

**INFLUENCE OF INSTRUCTIONAL SUPERVISION ON IMPLEMENTATION OF  
COMPETENCY BASED CURRICULUM IN PREPRIMARY SCHOOLS IN WEBUYE  
EAST SUBCOUNTY, BUNGOMA, KENYA.**

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**A Thesis Submitted in Partial Fulfillment for the Requirements of the Award of the  
Degree of Master of Education in Early Childhood Development Education of Masinde  
Muliro University of Science and Technology.**

**NOVEMBER, 2021**

## DECLARATION

This thesis is my original work prepared with no other than the indicated sources and support and has not been presented elsewhere for a degree or any other award.

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## CERTIFICATION

The undersigned certify that they have read and hereby recommend for acceptance of Masinde Muliro University of Science and Technology a thesis entitled “**Influence of Instructional Supervision on the Implementation of Competency Based Curriculum in Preprimary Schools in Webuye East Subcounty, Bungoma, Kenya.**”.

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## ABSTRACT

The competency-based curriculum was first offered to Kenyan schools in 2017 as a pilot program, and it was adopted in January 2019. As a drastic departure from the 8-4-4 education system, a new 2-6-3-3-3 system was established in 2017. This new system would require two years in preprimary, six in primary, three in junior secondary, three in senior secondary, and three in university. In the majority of English-speaking countries, the Competency-Based Curriculum (CBC) as an approach has resulted in substantive improvements to curriculum in a particular sector of the educational systems. To reap the full gains of this curriculum, there is need for supervision. Supervision ensures quality of the entire programme. This study therefore set out to establish the influence of instruction supervision on the implementation of CBC in preprimary schools in Webuye East Sub-county, Kenya. The specific objectives for the study were; To establish the extent to which instructional supervision has influenced lesson preparation of preprimary teachers in classrooms in Webuye East sub-county, Bungoma County, Kenya; To establish the extent to which instructional supervision has influenced lesson delivery of preprimary teachers in classrooms in Webuye East sub-county, Bungoma County, Kenya; To establish the extent to which instructional supervision has influenced utilization of teaching and learning resources of preprimary teachers in classrooms in Webuye East sub-county, Bungoma County, Kenya. The study was anchored on the Systems Theory to Educational Management by Kaufman. The population of this study will consist of 316 respondents from Ndivisi, Mihuu and Maraka wards in Webuye East sub-county sampled purposively and stratified random sampling. They include; the 157 head teachers who are charged with the role of supervision, 1 Curriculum Support Officers who coordinate pre-school programmes at ward level, 157 pre-primary teachers, 1 CSO and 1 QASO Officer. A descriptive survey research design was used in the study as this would cater for both qualitative and quantitative data. For Primary data collection questionnaires and interview schedules as well as classroom observation were used. Pearson product moment correlation was used to determine reliability. The quantitative evidence was presented using descriptive statistics such as frequency distribution tables and pie chart figures that displayed the results of the analysis. The findings of the study revealed that Instructional Supervision has a positive effect on the implementation of Competency Based Curriculum. The study recommends more training for preschool teachers on lesson planning of all CBC lesson aspects and records management. The study also recommends employment of more teachers and building of more classes to match the pupil numbers in schools as well as ensure proper lesson delivery. There is also need for the Ministry to come up with a policy document that will guide head teachers on the aspects of Instructional supervision so that it is done systematically. The study has immense significance in the world of academia, besides enhancing the work of pre-school teachers. The study's findings will also help education stakeholders to understand the challenges faced in Supervision of pre-primary schools and this help it acquire a rightful status.

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## ACRONYMS AND ABBREVIATIONS

AKF	-	The Aga Khan Foundation
BVLF	-	Bernard van Leer Foundation
CBC	-	Competency Based Curriculum
CICECE	-	City Centre for Early Childhood Education
DICECE	-	District Centers for Early Childhood Education
ECCE	-	Early Childhood Care and Education
ECD	-	Early childhood developing
ECED		Early Childhood Education Development
EFA		Education for All
InS		Instructional Supervision
KIE	-	Kenya Institute of Education,
MoE		Ministry of Education
NACECE	-	National Centre for Early Childhood Education
QASO		Quality Assurance and Standards Officers

## CHAPTER ONE

### INTRODUCTION

#### 1.1 Background of the study

Pre-primary education (P-PE) is the first stage of organised education. It helps in the grooming of young minds as well as the complex and full growth of infants. This stage of education helps children appreciate the value of learning and discipline by providing them with a structured learning environment. Preschools provide the right atmosphere and resources for young minds to grow and develop, allowing them to reach their full potential. Apart from the regular curriculum, kindergarten education requires a range of activities such as drawing, painting, clay work, craft work, singing, dancing, and other activities to keep younger children engaged in school (Gol, 2000).

P-PE is acknowledged in Kenya as a key lever for achieving Education for All (EFA), Vision 2030, and the Sustainable Development Goals (SDGs). The Fourth Schedule of Kenya's Constitution (2010) expressly delegated pre-primary education control to county governments. Furthermore, every Kenyan kid has a right to basic education under Articles 4(1)(f), 53(1)(6), and 55(a) of the Constitution. According to the Senate County Early Childhood Education Bill (2014), county governments are responsible for ensuring that all children in their jurisdiction, regardless of their economic, social, or religious background, have access to a high-quality early childhood education. Furthermore, county governments are responsible for providing sufficient teaching and learning materials as well as maintaining a suitable learning environment for students at that level. County governments must also offer free and mandatory P-PE, as well as establish programs, legislation, and policies to guarantee that the right to P-PE is fulfilled. Additionally, Session Paper No. 2 of 2015 requires that health and nutritional support be

provided to children ages 0-5 who attend day care facilities, as well as that free and required P-PE be provided (MOE, 2017)

Since 2017, Kenya's preprimary schools have operated and instructed children according to the tenets of Competency Based Curriculum (CBC), a curriculum that emphasizes the nuanced outcomes of a learning process (i.e. the information, abilities, and behaviors to be implemented by learners) rather than focusing exclusively on what learners are supposed to learn in terms of traditionally defined learning outcomes (Kaul, 2002). In the United States of America, the shift to CBC began in the 1970s. As a result, it soon spread to neighboring countries. This curriculum was designed in response to a need recognized in vocational schools and adult education programs. Mounie (2008) stated that while Kenya was on pace to fulfill the MDGS for the education sector, some elements of the curriculum and how it is delivered needed to be revised. One of the driving forces for the development of this curriculum was to address the poor levels of learning exhibited by those who completed and graduated from vocationally focused institutions. The transition from objective-oriented to outcomes-oriented curriculum was regarded as a reaction to these fundamental educational developments and a chance for innovation (DeiBinger & Hellwig, 2011).

The CBC has been revised to incorporate Early Childhood Education Development (ECED) into basic education. Basic education now has two levels (P-PE 1 and 2) that correlate to PP1 and PP2, and subject areas have been renamed learning areas. Each of the following pre-primary learning areas receives a total of 25 weekly sessions: math activities; language activities; Kenya sign language activities; pre-braille activities; environmental activities; psychomotor and creative activities/outdoor activities; and religious education (CRE, IRE, HRE). Literacy Activities and Indigenous Languages/Braille, Kiswahili Language Activities/Kenya Sign

Language, English Language Activities, Mathematical Activities, Environmental Activities, Hygiene and Nutrition Activities, Religious Activities (CRE, IRE, HRE), Movement and Creative Activities, and Pastoral Program comprise the Lower Primary learning areas, with a total of 35 lessons per week (KICD, 2017)

PPE is critical for laying the basis for curriculum and teaching in elementary school. Aghadiuno (2008) demonstrated that a nation's fate is greatly dependent on the quality of basic education provided to its citizens. Thus, what occurs at this level has the potential to make or ruin the entire educational enterprise (Obinwelo, 2008). Monitoring the quality of education, namely the quality of schools, teachers, and students, therefore becomes a critical function of a supervisory system. This monitoring, will enhance their quality. Thus, supervision is a necessary component of a quality monitoring and improvement program. As a result, quality assurance (QA) is a critical function of every nation's educational institutions. According to Ayeni, (2010) enables them to fulfill societal demands for enhanced education service delivery and create the greatest possible learning outcomes that improve people' quality of life

Education QA in its broadest sense refers to a collection of systematic management, monitoring, and evaluation processes used to assess the performance of school administrators, instructors, and students in relation to educational objectives in order to guarantee that heads follow best practices in resource inputs, utilization, and curriculum management in order to create students who accomplish educational goals. Quality Assurance and Standards Officers (QASO) and head teachers supervise the program in schools (internal curriculum supervisors). To perform their tasks effectively, QASOs must possess particular abilities (The Republic of Kenya, 2005).

The Directorate of Quality Assurance and Standards (previously known as the Inspectorate) sends QASO (formerly known as school inspectors) to schools in Kenya to offer comprehensive supervision of the school system. However, in recent years, it has been increasingly common to hear complaints of a declining educational level. Fafunwa rightly remarked in Fagbamiye (2004) that the issue is not the level of education. "What is truly deteriorating is our capacity to satisfy established criteria." This implies that educational standards have previously been set, but practitioners or implementers have frequently failed to ensure that these requirements are reached and maintained. There are organizational patterns in schools and instructional resources that can assist both students and instructors in growing and developing as educators (MoE, 2000).

As a result, several forms of supervision exist, including general, instructional, and clinical supervision. According to Fischer (2014), classroom supervision, also known as instructional supervision, is monitoring students as they learn in class. These measures help to maintain and increase teachers' effectiveness in the classroom. This sort of monitoring involves examining the instructor directly during the teaching process and documenting the instructor's performance. This information is then utilized to assist and coach the instructor in order to help him or her enhance their effectiveness. This type of supervision is occasionally referred to as "clinical supervision" (Okumbe 2006). Recently, Peretomode (2004) distinguishes between two forms of supervision: personnel supervision and instructional supervision (InS). Personnel supervision is the most well-known and observed type of supervision, in which the supervisor takes charge of the school's general operations, instructors, or any other phenomena of interest. Archibong (2010) defines InS as a collection of activities targeted at enhancing student teaching and learning. It necessitates teacher recognition, which aids in establishing a clear direction for

their classroom activity (Khun-inkeeree et. al., 2019). Goldhammer (2008) describes it as the supervisory itprocess that gives teachers with ego support and a mechanism for resolving classroom conflicts in order to aid instructors in growing and developing professionally. InS includes all aspects of a school's teaching-learning process.

Sule et al. (2015) assert that a head teacher is responsible for the creation and maintenance of teacher competency within the school system. The instructional supervisory activities of the school head include checking teachers' lesson plans, scheme of work, pupil notes, teachers' punctuality, teachers' consistency in class, classroom observation, demonstration, conferencing, workshop, microteaching, and moderation of examination question papers and marking schemes. To accomplish these duties, the head teacher must have supervisory power over instructors, enforcing the task and motivating teachers to utilize their abilities effectively, resulting in better education and instructional procedures. The most common method by which teachers and supervisors enhance performance is through cooperation in a formal setting that fosters positive connections (Goldhammer, 2008).

As a result, Fullan and Hargreaves (2015), quoting Hosack-Curlin (2004), note that rather than strictly adhering to prescribed criteria, principals make their own evaluations of the individuals and groups they supervise and develop methods to satisfy regulatory standards. As part of the process of conforming to standards, teachers' supervisors are obliged to report on their employees accurately and unbiasedly in yearly reports or when evaluating a teacher's ability for a leadership role. A summary of each teacher's strengths and weaknesses in relation to the rules' criteria should also be included (Fullan, 2014).



As a new endeavor in Kenya, CBC requires enough InS to guarantee that all required aspects of the curriculum are implemented, and that errors are discovered and remedied. This will go a long way toward guaranteeing educational excellence. In Kenya, the quality of education is determined by how satisfied the community is with the educational services provided. As a result, the Kenyan government has charged the Ministry of Education with preserving and enhancing educational standards. As a result, it is critical to constantly monitor ECE programs, as an individual's educational performance in later years will have a detrimental effect on national development.

According to Van Deventer and Kruger (2003), the supervisory duties of principals include the following: establishing the school mission, administering the curriculum and instruction, overseeing teaching, monitoring, and encouraging student development. It is critical to emphasize that supervision of education can only be considered to be effective if it accomplishes its stated purpose, which is to ensure the delivery of high-quality training. Anything to the contrary indicates that the monitoring program has failed (Eke & Chinweuba, 2012).

In this study, InS has been designed to measure inputs and outputs in education through a set of indicators. For instance, the efficacy of a teaching or learning act is evaluated to see whether it accomplishes the desired goals. Along with fostering teachers' professional development, a complete education supervision program should involve the collection and assessment of educational objectives, educational materials, and instructional techniques. The headteacher's role is to help in the execution of these various instructional actions that will enhance the teaching-learning environment within the input-process-output framework, without which educational efforts will be fruitless (Archibong, 2010). According to Varna and Koutsoulis

(2006), InS can contribute to high-quality education and academic achievement. Students in Sub-Saharan Africa frequently fall behind in their academics, repeat grades, and quit out early (UNESCO, 2012).

Macharia (2016) points that these skills have been lacking in Kenya's preschools due to the government's policy of leaving children unattended for the most of the day. In rural areas, ECDE facilities are sometimes temporary buildings or just take place beneath the shade of a big tree. Commercial considerations trump child development in metropolitan areas. As a result, they may be operated by anyone with no prior expertise conducting ECD. As a result, educational quality has been a serious concern to stakeholders. Although, the Kenya's national guiding policy paper for devolved ECDE is approaching completion, the absence of specific instructions, county-level ECDE authorities are uncertain about their competence to create and implement devolved ECDE policies. Rather than that, given the shortage of devolved finances, ECDE administrators often focus on ensuring equitable resource allocation within their subsector. Historically, the emphasis has been on accessibility, with ECDE classes located near elementary schools and separate ECDE buildings constructed, as well as teachers employed. Certain counties have spent virtually all of their resources on building and employment, leaving little money for instructional materials and inducting, training, and sustaining ECDE instructors. Indeed, county and national authorities have continued to dispute about who is responsible for hiring teachers: the devolved counties or the national level, resulting in several court battles (Macharia, 2016).

With little funding for materials and pedagogical assistance for teachers, it's predictable that the quality of ECDE service in Kenya is at danger (Ngaruiya et. al., 2018). Mesha (2016) observes

that many private academies' early nursery and pre-unit programs are taught using lower primary school texts. To expedite the learning process, infants are actually taught nursery school material. The activity does not finish with the conclusion of the school day. Children as young as three years old are required to complete their schooling. From infant class through pre-unit, there are end-of-term tests. After graduating from pre-school, children are interviewed for primary school admission (Mesha, 2016)

The inspection visits to schools are characterized by a lack of clear objectives and inadequate planning, as stated in the School Management Guide (2000) of the Ministry of Education. The inspectorate seems to prioritize identifying and improving standards and quality rather than conducting inspections. Furthermore, the inspectorate's attention is primarily directed towards administrative and construction systems, rather than the actual teaching and learning process (MoE, 2000). Additionally, the study reveals that inspections of schools that are excessively ambitious are rarely executed, and educators have little faith in inspectors because the majority of them are looking for flaws. On their side, head teachers express worry about low student achievement, deteriorating teaching quality, and student indiscipline. On the other hand, instructors bemoan their head teachers' lack of regard for them as persons, as well as their students' criticism of their work, as well as their insulting and misreading of their needs (MoE, 2000).

These issues are relevant to the new CBC programme and may be resolved amicably via a well-coordinated InS. According to Wiles and Bondi (2002), supervision is complemented by leadership, which assists teachers in counseling, planning, and debating methods to improve the teaching-learning environment at their schools. It is necessary for instructional supervisors and educators to work together in a dynamic manner. Thus, many educators view supervision

in education, or "supervision of instruction," as a means of enhancing classroom instruction and learning (Mohanty, 2008; Thakral, 2015). The researcher sought to ascertain the influence of InS on the implementation of CBC in preprimary schools in Webuye East Sub County.

## **1.2 Statement of the problem**

In Kenya, CBC focuses on seven fundamental competencies: communication and teamwork, critical thinking and problem solving, creativity and imagination, citizenship, digital literacy, learning to learn, and self-efficacy. The acquisition of these skills goes hand-in-hand with the instillation of fundamental principles - love, responsibility, respect, unity, peace, patriotism, social justice, and honesty are some of these essential principles.

When a new curriculum is implemented, it is necessary to conduct periodic assessments as a means of obtaining and reviewing data and to identify problems and alter implementation techniques (Oluoch, 2011). Since the government of Kenya introduced CBC and piloting stage was done in the pre school to Grade 3, in 2018, the new CBC has faced a number of challenges. Teacher Unions, Parents-teachers association and even the MoE, have at some point identified the loopholes in the curriculum. The loopholes if left would compromise the quality of the outcome of the curriculum (MoE, 2000)

Thus, the government through the MoE and County Government have established and implemented a monitoring, evaluation, and reporting framework for pre-primary education facilities (MoE, 2000). Worse still, the much witnessed mode of supervision is general supervision which is more undertaken whenever an issue of concern crops up like school unrests, infrastructural concerns, learners' health, poor pupil performance at the expense of InS which is described as comprising all efforts specifically oriented at establishing, sustaining, and improving the school teaching process. Teachers and supervisors work together to help students

improve their performance (Peretomode, 2004). Ndegwa (2001) observed that select schools and teachers were visited and supervised more frequently than other schools and instructors. Inspectors have a reputation for having harsh colonial connotations and a master-slave relationship. Less effort has been put in monitoring curriculum immediately it's launched a situation which been linked to failure of many ambitious curricula in Kenya.

