

INFLUENCE OF HEADTEACHERS' ADMINISTRATIVE STRATEGIES ON THE  
IMPLEMENTATION OF COMPETENCE-BASED CURRICULUM IN PUBLIC PRIMARY  
SCHOOLS, IN KAJIADO NORTH SUB-COUNTY, KENYA

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## DECLARATION

I declare that this thesis is my original work and has not been presented in any other university or institution for certification.

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## **DEDICATION**

I dedicate this thesis to my biological family that is my parents and siblings as well as my religious family of the Daughters of St. Anne, Tangaza University, and the African Sisters Education Collaboration (ASEC) community for the support they have provided to me during my study period.

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## **ABSTRACT**

The study examined the influence of headteachers' administrative strategies on the implementation of the Competence-Based Curriculum (CBC) in public primary schools in Kajiado North Sub-County, Kenya. It focused on four objectives: assessing the influence of headteachers' provision of instructional resources, supervisory strategies, parental involvement strategies, and approaches to teacher professional development on CBC implementation. Anchored on Systems Theory and Transformational Leadership Theory, the study adopted a mixed-methods approach with a concurrent design. The target population included headteachers, teachers, and the Sub-County Quality Assurance and Standards Officer. Using purposive and simple random sampling, four public primary schools and 170 teachers were selected, with all teachers in the chosen schools forming part of the study. Data were collected through questionnaires and interviews. Quantitative data were analyzed using descriptive statistics in SPSS version 27, while qualitative data were thematically analyzed and presented in narratives. Findings revealed that instructional resources such as textbooks and curriculum designs were adequately provided, though shortages persisted in specialized materials like science kits and ICT tools essential for practical learning. Supervisory strategies, including classroom observations and feedback, were commonly practiced and improved teaching effectiveness. Parental involvement was enhanced by headteachers' strategies, especially when learning activities utilized affordable local materials. Regarding teacher professional development, headteachers promoted workshops and training, though their impact was limited by irregular scheduling and insufficient follow-up. The study concluded that effective CBC implementation depends on strong administrative strategies by headteachers complemented by government support in staffing, resources, and curriculum enhancement to achieve a coordinated, system-wide approach.

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## **LIST OF ABBREVIATIONS OR ACRONYMS**

- ASEC** African Sisters Education Collaboration
- CBC** Competence-Based Curriculum
- CMT** Change Management Theory
- CPD** Continuous Professional Development
- ICT** Information Communication Technology
- KICD** Kenya Institute of Curriculum Development
- KNEC** Kenya National Examination Council
- MoE** Ministry of Education
- NGO** Non-Government Organizations
- SCQASO** Sub-County Quality Assurance and Standards Officer
- TSC** Teacher Service Commission
- TLT** Transformational Leadership Theory
- UNSDG** United Nations' Sustainable Development Goals
- TAC** Teacher Advisory Committee

## **CHAPTER ONE**

### **1.0 INTRODUCTION**

#### **1.0 Introduction**

This chapter discusses the background of the study, statement of the problem, research objectives, research questions, purpose and significance of the study, scope, and delimitations of the study. Additionally, this chapter covers theoretical and conceptual frameworks and concludes with operational definitions of terms.

#### **1.1 The Background to the Study.**

Education is a fundamental pillar for the development of individuals and societies worldwide. Globally, education systems are increasingly emphasizing the need for skills that go beyond traditional academic knowledge (OECD 2023). This shift reflects the demands of the modern workforce, which requires critical thinking, creativity, problem-solving abilities, and digital literacy. One of the prominent findings of the research is the widespread global adoption of competence-based curriculum development. According to Catacutan et al, (2023), countries from diverse regions, including Europe, Asia, North America, and Africa, have implemented competence-based approaches to varying degrees. Though the implementation of curriculum reforms is demanding and requires changes across multiple areas, it is undeniable that the challenge lies in initiating this change most appropriately and effectively as spearheaded by the head teachers (Pierre et al, 2020). This implies that headteachers must implement administrative strategies that will enhance and support a successful implementation of the competence-based curriculum.

On a global scale, there is emphasis on the crucial role played by headteachers in spearheading competency-based education. In Pakistan, for example, Fatima et al., (2022) in

their study to ascertain the influence of head teachers' managerial abilities on the performance of primary school teachers, reported that head teachers' management abilities are crucial to student achievement and that effective communication was essential to utilize the resources at disposal and enhance performance.

Similarly, Suliah et al, (2019) observed that learning can run optimally when headteachers make use of the existing school facilities and infrastructure in places where resources are scarce such as the Banyuasin Public Elementary School in Indonesia. The study also identified strategies such as maximizing the role of teachers to improve the quality of learning. The study agrees that if school facilities and infrastructure are managed appropriately by the head teachers, the learning activities in the school would take place smoothly because of the facilities and infrastructure that support learning in the school. In addition, the participation of all school members is of the essence in the development of facilities and infrastructure that would be held or added in numbers so that this development is not in vain and by the needs of the users, both teachers, students, and employees at the school.

Ytem, (2023) conducted a study in Buenavista, Philippines on the administrative functions of headteachers and identified these functions that rhyme with the administrative strategies that headteachers can also employ for the success of the learners as well as for a successful implementation of the curriculum. These include the involvement of the community members in the school's project, allocating the budget in a way that makes it clear how resources are being used to achieve increased student success, and supervision of teachers' performance in class. These align with the strategies highlighted by the current study which include the provision of instructional resources, supervisory practices, parental involvement and teacher training

A study by Nkiru et al, (2022) on principals' administrative strategies for the attainment of quality assurance in secondary schools in Anambra State, Nigeria revealed that the principals adopted planning, organizing and coordinating strategies for quality assurance in secondary schools.

Mugenda, (2021) researched the head teachers' administrative practices and students' discipline in selected secondary schools in Rushenyi County, Uganda, where strategies like the use of school rules and regulations, means of communication, guidance and counseling and the use of students' council were assessed. The use of the students' council or prefects' body influences students' discipline in selected secondary schools. The results indicated that Head Teachers' use of guidance and counseling influenced students' discipline the most. The study recommended that the head teachers adopt proper and timely communication strategies for the enhancement of students' discipline at the school assembly, and reassuring constant feedback

According to Yeng and Carrington (2024), administrative practices of headteachers in Ghana identified several key practices. These include ensuring effective academic work, enforcing discipline, classroom teaching, supervising and monitoring instruction, and offering guidance and counseling services to both teachers and students. Moreover, the study noted that headteachers faced the challenge of scarce resources. Therefore, the study enhanced current research on strategies for the provision of instructional resources and the supervision strategies that the current research sought to explore.

Several studies have been conducted in Kenya about the influence of headteachers' strategies on the implementation of the competence-based curriculum. In Kisumu, Otieno, (2023) investigated the influence of headteachers' managerial strategies on primary teachers' performance in the implementation of CBC. The study revealed that the managerial strategies

employed by the head teachers need improvement to enable teachers to perform better in the implementation of CBC in Kisumu Central Sub-County. Moreover, the study recommended that the government develop policies to ensure that headteachers regularly supervise teachers when they implement the curriculum. Though the study investigated the managerial strategies of communication, supervision, technological management, and parental engagement, the current study includes the teacher training strategies as well as the strategies for the provision of instructional resources.

In Kiambu, Waruingi et al. (2022) evaluated the strategies utilized by head teachers in implementing the competency-based curriculum (CBC) in public primary schools. The study revealed that the management competencies of principals significantly influenced the implementation of the CBC, as reflected in the roles they performed. The study suggested that principals' management competencies be improved through training in management courses to enhance their skills, particularly in communication and organizational abilities. Additionally, it advised school administrations to develop leadership strategies for monitoring the utilization of teaching and learning resources in schools. While their research primarily concentrated on communication strategies, staff motivation, team building, resource availability, and teaching and learning strategies, the current study focused on strategies for providing instructional resources, supervisory techniques, teacher training, and approaches to parental involvement in public primary schools in Kajiado sub-county, Kajiado county.

Wakoli and Kitainge, (2019) commended schools that embrace participative strategies as their schools performed better in academics than those that did not. The study recommended that training needs be provided to principals on management and leadership styles that are critical for performance improvement in their schools. The study also recommended the use of personnel

and human resource development and promotion of teamwork to improve teacher performance. This enriched the current study as it focused on the strategies of provision of instructional resources, supervision, parental involvement and teacher training.

Despite the growing body of literature on the role of headteachers in CBC implementation globally and across Africa, there is a notable gap in comprehensive studies focusing on specific administrative strategies within the Kenyan context, particularly in Kajiado North Sub-County, very limited research has been done in this area on the influence of headteachers' administrative strategies on the implementation of competence-based curriculum in public primary schools. Further, the existing studies often generalize the challenges and successes across diverse regions without delving deeply into the unique contexts and strategies employed at the local level. Moreover, the current study fills the contextual gap where some studies have been carried out in secondary schools. Thus, the current study specifically focused on the public primary schools. Other studies have also explored the influence of administrative strategies but in a different context and therefore, this study filled this gap by concentrating on the provision of instructional resources, supervisory strategies, parental involvement, and teacher training specifically in Kajiado North Sub-County. By doing so, it has provided a nuanced understanding of how these administrative strategies influence the implementation of CBC in public primary schools. The findings offer valuable insights for policymakers, educators, and administrators enhancing the effectiveness of CBC across Kenya and similar contexts.

## **1.2 Statement of the Problem**

The successful implementation of the Competence-Based Curriculum (CBC) in public primary schools is critical for enhancing educational outcomes and equipping students with relevant skills for the 21st century. However, in Kajiado North, Kajiado County, Kenya, the

transition to the CBC has faced numerous challenges. For instance, Njoroge, (2022) denotes that the adoption of the new curriculum has been threatened by circumstances in which the teaching and learning tools are not readily available to many schools; but above all, the biggest obstacle is the inadequacy of the human resources. This highlights the need to investigate strategies that headteachers can implement to address the provision of both human and material resources, thereby bridging this gap. Similarly, a study by Mwangi and Katam (2023) recommended an increase in the number of teachers by the government to improve curriculum implementation.

Headteachers, as key administrative leaders, play a pivotal role in facilitating this curriculum shift. Despite the recognized importance of their role, there is limited empirical evidence on how headteachers' administrative strategies influence the effective implementation of the CBC in this region, for this reason, a significant gap persists in understanding how their influence impacts the optimal implementation of CBC (Kibwebwe & Mutilu, 2023).

Current observations and studies suggest that many headteachers lack adequate training and resources to fully embrace and implement the CBC (Ochieng, 2019). Additionally, inconsistencies in administrative approaches and a lack of coherent strategies may hinder the adoption of new teaching methodologies and assessment techniques required by the CBC (Kamau, 2018). Chepkonga (2023) admits the need to train and re-skill the head teachers for CBC to be fully realized since they are the heartbeat of the implementation.

If these challenges are not addressed, the effective implementation of the CBC may be compromised, leading to suboptimal educational outcomes and inadequately prepared students for future demands (Kipkoech & Murei, 2017). Moreover, the challenge of incompetent school managers will result in teachers' negligence which directly affects the practicality and realization of the curriculum (Waruigi et al, 2023).

This gap in knowledge underscores the need for a focused investigation into the specific administrative strategies employed by headteachers and their influence on the CBC implementation process. Previous studies have not sufficiently addressed this aspect, leaving a critical void in understanding (Waithaka, 2019).

This study, therefore was conducted to address this gap by exploring the influence of headteachers' administrative strategies on the implementation of the Competence-based Curriculum in Kajiado North, Kajiado County. The study provides insights and recommendations that can support head teachers in enhancing the delivery of the CBC, ultimately contributing to improved educational outcomes for learners.

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

The major aim of this study was to investigate the influence of headteachers' administrative strategies on the implementation of competency-based curriculum in public primary schools in Kajiado North, Kajiado County, Kenya.

### **1.4 Research objectives**

The study was guided by the following research objectives:

1. To assess the influence of headteachers' provision of instructional resources on the implementation of the Competence-based Curriculum (CBC) in public primary schools in Kajiado North, Kenya.
2. To evaluate the influence of headteachers' supervisory strategies on the implementation of CBC in public primary schools in Kajiado North, Kenya.
3. To examine the influence of headteachers' strategies for parental involvement on the implementation of CBC in public primary schools in Kajiado North, Kenya.

4. To examine headteachers' approaches to teacher professional development and its influence on CBC implementation in public primary schools in Kajiado North, Kenya.

### **1.5 Research Questions**

1. How do headteachers' provisions of instructional resources influence the implementation of the Competence-Based Curriculum in public primary schools in Kajiado North, Kenya?
2. To what extent do headteachers' supervisory strategies influence the implementation of the Competence-Based Curriculum in public primary schools in Kajiado North, Kenya?
3. How do headteachers' strategies for parental involvement influence the implementation of the Competence-Based Curriculum in public primary schools in Kajiado North, Kenya?
4. To what extent do headteachers' approaches to teacher professional development influence the implementation of the Competence-Based Curriculum in public primary schools in Kajiado North, Kenya?

### **1.6 Significance of the Study**

Understanding the administrative strategies employed by headteachers can provide valuable insights into the effectiveness of the CBC implementation. The study can therefore inform the Ministry of Education (MOE) and policymakers about which strategies are most conducive to the successful adoption of the curriculum. Moreover, the findings can inform adjustments to current CBC implementation frameworks to better align with school realities.

They may also use the findings to identify areas where headteachers may need additional training or support. This can lead to targeted professional development programs that equip headteachers with the skills and knowledge necessary to effectively implement the CBC, eventually benefiting the entire school community.

Effective implementation of the CBC is crucial for developing students' skills and competencies, and preparing them for future educational and career opportunities. The study can be of benefit to learners by identifying administrative strategies that support the adaptation of learning experiences to meet individual learners' needs, leading to more engaging and relevant education.

By identifying effective administrative strategies, headteachers may use their findings to improve the overall quality of education, leading to better student outcomes. Therefore, the findings of the study can be of great benefit to the learners.

The study can also inform parents and communities to advocate for better policies, improved resources, or accountability in local schools based on study findings. Parents may become more responsive to their children's unique learning needs, talents, and progress as promoted by CBC.

This study adds to the existing body of knowledge on educational administration and curriculum implementation. Further, it can serve as a reference for future research, helping to build a comprehensive understanding of the factors that influence successful curriculum implementation in primary education.

### **1.7 The Scope and Delimitations of the Study**

The study was carried out in Kajiado North, in Kajiado County, among selected public primary schools. The target population included teachers, head teachers of public primary

schools, and the subcounty quality assurance and standards officer. While teachers are instrumental in actualizing CBC in the classrooms, the headteachers are key in providing materials and infrastructure that support the implementation of the curriculum. In terms of delimitations, the study was restricted to public primary schools in Kajiado County, Kajiado North sub-county because most of the parents in the sub-county enrol their children in public primary schools, which are more affordable compared to the private schools.

## **1.8 Theoretical framework**

The study was guided by the systems theory. This is because; the Theory offers a comprehensive framework for understanding complex systems by integrating principles from various disciplines and emphasizing the interrelation of components. Therefore, systems theory offers a holistic approach to understanding the complexities of implementing a competence-based curriculum in public primary schools. It emphasizes the interconnectedness of various components within the system, highlighting the role of headteachers in ensuring the effective implementation of the curriculum through strategic administrative practices.

### **1.8.1 Systems theory**

According to Montuori; (2011), the Systems theory, was introduced by Ludwig von Bertalanffy in the 1940s and puts much focus on the understanding of complex systems as a holistic system, an element of particular relevance to the influence of head teachers' administrative strategies on the implementation of CBC. In just the same way that Bertalanffy sought universal principles that integrate a wide variety of areas, head teachers too employ various strategies that serve as integrated sub-elements in the education system. These sub-elements have to work together harmoniously in a manner that ensures there is success in the

implementation of CBC, the holistic approach recommended in the Systems Theory (Fordham University Graduate School of Social Service, 2023).

### **1.8.2 Strengths of Systems Theory**

Systems theory gives insightful views into head teachers' administrative strategies in the implementation of the Competency-Based Curriculum. It is a theory that, according to Harney, (2024), focuses on agency, hence making organizations in this case schools, attain self-regulation in selectively engaging with their environment and circumstances. This is also a relevant perspective for head teachers, as they are the managers of the delivery of instructional resources the managers of what is to be included and, sometimes, excluded in the frame of what is to be delivered.

The systems theory is focused on interaction and interdependence at all levels that make up the system, therefore positing a holistic approach to supervisory practice in which head teachers are better placed to contextualize their oversight and understand its broader implications at different levels within the school system itself (Definition, Origin, Benefits and Disadvantages of Systems Theory: Analytical Essay, 2022).

Systems Theory promotes the involvement of parents in the learning process through the statement of interdependence in that they are not independent individuals acting in a vacuum but part of the educational system. Interconnectedness also fuels the point that, for effective implementation of CBC, teamwork among all concerned parties is a necessity. Moreover, the learning process and continuous cycles of improvement of the Systems Theory are directly transferred into teachers' professional development, as Educational Wave (2024) has duly noted. It is in this sense that the head teachers, by reflecting on the interactions between the systems of the teacher training programs, the student outcomes, and the community expectations, would be

in a position to adjust and fine-tune their strategies in ways best serving the goals of the CBC. It is in this dimension that Systems Theory adds a holistic dimension to the implementation of CBC, ensuring that the head teachers pursue an approach where all aspects of the school environment are aligned and supportive in this educational reform (Harappa, 2021).

### **1.8.3 Weaknesses of Systems Theory**

Applying the systems theory approach within the head teachers' administrative strategies for the Competence-Based Curriculum might have a few challenges. Being resource-intensive, and entailing a large amount of time training and coordination with several stakeholders, it may prove straining the capacity of the school administration. Further, it may be limiting to the theory's accessibility and implementation in terms of providing instructional resources, teacher supervision, parental involvement, and professional development, since a lot of training is required to use Systems Theory effectively (Educational Wave, 2024).

The many interrelated systems existing within the school setting may also be overwhelming for the head teachers, thus limiting the applicability of Systems Theory. Besides, all this complexity may conceal the identification of where to intervene, hence leading to inefficiency of supervisory practice or coordination in parental involvement. Equally, while a small school easily identifies and manages the components of its system, a large school with multiple departments and diversified functions may not easily distinguish its ability to manage these components, hence complicating the implementation of CBC (Indeed, 2023). Nevertheless, the researcher adopted a second theory to mitigate the weaknesses.

### **1.8.4 Application of systems theory**

Systems theory offers a holistic approach to understanding the complexities of implementing a competence-based curriculum in public primary schools. It emphasizes the interconnectedness

of various components within the system, highlighting the role of headteachers in ensuring the effective implementation of the curriculum through strategic administrative practices. Moreover, to ensure the production function adequately addresses the demands of society, head teachers must determine clear and precise objectives; and select the strategies that will be transformed through the productive process to bring about effective delivery of the curriculum. This can involve strategies such as teacher training strategies and the provision of instructional resources to ensure quality (Mwangeka, 2020).

#### **1.8.5 Provision of Resources**

According to Opondo, et al (2023)., the competency-based curriculum relies heavily on access to appropriate resources for effective implementation. In systems theory, this strategy can be viewed as the input component of the system. The headteacher's role is to ensure the availability and adequacy of resources such as teaching materials, technology, and facilities to support the curriculum.

#### **1.8.6 Supervisory Strategies**

Systems theory emphasizes feedback loops and monitoring mechanisms to maintain system stability. Headteachers play a crucial role in supervisory strategies to assess the progress of curriculum implementation, monitor the effectiveness of strategies, and provide feedback to teachers (Kibwebwe & Mutilu, 2023). This aligns with the system's control and regulation functions to ensure that the curriculum implementation stays on track.

#### **1.8.7 Parental Involvement**

In systems theory, stakeholders are essential components influencing the system. Headteachers engaging parents in the curriculum implementation process create a supportive

environment for students' learning (Kibwebwe & Mutilu, 2023). Parental involvement acts as an external factor impacting the system, contributing to the overall success of the curriculum.

Teacher training is a key component in improving the capacity and skills of teachers to effectively implement the competence-based curriculum. Systems theory highlights the importance of adaptation and learning within a system to enhance its functioning. By providing continuous training to teachers and promoting professional development, headteachers contribute to the dynamic nature of the educational system.

