

**INFLUENCE OF HEAD TEACHERS' MANAGERIAL STRATEGIES ON PRIMARY
SCHOOL TEACHERS' PERFORMANCE IN THE IMPLEMENTATION OF
COMPETENCY BASED CURRICULUM IN KISUMU CENTRAL SUB-COUNTY,
KENYA**

**ADHIAMBO MILLICENT OTIENO
MAT. NO: CMLA1711**

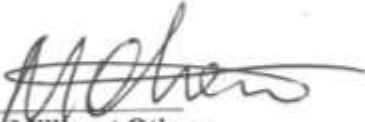
**A Thesis Submitted in Partial Fulfilment of the Requirements for the Award of the
Degree of Masters of Education in Leadership and Administration**

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DECLARATION

I declare that this thesis is my original work achieved as a result of my reading, reflection and personal research. It has not been submitted to any other university has not been offered for a degree. All information cited from other sources have been duly acknowledged.

Signature 
Adhiambo Millicent Otieno
CMLA1711

Date 29/9/2023


This Thesis has been submitted for examination with our approval as the University supervisors.

Signature 

Date 29/09/2023

Sr. Dr. Margaret Aringo
Lecturer School of Education
Tangaza University College



Signature 
Sr. Dr. Kinikonda Okemasisi
Lecturer and M.Ed. Program Leader
Tangaza University College

Date 29/9/2023

DEDICATION

With profound humility, I dedicate this thesis to my beloved parents; Peter Otieno and Margaret Otieno, for their unwavering support and cooperation with God in enabling me to become who I am today.

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ABSTRACT

The study investigated the influence of head teachers' managerial strategies on primary teachers' performance in the implementation of Competency-Based Curriculum (CBC) in Kisumu Central Sub-County, Kenya. The objectives were: to find out whether head teachers' supervisory strategies influence teachers' performance in the CBC; to establish how head teachers' communication strategies influence teachers' performance in the CBC; to establish how head teachers' technological management strategies influence teachers' performance in the CBC ; and to establish how head teachers' parental engagement strategies influence teachers' performance in CBC implementation in primary schools in Kisumu Central Sub-County. The research was anchored on managerial roles classification theory and Path-Goal theory. A convergent parallel mixed methods design was adopted. The target was public primary schools, head teachers, teachers, and the Quality Assurance and Standards Officer (QASO) . Purposive sampling was adopted to include all 20 public primary schools, 20 head teachers, and one QASO in Kisumu Central Sub-County. Simple random sampling was used to select 304 out of 440 teachers in the Sub County. A questionnaires was adopted to get data from teachers. The collection of data from head teachers and the QASO was done through interview guides. The quantitative research instrument was validated by consulting the research experts, and the qualitative instrument was validated using the member checking technique. The reliability of the instruments was calculated through Cronbach's alpha, and a score of 0.789 was attained which was considered reliable. Quantitative data was analyzed using the Statistical Package for the Social Sciences (SPSS) version 25, which was presented in percentages, frequencies, tables, graphs, and charts. Qualitative data was analysed in themes and reported in narratives and direct quotations. The findings revealed that headteachers' managerial strategies, including supervisory strategies, communication strategies, technological management strategies, and parental engagement strategies, significantly influence primary school teachers' performance in the implementation of the Competency-Based Curriculum (CBC) in Kisumu Central Sub-County. The study concluded that the managerial strategies employed by the head teachers need improvement in order to enable teachers to perform better in the implementation of CBC in Kisumu Central Sub-County. The study recommends that the government develop policies in schools to ensure that head teachers regularly supervise teachers as they implement the curriculum. Additionally, the government, through TSC (Teacher Service Commission), should organize workshops and training sessions for both teachers and head teachers. These sessions should focus on problem-solving methodologies and techniques to help teachers effectively perform their duties in CBC implementation

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LIST OF ABBREVIATIONS AND ACRONYMS

CBC	Competency Based Curriculum
CVI	Construct Validity Index
EFL	English as Foreign Language
KEMI	Kenya Education Management Institute
KNEC	Kenya National Examinations Council
KICD	Kenya Institute of Curriculum Development
MoE	Ministry of Education
MT	Mindfulness Training
PCSQ	Personnel Characteristic Skills Questionnaires
PTA	Parents Teachers Association
PTE	Pearson Test of English
QASO	Quality Assurance and Standards Officer
SPSS	Statistical Package for Social Sciences
UK	United Kingdom
UNESCO	United Nations Educational Scientific and Cultural Organisation
TSC	Teachers Service Commission

CHAPTER ONE

1.1 Introduction

This chapter focuses on the background of the study, statement of the problem, purpose of the study, objectives of the study, research questions, significance of the study, scope and delimitations, theoretical framework, conceptual framework, and operational definition of key terms.

1.2 Background to the Study

Curriculum reform is an important strategy that helps an education system keep abreast with the demands of society. The Kenyan government, through the Institute of Curriculum Development (KICD) and the ministry of education adopted the Competency-Based Curriculum (CBC) in 2017 in order to achieve the development of requisite knowledge, skills, values, and attitudes that will drive the country's future generations. The reforms were designed to meet Kenyan society's needs by aligning the curriculum with the Kenya Vision 2030 and adapting to 21st century learning and teaching approaches (Helyn, 2017). This newly introduced CBC puts emphasis on seven core competences, namely: communication and collaboration; creativity and imagination; critical thinking and problem solving; digital literacy; citizenship; learning to learn; and self-efficacy. The implementation of CBC was a result of the 8-4-4 system being too rigid and with limited opportunities to align basic education with children's career interests, aptitudes, and abilities (Kelly, 2018).

Competency-Based Curriculum (CBC) is a method in which learners work at their own pace to demonstrate mastery of the competencies required for their chosen field of study (Gitahi, 2021). The strongest outcome of CBC is increased learner engagement, which results from the learners' ownership of the learning process. The curriculum also promotes individualized learning

and accommodates a variety of learning styles, making it a personalized experience (Gitahi, 2021). A Competency-Based Curriculum is a learning strategy that focuses on providing learners with hands-on skills that connect the school environment to the workplace.

The focus of CBC is on the capacity to apply skills, knowledge, values, and attitudes in a variety of real-life situations (Cheptoo, 2019). Hence, the emphasis is on the application of learned skills to the current world, which requires teachers to function as facilitators and cognitive trainers as learners acquire and exhibit the actual competencies (Cheptoo, 2019). The competencies can be effectively attained if the curriculum is properly implemented by head teachers who possess effective managerial strategies and teachers who are equipped with 21st century learning and teaching skills such as learner-centered teaching approaches, modeling, research-based teaching, and inquiry-based instruction. Such skills would enhance teachers' performance in the implementation of the CBC.

Since the effective implementation of a Competency-Based Curriculum leads to the development of varied competencies among the learners, the curriculum has been adopted by a number of countries. Butova (2015) stated that the CBC was first introduced in 1957 in the United States of America as a way of improving the education system. Following its implementation, Butova further found that the leadership strategies of the school heads should be hands-on to enhance problem-solving and improve the performance of teachers in its implementation.

Finland's education system is highly respected as among the best in the world, with Finnish schools regularly emerging at the top in evaluations administered by the program for international student assessment, which regularly appraises education systems in Organization for Economic Co-operation and Development countries. Finland's education system is considered a model of excellence by the proponents of competency-based education in Europe (Calagrossi, 2018). The

success of the Finnish CBC system is credited to reforms initiated in the country since the 1970s. The reforms saw the localization of the national curriculum of Finland, which was before then highly centralized (Halinen, 2018). Finnish teachers were then given the skills in psychology, curriculum theory, and research to the point where they could design their own curricula based on national standards.

School administrators and teachers in the country assume the responsibility of defining the overall goals of education for their schools, the assessment process for learners in their schools, as well as self-assessment of school improvement goals. According to Calagrossi (2018), one of the main reasons for Finland's education system's success is that the country ensures that school heads are equipped with the necessary strategies and competencies, and that teachers are trained for free by the government up to master's degree level to attain the competencies required to perform up to the expectations as they impart knowledge and skills among the learners.

It is important to note that the Finnish CBC education system has been in place for a long time, the entire country participated in the transition to the CBC, and the government has given teachers and head teachers the skills and authority to create their own curricula, something Kenya has not yet done as the CBC is only seven years old and teachers and head teachers lack adequate training, including teacher management strategies for the case of head teachers, which prompted this study to highlight the gaps.

New Zealand is another country considered to have highly devolved the CBC system. New Zealand accords great individual autonomy to its schools in terms of the teaching and learning process. The country has a National Curriculum and National Education Standards framework, which help to set clear national education goals. National education performance expectations are set through teacher standards and performance and the New Zealand Qualifications Framework

(Bristal, 2014). The community in New Zealand has a high level of trust in schools and educators to conduct effective learner assessment and school evaluation. The country does not run full-cohort national tests; instead, full autonomy is given to teachers for the development of a standards-based curriculum and the assessment of learning. This is a distinctive culture of a competency-based education system, where various measures of accountability are established. The schools in New Zealand are characterized by a tradition of teamwork among teachers, which could be a result of the high degree of autonomy accorded to teachers and their commitment to meeting school performance goals that they have participated in setting (Bristal, 2014). Contrary to the findings in New Zealand, head teachers and teachers are inadequately contacted during the curriculum development in Kenya, which has resulted in an unsatisfactory curriculum, hence affecting their performance (Nyamai, 2020). The current study was important in identifying such gaps as it investigated how head teachers' managerial strategies influence teachers' performance in competency-based curriculum implementation in public primary schools.

In Australia, a study by Smith (1996) established that weaknesses in the skill level of the workers in all sectors following changes in the economy and the pace of technology led to the introduction of the CBC system in 1990. A related reason led to the establishment of CBC in Germany. However, Klein and Schwanenberg (2020) established that the communication strategies employed by the school principals greatly affected the schools' implementation of the curriculum in both public primary and secondary schools in Germany. This, as Klein and Schwanenberg noted, was a result of many principals in Germany not having received any substantial formal training for management and leadership tasks. It is critical that the head teachers understand that in the presence of effective communication, teachers tend to feel safe, happy, and at home, which is necessary for them to effectively perform their duties in the execution of the

curriculum and promote better results for the school and the learners. According to the study by Klein and Schwanenberg, the current study sought to establish whether or not a similar reality is experienced in public primary schools in Kenya.

In Cambodia, the CBC is seen as a means to fully cultivate the talents and capacities of all students with similar and balanced intellectual, spiritual, mental, and physical growth and development (UNESCO, 2018). However, the cited study never paid attention to teachers' performance in the process of implementing the curriculum, which is the gap that will be covered in the current study.

Teachers are considered the critical agents of change during the implementation of a new curriculum. However, a study conducted by Wong (2020) in Hong Kong established that teachers' limited knowledge of the curriculum, attitudes, and beliefs were factors that hindered effective curriculum change implementation. Other barriers to effective curriculum implementation established by the study were insufficient teachers' understanding of the curriculum documents and limited knowledge of the use of the latest technologies. The current study built on the study by Wong to establish if similar challenges are experienced in the head teachers' managerial strategies and teachers' performance in CBC implementation.