Namunga (2017) recently investigated the impact of instructional practice monitoring on teaching and learning in Bungoma sub-county secondary schools. The study indicates that different monitoring techniques should be utilized based on the scenario and the person. The study revealed that supervising instructional techniques in Bungoma County secondary schools had a significant influence on teaching and learning in those schools. The study concluded that different supervision techniques should be employed based on the scenario. So the topic of supervision kind, frequency, scope, and supervisor emerges.

On the other hand, Rakama (2018) studied the curriculum supervision training needs of public elementary head teachers in Bungoma West Sub-County. The study indicated that head teachers' knowledge, abilities, and attitudes about capacity building, professional document preparation, instructional resource mobilization, classroom observation, and learner evaluation needed to be assessed. Amukowa and Pale (2020) looked at the challenges of implementing CBC in Kenyan elementary schools. According to the study's results, the curriculum is not being implemented successfully in schools, and students' performance suffers as a result of a rushed and non-systematic planning and implementation process; with the majority of teachers having insufficient training on the curriculum's contents and teaching techniques, which tends to hamper their application of the curriculum's important knowledge and skills. Insufficient approved texts for instructors and students, as well as instructional tools.

From these and many other studies, the subject of supervision of CBC and curriculum implementation is unending. With the inception of CBC, it is notable that the mode of supervision has an influence on curriculum implementation. Many researchers have attempted to investigate the general supervision of CBC, but little has been done on InS, particularly in relation to the success of the newly adopted curriculum and notably in Webuye Sub-County, Bungoma County. In view of the foregoing, the researcher set out to determine the influence of InS on the implementation of CBC in preprimary schools in Bungoma County, Kenya.

### **1.3 Purpose of the study**

The purpose of the study was to establish the influence of instruction supervision on the implementation of CBC in preprimary schools in Webuye East Sub-county, Kenya

### **1.4 Specific objectives**

The objectives of the study will be to:

- i. To evaluate the effect of instructional supervision of lesson preparation on implementation of CBC in pre-primary schools in Webuye East sub-county, Bungoma County, Kenya
- ii. To establish the effect of instructional supervision of lesson delivery on implementation of CBC in pre-primary schools in Webuye East sub-county, Bungoma County, Kenya
- iii. To evaluate the effect of instructional supervision of utilization of teaching and learning resources on implementation of CBC in pre-primary classrooms in Webuye East Sub-county, Bungoma County, Kenya

### **1.5 Research Questions**

1. What is the effect of instructional supervision of lesson preparation on implementation of CBC in pre-primary schools in Webuye East sub-county, Bungoma County, Kenya?

2. What is the effect of instructional supervision of lesson delivery on implementation of CBC in pre-primary schools in Webuye East sub-county, Bungoma County, Kenya?
3. What is the effect of instructional supervision of utilization of teaching and learning resources on implementation of CBC in pre-primary classrooms in Webuye East Sub-county, Bungoma County, Kenya?

### **1.6 Significance of the study**

The research intended to make a contribution to the academic world. Other researchers who may conduct similar or related studies may be able to use the results as a guide, adding to the body of information in the field of supervision.

The findings from this study are to be used by the Webuye East Sub-county education stakeholders to be able to plan and formulate new strategies on ways of improving and promoting supervision with an aim of ensuring maximum curriculum implementation. In so doing this will improve the quality of the outcome of teaching and the CBC curriculum at large.

This research is important in terms of practice because it will improve the role of pre-school teachers and the importance of instructional supervision to professional development. The results of the study will assist Education Stakeholders in better understanding the problems faced in the supervision of pre-primary schools, allowing them to achieve their rightful status. To perfect on supervision, the knowledge can be communicated in conferences, lectures, and trainings. The findings can be used by the QASO to inform the Ministry of Education (MOE) about areas that need to be addressed, especially during the development of policies relating to internal school supervision. These can have a big effect on policy and practice now and in the future.

### **1.7 Assumptions of the study**

According to Theofanidis (2018), assumptions in research can be humbling and empowering especially in the realization that one can be critically limited either by resource or even one's ability to conduct research. Based on the argument above for the sake of this research two main assumptions are stated as follows

The study was carried out on the following assumptions:

- i. That the research instruments yielded sufficient data to enable the researcher get right data for the purpose of the study.
- ii. The respondents selected for the study were honest in providing primary data on role of instruction supervision on the implementation of CBC in preprimary schools
- iii. During the study period there were minimal transfers that affected the sample of the selected respondents in the schools sampled for the study.

### **1.8 Scope of the study**

The study was confined to public preprimary school head teachers and teachers. The study focused on instructional supervision aspect that deals with curriculum implementation by stakeholders in preprimary schools. The study narrows to InS which is a kind of supervision that entails deliverables like; preparation of lessons, lesson delivery, and utilization of educational. These variables were examined in line with implementation of preprimary school curriculum. The study assessed the effect of InS on the implementation of CBC in preprimary schools in Weuye East Sub-County.



## **1.9 Limitations of the Study**

Limitations are circumstances outside a researcher's control that influence the results of a study and its application to other situations, (Best and Kahn, 2008).

Although respondents provided information as they filled out the questionnaire, researchers urged them to be truthful and unbiased in their responses.

Perceptions of InS are very subjective in a variety of ways. This might have had an effect on the expected quality of replies provided by head teachers, teachers, the QASO, and the CSO. The researcher was able to ascertain the current situation as a result of the responses. To minimize biases in the study, the researcher conducted interviews with respondents in specific situations in order to elicit accurate information and diverse perspectives from what was written in the questionnaires.

The researcher focused on head teachers, teachers, QASO, and CSO in his technique. Access to some instructors and head teachers, on the other hand, was challenging. The majority of them were either out of town on official business such as county and sub-county meetings, or were attending various Ministry-sponsored training sessions. They were unable to be reached despite the researcher's several meetings, visits, and follow-ups. As a result, the researcher was left to cope with the respondents' accessible data. However, the study's overall outcome was unaffected by the unreachable responders.

## **1.10 Theoretical Review**

According to Fain (2004), a theory is a structured and methodical collection of interconnected statements (concepts) that describe the connections between two or more variables, with the aim of comprehending a problem or the essence of phenomena. In other words, a theoretical framework is made up of ideas that are connected to one another, such as theories, but are not

necessarily theories themselves. According to Lederman & Lederman (2015), a theoretical framework does not have to be a theory.

This research is based on Kaufman's Systems Theory and Educational Management (1972). The term "system" refers to a group of components or sections that retain some degree of autonomy or individuality but are also integrated into a greater whole. A whole system can be decomposed into components or subsystems. It is necessary to consider the entire problem, operation, or group, as well as its interconnected sub-parts. Additionally, it entails analyzing, selecting, implementing, and monitoring the optimal alternative sequences or interactions between functions or component components in order to accomplish desired results (Landers and Myers, 1977) in Olerbo et al (1992).

Theoretically speaking, education has a number of players. Teachers, students, quality assurance and standards officials, and parents are just few of the individuals that fall into this category. When a single individual fails in his/her function, the system as a whole fails (Olerbo et al. 1992). The Kenyan government is responsible for delivering, promoting, and coordinating education and training through the Ministry of Education. This mandate is carried out at the Ministry's headquarters, county, district, division, zonal, and institutional levels. It is in charge of developing policies, executing programs, building learning institutions, providing teaching personnel, and supervising education in general. To ensure effective program coordination, the Ministry has established a variety of directorates, with QASO being one of the most significant (MoE, 2000)

At the heart of the systems approach to supervision is the relationship between supervisor and supervisee (Holloway, 1995). Holloway describes supervisory interactions as having seven aspects. The dimensions include the client, the trainee, the supervisor, and the institution

(Holloway, 1995). As a result, the supervisory role and duties are prioritized, whereas the other four dimensions represent different contextual conditions that, according to Holloway, have covert influence over the supervisory process. Supervision is seen in every given circumstance as a unique mix of these seven characteristics.

### **1.12 Conceptual Framework**

A conceptual framework is a graphical representation that illustrates the interconnections among the variables being investigated (Mugenda and Mugenda, 2004). The implementation of CBC in preprimary schools is a variable that is influenced by other factors. The variables of teachers' lesson design, teacher lesson delivery, and the utilization of instructional materials are considered to be independent.

In the conceptualization InS of Teachers lesson preparation was studied on measurable likes designing CBC lesson plans, presenting CBC Lessons systematically and lesson planning and teaching time. Teacher lesson delivery was studied based on the teaching/ learning process, lesson delivery methods and learning activities. Utilization of instructional resources was conceptualized with learners' guides, activity text books, teaching aids and digital devices.

The researcher conceptualized that if there was proper InS of the above three variables then it will have a positive impact on the CBC implementation with visible measurable outcomes like timely completion of syllabus, teachers professional development, good pupils performance, strong instructional leadership, frequent monitoring of student progress as anticipated by the curriculum, safe orderly schools and a climate of high expectations for success in schools. All this are expectations of the CBC curriculum.

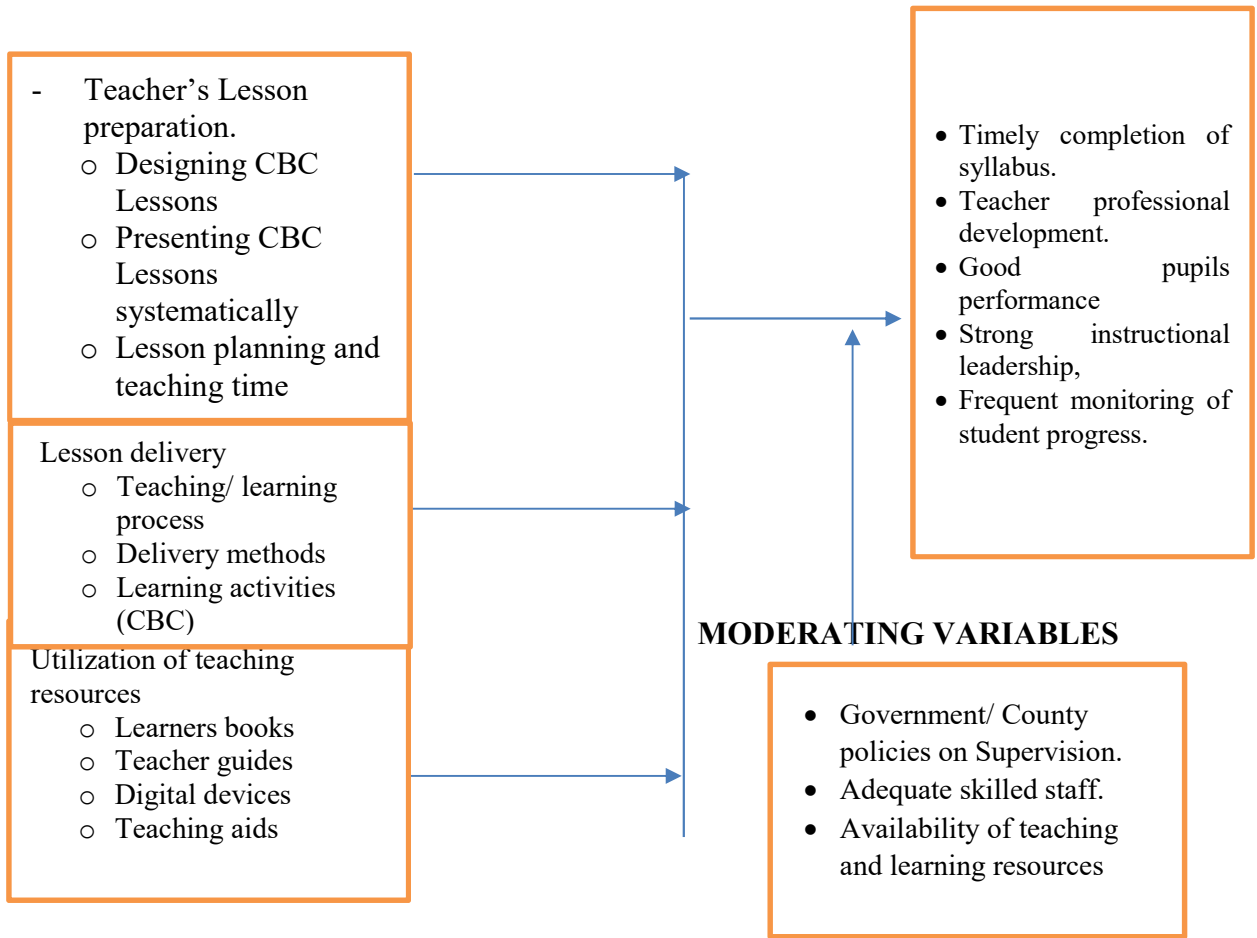
The framework has been developed as follows;

**INDEPENDENT VARIABLES**

**DEPENDENT VARIABLE**

**Instructional supervision**

**CBC Implementation**



**Figure 1. 1: Conceptual Framework**

**Source: Researcher 2021**

### 1.13 Operational Definition of Terms

**Pre-school** – This refers to an elementary institution for children aged 4 – 6 years implementing the competency based curriculum.

**Instructional supervision** refers to intervention by the Head-teacher to improve classroom teaching/learning.

**Effectiveness:** Refers to the ability to bring about the desired changes or to produce the desired results. The positive change is judged by the goals that have been set, such as the performance of the students.

**Head teachers:** School administrators responsible with achieving set objectives and goals. Their role is to influence teachers' instructional behaviors in order to increase students' academic achievement.

**Role:** is a term used to describe the activities or obligations that primary school principals have when managing and directing schools in order to influence academic accomplishment

**Primary School:** The initial level of elementary education that prepares students for secondary school. This level leads to the Kenya Certificate of Primary Examination (KCPE) certification.

**Lesson Delivery:** Lesson delivery is the act of teachers effectively delivering lessons to achieve pedagogical objectives.

## **CHAPTER TWO**

### **LITERATURE REVIEW**

#### **2.1 Introduction**

This section discussed pertinent literature relating to InS on CBC implementation. Under this, the section covers the influence of instructional supervision of lesson preparation on the CBC Implementation, the influence instructional supervision of lesson preparation and delivery on the CBC Implementation, and the influence of instructional supervision of utilization of teaching and instructional resources on the CBC Implementation in Preprimary schools. The section will also discuss theories as the main frameworks that will underpin this study.

##### **2.1.1. Competency Based Curriculum**

IBE-Unesco (2017) describes CBC as a curriculum that places a premium on the complex outcomes of the learning process (i.e. the knowledge, skills, and attitudes that learners are required to apply) rather than on the conventional topic content that learners are supposed to learn. They continue by stating that such a curriculum that is learner-centered and flexible to changing conditions benefits students, educators, and society as a whole. Learners should be exposed to a range of educational activities and contexts in order to acquire and apply information, skills, and attitudes in real-world circumstances. These curricula are designed to emphasize a collection of critical competencies/competencies that may be cross-curricular or subject-specific in nature. According to Jallow (2011), CBC strives to create in learners the capacity to do things, to learn and to learn how to learn and know. According to Maodzwa-Taruvinga and Cross (2012), CBC is regarded acceptable for meeting the country's evolving sociocultural needs, and socioeconomic expectations.

It focuses on the development of required skills, information, behaviors, and attitudes for doing different activities in order to minimize young and graduate unemployment. According to Wangeja (2010), CBC refers to a scenario in which information is produced rather than transferred and past knowledge has an effect on the learning process. According to Young (2009), competence-based education (CBE) is a departure from traditional input-driven education, which emphasizes knowledge growth. It emphasizes the development of skills as a collection of values, attitudes, abilities, and information required to do various activities, rather than the development of particular abilities (Mulder, 2014).

In most English-speaking nations, including Australia, New Zealand, the United Kingdom, and the United States, as well as South Africa and Tanzania, the CBC movement has led in substantial curricular reforms in various sectors of educational systems. CBC made its debut in the United States of America in the 1970s. After then, it swiftly spread to other nations.

In most African countries, CBC adoption is a modification or similar framework from the rich countries. As a result of official instructions or non-governmental groups in the West's support, governments have been forced to comply with the implementation. For example, in East Africa, they were required to sign the East Africa harmonization policies, which mandate that all countries adopt CBC. However, obstacles such as a lack of knowledge and the unique structure of African classrooms have hampered the implementation (Cheptoo, 2019).