Due to the weaknesses of this theory, and to ensure that the weaknesses do not affect the findings of the study, the researcher complemented it with the Transformational Leadership Theory to mitigate the weaknesses.

### **1.8.8 Transformational Leadership Theory**

Transformational Leadership Theory was developed by James MacGregor Burns in 1978 and expanded by Bernard M. Bass in 1985. The theory posits that effective leaders inspire and motivate followers to achieve extraordinary outcomes and, in the process, help them to develop their leadership capacity (Burns, 1978). Transformational theory in education, particularly in the context of head teachers' administrative strategies, plays a crucial role in shaping various aspects of school management and development.

According to Cherogony and Tonui, (2018) Transformational leadership emphasizes the importance of creating a vision and establishing clear goals that are easily understood and implemented by teachers. Principals who adopt transformational leadership practices focus on providing resources and support to their staff, aligning leadership practices to empower staff to achieve school goals. Effective principals ensure that staff members understand their roles and responsibilities to drive school improvement.

Additionally, Transformational leaders emphasize the importance of continuous professional development for teachers, which enhances collaboration, coordination, and the sharing of best instructional practices. They involve teachers in building a shared vision, setting clear goals, providing individualized attention, and stimulating and challenging them to try new approaches. Principals play a critical role in identifying teachers' strengths, sharpening their skills, and taking responsibility for raising the quality of teaching and Learning (Iskandar et al, 2023).

Transformational leaders enable educators by granting autonomy, identifying skills along with participating in decision-making, providing a supportive work setting, and recognizing accomplishments to increase teachers' job satisfaction and well-being (Emily, 2024). Moreover, Transformational leaders promote high levels of teaching and learning by continuously monitoring curriculum implementation, providing feedback, and supporting staff growth (Ullah et al, 2021).

According to Yulianti et al, (2022), Transformational leaders foster participation in school decisions by engaging stakeholders, including parents, in decision-making processes. They create a positive and productive learning environment that promotes positive relationships, open communication, and support for teachers and students. By emphasizing morals, communication, and authenticity, transformational leaders ensure that the concerns of teachers, parents, and students are addressed, fostering trust and respect within the school community (American University, 2019).

### **1.8.9 Strengths of Transformational Leadership Theory**

As noted by Northouse (2022), transformational leadership theory is highly regarded in the field of leadership due to its several strengths. The theory is effective in promoting creativity

and invention by stimulating the intellect and providing learning opportunities. Leaders who adopt this style create an environment where new ideas are welcomed and explored, as noted by Lai et al. (2020). This approach encourages leaders such as headteachers and teachers to think creatively and experiment with new strategies for the implementation of the Competence-Based Curriculum (CBC) in Kenya. Additionally, Weller et al. (2020) emphasize that transformational leaders support their followers to grow and develop skills through teacher training, and mentorship programs which can highly favour a successful implementation of the competence-based curriculum.

Transformational leadership also contributes to the creation of a positive organizational culture whereby leaders inspire their followers by being role models. This fosters a culture of trust, collaboration, and shared values which can motivate the teachers and the staff to embrace fully the new ideas such as the implementation of the new curriculum thus leading to improved outcomes for the entire organization (Ali et al., 2020).

#### **1.8.10 Weaknesses of the Transformational Theory.**

The theory has also some critics and one includes its challenge of constant maintenance. This is because sustaining a high level of motivation and inspiration as a characteristic of transformational leadership requires continuous effort and energy, which can be draining for leaders (Indeed, 2022).

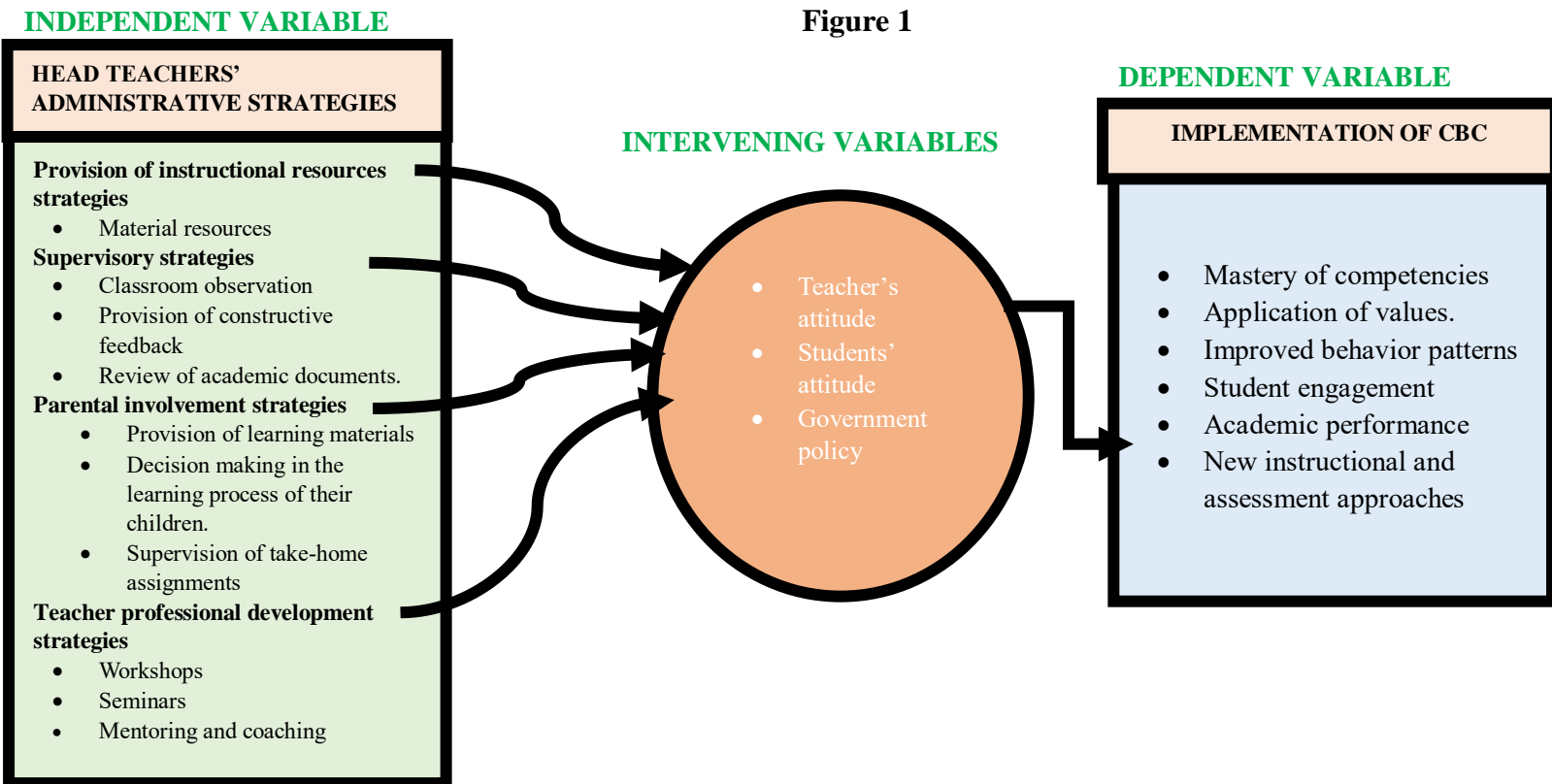
Another weakness is the reliance on the leader for direction and inspiration, which can create a power imbalance and dependency among followers. This can hinder the development of followers' independent thinking and decision-making skills, ultimately limiting their growth and potential to take initiative (Avolio, Walumbwa, & Weber, 2009; Northouse, 2018). These weaknesses highlight the challenges and limitations associated with the implementation of

transformational leadership, emphasizing the need for balance and mindfulness in its application to ensure optimal outcomes.

In conclusion, transformational theory in education is quite relevant to the head teachers' administrative strategies of resource provision, teacher training, supervisory, and parental involvement. Therefore, by adopting transformational leadership practices, head teachers can create a conducive environment for growth, collaboration, and improvement within educational institutions.

Integrating Transformational Leadership Theory alongside Systems Theory, gives a rich understanding of how head teachers' administrative strategies influence the systemic changes required for the successful implementation of the Competency-based Curriculum. This dual-theoretical approach will allow for a comprehensive analysis of both the structural and human elements involved in the implementation of the CBC.

Figure 1



## 1.9 Conceptual Framework

According to Salawu, et al. (2023), The conceptual framework represents the study being undertaken, either through a narrative or graphical format. It outlines the study variables, dependent, independent, and occasionally intervening variables, and illustrates the assumed relationships among these variables. The conceptual framework gives the researcher the chance to recognize and shape how they perceive the research topic under consideration. The conceptual framework illustrates the relationship between the independent, intervening and dependent variables that will guide this study.

As indicated in Figure 1, the independent variable in the current study is the headteachers' administrative strategies and the dependent variable is the implementation of the competence-based curriculum. The researcher assumed that the implementation of the competence-based curriculum is influenced by the administrative strategies used by the head teacher. In the conceptual framework, the researcher believes that schools where head teachers employ administrative strategies such as Provision of instructional resources strategies, supervisory strategies, parental involvement strategies and teacher training strategies, and if the intervening variables such as teacher's attitude, students' attitude and government policy are controlled, the implementation of the competence-based curriculum can be a great success to the public primary schools in Kajiado county thus improving the quality of education. Certainly, the dependent variable indicates that the employment of administrative strategies by the head teachers impacts the implementation of the competence-based curriculum. When the head teachers provide the necessary resources, and the needed supervision, training and mentoring of teachers as well as the involvement of parents in the learning of their children, it will lead to a successful and effective implementation of the curriculum.

The intervening variables in this study are teachers' and pupils' attitudes and government policy. These variables may also affect the findings of the study in that, despite the application of the different strategies, a positive attitude by the teachers and students can encourage the implementation of the CBC. The same with government policies, once the government puts in place the policies to be adhered to, it will impact how the curriculum is implemented. The intervening variables can thus help to fill the gap between the independent and dependent variables.

## **1.10 Operational Definition of Terms**

**Administrative strategies:** These are approaches or techniques employed by head teachers to ensure effective implementation of CBC such as supervisory strategies, teacher training strategies, provision of instructional resources and parental involvement.

**Implementation of competence-based curriculum:** It is the process of carrying out the activities and strategies outlined in the curriculum such as the Provision of instructional resources, supervision practices, parental involvement and teacher professional development.

**Parental involvement strategies:** These are approaches employed by head teachers to engage parents in their child's education and academic success. These include the Provision of learning materials, decision-making and supervision of take-home assignments.

**Provision of instructional resources strategies:** These are techniques for supplying teachers and students with the necessary materials, tools, and resources required for effective teaching and learning. They can be human resources, which refer to the personnel, or material resources which refer to textbooks, digital resources, laboratory equipment, teaching aids, technology (such as computers and tablets), classroom supplies, and access to libraries and other educational materials.

**Supervisory strategies:** These are approaches used by head teachers to oversee and evaluate the performance of teachers and staff. This may involve conducting classroom observations, review of academic documents, and providing feedback.

**Teacher training strategies:** Methods and programs designed to improve the knowledge, skills, and instructional practices of the teachers/educators. They include workshops, seminars, mentoring and coaching programs.

## CHAPTER TWO

### 2.0 REVIEW OF RELATED LITERATURE

#### 2.1 Introduction

This chapter presents a comprehensive review of the literature, structured around the guiding research objectives. It focuses primarily on empirical studies that explore headteachers' administrative strategies such as the provision of instructional resources, supervisory strategies, parental involvement, teacher training, and, their impact on the implementation of the competence-based curriculum. The chapter concludes with a summary of the reviewed literature and an identification of the research gaps.

#### 2.2 Headteachers' Provision of Instructional Resources Strategies on the implementation of Competence-Based Curriculum.

The Provision of resources plays a critical role for a curriculum to be successfully carried out in a specific country or school. Moreover, the globalization of education has already necessitated the application of digital technologies like online platforms available for conducting classes, sharing resources, doing assessments and managing the day-to-day activities of academic institutions (Haleem, et al. 2022).

Globally, studies have shown that the provision of instructional materials is crucial for the implementation of the education curriculum. A study carried out by Kwok, (2020), on how technology in education improves students' engagement showed that Australian schools are working towards using mostly online resources and only a few were using printed materials after venturing into digital. His study observed that the use of technology had many ways of impacting future learning opportunities where learning can accommodate different students' learning styles. The shift would also make students more independent in the classroom and able to take greater

responsibility for their digital learning. Though technology is a key resource in the implementation of competency-based-curricula and the advancement of education, other instructional resources are also of great importance. The study focused solely on technology while the current study intends to fill this gap by exploring other instructional resources that influence the implementation of the competence-based curriculum.

Choppin, et al (2022) explored the role of instructional materials in the relationship between the official curriculum and the enacted curriculum; and observed that instructional materials influence the nature of mathematical activity in classrooms and that, the enactment of the Common Core State Standards for Mathematics was not uniform across contexts, and the lack of uniformity was associated in part with the type of instructional materials used by teachers. The study mainly explored the influence of instructional materials on mathematics while this study adds knowledge by exploring the influence on the general implementation of the competence-based curriculum in primary schools in Kajiado North Sub County, Kajiado County.

Abrahan et al (2022) carried out a research review on K-12 Curriculum Implementation in the Philippines focusing on a Generic Perspective. The research specifically looked into the different perspectives of the teachers, parents and students on the implementation of the K-12 program in the Philippines. The findings of the study revealed that most of the teacher-respondents lacked appropriate technology-assisted instruction and ICT-related material which implies that teachers had to be equipped with knowledge and skills in manipulating such. Based on the findings, the study recommended that different non-government organizations (NGOs) and generous stakeholders should assist resolving issues regarding the on inadequacy of important infrastructures and learning materials. The study used a systematic search and review design where personal views were analyzed to understand and provide insights as to how the

problem could be resolved. This study filled the geographical and methodological gaps by using a concurrent mixed method design whereby the researcher had the opportunity to collect and analyze a wide range of data.

A study by Muchira et al (2023) points out that the challenges faced by South Korea and the USA on the implementation of the CBC include a lack of adequate financial resources for the acquisition of adequate, high-quality approved textbooks, print, and digital materials for teachers and learners. This research examined the nature, enactment, and assessment of Competency-Based Curriculum (CBC) models in the United States and South Korea, providing insights into the challenges and lessons learned in implementing CBC in Kenya. From their findings, the study recommended that government stakeholders identify strategies that have worked in countries that previously adopted CBC such as South Korea and the USA, to equip teachers with classroom practices relevant to the modern economy. Even though the study focused on the challenges and lessons from South Korea and USA in the implementation of CBC in Kenya, this study emphasized on the administrative strategies employed by headteachers in the implementation of CBC in public primary schools of Kajiado North sub-county.

In Africa, Studies carried out in Uganda, Tanzania and Rwanda, have shown that instructional resources are indispensable when it comes to the implementation of educational curricula. Chu et al. (2018) investigated the implementation of a Competency-Based Curriculum, focusing on how teachers utilize resources. The study found out that curriculum materials are essential for effective teaching and learning, nevertheless, it was regrettable that many schools lacked adequate instructional resources. Leading to teachers relying primarily on traditional lecture-based methods, such as the talk and chalk approach. The study recommended that considerations and efforts be made to make effective the implementation of CBC since the

Competency-Based Curriculum is indispensable in today's society. The study was guided by Vygotsky's Social Development Theory and Constructivism theory of knowledge. This current study filled the theoretical gap by building on the systems theory, and supporting it with transformational leadership theory. The study also added more knowledge to the field of research by exploring the influence of instructional materials on the implementation of the competence-based curriculum since the previous study only focused on the teacher's use of resources.

In Uganda, Kidega et al (2024) investigated the challenges facing teachers in implementing the CBC and observed that the provision of resources such as infrastructure in schools, housing facilities for teachers, and teaching materials was a major challenge. The researcher thus recommended the use of strategies such as the provision of timely resources, regular inspection and professional development. Although the study focused on the challenges facing teachers in the implementation of CBC and pointed out relevant strategies that can be employed, the current study filled the gap by expounding on administrative strategies such as the provision of resources, teacher supervisory strategies, parental involvement, and the training strategies that headteachers use in the implementation of CBC. The researcher also employed a qualitative research method using a case study design, the study may have missed important information that could have been gathered via a quantitative approach and therefore, the current study filled this gap by employing a mixed method design that involves the use of both qualitative and quantitative approaches to provide a richer, more complete understanding of research problem and also enhancing the quality of the findings.

A study by Kalinga, (2024) in Tanzania on Teachers' technological literacy for ICT integration to implement competence-based curriculum in public secondary schools; observed that many teachers did not integrate ICT as a tool in their teaching and learning process but

rather used it for administrative activities like printing examinations, teaching computer subjects, and to prepare science experiments. The results also indicated that teachers did not practice online CBC assessments due to the lack of supportive programs and poor school ICT infrastructures. The study investigated the use of ICT focusing on teachers as the subject for study. In this study, the researcher went beyond ICT and explored other resources pertinent to the implementation of the CBC. Since the study investigated secondary schools, the current study added to the existing knowledge as it focused on the public primary schools in Kajjado North Sub-County.

Nsengimana, (2021) carried out a study in Rwanda on the implementation of a competence-based Curriculum focusing on the opportunities and Challenges. His study revealed that the major challenges faced in the implementation of the curriculum were a lack of teaching and learning materials, laboratory equipment and chemical reagents. The study suggested collaboration between the government and other education stakeholders to overcome the identified challenges. The study was carried out in secondary schools, while the current study added to this knowledge by investigating the public primary schools. Moreover, the study was guided by the curriculum implementation theory while this particular study was supported by the systems theory and enriched by the transformational leadership theory.

Several studies have been conducted in Kenya on the implementation of the competence-based curriculum. Mwita & Onyango (2022) explored the availability and utilization of instructional resources for the implementation of the Competency-Based Curriculum in Grades 1, 2, and 3 in public primary schools in Migori County, Kenya. The findings of the study recorded a strong positive correlation between the adequacy of teaching and learning resources and CBC implementation. The researcher thus recommended that the TSC revise its CBC

training policies to ensure more training sessions on integrating ICT into the CBC curriculum as it would equip the teachers with current ICT skills and techniques and how to incorporate them into teaching. The study employed a descriptive survey research design where data was quantitatively analyzed with descriptive and inferential statistics. Though the study provided much knowledge on the effectiveness of the instructional resources in the implementation of CBC, it lacked in-depth information because it depended solely on quantitative data and overlooked the qualitative aspect, a gap that the current study filled by using a mixed method where both quantitative and qualitative methods will be employed. The study was also limited to grades one, two and three while the current study expanded the scope by investigating all the grades in the public primary schools in Kajiado North Sub-County.

Mackatiani and Ejore (2024) studied the Competency-Based Curriculum on Leveraging Resources for Skills Acquisition in Primary Schools in Kakamega and found that there was no adequate physical infrastructure and equipment in schools for the implementation of the Competency-Based Curriculum. Thus, the lack of physical infrastructure was a hindrance to the implementation of Competency-based Curriculum. The study findings also noted that the level of adequacy of instructional materials was low in primary schools and thus recommended that the National Treasury improve capitation to schools to facilitate the provision of physical infrastructure and learning resources to promote the implementation of CBC. The study adopted a mixed-method approach to examine the issue to yield a more comprehensive grasp of the study problem. The study was guided by implementation theory and therefore, to cover this geographical and theoretical gap, the current study was anchored on the systems theory and enriched by the transformation leadership theory.

A similar study by Wambua, (2019) investigated the constraints facing the successful implementation of the competency-based curriculum in Machakos County. The results of the study found that most of the sampled schools lacked adequate school infrastructure needed for the successful implementation of a competence-based curriculum. The major challenges experienced in most schools were large classes of pupils, inadequate teachers, inadequate textbooks, laboratories and other learning materials. Wambua's study was built on Dewey's Social Constructivism Theory while this study filled the gap by building on systems and transformation leadership theories. His study was also limited to teachers and infrastructure while the current study enlarged the scope by exploring the resources in terms of both material and human resources. Additionally, the study adopted a descriptive survey design since the researcher only reported the situation facing the implementation of the competency-based curriculum in Machakos County without active manipulation of study variables. However, this study focused on the headteacher's administrative strategies on the influence of competence-based curriculum implementation in public primary schools using a concurrent mixed method design.