In Africa, the implementation of CBC was pioneered by South Africa in 1998 as a result of an acute shortage of professionals such as engineers, technicians, and artisans. The adoption of the CBC system was meant to change the attitudes of all South Africans and equip them with employable skills to cope with challenging issues in the 21st century (Mulenga, 2019). In 2013, the Zambian education system revised its curriculum from a knowledge-based one to a skills-based one as a way of preparing learners for future challenges in the rapidly changing world (Mulenga, 2019). The aim was to produce self-motivated, life-long learners, confident and productive

individuals, and holistic, independent learners with the values, skills, and knowledge to enable them to succeed in school and in life. A study carried out in Morocco by Ismail, Halim, Munna, Abdullah, Shminan, and Muda (2016) established that school leadership is crucial in CBC implementation. These studies, though concerned with CBC implementation, did not investigate how head teachers' management strategies influence teachers' performance in the implementation of CBC, which is the gap that the current study sought to fill.

Rwanda is another African country where CBC has been implemented in schools. The Competency-Based Curriculum (CBC) was launched in Rwanda in April 2015 because of its being less academic and more practical-oriented. It is more skills-based and tailored to a working environment and daily life. In schools where teachers used CBC techniques of teaching and learning, there has been an improvement in the learners' attendance and improved pass rates. However, there were challenges like insufficient teaching and learning materials, large classes hindering effective delivery, lack of parental support and qualified teachers to implement the curriculum (Urunana et al, 2021). The cited study was concerned with challenges that affected teachers as they implemented CBC in Rwanda and did not provide information on how head teachers' managerial strategies influence teachers' performance in competency based curriculum implementation, hence the need for the current study.

A number of scholars have noted that the implementation of CBC in Kenya has not been without challenges. For example, Wambua (2019) investigated the constraints facing successful implementation of the CBC in Machakos County, Kenya and established that teachers, as one of the key curriculum implementers, were not fully prepared for the implementation of the new curriculum. Teachers found it difficult to adapt their teaching methods and practices to a child's individual learning techniques that would enable the acquisition of competencies such as problem

solving, digital literacy, communication and collaboration, and self-efficacy. Wambua further found that teachers were rigid about changing from a content-based curriculum to CBC and that the teaching and learning materials available in the schools were not adequate for the effective implementation of CBC. However, the study by Wambua fell short of sufficient information regarding head teachers' managerial strategies and teachers' performance in competency-based curriculum implementation in primary schools.

A related study by Amunga (2020) about CBC implementation in Kakamega County revealed that parents were expected to work as co-educators with teachers and to provide learning materials for practical sessions, but they were reluctant, which affected the head teachers and teachers as they implemented the curriculum. Findings by Muchunguh (2021) revealed that eight out of 10 teachers needed to acquire the requisite qualifications for teaching the competency-based curriculum. It was further mentioned that although the education ministry has been offering short courses for teachers to help in the implementation of CBC, many teachers are still ineffective and need to go back to school, which is a challenge for the majority of the teachers in the country. Momanyi (2019), who conducted a study about the implementation of CBC in Bomet East Sub-County, found that the CBC has not been effective due to inadequate preparation of the teachers, and as a result, the teachers' knowledge of CBC implementation is vague and has hampered their delivery. The current study built on the study by Momanyi to establish how the head teachers' management strategies influence teachers' performance in the implementation of CBC in primary schools in Kisumu.

In Kisumu Central Sub-County, the ineffective performance of teachers in the implementation of CBC is blamed on the small size of classrooms and the limited skills and training of teachers, which has hindered them from effective adoption of the learner-centered

teaching approach (Odero, 2021). Despite the fact that Momanyi (2019), focused on CBC implementation, lacked information on how head teachers' managerial strategies influence teachers' performance in CBC implementation in primary schools in Kisumu Central Sub-County, Kenya.

1.3 Statement of the Problem

The Government of Kenya is implementing CBC as a strategy to help the Kenyan educational system keep up with the demands of society. The curriculum is intended to help meet the Kenya Vision 2030 through the incorporation of 21st-century teaching and learning approaches (M'mboga, 2021). Despite its good intentions, teachers are still faced with many challenges in the implementing the new Curriculum in Kisumu ~~Central Sub-County~~ (Anyango, Odhimbo, & Wangude, 2022). Teachers have consistently been unable to effectively implement CBC, which has hindered the acquisition of the competences the curriculum is intended to achieve.

There has also been teacher resistance to the head teachers' supervision of the CBC implementation. These concerns have arisen despite the government's efforts to support the implementation of CBC through teacher training and increasing the size of classrooms (Odiro, 2021). This has led to the question of whether head teachers' managerial strategies have an influence on teachers' performance in CBC implementation in public primary schools. Hence, the need for the current study that sought to find out if head teachers' managerial strategies have an influence on teachers' performance in CBC implementation in public primary schools in Kisumu Central Sub-County, Kenya.

1.4 Purpose of the Study

The purpose of this study was to assess the influence of head teachers' managerial strategies on teachers' performance in the implementation of Competency-Based Curriculum (CBC) in primary schools in Kisumu Central Sub-County, Kenya. The establishment of this influence will enable the head teachers to apply effective management strategies so as to improve teachers' performance in competence-based curriculum(CBC) implementation.

1.5 General Objective of the Study

The main objective of this study was to assess the influence of head teachers' managerial strategies on primary schools teachers' performance in the implementation of Competency-Based Curriculum (CBC) in Kisumu Central Sub-County, Kenya.

1.5.1 Specific Research Objectives

This study was guided by the following specific objectives:

1. To find out whether head teachers' supervisory strategies influence teachers' performance in CBC implementation in primary schools in Kisumu Central Sub-County.
2. To investigate how head teachers' communication strategies influence teachers' performance in CBC implementation in primary schools in Kisumu Central Sub-County.
3. To find out how head teachers' technological management strategies influence teachers' performance in CBC implementation in primary schools in Kisumu Central Sub-County.
4. To find out how head teachers' parental engagement strategies influence teachers' performance in CBC implementation in primary schools in Kisumu Central Sub-County.

1.6 Research Questions

This study was guided by the following questions:

1. To what extent do head teachers' supervisory strategies influence teachers' performance in CBC implementation in public primary schools in Kisumu Central Sub-County?
2. How do head teachers' communication strategies influence teachers' performance in CBC implementation in public primary schools in Kisumu Central Sub-County?
3. To what extent do head teachers' technological management strategies influence teachers' performance in CBC implementation in public primary schools in Kisumu Central Sub-County?
4. How do head teachers' parental engagement strategies influence teachers' performance in CBC implementation in public primary schools in Kisumu Central Sub-County?

1.7 Significance of the Study

The findings of the current study will be important to the Ministry of Education (MoE) in understanding the head teachers' strategies applied in the implementation of the Competency-Based Curriculum and their influence on teachers' performance. The Teachers' Service Commission will be helped to provide training programs, seminars, and workshops aimed at promoting head teachers' managerial strategies that are effective in enhancing teachers' performance in Competency-Based Curriculum implementation.

Kenya Education Management Institute (KEMI), which provides management training, research, and consultancy services in the education sector, will be helped to integrate managerial strategies into the coaching offered to head teachers. Such training will enable trained head teachers to use appropriate managerial strategies to promote teachers' performance in CBC implementation. The current study will enhance the expectations and motivation of the head teachers to apply

managerial strategies that are effective in enhancing teachers' performance in the implementation of CBC. As a result of effective managerial strategies employed by the head teachers, the teachers will be motivated to perform up to expectations.

The study will help parents become involved in the education of their children, which will cultivate a sense of school family participation and parental engagement. Furthermore, the better performance of teachers realized as a result of the successful implementation of CBC will enhance learners' performances through the acquisition of skills and competencies through CBC, which will benefit the parents as sponsors of the children. Due to better teaching and learning, learners will gain values they may use to serve and better their communities, which will benefit the community or society as a whole. The community's attitudes toward CBC will hopefully change when learners perform well. The teachers are also likely to change their attitude towards CBC due to their better performance and that of the learners. The findings of the current study will act as a reference point for future researchers who may conduct related studies.

1.8 Scope and the Delimitation of the Study

The study sought to find out the influence of head teachers' managerial strategies on teachers' performance in Competency-Based Curriculum implementation. The study was delimited to public primary schools in Kisumu Central Sub-County due to limited time. Consequently, private primary schools were excluded in this study. It also targeted head teachers, teachers, students and quality assurance and standards officers in the area. The head teachers were sampled due to the role they play as oversight supervisors of the schools concerning the curriculum implementation. Teachers were considered because they are directly involved in curriculum implementation.

The Quality Assurance and Standards Officer was involved because they are the ministry supervisors of the schools and can provide relevant information regarding head teachers' management strategies and teachers' performance in Competency-Based Curriculum implementation. Due to the nature of the problem being investigated, the study was delimited to the following head teachers strategies: Supervisory, communication, technological management, and parental engagement. These were considered despite other strategies that head teachers use to improve teachers' performance in public primary schools in Kisumu Central Sub-County.

1.8.1 Theoretical Framework

This study was anchored on the Managerial Roles Classification Theory by Mintzberg (1992) and The Path-Goal Theory, which was advanced by House (1971).

1.8.1.1 Managerial Roles Classification Theory

Mintzberg (1992) advanced managerial role classification theory. This theory advances the notion that in an organization, the members depend on the managers' capabilities to accomplish the set objectives. Mintzberg revealed that the fragmentary nature of what managers do lead them to perform a variety of roles. The theory contends that there are ten managerial roles performed by the manager, which include: being a figurehead, leader, liaison, monitor, disseminator, spokesperson, entrepreneur, disturbance handler, resource allocator, and negotiator. The ten managerial roles are grouped into three areas: interpersonal, informational, and decisional management roles.

As noted by Pugh and Hickson (2007), interpersonal management roles involve providing information and ideas. Under this category, the manager is seen as a figurehead, a leader, and a liaison. As a figurehead, the manager has social, ceremonial, and legal responsibilities. The

manager is expected to be a source of inspiration and is looked at as a person with authority. The principal, as manager in a school, is expected to use his or her authority through various management strategies to inspire the teachers to improve their performance. The manager, as a leader, provides leadership for the team, department, or the entire organization and manages the performance and responsibilities of everyone in the group. In a school, the principal as a leader should provide leadership to the teams, including teachers, which enhances performance. The manager, as a liaison, must communicate with internal and external contacts. He or she must network effectively on behalf of the organization. In a school, the principal is a liaison and must communicate between different school stakeholders including parents, students, and teachers which enhance collaboration and achievement of school goals (Nwafor & Okah, 2022).

The managerial roles in this category involve a manager being seen as a monitor, disseminator, and spokesperson. As a monitor, the managers regularly seek out information related to the organization, looking for relevant changes in the environment. The manager also monitors and supervises the teams in terms of both their productivity and their wellbeing, which improves the teams' performance (Pugh & Hickson, 2007). The head teachers in the school do this by supervising the teachers' instructional practices and curriculum implementation, which improves their performance (Kipngetich, 2016). The manager as a disseminator communicates useful information to colleagues and teams. The principal of a school must ensure that there is effective communication among the school's stakeholders, such as students, teachers, and parents. Effective communication between the school and the parents enhances parental engagement, which is vital for teacher performance (Kipngetich, 2016). As a spokesperson, the managers represent and speak for their organization. In this role, they are responsible for transmitting information about their organization and its goals to those outside of it.