Cheptoo and Ramadas (2019) state that Rwanda adopted the Competency-Based Curriculum (CBC) with the aim of fostering educational reform and ensuring that learning is profound, enjoyable, and conducive to the development of habits, ultimately leading to elevated standards and levels of accomplishment. Education and work are directly interconnected, and the CBC acts as a conduit between them. The curriculum framework establishes a connection between

practical application and theoretical understanding, so resolving the dichotomy between declarative knowledge and procedural knowledge. This is intended to boost graduates' capacities and employability skills that enhance the practical application of knowledge. As of now, there are still some debates about whether or not CBC has taken Rwandan society forward as intended, or if it is still (Cheptoo and Ramadas, 2019). Urunana rw'Abarez, (2018) however, acknowledge that supervision is key for the success of CBC implementation in Rwanda. This is done through the Sector Education Officers (SEOs) who oversees monitoring of school leadership in general, supervision and inspection of schools, and professional development of headteachers and teachers in the sector. As per the SEO, effective school supervision plays a crucial role in ensuring the successful implementation of the CBC. As a collective of headteachers in the education sector, they collaborate and organize educational visits between schools. This facilitates the application of lessons acquired from other schools by my headteachers. Furthermore, he emphasized the importance of engaging in discussions regarding difficulties in school management collectively (Urunana rw'Abarez, 2018).

Tanzania developed and used CBC as a result of a training system problem that had a detrimental impact on the quality of graduates in the labor market. There were no specific requirements for the students to meet at the end of the course of study in that generation's education system. However, these has left the stakeholders with one question: can these competences be acquired in a classroom with a large number of pupils, now that CBC has been adopted?

DeiBinger and Hellwig (2011) state that the demand for this curriculum originated in colleges with a vocational concentration and adult education. One of the reasons for creating this program was the unsatisfactory academic performance demonstrated by individuals who



completed and obtained degrees from vocationally focused colleges. The proposal to transition from objective-oriented to outcomes-oriented curriculum was put forth as a means to effectively address these significant educational changes and advancements. The modifications in the curriculum require a fundamental shift in order to meet the demands of the syllabus. Subsequently, the objectives and behavioral statement were substituted with outcomes. Consequently, the teacher's independence in the process of teaching and learning needs to adapt. The sources used are Komba and Mwandangi (2015), Richard and Rogers (2014), and Wong (2008).

### **2.1.2 The Concept of Supervision**

According to Ojelabi (1981), supervision is the immediate and direct direction and control of subordinates in the performance of their duty. There are three primary managerial roles addressed by supervision: direction, immediate guidance and control with a view to the future. On the basis of regular school visits and the provision of specific and constructive advice and encouragement to instructors, Ojelabi (1981) defined supervision as an ongoing and continuous process of personal assistance aimed at improving educational conditions for students. As a result, supervision is a cutting-edge concept that may help student teachers become better instructors. Teachers and schools should get frequent advice and assistance from a supervisor according to the United Nations Educational, Scientific and Cultural Organization (UNESCO, 2007). Education officers play a critical role in supervising teachers' application of school curricula, according to the organization, which goes on to say that most nations have comparable oversight systems.

According to Salesh (2011), in Asian nations such as India, Malaysia, and Thailand, school monitoring has become an intrinsic part and process of school operations. In Australia, Gurr

(1999) observed that many institutions are increasingly depending on in-school or community-based initiatives to supplement, if not replace, external supervision and support in their efforts to reform and innovate supervision.

Bouchamma and Kalule (2013) concluded that teacher supervision ensures that instructors are aware of the obligations they have been entrusted with and that they are kept up-to-date on their teaching methods. Assisting teachers in their efforts to learn from their mistakes and advance in their careers, supervision is beneficial.

Teacher supervision is a contentious issue. Some teachers are reluctant to accept the supervision of their teaching by their head teacher or the person authorized to undertake the supervisory role. InS, according to Olembo, Wanga, and Karagu (1992), comprises all efforts made by school officials to provide leadership to teachers and other important educational personnel in order to improve instructional methods and methods of delivery. The objective of instructional supervision is to guarantee that the educational system meets accepted expectations (Wanzare & Da Costa, 2001). Okaye (2006) describes instructional supervision as a school management method aimed to encourage educators to become more productive and successful teachers.

Muthoni (2012) argues that an increasing number of countries have attempted to reform supervision since the 1990s because of its success in monitoring and improving education quality. According to British law, inspections are primarily intended to collect a variety of evidence, compare it to a set of criteria, and make judgments. Internal and external school supervision, according to Briggs (2012) in his article on quality education in Nigeria, plays a vital role in improving teaching and learning in schools. Effective communication, as well as an enhanced curriculum, are some of the measures he recommends for in order to improve supervision.

Kamindo (2008) stated that many teachers who have been in the classroom for a long time have never attended a course to upgrade their skills. He goes on to say that these teachers are occasionally visited by the dreaded QASO, whose main duty is to guide the practicing teachers. However, according to Kamindo (2005), QASOs only come to schools when there is a crisis, therefore their advise may not be followed and their duties may not be well appreciated. Ndegwa (2001) noted that certain schools and teachers were visited and supervised more frequently than others. Inspectors have a bad image for having colonial undertones and a master-slave relationship.

According to The School Management Guide 1999, one of the duties of the head teacher in Kenyan schools is to oversee classroom instruction and other school-related events. The Kenyan government has prioritized the supervision of schools and teaching methods through Education Commissions, the Basic Education Act (2013), and various government investigations. Conduct unannounced inspections of schools at any given moment and submit their observations to the Director of Quality Assurance & Standards (MOEST, 2000). The Education Act of 2013 highlights the importance of instructional oversight by creating the requirements and Quality Assurance Council (ESQAC). The ESQAC is responsible for evaluating teachers and ensuring that education in basic education institutions meets high quality requirements and remains relevant. In addition to the Education Act (2013), the cabinet secretary for Education and Teachers Service Commission, along with other national quality assurance bodies and county education boards, are authorized under this legislation.

A few inspectors, according to Kamuyu (2001), treat teachers as outsiders. Some inspectors, according to Kamuyu, visit schools to annoy teachers instead of helping them address the difficulties and issues that teachers face in the course of their work. Inspectors and teachers

have also had a difficult time getting along, according to her observations. Teachers, according to Ndegwa (2001), find inspections stressful because of the unknown.

Additional essential objectives of supervision may encompass assisting educators in increasing their job performance, as well as providing ethical, career-advancing, and leadership-oriented counsel. To enhance student learning outcomes and attain high academic achievement and success rates, instructional supervisors should prioritize the implementation of effective teaching methods and strategies (Southworth, 2002; Nolan & Hoover, 2004; Zepeda, 2007). Studies have demonstrated the significance of supervision in education, particularly in relation to teachers' work performance and professional development (Blasé & Blasé, 1998; Sullivan, Glanz, 2000; Sergiovanni, Starratt, 2002; Glatthorn, 2007; Tshabalala, 2013).

As per several researchers (Mohanty, 2008; Marecho, 2012; Panigrahi, 2012; Thakral, 2015), supervision in education maintains the original meaning and overarching concept as outlined by Douglass and Bent (1953), which is "to oversee, direct, guide, and encourage the actions of others with the aim of enhancing their performance." This applies to individuals in positions such as school principals, school administrators, educational administrators, and those responsible for overseeing education at different levels or sectors. Within a school environment, there are essential differences between the scholarly and managerial responsibilities of supervision. Supervisory tasks encompass overseeing instruction and aiding instructors in enhancing the teaching and learning process. Evaluating students' performance on assessments and examinations, reviewing program objectives, and several other tasks. Supervisory roles can involve overseeing the management of school infrastructure and resources (Thakral, 2015). Supervision, as defined by Igbo (2002), encompasses the activities of aiding, guiding, advising, and nurturing the development of subordinates with the aim of enhancing the caliber of their

work. Supervision involves promoting the advancement and progress of instructors, choosing and modifying educational goals, instructional resources, and teaching techniques, and assessing instruction (Ogakwu, 2010).

Almost universally, there exists some type of educational oversight. During the initial implementation of public education, emerging nations utilized it as a means to establish a shared language and culture. Uniform rules and regulations were enforced throughout all educational institutions through supervision (De Grauwe, Anton, 2005). When a teacher views themselves as having a developmental purpose rather than simply conveying knowledge mechanically, they are fulfilling a role (Butin, 2004). One of the duties of a teacher is to provide individual pupil assistance. The teacher should enhance the class by implementing group tasks and fostering conversations, aiming to enhance the students' performance accordingly (Butin, 2004).

## **2.2. Instructional Supervision and lesson planning in CBC Implementation**

According to Wanzare (2013), instructional supervision is a sort of quality assurance in which school management and QASOs keep tabs on how students are learning in the classroom. It is a process of overseeing the work of others to guarantee compliance with bureaucratic regulations and procedures, as well as maintaining loyalty to higher authority. Wanzare (2006) asserts that principals hold the highest position of leadership in their schools and play a crucial role in establishing and maintaining a successful educational institution. Ayeni (2012) states that supervisors perform instructional supervisory tasks, including monitoring instructors' attendance, guaranteeing sufficient production of class notes, and verifying adequate preparation of scheme of work and record of work.

A lesson plan is a documented outline of the instructional process, encompassing comprehensive explanations of the materials, methodology, duration, and educational setting, along with strategies for evaluating student advancement (Farrel, 2012). According to Williams (2005; p.), teachers receive guidance on which resources to utilize and how to utilize them through lesson plans. Teachers must prioritize making sound decisions and engaging in effective planning to proactively mitigate student resistance during the teaching process. A lesson plan can assist a teacher in efficiently managing their lessons by customizing it to the learner's specific needs and abilities (Naimieet et al, 2012).

Mulenga and Kabombwe (2019) provide irrefutable evidence that in nations where CBC has been implemented, educators possess an inadequate comprehension of the curriculum's prerequisites. As a result of the lack of reliability, competences have been simplified to a checklist, learning objectives, or mastery of outcomes. This has hindered the prospects of success for the innovation.

Waweru (2018) states that the lack of teacher preparation and training is a major obstacle to the successful implementation of the new curriculum. Teachers questioned by Waweru expressed frustration with their inadequate expertise in creating the required worksheets for the Competency-Based Curriculum (CBC). The task of creating lesson plans for all courses was considered an extra burden that disrupted instructors' already overwhelmed instructional schedule (Koskei & Chepchumba, 2020). According to Koskei and Chepchumba (2020) and Njeru and Itegi (2018), teachers play a vital role in implementing any school reform initiative. Effective training and skill enhancement will mitigate the current scarcity of teachers in the country.

Momanyi and Rop (2019) suggest that this could result in instructors not fully embracing the new pedagogies that incorporate the Competency-Based Curriculum (CBC). Although the discovery process is essential in CBC, teachers have faced criticism for failing to implement it. Although teacher-centeredness is often favored, the majority of schools do not offer personalized instruction, which is understandable considering the classroom sizes. If CBC fails to adapt effectively, it will ultimately have a negative impact on its goals, particularly by failing to achieve the objective of discovering and nurturing learner abilities and skills.

There need to be no contradiction or disagreement between the methods used for teaching and those used for learning. KICD (2017) states that teachers must make a deliberate effort to include elements of the Competency-Based Curriculum (CBC) such as basic skills, relevant and current issues, values, extended learning activities, and significant inquiry questions. Teacher trainees in grades one and two were required to fulfill this requirement. According to Coppole et al. (2004), a teacher who wants to be effective will always use a reflective lesson plan when teaching. Rugambuka (2012) asserts that within a CBC, a proficient educator possesses the capacity to premeditate and structure the content to be taught, taking into account the learners' abilities and ensuring clarity and relevance. Additionally, the teacher is responsible for arranging and gathering teaching and learning materials, delivering concepts and skills in a systematic manner, and preparing the necessary resources. In addition, the instructor should choose, create, and apply appropriate evaluation methods to evaluate the teaching and learning process and establish links between the many components involved.

According to Sule et al. (2015), the responsibility of developing and maintaining teachers' competence in the school system lies with the school principal. The instructional supervision activities conducted by the school head encompass various tasks, such as reviewing teachers'

lesson plans, schemes of work, and pupil notes. Additionally, they assess teachers' punctuality and consistency in the classroom. The school head also engages in classroom observation, demonstration, conferencing, workshops, microteaching, as well as moderating examination question papers and marking schemes. In order to achieve these goals, it is imperative for the school principal to possess the power to oversee the implementation of tasks and to motivate instructors to utilize their skills as necessary. This will ultimately lead to the improvement of instruction and instructional processes.

Waweru (2018) suggests that the Ministry of Education should give high importance to professional development programs that help instructors in understanding the syllabus, creating work plans and lesson plans, and maintaining records that can track changes in knowledge and teaching methods. Either the teacher should undergo retraining or it is necessary to provide in-service courses. The teacher now assumes the role of a facilitator or coach for the students (Waweru, 2018). To ensure that the requirements of their students are met, teachers must adhere to the CBE (Curriculum-Based Education) guidelines when creating teaching and learning materials. Teachers must also design exercises that are suitable for the aptitude of their students. Engagement is an essential element of every educational endeavor. The instructor is responsible for establishing an interactive learning environment and devising strategies for acquiring several resources.



### **2.3 Instructional supervision and Lesson Delivery / Presentation in CBC Implementation**

Lesson delivery is a pedagogical approach used by teachers to successfully impart lessons and achieve educational objectives. In order to foster student engagement during lesson delivery, it is essential to establish explicit goals for these assignments and ensure that the speed is appropriate for the students' individual skill levels. A comprehensive lesson plan should incorporate both content-based and language-based activities, with clearly defined objectives for each of these tasks. Acquiring knowledge is a tough task. It can be described as a modification in mindset; a relatively enduring alteration in behavior over time that is influenced by acquired information. Learning can be achieved through the acquisition of new skills, principles, perspectives, knowledge, facts, and information. Various educational methods can be employed to enhance learning since they engage, inspire, and concentrate learners' attention for a short duration throughout the teaching process (Adeyanju, 1997).

According to Berthelsen and Brownlee (2005), the qualities of both children and instructors have a substantial impact on the learning process in pre-school curricula activities, despite the wide range of learning opportunities provided. In order to maximize the benefits of the curriculum, it is essential to employ effective teaching methods and processes (Zembar, 2012). Turul (2012) asserts that preschool children exhibit enhanced learning outcomes when exposed to environments that offer abundant stimulation, enabling them to get authentic experiences and observe and engage in diverse situations with peers of similar age. Preschool children acquire knowledge through the processes of observation, active listening, and active participation. The foundation of this perspective is centered around the concept of "active participation" (Rogoff

et al., 2003). This facilitates greater engagement of youngsters in the learning process (Dunphy, 2012).

Furthermore, MEB (2013) emphasizes the need of children actively and effectively engaging in the learning process, while also being able to adjust their learning strategies to unfamiliar circumstances. The recognition of the importance of children's participation in the learning environment was affected by the implementation of activities in the classroom that catered to their specific needs (Berthelsen and Brownlee, 2005; Johansson and Pramling-Samuelsson, 2006).

In their study, Hännikäinen and Rasku-Puttonen (2010) examined the role of pre- and primary school instructors in promoting children's engagement. They found that these instructors employ predominantly academic methods to foster participation. Preschool teachers foster children's inquisitiveness and enthusiasm for learning through engaging them in interactive activities and utilizing creative and game-oriented approaches.

In their study, Valerie, Shanta, and James (2012) found that students had a preference for professors who demonstrated a high degree of clarity in their teaching, actively involved students during class, established strong connections with students through warmth, passion, and inspiration, and effectively motivated them to achieve their goals. Teachers can enhance their capacity to align with learners' reported preferences about teacher instructional skills through various approaches.

Perez and Clem (2017) argue that in CBC, the focus moves from knowledge to the attainment of competences. It promotes a broader interpretation of the process of gaining and demonstrating skills. This implies that conventional teaching methods that focus on the teacher are no longer adequate, and that new collaborative teaching approaches are necessary. CBC

modifies the predetermined roles of both teachers and students. Teachers should assume the role of facilitators, granting learners the autonomy to direct the learning process. The learners actively engage in the process of generating knowledge. As supported by Zainan (2019), the study highlights the need of instructors assuming the role of coach, even when professors were clearly unable of fulfilling this role. Biemans et al. suggest that the implementation of CBC in western countries necessitates a more comprehensive operationalization of the teacher's role inside their classes.

Kafyalulo (2012) asserts that the instructor plays a pivotal role in the process of teaching and learning. Their demeanor and signs of a change in perspective were especially noteworthy, since learners were anticipated to perceive them as exemplars for the ideals of the new curriculum. The emphasis lies on the proficiency of teachers in delivering Competency-Based Curriculum development. In order to ensure a seamless transition to CBC, educators must carefully choose appropriate instructional materials. Various methods are employed to prevent the establishment of a monopoly in the classroom. The instructors should act as facilitators, promoting learners' engagement and interaction by providing sufficient knowledge and minimum supervision (Kafyalulo, 2012).