### **2.3 Headteachers' Supervisory Strategies on Implementation Of CBC**

Supervisory strategies play a vital role in the successful implementation of a competence-based curriculum. Erpidawati et al, (2020) affirm that school supervisors have an important role in improving the quality of education in schools, especially in carrying out academic supervision activities related to improving the learning process.

Globally, research has shown that supervisory strategies are indispensable for the implementation of the educational curriculum. In Malaysia, Zain and Asimiran, (2021) explored the implementation of teaching supervision in Excellence Cluster National Secondary Schools

and Daily Secondary Schools and found that teaching supervision in Secondary Schools is implemented through the devolution of power to middle leaders. The findings also showed that supervisors did not use a specific approach for teaching supervision. The study adopted a qualitative exploratory approach and therefore missed some information that could have been collected through the quantitative approach. The current study filled this gap by employing a concurrent mixed method design.

Ahmed et al., (2021) conducted a similar study in Pakistan on head teachers' instructional supervisory practices and teachers' motivation in teaching. The findings of the study revealed that the majority of the head teachers were using excellent instructional supervisory practices and the majority of the teachers had excellent or good motivation levels. Moreover, the study observed a positive and moderate relationship between head teachers' instructional supervisory practices and teachers' motivation. The researcher used a correlational method and a survey technique to collect data while the current study adopted a concurrent mixed method to fill the methodological gap. Since the study investigated head teachers' instructional supervisory and teacher motivation, the current study filled the content gap by focusing on headteachers' supervisory strategies for the implementation of the competence-based curriculum.

Ekawaty et al. (2024) conducted a study in Indonesia examining the role of academic supervision in enhancing the quality of education through interventions in teacher competency and performance at the Junior School level in Bireuen District. The study observed that headteachers, as supervisors, provide support to teachers to enhance their teaching abilities within their respective schools. The impact of this supervision is evident in the form of aiding teachers in overcoming teaching-related challenges, ultimately leading to improved performance. Therefore, headteachers must possess the necessary competence in developing teaching

programs and strategies, enabling them to effectively assist teachers facing difficulties in implementing the competence-based curriculum. The researcher employed a descriptive mixed-method approach to investigate academic supervision's impact on teacher competence and performance. In contrast, the current study aimed to address the existing content gap by exploring headteachers' supervisory strategies in the context of implementing the competence-based curriculum within public primary schools, distinguishing it from the Junior school level focus of the previous study.

Across the African continent, research has shown the important role of supervision played by the head teachers in the implementation of the educational curriculum. A study by Sidow, (2022) on factors affecting the implementation of The Competency-Based Curriculum in public Secondary Schools in Mogadishu Somalia, recorded that the supervision of subordinates' performance is a major responsibility of administration which fosters strong group morale, and ensuring effective teamwork among teachers. This portrays the principal as a team builder who is in full control of the school's plans. The study thus affirmed that School headteachers are responsible for ensuring that the approved curriculum is followed and met at various levels as it is implemented under the supervision of the teacher. The study investigated the secondary schools while the current study added to this knowledge by exploring on influence of supervisory strategies on the implementation of CBC in public primary schools. The research used a purely quantitative approach to analyze the data and therefore the study could have missed important data that a qualitative approach may provide. The current study filled the gap by employing both qualitative and quantitative approaches through a concurrent mixed-method design.

Habibu, (2023) investigated the effectiveness of school-based instructional supervision material to enhance school leaders' capacity to Supervise CBC implementation in Tanzania. The

findings of his study showed that the guidance provided to educators and the support offered to students in attaining and demonstrating competencies were crucial aspects of the supervisory process. The study recommended that policymakers from the Ministry of Education, Science, and Technology disseminate a supervisory guide to all secondary school leaders, followed by a series of workshops to facilitate effective supervision of CBC implementation. The study focused on secondary schools while the current study investigated public primary schools to fill both the content as well as the geographical gap.

Theodomir and Claire, (2022) conducted a similar study in Rwanda on the influence of head teachers' instructional supervision practices on teachers' classroom performance in Rwanda. The study employed a Correlation research design where the findings revealed a significant high degree of positive correlation between head teachers' instructional supervision and teachers' performance. The study suggested that Educational planners make an effective setup to enhance teachers' performance, to make up for effective instructional supervision implementation in Rwanda's public primary schools. It also recommended School head teachers to carry out regular supervision to improve teachers' performance and ensure that teachers effectively use instructional materials. Since the study evaluated the headteachers' instructional supervision on classroom performance, the current study added to this knowledge by expanding the scope and looking at its influence on the general implementation of the competence-based curriculum. The study also employed a correlation research design while the current study filled the methodological gap by using the concurrent mixed method design.

At the local level, many studies have been carried out in Kenya on supervision and the implementation of the competence-based curriculum. A study by Otieno, (2023) on the influence of headteachers' managerial strategies on primary school teachers' performance in the

implementation of competency-based curriculum in Kisumu records that the quality of education depends on the way teachers are trained and supervised. This was confirmed by the findings of her study as it observed that headteachers' managerial strategies, including supervisory strategies significantly influence primary school teachers' performance in the implementation of the Competency-Based Curriculum (CBC) in Kisumu Central Sub-County. The study therefore concluded that the managerial strategies employed by the head teachers needed improvement to enable teachers to perform better in the implementation of CBC in Kisumu Central Sub-County. The study explored the supervisory strategies for teacher performance while the current study added to this knowledge by examining supervisory strategies on competence-based curriculum implementation. The current study also intended to fill the theoretical gap where the study was guided by the Mintzberg (1992) advanced managerial role classification theory while the current study was anchored on the systems theory, supported by transformational leadership theory.

Luembo et al, (2023) in their study on the effect of instructional Supervision on the utilization of teaching and learning resources for the implementation of CBC in Pre-Primary Classrooms in Webuye East Sub-County, affirms that supervision of classroom education is a key responsibility of the headteacher. The study also highlights other areas of supervision such as helping teachers improve performance through timely feedback and offering guidance. The researcher employed a descriptive survey design which involved asking a large group of people questions in a single sitting. Unlike other studies, the findings of this research revealed that teaching and learning resources were adequate. Nevertheless, the study observed that some subjects had so many books compared to others implying that the suppliers didn't rely on existing statistics and therefore the need for the supervisory of the head teachers. The study was limited to pre-primary schools while the current study filled the scope and geographical gaps.

Moreover, it has added knowledge to the existing body of research by investigating the public primary schools in Kajiado North sub-county.

According to the findings of Nyaga and Njuguna (2023), in their study on school management practices and their influence on the implementation of the competence-based curriculum in Public Primary Schools Lang'ata, educational reforms in Kenya have faced numerous challenges one of them being supervision mechanisms. The study stipulates that many scholars who have explored this area of supervision have cited many gaps that exist as a result of professional discord between school managers and officers from these two bodies. The researcher used the Gross curriculum implementation theory of 1971 while the current study filled this theoretical Gap by anchoring the current study on the systems theory, and transformational leadership theory.

Kibwebwe and Mutilu, (2023) investigated the influence of headteachers' roles on the implementation of competence-based curriculum in public primary schools in Likoni Sub-County. The findings agree with the fact that headteachers serve as catalysts for change, overseeing the execution of curriculum objectives and thus the need to explore more on the supervisory strategies that can promote a successful implementation of the competence-based curriculum. The current study explored more on this strategy in the areas of classroom observation, provision of constructive feedback and review of academic documents. The study employed participatory leadership theory and the contingency theory of leadership to guide it while the current study was guided by the systems theory, supported by transformational leadership theory to bridge the theoretical gap as well as the geographical gap.

Mpisili, (2022) in her research on the innovation and Strategic Management Practices in the Implementation of Competency-Based Curriculum in Kenya, observed that there was

inadequate supervision rendered to the teacher training on curriculum, meaning that there is little information regarding what ought to be upgraded in terms of needs and thus creating a stagnation to the implementation of the curriculum. The study limited its prime focus to grades one grade two and grade 3. The current study filled this gap by adding more knowledge to the study and exploring the entire public primary school level in Kajiado North sub-county.

#### **2.4 Headteachers' Parental Involvement Strategies on Implementation Of CBC**

Parental involvement is crucial for the success of students and the effective implementation of school curricula. This involvement encompasses the various ways in which parents support their children's education through both actions and words. Whether it is through participating in school activities or supporting learning at home, parents play a significant role in shaping their children's educational experiences. Their aspirations and expectations for their children also have a significant impact. Parents become involved in their children's education because they see themselves as active participants in their children's learning journey and believe in their ability to help their children succeed in school (Ahmed et al., 2024).

From a global perspective, studies have been conducted to support the engagement of parents in the education of their children but also as a key strategy in the implementation of the educational curriculum. Shah, (2019) researched the impact of parental involvement in the implementation of primary education curricula in Nepal. The findings of the study observed the need for parents to take more interest in curriculum implementation to improve the achievement of their children. This is because the results indicated clearly that the lack of involvement of parents in school activities hindered efforts to actualize the curriculum. This spearheaded poor performance and therefore the recommendation to involve parents in all aspects of the teaching-learning process of their children. The study employed Epstein's Theory to the Study while the

current study filled the gap by using the systems theory as well as the transformational leadership theory. The current study also bridged the methodological gap by using concurrent mixed-method since the previous study employed a descriptive survey method.

Yulianti, et al (2022) conducted a study on school efforts to promote parental involvement: the contributions of school leaders and teachers in Indonesia. The aim of the study was to investigate how school leaders and teachers foster parents' involvement in their children's education. Results showed that transformational leadership did not have significant direct effects on parental involvement while significant effects were found on teacher invitations on parental involvement. This study employed a survey method and therefore had limitation concerning the surveys on transformational leadership for parental involvement, and teacher invitations for parental involvement, the study relied on teachers' perceptions and teachers' self-reports which can have a risk of social desirability bias in self-reports because the participating teachers might want to present a positive image of themselves and their schools. The current study, however filled the methodological gap by employing a concurrent mixed-method design. The study also reviewed parental involvement in terms of the contribution by school leaders and teachers while the current study added to this knowledge by reviewing its influence on the implementation of CBC in public primary schools.

Dullas, and Echaure, (2024), investigated parental involvement in the implementation of a modular distance learning approach among identified schools in Botolan District, China. The findings of the study revealed little relationship between the level of academic performance and the level of extent of parental involvement in the implementation of the modular distance learning approach. Based on the summary of the investigations conducted, the researcher recommended that the parents be encouraged and given orientation to heighten awareness on

their respective limited roles in the implementation of the self-learning modular approach; additionally, parents be encouraged to help children develop with high levels of self-directed learning, to have a strong desire for learning. The study reviewed parental involvement in the implementation of the modular distance learning approach while the current study added to this knowledge by reviewing the implementation of the competence-based curriculum in public primary schools. Moreover, the subject of study in this research was the parents while the current study investigated the head teachers, teachers and parents as well to fill in this gap.

In Africa, several studies have been conducted on parental involvement and the implementation of the educational curriculum and evidence has shown that it is indispensable to involve parents in the learning process of their children. In Zimbabwe, for instance, Nyikadzino (2023) carried out a case study on the implementation of the new competence-based curriculum in selected primary schools and found that the CBC was not being implemented well because of various challenges that hindered its effective implementation. These challenges included negative attitude towards the CBC, leading to resistance by teachers, lack of adequate material resources, lack of specialist teachers trained to teach the new learning areas and lack of motivation for teachers in terms of their salaries. It was also observed that parents supported the education of their children by providing both financial and material resources, although they complained that the CBC was a difficult curriculum judging from the vocabulary used in the homework given to learners. Nevertheless, other related research indicates that increased parental involvement in early childhood education is associated with improved educational outcomes for children (Syomwene,2022). The study employed a qualitative research design, which was informed by the idealist interpretivism paradigm. The researcher also employed the case study methodology to capture the complex reality being studied. The methodology is

limited due to its nature and therefore quantitative data may have been missed in the study which could have increased its reliability and generalization. The current study filled this gap by employing a concurrent mixed-method design. The study also investigated the general implementation of CBC in primary schools while the current study focused on the administrative strategies that head teachers employ in the implementation of the competence-based curriculum.

Kadau, (2023) explored Parental Involvement in the Implementation of CBC in Primary Schools in Tanzania, and found out that parents barely understood their precise position in the implementation of CBC. For instance, parents provide assistance to the pupils by doing assignments for the pupils instead of facilitating and guiding pupils to do homework for themselves and only active parents were involved in reinforcement learning. The study recommended that school staff strive to ensure good relationship between parents and school staff to avoid hostile relationships and good perception and attitude toward parental involvement. The study employed a case study design to study current issues on educational matters which as parental involvement and used purposive sampling in selecting parents of primary school pupils, pupils and primary school teachers. Being a qualitative study, the researcher was limited to overlooking the quantitative data that could richly inform the study. The current study bridged this gap by adopting concurrent mixed-method research where data was collected both quantitatively and qualitatively.

Tuli and Tarekegne, (2019) carried out a similar study in Ethiopia on parental involvement in Secondary School Curriculum Implementation. Just like previous studies, the findings indicated that the involvement of parents in general secondary schools curriculum implementation was found to be low. The study recommended that parents and school consider the presence of dual responsibilities of parents in curriculum implementation. The study was

purely qualitative and was carried out in secondary schools. The current study filled the methodological gap and as well added to the existing knowledge by investigating the influence of parental involvement in the implementation of CBC in public primary schools in Kajiado North Sub-County.

In Kenya, several studies have also pinpointed the role played by parents in the implementation of the curriculum. The obligation of parents and their responsibility in the education of their children cannot be overlooked. Mwenje and Mwarari, (2020) assessed parental involvement in home-based learning activities in public primary schools and observed that parents were not strongly inclined to create activities for their children, review school work, help with homework, restrictions on watching TV and attendance of school meetings. The study established that parental involvement in home-based learning activities of their children was weak and there were no statistically significant differences in the involvement of male and female parents. The parents were found to be involved in sourcing home learning materials for their children. The study further revealed that the higher the level of the parents' education the more involved they were in the education activities of their children. The target population of the study was mainly parents while the current study investigated head teachers, teachers and the quality assurance officer. Besides, the study used a cross-sectional survey design while the current study filled the methodological gap by using a concurrent mixed method design.

The Ministry of Education (2019) emphasizes the significance of parental empowerment and involvement in fostering the overall development of students. Omariba, (2022) affirms this by denoting that parents are key educators of their children irrespective of their socioeconomic backgrounds and as they engage in school activities, a connection is established between home and school. Her study on the challenges faced by parents in implementing competence-based

curriculum in primary schools recommended that the government through the Ministry of Education should consider addressing these challenges to ensure the smooth running of the CBC system. The study was guided by Epstein's overlapping spheres of influence theory while the current study filled the theoretical gap by adopting the systems theory to support the study as well as the transformational leadership theory. The study also focused on the challenges faced by parents in implementing CBC while the current study added to this knowledge by reviewing the influence of parental involvement on the CBC implementation.

Wairimu and Lucy (2022) observed a positive correlation between parental involvement and the implementation of the Competency-Based Curriculum (CBC) in their study on school-family partnerships in Langata sub-county. The study employed a mixed-methods approach, analysing quantitative data with SPSS 20 and qualitative data through thematic analysis. It recommended that schools implement parenting and family support programs to educate parents and raise awareness about the importance of their involvement beyond simply assisting with homework. To achieve this, parents require training on knowledge, attitudes and skills on parents' roles and responsibilities in the education of their children and schools have this responsibility (KICD, 2019). Though the study is quite similar to the current study, the researcher used Epstein's theory of influence to explore the objectives. Nevertheless, the current study bridged the geographical gap and employed the systems theory, and transformational theories to fill the theoretical gap.

## **2.5 Headteachers' Teacher professional development strategies**

Teacher training plays a crucial role in the successful implementation of competency-based education. Teachers need to undergo training to develop the necessary skills to assess students effectively and tailor learning experiences accordingly (Shawer, 2022).

Research conducted across the globe consistently demonstrates that teachers who have undergone specialized training in competence-based curriculum implementation are better able to design authentic assessments, differentiate instruction, and provide meaningful feedback to students.

In Indonesia, a study conducted by Arsyadhi et al, (2024) on the implementation of a training curriculum to enhance teacher competence in implementing the education curriculum showed that the educational context in Indonesia is characterized by various efforts at reform and improvement initiated by the government in the implementation of a new national curriculum. The study, observed that post-training support provided to teachers enables them to continue developing their skills and knowledge, as well as applying the learning acquired in real classroom contexts. The findings of the study showed a significant improvement in teacher competencies, including their understanding of innovative teaching approaches, leadership skills, and the use of data for better decision-making. The study recommended Support and incentives from education policies to strengthen the implementation of training programs in schools and ensure active teacher participation in their professional development. The researcher used classroom action research with a descriptive qualitative approach, and thus overlooked the quantitative aspect of research that could allow a wide range of rich data collection. The current research filled the methodological gap and added more knowledge to the study by focusing on public primary schools instead of elementary schools.

García et al, (2021) in their study on Teacher Training for Educational Change in Spain, agree with these findings that teachers are the most important elements for educational change to occur and must therefore receive pragmatic training to be able to adapt to any educational context or setting. The study aimed to determine the key elements of teacher training in the use

of innovative technologies and methodologies to provide alternatives to improve the educational process. The findings revealed that teacher education should be practice-focused and supervised by senior teachers with the aid of students and heads of schools. Moreover, standards should be set to monitor the digital competence of teachers, who should be trained on an ongoing basis to keep them up to date in the use of digital technologies. The study employed a qualitative approach and thus the gap in the missing quantitative aspect that integrated could enrich the findings. The study also focused on teacher training for educational change while the current study added to this knowledge by basing the teacher training on the implementation of the competence-based curriculum in public primary schools in Kajiado North Sub-County, Kenya.

In Australia, Paudel and Singh (2020) conducted a study on teacher training in the last decade, focusing on the development and challenges of an inclusive school system. The findings of the study revealed that inadequate teacher training often prevents teachers from developing the appropriate beliefs or attitudes necessary for becoming inclusive practitioners. Moreover, many pre-service teachers reported the need for more professional help than they currently receive, which also pointed to the lack of national efforts to achieve the required change. Hence, the study recommended that a closer look be taken and consideration to make use of the national and international developments that affect teacher education for inclusive education. The study was purely qualitative and thus limited in terms of comprehensive data collection given that the quantitative aspect of data collection was unheeded. The study also looked at teacher training in terms of challenges to inclusive education while the current study added to this knowledge by focusing on teacher training and the implementation of CBC.

Regionally, empirical studies have been carried out on the importance of teacher training and professional development for successful implementation of the educational curriculum. In

Rwanda, a study by Hategeka et al, (2022) on training school leaders to support teaching practice revealed that School leaders are most likely to provide Continuous Professional Development to their teachers on topics related to the CBC, classroom management practices and coaching and mentoring of teachers. The study employed survey research on Rwandan secondary schools. The study recommended providing training to female school leaders as an important area of focus, as they are currently under-represented both as school leaders and as recipients of CPD. The researcher collected data through video conferences and emails which somehow limited the data collection process and response. The current study filled this gap by conducting face-to-face interviews as well as the use of questionnaires giving it a more relaxed atmosphere for informants to provide more information. A similar study also in Rwanda by Nsengimana, (2021) observed that training teachers would help curb the challenge they face in the implementation of the competence-based curriculum and thus suggested teacher training as one way to solve the mentioned teachers' challenges along with the supervision and provision of resources.

Sidow, (2022) examined factors affecting the implementation of the competency-based curriculum in public secondary schools in Mogadishu, Somalia and found that the teacher's professional development, principal's supervision, and instructional materials have a great influence on the implementation of the competency-based curriculum in public secondary schools. Additionally, the study recorded a strong, significant, and positive relationship between teacher professional development and the implementation of a competency-based curriculum. This researcher used a purely quantitative approach to analyze the data of this research, and therefore, the current study filled the methodological gap by using a concurrent mixed-method design. The study also investigated secondary schools and therefore the current study filled the knowledge gap by investigating the public primary schools in the Kajiado North sub-county.

