the contribution of instructional supervision in the context of the CBC implementation. The data was generated through semi-structured interviews and focus group discussions and analyzed using thematic analysis. Finally, the findings of the study were explained in light of the socio-constructivism theory of Vygotsky.

In this chapter, I present a summary of the findings, and conclusions and make recommendations to the stakeholders regarding the CBC implementation, and suggest an area for further studies.

5.2 Summary of the Findings

The summary of the findings is presented following the four objectives that guided the study. These were:

1. To establish instructional supervisors' and teachers' experiences about the support of professional records checking to teachers' implementation of CBC.
2. To examine instructional supervisors' and teachers' experiences about the support of lesson observation to teachers' implementation of CBC.
3. To investigate instructional supervisors' and teachers' experiences about the support of collaborative learning to teachers' implementation of CBC.

4. To explore instructional supervisors' and teachers' experiences about the support

of professional development to teachers' implementation of CBC.

5.2.1 Role of professional records in supporting teachers' implementation of CBC

The findings revealed that professional records checking contributed in a limited way to teachers' competence in CBC implementation. It was found that instructional supervisors through records checking ensured teachers prepared their professional records on time. Their perusal and observations improved teachers' knowledge and skills in professional records preparation and teaching aids preparation to ensure effective classroom instructions to support the CBC implementation. It was also revealed that records checking helped teachers to keep appropriate work progress through timely syllabus coverage and ensure learners' continuous assessment. These are important activities in the CBC implementation which were enforced through teachers' professional records checking.

Nevertheless, findings showed that headteachers and deputy headteachers as instructional supervisors had insufficient knowledge of CBC at the inception stage and are still learning and were enrolled in CBC training at the same time as teachers. Therefore, instructional supervisors have insufficient knowledge of CBC professional records preparation and use to assist teachers as expected. This finding implies that teachers might have failed to prepare adequate professional records to support teaching and learning in the CBC implementation in the absence of any other learning alternative.

5.2.2 Role of lesson observation in supporting teachers' implementation of CBC

Findings revealed mainly that lesson observation was beneficial to teachers' competence in lesson planning, lesson delivery, and student assessment. Lesson

observation motivated teachers to well prepare their professional records as a requirement from the TPAD to obtain a good appraisal. Teachers were provided with instructional resources to facilitate lesson planning. On the other hand, it was revealed that lesson observation improved teachers' teaching approach. Again, instructional supervisors' assistance to teachers during lesson observation, enabled them to improve their skills in systematic planning and delivery, preparation, and use of teaching aids, teaching methods, and quality teaching content. Based on instructional supervisors' feedback and comments, teachers were able to do better regarding their classroom activities.

Furthermore, it was revealed that in the context of CBC, the relationship between supervisor-supervisee became encouraging and more friendly despite a few unprofessional attitudes still happening. Supervisors set a good rapport with teachers to guide and support and not harass them. However, the limitations reported were insufficient lesson observation. Lesson observation happened once a term. Besides teachers' workload was another factor that prevented instructional supervisors to carry out effective supervision. Therefore, teachers did not benefit much from instructional supervision since this interaction happened once a term. This implies that if conducted more regularly lesson observation could improve much more teachers' planning, lesson delivery, and assessment skills.

5.2.3 Role of collaborative learning in supporting teachers' implementation of CBC

The study revealed that collaborative learning contributed much to teachers' competence in CBC implementation. It was established that amid challenges encountered by teachers in CBC implementation, teachers willingly shared their

knowledge and expertise to build each other pedagogical competence to enable them to

implement the CBC. Teachers who attended in-service training shared the acquired knowledge with others. By so doing teachers achieved work efficiency. This was revealed in three aspects; coordination of academic activities, ease of work, and collective problem-solving. They came together to discuss and share ideas about their challenges related to lesson planning, lesson presentation, instructional resources, students' assessment, and academic achievements. This led to teachers' development

and effective implementation of the CBC.

On the relationship aspect, teachers developed a sense of togetherness and cooperation. The common challenges encountered about CBC, and the common goal of implementing brought them together and made them supportive of each other. In this supervisory activity, instructional supervisors facilitated teachers' collaboration by

creating a platform for exchange and discussion, creating an enabling environment such as staff meetings, and panel meetings, among others. Equally, they learn together with teachers as they are also CBC teachers.