A report from Tanzania indicates that teachers have faced difficulties as a result of insufficient knowledge regarding the aims of the CBC. There has been a decline in student participation in classroom activities and a lack of compliance with assessment criteria. In addition, teachers have not adequately adjusted to the new assessment methodology. Research findings indicate that there was an equal distribution of compliance between formative and summative evaluation procedures, with a 50-50 split. Mulenga and Kabombwe assert that teachers should utilize diverse modalities of education and assessment to guarantee that students derive individual

benefits and achieve tangible progress. The limited capacity of the learning environment in public education due to the ratio of learners to teachers presents a chance for the government to offer training and employment to more teachers (Mulenga & Kabombwe, 2019).

KICD (2017) states that rubrics are used to attain learning outcomes. A rubric is a set of evaluation criteria derived from a particular domain of knowledge and intended to assess learners' capacity to understand and successfully complete a task. The instruction expected the teacher to assign their own rating, such as outstanding, good, meeting expectation, or below expectation, based on the learner's ability to successfully demonstrate competence. Educators can gather proof of a student's acquisition of a particular skill by employing assessment rubrics in various learning environments, including both formal and informal settings. These rubrics can be utilized in activities such as observation, questioning, extensive assignments, peer and self-assessment discussions, demonstrations, projects, portfolios, and performances. Additionally, educators can create success criteria and rubrics to aid in the evaluation process. (Source: Jeng'ere, 2017)

#### **2.4. Instructional Supervision and Teaching / Learning Resources in CBC implementation.**

Instructional tools serve as the main method of communication in the classroom for the purpose of facilitating effective teaching and learning (Mundia, 2017). Teaching and learning cannot be accomplished without the utilization of instructional resources. These educational tools effectively engage learners and facilitate the exploration of their own abilities and potential through self-discovery (Adedapo, 2006). In 2017, Mundia, a CSO, notified teachers that curriculum designs had been sent to schools during a teacher training event focused on the competency-based curriculum. However, the books used by students and the instructions used

by teachers have remained unchanged. Teachers were expected to modify their teaching methods to align with the designs and content of the old textbooks (K.I.C.D, 2017). It is vital for students to acquire the skills to proficiently utilize instructional materials and digital technology in order to ensure lasting and advantageous transformations. To do this as a teacher, you can incorporate focus and drive, conduct preliminary observations, incorporate appropriate techniques and approaches into the lesson, and subsequently summarize, evaluate, and assess it at the conclusion of the class (Gagne, 2010).

In order to optimize child development, preschools must ensure that their learning programs are bolstered by both social and physical aspects (Loebach, 2005). Establishing a harmonious relationship between the social and physical environment in preschool is crucial for attaining preschool objectives (Abbas, Othman & Rahman, 2010). In order to establish a favorable social environment in preschool, teaching programs need to be designed in a way that aligns with the created environment, and vice versa. Teaching and learning activities should not impede access, but rather utilize the facility as intended. Well-designed preschools, characterized by robust spatial and aesthetic qualities, effective safety elements, and suitable materials, finishes, and furniture, enhance conducive teaching and learning environments. An optimal child's development and learning can be achieved by taking into account both components of the learning environment.

In a study conducted by Makunja (2016) on competency-based education (CBE) in Tanzania, it was discovered that instructors faced obstacles due to a dearth of educational resources, which differed across different institutions. When learners have access to suitable learning and teaching resources, they can actively engage in the process of learning and teaching. Implementing the

CBC in Rwanda has faced significant obstacles, with the scarcity of teaching resources being seen as a major obstacle (Urunana, 2018).

Adeyemo's (2012) study conducted in Lagos, Nigeria, revealed that the presence of physics teachers and laboratory facilities significantly impacts the academic success of physics students. The study conducted by Olatunde and Otieno Omondi in Bondo district demonstrated the significance of classroom/laboratories and stationery/teaching aids in relation to learning resources and mathematical performance. Yadar (2007) and a UNESCO report (2008) have found that the availability of teaching and learning resources, such as textbooks, classrooms, teaching aids (chalk and board), stationery, and laboratories, significantly affects students' academic achievement.

Romano (2014) and Okoro (2004) found that instructional supervisors who identified and suggested suitable instructional resources to teachers in order to enhance the implementation of a particular curriculum significantly enhanced teachers' instructional proficiency. The successful utilization of instructional tools enhances a teacher's ability to communicate information to pupils accurately, appropriately, clearly, and comprehensibly (Saglam, 2011). According to Ballantyne and Packer (2009), learning through experience resulted in higher levels of engagement, effectiveness, and long-lasting learning. The students placed greater importance on experiential learning, where they actively participated and observed, compared to receiving instruction from the teacher. Even after three months, the students had better recollection of the hands-on experiences rather than the instruction given by the teacher.

Gautam (2015) asserts that the absence of sufficient teaching and learning materials hinders the effectiveness of both teaching and learning. This principle also applies to the execution of a curriculum. In order to ensure the proper and planned implementation of the curriculum, it is

essential for the government or Ministry of Education to supply schools with sufficient resource materials, including textbooks, teaching aids, and stationery. This will enable instructors and students to effectively carry out their assigned responsibilities during the curriculum implementation process. Gautam (2015) further argues that the central government should furnish physical amenities such as classrooms, labs, workshops, libraries, and sports grounds to create a favorable atmosphere for curriculum implementation. The implementation of a curriculum is significantly influenced by resources, including the accessibility and caliber of materials and suitable facilities.

Teaching aids are essential in lessons and can be acquired either from local sources or through retail purchases. The Kenyan government mandates the provision of various amenities such as schools, restrooms, food storage places, dining areas, and food handling facilities as part of its infrastructure requirements (R.o.K. 2018). It is the duty of educators to exhibit and protect all educational resources. It is imperative for the school to guarantee the security of the PCs, LCDs, and other electronic equipment. However, the act of getting rid of the instruments can provide challenges. The teacher, in alignment with contemporary reforms, intends to implement educational activities that are specifically designed to cater to the aptitudes of particular students. The consideration of class size is also important. As a result of a government directive requiring a full shift to basic education, classes for pre-primary and primary school kids in Kenya may consist of 60 to 70 students. This raises doubts about the kids' ability to obtain sufficient resources. The utilization of instructional and educational resources should foster the acquisition and refinement of students' skills and abilities.

The fluidity of the implementation challenge has been worsened by the gaps and delays in the production of instructional resources by publishing corporations (Momanyi & Rop, 2019; Ondimu, 2018).

Many schools fail to fully utilize the subject of Digital Literacy (DL), despite its crucial importance. According to Komba and Mwandanji (2015), it is recommended that instructors undergo ongoing training and reskilling through in-service and online programs. This is to ensure that they remain up-to-date with the latest and most successful teaching strategies and document preparation methods. In addition, the lack of equipment, preparedness of teachers, and availability of virtual support are all possible obstacles to implementing distance learning at the elementary level (Maina & Rosemary, 2019; Njeru & Itegi, 2018; Ondimu, 2018).

## **2.5. Summary of Literature and Gap identification.**

Based on the literature review, instructional tools are believed to offer a variety of experiences during the session, therefore minimizing monotony and boredom. The Facilitators Training Manual for Early Years Education (2017) mandates that teachers create comprehensive and integrated lesson plans. Nevertheless, Otieno (2017) from the ENEZA Foundation, an external evaluator of the new curriculum's implementation, expressed apprehension over teachers' prolonged planning process due to insufficient direction about the incorporation of new elements.

The issue of assessment during lesson delivery is key and teachers have been trained on how check and assess pupils through rubrics and have further been allowed give different ranks as stated in the literature review (KICD, 2017; Jeng'ere, 2017). However, what is not clear is how the teachers will be supervised and guided when making the assessments and giving the



expected ratings like excellent, above expectation e.t.c. This leaves a big gap that warrants a deeper study to see how this guided and done by teachers while carrying out lesson presentation and delivery.

Learning materials aid in the development of learners' powers of observation, creativity, and reasoning, particularly when they manipulate and handle real objects. De-Lay (2010), advised that instructional materials should be made available through different tools such as books, videos, flip charts and realia. Facilitators Training Manual on the CBC (2017) requires teachers to adapt instructional materials and use them alongside curriculum designs. This is because CBC instructional materials had not been so far distributed to schools.

## CHAPTER THREE

### RESEARCH METHODOLOGY

#### 3.1 Introduction

The following sections of this chapter outline the research methodology that will be implemented in this investigation: research design, variable descriptions, study location, study population, sampling techniques, and sample size. The chapter additionally covers data collection instruments, a pilot study, the validity and reliability of the instrumentation, data collection procedures, data analysis, and ethical considerations.

#### 3.2 Research Design

This study employed a descriptive survey research design. This method entails questioning a sizable group at once, including principals, instructors, and students, regarding a specific topic. The purpose of the survey is to delineate current circumstances, establish benchmarks for assessing current conditions, and investigate potential correlations among potential incidents. According to Bueno (2016), descriptive research is the methodical and precise depiction, over a specified time period, of the characteristics and attributes of a population or region of interest. The prevailing method of gathering information is descriptive research, which employs techniques such as observation, unstructured interviews, and questionnaires.

Cohen, Manion, and Morrisson (2000) define descriptive survey research as an investigational procedure that collects data via questionnaires in order to address inquiries pertaining to the subject matter. Information from groups of respondents may be gathered through the use of a questionnaire or an interview (Creswell 2003). Descriptive survey designs are employed in preliminary and exploratory investigations to facilitate the collection, summarization,

presentation, and interpretation of data for the purpose of enhancing understanding (Bordens & Abbott, 2011). In order to ascertain perspectives and understanding regarding the impact of instructional supervision on curriculum implementation, data were gathered using a cross-sectional methodology.

### **3.3 Location of study**

The study was carried out in Webuye East Sub-county. This sub-county is found in Bungoma County located within Latitude 0.56 and Longitude 34.56. The main economic activity is farming. Other sub-counties in Bungoma County include; Mt. Elgon, Sirisia, Kabuchai, Bumula, Kanduyi, Webuye West, Kimilili and Tongaren. Webuye East sub-county is a home to 3 Wards namely, Ndivisi, Muhuu and Maraka. The entire sub-county has a total of 157 Pre-schools spread as follows; Ndivisi – 48 schools, Maraka – 69 schools while Muhuu has 40 schools. This means the sub-county is an area with full interest in academia. According to the sixth learning assessment report for Kenya by Uwezo, learning outcomes have not improved significantly: only three out of ten children in Class 3 are capable of completing assignments from Class 2. Uwezo (2019) reports that, on average, one in ten children attending primary schools in Kenya completes Class 8 without possessing the fundamental competencies that are expected of a child who has completed Class 2. The report was a pointer to the picture of the preprimary schools under the new curriculum. The results implicated Bungoma County being one of the affected counties. The researcher therefore purposively selected the area to carry out this study.

### **3.4 Target population**

The term "population" denotes the entirety of the individuals or entities of significance that the investigator wishes to examine or assess (Sekaran, 2013). In contrast, Kothari and Gang (2014)

argue that it constitutes a tangible depiction of the population, encompassing all potential units that might comprise a sample. The population of this study will consist of all the 157 public preschools in Maraka, Mihuu and Ndivisi wards of Webuye sub-county, Among those in charge of supervision are head teachers, Curriculum Support Officers, who coordinate pre-school programs, pre-primary teachers, and QASO Officers, who are in charge of quality assurance in educational institutions.

### 3.5 Sample and Sampling Procedures

Sampling is the method of selecting a subset of a population that accurately reflects the characteristics of the complete population. The table 3.1 displays the number of samples and the methods employed for sampling.

**Table 3. 1: Summary of Sampling design, Population and Sample size**

<b>Description</b>	<b>Population</b>	<b>Sample size</b>	<b>Sampling Procedure</b>
Pre- school head teachers	157	157	Census
Teachers	157	157	Random Sampling
Curriculum Support Officer (CSO)	1	1	Census
QUASO Officer	1	1	Census

The study set out to collect both qualitative and quantitative data from respondents. The study included 157 pre-school head teachers from all of the study area's schools, as well as 157

teachers from the same schools. 1 CSO and QASO Officers are among the participants in the study. Census sampling was used to sample schools, head teachers, CSO, and QASO, whereas random sampling was used to sample teachers. Teachers were approached at random and asked to participate in the study by the researcher owing to the fact that each school had varied number of teachers handling the PP2 and Preprimary section.

Head teachers play a critical role in this study since they serve as instructional supervisors in their schools. They are responsible for supervising the curriculum, monitoring students' academic achievement, instructors' professionalism, and the supply of instructional resources to both teachers and students.

CSOs work for the Teachers Service Commission, whereas Quality Assurance and Standards Officers (QASOs) inspect the quality of teaching and learning on behalf of the Ministry of Education. Their participation was warranted due to their possession of relevant knowledge regarding the instructional supervision role of the superintendent. They are responsible for upholding school standards, which include, among other things, the implementation of the curriculum, the professionalism of teachers, the academic performance of students, and the development of teachers.

### **3.6 Data collection instruments**

The questionnaire and interview were used as research tools. The Questionnaire was the primary data collection tool. Questionnaires, according to Mugenda and Mugenda (1999), provide efficient results to complex situations and are hence the most successful.

#### **3.6.1 Questionnaires**

Questionnaires are particularly well suited as a monitoring tool for assessing the extent to which developmental programs' outcomes and consequences are accomplished (Ille et al., 2019). Questionnaires are appropriate since they can be used to reach a big sample of people who are within reach and willing to comply in a short period of time (Orodho,2004). Teachers have the freedom to write about their views and opinions.

Self-administered questionnaires, according to Smit (2016), can be used to overcome the limitations of interviews, such as participants' apprehension and refusal to submit information for fear of releasing sensitive information. The presence of the interviewer during the interviews may have an impact on the respondents' impression of a question or the response given.

Two questionnaires, each of which had 19 items, were developed for head teachers (see appendix III) and preschool teachers (see appendix II). They were subdivided into three sections. The first section included questions regarding the respondents' demographic characteristics. Sections two, three, and four featured closed-ended questions that required either preschool instructors or head teachers to select the appropriate choice on their respective surveys. Additionally, open-ended questions requesting explanations and personal opinions were added to elicit any extra information shared by respondents. The questionnaire included a five-point rating scale of Strongly Agree, Agree, Undecided, Disagree, and Strongly Disagree to represent the range of opinions expressed by preschool teachers and head teachers about various aspects of InS and curriculum implementation.

### **3.6.2 Interview Schedule**

Semi-structured interviews were used to gather qualitative data from key informants such as CSO and QASO personnel. The interviews carried questions from all the objectives of

the study but organized in a way that brings the views of the target respondents. The questions were designed to be open-ended, allowing respondents to provide as much information as they wished. The semi-structured interviews also resulted in the emergence of new themes. The researcher preferred interviews since they are flexible and they had a better response rate than mailed questions and the people who cannot interpret the questions are well guided by the interviewer. By highlighting the importance of a particular research subject, an interview provides for a more in-depth investigation of a topic, allowing respondents to supply more extensive and honest information (Mugenda,2003).

### 3.6.3 Observation Checklist

Observation check lists are a list of items systematically recorded or checked off by the observer (Saunders & Thornhill, 2012). Observation checklist saves time for data collection. This research tool was used to collect data on Lesson preparation, lesson delivery and learning resources in the study schools. Data collected through observation checklist was analyzed through descriptive statistics.

**Table 3. 2: Summary of the Study’s Target Population, Sample, Sampling Procedures and Data collection tools**

<b>Description</b>	<b>Population</b>	<b>Sample size</b>	<b>Percent</b>	<b>Sampling Procedure</b>	<b>Data Collection instruments</b>
Schools	157	157	100	Census	Questionnaire
Pre- school head teachers	157	117	100	Census	Questionnaire
Teachers	157	157	100	Random sampling	Questionnaire/ Observation

Curriculum Support Officer	1	1	100	Purposive	Interviews
QASO Officer	1	1	100	Purposive	Interviews

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### 3.7 Pilot study

The reason for the pilot study was to pre-test data collection methods to allow the researcher to improve efficiency, accuracy and validity, and to change techniques and approaches to optimize response rate (Ogula 2001). Mutai (2000) indicates that the purpose of pretesting is to ensure that the items in the instruments are clearly stated and have same meaning to all respondents. The pilot study was performed in 10 primary schools in Kimilili Sub-county which were randomly sampled. Both the questionnaire and interview instruments were self administered in the presence of the researcher. This was essential so as to check and improve the efficiency of research instruments and analyze the reliability. Piloting was also necessary to be conducted away from Webuye East so as not to interfere with the final results.

### 3.8 Validity of the research instrument

According to Kosomo (2007), validity refers to the extent to which the values supplied by an instrument accurately reflect the traits for which they were designed. The tools' validity was increased by including items that addressed all study objectives. The instruments' content validity was established by researchers from Masinde Muliro University of Science and Technology's Department of Educational Psychology (MMUST). The researcher stated the



study's goal and objectives to experts one by one and then asked them to score the items for clarity, simplicity, and ambiguity. The design of the tools was guided by objectives.