Tumuheise et al (2023) explored the factors affecting the implementation of the competence-based curriculum in selected Secondary Schools of Kabale, Uganda, and confirmed the findings of the previous studies. The study affirms that in Uganda there is a need for teachers to receive training and professional development to equip them with the knowledge and skills necessary for the effective implementation of a competence-based curriculum, and recommends that teachers be trained on various teaching approaches that can be used to effectively implement the curriculum. The study was carried out in secondary schools of Uganda and thus the knowledge and geographical gaps that the current study sought to fill by investigating primary schools in the Kajiado North Sub-County in Kenya. The study also focused on the factors affecting the implementation of CBC while the current study filled this knowledge gap by focusing on the head teachers' administrative strategies for the implementation of CBC.

Several studies have been conducted regarding teacher training and the implementation of the competence-based curriculum in Kenya. Jepkogei et al. (2022) investigated teacher training for the effective implementation of the competence-based curriculum in public primary schools. The study found that teacher training enhances the implementation of CBC in public primary schools in Uasin Gishu County. It also noted that teachers' knowledge and understanding of the curriculum principles significantly impact the teaching and learning process. Consequently, the study recommended that the Ministry of Education should organize more in-service training sessions for teachers on the competency-based curriculum to enhance its implementation. Similarly, Marina et al. (2024) explored the influence of capacity building on the implementation of the competence-based curriculum in public primary schools in Samburu County. The study revealed that many teachers struggle to complete the syllabus on time, leading to low learning competencies among grade III learners. This challenge was attributed to schools

failing to equip teachers with the necessary skills. The study concluded that the lack of comprehensive training for all teachers on crucial aspects of CBC was a significant factor contributing to deficiencies in teaching and learning outcomes. The recommendation from this study was for the Ministry of Education to continue conducting training and re-training sessions for teachers in collaboration with school management to improve the implementation of the competency-based curriculum. Both studies employed a mixed-method research approach, combining quantitative and qualitative methods, and were based on the curriculum implementation theory. The current study aimed to build on the systems theory and fill the theoretical and geographical gaps.

Ngeno, (2023) explored the relationship between teacher training and implementation of the competence-based curriculum in public primary schools. The findings of the study indicated that teacher training had a moderate positive influence on CBC implementation and that proper utilization of seminars and workshops would aid the implementation of CBC in Kericho County. The study recommended the need to employ upgraded trained CBC-compliant teachers to fast-track CBC implementation, and provide more time for training. The researcher utilized a descriptive survey design which was useful for educational fact-finding because it provides a great deal of information. In this study, both qualitative and quantitative techniques guided the researcher where questionnaires, interview schedules, observation and checklist instruments were used. The current study filled the methodological gap by using the concurrent mixed method technique. The study was also guided by Dewey's Social Constructivism theory while the current study filled the theoretical gap by using the systems theory as well as transformational leadership theory.

Mogere and Mbataru, (2023) conducted a study on determinants of competence-based curriculum implementation in selected public primary schools in Nairobi. The study underlined teachers' training in CBC, learning materials, parental involvement, and school leadership style as key determinants in the implementation of the competence-based curriculum. The findings revealed that the implementation of CBC in public primary schools in Nairobi County was positively impacted by teachers' training in CBC, learning materials, parental involvement, and school leadership style. The study suggested that teachers should receive CBC training more frequently so that they can have ample time to comprehend the idea of CBC pedagogy. The researcher used a descriptive research design and based the study on constructivism theory. The current study filled these theoretical and methodological gaps by using a concurrent mixed method design and built the current study on systems theory, and transformational leadership theories.

Wanjiku (2022) examined the factors influencing the effective execution of the competency-based curriculum (CBC) in primary schools in northeastern Kenya. The study observed that the majority of teachers had not received specialized training for CBC implementation, nor had they undergone regular refresher courses to equip them with the new skills necessary for efficient curriculum implementation. As a result, the study recommended that the Ministry of Education provide in-service training to teachers in primary schools to enhance their competency in implementing the CBC. Furthermore, the research suggested that the Teachers Service Commission make it mandatory for all teachers to participate in in-service competency training every three years before being promoted to the next grade. This would enable them to update their knowledge of competent pedagogical abilities in curriculum execution. The researcher utilized secondary research techniques to examine the professional

development of instructors, teaching aids, supervision and monitoring, as well as the perception of teachers regarding competency-based curriculum implementation. Data was collected through questionnaires and interviews, which were evaluated using both qualitative and quantitative methodologies. The study was anchored on social interaction and learning notions, as well as the constructivist theoretical framework proposed by Lev Vygotsky (1934). However, the current study aimed to fill the geographical and theoretical gaps by basing the current study on the systems theory as well as transformational leadership theory.

Opondo et al. (2023) investigated the challenges encountered by Kenyan teachers in implementing Competency-Based Assessments in Kajiado, and discovered that teachers were inadequately trained to deliver and assess CBC, which adversely affected their teaching and assessment of CBC. Other factors that impacted the delivery of CBC included inadequate staffing, large class sizes, insufficient resources needed for CBC assessment, and lack of support from parents. The study recommended extensive teacher training both at the college level and with Continuous Professional Development (CPD) in CBC. The researcher used purely qualitative research and therefore limited the collection of rich data by omitting the quantitative aspect. The current study filled this gap by using a concurrent mixed-method design. The study also focused on the challenges encountered in the implementation of the competence-based curriculum while the current study added to this knowledge by exploring more on the administrative strategies employed by head teachers in the implementation of the CBC.

## **2.6 Summary of Literature and Research Gap**

The current study explored how different strategies for leadership and administration such as providing instructional resources, Supervision, involvement of parents and the training of the teachers, can impact the successful adoption and sustainability of the CBC, ultimately

shaping the educational outcomes for learners in Kajiado North Sub-County. The rationale behind this study stems from a gap in research, particularly in Kajiado County, Kenya, where little has been explored regarding the use of administrative strategies by head teachers in public primary schools. Previous studies in Kenya have predominantly focused on the general implementation of the competence-based curriculum and the challenges facing its implementation, but there is not much information on how headteachers' administrative strategies influence the implementation of the competence-based curriculum in this specific region.

Existing literature highlights the importance of adopting administrative approaches that facilitate a successful transition and implementation of the new curriculum, emphasizing the crucial role of providing instructional resources for executing the curriculum. Studies suggest that, to enhance the successful implementation of the competence-based curriculum, head teachers need to ensure effective strategies for the provision of resources (Muchira et al, 2023). Furthermore, Mwita & Onyango (2022) stress a strong positive correlation between the adequacy of teaching and learning resources and CBC implementation, highlighting the importance of cultivating effective strategies for providing instructional resources. Additionally, Mackatiani and Ejore (2024) examine the impact of the Competency-Based Curriculum on Leveraging Resources for Skills Acquisition in Primary Schools in Kenya, while Kidega et al (2024) and Wambua (2019) delve into the challenges and constraints facing the implementation of the competence-based curriculum.

Several reviewed studies emphasize the importance of headteachers' supervisory strategies in implementing a competency-based curriculum. Various scholars have identified this as a crucial requirement for many schools to successfully execute the CBC (Nyaga & Njuguna,

2023; Otieno, 2023; Luembo et al., 2023; Kibwebwe & Mutili, 2023). Furthermore, numerous scholars have noted the insufficient supervision provided to teacher training on the curriculum. This lack of oversight results in limited information on necessary upgrades, leading to a hindrance in the curriculum's implementation. Findings from studies by Habibu (2023), Ekawaty et al. (2024), and Luembo et al. (2023) delve into the supervisory role, emphasizing guidance, assistance to teachers, and timely feedback as strategies that can enhance the implementation of the competency-based curriculum

Research studies on Headteachers' parental involvement strategies in the implementation of CBC emphasize the critical role of school leaders in engaging parents as stakeholders for the successful implementation of the competence-based curriculum. Studies conducted by Kadau, (2023), Mutua (2022), Yakavets et al. (2017), NurEni et al. (2020), Khanyi and Naidoo (2020), Tuli & Tarekegne, (2019), and Wairimu & Lucy, (2023), have explored different aspects of parental involvement and its impact on the implementation of the competence-based curriculum.

Multiple empirical studies have demonstrated that teacher training strategies are essential for the effective implementation of a competence-based curriculum. Arsyadhi et al. (2024), Nsengimana (2021), Tumuheise et al. (2023), and Jepkogei et al. (2022) concur that providing training for teachers can help address the challenges they encounter in implementing competence-based curriculum.

The prior reviewed studies have highlighted research gaps which have been addressed by the current study. Some of the literature reviewed concentrated on different geographical locations, leading to geographical disparities as they were carried out in countries with backgrounds distinct from Kenya. Furthermore, certain studies explored different educational levels, including secondary school, vocational training, and higher education, as opposed to the

public primary schools investigated in the current study. Besides, most researchers predominantly used either quantitative or qualitative designs, with only a few incorporating mixed methods. Studies solely relying on a quantitative approach may have missed out on a thorough understanding of the phenomena. Similarly, those exclusively using qualitative methods may have produced results lacking statistical representativeness, thus limiting the generalizability of their findings. To address these gaps, the current study utilized a concurrent mixed methods approach to provide a more holistic perspective and generalizable results. In addition, the reviewed studies identified theoretical gaps, with some studies adopting different theories than those proposed in this study. Many of these studies also emphasized knowledge gaps, particularly concerning the impact of head teachers' administrative strategies on the implementation of a competence-based curriculum. Therefore, the current study addressed these gaps by employing a mixed methods approach to develop a more nuanced and comprehensive understanding of head teachers' administrative strategies regarding the competence-based curriculum in the specific context of Kajiado North Sub-County, Kenya.

## **CHAPTER THREE**

### **3.0 RESEARCH DESIGN AND METHODOLOGY**

#### **3.1 Introduction**

This chapter highlights the research design, location of the study, target population, sample and sampling techniques, data collection procedures, pilot testing, validity and reliability of research instruments, data collection and analysis procedures and ethical considerations.

#### **3.2 Research Design**

According to Takona, (2024), research design is the framework that guides the execution of research, offering a defined and organized strategy for gathering, measuring and analyzing data. This study adopted a mixed-method approach, which according to Sharma et al (2023), integrated both qualitative and quantitative approaches within a single study which is considered suitable when the research question cannot be fully addressed using only qualitative or quantitative data. Mixed methods research paradigm has different designs, which include convergent parallel, explanatory sequential, embedded, transformative, and multiphase mixed methods designs (Sharma et al, 2023). The study adopted a convergent parallel mixed methods design also known as the concurrent mixed method, following the recommendation by Creswell (2014) that; it is preferred over the other mixed methods due to its suitability and strengths in collecting, analyzing, and integrating quantitative and qualitative data simultaneously in a single study. According to Dawadi and Giri, (2021), qualitative data provides in-depth research by allowing the researcher to gain a richer understanding of a problem through personal narratives while a quantitative approach adds breadth to the study by gathering data from various participants, enabling the researcher to explore different aspects of the phenomenon. In this regard, the study applied a concurrent mixed methods design, which is simply an integration of

both qualitative and quantitative methods simultaneously with equal emphasis. This approach enabled the researcher to collect and analyze both types of data separately enhancing a deeper understanding of the research problem. Further, applying this correctly helped the researcher in the triangulation of data, determining and showing correspondence between the two sets of findings; the quantitative and qualitative. Hence, it contributed to verifying the validity and strengthening the findings of one method through the support of another, thereby enhancing the rigor and comprehensiveness of the study (Bell et al., 2022).

### **3.3 Location of the study**

The study was conducted in Kajiado North Sub-County, Kajiado. Kajiado North Sub-County lies to the west of Narok County, south of Kajiado Central Sub-County, and northeast of Kiambu County. The sub-county shares a boundary with Nairobi County to the northeast and has a growing urban center that serves as its headquarters, providing facilities for its population. Head teachers' administrative strategies are the actual pillars of good implementation of the competence-based curriculum, and therefore, the decision to conduct this study in the target area was made because of the prevailing concerns as regarding the administrative challenges that prevail in the implementation of the competence-based curriculum in Kajiado County, as stated by Opondo, (2023).

### **3.4 Target Population**

Willie, (2023) defines target population as a particular subset or segment within a broader population. For this study, the target population was drawn from 15 public primary schools, 15 head teachers, 960 primary school teachers and one (1) Sub-County Quality Assurance and Standards Officer in Kajiado North Sub-County, Kajiado County.

Headteachers were targeted because they stand out as directly mandated with the responsibility of executing the administrative strategies that oversee the effective implementation of CBC. The teachers, too were very key because they are charged with the responsibility of direct implementation of the curriculum in the classroom. The Sub-County Quality Assurance and Standards Officer (SCQASO) was targeted because of the responsibility to monitor and ensure quality implementation of the competence-based curriculum in schools within the sub-county.

### **3.5 Sample and Sampling Procedures**

Sampling involves selecting a subset of individuals or a portion of a larger group to represent the population for a specific research purpose (Makwana et al, 2023). According to Rahman, (2023), sampling is defined as the process of choosing the set of entities to draw data for a study, from a larger population, based on the criteria of the study at hand. Correct identification of a sample is an integral part of the research methodology since it affects the validity, reliability, and generalization of findings and conclusions that the study shall use (Polas, 2024). This study applied both probability and non-probability sampling techniques in determining the sample size.

#### **3.5.1 Sampling for schools**

Kajiado North Sub-County comprises 15 public primary schools, which were stratified into two categories, urban and rural to ensure a representative sample across different geographical contexts. From the seven urban schools, two (representing 30%) were selected using simple random sampling. Similarly, two schools (30%) were randomly selected from the 8 rural schools. This resulted in a total sample of 4 schools. The decision to sample 30% from each stratum was guided by Creswell's (2018) recommendation, which suggests that a 30% sample is adequate for studies involving stratified populations in educational research.

### **3.5.2 Sampling for Head teachers and Quality Assurance and Standards Officer**

In this study, four headteachers from the selected primary schools were purposively sampled, given their central role as school administrators responsible for overseeing the implementation of the Competency-Based Curriculum (CBC). Additionally, one Quality Assurance and Standards Officer (QASO) from the sub-county was included through purposive sampling due to their mandate as government officials tasked with monitoring and supporting the effective implementation of educational policies, including the CBC. Their insights were vital to the study.

### **3.5.3 Sampling of teachers**

Teachers formed part of the study population, as they are the primary implementers of the CBC through classroom instruction. Their perceptions and experiences were therefore essential in understanding the practical aspects of curriculum implementation. The sample of teachers was derived from the total number of teachers in Kajiado North Sub-County. According to data from the Sub-County Director of Education (2023), there are 960 teachers across 15 public primary schools, with 170 of them stationed in the 4 selected schools. The researcher employed a census approach to include all 170 teachers from the sampled schools to enhance the reliability and comprehensiveness of the findings. According to Mugenda and Mugenda (1999), census sampling involves collecting data from every member of the target population rather than selecting a subset. This method was appropriate since it enhances the validity of the findings. By involving all teachers in the selected schools, the researcher ensured that a wide range of views and experiences was captured, thereby strengthening the accuracy and completeness of the study results.

**Table 1: Target population, Sampling procedures, sample size.**

<b>Category of Respondents</b>	<b>Target Population</b>	<b>Sample size</b>	<b>% Proportion</b>	<b>Sample Technique</b>
Schools	15	4	30%	Stratified sampling
Headteachers	15	4	30%	Purposive sampling
Teachers	170	170	100%	Census
QASO	1	1	100%	Purposively sampling

### **3.6. Description of Research Instruments**

A Research instrument is a device to observe, measure and record data regarding the research objectives with the consent of the participants. The researcher used interview guides and questionnaires for data collection. The questionnaires are one of the best ways to gather large data and are utterly free from the influence of the researcher, hence more credible and trustworthy results can be obtained (Pawar, 2020). The data on the provision of instructional resources, supervisory strategies, parental involvement and teacher professional development were collected using a closed-ended questionnaire. According to Wallace-Spurgin, (2019), interviews allow the respondent to explore, in-depth, through explicit, open-ended discussion, subtle insights related to personal experiences and professional opinions. Hence, the researcher used interview guides to cover diversified views regarding the administrative strategies employed by the head teachers in the implementation of the competence-based curriculum.

### **3.6.1 Questionnaire for teachers**

The researcher developed a semi-structured questionnaire for both deputy head teachers and teachers, employing a Likert scale format. The scale ranged from ‘strongly disagree’ to ‘strongly agree’ which, according to Sukmawati (2023), is highly effective in measuring perceptions, attitudes, values, and behaviors. The questionnaire was organized into five sections, each addressing a specific research question. Section One focused on teachers’ demographic information. Section Two collected data on the influence of head teachers’ strategies in the provision of instructional resources on the implementation of CBC. Section Three examined the extent to which head teachers’ supervisory strategies affect the implementation of CBC. Section Four explored the influence of head teachers’ parental involvement strategies on the implementation of CBC, while Section Five investigated the effect of head teachers’ strategies for teacher professional development on the implementation of CBC in public primary schools in Kajiado North Sub-County. The questionnaire generated quantitative data, whereas the interview guide was used to collect qualitative data.

### **3.6.2. In-depth Interview Guide for Headteachers**

The in-depth interview guide was structured into five parts. Part One sought demographic information, including gender, years of service, and academic qualifications. Part Two gathered information on strategies employed by head teachers in the provision of instructional resources. Part Three focused on supervisory strategies adopted by head teachers. Part Four explored parental involvement strategies implemented by head teachers, while Part Five examined strategies employed by head teachers for professional development in relation to the implementation of the Competency-Based Curriculum (CBC).

### **3.6.3. In-depth Interview Guide for Quality Assurance and Standards Officer.**

The interview guide for the QASO was developed based on the four objectives of the study and was organized into five parts. Part One sought demographic information, including gender, years of service, and academic qualifications. Part Two focused on strategies employed by head teachers in the provision of instructional resources. Part Three examined supervisory strategies adopted by head teachers. Part Four explored parental involvement strategies implemented by head teachers, while Part Five addressed strategies applied by head teachers for professional development in relation to the implementation of the Competency-Based Curriculum (CBC).

## **3.7. Validity of Quantitative Instruments**

Walliman (2021), describes validity as the accuracy and applicability of the inferences as well as the dependability of the conclusions made in light of the study's findings. The validity of the research instruments will be tested through. Further, Allen et al, (2023) define content validity as the degree to which individual items capture the theoretical content domain of a construct or when the instrument captures the full range of the construct of interests. He further

describes face validity as the appropriateness, sensibility, or relevance of the test and its items as they appear to the persons answering the test. To guarantee the validity of the quantitative research instruments, they were reviewed in consultation with supervisors from Tangaza University. Feedback from the supervisors was used to refine the questionnaire, thereby strengthening its content and face validity.

### **3.8. Pilot Testing**

According to Pearson et al., (2020), a pilot survey aims to evaluate whether the questions in the instrument are logical, clear, easily understandable, comprehensive, and can be answered within the expected time limits. Pilot testing is crucial in testing the validity and reliability of the tools. In this study, pilot testing enabled the researcher to determine whether the instruments could be read with clarity, the time required for completion, the appropriateness of the structure, and the suitability of the method of administration (Creswell & Clark, 2017). The researcher distributed questionnaires to 14 teachers, comprising both male and female participants, who were selected from two public primary schools. These schools were chosen for the pilot study because of their similarities with the schools targeted for the main study in Kajiado North Sub-County. After the questionnaires were completed, the researcher conducted a follow-up session with the teachers to gather feedback on the clarity, appropriateness, and relevance of the questions. The feedback obtained was then used to refine and improve the research instruments where necessary.

### **3.9. Reliability of Quantitative Instruments**

The reliability of items on a Likert scale is assessed using a method called Cronbach's Alpha which was developed by Lee Cronbach in 1951. This measure provides an indicator of the internal consistency of a scale or test, with values ranging between 0 and 1 (Cronbach, 1951) and

is specifically used for items that are measured on a scale (Quansah, 2017). Therefore, the current study used Cronbach's alpha to assess the internal consistency of the survey questions. By applying Cronbach's alpha, the researcher was able to measure the internal consistency reliability from a single administration of the Likert-type scale. The value of Cronbach's alpha ranges from zero to one, with higher values indicating greater internal consistency among the items, On the contrary, If the value of Cronbach's alpha is low (close to zero), it suggests that some or all of the items are not consistently measuring the same underlying concept. It is considered reliable if the values are more than 0.7 (Mohamad et al, 2018). To calculate the reliability coefficients of the Likert scale questions, the researcher used Statistical Package for the Social Sciences (SPSS) version 27.