The theory describes a manager as an entrepreneur, disturbance handler, resource allocator, and negotiator (Pardeep, 2015). As an entrepreneur, the manager creates and controls changes within the organization. This means solving problems, generating new ideas, and implementing them. As a disturbance handler, the manager takes charge when an organization or team faces challenges. The manager also helps to mediate disputes within the organization, thereby promoting peace and harmony among the members, which consequently improves performance. As a resource allocator, the manager determines where organizational resources are best applied. This involves allocating funding as well as staffing, as school principals do in a school setting. As a negotiator, the manager must take part in and direct important negotiations within teams, departments, or organizations (Wicoksono, 2022). Negotiating with teams (teachers) is important in building and growing mutually beneficial relationships with them because they have their own interests, needs, and motivations aside from the goals of the organization (school).

1.8.1.2 Application of Managerial Roles Classification Theory

The theory of managerial role classification focuses on the essential arrangements of administrative aptitudes that are required for expanded viability by head teachers. As highlighted by Bristol (2014), the managerial roles classification theory highlights the three specific abilities needed by head teachers; specialized abilities, human abilities, and applied abilities. Interpersonal, informational, and decisional abilities are essential since head teachers manage the general teaching staff to ensure successful curriculum implementation. Consequently, this theory was relevant since it focuses on communication, which is used by the school head teachers as a strategy to foster teachers' performance in Competency-Based Curriculum implementation.

Mintzberg (1992) assessed the necessary order of administrative aptitudes and found that head teachers are faced with continual pressure relating to numerous tasks within the school. He

specifically noted that school managers regularly focused on issues of current significance instead of progressively broad issues. In line with the theory, there are numerous roles a head teacher has within the school whose execution involves comprehension of the related strategic, tactical, and operational responsibilities. Consequently, to be able to effectively manage a school, the head teacher must possess certain attributes that are very evident in the skills that they possess. This means that a head teacher as a school manager must have a clear understanding of all school functions and the appropriate ways to serve all the stakeholders, including parents, teachers, and students, since they are part of the school as an organisation (Parveen & Rizwan, 2022).

In light of the managerial roles highlighted by the theory, the school's head teachers have the responsibility to use strategies that can allow effective performance of teachers in the implementation of CBC. This would involve the application of the strategies, including head teachers' supervisory strategy, communication strategy, technological management strategy, and parental engagement strategy, which will consequently improve teachers' performance in competency-based curriculum implementation.

1.8.1.3 Strengths and Weaknesses of Managerial Roles Classification Theory

The theory's strength is that it focuses on three basic dimensions of an organization, such as a school; these include the main part of the organization, major coordinating mechanisms, and a kind of decentralization. The theory also emphasizes the importance of interpersonal skills for team management, emphasizing that a school manager's success is dependent on the successful management of the teaching staff as a whole.

However, the theory has some weaknesses. For example, it does not make a direct link to curriculum implementation in its description of head teachers' managerial skills. The theory focuses on administrative aptitudes solely as the excelling promoters for a school's head teacher.

These weaknesses were addressed by the use of Path-Goal theory, which looked into other aspects that contribute to the effective management of teachers and curriculum implementation.

1.8.1.4 Path-Goal Theory

The Path-Goal Theory, was advanced by House in 1971. The theory states that a leader's traits and behaviors can directly affect the satisfaction, motivation, and performance of their team members (House, 1971). According to the theory, the success of a leader can be determined by their ability to promote contentment among the subordinates. The theory advocates that the leader should show the way, provide direction, and encourages the subordinates to achieve objectives. A leader removes obstacles that might hinder the achievement of the goals by the subordinates. In relation to the current study, the head teacher can show the teachers the way to effective performance through his or her supervision of the teachers' instructional practices, such as teaching methodology, as well as through using effective communication strategies to motivate the teachers for higher achievement.

A leader may remove obstacles to the effective performance of the teacher by providing the support needed, for example, through effective communication and feedback; and regular support by providing curriculum support materials such as textbooks and any training that may be needed. Mushi et al., (2022) observed that Path-Goal theory identifies four types of leadership behaviour: customer-oriented, directive, supportive, and participative. A leader who is achievement-oriented focuses on encouraging excellence by setting challenging goals. Employees are encouraged to pursue their highest level of performance and leaders trust their ability to perform. The leader encourages excellent work and achievement and supports subordinates to continually improve their performance.

A directive leader provides employees with clear guidelines for the processes and expectations for them, as well as how they should best carry out the tasks. With this leadership style, employees are clearly supervised and guided to effectively perform their tasks. A leader with a supportive leadership style pays attention to the needs of the subordinates and makes work pleasant. The leader supports the employees to effectively perform their tasks. A participative leader allows the subordinates to directly be involved in the decision-making process, and their input can improve the quality of the decisions.

1.8.1.5 Strength of Path-Goal Theory

Path-Goal Theory provides a framework for leaders to understand how their style influences the motivation of their subordinates (Sarti, 2014). For example, head teachers in schools can understand how their style of leadership influences the performance of their teachers. The theory also demonstrates to head teachers that their role as leaders is to guide and assist teachers in performing their duties effectively and achieve the goals and objectives.

1.8.1.6 Weaknesses of Path-Goal Theory

Despite its strengths, Path-Goal Theory has some weaknesses. One such weakness is the theory's undemocratic nature and heavy reliance on the leader's capabilities, which can create potential risks, especially if the leader possesses weaknesses or makes mistakes (Malik & Hassan, 2014). To address these concerns and enhance leadership effectiveness, a more balanced approach is needed, one that incorporates collective decision-making and fosters a collaborative environment. By encouraging teamwork and distributing responsibilities, organizations, including schools, can build a more resilient and sustainable leadership structure. In this approach, success and accountability are shared among team members rather than solely resting on the leader's shoulders. This not only reduces the risk associated with a single leader's limitations but also

empowers individuals within the organization and promotes a sense of ownership and commitment.

1.8.1.7 Application of Path-Goal Theory

The Path-Goal theory is applicable to the current study because head-teachers are responsible for demonstrating to the teachers the best way to achieve their goals in the process of implementing the Competency-Based Curriculum. They should set high goals and provide clear direction for teachers to effectively perform their duties. Head teachers who are participative can contribute to the achievement of the school by motivating and supporting teachers. This could be done by encouraging communication and information flow between head teachers and the teachers at all levels. Path goal theory is appropriate for this study as it offers guidelines for supervision of the teachers, which is important in ensuring the effectiveness of teachers in curriculum implementation.

In addition, participating head teachers can encourage teachers to understand the benefits of sharing their knowledge and its effect on their performance. In an empirical research, Xue, Bradley, and Liang (2011) examined the effect of empowering on knowledge sharing and found that improving a participative approach to leadership can enhance members' attitudes towards knowledge sharing. Indeed, participatory head teachers can provide a room for sharing knowledge and ideas and allow for learning from each other, which in turn would improve their performance. Ford (2006) mentioned that the participatory process of open communication encourages power sharing between leaders and subordinates that may help to overcome barriers to organizational learning by challenging the status quo. The theory encourages head teachers to motivate the teachers which can be done by building strong emotional bonds with them, supporting them, and improving trust relationships with them. This support can also be used to increase teachers' self-

confidence, which helps them to achieve high performance. Head teachers must be supportive of teachers during the implementation of CBC, as this will reduce dissatisfaction, stress, and fear of the unknown among the teachers. Head teachers need to set high standards for the teachers to enable them to grow professionally. Head teachers can motivate teachers by sharing responsibility, pushing for achievement, and removing obstacles that might hinder the performance of teachers in the implementation of CBC.

1.9 Conceptual Framework

A conceptual framework serves as a graphical classifying instrument that guides research in the form of a mental map (Van der Waldt, 2020). Figure 1 displays the conceptual framework for the current study.

Figure 1

Conceptual Framework Showing Relationship between Variables

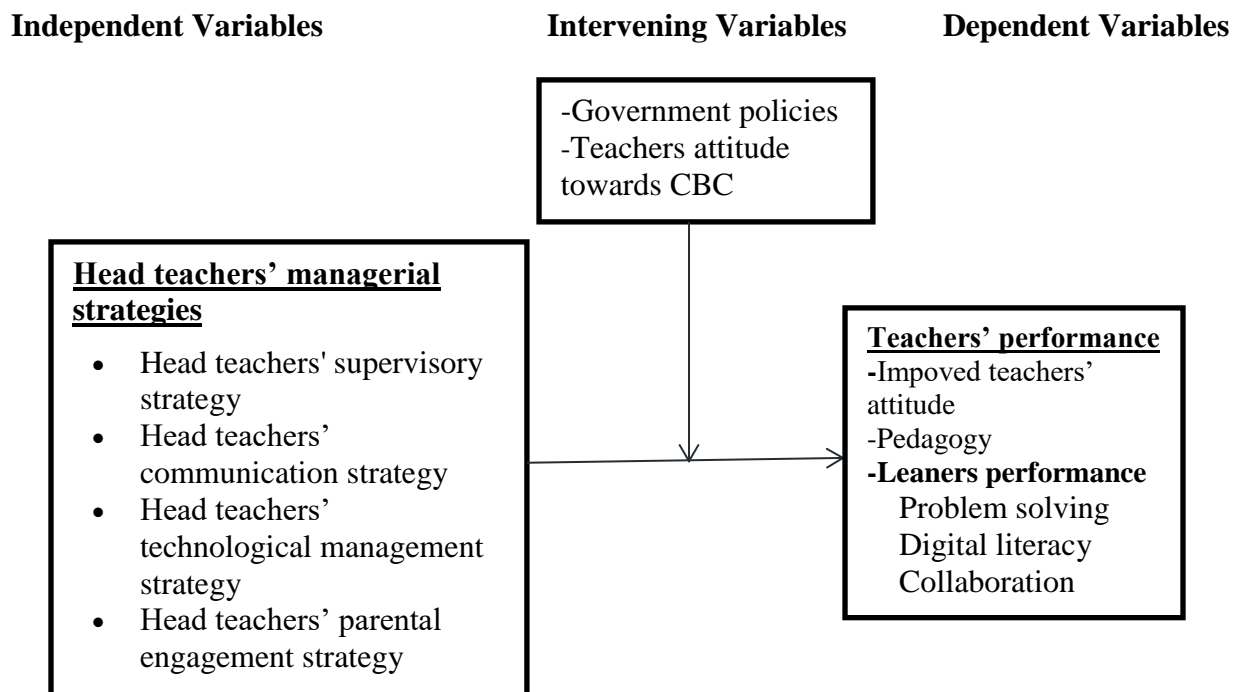


Figure 1: Shows the Inter-Relationships Between the Study Variables.

Head Teachers' managerial strategies are the independent variable. It is composed of the head teachers' supervisory strategies, communication strategies, technological management strategies, and head teachers' parental engagement strategies.

Each variable is geared towards improving the teachers' performance. Head teachers must use effective supervisory strategies in the implementation of the curriculum to enable better performance of the teachers. The head teachers play a key role in the management of the

communication that takes place between the teachers and the administration. Therefore, they need reliable communication strategies to manage the teachers which will consequently improve the performance of learners.

In a school setting, the head teacher plays the role of technology leader. Thus, he or she must use technological management strategies, such as monitoring and assessing the utilization of technological resources (the internet, computers, and other devices), to enhance CBC implementation and teachers' performance. It is also important that the head teachers possess parental engagement strategies so as to encourage the parents to participate in the education of their children and curriculum implementation, which in turn improves the teachers' effectiveness.

The dependent variables include teachers' performance, which is measured in terms of pedagogy; and learners' performance, which is measured in terms of the acquisition of competencies such as problem solving, digital literacy, collaboration, and self-efficacy. The intervening variables are government policy on retraining of teachers and the provision of learning and teaching materials. Teachers' attitude towards CBC implementation is also an influential variable that moderates the relationship between head teachers' managerial strategies and teachers' performance.