### **3.9 Reliability of the research instruments**

According to Chava and Davi (1996), Reliability is a gauge of the degree to which the research instruments yield reliable results or facts after repetitive trials. This study ascertained the accuracy and consistency of the research instruments before they were used using data collected from piloting. The split half approach was employed to determine the instruments' reliability. It was convenient due to time limitations, which made administering two simultaneous questionnaires to Headteachers and teachers unfeasible. It entailed placing half of the instrument's elements on one half and the other half on the other half. However, the coefficient obtained by comparing the two half-test scores described just half of the instrument's reliability, not the entire instrument. To adjust the half test reliability to reflect the reliability of the whole instrument, the researcher used Kombo and Tromp's (2006) Spearman-Brown prophecy formula, which is

$$r_{xx} = \frac{2r_{tt}}{1 + r_{tt}}$$

Where by

$r_{xx}$  = reliability coefficient of the whole instrument

$r_{tt}$  = reliability coefficient of the half instruments

The instruments were highly reliable, with a coefficient of 0.8 for the questionnaire and 0.7 for the interview guide and focused group discussion guide. This is because Kombo and Tromp (2006) state that an instrument with a spearman rank correlation coefficient of at least 0.7 is sufficient for correlation studies such as this one. On the basis of this recommendation, the study's data gathering instruments were appropriately accepted and applied.

### **3.10. Data Analysis and Presentation**

Data analysis is a process of evaluating, cleaning, manipulating, and modeling data in order to extract relevant information, draw conclusions, and aid decision-making (Kadam, 2013). Qualitative information was obtained through interviews of the CSO and QASO. The data was collected and evaluated in the following steps: documenting the discussions, cleaning up the data, transcribing the records, classifying different responses, defining main responses to specific themes, analyzing the interrelationships between the trends found and drawing inferences from patterns and their interrelationships.

Quantitative information was collected and analyzed by means of descriptive statistics. Means and percentages were used to express how groups of respondents within the data related to larger groups of respondents. As a result, the findings were presented and discussed. The qualitative data are provided by descriptions, which are identified and clarified in a narrative style by the respondents.

**Table 3. 3: Summary of Statistical Data Analysis**

<b>S/ No</b>	<b>Objective</b>	<b>Independent Variable</b>	<b>Dependent Variable</b>	<b>Statistical Tool</b>
1	To establish the effect of instructional supervision of lesson preparation on implementation of CBC in pre-primary schools in Webuye East sub-county, Bungoma County, Kenya	<ul style="list-style-type: none"> <li>- Designing CBC Lessons</li> <li>- Presenting CBC lessons systematically.</li> <li>- Lesson planning and teaching time</li> </ul>	<ul style="list-style-type: none"> <li>- Improved Transition to primary</li> <li>- Improved Learner school attendance</li> <li>- Improved teaching</li> </ul>	Measures of central tendencies, frequency distributions, percentages,
2	To establish the effect of instructional supervision of lesson delivery on implementation of CBC in pre-primary schools in Webuye East sub-county, Bungoma County, Kenya	<ul style="list-style-type: none"> <li>- Teaching Aids</li> <li>- Class size</li> <li>- Student evaluation at the end of lesson</li> </ul>	<ul style="list-style-type: none"> <li>- Improved Transition to primary</li> <li>- Improved Learner school attendance</li> <li>- Improved teaching</li> </ul>	Measures of central tendencies, frequency distributions, percentages,
3	To establish the effect of instructional supervision of utilization of teaching and learning resources on implementation of CBC in pre-primary schools in Webuye East Sub-county, Bungoma County, Kenya	<ul style="list-style-type: none"> <li>- Learners books</li> <li>- Teacher guides</li> <li>- Digital devices</li> </ul>	<ul style="list-style-type: none"> <li>- Improved Transition to primary</li> <li>- Improved Learner school attendance</li> <li>- Improved teaching</li> </ul>	Measures of central tendencies, frequency distributions, percentages,

**Source: Author, 2021**

### **3.11 Ethical Consideration**

Ethical considerations are typically established to govern the interactions between researchers and participants, as well as between researchers and the disciplines they aim to study (Flick 2006). The researcher adhered to and observed certain research ethics. With informed consent, respondents are able to decide whether or not to participate, per Kombo & Tromp (2006). In order to select the participants for this study, informed consent was obtained from each individual. The participants were provided with the choice to either engage in or abstain from the study. Confidentiality refers to the researchers' ethical obligation to maintain the privacy of the respondent's identity and the responses provided. Urombo (2000) states that the researcher can guarantee the anonymity of a respondent if they are unable to identify a particular response. To further ensure confidentiality and anonymity, the questionnaires do not necessitate participants to provide their names.

Battering of respondents should not occur during the course of the research. Respondents may experience the following negative emotions: stress, emotional outbursts, embarrassment, irritability, anger, loss of self-esteem, sleep deprivation, negative labeling, invasion of privacy, and injury to personal dignity (Tromp & Kombo, 2006). In response to inquiries regarding private and sensitive matters, participants experience psychological distress. Due to the absence of confidential or private inquiries, the researcher will take measures to safeguard the participants from any harm. In order to ensure the preservation of privacy and confidentiality for all study participants, no self-identification information or name-revealing statements were requested of them during the course of the study or in the future.

In order to prevent research plagiarism, the investigator duly cited all sources of information incorporated in the study.

## **CHAPTER FOUR**

### **PRESENTATION, INTERPRETATION AND DISCUSSION OF FINDINGS**

#### **4.1 Introduction**

The present chapter contains the research findings, along with an analysis and discourse on them. This chapter is structured in accordance with the research objectives that served as its compass. The results are disseminated in accordance with the three research objectives, namely:

- To evaluate the effect of instructional supervision of lesson preparation on implementation of CBC in pre-primary schools;
- to establish the effect of instructional supervision of lesson delivery on implementation of CBC in pre-primary schools;
- to evaluate the effect of instructional supervision of utilization of teaching and learning resources on implementation of CBC in pre-primary classrooms in Webuye East Sub-county, Bungoma County, Kenya

The study's findings are displayed in a table form and analyzed in accordance with the research objectives subsequent to the demographic information and delineation of the variables employed.

#### **4.2 Demographic Data and Variables used in this Study**

This section contains information regarding the distribution of teacher respondents as well as descriptive statistics for the variables utilized in the data analysis.

#### 4.2.1 Distribution of Respondents

The study targeted 157 school heads and teachers from 157 pre-schools, 1 Curriculum Support Officers (CSO) and Quality Assurance Officer (QASO). A total of 125 pre-school head teachers and 153 pre-school teachers responded to the study. The study also got responses from the CSO and QASO. The distribution is presented in Table 4.1.

**Table 4. 1: Distribution of Respondents**

<b>Description</b>	<b>Sample size</b>	<b>Respondents</b>	<b>Percent</b>
Pre- school head teachers	157	125	80
Teachers	157	153	97
Curriculum Support Officers	1	1	100
QASO Officer	1	1	100
<b>Total</b>	<b>316</b>	<b>283</b>	

**Source: Field Data, 2021**

According to the data presented in Table 4.1, only 283 of the 319 targeted respondents and questionnaires that were distributed during the study were utilized for data analysis. The remaining questionnaires were either returned or were found to be incorrectly completed or incomplete. These questionnaires were therefore omitted from the data analysis. A total of 125 questionnaires were collected from preschool head teachers for the study, representing 80% of the 157 teachers who were expected to participate and 97% of the 157 teachers who were

expected to participate. Creswell (2014) determined that when determining the minimum response rate percentage, a 50% response rate is acceptable, a 60% response rate is satisfactory, and a response rate of over 70% is exceptional. According to this assertion, the 89 percent response rate of the current study is quite satisfactory. As per the researcher's assertion, the substantial response rate can be ascribed to the data collection protocols which encompassed the following: pre-advertising participants about the study's objectives and purpose, distributing a self-administered questionnaire, promptly collecting the completed questionnaires, and conducting follow-up phone calls to elucidate inquiries and prompt respondents.

#### 4.2.2 Gender of the respondents

Respondents in the questionnaire were asked to state their gender as either male or female. In the questionnaire the Male respondents were coded as 1 while female respondents were coded 2. Respondents' gender is presented in Table 4.2.

**Table 4. 2: Distribution of respondents by Gender**

	Frequency	Valid Percent
Male	91	32.7
Female	187	67.3
Total	278	100.0

Table 4.2 indicates that out of 278 respondents sampled and who responded, 32.7 percent were male while 67.3percent were female. Given that respondents were proportionately sampled; the implication is that there are more female teachers than male teachers in the study area. The

findings endorse the study by Mukuna and Mutsoso (2011) that there exists gender inequality in preschool teaching profession in Kenya. This owes to assorted reasons that include socio-cultural reasons, personal reasons among others outlined in the study. This is not in agreement with the government of Kenya's constitution and gender policy which advocates for gender equity at all service levels in the republic.

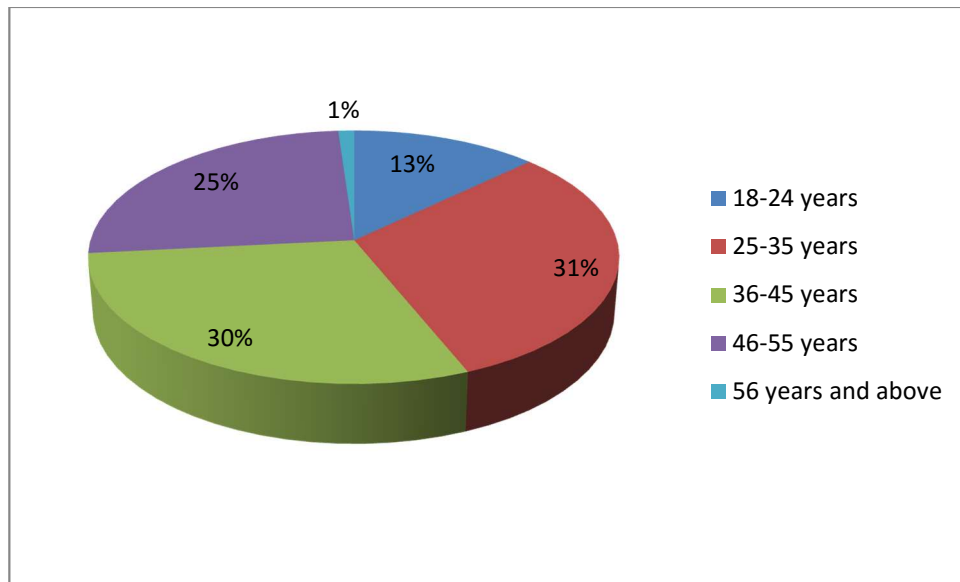
Gender equality is a recurrent subject in international education and development conventions. The importance of male and female teachers in creating a positive learning environment for the "whole child" has long been recognized (UNESCO, 2000). Of particular importance to it was a commitment to fostering an educational climate that was conducive to learning for the whole child. It advocated for increased ECCE and applauded research from around the world that demonstrated the need of programs that ensured that young children were physically and psychologically healthy, emotionally comfortable, and cognitively capable of learning.

Due to the overrepresentation of female teachers, some policymakers and parents have argued for an increase in male teacher recruitment as a means of 're-masculinizing' schools, arguing that the overrepresentation of female teachers has resulted in a 'feminization' of the curriculum through the use of feminine teaching styles and the selection of books and topics more appealing to girls (Gambell & Hunter, 2000; Mills, Martino, & Lingard, 2004).

#### **4.2.3 Age of the respondents**

The study sought to identify the age categories of the respondents. The categories were between 18-24 (1), 25-35 (2), 36-45 (3), 46-55 (4) and 56 and above (5). The age categories of the respondents were meant to show cases of age distribution which may have any weight on the variables under study. The findings are indicated in the Figure 4.1.





**Figure 4. 1: Age of the respondents**

**Source: Researcher, 2021**

Results in Figure 4.1 indicate that majority of the bursary recipients (30.9) percent fall within 25-35 years of age. Since this is the optimal age category for most people to join service in teaching. Another percentage 29.5 percent was within 36-45 years of age while 25.5 percent were at 46-55 years. However, a small percentage of 12.9 percent were within 18-24 years of age while 1.1 percent were 56 years and above which is considered the peak age of employment.

This indicates that a significant proportion of educators lacked experience and had not been in the profession for a prolonged duration. Consequently, in order to implement CBC, the government, via the Ministry of Education, has the opportunity to fully engage the workforce. This is consistent with the findings of Darling-Hammond et al. (2017), which state that in order to enhance their teaching and professional development, novice teachers need effective instructional supervision and in-service training.

#### 4.2.4 Qualification of the respondents

The study also sought to establish the qualification of the respondents. This was coded into four identities where 1 represented Certificate/ Diploma, 2 was Bachelor/ Postgraduates while 3 was coded to represent Masters while four was Doctoral qualification. The categorization of the respondents was to enable the researcher understand the different levels of education for the respondents as they are key in study. Curriculum support officers, QASO and Head teachers are expected to have higher qualifications as compared to teachers. This would maybe be translated into proper supervision and guidance as cascaded downwards. The results are shown in the figure 4.2.

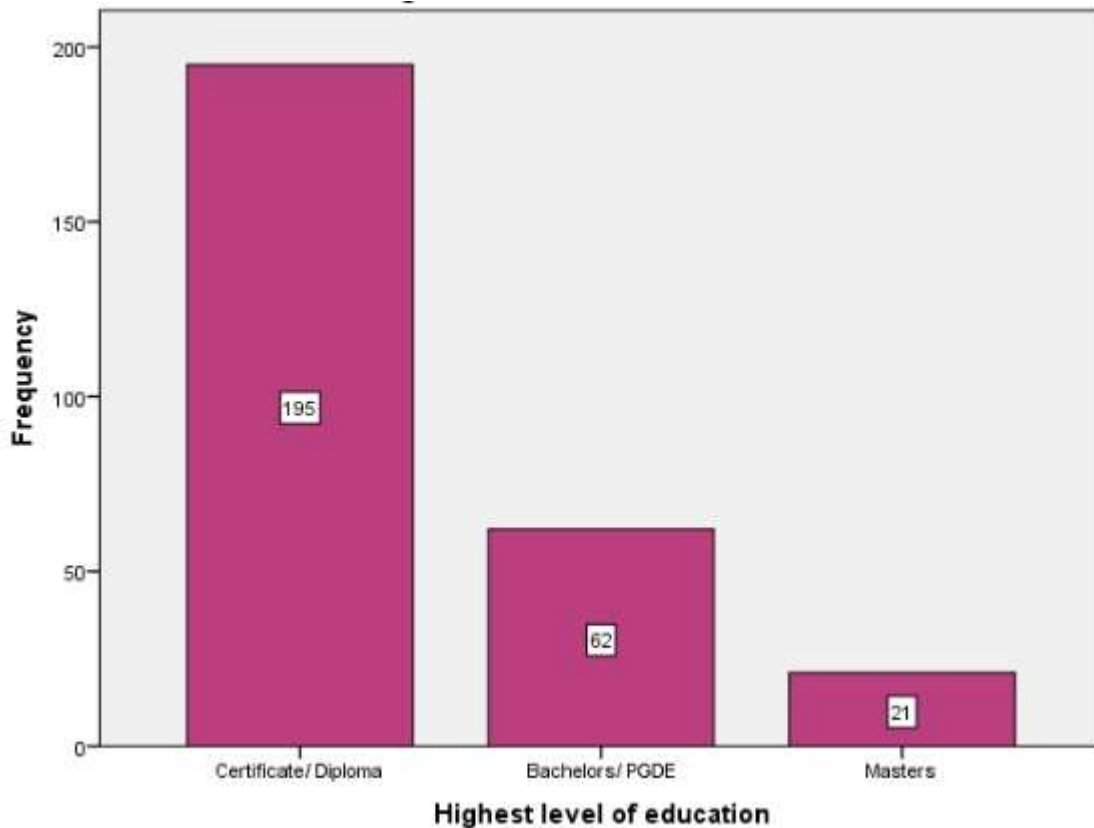


Figure 4. 2: Qualification of the respondents

As shown in Figure 4.2, the majority of respondents (195, or 70%) held a Diploma or Certificate, 62 (or 22%) held a Bachelor's degree or higher, and 21 (or 7.6%) held a Master's degree. The research did not document any doctoral holders. The results thus indicate that a significant proportion of the participants had completed their higher education. This demonstrates that all educators had completed a minimum of a P1 certificate; therefore, they agreed with the 2008 Ministry of Education recommendations that all educators should complete pre-service training to prepare them to fulfill their teaching responsibilities and other duties in academic institutions. There may also be instances in which educators continue to hold their entry-level qualifications while others advance to more senior positions. According to Garder and Mahler (1993), the efficacy of educators in fostering the development of children is contingent upon both their level of training and motivation.

#### 4.2.5 School ward.

The researcher carried out the study in three wards which were coded as follows; Mihuu Ward (1), Ndivisi Ward (2) and Maraka Ward (3). The results are indicated in the table below.

**Table 4. 3: School ward.**

	Frequency	Percent
Mihuu	88	31.7
Ndivisi	94	33.8
Maraka	96	34.5
<b>Total</b>	<b>278</b>	<b>100.0</b>

From the table 4.3 above, Mihuu Ward registered 88 (31.7%) respondents, Ndivisi 94 (33.8%) respondents while Maraka had 96 (34.5) respondents.