### **3.10. Credibility and Dependability of Qualitative Instruments**

Olaussen and Bowles (2022) described dependability as the level of trust achieved when the findings of a study are stable and can be reproduced. The researcher used triangulation and member checking to ascertain the credibility and worthiness of the research tools. According to Bans-Akutey and Tiimub, (2021), triangulation refers to the process that helps to increase the credibility and dependability of research. It aims at validating the results of a study by use of multiple data sources, methods, as well as supervisors to validate findings. This study, the researcher used multiple data-collection methods such as questionnaires containing open and closed-ended questions as well as interview guides to aid in the collection of reliable information on the influence of head teachers' administrative strategies on the implementation of the competence-based curriculum.

### **3.11. Description of Data Collection Procedure**

Data collection is a systematic process for measuring or gathering information on variables related to the area of interest. It is indeed the process of collecting data to gain insights regarding the research topic (Taherdoost, 2021). To carry out the data collection process, The researcher obtained an introductory letter for data collection from Tangaza University. An approval letter from the ethics review committee was also obtained to ensure the study meets the required ethical standards. Additionally, the researcher obtained a research permit from the National Commission for Science, Technology, and Innovation (NACOSTI). The researcher presented this permit to the Kajjido North County Commissioner and the Sub-County Director of Education; upon which a clearance letter for data collection in the sampled schools was given. The researcher visited the sampled schools, and presented the letter to the head teachers for permission to collect data in their schools. Questionnaires were administered in person to teachers, and face-to-face interviews were conducted with the head teachers and the Sub-County Quality Assurance and Standards Officer. Consent was read and answered by the respondents before every interview. This exercise took a period of three weeks.

### **3.12. Data Analysis Procedures**

According to Taherdoost, (2020), data analysis is simply the process of converting the gathered data to meaningful information. That is, the process of obtaining meaningful conclusions from the collected raw data.

#### **3.12.1 Quantitative Data Analysis**

Quantitative data was analyzed using descriptive statistical techniques with the aid of SPSS version 27 and Microsoft Excel, as these tools address all aspects of the analytical process, from data preparation and management to data analysis and reporting (Rahman & Muktadir,

2021). The data was first cleaned and entered into SPSS (Statistical Package for the Social Sciences) version 27. Descriptive statistics, including frequencies, means, and standard deviations, were then employed to summarize the data. The findings were presented using tables, bar charts, and pie charts for clarity and ease of interpretation.

### **3.12.2 Qualitative Data Analysis**

Data collected from head teachers and the Quality Assurance and Standards officer through open-ended interviews was processed as the qualitative data and was transcribed, coded, and organized into thematic patterns, and sub-themes. The themes identified were interpreted in relation to the study objectives and research questions, providing deeper insights into participants' experiences, perceptions, and opinions. These were then presented in narratives and direct quotes.

### **3.13. Ethical Considerations**

Ethics in research refer to the norms and values that guide decisions regarding the collection of data and analysis of said data, as well as the dissemination of findings (Bellalem & Mirza, 2023). He further states that any research must be conducted with consideration for the participants' respect regardless of age, sex, race, religion, political beliefs lifestyle or any other significant difference between such persons and the researchers themselves.

In this study, the researcher observed ethical guidelines to ensure that all participants were treated with respect and dignity. The researcher also obtained a letter of introduction from Tangaza University to prepare a research permit from NACOSTI and to get approval from the County Director of Education. Participation was based on informed consent, and each respondent had the right to withdraw from the study at any moment. Informed consent refers to the willingness of the participant to take part in the study and all the participants were informed of

this. Confidentiality and anonymity were guaranteed by omitting any identification details from quotes and descriptions and by using numeric labels for participant statements. The participants were assured of anonymity and confidentiality for their reports and also filled a consent form. The mode of data collection and the uses to which the collected data would be put was clearly explained to all respondents. Also, the findings were reported without bias while raw data was kept securely. Sources for data collection were properly acknowledged, to avoid any form of plagiarism.

## CHAPTER FOUR

### PRESENTATION, INTERPRETATION AND DISCUSSION OF THE FINDINGS

#### 4.1 Introduction

This chapter presents the findings of the study on the influence of headteachers' administrative strategies on the implementation of competency-based curriculum in public primary schools in Kajiado North, Kajiado County, Kenya. The results are organized according to the research questions as stated in Chapter One. The chapter begins with an analysis of the response rate and the demographic characteristics of the participants. It then presents the data analysis based on the research questions, utilizing descriptive statistics, primarily frequencies and percentages, which are presented in tables, graphs, and pie charts.

#### 4.2 Instruments' Return Rates

The research instruments were administered to different study participants. These included questionnaires distributed to teachers and interviews conducted with headteachers and QASO. Table 2 shows the response rates of the study participants.

**Table 2**

*The Response Rate of the Study Participants*

<b>Participants</b>	<b>Sampled Participants</b>	<b>Actual Participants</b>	<b>Return Rate (%)</b>
Headteachers	4	4	100
Teachers	170	154	90.6
QASO	1	1	100

The study achieved very high response rates across the three participant groups: 100% for headteachers (n = 4), 90.6% for teachers (154 of 170 sampled), and 100% for the QASO (n = 1). Such high participation rates enhanced the credibility and reliability of the study findings,

ensuring that the data gathered reflected the perspectives of the key actors in Competency-Based Curriculum (CBC) implementation in Kajiado North Sub-County.

The study recorded a 100% response rate among headteachers, with all four sampled headteachers participating. This high rate can be attributed to the central role headteachers play in the administration of schools and their direct responsibility for implementing CBC strategies. As instructional leaders, headteachers are naturally motivated to share their experiences, since their supervisory and administrative roles are under direct investigation (Musyoka, 2023). Their full participation is significant as it ensures that insights into administrative strategies such as resource provision, supervision, and feedback are fully captured from the leadership perspective.

Teachers formed the largest group of respondents, with 154 of the 170 sampled teachers participating, yielding a 90.6% return rate. This is considered an excellent response rate in survey research, exceeding the 70% benchmark commonly recommended for educational studies (Mugenda & Mugenda, 2003). The high teacher participation is likely due to their central role in curriculum delivery, which made the study directly relevant to their daily work. Teachers are the primary implementers of CBC at the classroom level, and their experiences with headteachers' administrative strategies are critical for understanding the effectiveness of CBC roll-out (Oketch & Anyango, 2025). The small non-response rate (9.4%) could be explained by absenteeism, workload pressures, or personal reasons during the time of data collection, which are common in school-based surveys.

The study also achieved a 100% response rate from the single QASO targeted. This was expected since QASOs are relatively few and have direct oversight responsibility for CBC implementation in schools. Their full participation was crucial in providing an external, evaluative perspective on how headteachers' strategies align with national standards and

Ministry of Education directives. As noted by Wanzare and Ward (2020), QASOs offer a system-level view that complements the school-level experiences of teachers and headteachers, thus enriching the triangulation of data.

### **4.3 Demographic Characteristics of the Participants**

This research aimed to investigate the individual characteristics of the participants, including age, gender, teaching experience and professional qualifications. Understanding the demographic profile of the study participants is essential for contextualizing the research findings.

#### **4.3.1 Demographic Characteristics of Teachers**

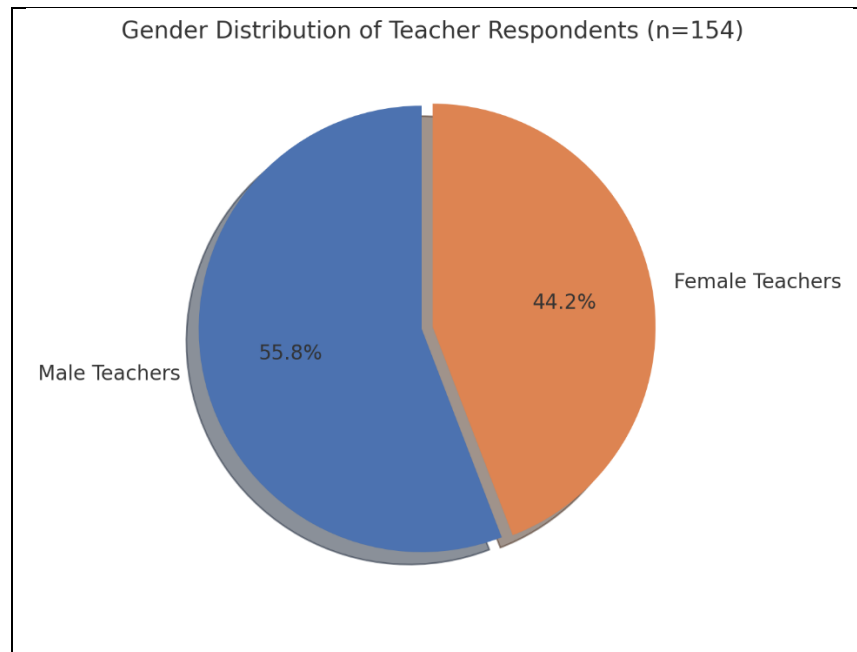
This section discusses the demographic characteristics of the 154 teachers who participated in the study on the influence of headteachers' administrative strategies on the implementation of competency-based curriculum in public primary schools in Kajiado North, Kajiado County, Kenya. These characteristics provide valuable context for interpreting the findings and shaping strategies to enhance CBC implementation in the region.

##### **4.3.1.1 Distribution of Teachers by Gender**

The study examined the gender distribution of teachers participating in the research, which provided valuable insight into the demographic composition of the teaching staff in public primary schools in Kajiado North, Kajiado County, Kenya. Figure 2 presents the gender distribution of the teacher participants, offering insights into the generational makeup of the teaching staff.

**Figure 2**

***Percentage Distribution of Teachers by Gender***



The study involved 154 teachers, of whom 86 (55.8%) were male and 68 (44.2%) were female. The slight predominance of male teachers reflects broader national trends, where men are often deployed in rural and semi-urban counties like Kajiado due to mobility and staffing policies (TSC, 2023). Cultural and socio-economic factors in pastoralist communities also contribute to fewer women in the teaching workforce (Chege & Sifuna, 2021).

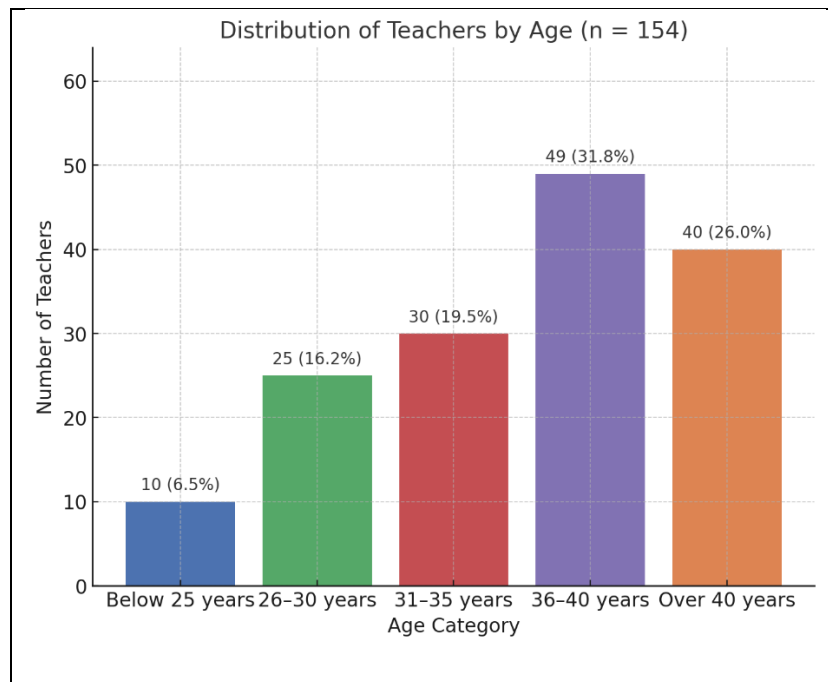
This distribution is important for the study’s aim of investigating headteachers’ administrative strategies on CBC implementation, since male and female teachers may perceive supervision differently. Research shows that supportive and collaborative feedback tends to be more effective with female teachers, while directive approaches are often more acceptable to male teachers (Wanzare & Ward, 2020; Oketch & Anyango, 2025). The near balance of genders in the sample therefore allows diverse perspectives to be captured.

### 4.3.1.2 Distribution of Teachers by Age

In this section, the study sought to ascertain the respondents' ages to see if age was related to teachers' responses to headteachers' administrative strategies on the implementation of competency-based curriculum in public primary schools in Kajiado North, Kajiado County, Kenya. The summary of the findings is presented in Figure 3.

**Figure 3**

#### *Percentage Distribution of Teachers by Age*



Regarding age distribution, the majority of teachers were mid-career and senior staff: 49 teachers (31.8%) were aged 36-40 years, and 40 teachers (26.0%) were over 40 years. Teachers aged 31-35 years (19.5%) and 26-30 years (16.2%) represented the mid-level group, while the youngest group, below 25 years, was only 6.5%. This profile shows a workforce dominated by experienced teachers, reflecting national patterns of teacher retention in rural counties (Muriithi,

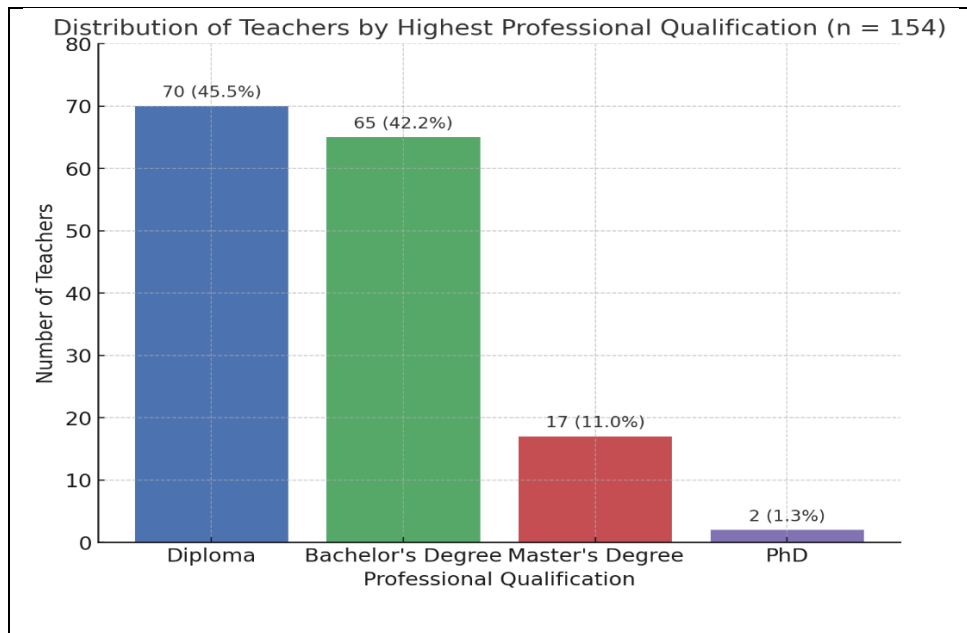
2022). Experienced teachers bring stability, classroom management expertise, and mentoring capacity (Ingersoll & Strong, 2011), but may need stronger support to adapt to CBC’s learner-centered methods (Fullan, 2016). Younger teachers, though fewer, bring digital adaptability and openness to innovation (OECD, 2019). Headteachers must therefore apply differentiated administrative strategies such as mentoring, professional learning communities (PLCs), and coaching that harness senior teachers’ experience while supporting younger teachers’ innovation.

#### 4.3.1.3 Distribution of Teachers by Highest Professional Qualification

Figure 4 illustrates the distribution of teachers by their highest professional qualification. This was done in order to provide an insight into the educational background of the teaching staff.

**Figure 4**

*Percentage Distribution of Teachers by Highest Professional Qualification*



The study showed that most teachers in Kajiado North held either a diploma (45.5%) or a bachelor’s degree (42.2%), while a smaller proportion had a master’s degree (11.0%), and only 1.3% held PhDs. This distribution reflects Kenya’s teacher training framework, where a diploma

is the minimum requirement for primary teaching, but many teachers have upgraded to degree level through in-service and distance learning (TSC, 2023; Republic of Kenya, 2019). The low proportion of postgraduate-trained teachers is expected since higher qualifications are not mandatory for classroom teaching, though they contribute to research-based practice and mentoring (Musyoka, 2023).

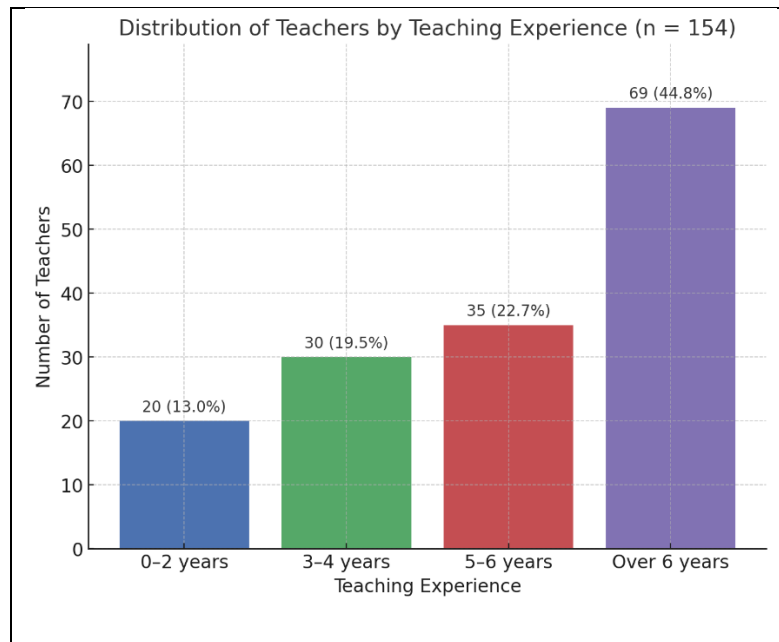
For CBC implementation, the high presence of diploma and bachelor-trained teachers indicates that most are adequately prepared for classroom delivery. However, studies emphasize that effective implementation depends not only on qualifications but also on continuous professional development and supportive supervision (MoE, 2021). The findings therefore justify the need for structured in-service training and mentorship to equip teachers with the advanced pedagogical and assessment skills required for CBC.

#### **4.3.1.4 Distribution of Teachers by Teaching Experience**

Figure 5 illustrates the distribution of teachers by their teaching experience. Indicating the distribution of teachers by teaching experience ensured methodological rigor by showing diverse, representative perspectives that enhanced the credibility and depth of findings on headteachers' administrative strategies on the implementation of competency-based curriculum.

**Figure 5**

***Percentage Distribution of Teachers by Teaching Experience***



The findings show that the majority of teachers (44.8%) had more than six years of teaching experience, while smaller proportions fell into 5-6 years (22.7%), 3-4 years (19.5%), and 0-2 years (13.0%). This distribution reflects a workforce that is predominantly experienced, which is consistent with staffing patterns in many Kenyan public schools, where long-serving teachers form the bulk of the teaching staff (TSC, 2023).

Experienced teachers bring stability, classroom management expertise, and deep knowledge of the local learning environment, which are valuable for CBC implementation. However, as research shows, they may also require strong support to unlearn teacher-centered methods and adopt learner-centered approaches emphasized by CBC (Fullan, 2016). Meanwhile, early-career teachers, though fewer, often demonstrate greater openness to innovation and use of ICT in instruction (OECD, 2019). Overall, the distribution suggests that public primary schools

in Kajiado North are well-positioned to implement CBC, provided that headteachers strengthen continuous professional development and foster collaborative learning environments.

#### 4.4 Headteachers' Provision of Instructional Resources on the Implementation of CBC

The study aimed to assess the influence of headteachers' provision of instructional resources on the implementation of the Competence-based Curriculum (CBC) in public primary schools in Kajiado North, Kenya. Teachers were asked to indicate their opinions on a five-point scale, as shown in Table 3, which included the following options: Strongly Disagree (SD), Disagree (D), Undecided (UD), Agree (A), and Strongly Agree (SA).