1.10 Operational Definition of Key Terms

Communication strategies – are the approaches used by the head teachers to exchange information, feelings, and meaning through verbal and nonverbal messages.

Competency Based Curriculum: Competency-Based Curriculum (CBC) is an educational approach that focuses on the development and mastery of specific skills, knowledge, and abilities, rather than solely relying on traditional methods like grades.

Head teachers' supervisory strategies-These are the techniques that head teachers use to efficiently assess teachers' instructional methods during curriculum implementation in order to improve their performance.

Parental engagement strategies - the techniques used by the head teacher to support the working together of parents and school staff so as to improve the learning, development, and health of the learners.

Pedagogy – This refers to the theory and practice of education and teaching. It encompasses the strategies, methods, and principles that teachers use to facilitate learning and foster the development of knowledge, skills, attitudes, values, and competencies in learners.

Technological management strategies- these are approaches used by the head teachers to promote the integration of technology into a school system.

CHAPTER TWO

LITERATURE REVIEW

2.1 Introduction

This chapter presents literature reviewed regarding the influence of head teachers' managerial strategies on teachers' performance in CBC implementation. Global, continental, regional, and local literature are reviewed based on the research objectives. Finally, the gaps are presented which the study seeks to fill.

2.2 Head teachers' Supervisory Strategies and Teachers' Performance

The quality of education depends on the way teachers are trained and supervised. Teacher supervision is a management process involving teachers and a supervising head teacher with the goal of enhancing the learners' performance (Bouchamma, 2015). Effective supervision improves classroom practice, which leads to student success by improving teachers' professional development and their job performance. Rahabav (2016) conducted a study on the effectiveness of head teachers' supervision for teachers in Indonesia. The study was based on high schools in Mediatrix Ambon, Maluku Province. Data collection was done through observation, a structured interview guide, and documentation analysis. It was found that the effective supervision of teachers in class and their professional documents, such as lesson plans and schemes of work, by head teachers helped improve the teachers' performance and the academic achievement of the learners. Supervision was also found to increase development, communication, error-free problem resolution, and commitment to building the capacity of teachers to change the method of teaching and apply new teaching methods. The study also established that through effective supervision, teachers perform their work in a peaceful way, as evidenced by the resolutions made to ensure quality education. In addition, head teachers must consider the supervision of teachers in creating

a conducive learning environment, managing classes, and mastering the subject. However, though Indonesia implements a competence-based curriculum in its education system, the study was silent about how head teachers' managerial strategies influence teachers' performance as they implement the curriculum and only focused on secondary schools. The current study sought to fill this gap by concentrating on how head teachers' supervisory strategies influence teachers' performance in CBC implementation in public primary schools in Kisumu Central Sub-County.

In the Philippines, teacher supervision is considered important for better teaching and learning. Thus, Ruel and Bautista (2022) conducted a study to investigate the interplay of the relationships between ICT skills, e-supervision schemes of school heads, and teacher development in distance learning, which hoped to be a valuable undertaking during a pandemic where alternative delivery modes of education were implemented. The study revealed that school heads had very high ICT skill levels in terms of utilization and competence, very high e-supervision scheme levels in terms of video conferencing, instant messaging, and office suite, and a very high level of teacher development in distance learning. The study by Ruel and Bautista further showed that the higher the ICT skills level of school heads in terms of competence and utilization, the better their e-supervision scheme and teacher development in distance learning. The findings further demonstrated the importance of maintaining high-level ICT skills, the e-supervision scheme of school heads, and teacher development in distance learning. Besides the geographical gap identified, the study focused on head teachers' ICT skills and did not provide information on how the teachers' performance improved as a result of the head teachers' supervision strategies. Hence the need for the current study to fill the gap.

Hoque and Kenayathulla (2020) conducted a study to determine the relationships between supervision and teachers' performance in secondary schools in Kuala Lumpur, Malaysia. Simple random sampling was used to select the respondents. The results revealed that effective supervision helps teachers change their teaching skills, behavior, and attitude, which helps in the teaching and learning process. The study by Hoque and Kenayathulla, however, though it applied the same methodology as the current study, did not examine head teachers' supervisory strategies in relation to teachers' performance in CBC implementation, which left a gap to be filled in the current study.

Ngemunang and Lyonga (2018) conducted a study in Cameron in which they examined the impact of head teachers' instructional supervision practices on teachers' performances in selected primary schools in Konye Sub-Division. The study used a descriptive survey design to explain the impact of head teachers' classroom visits and checking of teachers' logbooks on their job performances. Findings revealed that teacher supervision, such as classroom observation, improved teachers' performance. Lyonga's study was thus used as a basis to establish whether head teachers' supervisory strategies have an influence on the teachers' performance in CBC implementation in public primary schools in Kisumu Central Sub-County.

In Zimbabwe, learning is considered central to the functions of a school and it is important that instruction, which is used as a basic tool to promote learning, is perfected. It is generally believed that if teachers are left to themselves, they may not develop their teaching skills. This underlines the significance of instructional supervision to help teachers improve their teaching skills. As a result, Theminkosi (2013) conducted a qualitative study of teachers' perceptions towards instructional supervision. The study purposively sampled 48 qualified teachers from Nkayi District in Matabeleland North in Zimbabwe. The findings indicate that teachers in the

sample perceived classroom instructional supervision in a positive way. The preferences for the frequency of supervision of instruction, types of supervisors, and purposes of supervision all point to the fact that teachers perceive supervision in a positive way. It was recommended that there must be well-planned programs of instructional supervision which can promote the quality of teaching in the schools. This study however, did not mention of teachers performance in the implementation of Competency based curriculum which was the focus of the current study. The study by Thembinkosi (2013) did not mention how the supervision skills of the head teacher influenced teachers' performance. Furthermore, though it adopted some similarities in the methodology, such as the use of semi-structured interviews, it only used a qualitative approach. The current study is different in a way that it employed both qualitative and quantitative approaches in the collection and analysis of data regarding the influence of head teachers' managerial strategies on teachers' performance in competency-based curriculum implementation in public primary schools in Kisumu Central Sub-County.

Tesema (2014) conducted a study to assess the practices of school-based supervision in government secondary schools in Kamashi Zone in Ethiopia. The study used a descriptive approach to collect and analyze data. The study's findings revealed that teachers are unaware of the activities and importance of school-based supervision; that supervisory practices are ineffective in matching the developmental level of the individual teacher; and that supervisors are unable to properly apply the necessary procedures for classroom observation. On the other hand, among the factors influencing school-based supervision are the lack of relevant training programs for supervisors, the scarcity of experienced supervisors in school-based supervision activities, the lack of supervision manuals in the schools, and the shortage of allocated budget for supervisory activities. Finally, to minimize the problems of school-based supervision in secondary schools, the

study recommended relevant in-service training for supervisors to upgrade their supervisory activities. Necessary resources such as supervision manuals and an adequate budget for the success of supervision at the school level were also suggested. The research by Tesema concentrated on Kamashi zone public secondary schools and the supervision approaches. Hence, the study did not find out the supervisory skills of the head teachers in relation to the teachers' performance. Thus, the current study sought to fill this gap by investigating how head teachers' supervisory skills in the implementation of CBC influence teachers' performance in public primary schools in Kisumu Central Sub-County, Kenya.

Lema and Otieno (2022) investigated head teachers' supervisory practices and their effectiveness on teachers' job performance in public primary schools in Arusha District Council, Tanzania. A convergent mixed methods design was employed while questionnaires and interview guides were used for data collection. The interviewed head teachers were selected by using a purposive sampling technique, while for academic teachers and class teachers, the researchers employed simple and stratified random sampling techniques.

The study revealed the effectiveness of supervisory practice on teachers' job performance. It was further found that head teachers in public primary schools carry out supervision in a friendly environment. However, the study did not make a proper distinction between academic teachers and other teachers, which caused confusion in the understanding of the study. The study did not also reveal substantial information regarding teachers' performance, which is the gap that the current study sought to cover.

Like in other countries, teacher supervision has attracted scholarly works in Kenya. This is because it is seen as having the potential to help schools contribute more effectively to the academic achievement of their students. Kimutai (2012) examined the influence of supervision of

teachers by head teachers on students' academic performance in secondary schools in Bureti District, Kenya. Chi-square and Pearson's coefficient of correlation were used to analyze the data. Results revealed that supervision had a positive relationship with the schools' overall mean scores in KCSE examinations. The study recommended that head teachers should improve on teacher supervision if schools were to register improved performance in KCSE examinations. The cited study however, measured the performance of teachers on KCSE grades but the current study looked at the performance of teachers in terms of pedagogy, and learners performance (problem solving, digital literacy, collaboration and self-efficacy) in CBC implementation.

Kalai (2017) studied teacher supervision in Kenya and found that the head teachers in secondary schools are tools for successful management of their schools. The study employed a descriptive survey and phenomenological research design. Qualitative data directly from participants was analyzed in themes and presented in narrative form, while quantitative data was summarized through descriptive statistics such as frequencies and percentages. The study found that the role of head teachers at schools is to stimulate, improve, organize, and make teachers self-directed and cooperative to ensure the feedback is geared towards the direction to change the error in order to achieve their goals. To achieve effective supervisory practices, head teachers must learn basic skills such as human relations, conceptual skills, and technical skills that will allow them to lead as leaders. Both studies Kimutai (2012); and Kalai, (2017) studied the supervision of teachers in the context of secondary heads of schools and teachers. In contrast to these studies, the current study endeavored to find out the extent to which head teachers' supervisory strategies in the implementation of CBC influence teachers' performance in public primary schools in Kisumu Central Sub-County, Kenya.

2.3 Head teachers' Communication Strategies and Teachers' Performance

Effective head teachers must demonstrate competency in all areas of communication, especially those of interpersonal communication skills. This is because they influence teachers' instruction through supervision, which requires effective interpersonal communication skills. In light of this argument, Suherman (2018) conducted a research in Indonesia aimed at describing the implementation of principals' interpersonal communication in improving the quality of elementary schools. The study used a qualitative approach with a case study method, whereas data were collected through interviews, observation, and documentary study. The participants of the research were elementary school principals and teachers in Garut Regency. The findings of the research showed that principals' interpersonal communication takes the forms of, among others, providing directions to teachers in improving the quality of teaching and learning through instructional leadership and conveying messages to teachers verbally through professional dialogues. This study did not provide sufficient information regarding the performance of teachers as a result of head teachers' communication strategies. The current study sought to cover this gap by focusing on how the communication strategies of head teachers influence the performance of teachers in the implementation of the CBC curriculum in public primary schools.

In a study done in the United States of America, Nevenglosky *et al.* (2019) sought to identify barriers preventing full curriculum implementation. The study used the concern-based adoption model (CBAM) as the conceptual framework. The study concluded that interpersonal skills for social change positively supported curriculum implementation. The study supports the idea that a change in the curriculum requires the head teachers to have effective communication strategies to communicate the changes to the teachers, as doing so would show the teachers the directions on what they need to do for effective performance. However, the study by Nevenglosky

et al. (2019) supports communication as an important aspect of head teachers' curriculum implementation strategies, which makes it the basis for the current study.