This implies that the study was balanced and that the data collected represented the entire study area and population. There were no indications of biasness in the study by the researcher.

### **4.3 Results as per the Analysis of the Specific Objectives**

In this section, the study sought to answer the specific objectives of the study. The study objectives were analyzed and presented chronologically as outlined in the objectives. The interpretation and discussions of the findings was inbuilt in the presentation of the research findings.

#### **4.3.1 Instructional supervision**

InS is primarily concerned with child learning in the classroom and is viewed as a collaborative endeavor that entails a series of planned activities aimed at enhancing the teaching and learning process. This means that instructional supervision encompasses all activities designed to assist teachers in maintaining and improving their classroom effectiveness. These activities are the ones that are termed as InS practices.

To be able to highlight these activities, the researcher using a questionnaire enlisted various InS practices as commonly used and synonymously highlighted in the different literature touching on InS. The respondents were requested to the practices as; Always (1), Very often (2), Often (3), Rarely often (4) and Never (5). This meant that the practices that will have high responses on “Always” or “very often” and “Often” will imply that they are they commonly used or witnessed in the schools while those least used being ranked as “Rarely often” and “never” meant they are either hardly used or never used all together.

They were also allowed to list any other practices that were being used and had not been enlisted in the questionnaire. This was to give the respondents an opportunity to include other practices that were in use and maybe was working well and worth for recommendation to other stakeholders. The feedback is summarized in Table 4.4.

**Table 4. 4: Instructional supervision as perceived by teachers**

	Mean	Always		Very often		Often		Rarely Often		Never	
		f	%	f	%	f	%	f	%	f	%
Holding model teaching sessions	3.47	10	6.8%	11	7.4%	53	35.8%	48	32.4%	26	17.6%
Provision of school based in-service courses	3.05	10	6.5%	21	13.7%	82	53.6%	32	20.9%	8	5.2%
Monitoring class attendance by teachers	1.79	61	39.9%	79	51.6%	4	2.6%	2	1.3%	7	4.6%
Ensuring timely preparation of schemes of work	1.65	69	45.1%	72	47.1%	9	5.9%	3	2.0%	0	0.0%
Checking pupils' homework assignments and exercise books	4.02	17	11.1%	11	7.2%	3	2.0%	43	28.1%	79	51.6%
Organizing for the provision of support curricular materials	2.67	24	15.7%	34	22.2%	67	43.8%	24	15.7%	4	2.6%
Organizing programmes which cater for individual differences	4.02	18	11.8%	11	7.2%	4	2.6%	37	24.2%	83	54.2%

Having a follow-up meeting with the teacher after the classroom observation	2.62	13	8.5%	86	56.2%	18	11.8%	18	11.8%	18	11.8%
Checking and confirming the Schemes of work's preparation	1.59	78	51.0%	63	41.2%	9	5.9%	3	2.0%	0	0.0%
Examining the development and implementation of lesson plans	1.54	75	49.0%	73	47.7%	5	3.3%	0	0.0%	0	0.0%
Examining the records of workbooks to see if they correspond to the work schemes	1.58	76	49.7%	65	42.5%	12	7.8%	0	0.0%	0	0.0%

According to the responses in Table 4.4, 83 (54.2 percent) of respondents rated organizing programs that accommodate to individual differences as Never, 37 (24.2 percent ) rarely often, 4 (2.6 percent ) often, 11 (7.2 percent ) very often, and 18 (11.8 percent ) Always. On checking pupils' homework assignments and exercise books; 79 (51.6%) Never, 43 (28.1%) rarely often, 3 (2%) often, 11(7.2%) very often while 17 (11.1%) always. Holding model teaching sessions had 26 (17.6%) respondents for Never, 48 (32.4%) rarely often, 53 (35.8%) often, 11 (7.4%) very often and 10 (6.8%) for always. Holding an after classroom observation meeting with the teacher 18 (11.8%) never, 18 (11.8%) rarely often, 18 (11.8%) often, 86 (56.2%) very often and 13 (8.5%) for always. Provision of school based in-service courses 8 (5.2%) never, 32 (20.9%) rarely often, 82 (536%) often, 21 (13.7%) very often and 10 (6.5%) for always.

Monitoring class attendance by teachers had 7 (4.6%) never, 2 (1.3%) rarely often, 4 (2.6%) often, 79 (51.6%) very often and 61 (39.9%) for always. Organizing for the provision of support curricular materials 4 (2.6%) never, 24 (15.7%) rarely often, 67 (43.8%) often, 34 (22.2%) very often and 24 (15.7%) for always. Ensuring timely preparation of schemes of work, 0 never, 3 (2%) rarely often, 9 (5.9%) often, 72 (47.1%) very often and 69 (45.1%) for always. Examining work book records to see if they match the work schemes registered no response for never, 3 (2%) rarely often, 9 (5.9%) often, 63 (41.2%) very often and 78 (51%) for always. Examining the development and implementation of lesson plans had a zero rank for never and rarely often, 5 (3.3%) often, 73 (47.7%) very often and 75 (49%) for always. Checking the records of work books to see if they match the work schemes had a zero rating for never and seldom, 12 (7.8%) for often, 65 (42.5%) for very often, and 76 (49.7%) for always.

From the analysis, it can deduced that most of the InS is done by the supervisors. However, certain activities were never done. For instance checking pupils' homework assignments and exercise books was at 51.6%. This is partly due to the high number of pupils in class. From the study, the researcher ascertained that most schools had a population of 700 pupils and above. Each class stream had over 4 pupils. This was quite tasking for a teacher to check all the assignment books rather they only opted for random checking of homework books. Teachers' respondents cited understaffing as a major challenge. As they were required to handle several subjects and large numbers of pupils which was quite tasking and could not enable them to ably manage certain tasks. A teacher was quoted saying:

“.....The classes are excessively congested, making it arduous to navigate and engage with fellow students. Consider a scenario where I am instructing a class consisting of over 50 students, and I am responsible for teaching 4 different groups within that class, each focusing on the same subject. I am responsible for instructing three distinct subjects within this particular setting. If I adhere to the



CBC standards, will I be able to successfully finish the curriculum within the designated timeframe??

This implies that some teachers did not stick to the entirety of the guidelines for CBC as given by the Ministry. They had devised a way around certain challenges they encountered while carrying out their mandates. That may mean a certain percent of non-uniformity in the delivery of the curriculum on certain aspects led by different school and class conditions.

There is need for supervisors to organize for programmes that will cater for individual teacher differences when it comes to teacher abilities. This one recorded a 51.6% as one of the instructional supervision programmes that never takes place. From the questionnaires, the teachers indicated that there is need to; “organize seminars, workshops and invite subject specialist to help boost the teachers’ understanding of the different aspects of CBC.”

Holding model teaching lessons scored so highly – 32.4% as a rarely often practice that is carried by the supervisors. This meant that in many instances there were no model teaching lessons that were mounted to demonstrate to the teachers on what was expected of them. Infact, 17.6% responded as never, meaning that the practice had never been carried out in their schools.

The researcher on seeking the views from the CSO, the feedback was that

“...since the introduction of CBC, the ministry has taken teachers in different training programmes with a view of helping them deliver the curriculum to pupils; it is an immense programme that we are continuously carrying out. At times we are forced to revise the training programmes owing to emerging needs. This is one of them as previously we have been concentrating on imparting the skills, now we are slowly in conjunction with head teachers mounting model teaching lessons to help teachers perfect their teaching skills.”

Another respondent claimed that:

“...At our institution of learning, we sometimes offer brief CBC courses for educators. However, the training duration is insufficient, and the content does not

adequately equip participants with the required knowledge and abilities, hence hindering its effective implementation..”

From the results, training was a thing that was highlighted by all the respondents. Adequate training stands as a solution to the many challenges pointed in the implementation of CBC. However the question of the duration of training for the teachers already in service came out strongly. The implication of short trainings was that the teachers did not find enough time to grasp the concepts fully and maybe seek clarifications in cases where there was need.

The headteachers scored over 48% in checking and confirming the programmes in the lesson plans, examining the development of implementation of lesson plans and examining the records of workbooks to see if they conform to the scheme of works. This could have been made possible by Ministry’s requirement of heads and deputies filling the Teacher Performance Appraisal and Development (TPAD) returns. The Ministry of Education (2012) mandated that school principals, deputy principals, department heads, and senior teachers shall serve as supervisors in the TPAD program. Their role is to guarantee the successful implementation of the performance appraisal policy and to represent the ministry in enhancing teacher performance in public schools.

#### **4.3.2 Head teachers’ InS of various tasks and responsibilities as perceived by the Head Teacher.**

InS is the practice of assisting, advising, and mentoring a teacher with the primary goal of enhancing their classroom instruction delivery and, as a result, student learning. It is an intervention made by a senior member of a profession to a junior member(s) of that profession with the goal of improving the junior member(s)' professional functioning (Bernard &

Goodyear, 1998). By this the head teachers are the senior members of the profession who are charged with the role of supervising teachers using different InS activities and responsibilities.

These activities give varied results in the course of ensuring that the desired outcome of InS are meant. The researcher used questionnaires, interviews and observation to find out from the head teachers on the various InS tasks and responsibilities that they use and how effective they were conducted . Using questionnaires the respondents were expected to rank the listed activities. It was therefore expected that the most effective activities will be ranked Effective (1), Somewhat effective (2) and Ineffective (3) respectively. The results of the findings are summarized in table 4.5.

**Table 4. 5: Head teachers’ Instructional supervision on various tasks and responsibilities**

	Mean	Infective		Somewhat Effective		Effective	
		f	%	f	%	f	%
Demonstrate teaching.	2.92	5	4.0%	0	0.0%	120	96.0%
Give teachers positive feedback on their teaching abilities.	2.86	5	4.0%	7	5.6%	113	90.4%
Meet teachers in groups for discussions.	2.76	5	4.0%	20	16.0%	100	80.0%
Encourage collegial groups to achieve instructional goals.	2.92	5	4.0%	0	0.0%	120	96.0%
Organizes seminars for teachers to attend.	2.92	5	4.0%	0	0.0%	120	96.0%

Teachers are able to attend in-service courses that are organized by the school.	2.81	5	4.0%	0	0.0%	120	96.0%
Direct department heads to provide induction sessions for newly hired teachers.	2.81	5	4.0%	14	11.2%	106	84.8%
Provide feedback and recommendations for improving the learning environment.	2.64	19	15.2%	7	5.6%	99	79.2%
Encourage experienced instructors to provide professional assistance to new teachers.	2.92	5	4.0%	0	0.0%	120	96.0%
Teachers are mentored to help them become better at their jobs.	2.92	5	4.0%	0	0.0%	120	96.0%
Allow teachers to express their opinions and ideas about how to execute the curriculum.	2.92	5	4.0%	0	0.0%	120	96.0%
Allow instructors to buy approved texts for curriculum implementation.	2.86	5	4.0%	7	5.6%	113	90.4%
Teachers are involved in deciding how to adopt activities that would improve classroom education.	2.92	5	4.0%	0	0.0%	120	96.0%
Evaluate the outcomes of the activities that were carried out.	2.92	5	4.0%	0	0.0%	120	96.0%
Encourages teachers to reflect on their own performance in order to enhance their teaching and learning.	2.92	5	4.0%	0	0.0%	120	96.0%

In relation to findings concerning the Head teachers' Instructional supervision on various tasks and responsibilities summarized in Table 4.5, it is clear that the majority of head teachers

perceived their performance as effective in instructional supervision. Out of one hundred and twenty five head teachers 125 (80%) perceived their performance as effective going by a response of 120 (96%) against the remaining 5 (4%) respondents who rated their tasks as ineffective. Demonstrating teaching is one of the most effective tasks. Others include encouraging collegial groups to achieve instructional goals; holding seminars for teachers to attend; and holding in-service courses for educators. Other activities that received a 96 percent rating included incorporating teachers in how to implement activities to improve classroom instruction, reviewing the outcomes of the implemented activities, and encouraging instructors to perform self-evaluation in order to improve teaching and learning.

113 (90.4 percent) respondents ranked giving teachers with constructive feedback on teaching performance and permitting instructors to purchase recommended textbooks for curriculum implementation as effective, 7 (5.6 percent) as moderately effective, and 5 (4%) as ineffective. Directing Heads of Departments to perform induction programs for newly hired teachers was assessed as effective by 106 (84.8 percent) head teachers, somewhat effective by 20 (16 percent), and ineffective by 5 (4%). Meeting teachers in groups for talks was rated as effective by 100 (80%) of the respondents, somewhat effective by 20 (16%), and ineffective by 5 (4%). When it came to providing feedback and suggestions for instructional development, 99 (79.2%) of the head teachers thought it was effective (5.6%), moderately successful (5.6%), and ineffective (19.2%).

Despite pointing out challenges, most programmes scored high ranking from the head teachers owing to different strategies that they listed during the study; they include, inviting the CSOs to help guide teachers on different abilities that range from lesson planning, delivery and assessment. Other strategies is building a professional relationship with teachers that enable

them to freely discuss different feedback that come from supervision activities and seeking solutions around them. Constant reminders and follow-ups on class attendance registers was another key strategy that the head teachers use to achieve results in InS.

One respondent says;

“Although all teachers have received instruction, certain individuals exhibit resistance towards change. What many fail to comprehend is that the CBC is significantly less complex compared to the other curricula. They possess a considerable level of familiarity with the outdated strategy, and a portion of them feel more comfortable retaining the identical instructional materials from past years instead of adapting them to the new methodology.”

This feedback implies that some teachers despite having been taken through training, they prefer to still use the previous teaching methodology as they feel they are comfortable using it. This puts them at loggerheads with the system and the supervisors. This in turn affects curriculum implementation.

However the feedback from heads contradicts the views from the teachers who unlike head teachers, who ranked most of the activities as effective, highlighted some of the practices as requiring a push up. Some of them include; holding model demonstration classes, organizing seminars for teachers and organizing in-service courses for the teachers. This implies that indeed they may be effective in the eyes of the head teachers but rarely or unsatisfactorily done. An improvement therefore would mean an upper score for both. Some teachers in there responses cited negative attitude from the supervisors who never create a conducive environment for the teachers towards curriculum implementation. This is so even as one head teacher remarked that

“...Occasionally, I simply stroll through the school grounds and observe my teachers going about their duties. If I notice a problem, I promptly contact the teacher in

charge and we have a polite discussion about it. My primary objective is to facilitate their comprehension of the situation while ensuring that they are never made to feel regretful. However, in doing so, my message accomplishes its intended purpose: they become extremely motivated....”

#### **4.3.3 InS of teacher lesson planning and preparation on the implementation of CBC.**

The first objective of the study was to evaluate the effect the InS of teacher lesson planning and preparation on the implementation of CBC. The goal of lesson preparation and planning is to create a well-defined lesson objective for the lesson. The objective should specify the precise subject to be learned as well as the visible behavior the learner will demonstrate to show that learning has occurred. Lesson plans assist learning only if they are suited to pupils’ academic progress, no matter how expertly they are presented. When a teacher is able to construct a lesson that fulfills the aim, administrators will know that the required planning for instruction has been done. This means that whatever the teacher and students do throughout the session is in service of the objective.

To be able to collect information of lesson preparation and planning, the researcher used questionnaires, interviews and observation schedules. For teachers, the researcher using a questionnaire set out to find out the effect of instructional supervision on how teachers prepare and plan for lessons. Different aspects of lesson preparation and planning were listed and the teacher was to rank them as Very well, Good, Developing and Need support. Each scale would clearly show the how the different school pre-teachers rank the activities. The results are summarized in table 4.6.

**Table 4. 6: Teacher lesson preparation and preparation on the implementation of CBC.**

	Very Well		Good		Developing		Need support	
	f	%	f	%	f	%	F	%
Able to create lesson plans incorporating every CBC element	25	16.3%	118	77.1%	10	6.5%	0	0.0%
creating lesson plans for every class	27	17.6%	49	32.0%	59	38.6%	18	11.8%
ensuring that extra teaching time is not lost on lesson planning.	24	15.7%	84	54.9%	28	18.3%	17	11.1%

The teachers' questionnaire approach had three main questions on this objective. The results in Table 4.6 revealed that a majority of teachers felt competent in designing lesson plans with all CBC aspects and in making lesson plan for all lessons 17.6% rated very well, 32% rated good while 11.8% admitted that they need support. On presenting competency based lessons systematically 73.2% rated good, 15% very well while 11.8% were developing lesson planning skills.

Concerning InS on lesson planning and preparation, the researcher also invoked observations schedules. The researcher checked on any evidence that the preschool teachers have lessons plans and any other class records, whether they are well prepared, neatly kept and updated. The results are summarized in table 4.7.