5.2.4 Role of professional development in supporting teachers' implementation of CBC

The study revealed that professional development programs provided teachers the basic knowledge about CBC. Teachers acquired practical experience through microteaching. In terms of relationships, findings revealed that teachers' interpersonal relationship got strengthened through teamwork. Again, regarding learners, teachers

were encouraged to nurture learners' abilities as one of the principles of CBC.

Furthermore, the study revealed that school champions have been supportive and ensured teachers' continuous learning at the school level. Through their insight,

they helped in the implementation of the CBC. Concerning continuous learning, it was

revealed that teachers engaged in personal research to build their knowledge and skills in CBC implementation.

However, it was found that professional development programs had some limitations related to insufficient training opportunities, incongruencies in training content, and congestion in the training to support teachers' competence in the CBC implementation. The study revealed that teachers failed sometimes to get the maximum knowledge from the training due to the limited time allocated for the training which makes it quite congested. The content was revealed to have some inconsistencies due to the training facilitators' lack of proper qualifications or training. Besides, training

opportunities seemed limited such that some teachers currently implementing the CBC have not attended any training, especially in schools with large teaching staff.

Finally, the finding revealed a need for technological support to facilitate teachers in the CBC implementation. Considering, the contribution of supervision to the quality of education, participants acknowledged its benefits and encouraged instructional supervision to ensure teachers' competence development and the attainment of the CBC goal.

5.3 Conclusion

This section presents the conclusions of the study based on the findings regarding instructional supervision support to teachers in CBC implementation. The session is organized following the four study objectives;

i. Support of professional records checking assisted teachers to prepare and keep their professional records to facilitate teaching and learning in CBC implementation. Nevertheless, the support given to teachers was found limited due to instructional supervisors' inadequate knowledge of CBC.

ii. Lesson observation contributed to teachers' competence in the CBC

implementation, even though some challenges were reported. Teachers improved their classroom instructions through instructional supervisors' observations and interactions with teachers during post-lesson observation. The constructive feedback and shared ideas helped improve the shortcomings in teaching and learning in the CBC. However, the assistance offered to teachers was insufficient due to irregular lesson observation. This happened once in a term during the teacher's termly appraisal as part of the TPAD. Therefore, teachers had little interaction with supervisors to learn appropriately and address the challenges encountered in the CBC implementation.

iii. Collaborative learning assisted teachers to build up their competence in the CBC implementation. It bridged the gap between teachers' pedagogical and content knowledge needs and instructional supervisors' insufficient knowledge of the CBC and busy schedule. Teachers shared and supported each other to

implement the CBC. In this context, instructional supervisors also played the role of facilitators by ensuring teachers met in panels and staff meetings to share and discuss challenges and achievements in the implementation of the CBC. They created an enabling environment to work with teachers and for teachers to collaborate among themselves. In terms of relationships, collaborative learning strengthened teachers' togetherness and cooperation which facilitated the CBC

implementation.

iv. Professional development offered teachers the primary knowledge and skills for the CBC implementation. Through the training, teachers learned and acquired the basic competence to implement the CBC. However, it surfaced that teachers had limited professional development opportunities to learn about CBC.

Seminars and workshops were said to be congested and presented some inconsistencies in the content knowledge. These challenges in a way hampered the effectiveness of professional development programs in supporting teachers in the CBC implementation.

5.4 Contributions of the Study

This session presents the contributions of the study to the various stakeholders given the findings from the research objectives. The study contributed to filling the knowledge gap and contextual gap identified regarding the support of instructional supervision to teachers' *implementation* in the context of the CBC in Kenya. These contributions are articulated as follows:

(i) To the Ministry of Education; the study has provided evidence about the strengths and weaknesses in instructional supervision support given to teachers in the CBC. The findings and recommendations are expected to inform responsive actions to strengthen the capacity of the school head and deputy headteachers as the immediate supporters of teachers in curriculum implementation at the school level.

(ii) To curriculum implementers; the study has also provided evidence about the need to *reinforce teachers' content knowledge, pedagogical* knowledge, and skills as well as interpersonal skills through quality supervision to be able to achieve the CBC goals in Kenya. Quality supervision would require that curriculum implementers include in their program, regular in-service and visit school principals to ensure teachers are adequately supported.

(iii) To the head teachers, deputy head teachers, and teachers; the study has provided evidence about the contribution of professional record

checking, lesson observation, collaborative learning, and professional development programs in enhancing teachers' competence in lesson planning, lesson presentation, and assessment for learning. This finding is intended to encourage instructional supervisors to dedicate time to assist teachers in curriculum implementation. It is also intended to encourage a good rapport between them to facilitate teachers'

mentoring. Finally, findings from collaborative learning are to encourage teachers' continuous development and bridge the gap while supervisors may be unable to assist directly. Teachers will be able to assist each other under the supervision of school principals.