The principal has the potential to significantly influence everyone in the school. The expertise required to effectively carry out the duties includes interpersonal communication skills, leadership skills, and reflective practice. The position of principal requires a skillful blend of practice and theory to successfully maximize its impact on students and staff. Among the necessary skills are interpersonal relationships, which necessitates that the head teachers use effective communication strategies in their interactions with students, staff, parents, support staff, and members of the community. It is therefore important that the head teacher build the skills and knowledge necessary in order to maximize the positive impact that they exert. To that end Irvine (2022), who conducted a qualitative study in Ontario, Canada, asserted that effective principals tend to maximize their impact through the application of the most effective communication strategies while also serving as role models. This study was qualitative and focused on Canada. Therefore, it cannot be overgeneralised to cover the experiences of all the principals, including those in Kenya. Hence, the need for the current study that used both qualitative and quantitative approaches. The use of both approaches helped the study to benefit as the weakness of one is covered by the strength of the other approach.

Each institution in Pakistan needs to enhance output by focusing on managerial efficiency to help managers get the best out of their teams and themselves. This has also been the case in public secondary schools (Tanveer, 2020). Murtaza and Iftikhar (2022) conducted research to investigate the impact of principals' managerial strategies on teacher performance. The study also sought to determine the impact of head teachers' interpersonal communication on teachers' creativity at public secondary schools. The quantitative approach was used for this research. The

population of the study was comprised of all the head teachers and teachers of public secondary schools in District Badin. It was established that heads of schools, through their interpersonal communication skills, directly influenced the perception, interest, and actions of teachers towards the achievement of the school goals. The author further established that effective communication by the head teacher reduces uncertainty, promotes discussion, builds self-esteem, and clarifies the role expectations of the teachers, which improves their performance. This study, however, was purely quantitative, but the current study adopted both qualitative and quantitative approaches to allow the complementarity of the two approaches.

Villanueva (2021) argues that the low performance of schools in the Philippines, including the low performance of their teachers and non-teaching staff, emanates from the ineffective communication of the heads of schools. The study adheres to David McClelland's Achievement Power Affiliation Theory. By using a total enumeration sampling technique method of research, this study assessed the extent of interpersonal communication of school heads in the towns of Nueva Ecija, Philippines. The results revealed that school leaders' interpersonal communication skills, though ineffective, were regarded as evident by the head teachers and teachers. The study showed significant associations between the school head's decision-making and their communication strategies. This study did not provide information on how head teachers' communication strategies influence the performance of teachers. Hence, the current study sought to cover this gap by investigating how head teachers' communication strategies in the implementation of CBC influence the performance of teachers in public primary schools in Kisumu Central Sub-County, Kenya.

Karacabey et al (2022) sought to investigate the growing international knowledge base regarding the influence of school leadership on teacher learning by examining the relationship between principals' interpersonal skills and teachers' professional learning. A cross-sectional survey design of the quantitative research method was employed using the data collected from a total number of 1,200 teachers in Turkey. The result showed that communication skills of the principals were significantly related to teacher professional learning and effectiveness. The study reflects the situation of head teachers and teachers in Turkey, which is a developed country, a situation that may be different in many aspects from the situation in Africa, among developing countries. In addition, the findings of the study may not be generalized to other geographical contexts since the study used only the quantitative approach. Also it is not clear whether the study involved only government schools or private schools, or both as there was no distinction made. This study uses both quantitative and qualitative approaches and was conducted in Kenya, a developing country.

A study done in Namibia by Mbangula (2022) analyzed the principals' effectiveness on school performance and how principals played a major role to make the school do well in terms of academic results. The mixed-method was employed in the study as both descriptive and statistical data were used. The study concluded that principals communication strategies affected school performance. However, the study specifically interviewed teachers only, a gap in the methods that the current study seeks to fill by interviewing head teachers and the Teachers Service Commission (TSC) County Director in order to obtain information regarding the influence of head teachers' managerial strategies on teachers' performance in CBC implementation in public primary schools.

Chidumebi (2022) investigated the relationship between management of principals' social skills and effective school organization in public secondary school in Enugu State, Nigeria. Two research questions and two null hypotheses were answered and tested. The study used a mixed methods design with a population of 295 principals from 295 public secondary schools in Enugu State, Nigeria. It was found that principals' communication skills are significant predictors of effective school administration. The researcher recommended that principals should develop self control and effective communication strategies to be able to relate effectively with the staff. Principals should develop positive self relationship through the understanding of their relationship strength and weakness. Finally, the principals should have a positive interpersonal communication with members of staff. The study used both quantitative and qualitative approaches which could have helped to reach many participants and also to generate in-depth knowledge thus capturing participants' live experiences and understanding. Nevertheless, the study was so broad in scope covering all Enugu State, Nigeria, which may have limited the study to provide specific details. The current study limited its scope to Kisumu Central Sub-County, in order to obtain details on head teachers' interpersonal communication skills and teachers performance in CBC implementation.

In Rwanda, Jeanne and Mukamazimpaka (2020) investigated the effects of teachers' preparedness on CBC implementation. The sample size was obtained by using Slovin's formula while the data was collected using interview guides and questionnaires. The findings revealed that the head teacher's communication skills increased the effective implementation of CBC. Although the author conducted the study about CBC, it was done in secondary schools. In contrast to the cited study, the current study was conducted in primary schools to establish how head teachers' communication strategies influence teachers' performance.

Head teachers' interpersonal communication skills are characteristic of effective school leadership. Katua (2019) sought to examine the influence of school principals' communication strategies on students' discipline in public secondary schools in Kisasi Sub-County, Kitui County. A descriptive survey research design was used in the study. The study established that most of the principals' communication strategies could help reduce most of the students' related indiscipline issues. A related study by Waswa (2017) was conducted about the impact of principals' communication skills on students' academic performance in Kakamega. The study adopted a mixed-methods approach and a descriptive survey design. The study established that communication skills influence teaching and learning in schools. From the results, it was concluded that academic performance is improved if head teachers' communication and interpersonal skills are enhanced. Both of the cited studies discussed principals' communication and teachers' performance, but they lacked information concerning CBC implementation; hence, there is a need for the current study, which looked at how head teachers' communication strategies influence teachers' performance in CBC implementation in public primary schools in Kisumu Central Sub-County.

Kimanzi (2015) investigated the influence of principals' interpersonal skills on students' academic achievement in KCSE results. The research adopted a qualitative methodology where interview guides were used to collect data. From the analysis, the majority of the teachers showed that the principals' interpersonal communication skills are effective. However, the principals need to be trained on how to create linkages between their interpersonal skills and students' academic performance. The principals should ensure effective supervision of curriculum delivery and give feedback to the teachers. The study relied more on qualitative approaches, which made it fall short on quantitative approaches that would have brought out a variety of participants' views and

experiences, thus enhancing in-depth understanding of the problem. The current study sought to bridge the gaps by employing a mixed methods design for an in-depth understanding of head teachers' interpersonal communication skills and their influence on teachers' performance.

2.4 Head teachers' Technological Mangement Strategies and Teachers' CBC Perfomance

Organizations consider technology as a resource in addition to the four traditional resources: material resources, financial resources, human resources, and informational resources. This makes it important for educational managers, particularly head teachers of schools, to have solid technological knowledge and management strategies to be able to effectively attain school goals and objectives. Technological management involves equipping human resources with the skills needed to live, learn, and work in a society where communication and access to information is done through digital technologies like internet platforms, social media, and mobile devices. Because one of the competencies that the CBC intends to develop among learners is the application of digital literacy skills for communication and learning, effective technological management and digital literacy skills by school principals, such as effective computer use, are needed to enable effective implementation of the Competence Based Curriculum.

Using a qualitative research design, Gardner and McMullan (2018) investigated how computer science was incorporated into the UK curriculum. The study examined how the various perspectives contributed to the current status of computer studies in educational institutions after following the various advances of computer studies for decades. According to the study, there are three basic approaches to using information technology in schools: cross-curricular, academic, and vocational. The British government worked hard to encourage the cross-curricular approach in schools by significantly promoting a program of cross-curricular in-service teacher education. This was done to provide solid teaching skills to the teachers as they implemented the curriculum. It

was noted that, in the face of increasing pressure from parents, pupils, and employers to provide school leavers with computer skills for a perceived better employability, many schools opted for vocational and/or academic (examination-oriented) approaches. Further, despite the best efforts of the local authorities, the majority of schools chose to ignore the major curricular problems and settled instead for computer studies as a 16+ examination subject. The study by Gardner and McMullan, however, did not provide information concerning the principals' computer literacy skills in relation to the teachers' performance in the CBC implementation; hence, the current study is needed to fill the gap.

A qualitative study conducted in Turkey by Uur and Koç (2019) sought to explore the attitudes of high school principals towards technology and their support of teachers' use of technology. The study concluded that principals' ICT management strategies and the skills directly influenced their support of teachers' use of technology. However, the study was carried out in Turkey a geographical gap that the current study seeks to fill.

In Malaysia, leading schools' technology utilization is seen as the way forward to support education in this 21st century. As a result, Ghavifekr (2022) conducted a study aimed at investigating the effects and roles of principals' technology leadership towards teachers' ICT utilization and students' academic performance in secondary schools in Selangor, Malaysia. This empirical study used a set of questionnaires to gather information from respondents who were in the teaching profession. A total of 310 questionnaires were completed and analyzed. The findings showed significant positive impacts between the effects of the technology leadership roles of principals on teachers' effective ICT utilization and students' academic performance. The study revealed that principals who embrace technology effectively lead their schools to acquire educational resources to enhance student engagement and learning. This study, however, did not

mention how head teachers' technological management strategies impact the performance of teachers in the implementation of CBC, which necessitates the study of this kind to fill the gaps.

Research conducted in Nigeria by Okeke and Dike (2019) analyzed the association between technology leadership competencies and ICT integration in primary schools in Rivers State. The study collected data using a structured questionnaire. The collected data was analyzed using the Pearson Product Moment Correlation Coefficient. The study results showed that head teachers' computer competencies had a significant association with ICT integration. Conversely, the study adopted ICT integration as an independent variable. In Zambia, Mulenga's (2019) study focused on the implementation of competency-based teaching approaches in the teaching and learning of history in the Lusaka district. The study adopted the explanatory sequential design, questionnaires, interview guides, observation checklists, and document analysis guide. The results revealed that teachers' computer skills influenced outcome-based curriculum implementation. However, the study interviewed regular teachers and not head teachers a methodological gap that the current study seeks to fill by focusing on head teachers as the key respondents.

A study done in Uganda by Mugizi and Amwine (2020) sought to assess the influence of information and communication technology (ICT) use on the job performance of teachers at a private international school in Kampala, Uganda. The study used a correlational research design. The results showed that the use of ICT enabled better job performance from both teachers and principals, though it was not effectively integrated into the school curriculum. Likewise, a study done in Tanzania by Ndume *et al.* (2021) aimed at exploring key achievement indicators towards ICT integration in secondary schools. The study used self-administered questionnaires. For data analysis, chi-square and logistic regression were used. Findings from both studies Mugizi and Amwine, (2020) and Ndume *et al.*, (2021) revealed that limited ICT knowledge and skills existed

among teachers and head teachers, leading to a slow integration of ICT into learning and teaching, which affected students' performance. Based on these findings, the current study sought to establish whether the same realities are experienced in public primary schools with the implementation of CBC.