**Table 4. 7: Observation schedule feedback for lesson preparation and planning.**

	Yes		No	
	Frequency	N %	Frequency	N %
Does the preprimary instructor possess the required documentation?	99	78.6%	27	21.4%
Are the records maintained in a systematic and current manner?	70	55.6%	56	44.4%

From the results, it can be observed that 99 (78.6%) of the teacher respondents had teaching lesson plans and other teaching supporting documents while 27 (21.4%) did not show any evidence for the same. 70 (22.6%) of the same respondents had their records well prepared, neatly kept and updated while 56(44.4%) had their records not so well done.

The results indicate that the teachers have scored averagely in all the aspects of study appertaining to lesson planning and preparation. The views given by the CSO indicate that there are programmes that involve continuous teacher training on different aspect of CBC at all levels. That is at school level, subject level and personalized level as it may be planned by the Ministry. However, there are cases of different levels of understanding by the teachers during these programmes which make them unable or slow to grasp the aspects of CBC. A sentiment that was shared by the QASO during the interview that some teachers have quickly taken up the CBC idea while others are still, struggling to pick up hence reason for almost same number of teachers striving to make lesson plans for all subjects in a CBC model.

#### **4.3.5 Instructional supervision of teacher lesson delivery on the implementation of CBC.**

With the express objective of improving classroom instruction and consequently student learning, the InS approach involves aiding, directing, and mentoring a classroom instructor. As a senior member of a profession, one can provide an intervention that is meant to help a junior member perform more effectively within that profession (Bernard & Goodyear, 1998). Lesson delivery encompasses several key aspects that may include; establishing a positive classroom environment i.e. making a classroom a pleasant and friendly place; beginning lessons with clear instruction which may indicate the desired quality of work, expectation, motivation or even building a lesson upon prior pupils knowledge; maintain pupils attention among others.

With a competency-based curriculum (CBC), a highly skilled teacher can strategically plan, organize, and gather educational materials ahead of time. This allows them to have a clear understanding of the extent to which the subject matter should be covered and the most effective methods of teaching it. As a result, the teacher can avoid any ambiguity or lack of relevance in their instruction, and ensure that their teaching resources are well-prepared and aligned with the curriculum.

The researcher listed some of the activities involved in lesson delivery with a view of allowing the respondents to rate the activities in accordance with their knowledge of them and class application. The responses were ranked as very well (1), Good (2), Developing (3) and need support (4). The results are indicated in table 4.8.

**Table 4. 8: Teachers' lesson delivery of CBC**

	Mean	Very Well		Good		Developing		Need support	
		f	%	F	%	f	%	f	%
Capability to methodically present CBC lessons in class while preventing lessons from consuming additional teaching time.	1.97	23	15.0%	112	73.2%	18	11.8%	0	0.0%
Maintain the focus of pupils	2.25	24	15.7%	84	54.9%	28	18.3%	17	11.1%
Provide appropriate seating	1.96	26	17.3%	106	70.7%	16	10.7%	2	1.3%
Smooth transition to the next subject Guided student practice, immediate corrective feedback, and response monitoring	2.39	27	17.6%	64	41.8%	38	24.8%	24	15.7%
A constructive student-pupil relationship	2.05	25	17.0%	89	60.5%	33	22.4%	0	0.0%
Provide instructions in steps.	2.24	24	15.7%	75	49.0%	47	30.7%	7	4.6%
Model and demonstrate the types of tasks that you expect students to complete.	1.82	30	19.6%	120	78.4%	3	2.0%	0	0.0%
Capability to methodically present CBC lessons in class while preventing lessons from consuming additional teaching time.	1.83	39	26.9%	92	63.4%	14	9.7%	0	0.0%
Maintain the focus of pupils	1.95	37	24.2%	89	58.2%	24	15.7%	3	2.0%

From the results from table 4.8 the researcher found that most teachers rated good in the different aspects of lesson delivery. They were making conscious efforts to include all CBC aspects in their classes, despite the fact that most of them were just briefly discussed. There were also a number of lessons for which lesson plans were not available. The researcher saw most teachers planning lessons even while they were teaching. From the observation also, it was noted that most lessons were child-centred followed by the teacher –centred as registered in different schools.

During the interview, the curriculum officer affirmed that teachers were systematically enhancing their capacity to deliver competency-based teaching. Conversely, curriculum support officers and head teachers voiced concerns over instructors engaging in lesson planning during instructional periods. This implies that during the actual delivery of teachings in the classroom, teachers were inadequately equipped. The prevailing agreement was that teachers were incompetent in designing lesson plans, especially when employing an inquiry-based methodology. Lesson planning is essential as it allows teachers to ensure that the daily activities in their classrooms are effectively contributing to students' long-term development, aligned with the goals outlined in their scope and sequence, and their individual education plans when applicable. In contrast to Jeng'ere, (2017), who cautions that instructors must possess the necessary skills and training to effectively plan and present inquiry-based lessons in order for effective learning to take place under the competency-based approach. Roy (2012) asserts that teachers must possess expertise in facilitating differentiated learning to guarantee the complete engagement of all students in their academic pursuits.

The instructor can achieve the intended learning results by employing effective strategies to systematically impart concepts and skills. The teacher, in their role as a time manager, selects and creates suitable assessment techniques to evaluate the teaching and learning process. This also helps in establishing connections among various elements (Rugambuka, 2012). Sever (2011) emphasizes the incorporation of CBC by focusing on essential skills, current and pertinent topics, informal learning activities, and connections to other disciplines. When designing a lesson, it is crucial to take into account the specific strategies for asking questions that will be used. These findings indicate that teachers are now unprepared to implement the new curriculum, as they are facing challenges in comprehending the requirements for lesson planning.

#### **4.3.4 Instructional supervision of utilization of teaching and learning resources on the implementation of Competency Based Curriculum.**

As a third goal, the research looked at the impact of instructional supervision on the usage of educational resources. Before beginning any curriculum implementation, it is critical to choose instructional resources that are both relevant and adequate, and that the materials also satisfy the needs of students while also fitting within the educational environment's limits. Since the CBC syllabus is new and only started a few years ago, textbooks and guidelines are required. If there is a lack of suitable teaching and learning materials, it suggests that the teachers may not be adequately prepared to handle the newly introduced activity areas. This is because they do not have the necessary instructional materials, unlike the old activity areas such as mathematics and language, which are well-equipped.

The researcher invoked the use of questionnaires to teachers and headteachers, observation schedules and interviews for CSO and QASO to be able to get the required data for this objective. The teachers were requested through the questionnaire to indicate the availability and adequacy of the core teaching and learning resources. The feedback is summarised in table 4.9.

**Table 4. 9: Availability of instructional materials according to teachers.**

	Available and Adequate		Available by not adequate		Not available	
	F	%	F	%	F	%
Mathematics activities	87	56.9%	56	36.6%	10	6.5%
Literacy activities	84	54.9%	66	43.1%	3	2.0%
Kiswahili activities	84	54.9%	49	32.0%	20	13.1%
Environmental activities	91	59.5%	59	38.6%	3	2.0%
English activities	102	66.7%	44	28.8%	7	4.6%
Creative arts activities	88	57.5%	53	34.6%	11	7.2%
Christian/ IRE activities	77	51.0%	67	44.4%	7	4.6%
Music activities	34	22.5%	66	43.7%	51	33.8%
Home science activities	9	5.9%	33	21.6%	111	72.5%
Digital devices	7	4.6%	40	26.1%	106	69.3%
Handbooks	53	34.6%	81	52.9%	19	12.4%
Teacher guides	53	34.6%	100	65.4%	0	0.0%

The results in Table 4.9 reveal that teachers felt that instructional materials for teaching mathematics, English, Kiswahili, literacy, environmental, creative arts and Christian/ IRE activities were available and adequate at 56.9%, 54.9%, 54.9%, 59.5%, 66.7%, 57.5%, and 51% respectively.

However, Guidebooks and teacher guides were also available and not adequate at 52.9% and 65.4% respectively according to the teachers. Home science activities and Digital devices were notably not available according to 72.5% and 69.3% respondents.

Upon scrutiny, the researcher discovered that there were sufficient and appropriate instructional materials for teaching mathematics, English, Kiswahili, literacy, environmental studies, creative arts, and Christian/Islamic Religious Education activities. The availability and adequacy of these materials depended on the number of students in each class. It indicates that the government contributed the resources through the Kenya Institute of Curriculum Development (KICD). Nevertheless, the study discovered that the remaining activity areas were significantly deficient in educational materials.

One respondent comments that;

I encourage teachers to distribute pupil's books to every child in a class, or at least one book per three children where possible, so that everyone is able to follow. We also encourage schools to involve parents in different ways for effective CBC implementation.

When interviewed, curriculum support officers expressed concern that there had been little learning in these activity areas due to a lack of course materials and teacher manuals. Teachers were adapting resources from the previous curriculum while employing the new designs,

creating a dangerous situation. Furthermore, handbooks were insufficient, implying that teachers were not properly trained in the use of instructional materials or their level of adherence to the curriculum design. Sasson (2009) expresses concern about this situation and asserts that educational materials should be developed and enhanced to meet the needs of teachers. Wales (2009) supports this position by claiming that the usage of suitable and relevant instructional resources aids learners' in-depth learning of subject matter. According to

The findings that show that most schools have the necessary adequate teaching and learning resources paint a brighter side of things as compared to Mutisya (2019) who cited, under-resourcing and a scarcity of good teaching resources are widespread problems in schools, which makes implementation more difficult. Mutisya (2019) pleaded with the national government to provide schools with the resources they need to protect vulnerable students from the stress of persistent underachievement, which is exacerbated by a lack of resources and unfavorable learning conditions).



## **CHAPTER FIVE**

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

#### **5.1 Introduction**

The purpose of the study was to establish the role of instruction supervision on the implementation of CBC in preprimary schools in Webuye East Sub-county, Bungoma County, Kenya. Therefore, this chapter presents a summary of the research findings along the themes: the effect of InS of lesson preparation and planning on implementation of CBC, effect of InS of Lesson delivery on implementation CBC and effect of InS of utilization of teaching and learning resources on the implementation of CBC in preprimary schools in Webuye East Sub-county, Bungoma County, Kenya. As a result, the findings of the study, as well as the conclusions and recommendations reached, are summarized in this chapter. Finally, there are recommendations for future research.

#### **5.2 Summary of Research Findings**

This section presents the summary of research findings as established in chapter four. Besides, a summary of the research findings on the evaluation of the effect of InS of lesson preparation and planning on implementation of CBC, effect of InS of Lesson delivery on implementation CBC and effect of InS of utilization of teaching and learning resources on the implementation of CBC in preprimary schools in Webuye East Sub-county, Bungoma County, Kenya is presented in sections 5.2.1, 5.2.2 and 5.2.3 respectively.

### **5.2.1 Evaluating the effect of InS of lesson preparation and planning on implementation of CBC.**

The findings of this study showed that most of the teachers have a grasp of making subject lesson plans with CBC aspects. 77.1% of the respondents rated themselves as good, 16.3% as very well while 6.5% commented that they were still developing the skills. These are some of the key requirements for any successful curriculum implementation. This indicates that the Government and other top stakeholders are on track in instilling the right skills in the teachers towards lesson planning. However when asked whether they are able to make lesson plans for all subjects, 38% which was the highest percent acknowledged that they were still developing the skills. This implies that the teachers seem to have been taught on specific subjects and not wholesome.

Still on the lesson planning, 54.9% rated themselves as good on the ability to design lessons that fall within the required lesson timing. The rest of the respondents were either in the process of developing the skills or needed support in this area. Lesson timing is important in lesson preparation. Proper timing leads to timely completion of the syllabus and consequently the curriculum, poor untimed lessons lead to a carry-over of lessons thus delay in completion of coursework. For the poorly untimed lessons, there were clear spillover of classes and even delays in next lesson take off as the teacher has to wait while the other one rushes to clear.

Lastly, on the question of evidence of records touching on lesson planning, the researcher recorded a 78.6% yes response. The implication of this is that indeed teachers had records on lesson plans and other related lesson related records. However, only 55.6% had neatly, well arranged and updated records. Many teachers therefore had a problem with record keeping

which is key as reference materials and a professional gesture. This leaves a clear indication that the teachers have a gap in record keeping and updating of the same. Thus having difficulties to table them whenever asked to or even for reference.

The findings of this study therefore revealed that there are different aspects of InS on lesson planning and preparation. However, there is need for more head teachers to be empowered in terms of skills in InS and teachers trained on the relevant skills that will propel them lesson preparation and planning which will work towards implementation of CBC.

From the findings, the study concludes that InS of lesson planning and preparation influences curriculum implementation. This is clear from the overall data analysis results and feedback from the respondents. Thus with proper implementation there is a guarantee of timely curriculum implementation.

### **5.2.2 Effect of InS of lesson delivery on the implementation of CBC**

Concerning the effect of InS of lesson delivery on the implementation of CBC, all the tested aspects ranked as good with a score of over 50% each. However, two aspects i.e. providing proper seatwork for pupils and guided practices for pupils ranked good with a low of 40%. With the noted increase in population of pupils in the study schools vis a vis the teachers on the ground, could not allow teachers to effectively provide proper seatwork for the pupils as well as offer close guided practices for pupils.

Teachers here operate with a pupils massed in class while they are left with little space for themselves for teaching. This has been the scenario since the government introduced free primary education. There is a high turnover of pupils in schools with a handful of teachers to

manage them. The same population makes it difficult for teachers to go through individual student work and offer one on one guided practice.

However, it was noted that teachers are forced to be innovative in order to successfully deliver lessons atleast to their level best. Going by the comments in the questionnaires, the teachers encouraged sharing of textbooks for cases where they were not enough, they pair students in groups that consist of those who are fast learners and slow learners. Free hours were also sort to enable the teachers attend to special cases of learners who may require personalized assistance.

The findings therefore established that InS has ensured that teachers achieve up to date lesson delivery that meets the expectations of CBC. InS equally highlights the challenges that arises in lesson delivery allowing the concerned teachers to review and correct with the supervisor with an aim of implementing the curriculum.

The study concludes from its findings that the InS of course delivery has an effect on curriculum implementation. This is evident from the aggregate data analysis results and responder response. When all facets of lesson delivery are monitored, curriculum implementation becomes a foregone conclusion.

### **5.2.3Effect of InS of utilization of teaching materials on the implementation of CBC**

The findings suggest that most schools had core learning resources and textbooks. They were available and sufficient. However, there was a clear indication of a deficiency in teaching and learning resource in home science activities and Digital devices.

On observation, the researcher witnessed several copies of books in different subject areas of the CBC curriculum and some had already been distributed to pupils. It was clear that some

subject textbooks were more than the number of pupils in a class. This has left most schools with no proper space to keep them other than piling them in staffrooms.

The results also indicate that most schools had additional amenities that support teaching and learning. These amenities include other teaching materials and playgrounds for outdoor activities.

The study findings indicate that through InS, there is the constant checking of the teaching and learning resources with a view of supporting the curriculum implementation. The Head teachers indicate to have even given authority for the acquisition of those materials that are found to be insufficient.

The inS of teaching and learning resources has an influence on how a curriculum is implemented. This guarantees the availability of appropriate learning resources that assist in meeting the curriculum's needs. InS will guarantee that any issues highlighted are addressed promptly, therefore impacting the curriculum's overall aim of implementation.

### **5.3 Conclusions**

This section concentrates on conclusions based on findings by each objective that steered the study.

#### **5.3.1 InS of lesson planning and preparation on the implementation of CBC**

The study concludes that the teachers are able to prepare lesson plans with the different CBC aspects but could not ably make lesson plans for all lessons.

The constant trainings organized by the Ministry, CSOs and head teachers were playing a critical role in ensuring that the teachers got it right in terms of lesson planning and preparation however the duration for training was not enough to ensure participants grasp all the necessary skills.

### **5.3.2 InS of lesson delivery on the implementation of CBC**

On this objective, the study concludes that teachers were able to deliver lessons successfully despite being unable to offer one on one guided practice for pupils while monitoring responses and delivering immediate corrective feedback owing to the large numbers of pupils in class.

### **5.3.2 InS of teaching and learning resources on the implementation of CBC**

The study concludes that there are adequate teaching and learning resources in the school except for a few activities. The leeway given by the head teachers allowing the schools to purchase additional resources makes it possible for learning to continue however in some subjects, the materials were far much below to match the needs of the learners.

## **5.4 Recommendations**

### **Objective 1: InS of Lesson Planning and Preparation on the implementation of CBC**

The InS supervisors relied heavily on classroom visitation, monitoring class attendance, holding classroom observation meetings with teachers among a few other ways. This points at a limited InS supervisor. Thus there is need for the Ministry to come up with a policy document clearly stipulating the core areas of InS and how it should be done. This will enable the head teachers have an ample time in InS process.

Despite an evidence of trainings being mounted by schools at different levels, there is need for the trainings to upscaled, mentors to be identified in zones and schools to help support the work being done by the CSO and other trainers. This will help teachers gain enough skills in lesson planning on all the aspects of CBC.

### **Objective 2: InS of Lesson delivery on the implementation of CBC**

Teachers were trying there best on lesson delivery however they were being hampered by the large pupil numbers which were overwhelming to enable them deliver as it may be expected. There is need to engage more teachers to support the existing workforce. There is also need to build more classroom that will cater for the swelling number of learners. This will in turn make it easy for teachers to achieve their lesson deliver targets with ease.