5.5 Recommendations

Based on the findings, the study made the following recommendations;

(i)   The Ministry of Education has to provide the head teachers and deputy-head teachers with adequate training on CBC to enable them to carry out instructional supervision more effectively to support teachers in the CBC implementation.

(ii)   The Ministry of Education through the TSC should review headteachers' and deputy headteachers' teaching and administration workloads to allow them to carry out adequate instructional supervision duties to develop teachers' competence in the CBC implementation.

(iii)   Headteachers in the quality of supervisors should facilitate collaborative learning among teachers by emphasizing panel meetings, and staff collaboration to enable teachers to discuss and reflect on their practice and to build up adequate knowledge and skills in the CBC to ensure the CBC implementation.

Again, head teachers should encourage collaborative learning as a supervisory practice to get teachers to assist each other in a context where headteachers sometimes are caught up in too much workload and fail to offer teachers individual. Although this cannot substitute supervisors' one-on-one support, collaborative learning can be better formalized with specific duties to teachers, time, and reports under the guidance of the supervisors. By so doing, teachers would develop in terms of pedagogical and interpersonal skills to enhance their competence and achieve the CBC goals.

(iv) The Ministry of Education should increase professional development opportunities to enroll all teachers teaching CBC to equip them with the basic knowledge of CBC to facilitate its implementation and the attainment of its goal in Kenyan society.

(v) The Ministry of education through the TSC should hire well-trained personnel to facilitate CBC workshops and seminars to ensure teachers are well-trained for the effective implementation of the CBC.

(vi) The TSC should allocate adequate time to seminars and workshops to give teachers ample time to assimilate the training and be able to implement the CBC effectively.

(vii) The TSC in collaboration with headteachers should create in-school training opportunities to allow the school champions to train teachers at the school level as well as discuss challenges and come up with proactive measures to support the CBC implementation at the school level.

5.6 Area for Further Research

Based on the findings, the study recommended that further research should be conducted on collaborative learning in other contexts in Kenya to establish how well it could be promoted as an instructional supervision technique to support teachers' capacity building in the CBC implementation, and achieve Kenya's vision 2030 and SDG. This could assist in addressing the challenge of insufficient supervision support to teachers due to limited supervisors' staff and supervisors' excessive workloads.

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APPENDICES

Appendix I: Interview Guide for Teachers

Dear respondent,

I am Charlotte Kouame, a student from Moi University pursuing a Master of Philosophy in Education in Research. I am researching the **Instructional Supervision Support to Teachers' Implementation of Competency-Based Curriculum in Public Primary Schools in Uasin Gishu-County, Kenya**. I would like to have an interview with you to find out your experiences about instructional supervision support given to teachers to build up their competence in the implementation of the competency-based curriculum. Your answers will strictly be used for this study and your data will be treated with confidentiality.

For the sake of a fruitful discussion, I would like to share with you the contextual definition of some key terms in the context of this study:

- Professional records checking: Checking teachers' scheme of work, lesson notes to provide feedback and ensure the documents are up to the required standard. Checking of students' notebooks, exercises books, students'

  assessment records to follow up on students' learning progress and provide

  teachers' feedback.

- Lesson observation: Supervisors observing teachers' lesson presentation and engaging discussions after observation to improve teachers pedagogical competence and instructional outcomes.

- Collaborative learning: Supervisors-Teachers and teachers-teachers collaborative work, in group, peers, departmental level, sharing of expertise

- Professional development: seminars, workshop, courses.

Interview questions

1.Would you opine that **checking of professional records** contribute to teachers' competence according to the CBC requirements in the areas below? Share your experience.

Lesson planning ⋯⋯⋯⋯⋯⋯⋯⋯⋯⋯⋯⋯⋯⋯⋯⋯⋯⋯⋯⋯⋯⋯…

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Lesson presentation⋯⋯⋯⋯⋯⋯⋯⋯⋯⋯⋯⋯⋯⋯⋯⋯⋯⋯⋯⋯⋯⋯⋯.