In Kenya, Mosioma (2018) explored teachers' readiness for implementation of the Competency-Based Curriculum in private pre-schools in Dagoretti North sub-county, Nairobi County. The study embraced descriptive survey design, questionnaires, and interview schedules. The findings indicated that most head teachers and pre-school teachers had basic computer knowledge and were therefore ready to execute the competency-based curriculum. The study focused on pre-schools and not primary schools and did not investigate how technological strategies employed by the head teachers affected the performance of teachers. The study sought to fill these gaps by investigating how head teachers' technological management strategies influence the performance of teachers in CBC implementation.

Ndiritu & Gatotoh (2020) sought to establish whether the teachers engaged in ECD centers had any skills in ICT in Kenya. The study collected data using a researcher-designed questionnaire. Further, the study results revealed that 60.83% of the total population had no knowledge of ICT and therefore did not integrate ICT into their teaching and learning in the selected preschools. As a result, the study recommended that the government be at the forefront of not only investing in ICT infrastructure but also in ICT teacher education. This study did not mention how technology management by the head teachers impacts the performance of teachers in CBC implementation. Hence the need for the current study.

Obuhatsa (2020) investigated teacher-related factors that affected the execution of CBC at the lower primary school level in Luanda sub-county, Vihiga County, Kenya. The study employed a descriptive survey design and targeted head teachers, teachers, and pupils. Data was collected using questionnaires, interview guides, and focus group discussion guides. The study concluded that the head teacher's ICT skills influenced the execution of CBC since the curriculum was digital-based. Nevertheless, the study interviewed pupils alongside the teachers, a methodological gap that the current study seeks to fill by using the interview guide to collect data from only the head teachers and the Quality Assurance and Standards Officer (QASO).

2.5 Head teachers' Parental Engagement and teachers performance in CBC implementation

Parental involvement in the teaching and learning process is essential. It allows parents to support their children throughout the teaching and learning process, which improves their performance. When it comes to the implementation of CBC, parents have a vital role to play in the education of their children. They are involved in the learning processes of their children as they engage the teachers to enrich the children's learning, which makes them more connected and fosters better parent-teacher relationships.

In the Netherlands, parental engagement in schools is considered an important factor for student success. Although the benefits of family-school engagement are clear, secondary schools in the Netherlands are struggling to successfully realize this partnership. Gerdes (2020) conducted a study in the Netherlands to explore family-school partnerships in secondary education from a collaboration perspective. The findings show that limited resources, such as finances, have an impact on parents' roles in supporting schools and the teaching and learning process. Noted is that while the government of the Netherlands has various legislation and policies for parental involvement in the implementation of CBC to enhance the learning outcomes of young people, the

study did not provide erudite information regarding head teachers' parental engagement skills and their influence on teachers' performance. This raised the need for the current study to bridge the gaps.

A study was conducted by Miller (2022) to explore how schools communicate and engage with families in online or blended learning environments to support students' social-emotional well-being in the United States of America. In the form of reflective learning journals and peer discussions, documents were collected during the spring 2020, fall 2020, and spring 2021 terms of a graduate course for experienced K–12 teachers at a 4-year comprehensive university in the Southern United States. The data was given shape through thematic document analysis. The following three themes emerged: 1) Teachers perceived family-school ties to be more important than ever amid remote and online learning; 2) they amended their practices by acknowledging and empathizing with parents' increased instructional responsibilities; seeking increased knowledge of students' home lives; and offering support to parents through frequent communication; and 3) deficit thinking, time demands, and mounting frustrations with some parents' unresponsiveness were obstacles to building family-school connections. Findings suggest that while experienced teachers hold parental relationships in high regard, efforts to foster two-way, reciprocal partnerships with parents of online learners may be difficult to sustain, particularly when teachers navigate multiple learning contexts simultaneously. This study was silent on how the head teachers' parental engagement in the implementation of CBC influences the performance of teachers, a gap that the current study sought to fill.

Wulandary (2018) investigated parents' understanding of their involvement in schooling processes in Finland using Epstein's six typologies. The focus was on parenting, communicating, volunteering, learning at home, decision-making, and collaboration with the community. Parental

involvement in schools was found to be crucial to the performance of teachers and students. However, several barriers to parent involvement in schooling were identified, such as work demands, reluctance to attend the school, a lack of communication with the school, and parents' perceptions of their involvement. The findings further indicated that parent involvement in schooling processes in Aceh is low. Furthermore, parents' motivation to participate in schooling processes was related to their own motives, such as simply fulfilling their obligation as parents to rear children. Though Finland is one country that many countries have used as a role model in competence-based curriculum implementation, Wulandary was not clear about the level of education discussed in the study concerning parental involvement in the implantation of the CBC and teacher performance, which prompted the study of this kind that was done in primary schools in Kenya to fill the gap.

A study in Tanzania by Nyembeke (2016) used a mixed methods design to assess parental involvement in their students' academic activities in community secondary schools. The study also identified that the majority of parents with students in community secondary schools were challenged by limited formal education, poverty in their families, limited time and resources among parents and teachers, weak students' readiness to learn, and the distance from home to school that hinders parents from attending meetings. These conditions negatively affect students' academic performance. The study suggested that the government and other stakeholders in education should educate school community members to allow parents to develop an awareness of the need to get involved in the academic activities of their children, and education policy makers should prepare a parental involvement policy that describes specific roles that parents of students in community secondary schools must fulfill. The study by Nyembeke , however, focused on

secondary schools, and the findings cannot be used to explain the situation in primary schools, hence the need for the current study.

In a study by Mahuro and Hungi (2016) in Uganda about parental engagement, it was found that a one-unit increase in parental participation through parenting and communication types of involvement significantly increases students' literacy scores by 6 and 12 percentage points, respectively. This implies that parental participation plays a pivotal role in motivating children to improve their academic grades. For students to reap maximum benefits from an education system, the learning should not be left solely to the student–teacher relationship but should be extended to include active parental involvement among other education stakeholders. While parental involvement is depicted in the study as crucial to the learning and performance of learners, the study was not conducted in the context of competency-based curriculum implementation and did not provide sufficient information about head teachers' parental education skills in relation to teachers' performance, which was the focus of the current study.

The creation of sound school-family engagement is being widely acknowledged as it strengthens school programs, family practices, student learning and behavior, as well as student development. Active engagement of parents and community members in the school tends to reduce the traditional unidirectional accountability of teachers as the sole party responsible for learners' and teachers' success. Furthermore, such engagement is said to cultivate a new hope for schools. A study by Oranga and Obuba (2022) investigated school-family partnerships in Kenya, guided by Jane Epstein's parental involvement postulates. Cluster, purposive, and snowball sampling techniques were utilized to select 24 parents. Data was collected through face-to-face, semi-structured interviews and analyzed with the help of the Atlas.ti software package.

The findings revealed that parents provided a safe home environment, transported their children to school, and managed their children's behavior. However, the study established that Jane Epstein's components of parental involvement fell short of expectations. From the findings, parents did not get involved in their children's school activities; they did not volunteer at school or provide sufficient learning resources; they did not enlist as members of school committees and associations; and they did not engage in communication with the school to enquire about their children's academic progress and well-being. This study fell short of providing information about head teachers' parental engagement skills and teachers' performance in the implementation of CBC, hence the need for the current study to fill the gap.

2.6 Summary of the Literature and Research Gaps

The literature analyzed highlighted a number of gaps. For example, Murtaza and Iftikhar (2022) conducted their study in Pakistan; Wilde *et al.* (2018) conducted their study in the United Kingdom; and Okeke and Dike (2019) conducted their study in Nigeria. These studies, though related to the current study, revealed a contextual gap that the current study seeks to fill by focusing on primary schools in Kisumu Central Sub-County in Kenya. Some studies showed knowledge gaps. For example, Kabombwe and Mulenga (2019) focused on history's execution of competency-based teaching methods. Mosioma (2018) explored teachers' readiness for implementation of the Competency-Based Curriculum in private pre-schools.

The current study seeks to fill these knowledge gaps by focusing on how head teachers' managerial strategies influence teachers' performance in competency-based curriculum implementation in public primary schools in Kisumu Central Sub-County. Some reviewed studies exhibited methodological gaps. For example, Okeke and Dike (2019) used quantitative data, thereby leaving out qualitative data, a gap that the current study sought to fill by adopting both

quantitative and qualitative approaches. Obuhatsa (2020) adopted focus group discussion guides for data collection from its respondents, a gap the current study sought to fill by using questionnaires to collect data in public primary schools in Kisumu Central Sub-County.

CHAPTER THREE

RESEARCH METHODOLOGY

3.1 Introduction

This chapter describes the methodology that was utilized to conduct the study. It discusses the location of the study; research design; target population; sample size and sampling techniques; data collection instruments; reliability and validity; data analysis; and ethical considerations.

3.2 Research Design

Creswell (2014) defines research design as the procedures for collecting, analyzing, interpreting, and reporting data in research studies. The current study adopted a mixed-methods design, specifically a convergent-parallel mixed-methods design. Mixed methods research paradigm has different designs, which include convergent parallel, explanatory sequential, embedded, transformative, and multiphase mixed methods designs (Creswell, 2014). The current study adopted a convergent parallel mixed methods design following the recommendation by Creswell that it is preferred to the other mixed methods for its suitability and strengths in collecting, analyzing, and integrating quantitative and qualitative data simultaneously in a single study.

3.3 Location of the Study

The current study was conducted in Kisumu Central Sub-County, Kenya. Kisumu County is one of the 47 Counties in Kenya, lying between longitudes 33° 20'E and 35° 20'E and latitudes 0°20' 20'South and 0°50'South. The County is bordered by Homa Bay County to the south, Nandi County to the north-east, Kericho County to the east, Vihiga County to the north-west, and Siaya County to the west. The choice of this area is based on some studies such as that of Anyango and Odhiambo (2020) which indicated that teachers experience many challenges in implementing

the competency-based curriculum in Kisumu Central Sub-County. Further, there is scanty information on the influence of head teachers' managerial strategies on teachers' performance in Competency-Based Curriculum implementation in primary schools specially in Kisumu Central Sub-County

3.4 Target Population

Kisumu Central Sub-County has 20 public primary schools. The study targeted all of these schools for participation, involving 440 teachers, 20 head teachers, and one Quality Assurance and Standards Officer.

3.5 Sample and Sampling Procedures

Kombo and Tromp (2006) defined sampling as the technique of choosing a sub-group from a population to participate in the study. The current study employed both probability and non-probability sampling techniques to select the sample size for the study. Kisumu Central Sub-County has 20 public primary schools. The study employed purposive sampling to include all 20 head teachers from the 20 public primary schools. The head teachers were included in the study because of their administrative roles and responsibility for the performance of teachers in the schools. Purposive sampling was also used to include one Quality Assurance and Standards Officer for the area. The inclusion of the Quality Assurance and Standards Officers (QASO) was based on the fact that they are government representatives who supervise schools to ensure the performance of head teachers and teachers in the implementation of CBC. Thus, their opinions were important for the study. Teachers were included in the study because of the important role they play in the implementation of CBC through teaching. Their opinions were important for the study.

Kisumu Sub-county has 440 primary school teachers (Kisumu County Report, 2021). In the selection of teachers from the sampled schools, the researcher first stratified them in terms of gender and then used simple random sampling to select teachers from each stratum. As a result, 304 teachers were selected using simple random sampling, which constituted 69% of the total sample size. Through the use of simple random sampling, the researcher assigned numbers to the names of teachers based on a list. These numbers were written on pieces of paper, folded, and placed in a box. The papers were then randomly drawn from the box until the required number of teachers was reached. Those whose names were picked were considered to participate in the study.