### **Objective 3: InS of teaching and learning resources on the implementation of CBC**

The study revealed that the teaching and learning resources are adequate. An observation confirmed that some subjects had so many books as compared to others. This therefore meant the suppliers of the books relied on non-existing statistics to supply the books. This study therefore recommends for suppliers of the books to be in constant touch with the head teachers so that the right and adequate resources are supplied in schools.

There was a uniform absence in resources in Home science and Digital Literacy. This study recommends for an immediate intervention of the stakeholders as the resources were said not to be existing even in the local book centres.

## **5.5 Suggestions for Further Research**

The study looked wholesomely at assorted InS practices on the implementation of

CBC. There is need to evaluate the effectiveness of individual practices on the implementation of CBC. This will help weed out the practices that may not be applying at this age in time.



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## APPENDICES

### APPENDIX I: INTRODUCTION LETTER

HARRIET LUEMBO  
P.O BOX 1630  
WEBUYE

MMUST  
DEPARTMENT OF EDUCATIONAL PSYCHOLOGY  
P.O. BOX 190  
KAKAMEGA, KENYA.

**TO WHO IT MAY CONCERN,**

**RE: LETTER OF INTRODUCTION TO UNDER TAKE RESEARCH**

I am a student at Masinde Muliro University of science and Technology pursuing masters in Master of Education in Early Childhood Development Education in Masinde Muliro University of science and Technology. It is part of the preliminary requirement for Masters Student at MMUST to undertake proposal and research writing.

My area of research interest is on Pre-primary schools particularly in Webuye East Sub-county. With some years of Competency Based Curriculum take off there is need to bring out the role of instructional supervision as a quality assurance and improvement strategy. The purpose of the study is to establish the **Role of instructional supervision on the implementation of competency based curriculum in preprimary schools in Webuye East Sub-county, Kenya** so that I can come up with recommendations and proposed solutions to improve performance of the study area..

Yours Sincerely

Luembo Harriet.

## APPENDIX II: QUESTIONNAIRE FOR TEACHERS

The purpose of this questionnaire is to solicit information relating to the impact of instruction supervision on the implementation of competency based curriculum in preprimary schools in Webuye East Sub-county, Kenya.

### **INSTRUCTIONS**

Please respond to the questions posed. Your replies will be kept totally confidential and will only be used for research reasons, so please rest assured. Please **DO NOT INCLUDE YOUR NAME IN ANY PART OF THIS QUESTIONNAIRE**. In section A, in the provided brackets, tick (✓) the responses that you believe appropriate. In sections B, C, and D, use the symbol (✓) in the appropriate spaces.

### **SECTION A: CONSENT FORM**

I am Harriet Luembo, a post graduate student at Masinde Muliro University in the Department of Educational Psychology. I invite you to take part in a research study designed to find out the Role of instructional supervision on implementation of Competency Based Curriculum in Webuye East sub-county, Bungoma County. Your School was randomly selected to participate in the study.

Please be assured that your responses will be held with outmost confidentiality and anonymity. It will only be used for the purpose of the study. Your responses will not cause any disadvantage to you. The study will be beneficial in terms of policy issues in the education sector. The analysis of the data will be done at aggregate level.

Please sign below if you accept to participate in the study. Thank you very much for volunteering to participate

Sign.....

Date.....

## **SECTION ONE: DEMOGRAPHIC INFORMATION**

### **Instructions**

Tick where applicable

- **Age of respondent**

a. 18 – 35 {1}      b. 36 - 50 {2}      c. above 50 {3}

- **Gender**

Male { } Female { }

- **Highest academic qualification:**

Diploma {1}

Bachelor/PGDE {2}

MEd {3}

PhD {4}

Any other (specify) .....

- **Teaching experience as a teacher:**

Below 5 years {1} 6 -10 years {2} 11-15 years {3} Above 16 years {4}

- **School Ward**

Mihuu Ward {1}

Ndivisi Ward {2}

Maraka Ward {3}

- **Type of school**

Girls only {1} Mixed school {2} Boys only {3}

- **Type of employment**

Permanent {1}

Contract {2}

**SECTION TWO: INSTRUCTIONAL SUPERVISION PRACTICES**

**Instructions**

On a scale of 1 to 5, kindly indicate your honest opinion on the frequency with which the head-teacher does the following practices.

	<b>1-Always 2-Very often 3-Often 4-Rarely 5-Never Practice</b>				
	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>
Visits to the classroom as the lesson progresses					
Model teaching sessions are held					
Provision of in-service courses at schools					
Teachers' attendance is monitored, and schemes of work are prepared on time.					
Examining the homework assignments and exercise books of students					
Organizing the distribution of curricular support materials					
Putting together programs that take into account individual differences					
Having a meeting with the teacher following the classroom observation					
Visits to the classroom as the lesson progresses					
Ensure that the work schemes are properly prepared.					
The preparation and use of lesson plans will be checked					

Workbooks are checked to see if they match the work plans.					
------------------------------------------------------------	--	--	--	--	--

1.a) What are the challenges that you encounter in your work in terms of supervision? Please list

.....

.....

.....

b) State possible solutions

.....

.....

.....

.....

2) How would instructional supervision be improved in your school? Please list

.....

.....

.....

**SECTION THREE: TEACHER LESSON PLANNING AND DELIVERY OF  
COMPETENCY BASED CURRICULUM**

Please indicate by use of a tick in the related column the extent to which act of the following aspects in relation to lesson planning and preparation in line with CBC have been achieved in your lessons.

Very Well (1)    Good (2)    Developing (3)    Needs Support (4)

<b>Statement</b>	<b>Very Well</b>	<b>Good</b>	<b>Developing</b>	<b>Needs Support</b>
Ability to design and write lesson plans with all CBC aspects				
Ability to present CBC lessons systematically in class				
Making lesson plans for all lessons				
Making sure lesson planning doesn't eat into teaching time.				
Maintain student attention				
Provide suitable seatwork				
Make a smooth transition into next subject				
Provide guided practice for students; monitor responses and deliver immediate corrective feedback				
Develop positive teacher/student relationships				

Provide simple, step-by-step instructions				
Demonstrate and model the types of responses or tasks you want students to perform				

4. Any other ways you use for lesson planning and delivery please list?

.....

.....

.....

.....

.....

5a). What challenges do you experience in regard to access and usage of curriculum designs. Please list.

.....

.....

.....

.....

.....

b) Suggest possible solutions.

.....

.....

.....

.....

.....

6. Which challenges do you experience in developing core competencies in learners?

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

b) Suggest possible solutions

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



**SECTION FOUR: UTILIZATION OF TEACHING/ LEARNING RESOURCES**

Please indicate by use of a tick in the related column the extent to which act of the following aspects in relation to utilization of teaching/ learning resources in line with CBC.

Available and adequate (1)    Available but not adequate (2)    Not available (3)

<b>Course book</b>	<b>Available and adequate</b>	<b>Available by not adequate</b>	<b>Not available</b>
Mathematics activities			
Literacy activities			
Kiswahili activities			
Environmental activities			
English activities			
Creative arts activities			
Christian/ IRE activities			
Music activities			
Home science activities			
Digital devices			
Handbooks			
Teacher guides			

7. In which areas of CBC do you need more training? please list

.....  
 .....

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

8. In what ways do you access and utilize the Early Years Education handbooks? Please list

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

9. How do you maintain the available resources in your school? Please list any

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

10. a) What challenges do use face in terms of utilizing teaching and learning resources? Please indicate.

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

b) Suggest possible suggestions/ solutions

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

**THANK YOU FOR YOUR COOPERATION**

### APPENDIX III: QUESTIONNAIRE FOR HEAD TEACHERS

The purpose of this questionnaire is to solicit information relating to the impact of instruction supervision on the implementation of competency based curriculum in preprimary schools in Webuye East Sub-county, Kenya.

#### INSTRUCTIONS

Please respond to the questions posed. Your replies will be kept totally confidential and will only be used for research reasons, so please rest assured. Please **DO NOT INCLUDE YOUR NAME IN ANY PART OF THIS QUESTIONNAIRE**. In section A, in the provided brackets, tick (✓) the responses that you believe appropriate. In sections B, C, and D, use the symbol (✓) in the appropriate spaces.

#### SECTION A: Background information of the respondent

Tick where applicable

- Age:

Below 30 years { } 31-40 years { }

41-50 years { } 51 years and above { }

- Gender: Male { } Female { }

- Highest **academic qualification**:

Diploma { } BSc/PGDE { }

BEd { } MEd { }

BA/PGDE { } PhD { }

Any other (specify)

- Teaching **experience as a teacher**:

Below 5 years { } 6 -10 years { } 11-15 years { }

16 - 20 years { } 21-30 years { } Over 30 years { }

- Experience as **Head teacher**:

Below 5 years { } 6-10 years { } 11-15 years { }  
 16-20 years { } 21-30 years { } Over 30 years { }

**Background information of the school.**

- School Ward
  - Mihuu Ward {1}
  - Ndivisi Ward {2}
  - Maraka Ward {3}
- **Type of school:**
  - Girls only { } Mixed school { } Boys only { }
- **Category of school:**
  - Day { } Boarding { }
- **Current population of students:**
  - Below 500 { } 501-1000 { }
  - 1001-1500 { } 1501-2000 { }

**Background**

**Head teachers’ instructional supervision on various tasks and responsibilities as perceived by the Head teacher.**

**INSTRUCTION**

12. This part asks you to rate how effective you are in carrying out your instructional supervision responsibilities. Check the one that best represents your point of view, and then mark (√) in the spaces provided. Your response will be on a scale of 1 to 3.

3-Effective (E) – The Head Teacher is an expert in creating teaching techniques because she or he can advise and support teachers in resolving challenging difficulties.

2-Somewhat effective (SE) - The Head teacher works hard to improve teaching techniques, but he or she lacks the necessary skills and knowledge.

1-Ineffective (I) - Due to a lack of knowledge and abilities, the Head Teacher obstructs the development of teaching design.

I, as the school headteacher...	E (3)	SE (2)	I (1)
---------------------------------	-------	--------	-------

On a regular basis, monitor learning and teaching in classes.			
Observe teachers' usage of teaching/learning tools in classrooms.			
Examine the subject matter knowledge of the teachers.			
Examine the teacher-student connection.			
Assist teachers in the development and selection of teaching materials.			
Assist teachers in evaluating their pupils' performance.			
Organize face-to-face meetings with teachers to discuss progress.			
Assist teachers in selecting effective instructional approaches.			
Meet with teachers in small groups to have a discussion.			
Encourage the formation of collegial groups to attain educational objectives.			
Teachers are invited to attend seminars that are organized by the organization.			
Allow instructors to buy approved textbooks for use in the classroom.			
Teachers should be involved in deciding how to adopt activities that would improve classroom education..			
Evaluate the outcomes of the activities that were carried out.			
Encourages teachers to reflect on their own performance in order to enhance their teaching and learning.			

1. a) What instructional supervisory challenges do you face?

.....  
 .....

.....  
.....

b) Give possible solutions

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

2. In what ways do you ensure that the teachers are doing their duties as expected?

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

3. a) What constraints do you face in successful implementation of CBC in your school?  
please indicate

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

b) Give possible solutions

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

**THANK YOU**



**Appendix IV: Letter of Consent for Interview**

Dear .....

You are kindly invited to take part in a research study on the impact of instructional supervision on the implementation of competency-based curriculum in preprimary schools in Kenya's Webuye East Sub-county.

This interview will take around 1 hour and 10 minutes of your time. The interview will take place at the time and day that you specify. Your response will be kept completely private. Your name will not appear in the typed interview, and any information that could betray your identity will be erased. After five years, all data will be destroyed.

Your participation in this study is entirely voluntary, and you will have the option to withdraw at any time.

Please call the researcher on this number, 0706429865.

I have read the above information regarding this research and I voluntarily accept to participate in the study.

Name: .....

Date : .....

Signature: .....



## APPENDIX V: INTERVIEW SCHEDULE FOR QASO/CSO

### Instruction

**I would wish to get your views on instructional supervision and CBC Implementation in your sub-county .The information given will be used purely for this study.**

1. How long have you been a QASO/ CSO?
2. What is your mandate in regard to the quality of education offered in ECDE centres?
3. One way of ensuring that pre-school teachers are teaching the relevant recommended material for quality education is by sending teachers to refresher courses, seminars and work-shops. How would you describe the situation in your ward/ sub-county?
4. How do you ensure that the teachers are doing their duties as expected?
5. Do you show optimal cooperation with the teachers during the exercise of instructional supervision?
6. Do you spend most of the time checking schemes of work,lesson plans,record of works , pupils progress records?
7. Explain the concept of optimal cooperation with the teachers during the exercise of instructional supervision
8. When you visit Schools, do you take time to understand problems faced in curriculum implementation?
9. QASO activities in schools create some pressure and fear among teachers which make them improve in teaching. Please explain further
10. There is usually no sufficient time for delivering feedback and engaging teachers in at the end of instructional supervision
11. Do you handle teachers in a friendly manner?
12. Do you compliment teachers?
13. Do you handle teachers in a friendly manner?
14. Which is the main approach used by QASOs when handling teachers
  1. demographic b)collegial c)autocratic
- iv. In which areas of instructional supervision do you think QASO/CSO need further training?
- v. Do you receive in-service training on school instructional supervision skills? If Yes from who?

**Thank You for your Cooperation**

**APPENDIX VI: OBSERVATION SCHEDULE**




1. Does the preprimary teacher have the necessary records? Yes  No
2. Are the records well prepared, neatly kept and updated? Yes  No
3. Is the classroom in good condition?
4. Are there play and learning materials? None  Adequate  inadequate
5. Does the school have outdoor equipment? e gh Inadeq
6. Does the school have a school feeding program? Yes  No
6. How does the teacher conduct the lesson? Child-centred  Teacher-centre
7. Does the teacher uses thematic learning/teaching approach? Yes  No
8. Are the necessary facilities in the ECDE centre adequate?
 

Toilets		<input type="checkbox"/>		<input type="checkbox"/>
Classrooms	Yes	<input type="checkbox"/>	No	<input type="checkbox"/>
Kitchen	Yes	<input type="checkbox"/>	No	<input type="checkbox"/>
Stores	Yes	<input type="checkbox"/>	No	<input type="checkbox"/>
Playground	Yes	<input type="checkbox"/>	No	<input type="checkbox"/>
Teaching materials	Yes	<input type="checkbox"/>	No	<input type="checkbox"/>
Others	Yes	<input type="checkbox"/>	No	<input type="checkbox"/>

### APPENDIX VIII: WEBUYE EAST MAP



**KEY**

	Maraka Ward
	Mihuu Ward
	Ndivisi Ward

# APPENDIX IX: RESEARCH PERMIT

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<p>This is to Certify that Miss. <b>HARRIET NAMUKONGA LUEMBO</b> of Masinde Muliro University of Science and Technology, has been licensed to conduct research in Bungoma on the topic: <b>ROLE OF INSTRUCTIONAL SUPERVISION ON IMPLEMENTATION OF COMPETENCY-BASED CURRICULUM OF PRE-PRIMARY SCHOOLS IN WEBUYE EAST SUB COUNTY, BUNGOMA, KENYA.</b> for the period ending : 02/July/2022.</p>	
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## APPENDIX X: APPROVAL OF PROPOSAL



MASINDE MULIRO UNIVERSITY OF SCIENCE AND TECHNOLOGY (MMUST)

Tel: 056-30870  
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P.O Box 190  
Kakamega – 50100  
Kenya

Directorate of Postgraduate Studies

Ref: MMU/COR: 509099

24<sup>th</sup> May, 2021

Harriet Luembo,  
EDH G/01-52713/2018,  
P.O. Box 190-50100,  
KAKAMEGA.

Dear Ms. Luembo,

**RE: APPROVAL OF PROPOSAL**

I am pleased to inform you that the Directorate of Postgraduate Studies has considered and approved your Masters proposal entitled: *“Role of Instructional Supervision on Implementation of Competency Based Curriculum in Preprimary Schools in Webuye East Sub county, Bungoma, Kenya”* and appointed the following as supervisors:

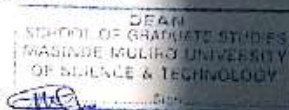
1. Dr. Otieno Kenneth – SEDU, MMUST
2. Dr. Rose Atieno Opiyo – SEDU, MMUST

You are required to submit through your supervisor(s) progress reports every three months to the Director Postgraduate Studies. Such reports should be copied to the following: Chairman, School of Education Graduate Studies Committee and Chairman, Educational Psychology Department. Kindly adhere to research ethics consideration in conducting research.

It is the policy and regulations of the University that you observe a deadline of two years from the date of registration to complete your Masters thesis. Do not hesitate to consult this office in case of any problem encountered in the course of your work.

We wish you the best in your research and hope the study will make original contribution to knowledge.

Yours Sincerely,



Dr. Consolata Ngala  
DEPUTY DIRECTOR, DIRECTORATE OF POSTGRADUATE STUDIES