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Student assessment ⋯⋯⋯⋯⋯⋯⋯⋯⋯⋯⋯⋯⋯⋯⋯⋯⋯⋯⋯⋯⋯⋯

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2. Would you say that **lesson observations** have contributed to your competence according to the CBC requirements in the following areas? Kindly elaborate

Lesson planning⋯⋯⋯⋯⋯⋯⋯⋯⋯⋯⋯⋯⋯⋯⋯⋯⋯⋯⋯⋯⋯⋯⋯⋯⋯

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Lesson presentation⋯⋯..⋯⋯⋯⋯⋯⋯⋯⋯⋯⋯⋯⋯⋯⋯⋯⋯⋯⋯⋯⋯

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Students' assessment...

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Interpersonal relationship (Supervisors/colleagues/learners) ....

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3.How has your **collaboration with peers** contributed to your competence according to the CBC requirements in following areas?

Lesson planning ....

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Lesson presentation...

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Student assessment...

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Interpersonal relationship with colleagues and learners······································

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4. If you have participated in **professional development programs**, how have they contributed to your competence in the following areas according to the CBC requirements?

Lesson planning···

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Lesson presentation···

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Students' assessment···

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Interpersonal relationships (supervisors/ colleagues/ learners) ·····················

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5.What will you **criticize/recommend** about the four instructional supervision techniques above discussed for an effective implementation of the CBC?

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THANK YOU FOR YOUR TIME AND USEFUL RESPONSES!

Appendix II: Interview Guide for Headteachers

Dear respondent,

I am Charlotte Kouame, a student from Moi University pursuing a Master of Philosophy in Education in Research. I am researching the **Instructional Supervision Support to Teachers' Implementation of Competency-Based Curriculum in Public Primary Schools in Uasin Gishu-County, Kenya**. I would like to have an interview with you to find out your experiences about instructional supervision support given to teachers to build up their competence in the implementation of the competency-based curriculum. Your answers will strictly be used for this study and your data will be treated with confidentiality.

For the sake of a fruitful discussion, I would like to share with you the contextual definition of some key terms in the context of this study:

- Professional records *che*cking: Checking teachers' scheme of work, lesson notes to provide feedback and ensure the documents are up to the required standard. Checking of students' notebooks, exercises books, students'

  assessment records to follow up on students' learning progress and provide

  teachers '

  feedback.

- Lesson observation: Supervisors observing teachers' lesson presentation and engaging discussions after observation to improve teachers pedagogical competence and instructional outcomes Collaborative learning: Supervisors-teachers and teachers-teachers collaborative work, in group, peers, departmental level, sharing of expertise

- Professional development: seminars, workshop, courses.

Interview questions

1.Would you opine that **checking of professional records** contributed to teachers
' competence in the CBC implementation in the areas below? Share your
experience. Lesson planning ···
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Lesson presentation···.

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Student assessment ··

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2. Would you say that **lesson observations** have contributed to the teachers
' competence in the CBC implementation in the following areas? Kindly elaborate

Lesson planning···

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Lesson presentation·······..···

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Students' assessment………………………………………………………………

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Interpersonal relationship (Supervisors/colleagues/learners) …………………………….

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3.How has **collaborative learning** contributed to the teachers' competence in the CBC

implementation in the areas below? Share your experiences.

Lesson planning …………………………………………………………………………………

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Lesson presentation……………………………………………………………………………..

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Student assessment……………………………………………………………………

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Interpersonal relationship with teachers……………..………………………………………

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4. From your perspective, how have **professional development programs** contributed to the teachers' competence in the CBC implementation in the following areas?

Lesson planning………………………………………………………………………………

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Lesson presentation…………………………………………………………………………

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Students' assessment………………………………………………………………………

……

……

Interpersonal relationships (supervisors/ colleagues, learners) ………………………

……

……

5.What will you **criticize/recommend** about the four instructional supervision techniques above discussed for an effective implementation of the CBC?

……

……

……

Appendix III: Guide for Focus Group Discussion

I am Charlotte Kouame, student from Moi University pursuing a Master of Philosophy in Education in Research. I am researching the **Instructional Supervision Support to Teachers' Implementation of the Competency-Based Curriculum in public primary schools in Uasin Gishu-County, Kenya**. I would like to have a discussion with you for the purpose of finding out your experiences about instructional supervision in developing teachers' competence with regard to the implementation of the

Competence Based-Curriculum. Your answers will strictly be used for this study and your data will be treated with confidentiality.