Table 1: Sample and Sampling Procedures

Category	Target population	Sampling Technique	Sample size
Primary schools	20	Purposive	20
Head teachers	20	Purposive	20
Teachers	440	Stratified and Simple Random sampling	304
QASO	1	Purposive	1

3.5.1 Description of Research Instruments

The current study used both interviews and questionnaires to collect data from the study participants. The interviews were used to collect data from head teachers and the QASO, while the questionnaire were used to collect data from the teachers.

3.5.2 Teachers' Questionnaire

The questionare were divided into five sections. Section 1 presented demographic information of teachers; section 2 sought for information about the influence of head teachers' supervisory strategies on teachers' performance in CBC implementation; section 3 find out

information about how head teachers' communication strategies influence teachers' performance in CBC implementation; section 4 sought information about how head teachers' technological management strategies influence teachers' performance in CBC implementation; and section 5 looked for the information about how head teachers' parental engagement strategies influence teachers' performance in CBC implementation in primary schools in Kisumu Central Sub-County.

3.5.3.1 In-depth Interview Guide for Head teachers

The in-depth interview guide contained probing questions seeking to elicit significant information from the head teachers and QASO. Through the in-depth interview, the researcher had the advantage of obtaining more information and at a greater depth from the head teachers and QASO than with any other instrument. Interviews also gave the interviewer great flexibility and an opportunity to restructure or clarify questions in case the interviewee encountered difficulties understanding them (Cozby & Bates, 2012).

3.5.3.2 In-depth Interview Guide for QASO

The interview guide for the QASO (Qualitative Analysis of Strategies and Outcomes) study contained questions based on the four objectives of the research. The in-depth interviews enabled the researcher to have open discussions with the participants regarding the influence of head teachers' managerial strategies on teachers' performance in implementing the Competency-Based Curriculum (CBC) in primary schools in Kisumu Central Sub-County.

3.6 Validity of the Study Instruments

Orodho (2009) defined validity as the extent to which an instrument measures what it is intended to measure. To ensure the validity of the quantitative research instruments, they were validated through consultation with two supervisors at Tangaza University College. The

supervisors' input was incorporated into the questionnaire, thereby enhancing the content and face validity of the instruments.

In order to enhance the validity and credibility of the findings, member checking research technique was employed. This technique involved involving participants in the research process to verify the accuracy of the data collected and the interpretations made based on the data (Creswell & Clark, 2011). In the current study, the validity of the qualitative data collection instrument was established by providing the participants with an opportunity to review and confirm if the researchers' interpretations accurately reflected their views and experiences. In cases where discrepancies were identified, the participants were requested to clarify their responses, providing additional context where necessary. The researcher carefully considered the participants' feedback and made appropriate adjustments to their interpretations to ensure accuracy and rigor in the research process.

3.6.1 Pilot Testing of Research Instruments

The purpose of the pilot survey is to assess whether the questions in the instrument are rational, clear, easy to understand, exhaustive, and answerable within expected time frames (Pearson et al., 2020). In the current study, questionnaires were pilot-tested before the actual data collection in two public primary schools located in Kisumu East Sub County, which is a neighboring sub-county to Kisumu Central Sub County. The researcher administered the questionnaires to 12 teachers as participants, including both females and males selected from the two public primary schools. These schools were chosen for the pilot study because they share similar characteristics with the schools that were used for the actual study in Kisumu Central Sub County. After the questionnaires were filled, the researcher held a debriefing session with the teachers who had completed the questionnaires to gather their assessment of the questionnaires

regarding the clarity of question items, their appropriateness, and relevance, as recommended by Neuman (2013). The pilot survey enabled the researcher to determine if the data obtained on head teachers' managerial strategies and teachers' performance in Competence-Based Curriculum implementation in primary schools could be processed and analyzed.

3.6.2 Reliability of the Quantitative Research Instruments

According to Ilker (2007), the Alpha coefficient method is a suitable approach that can be used to assess Likert scale items. Therefore, the current study utilized Cronbach's alpha to analyze the consistency of the study questions. By employing Cronbach's alpha, the researcher was able to determine the reliability of internal consistency from a single administration of the Likert-type scale (Adetayo, 2019). For calculating the reliability coefficients of the Likert scale questions, the current study used Statistical Package for the Social Sciences (SPSS) version 25. The findings indicated a value of 0.789, demonstrating that the instrument used in the study was reliable. Ilker (2007) recommends that the coefficient should be at least 0.7 or higher for the instruments to be considered reliable.

3.6.3 Credibility and Dependability of Qualitative Instruments

Olaussen and Bowles (2022) defined dependability as the trustworthiness established when the research study's findings are consistent and repeatable. The current study employed triangulation and member checking to ensure the credibility of qualitative data. Through triangulation, the study utilized multiple sources of information to enhance the validity and credibility of the findings. Additionally, member checking was employed, where interviewed participants, including head teachers and the QASO, were given the opportunity to provide final comments on the correctness and details of the collected data.

3.7 Data Collection Procedures

The researcher obtained an introductory letter for data collection from Tangaza University College. A letter from the ethics review committee was also obtained to ensure that the study meets the ethical threshold. The researcher sought a research permit from the National Commission on Science, Technology, and Innovation (NACOSTI). The self-administration of the questionnaire approach was used for data collection to ensure that questionnaires were properly filled out.

3.8 Data Analysis Procedures

The current study analyzed data using both quantitative and qualitative techniques. Quantitative data was analyzed by the use of the Statistical Package for Social Sciences (SPSS) version 25. The study used descriptive statistics (frequencies and percentages) in the analysis of quantitative data, which was presented in the form of tables, bar graphs, and pie charts. Qualitative data obtained through qualitative instruments such as open-ended questions and interviews were analysed in themes and presented in direct quotations and narratives.

3.9 Ethical Considerations

Mugenda and Mugenda (2013) contend that when conducting the study, the researcher is expected to adhere to the code of ethics. Thus, before the collection of data, the researcher presented the signed research proposal to the department of postgraduate studies at Tangaza University College to secure a recommendation letter. This was attached to the research proposal and submitted to NACOSTI to get a research permit.

The researcher also sought permission from the Sub County Director of Education and the head teachers to collect data from the sampled schools. The researcher further introduced herself and explained to the participants the purpose of the study. The researcher sought informed consent from the participants and informed them that participation in the study was voluntary and that they

were free to withdraw from it at any time. The researcher assured the participants of the anonymity of their identities and the confidentiality of the information they provided. The study cited sources of information used following the APA 7th edition format to avoid plagiarism.

The researcher respected participants' privacy and personal dignity by avoiding the use of any language that was threatening or embarrassing. According to Eungoo and Joong (2020), fabrication and falsification are the most common ethical violations committed by researchers. Therefore, to avoid such research misconduct, the findings were reported exactly as they appeared during the data analysis and reporting process.

CHAPTER FOUR

PRESENTATION, INTERPRETATION AND DISCUSSION OF FINDINGS

4.1 Introduction

This chapter presents the study's data analysis, presentation, and discussion of the findings. The findings are analysed and presented according to the research objectives and questions. The study first presents the respondents' demographic information, followed by the presentation of the results of the objectives. The findings are presented in the form of tables, pie charts, and graphs.

4.2 Response Rate of the Participants

Research instruments were distributed to different participants in the study. They consisted of questionnaires distributed to the teachers and interview guides conducted with the principals and the Quality Assurance and Standards Officer (QASO). Table 2 presents a summary of the response rates of the different participants in the study.

Table 2:The Response Rate of the Participants

Category	Target participants	Response rate	Percentage (%)
Teachers	304	296	97%
Head teachers	20	16	80%
QASO	1	1	100%
Total	325	313	96%

As shown in the table 2, the study had a target of 325 respondents. Questionnaires were administered to 304 teachers and 296 were successfully filled and returned which represented a response rate of 97%. The 16 out of 20 head teachers were available for interviews. Further, QASO was available for interviews. This made the response rate to be 80% and 100% for head teachers

and the QASO respectively. However, as shown in Table 2, there were same gaps in the response rate of both the teachers and the head teachers. Some questionnaires were returned unfilled, and some repondents reported to have misplaced them which made the response rate for teachers to be less by 3% and for head teachers by 20%. One of the head teachers was sick and was in the hospital during data collection. The other three head teachers had gone to attend a head teachers meeting and were not available for interviews. Mugenda and Mugenda (2013), argues that a response rate of 50% is adequate for data analysis and reporting, a rate of 60% is good, and a response rate of 70% or more is excellent. Thus, following the recommendation of Mugenda and Mugenda, the response rates of 97%, 80% and 100% for teacher, head teachers and QASO respectively was was excellent for data analysis and reporting.

4.3 Demographic Information of the Participants

The researcher found out demographic information about the teachers, principals, and Quality Assurance and Standards Officer (QASO). Their information was presented in terms of gender, age, professional qualifications, and experience. The researcher found out the demographic information of the participants with the intention of establishing if their characteristics influenced Teachers' Performance in Competency-Based Curriculum Implementation.

4.3.1 Distribution of Gender of the Head teachers and Teachers

The researcher sought to establish the gender of the participants to determine whether there was a difference between male and female participation in rating how Head Teachers' Managerial Strategies influence primary teachers' performance in Competency-Based Curriculum Implementation. The findings are shown in Figure 2.

Figure 2: Distribution of Gender of the Head Teachers and Teachers (n=16)