**Table 3**

#### *Headteachers' Provision of Instructional Resources on the Implementation of CBC*

**(n = 154)**

<b>Statement</b>	<b>SA</b>	<b>A</b>	<b>UD</b>	<b>D</b>	<b>SD</b>
The headteacher ensures that all necessary instructional materials for CBC are readily available.	50 (32.5%)	60 (39.0%)	20 (13.0%)	15 (9.7%)	9 (5.8%)
The headteacher provides access to CBC advisors to enhance the implementation of CBC.	30 (19.5%)	55 (35.7%)	35 (22.7%)	20 (13.0%)	14 (9.1%)
There is regular updating of instructional materials to align with CBC requirements.	20 (13.0%)	35 (22.7%)	45 (29.2%)	34 (22.1%)	20 (13.0%)
The headteacher ensures that there are enough teachers to effectively implement CBC.	15 (9.7%)	30 (19.5%)	25 (16.2%)	50 (32.5%)	34 (22.1%)
The headteacher provides adequate time and resources for teachers to plan CBC lessons.	40 (26.0%)	65 (42.2%)	20 (13.0%)	20 (13.0%)	9 (5.8%)

The results of Table 3 indicate that 71.5% of headteachers (32.5% strongly agreed, 39.0% agreed) confirmed that they ensured the availability of instructional materials for CBC implementation. Only 15.5% disagreed or strongly disagreed, while 13.0% remained undecided. This high percentage of agreement demonstrates that most schools are equipped with core CBC

materials, particularly textbooks, curriculum designs, and teacher guides. The outcome can be attributed to deliberate efforts by the Ministry of Education and the Kenya Institute of Curriculum Development (KICD), which have prioritized the provision of equitable resources across public schools (KICD, 2025).

However, both the quantitative data and interviews reveal that while core materials are accessible, specialized resources such as laboratory kits, ICT devices, and consumables remain scarce. During interviews, findings showed persistent gaps in specialized resources. A headteacher explained, “For science kits, we still have to improvise,” while a QASO confirmed, “ICT tools remain the weakest area in most schools I visit.” These challenges explain why a minority of respondents expressed disagreement. These sentiments were supported by another headteacher who explained that:

We ensure that every learner has access to the approved textbooks and curriculum designs every term. The government has been consistent on that part. But when it comes to specialized materials, like science kits, computers, and consumables for practical projects, we are left to improvise. This affects how effectively CBC is implemented because learners need hands-on experiences (Headteacher 4, 27/8/2025).

A QASO echoed this by noting:

Most schools I supervise have textbooks and guides. The government distribution has made a difference. But when I check practical areas, such as science labs and ICT rooms, I often find shortages. CBC is built on practical learning, so the absence of these materials creates gaps in achieving curriculum goals (QASO 1, 27/8/2025).

These findings align with Olum and Mwoma’s (2025) study, which found that schools had received textbooks but lacked supplementary and hands-on resources necessary for CBC.

Similarly, Isaboke, Mwangi, and Njenga (2025) observed persistent deficits in laboratory and ICT materials in junior secondary schools. Thus, the quantitative majority agreement is explained by the availability of core materials, while the minority disagreement reflects continued shortages of specialized resources critical for competency development.

The study also found that 55.2% of respondents (19.5% agreed and 35.7% strongly agreed) that headteachers facilitated access to CBC advisors, while 22.7% were undecided and 22.1% disagreed. These results show that while advisory services are acknowledged and appreciated, they remain irregular and unevenly distributed. One headteacher observed, “The TAC advisor’s visit makes a big difference, but we can wait months before the next one.” A QASO admitted, “We are stretched thin, sometimes one officer covers more than forty schools.” These statements highlight why some headteachers strongly supported the item, while others were uncertain or disagreed. Literature confirms that while advisory officers exist, their reach is inadequate to meet schools’ frequent needs (Thukia, 2025; Wanyama et al., 2025).

During the interviews, one headteacher described this experience vividly:

Whenever the curriculum support officer visits, the impact is immediate. Teachers feel reassured, they gain new strategies, and we see improved confidence in classrooms. But these visits are irregular. Sometimes, we go through an entire term without any advisory support. During such gaps, teachers are left to interpret curriculum updates alone, which leads to inconsistencies (Headteacher 2, 27/8/2025).

A QASO acknowledged this limitation:

We try to reach every school, but we are overstretched. In my region, one officer may be responsible for more than forty schools, many of them spread across vast rural areas. It is

practically impossible to provide the kind of regular follow-up teachers need. We know this is a weakness, but it is a staffing and logistical issue (QASO 1, 27/8/2025).

The survey results, therefore, reflect both recognition of the value of advisory services and the reality of their inconsistent delivery. These findings are supported by Thukia (2025), who reported that curriculum support officers were vital in bridging policy and practice but were overstretched. Similarly, Wanyama, Njoroge, and Atieno (2025) found that teachers often felt disconnected from reforms because advisory visits were infrequent.

The findings further indicated that 35.7% (13% agreed and 22.7% strongly agreed), 29.2% were undecided, and 35.1% disagreed on whether instructional materials were regularly updated. This split highlights ongoing uncertainty about the timeliness and clarity of curriculum updates. The interviews clarified that while updates occur, communication and dissemination are uneven. A headteacher admitted, “We often use outdated guides without realizing it,” while another added, “By the time updates arrive, the term is half gone.” A QASO explained, “Schools with internet access get the new documents; others may not see them until months later.” These sentiments were further reinforced by one of the headteachers’ who stated that:

We know that KICD revises materials, but the challenge is that updates arrive late or sometimes not at all. Teachers are left working with outdated guides, only to be told later that changes had been made. It is frustrating because we want to do the right thing, but without clear communication and timely access, we are left behind (Headteacher 3, 27/8/2025).

Similarly, a QASO explained:

The Ministry and KICD do issue updates. Schools with internet and printers can download them easily, but many rural schools cannot. There is no structured

communication system that ensures every teacher is working with the latest designs. This creates uncertainty and inconsistency in implementation (QASO 1, 27/8/2025).

These challenges explain the high proportion of undecided responses, as teachers may not be certain whether their materials are current. Symphony Journals (2025) reported that weak dissemination systems left teachers unsure about updates, while Wanyama et al. (2025) confirmed that inadequate communication limited curriculum fidelity.

The strongest negative finding emerged here, with 54.6% of respondents (32.5% disagreeing and 22.1% strongly disagreeing) that there were enough teachers to effectively implement CBC. Only 29.2% agreed and 16.2% were undecided. This finding underscores a structural barrier to CBC success, that is severe teacher shortages.

One headteacher stressed:

CBC requires more teacher involvement in every way; group work, project supervision, continuous assessments. With the current staffing, teachers are overworked. Some are handling multiple subjects, and it is impossible to give learners the attention they deserve. Unless the government addresses staffing, CBC will always struggle (Headteacher 4, 27/8/2025).

A QASO corroborated this:

Almost every school I supervise complains of teacher shortages. This is not a failure of school leadership, it is a systemic issue. The government has not recruited enough teachers, especially for junior secondary, and without sufficient staff, CBC cannot be implemented effectively (QASO 3, 27/8/2025).

These findings are consistent with official reports. The Teachers Service Commission (2025) estimated a national teacher shortfall of over 90,000, particularly in junior secondary

schools. National media outlets such as Daily Nation (2025) and Eastleigh Voice (2025) warned of a looming CBC crisis unless recruitment was prioritized. Ogembo (2025) further argued that such shortages directly undermined activity-based pedagogy, which is central to CBC.

Finally, 68.2% of teachers (26.0% strongly agreed and 42.2% agreed) reported that they provided adequate time and resources for CBC lesson planning. Only 18.8% disagreed. This suggests that many school leaders recognize the importance of collaborative lesson preparation in CBC implementation. Headteachers consistently described how they carved out planning slots. One remarked, “We set aside one hour every Wednesday just for planning,” while another noted, “Teachers prepare rubrics together; it reduces confusion.” Another one confirmed this, “Where planning time is protected, lessons are more coherent and learners are more engaged.” A QASO observed that in schools where heads protect planning time, lessons are better structured, and learners are more engaged. He continued to say that in schools where planning is left to individual teachers, one can see the stress and the uneven quality of instruction.

These results are supported by Gichuhi, Mutisya, and Karugu (2024), who found that structured planning sessions enhanced teacher collaboration and improved outcomes. Ngare (2024) similarly noted that protecting time for preparation led to smoother CBC delivery in early childhood centers in Kajiado. Internationally, research emphasizes that competency-based pedagogy requires deliberate preparation time to design learner-centered tasks and assessments (Thukia, 2025).

The integration of quantitative and qualitative findings reveals a layered reality. Headteachers are performing strongly in ensuring access to core instructional materials and in safeguarding planning time. Advisory access is valued but remains inconsistent, while regular updating of materials is hindered by weak dissemination. Teacher shortages remain the most

critical barrier, undermining even the best efforts of headteachers. Current literature affirms these findings, showing that while school-level leadership is central to CBC success, systemic support particularly in staffing, advisory coverage, and communication remains indispensable.

#### 4.5 Headteachers' Supervisory Strategies on the Implementation of CBC

The study aimed to evaluate the influence of headteachers' supervisory strategies on the implementation of CBC in public primary schools in Kajiado North, Kenya. Teachers were asked to indicate their opinions on a five-point scale, as shown in Table 4, which included the following options: Strongly Disagree (SD), Disagree (D), Undecided (UD), Agree (A), and Strongly Agree (SA).

**Table 4**

#### *Headteachers' Supervisory Strategies on the Implementation of CBC*

(*n* = 154)

<b>Statement</b>	<b>SA</b>	<b>A</b>	<b>UD</b>	<b>D</b>	<b>SD</b>
The headteacher frequently conducts classroom observations to monitor the implementation of CBC.	48 (31.2%)	60 (39%)	20 (13%)	16 (10.4%)	10 (6.5%)
Classroom observations by the headteacher help improve my teaching practices for CBC.	45 (29.2%)	55 (35.7%)	25 (16.2%)	18 (11.7%)	11 (7.1%)
The headteacher regularly provides constructive feedback after classroom observations to enhance CBC implementation.	40 (26%)	58 (37.7%)	28 (18.2%)	18 (11.7%)	10 (6.5%)
I feel supported by the headteacher's feedback in overcoming challenges related to CBC implementation.	42 (27.3%)	52 (33.8%)	28 (18.2%)	20 (13%)	12 (7.8%)
The headteacher regularly reviews lesson plans and other academic documents to ensure alignment with CBC standards.	50 (32.5%)	62 (40.3%)	18 (11.7%)	16 (10.4%)	8 (5.2%)
The headteacher's review of academic documents helps improve the quality of CBC implementation in the classroom.	48 (31.2%)	60 (39%)	22 (14.3%)	15 (9.7%)	9 (5.8%)

The findings show that 70.2% of respondents (31.2% strongly agreed and 39.0% agreed) reported that headteachers frequently conducted classroom observations to monitor CBC

implementation. Only 16.9% disagreed or strongly disagreed, while 13.0% remained undecided. This indicates that classroom observation is widely recognized as a supervisory tool in many schools. It also suggests that headteachers consider it a practical way of assessing whether teachers are applying CBC's learner-centered methodologies such as group work, projects, and competency assessments. Qualitative insights revealed that observations are not merely formalities, but intentional practices. A headteacher remarked, "I make it a priority to visit classrooms weekly. CBC requires practical methods, and the only way I can know if these are being applied is by seeing them in action. My presence also motivates teachers to prepare thoroughly." In open ended questions, teachers acknowledged the value of such visits. One teacher said, "When I know the head may come in, I prepare better. It keeps me on my toes." A QASO confirmed, "The schools where heads enter classrooms regularly are more vibrant; teachers are engaged, and learners participate more actively." These findings align with Gathara and Karanja (2024), who emphasized that classroom observations build accountability and reinforce teachers' commitment to reform-oriented pedagogies. However, the undecided and disagreeing responses suggest inconsistency across schools, likely due to workload or lack of training in instructional supervision.

The study found that 64.9% of teachers (29.2% strongly agreed, 35.7% agreed) believed classroom observations helped improve their teaching. Still, 16.2% were undecided and 18.8% disagreed or strongly disagreed. This indicates that while many teachers value observations, not all find them equally helpful, likely depending on the quality of follow-up.

Teachers highlighted that observation encouraged preparedness and improved practice. One explained, "Observation keeps us alert. I know my work will be seen, so I ensure that I plan activities carefully." Another elaborated, "The observation alone is not what helps most. It is

what comes after, the conversation with the headteacher. When they highlight specific strengths and areas of improvement, I feel supported to do better. Without that, it feels like mere inspection.” A QASO reinforced this by stating that, “Observation becomes useful only when it is followed by guidance. Otherwise, it creates tension instead of growth.” This finding resonates with Mbatha (2023), who concluded that supervision improves instructional practice when it focuses on professional growth rather than fault-finding.

The results further revealed that 63.7% of respondents (26.0% strongly agreed, 37.7% agreed) confirmed that headteachers regularly provided constructive feedback after observations. Meanwhile, 18.2% were undecided and 18.2% disagreed or strongly disagreed. This shows that while feedback is common, its regularity and quality vary. In the open-ended questions, teachers’ voices illustrated this variability. One teacher shared, “The feedback helps me refine my teaching. For example, the head suggested that I let learners explain answers instead of me giving them directly, and it has changed how I handle discussions.” Another, however, complained, “Sometimes the feedback is general, like ‘improve participation,’ but without concrete suggestions. That doesn’t really guide me.” A headteacher admitted, “I intend to give feedback promptly, but administrative work sometimes delays me. I know timely feedback is critical, but it’s not always possible.” This finding mirrors Robinson’s (2024) conclusion that effective feedback must be timely, specific, and actionable to impact teacher practice.

The study found that 61.1% of respondents (27.3% strongly agreed, 33.8% agreed) felt supported by feedback in overcoming CBC challenges. However, 20.8% disagreed or strongly disagreed, and 18.2% remained undecided. This reflects a difference in how feedback is delivered-supportive in some schools, punitive in others. A teacher explained that the head’s feedback encourages her to try out new methods like project-based assessment without fear of

failing. Another, however, remarked that sometimes feedback feels more like fault-finding than support. According to the teacher, instead of motivation, it creates anxiety.

A QASO highlighted this contrast:

The same feedback can either inspire or discourage, depending on tone. Where headteachers adopt a mentoring approach, teachers feel encouraged and improve. Where feedback is harsh, teachers retreat to safe methods and avoid innovation (QASO 4, 27/8/2025).

Oketch and Anyango (2025) similarly emphasized that supportive feedback strengthens teacher confidence, whereas punitive supervision undermines motivation. When feedback is delivered in a respectful, constructive manner-highlighting strengths, pointing out gaps, suggesting improvements, teachers feel psychologically safe to experiment, correct mistakes, and progressively align with curriculum demands. Conversely, when supervision is rigid, judgmental, or fault-finding, it triggers defensiveness, anxiety, and a retreat into safe, conventional practices rather than adopting CBC's learner-centered methods.

The results indicated that 72.8% of respondents (32.5% strongly agreed, 40.3% agreed) acknowledged that headteachers regularly reviewed lesson plans and academic documents to ensure alignment with CBC. Only 15.6% disagreed or strongly disagreed, and 11.7% were undecided. This demonstrates that document review is one of the most common supervisory strategies in CBC. Headteachers described this as critical to accountability. One explained that he checks lesson plans weekly to ensure teachers are applying CBC competencies correctly, and he can offer corrections where needed. A teacher added, "Knowing that the head will check makes me take my planning seriously." This is consistent with Musyoka (2023), who concluded that document reviews enhance compliance and standardization of curriculum delivery.

The study also found that 70.2% of respondents (31.2% strongly agreed, 39.0% agreed) affirmed that document reviews improved CBC classroom practice. Only 15.5% disagreed or strongly disagreed, while 14.3% were undecided. Teachers noted that reviews made them more deliberate in their planning. One said, “When my plan is checked, I prepare activities more carefully, ensuring they match the competencies.” A headteacher reflected:

At first, I saw reviews as unnecessary paperwork. But over time, I realized they help me avoid mistakes. If the head points out a mismatch between my objectives and activities, I can fix it before teaching. That correction improves my lessons and learners’ benefit (Headteacher 3, 27/8/2025).

This finding supports Gichuhi, Mutisya, and Karugu (2024), who argued that document reviews not only ensure compliance but also improve instructional quality by sharpening teachers’ focus on learning outcomes. The findings highlight that supervision through classroom observations, constructive feedback, and document reviews is critical for CBC implementation. Teachers generally appreciated these strategies when delivered consistently and constructively. However, challenges such as irregularity in observations, delayed or vague feedback, and the occasional punitive tone explain the undecided and negative responses. Headteachers themselves acknowledged these challenges, often pointing to workload pressures and competing demands. QASOs emphasized that supportive and mentoring approaches, rather than fault-finding, are the key to unlocking teachers’ creativity and commitment to CBC.

#### 4.6 Headteachers’ Strategies for Parental Involvement on CBC Implementation

The study aimed to evaluate the influence of headteachers’ strategies for parental involvement on the implementation of CBC in public primary schools in Kajiado North, Kenya. Teachers were asked to indicate their opinions on a five-point scale, as shown in Table 5, which

included the following options: Strongly Disagree (SD), Disagree (D), Undecided (UD), Agree (A), and Strongly Agree (SA).

**Table 5**

***Headteachers' Strategies for Parental Involvement on the Implementation of CBC***

*(n = 154)*

<b>Statement</b>	<b>SA</b>	<b>A</b>	<b>UD</b>	<b>D</b>	<b>SD</b>
I believe that the availability of learning materials influences parent' willingness to engage in their children's education.	62 (40.3%)	54 (35.1%)	18 (11.7%)	12 (7.8%)	8 (5.2%)
Headteachers actively seek feedback from parents regarding the types of learning materials they find useful.	45 (29.2%)	50 (32.5%)	22 (14.3%)	25 (16.2%)	12 (7.8%)
Headteachers provide opportunities for parents to voice their opinions regarding educational policy and decisions.	40 (26%)	48 (31.2%)	20 (13%)	30 (19.5%)	16 (10.4%)
Collaborative workshops between parents and teachers are regularly organized to discuss the implementation of the CBC.	38 (24.7%)	44 (28.6%)	25 (16.2%)	28 (18.2%)	19 (12.3%)
The headteacher encourages a culture where parents feel empowered to participate in decision-making regarding their children's education.	52 (33.8%)	47 (30.5%)	21 (13.6%)	20 (13%)	14 (9.1%)

The majority of respondents (40.3% and 35.1%) strongly agreed and agreed respectively that the availability of learning materials influences parents' willingness to engage in their children's education. In contrast, 7.8% disagreed and 5.2% strongly disagreed, while 11.7% were undecided. The high level of agreement demonstrates that resource availability is a critical determinant of parental involvement in CBC. The finding demonstrates that when learning tasks are aligned with resources that parents can easily provide, they are more motivated to support their children's education. Conversely, when assignments require scarce or costly materials, participation is likely to decline, even among parents who are otherwise supportive. This aligns with the Kenya Institute of Curriculum Development (2021) guidelines, which emphasize that

CBC tasks should be grounded in everyday, locally available resources to foster inclusivity.

International evidence further affirms this pattern: Fan and Chen (2001) and Jeynes (2018) found that parental engagement is more effective when schools minimize material barriers and provide clear guidance.

Interview data corroborated this finding. Headteachers emphasized that parents are more eager to participate when learning tasks require simple, affordable, and locally available materials. One headteacher explained, “When tasks require cartons, glue, or bottle tops, parents eagerly participate. But when assignments demand expensive or unavailable items, participation drops even among parents who are otherwise supportive.” Similarly, the QASO noted that parental involvement is directly linked to the clarity and affordability of learning tasks. In essence, this finding highlights that resource availability is a critical determinant of parental involvement in CBC, as it reduces structural obstacles and creates opportunities for meaningful participation in children’s learning processes.

A total of 61.7% of respondents (29.2% strongly agreed and 32.5% agreed) that headteachers actively seek feedback from parents on useful learning materials. This demonstrates that many schools are making efforts to establish communication channels that allow parents to express their views on the practicality and relevance of CBC learning resources. Such feedback mechanisms are important because they create a sense of partnership and ensure that assignments align with the realities of families. At the same time, the fact that nearly four in ten respondents were either undecided (14.3%) or disagreed (24.0%) indicates that this practice is not consistently implemented across all schools. While some headteachers appear to engage parents proactively, others may rely on one-way communication where parents are simply informed rather than consulted.

Qualitative findings revealed variability in feedback practices. Some schools had established suggestion boxes, WhatsApp platforms, or parent meetings to gather input, while others simply informed parents of school decisions without consultation. The QASO explained, “Schools that take time to ask parents whether assignments are practical see fewer complaints. Parents feel respected when their feedback is used to modify activities.”