To enable an effective discussion, I would like to share with you the definitions of some terms in the context of this study:

- Professional records checking: Checking teachers' scheme of work, lesson notes to provide feedback and ensure teachers are able to the documents are up to the required standard. Checking of students' notebooks, exercises books,

  students' assessment records to follow up on students' learning progress and

  provide teachers' feedback.

- Lesson observation: Supervisors observing teachers' lesson presentation and engaging discussions after observation to improve teachers' pedagogical

  competence and instructional outcomes.

- Collaborative learning: Supervisors-teachers and teachers-teachers collaborative work, in group, peers, departmental level, sharing of expertise

- Professional development: seminars, workshop, conferences to update teachers'

knowledge on the CBC. Short courses teachers undertake to improve their knowledge and skills in CBC implementation.

Questions;

1. Could you relate checking of professional record to any competence (Knowledge and skills) you have acquired in the CBC implementation?

2. What are your experiences about lesson observations in support to teachers'

   competence in the CBC implementation?

3. Would you agree that collaborative learning help teachers improve their classroom practices? Kindly share your experiences.

4. What are your experiences about professional development programs regarding the improvement of teachers' competence in the CBC implementation?

5. Have the above 4 instructional supervision technique contributed to your interpersonal competence in the CBC implementation? Kindly share your experience.

6. What will you criticize and/ or recommend specifically about professional record checking, lesson observation, collaborative learning, and professional development in line with enhancing teachers' competence in the CBC implementation?

   THANK YOU FOR YOUR TIME AND USEFUL RESPONSES!

Appendix IV: Informed Consent Form for Participants for Interview and Focus Group Discussion (FGD).

TITLE OF THE STUDY: INSTRUCTIONAL SUPERVISION SUPPORT TO TEACHERS' IMPLEMENTATION OF THE COMPETENCY-BASED CURRICULUM IN PUBLIC PRIMARY SCHOOLS IN UASIN GISHU-COUNTY, KENYA

Investigator(s): KOUAME CHARLOTTE

The institution (s): MOI UNIVERSITY.

Introduction

The researcher is a student at Moi University, Department of Educational Management and Policy Studies in Kenya, pursuing a Master in Educational Research. This informed consent form explains the study to you. After you would have read, any questions you may have, would be answered. Thereafter, you would decide to participate in the study. If you agree to participate in the study, you will be asked to sign this consent form, which you will be given a copy to keep.

This study aims to explore the experiences of headteachers, and teachers about instructional supervision support to teachers in the CBC implementation. This study is being conducted to have an in-depth understanding of the experiences of the participants about the above mentioned phenomenon in Kapsaret sub-county to provide stakeholders evidence-based knowledge to inform decision-making and make context specific recommendations to reinforce the support of instructional supervision to teachers in the implementation of the CBC in Kenya.

A brief description of the sponsors of the research project

The sponsor of this research study is the German Academic Exchange Service (DAAD) in-country in-region scholarships (supported by the German Federal Foreign Office) in partnership with the Centre of Excellence for Educational Research Methodologies and Management (CERM-ESA). Meanwhile, CERM-ESA is a joint project between the Moi University (Kenya), University of Oldenburg (Germany), Nelson Mandela Metropolitan University (South Africa), Uganda Management Institute (Uganda), and the University of Dar es Salaam (Tanzania) also funded by the DAAD through the German Federal Foreign Office.

Purpose:

The purpose of the study is to explore the contribution of instructional supervision to teachers ′ competence in competence-based curriculum implementation in public primary schools in Kapseret sub-county, Kenya. The findings of the study will give in-depth knowledge and understanding about instructional supervisors and

teachers' experiences regarding instructional supervision as a supportive mechanism for the development of teachers' competence especially within the context of the CBC implementation. The insight and the knowledge generated will present the satisfactory practices, the positive influence as well any needs for improvement of instructional supervision.

The study is urgent and relevant for several reasons. The study hopes to contribute to inspiring the various stakeholders to make timely and adequate reforms regarding school-based supervision where necessary to support the effective implementation of CBC.

The knowledge generated is intended to provide the Teacher Service Commission, the head teachers, teachers with the necessary knowledge about the contribution of instructional supervision to the development of teachers' competence considering the

CBC rationale and objectives (KICD framework, 2017) of equipping the national citizens with the 21st century education skills as well as to achieve the national education vision 2030.

The findings of the study are intended to inform the Teacher Service Commission (TSC)'s decisions and actions such as training and workshop content to improve instructional supervision's influence on teachers' development. Secondly, the study will discover any gaps in instructional supervision practices and recommend possible measures to address the challenges. Thirdly, the findings of this research study will help the supervisors and teachers on how to improve school-based supervision in better support of the CBC implementation. It will lead headteachers to conduct effective

classroom visits and facilitated teachers' collaboration as a supervision technique to encourage teachers mutual support, sharing of knowledge. Finally, this study will benefit the upcoming researchers interested in researching the related topic. To them, this research will provide them with relevant literature to be reviewed.

Procedures:

Participation in the study involves a face-to-face interview and Focus Group Discussion which may last respectively for 30 minutes to 1hour. The interviews will be conducted by the researcher and her assistant, audiotaped, and transcribed at the point of data analysis. All answers are of great value. There is no wrong or correct answers. The purpose is to hear your different experiences.

Participants

You have been selected to take part in this study based on the assumption that you have the required information for this study. The study is intended to last for three months. Participants are 32 in total with 12 taking part in the interview and 20 in the Focus Group Discussion (FGD). Interviews will be scheduled on different days and each participant will participate only once.

Risks/discomforts:

There is no foreseeable risk of harm or discomfort that will occur as a result of your participation in this study. The only discomfort will be your priceless time spent participating in the interview or the FGD.

Benefits:

Feedback on the findings and track of progress will be provided to you intermittently. Any new information that affects the study participants (including incidental findings) will be made available to research participants. The findings of the study will be used to improve instructional supervision to support the development of teachers' competence in curriculum implementation to attain quality education in

Kapsaret and Kenya at large.

Confidentiality:

Your information will be treated with total confidentiality. Participants'

identities will be protected using codes to identify them during the data analysis. Only the research team will have access to the data gathered, and access to sensitive and extremely confidential information will be reserved to the researcher. Safety of the information will be ensured by the use of a password to protect the soft copies while hard copy files will be stored using a lock with a key. Interview transcripts will bear no name to avoid identification. Transcripts will be coded and the code's key will be kept

safe. All the data will be destroyed after use if no contentions arise after findings are published. All participants' details will not be published in the findings.

Meanwhile, the study results will be presented as a research paper and published in a professional

journal or presented at professional meetings. It may also be published or in book form.

Alternatives:

Your decision to participate in this study should be free. In case of no participation, you will not lose any benefit.

Cost:

There will not be any additional cost incurred as a result of participating in this study.

Questions: In the event of seeking for more clarification concerning your participation in this study, you can refer to the student/researcher on email: kouamecharlotte7@gmail.com or the supervisors of the student's research project;

Dr. Joseph Lelan (Moi University, Kenya) lelankip@gmail.com

Dr. George Kahangwa (University of Sar Es Salaam, Tanzania) georgekahangwa@gmail.com

Statement of voluntariness:

Participation in the research study is voluntary and you may join of your own free will. You have the right to withdraw from the study at any time without penalty.

If you have any issues about your rights and participation in the study, please contact the National Commission for Science, Technology and Innovation (NACOSTI) through the following addresses: dg@nacosti.go.ke ; Tel: 0713788787/0735404245

Statement of consent

.... has described to me what is going to be done, the risks, the benefits involved, and my rights as a participant in this study. I understand that my decision to participate in this study will not affect me in any way. In the use of this information, my identity will be concealed. I am aware that I may withdraw at any time. I understand that by signing this form, I do not waive any of my legal rights but merely indicate that I have been informed about the research study in which I am voluntarily agreeing to participate. A copy of this form will be provided to me.

Name ···················· Signature of participant····················Date ················...

Name···················. Signature of interviewer·················. Date ················...

Appendix V: Research Budget

Study Tittle: Instructional Supervision Support to Teachers' Implementation of the Competency-Based Curriculum in public primary schools in Uasin Gishu-County, Kenya

Study Period: November /2021-June /2022.