The finding underscores the central role of feedback in parental involvement. When parents are consulted, they feel respected and are more willing to support their children’s learning. These results are consistent with Epstein’s (2011) framework, which identifies two-way communication as essential for school–family partnerships. Similarly, Ngware, Abuya, and Oketch (2020) found that feedback mechanisms in Kenyan schools improved parental acceptance of CBC.

The results show that a moderate majority of respondents (57.2%) agreed that parents are given opportunities to contribute to educational policy and decision-making, with 26.0% strongly agreeing and 31.2% agreeing. This indicates that in slightly more than half of the schools, parents are perceived as being engaged in governance processes beyond their traditional supportive roles. Such inclusion is consistent with the principles of the Competency-Based Curriculum (CBC), which emphasize partnership between schools and families in shaping learning experiences (Ministry of Education, 2018).

The interviews revealed that in many schools, parents’ participation was confined to financial contributions rather than governance or decision-making. However, schools that formed parental advisory committees reported greater cooperation and reduced resistance to CBC. One headteacher narrated:

We realized parents wanted to contribute not only in financial matters but also in deciding how to organize projects, timelines, and assessment methods. Once we created a small advisory committee and allowed parents to propose alternatives, resistance to CBC tasks decreased. Parents became allies, and our teachers felt supported (Headteacher 2, 27/8/2025).

Oketch and Mutisya (2019) argue that shared decision-making fosters accountability and ownership in schools, while Epstein (2011) highlights “decision-making” as one of the six pillars of effective school-family-community partnerships. The relatively high level of disagreement in this study suggests that although policies encourage inclusivity, some headteachers may still be reluctant to involve parents in governance beyond financial or logistical contributions.

The results indicate that just over half of the respondents (53.3%) agreed that collaborative workshops are regularly organized to discuss the Competency-Based Curriculum (CBC), with 24.7% strongly agreeing and 28.6% agreeing. However, a substantial proportion (30.5%) disagreed (18.2% disagreed, 12.3% strongly disagreed), while 16.2% were undecided. This distribution reflects that although some schools have embraced workshops as a strategy for enhancing parental understanding of CBC, many others either neglect them or apply them irregularly. The high proportion of undecided responses (16.2%) may also indicate a lack of awareness among parents regarding whether such workshops are being conducted, further pointing to weak communication about these initiatives.

These findings suggest that while collaborative workshops are recognized as an effective strategy for strengthening school–parent partnerships, they are not yet institutionalized across schools in Kajiado North. This interpretation resonates with research by Wairimu and Macharia (2022), who found that workshops and sensitization meetings enhanced parental knowledge and reduced misunderstandings about CBC. Similarly, Hornby and Blackwell (2018) emphasize that

structured training sessions are vital for overcoming barriers to parental involvement, particularly in contexts where parents may feel ill-equipped to support new curriculum demands.

The results show that a substantial majority of respondents (64.3%) agreed that headteachers encourage a culture of empowerment within schools, with 33.8% strongly agreeing and 30.5% agreeing. In contrast, 22.1% (13.0% disagreed; 9.1% strongly disagreed) did not share this view, while 13.6% were undecided. This level of agreement highlights empowerment as a relatively well-established strategy, though the fact that more than one in five respondents disagreed indicates that the practice is not uniform across schools. The undecided proportion further suggests that some parents may not clearly perceive empowerment structures in their schools, which could reflect either limited communication or inconsistent practices.

Interview findings revealed that empowerment was closely linked to trust and consistency. One headteacher explained, “Empowerment is not about speeches during meetings. It is about predictable forums where parents know their voices will be heard and where feedback is acted upon.” The QASO added that schools with cultures of empowerment reported fewer conflicts and greater collaboration. The findings support the argument of Leithwood, Harris, and Hopkins (2020) that trust-based leadership and empowerment are central to effective school–community partnerships. In the Kenyan context, Oketch and Mutisya (2019) observed that schools with cultures of empowerment experienced greater parental collaboration and reduced conflict.

#### **4.7 Headteachers’ Strategies for Teacher Professional Development on CBC Implementation**

The study aimed to evaluate the influence of headteachers’ strategies for teacher professional development on the implementation of CBC in public primary schools in Kajiado North, Kenya. Teachers were asked to indicate their opinions on a five-point scale, as shown in Table 6, which

included the following options: Strongly Disagree (SD), Disagree (D), Undecided (UD), Agree (A), and Strongly Agree (SA).

**Table 6**

***Headteachers’ Strategies for Teacher Professional Development CBC Implementation***

*(n = 154)*

<b>Statement</b>	<b>SA</b>	<b>A</b>	<b>UD</b>	<b>D</b>	<b>SD</b>
Headteachers regularly organize workshops to improve teaching strategies related to CBC.	46 (29.9%)	52 (33.8%)	22 (14.3%)	20 (13%)	14 (9.1%)
The content of workshops is relevant to my teaching practices.	42 (27.3%)	55 (35.7%)	21 (13.6%)	23 (14.9%)	13 (8.4%)
Seminars provide practical insights into the CBC implementation.	40 (26%)	54 (35.1%)	25 (16.2%)	22 (14.3%)	13 (8.4%)
The mentoring program is aligned with my developmental needs as a teacher.	39 (25.3%)	56 (36.4%)	20 (13%)	24 (15.6%)	15 (9.7%)
Coaching sessions are constructive and address specific teaching challenges.	43 (27.9%)	53 (34.4%)	19 (12.3%)	25 (16.2%)	14 (9.1%)

The findings revealed that a combined 63.7% (29.9% strongly agree; 33.8% agree) of teachers agreed that headteachers regularly organize workshops to improve CBC-related teaching strategies, while 22.1% disagreed and 14.3% were undecided. This indicates that workshops are generally recognized as a key professional development strategy, but the relatively large proportion of disagreement points to inconsistency in their frequency and organization across schools. The undecided responses also suggest that some teachers may have limited exposure to, or awareness of, such workshops in their institutions.

Qualitative insights confirmed these patterns. In open-ended questions, teachers acknowledged that while workshops were beneficial, they were sometimes irregular, rushed, or not well planned, which reduced their effectiveness. One teacher commented that workshops “often come at the end of a busy term, leaving little time to internalize what we are taught,” while another noted that “the sessions are useful, but we rarely have follow-up to help us practice

what we learned.” Similarly, during the interviews, the QASO emphasized that where workshops were consistently scheduled, teachers showed more confidence and clarity in CBC implementation, but in schools without regular sessions, teachers tended to rely on personal improvisation.

The results further show that 63.0% (27.3% strongly agree; 35.7% agree) of teachers agreed that the content of workshops was relevant to their teaching practices, while 23.3% disagreed and 13.6% were undecided. This indicates that while a majority of teachers perceive workshops as meaningful and supportive of their instructional work, a notable minority still question their practical applicability to the realities of the classroom. The undecided group further reflects that the effectiveness of workshop content is not always evident to participants.

In an open-ended question, teachers reported that in some instances, workshops were highly useful, providing strategies they could immediately adopt in their classrooms. One teacher commented: “When the facilitators gave us examples of CBC assessments using real classroom scenarios, I felt more confident to apply the ideas with my learners.” However, others expressed dissatisfaction, noting that the sessions sometimes focused too heavily on theory without addressing daily challenges. As one teacher put it, “We are told about the vision and philosophy of CBC, but we are left asking how to actually manage 60 pupils in a competency-based lesson.” This resonates with Ngware, Abuya, and Oketch (2020), who observed that when workshops focus on practical CBC strategies, teachers are more confident and effective in applying them. The teachers’ mixed perceptions of workshops were strongly reinforced by both QASO and headteacher interviews. The QASO acknowledged that while workshops are important, their design and delivery often determine their effectiveness. He explained:

In the schools where workshops are conducted with clear examples and demonstrations, I see teachers becoming more confident in their delivery of CBC. However, when workshops remain too abstract and theoretical, many teachers leave without knowing how to apply what they have heard. I have even observed cases where facilitators spend most of the time explaining the background of CBC reforms, yet teachers are struggling with daily issues like assessment rubrics or how to manage group tasks. This gap between content and practice is one of the reasons why some teachers express frustration with workshops (QASO 2, 27/8/2025).

Similarly, one headteacher echoed this sentiment, emphasizing the need for practical approaches that respond to teachers' real classroom struggles:

I have realized that the success of workshops depends on whether they connect with what teachers actually face every day. When we organize sessions that allow teachers to role-play lessons or see how a competency is assessed in practice, they find them extremely useful. But when the sessions are led only by external facilitators focusing on policies or philosophies, teachers feel disconnected. They often tell me: 'We need support on managing large classes or developing practical assessments, not just theory.' That is why I always encourage facilitators to bring in demonstrations, samples of assessment tools, and real examples from classrooms (Headteacher 1, 27/8/2025).

Together, these responses highlight that while workshops are a promising professional development tool, their impact is highly dependent on relevance, practicality, and teacher-centered design. Both the QASO and headteachers reinforced what teachers themselves had reported that workshops lose their value when they remain overly theoretical, but become empowering when grounded in the realities of CBC classrooms.

The results indicate that a majority of teachers (61.1%) agreed that seminars provided practical insights into the Competency-Based Curriculum (CBC), with 26.0% strongly agreeing and 35.1% agreeing. This suggests that seminars are generally recognized as a valuable professional development strategy for enhancing teacher understanding of CBC. However, the presence of 22.7% who disagreed and a relatively high 16.2% undecided signals that the usefulness of seminars is not consistently experienced by all teachers.

The high undecided proportion may point to variations in the quality, frequency, or delivery of seminars across schools. While some teachers likely encountered well-structured, practice-based seminars that offered tangible strategies, others may have participated in sessions that were overly theoretical or lacked direct classroom application. This uneven perception highlights the need for greater standardization and improvement in seminar design to ensure they consistently provide practical, classroom-relevant insights.

The findings further show that 61.7% of teachers (25.3% strongly agree; 36.4% agree) agreed that mentoring programs were aligned with their professional developmental needs, suggesting that mentoring is generally viewed as a supportive strategy for enhancing Competency-Based Curriculum (CBC) implementation. However, a notable 25.3% disagreed and 13.0% remained undecided, indicating that a significant proportion of teachers either did not find mentoring relevant or were unsure of its impact.

This mixed response highlights that while many teachers value mentoring, its effectiveness is not consistent across schools. The relatively high level of disagreement suggests that some mentoring programs may be generic, irregular, or insufficiently personalized to address the specific classroom challenges teachers face. The undecided responses may also reflect teachers who have had limited exposure to structured mentoring. Overall, the results

imply that mentoring has the potential to positively influence teachers' professional growth under CBC but requires greater consistency, individualization, and sustained support in order to meet the developmental needs of all teachers as supported by Leithwood, Harris, and Hopkins (2020), who argue that effective mentoring requires sustained, individualized attention to teachers' professional growth.

The results further indicate that 62.3% of teachers (27.9% strongly agree; 34.4% agree) agreed that coaching sessions were constructive and addressed their specific teaching challenges. This majority response suggests that coaching is widely regarded as a beneficial professional development approach that supports teachers in navigating the practical demands of the Competency-Based Curriculum (CBC). However, a considerable minority; 25.3% disagreed and 12.3% were undecided points to variability in the quality and effectiveness of coaching across schools. The disagreement implies that in some contexts, coaching may not be sufficiently targeted to classroom realities, while the undecided responses suggest limited exposure or uncertainty about the usefulness of such sessions.

The survey findings on coaching were further reinforced by insights from the interviews. The QASO acknowledged that while coaching is an essential element of professional growth, its implementation varies widely across schools, which explains why some teachers did not find it useful. He observed:

I have visited schools where coaching sessions are extremely effective because they are conducted within the classroom setting, addressing real challenges such as learner participation, assessment practices, and large class management. In those schools, teachers appreciate coaching because it is hands-on and directly linked to their CBC lessons. However, in other schools, coaching is very general, with facilitators repeating

what was already covered in workshops or seminars. This makes teachers feel as though their specific challenges are ignored. (QASO 2, 27/8/2025).

One headteacher also reflected on the mixed experiences of coaching, emphasizing that the quality and focus of the sessions determine whether they are constructive or not. He explained:

From my experience, coaching works best when it is problem-based and collaborative. When our instructional coaches enter classrooms, observe lessons, and then sit down with the teacher to give constructive feedback, teachers respond positively and make improvements. But in cases where coaching is carried out as a quick meeting with generic advice, teachers feel it adds little value to their work. They want practical solutions; how to assess creativity, how to design projects, how to handle overcrowded classes. Without that direct connection to classroom realities, coaching loses its meaning (Headteacher 4, 27/8/2025).

Taken together, the findings highlight that while coaching is generally valued as constructive, its effectiveness depends on how well it is contextualized and problem-focused. To maximize its impact, coaching needs to move beyond general advice to address teachers' specific CBC-related challenges, such as managing competency assessments, large class sizes, and learner-centered pedagogies. This aligns with Hill and Tyson (2009), who found that coaching improves outcomes when it directly addresses teachers' day-to-day challenges rather than remaining superficial.

## **CHAPTER FIVE**

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

#### **5.1 Introduction**

This chapter comprehensively summarises the research findings on the influence of headteachers' administrative strategies on the implementation of competency-based curriculum in public primary schools in Kajiado North, Kajiado County, Kenya. This chapter synthesizes the key findings from the study, draws conclusions based on the data collected as per the research questions, and offers recommendations for practice and further research.

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

The study aimed to assess the influence of headteachers' administrative strategies on the implementation of competency-based curriculum in public primary schools in Kajiado North, Kajiado County, Kenya. The summary of the study findings is presented based on the four research questions that guided the study.

##### **5.2.1 Headteachers' Provision of Instructional Resources on the Implementation of CBC**

The study established that headteachers in Kajiado North Sub-County play a pivotal role in supporting the implementation of the Competency-Based Curriculum (CBC) by ensuring the availability of core instructional materials, safeguarding time for lesson planning, and facilitating access to advisory services. Quantitative data showed strong agreement on the provision of textbooks and curriculum designs, with 71.5% of respondents affirming their availability, while qualitative findings confirmed that shortages persist in specialized resources such as science kits, ICT devices, and consumables, which are critical for hands-on learning. Access to curriculum advisors was recognized as valuable but irregular due to overstretched officers, while

communication gaps in updating instructional materials left many teachers uncertain about the currency of their guides. The greatest barrier identified was teacher shortages, with over half of respondents disagreeing that staffing was adequate, a challenge corroborated by headteachers, QASOs, and national reports. Despite these challenges, 68.2% of teachers agreed that headteachers created space for collaborative lesson preparation, which was found to improve coherence and learner engagement. Overall, the findings highlight that while headteachers are effectively applying administrative strategies within their scope, systemic constraints particularly inadequate staffing, limited advisory coverage, and weak dissemination of updates continue to hinder the full realization of CBC goals.

### **5.2.2 Headteachers' Supervisory Strategies on the Implementation of CBC**

The study established that supervisory strategies are widely practiced in CBC implementation. A majority (70.2%) confirmed that headteachers frequently conducted classroom observations, and 64.9% agreed that such visits improved their teaching. Similarly, 63.7% of teachers reported receiving constructive feedback, with 61.1% feeling supported to overcome CBC challenges. Furthermore, 72.8% indicated that lesson plans and academic documents were regularly reviewed, and 70.2% acknowledged that this improved their classroom practice. Qualitative findings revealed that teachers valued supervision when it was regular, supportive, and specific. Classroom visits motivated preparedness, constructive feedback guided improvement, and document reviews enhanced accountability. However, some teachers expressed concerns about irregular observations, delayed or vague feedback, and a punitive supervisory tone. Headteachers admitted that workload often limited timely feedback, while QASOs stressed that the quality of feedback determined whether supervision inspired or discouraged teachers.

### **5.2.3 Headteachers' Strategies for Parental Involvement on CBC Implementation**

The study found that parental involvement in CBC is strongly influenced by headteachers' strategies. The availability of learning resources was the most critical factor, as parents readily engaged when tasks required affordable, locally available materials. Feedback mechanisms were moderately practiced, though inconsistently applied across schools, leaving some parents excluded. Similarly, opportunities for parental decision-making were present in slightly more than half of schools, with advisory committees reducing resistance where used. Collaborative workshops were valued but irregularly organized, limiting their impact. Finally, empowerment was widely encouraged, though not uniformly, with parents feeling more involved where predictable and inclusive platforms were established.

### **5.2.4 Headteachers' Strategies for Teacher Professional Development on CBC Implementation**

The study found that headteachers employ multiple professional development strategies to support teachers in implementing the Competency-Based Curriculum (CBC). Workshops were generally recognized as valuable (63.7% agreement), but their effectiveness was limited by irregular scheduling, rushed delivery, and a lack of follow-up. Teachers, QASOs, and headteachers all emphasized that workshops are most impactful when they focus on practical classroom examples rather than theoretical discussions. Similarly, the content of workshops was largely seen as relevant (63.0%), but nearly one-quarter of teachers doubted their practical applicability, pointing to a gap between CBC philosophy and classroom realities. Seminars were also positively received by a majority (61.1%), though their impact varied depending on whether they were interactive and practice-based or abstract and lecture-driven. Mentoring programs were viewed as supportive (61.7% agreement), but inconsistencies in personalization and mentor

availability meant that a significant minority found them misaligned with their developmental needs. Finally, coaching sessions were widely regarded as constructive (62.3%), but their effectiveness depended heavily on whether they addressed real classroom problems such as assessment, group work, and large class management. Where coaching was too generic, teachers found little value.

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

The study made the following conclusions based on the research findings:

The first research question sought to establish the influence of headteachers' provision of instructional resources on the implementation of CBC. This study concludes that headteachers in Kajiado North Sub-County have played a pivotal role in supporting CBC implementation, particularly by ensuring the availability of core instructional materials and protecting time for collaborative lesson planning. These strategies demonstrate strong leadership at the school level and highlight the commitment of headteachers to ensure smooth curriculum delivery. However, the study also reveals that systemic barriers; chiefly teacher shortages, weak advisory coverage, and inadequate dissemination of updated materials undermine the effectiveness of these leadership efforts. Therefore, the study concludes that while headteachers' administrative strategies are crucial for CBC implementation, sustainable success depends on coordinated action between school leadership and national education policy makers. CBC requires a whole-system response, balancing school-level leadership practices with government investment in staffing, resources, and curriculum support.

Regarding headteachers' supervisory strategies on the implementation of CBC, the findings conclude that instructional supervision is a critical driver of CBC implementation. Classroom observations, constructive feedback, and document reviews are effective strategies for

promoting teacher accountability, improving lesson delivery, and aligning instruction with curriculum competencies. However, their impact depends on quality and consistency.

Supervision framed as mentorship fosters teacher confidence and innovation, while punitive or irregular practices create anxiety and reduce motivation. Thus, effective supervision must be deliberate, supportive, and oriented toward professional growth rather than fault-finding.

Regarding headteachers' strategies for parental involvement on CBC implementation, the findings demonstrate that headteachers' strategies significantly influence parental involvement in the implementation of CBC. Availability of learning resources and empowerment emerged as the most consistent enablers, while feedback mechanisms, parental voice in decision-making, and workshops were only moderately applied, with notable gaps in practice. The evidence underscores that parental involvement thrives when schools provide clear, affordable, and practical opportunities for participation, but declines when strategies are irregular, theoretical, or poorly communicated. The results also show that while policies emphasize inclusivity and shared decision-making, implementation at the school level remains uneven. Parents are more likely to support CBC when they are respected as partners, their feedback is valued, and they are given meaningful roles beyond financial contributions. Schools that foster such cultures report stronger collaboration and reduced resistance to curriculum reforms.

The last objective sought to establish the influence of headteachers' strategies for teacher professional development on CBC implementation. The results demonstrate that professional development is critical for CBC implementation, but its impact is determined by quality, relevance, and delivery. Workshops, seminars, mentoring, and coaching are recognized as key strategies, yet they often fail to achieve their full potential due to inconsistency and lack of contextualization. Teachers consistently expressed a desire for professional development that is

interactive, sustained, and tailored to classroom realities. QASO and headteacher insights reinforced these findings, highlighting that when sessions are practical and ongoing, teachers show greater confidence and clarity in CBC implementation.