S/N	ITEM	UNIT	Us Dollars	Ksh	TOTAL COST Ksh
1.	**Research Ethical clearance and approval**				
	Moi University Research Ethics Committee (MUREC) National commission for Science, Technology and Innovation (NACOSTI)	1

1 | 500dollars | 56,400.00 Ex.rate @ 112.80 | 56,400.00 |
2.	**Field Research**				
	Digital Voice Recorder	1	50dollars	5,640.00	5,640.00
	Transport	6times	50dollars	33,690.00	33,690.00
	Research Assistant field allowance	30days	500dollars	67,680.00	67,680.00
	Research Assistant's meals and transport.	30days	300dollars	33,840.00	33,840.00
	Participants' Refreshments.	20days	300	33,840.00	33,840.00
	Communication/ Air time.		30	3,380.00	3,380.00
3.	**Stationary**				
	Reams of paper for thesis for examination submission.	5		370	1,850.00
	Reams of paper for Final Submission of the thesis.	4		370	1,480
	Printing costs.	5400pages		3	16,200
	Spiral binding cost.	8copies		240	1,920
	Hardcover binding at the library	8copies		400	3,200
4.	**Editorial work**	200pages	1,360	147,656.25	147,656.25
	Total				**406,776.25**

Appendix VI: Work Plan

Thesis time frame
Academic Year 2021-2022
Student: Kouame Charlotte

Months/ Activities	Start date	End date	Days	Aug	Sept	Oct	Nov	Dec	Jan	Fev	Mar	Apr	May	Jun	Jul
Search and approval of topic	01/08/21	15/08/21	15	▓											
Literature review	16/08/21	31/05/21	288	▓	▓	▓	▓	▓	▓	▓	▓	▓	▓		
Proposal development	01/09/21	01/12/21	92		▓	▓	▓	▓							
Mock defence	15/11/21	15/11/21	1			▓									
Corrections	16/10/21	31/10/21	15			▓									
Proposal defence	29/11/21	29/11/21	1				▓								
Proposal corrections and submission	30/11/21	15/12/21	16					▓							
Clearance and Research permit	16/12/21	15/01/22	30					▓	▓						
Pilot Study	16/01/21	31/01/22	15						▓						
Data Collection and analysis	15/01/22	31/03/22	74						▓	▓	▓				
Discussions of Results	01/04/22	30/04/22	30									▓			
Thesis defense	01/05/22	15/05/22	15										▓		
Thesis corrections and submission	16/05/22	15/06/22	30											▓	
Graduation	16/07/22	30/07/22	15												▓

Appendix VII: Samples of Documents Reviewed

Lesson Attendance

NB: Total number of lessons should exclude public holidays/mid-term and lessons recovered should not be counted as missed lessons

	Total number of lessons to be taught	Actual number of lessons taught	Percentage of lessons taught	Actual number of lessons not taught	Percentage of lessons not taught	Number of lessons recovered	Number of lessons not recovered	Remarks
Term 1	281	281	100%	—	—	—	—	All lessons were taught. All lessons attended to. All lessons were covered
Term 2	239	239	100%	—	—	—	—	
Term 3	169	169	100%	—	—	—	—	
Total								

2.4. Appraisee/Appraiser's Remarks

	Appraisee's Remarks	Sign /date	Appraiser's Remarks	Sign /date
Term 1	There was improvement in Performance.	3/4/2019	Good	3/4/2019.
Term 2	TPAD enhances Performance.	31/07/19	Good	3/07/19
Term 3	Good work.	23/10/19.	Good	23/10/19

Page 11 of 13

		TSC/QAS/TPAD/OBS/REF 2
4. Learner Involvement and Communication (Each 4 Marks = 24)	i Answering and asking question ii Observation iii Discussion and presentation iv experimentation v Field work/presentation vi Discovery/presentation	i. Answering and asking Questions — 0.7 ii. Observation Was observed — 0.8 iii. Discussion — 0.7 iv. experimentation — 0.6 v presentation — 0.6 vi. Prose tata — 0.7
5. Classroom Management (Each 4 Marks =20)	i Arrangement of desks to enable a teacher to reach an individual student ii Moving in class to observe students work iii Marking/checking students in class iv No chorus answers/knowing learners by name v Cleanliness of the classroom.	i. Arrangement of desks to enable a teacher to reach an individual learner. — 0.8 ii. moved in class to observing learners work — 0.7 iii. marked learners work. — 0.6 iv. No Chorus answered and Knowing learners by name. — 0.6 v. Cleanliness of the classroom. — 0.7
Total =100		

To convert to Likert Scale: Marks scored in a performance area are divided by total marks in that performance area then multiplied by five (5). This will give a Likert rating scale of between 1-5. Once these marks are uploaded by the appraiser/observer on TPAD System, the conversion to likert scale will be calculated automatically by the system and reflected on the target number 3 under standard number 1: Professional Knowledge and Practice.

Observer's Summary Report: Good lesson observation took Place.

Observer's Recommendation: improve on the use of teaching aids Use the Manila Papers Cord-Cuts.