## **5.4 Recommendations for the Study**

This study, based on the findings, made several recommendations including recommendations for policy, recommendations for practice and the recommendations for further research.

### **5.4.1 Recommendations for Policy**

The most urgent recommendation is that the Teachers Service Commission (TSC) should prioritize teacher recruitment. CBC requires teachers to facilitate group projects, individualized assessments, and hands-on learning. With the current teacher-pupil ratios, these practices cannot be implemented effectively. Increasing staffing will reduce workload, enable more personalized attention to learners, and improve fidelity to CBC pedagogy.

The Ministry of Education should increase the number of Curriculum Support Officers (CSOs) and develop digital platforms for advisory support. Advisory services are highly valued; headteachers and teachers alike described them as boosting confidence, offering new strategies, and bridging policy and practice. However, their irregularity undermines continuity.

The Ministry of Education should institutionalize mandatory parental engagement frameworks in all public primary schools. These frameworks should outline standards for regular feedback forums, structured parental workshops, and advisory committees. Embedding such requirements in policy would ensure consistency across schools, strengthen accountability for headteachers, and guarantee that parental involvement is not left to individual discretion but becomes an integral part of CBC implementation.

The Ministry of Education should develop standardized guidelines for school-based professional development, requiring schools to conduct regular, interactive, and context-specific workshops, seminars, mentoring, and coaching. These guidelines should emphasize sustained support, accountability mechanisms, and a shift from theoretical training to hands-on, teacher-centered learning.

#### **5.4.2 Recommendation for Practice**

The study found that 68.2% of teachers agreed that headteachers provided adequate time and resources for CBC lesson planning, and interviews confirmed that schools where planning time was protected had more coherent and engaging lessons. Headteachers described setting aside weekly planning sessions, while QASOs observed that these schools displayed higher instructional quality. Therefore, a key practice recommendation is for headteachers to institutionalize structured, collaborative lesson planning sessions within their schools. This involves setting aside dedicated time each week where teachers meet in subject groups or grade levels to design learner-centered tasks, develop assessment rubrics, and align strategies with CBC competencies. Such protected time reduces inconsistencies, supports peer learning, and allows for real-time problem solving.

Headteachers should deliberately design CBC assignments that rely on locally available and affordable materials such as cartons, bottle tops, or everyday household items. This approach removes financial barriers, encourages active parental participation, and ensures that tasks are inclusive across socio-economic backgrounds. By focusing on resources parents can easily provide, schools make learning both practical and sustainable, thereby fostering stronger school-home collaboration.

Headteachers should ensure that professional development activities especially workshops and coaching sessions are structured around real classroom challenges such as managing large classes, designing competency-based assessments, and implementing learner-centered approaches. Regular follow-up sessions should be built in to allow teachers to practice and refine new strategies.

### **5.4.3 Recommendations for Further Research**

Future research should consider carrying out comparative studies across different counties in Kenya to establish whether the influence of headteachers' administrative strategies on CBC implementation observed in Kajiado North reflects a unique local situation or a broader national pattern. Such studies would provide a wider basis for policy and practice.

Further studies should additionally focus on learner-centered outcomes, assessing how headteachers' administrative strategies ultimately influence the development of key competencies among pupils. While the present study concentrated on teachers and administrators, linking these strategies to student performance and engagement would provide a more holistic view of effectiveness.

Finally, additional studies should examine the relationship between resource allocation and equity in CBC implementation. Differences in school resourcing such as access to learning materials, infrastructure, and staffing may determine how effectively headteachers' strategies can be applied. Equally, policy-level analysis is needed to explore how Ministry of Education directives either support or constrain headteachers in carrying out these strategies, thereby highlighting the gaps between national intentions and school-level realities.

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## APPENDICES

### APPENDIX I: Informed consent form for participants

My name is Sr. Jacinta Muthini, and I am currently pursuing a Master's degree in Educational Leadership and Administration at Tangaza University. I am conducting a research study aimed at exploring the influence of headteachers' administrative strategies on the implementation of the Competency-Based Curriculum (CBC) in public primary schools located in Kajiado North Sub-County, Kajiado County. The purpose of this study is to gain insights into how the administrative practices of headteachers contribute to the successful implementation of the CBC. Your knowledge and experience in this area are invaluable to my research, and I would be honoured if you would consider participating. The study is conducted in partial fulfilment of the requirement of a Master's degree in Educational Leadership and Administration at Tangaza University.

### Study Procedures, Risks, Benefits

This questionnaire will take approximately ten minutes to complete. Participation in this study carries no risk, as it is intended solely for academic purposes. You have the option to skip any question or withdraw from the study at any point without any consequences. The information you provide will be used exclusively for academic research. While there is no financial compensation for participating, the findings of this study will be published and made available in a journal, though individual results will not be shared with participants.

**Consent**

I have read and understood the provided information and I accept to participate in the study under the conditions described.

Participant's signature \_\_\_\_\_ Date \_\_\_\_\_

Researcher's signature \_\_\_\_\_ Date \_\_\_\_\_

**Contact Person**

Please get in touch with the main researcher on **jacintamuthini2@gmail .com** or **0707226870** if you have any queries or concerns about the study.

## Appendix II: Questionnaire for Teachers

Dear Teacher,

I am a student at Tangaza University, currently pursuing a Master's student in Education Leadership and Administration. I am conducting research to understand how head teachers' administrative strategies influence the implementation of the Competency-Based Curriculum (CBC). Your insights are invaluable to this study, and I kindly ask you to complete this questionnaire with honesty and care. The questionnaire comprises five sections: 1, 2, 3, 4, and 5. Please respond to all the questions across these sections by marking a tick (√) in the relevant box. Your perspectives as a teacher are essential for providing critical data that can lead to enhancements in educational administration and outcomes in our schools. It is important to note that your responses are confidential and will be fully anonymized, ensuring that no personal identifiers are disclosed. The information gathered will solely serve academic research purposes. Please refrain from adding your name to the questionnaire. Thank you for contributing your thoughts to this important work.

### SECTION I: Demographic Information

Please read the following questions and tick (√) your appropriate response.

1. Your gender: Male { } Female { }
2. Age ..... Years below 25 years { } 26- 30 years { } 31-35years { }  
36-40 years { } over 40 years { }
3. Highest professional qualification: Diploma { } Bachelor's degree { } Master { } PhD { }
4. Teaching experience: 0-2 years { } 3-4 years { } 5-6 years { } over 6 years { }

**SECTION 2: Headteachers’ provision of instructional resources on the implementation of CBC**

The statements provided are about the influence of head teachers’ provision of instructional resources on the implementation of CBC. Please rate your degree of agreement with each statement by ticking (✓) in the box next to the statement that expresses your answer. The scale is arranged in descending order in terms of scores, with 5 being the most and 1 being the least.

**Key :1=Strongly Agree (SA), Agree (A), Undecided (UD), Disagree (D), Strongly Disagree (SD).**

Number	Statement	SA	A	UD	D	SD
1	The headteacher ensures that all necessary instructional materials for CBC are readily available					
2	The headteacher provides access to CBC advisors to enhance the implementation of CBC.					
3	There is regular updating of instructional materials to align with CBC requirements.					
4	The headteacher ensures that there are enough teachers to effectively implement CBC.					
5	The headteacher provides adequate time and resources for teachers to plan CBC lessons.					

6. please share any other thoughts, ideas or experiences related to the headteacher’s provision of instructional resources on the implementation of CBC.

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**SECTION 3: Headteachers’ supervisory strategies on the implementation of CBC**

The statements provided are about the influence of head teachers’ supervisory strategies on the implementation of CBC. Please rate your degree of agreement with each statement by ticking (✓) in the box next to the statement that expresses your answer. The scale is arranged in descending order in terms of scores, with 5 being the most and 1 being the least.

**Key:1=Strongly Agree (SA), Agree (A), Undecided (UD), Disagree (D), Strongly Disagree (SD).**

Number	Statement	SA	A	UD	D	SD
1.	The headteacher frequently conducts classroom observations to monitor the implementation of CBC.					
2.	Classroom observations by the headteacher help improve my teaching practices for CBC.					
3.	The headteacher regularly provides constructive feedback after classroom observations to enhance CBC implementation					
4.	I feel supported by the headteacher’s feedback in overcoming challenges related to CBC implementation					
5.	The headteacher regularly reviews lesson plans and other academic documents to ensure alignment with CBC standards.					
6.	The headteacher’s review of academic documents helps improve the quality of CBC implementation in the classroom.					

7.What specific supervisory strategies of your head teacher has been most influential in implementing

CBC

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**SECTION 4: Headteachers’ strategies for parental involvement on the implementation of CBC**

The statements provided are about the influence of head teachers’ strategies for parental involvement on the implementation of CBC. Please rate your degree of agreement with each statement by ticking (✓) in the box next to the statement that expresses your answer. The scale is arranged in descending order in terms of scores, with 5 being the most and 1 being the least.

**Key: 1=Strongly Agree (SA), Agree (A), Undecided (UD), Disagree (D), Strongly Disagree (SD).**

Number	Statement	SA	A	UD	D	SD
1.	I believe that the availability of learning materials influences parents' willingness to engage in their children's education.					
2.	Headteachers actively seek feedback from parents regarding the types of learning materials they find useful.					
3.	Headteachers provide opportunities for parents to voice their opinions regarding educational policy and decisions					
4.	Collaborative workshops between parents and teachers are regularly organized to discuss the implementation of the CBC.					
5.	The headteacher encourages a culture where parents feel empowered to participate in decision-making regarding their children's education.					

6. Please share any additional thoughts or suggestions regarding headteachers' strategies for enhancing parental involvement in the implementation of the CBC:

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**SECTION 5: Headteachers’ approaches to teacher professional development and its influence on CBC implementation**

The statements provided are about the influence of head teachers’ approaches to teacher professional development and its influence on CBC implementation. Please rate your degree of agreement with each statement by ticking (✓) in the box next to the statement that expresses your answer. The scale is arranged in descending order in terms of scores, with 5 being the most and 1 being the least.

**Key:1=Strongly Agree (SA), Agree (A), Undecided (UD), Disagree (D), Strongly Disagree (SD).**

Number	Statement	SA	A	UD	D	SD
1.	Headteachers regularly organize workshops to improve teaching strategies related to CBC.					
2.	The content of workshops is relevant to my teaching practices.					
3.	Seminars provide practical insights into the CBC implementation.					
4.	The mentoring program is aligned with my developmental needs as a teacher.					
5.	Coaching sessions are constructive and address specific teaching challenges					

6. Please provide any other feedback regarding headteachers’ strategies for professional development that may not have been addressed in this questionnaire

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Thank you for your participation.

**Appendix III: Interview Guide for Head teachers**

This interview guide is designed to gather insights on head teachers’ administrative strategies on the implementation of Competency-Based Curriculum (CBC) in public primary schools. I am a student at Tangaza University (School of Education), currently pursuing a Master’s degree in Education Leadership and Administration. I humbly request you to participate in this research; your participation is voluntary and all information provided during this interview will be treated with confidentiality.

**SECTION I: Demographic Information**

Gender: \_\_\_\_\_

What is your age? \_\_\_\_\_

What is your highest level of professional qualification? \_\_\_\_\_

How many years have you served as a head teacher? \_\_\_\_\_

**SECTION 2: Provision of instructional resources.**

- 1. What strategies have you put in place to ensure the availability and adequacy of instructional materials for all learning areas?

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Probe further .....

- 2. What strategies do you use to involve teachers in identifying and sourcing instructional resources of their learners?

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Probe further .....

- 3. How do you promote the effective use of available instructional materials in your school?

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Probe further .....

4. How do you ensure all learners, irrespective of backgrounds or learning needs, have equal access to high-quality instructional materials.

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Probe further .....

5. Can you share challenges you face in providing instructional resources and how you address them?

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Probe further .....

**SECTION 3: Supervisory strategies**

1. What strategies do you use to monitor the use and appropriateness of teaching and learning materials in classrooms?

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Probe further .....

2. How do you supervise the preparation and maintenance of academic records such as lesson plans, schemes of work, and learners' progress reports?

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Probe further .....

3. How often do you observe classrooms to monitor the implementation of CBC?

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Probe further .....

4. How do you provide feedback to teachers following classroom observations?

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Probe further .....

5. How often do you review academic documents to ensure compliance with the CBC?

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Probe further .....

6. How do you address challenges faced by new or struggling teachers?

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Probe further .....

**SECTION 4: Parental involvement strategies**

1. What strategies do you use to actively engage parents in school activities and their children's learning processes?

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Probe further.....

2. In what ways are parents involved in the school's decision-making processes, such as in school committees or planning meetings?

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Probe further .....

3. How do you inform parents about the necessary learning materials for CBC at the beginning of each school year?

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Probe further .....

4. What mechanisms do you have in place for parents to participate in school decision-making processes?

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Probe further .....

5. Do you offer any programs or initiatives to educate parents on their roles in supporting learning at home? If so, how are these conducted?

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Probe further .....

6. What strategies do you implement to ensure that assignments are appropriately understood and managed at home?

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Probe further .....

### **SECTION 5: Professional development strategies**

1. How do you identify the professional development needs of your teaching staff, and what strategies do you use to plan for these needs?

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Probe further .....

2. How do you support teachers in applying the knowledge and skills gained from professional development activities in their classrooms?

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Probe further .....

3. In what ways do you ensure teachers are equipped with the right skills to implement CBC?

.....  
.....

Probe further .....

4. How often do you organize seminars or workshops for your teachers on CBC-related topics?

.....  
.....

Probe further .....

5. What mentoring strategies do you employ to support teachers in their professional growth regarding CBC?

.....  
.....

Probe further .....

6. Are there any additional comments or insights you would like to share regarding the role of head teachers in resource provision for the successful implementation of CBC?

.....  
.....

Probe further .....

Thank you for your participation

## Appendix IV: Interview Guide for SCQASO

This interview guide is designed to gather insights on head teachers' administrative strategies on the implementation of Competency-Based Curriculum (CBC) in public primary schools. I am a student at Tangaza University (School of Education), currently pursuing a Master's degree in Education Leadership and Administration. I humbly request you to participate in this research; your participation is voluntary and all information provided during this interview will be treated with confidentiality.

### SECTION I: Demographic Information

Gender: \_\_\_\_\_

How many public primary schools are under your supervision? \_\_\_\_\_

What is your age? \_\_\_\_\_

How many years have you served as a Quality Assurance and Standards officer? \_\_\_\_\_

### SECTION TWO: Strategies on Provision of Instructional Resources

1. Based on your observations, how do headteachers ensure the availability of CBC-aligned instructional materials in schools?

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.....

Probe further .....

2. What role do headteachers play in budgeting and procurement of teaching and learning resources under CBC?

.....  
.....

Probe further .....

3. How do headteachers ensure equitable distribution and usage of instructional materials among teachers and learners?

.....  
.....

Probe further .....

4. Have you encountered any cases of resource inadequacy? If so, how have headteachers addressed these challenges?

.....  
.....

Probe further .....

5. In your opinion, how effective are headteachers' strategies in mobilizing community or donor support for CBC resource needs?

.....  
.....

Probe further .....

**SECTION THREE: Supervisory Strategies**

1. How often do headteachers conduct classroom observations to monitor CBC lesson delivery?

.....  
.....

Probe further .....

2. What approaches do headteachers use to provide feedback to teachers after classroom supervision?

.....  
.....

Probe further .....

3. How do headteachers monitor and evaluate the use of learner-centered and activity-based teaching methods?

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.....

Probe further .....

4. What is your assessment of how headteachers manage the documentation of lesson plans, schemes of work, and learner portfolios under CBC?

.....  
.....

Probe further .....

5. What challenges have you observed in the implementation of supervisory strategies by headteachers?

.....  
.....

Probe further.....

**SECTION FOUR: Strategies for Parental Involvement**

1. In what ways do headteachers involve parents in the CBC implementation process?  
.....  
.....  
Probe further .....
2. How do headteachers communicate CBC-related expectations and learner progress to parents?  
.....  
.....  
Probe further .....
3. Have you observed any effective strategies used by headteachers to engage parents in school-based learning activities or projects?  
.....  
.....  
Probe further .....
4. What is your view on the level of parental awareness and support for CBC in your sub-county?  
.....  
.....  
Probe further .....
5. How do headteachers address resistance or apathy among parents regarding CBC-related roles?  
.....  
.....  
Probe further .....

**SECTION FIVE: Strategies on Teacher Professional Development**

1. How do headteachers facilitate continuous professional development for their teaching staff with regard to CBC?

.....  
.....  
Probe further .....

2. What initiatives have headteachers implemented to support teacher capacity-building in CBC pedagogy?

.....  
.....  
Probe further .....

3. Do headteachers collaborate with TSC, MoE, or other bodies to organize training or workshops? Please elaborate?

.....  
.....  
Probe further .....

4. How do headteachers encourage peer learning and reflective practice among teachers?

.....  
.....  
Probe further .....

5. In your opinion, are the current professional development strategies adequate for effective CBC implementation?

.....  
.....  
Probe further .....

Thank you for your participation

## **APPENDIX V: Work Plan for The Study**

<b>ACTIVITY</b>	<b>TIME</b>
Developing concept paper	<b>March 2023- May 2023</b>
Concept paper defense	<b>April 2024</b>
Developing research proposal with guidance from my supervisors	<b>May - September 2024</b>
Completion of research proposal and Research proposal defense	<b>September – October 2024</b>
Data collection process	<b>July 2025</b>
Data analysis and interpretation with guidance from the supervisors	<b>August – September 2025</b>
Final thesis Defense	<b>October 2025</b>

**APPENDIX VI: Expected Budget for The Study**

<b>ITEM</b>	<b>COST (KSH)</b>
Writing materials: pens, pencils, notebooks, files	2,000.00
Printing paper	2,000.00
Printing & distribution of research tools	5,000.00
Internet bundles	12,000.00
Transport expenses	12,000.00
Projects printing & bidding	7,000.00
Publishing expenses	20,000.00
<b>Grand total</b>	<b>60,000.00</b>


**APPENDIX VII: Map of Kajiado North Sub -County**



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# APPENDIX VIII: Turnitin Originality Report



turnitin Page 2 of 61 - Integrity Overview

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## Appendix IX: Research License

   
REPUBLIC OF KENYA NATIONAL COMMISSION FOR SCIENCE, TECHNOLOGY & INNOVATION

Ref No: 836234 Date of Issue: 30/June/2025

**RESEARCH LICENSE**



This is to Certify that Sr. JACINTA MUTHINI KAMENE of Tangaza University, has been licensed to conduct research as per the provision of the Science, Technology and Innovation Act, 2013 (Rev. 2014) in Kajiado on the topic: INFLUENCE OF HEADTEACHERS' ADMINISTRATIVE STRATEGIES ON THE IMPLEMENTATION OF COMPETENCE-BASED CURRICULUM IN PUBLIC PRIMARY SCHOOLS, IN KAJIADO NORTH SUB-COUNTY, KAJIADO COUNTY, KENYA for the period ending: 30/June/2026.

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See overleaf for conditions

## Appendix X: Letter of Approval to conduct Research

  
**MINISTRY OF EDUCATION  
STATE DEPARTMENT OF BASIC EDUCATION**

Email: deokjdnorth@gmail.com

When replying please quote;  
Our Ref: KJD NORTH /R5/2025

**THE HEADTEACHERS,  
NAKEEL PRIMARY  
ONGATA RONKAI PRIMARY  
KISERIAN PRIMARY  
ENOOMATASIANI PRIMARY**

SUB COUNTY DIRECTOR OF EDUCATION  
KAJIADO NORTH,  
P.O. Box 88 – 00208,  
NGONG HILLS  
DATE: 16<sup>th</sup> July, 2025

**RE: AUTHORITY TO CONDUCT RESEARCH BY JACINTA MUTHINI KAMENE**

The above has been authorized to conduct research on the topic Influence of headteacher's administrative strategies on the implementation of competence based curriculum in public primary schools in Kajiado North Sub County, Kajiado County Kenya for a period ending 30<sup>th</sup> June, 2026

Kindly accord him the assistance she requires.

SUB-COUNTY DIRECTOR  
OF EDUCATION  
KAJIADO NORTH SUB-COUNTY  
P.O. Box 88 - 00208, NGONG HILLS  
Date:.....*[Signature]*.....

**JANE MURIMI  
SUB COUNTY DIRECTOR OF EDUCATION  
KAJIADO NORTH**