Teacher's Signature: Date:	Observer's Signature: _____ Date: 8/12/2021

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otal =100

To convert to Likert Scale: Marks scored in a performance area are divided by total marks in performance area then multiplied by five (5). This will give a Likert rating scale of between 1-5. Once these marks are uploaded by the appraiser/observer on TPAD System, the conversion to likert scale will be calculated automatically by the system and reflected on the target number 3 under standard number 1: Professional Knowledge and Practice.

Observer's Summary Report: Good lesson observation was observed.

Observer's Recommendation: Improve by the use of flash Cards with the words seedlings, fruits.

Teacher's Signature: ____
Observer's Signature: _____
Date: 6/12/2021

...on and a feedback session

Appendix VIII: Research Authorization

MOI UNIVERSITY
Office of the Dean School of Education

Tel: (053) 43001-8
        (053) 43555
Fax: (053) 43555

P.O. Box 3900
Eldoret, Kenya

REF: MS/R/5282/21

DATE: 17th January, 2022

The Executive Secretary
National Council for Science and Technology
P.O. Box 30623-00100
NAIROBI

Dear Sir/Madam,

RE: **RESEARCH PERMIT IN RESPECT OF KOUAME A. CHARLOTTE – (MS/R/5289/21)**

The above named is a 2nd year Master of Education (M.Ed) student at Moi University, School of Education, Department of Educational Management and Policy Studies, School of Education.

It is a requirement of her M.Ed Studies that she conducts research and produces a thesis. Her research is entitled:

"Contribution of Instructional Supervision to Teachers' Competence in Curriculum Implementation in Public Primary Schools in Uasin Gishu County, Kenya."

Any assistance given to enable her conduct research successfully will be highly appreciated.

Yours faithfully,

17.01.2022

PROF. J. K. CHANG'ACH
DEAN, SCHOOL OF EDUCATION

MOI UNIVERSITY
SCHOOL OF EDUCATION
DEAN
17 JAN 2022
P.O. Box 3900-30100, ELDORET

(ISO 9001 – 2015 Certified Institution)

Appendix IX: Research Licenses

REPUBLIC OF KENYA

MINISTRY OF EDUCATION
State Department of Early Learning and Basic Education

Telegrams: **"EDUCATION",** Eldoret
Telephone: **0723315699**
Email: scdekapsaret@gmail.com

Sub County Director of Education,
Kapseret Sub County,
P.O. Box 388-30100,
ELDORET.
12/01/2022

THE HEADTEACHERS
KAPSERET SUBCOUNTY,
PRIMARY SCHOOLS.

RE: RESEARCH LICENCE FOR CHARLOTTE ADJOUA KOUAME (327297).

The above named person is a student at Moi University School of Education. She is currently doing a research entitled CONTRIBUTION OF INSTRUCTIONAL SUPERVISION TO TEACHERS COMPETENCE- BASED CURRICULUM IMPLEMENTATION IN PUBLIC PRIMARY SCHOOLS IN KAPSERET SUB COUNTY, KENYA.

The letter is therefore to notify you that the researcher has permission to carry out the research in your school and should be accorded the necessary support.

12 JAN 2022

VINCENT KIPRUTO KIPTEREI

SUB COUNTY DIRECTOR OF EDUCATION

KAPSARET SUB COUNTY.

REPUBLIC OF KENYA

NATIONAL COMMISSION FOR SCIENCE, TECHNOLOGY & INNOVATION

Ref No: 327297

Date of Issue: 21/December/2021

RESEARCH LICENSE

This is to Certify that Miss.. CHARLOTTE ADJOUA KOUAME of Moi University, has been licensed to conduct research in Uasin-Gishu on the topic: CONTRIBUTION OF INSTRUCTIONAL SUPERVISION TO TEACHERS' COMPETENCE IN COMPETENCE-BASED CURRICULUM IMPLEMENTATION IN PUBLIC PRIMARY SCHOOLS IN KAPSERET SUB-COUNTY, KENYA for the period ending : 21/December/2022.

License No: NACOSTI/P/21/14927

327297

Applicant Identification Number

Proceed.
5|1|2022.
For: COUNTY COMMISSIONER UASIN GISHU COUNTY

Director General
NATIONAL COMMISSION FOR
SCIENCE, TECHNOLOGY &
INNOVATION

Verification QR Code

Proud 5|1|2022

NOTE: This is a computer generated License. To verify the authenticity of this document, Scan the QR Code using QR scanner application.