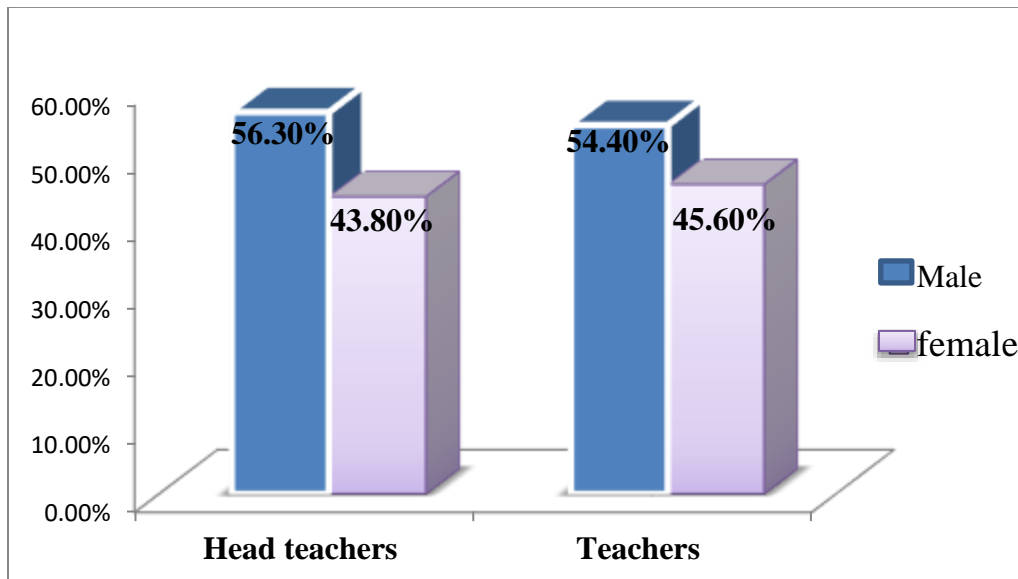
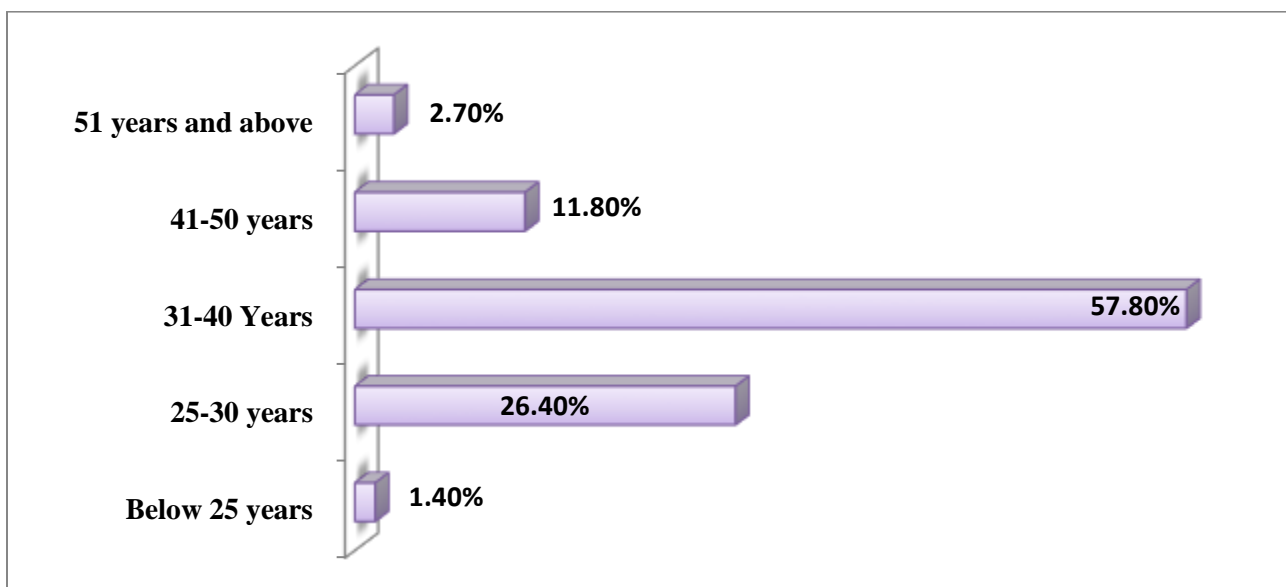


Figure 2 shows that 56.30% of the head teachers were male and 43.80% were female. Similarly, male teachers were more common than female teachers, at 54.40% and 45.60%, respectively. This implies that although both genders are represented in primary schools in Kisumu Central Sub-County, male teachers and principals are more than female teachers and principals. This highlights the issue of gender imbalance, which can have a detrimental impact on teachers' job performance by perpetuating stereotypes and biases related to teaching. It is crucial for schools to prioritize gender balance, as diverse genders can bring unique insights, approaches, and ways of addressing various educational challenges. When teachers represent different genders, students can benefit from exposure to a broader range of ideas, problem-solving strategies, and worldviews, all of which are important for effective Competency Based Curriculum implementation.

4.3.2 Distribution of the Teachers by Age

The study aimed to determine the age ranges of teachers and principals. This was done to determine whether age has any bearing on the managerial strategies used by the head teachers and the performance of the primary teachers in the implementation of CBC. The results are shown in figure3.

Figure 3: Distribution of the Teachers by Age (n=296)



The results in figure 3 show that the majority of the teachers (57.80%) were in the age bracket between 31–40 years of age. An indication that most of the teachers in public primary schools in Kisumu Central Sub-County are young. This could be an advantage to the teaching workforce in that with the advancement of technology and the increasing use of Information and Communication Technology (ICT) in education, young teachers can be highly effective in teaching competency-based curricula. Young teachers tend to be more comfortable using various digital tools and platforms. This makes them more adept at integrating technology into their teaching practices and leveraging it to enhance the learning experience for their students. They also often exhibit greater flexibility and adaptability in incorporating new teaching methodologies and

technologies. They are more open to experimenting with different approaches to cater to the diverse learning styles of their students which makes them well-equipped to thrive in competency-based education environments enhanced by technology.

4.3.3 Distribution of Teachers According to Academic Qualifications

The participating teachers were asked to indicate their professional qualification levels in order to find out whether all the teachers had the required qualifications to teach in primary schools and thus help the learners develop CBC competencies. The researcher hoped that qualified and competent teachers were likely to implement the curriculum and develop the learners' competences more effectively than those without the minimum qualifications. The findings are presented in Figure 4.

Figure 4: Distribution of Teachers According to Academic Qualifications(n=296)

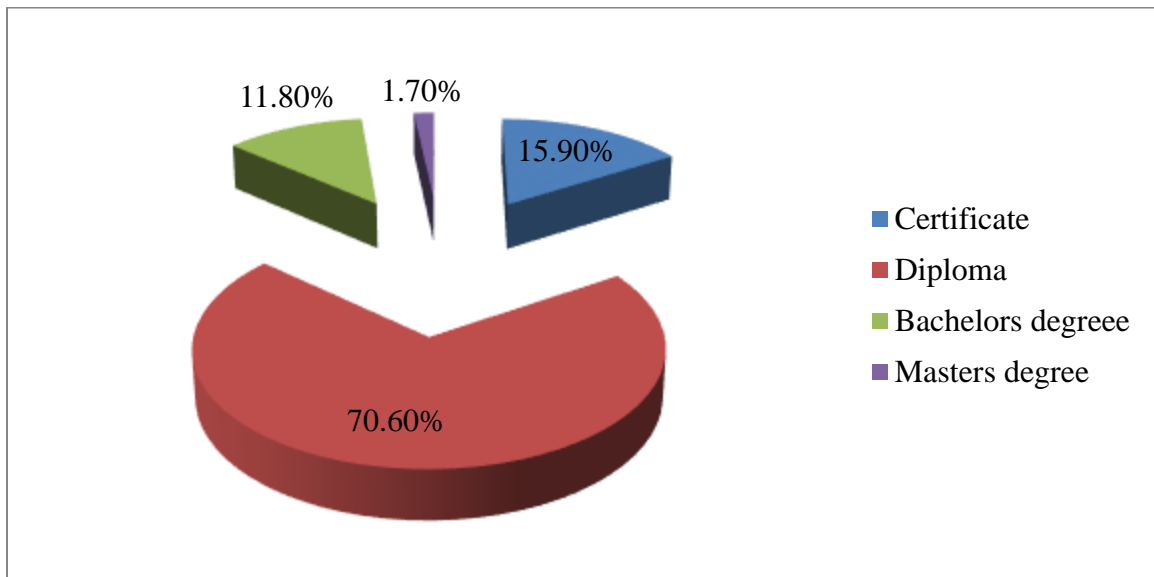


Figure 4 shows that 70.60% of the teachers had diploma qualifications. The number of teachers who had certificate qualifications was 15.90%. It was noted that teachers with bachelors and masters degree qualifications were fewer in number with 11.80% and 1.70%, respectively. This shows that most of the teachers were qualified to teach in primary schools given that the TSC

requires a minimum of a Pearson Test of English (PTE) certificate or Certificate in Primary Teacher Education(P1 Certificate) from the Kenya National Examinations Council (KNEC) in order to qualify to teach in a primary school in Kenya (TSC, 2020).

4.3.4 Distribution of Teachers and Head teachers According to the Experience

Teachers and head teachers in the selected public primary schools were required to indicate their teaching experience measured in terms of years of service. Figure 5 shows the summary of the results.

Figure 5: Distribution of Teachers and Head teachers According the Experience

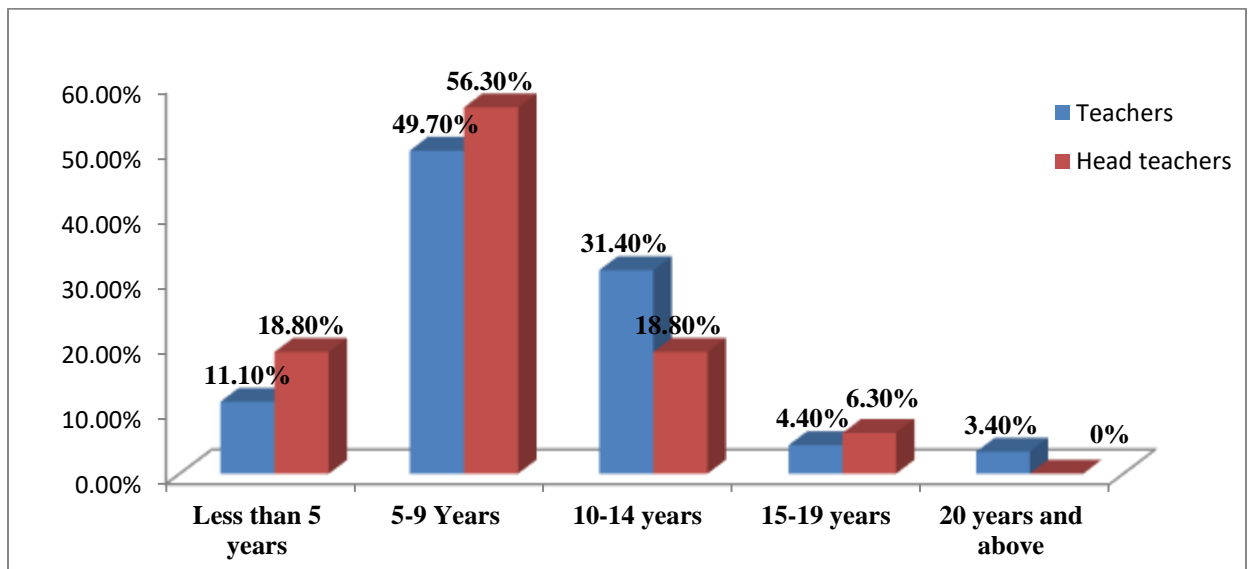


Table 5 clearly shows that teachers and head teachers have varied experiences and are in different career growth stages. It indicates that the majority of the teachers (49.7%) have experience ranging between 5-9 years. Having teachers with different lengths of experience in teaching can offer several benefits. For example, teachers with varying levels of experience bring different perspectives to the classroom. Newer teachers may have fresh ideas and innovative approaches to teaching, while experienced teachers may have developed a deep understanding of instructional strategies and classroom management techniques. This diversity of perspectives can

lead to a richer educational experience for students and help the teachers develop competencies among the learners as they implement CBC.

Figure 5 also shows that head teachers who had experience between 5-9 years were the majority and accounted for 56.30% of the head teachers. This could mean that most of the head teachers had enough experience to manage the teachers well in their primary schools. It is important for the head teachers to have significant experience because they hold important leadership positions in schools, and their experience plays a crucial role in their ability to effectively manage and lead schools. Head teachers with substantial experience have had the opportunity to develop and refine their leadership skills over time. They have likely faced various challenges and gained valuable insights into managing and motivating staff, working with students, and dealing with parents and the broader community. Experienced head teachers are also likely to be well-versed in educational policies, practices, and curriculum frameworks such as CBC. They have had the opportunity to stay updated with changes in the education sector, implement new initiatives, and adapt to evolving educational trends, which enables them to help teachers improve their performance.

4.4 Head teachers' Supervisory Strategies and Teachers' Performance

The first objective of this study was to find out whether head teachers' supervisory strategies influence teachers' performance in CBC implementation in primary schools in Kisumu Central Sub-County. The teachers were requested to choose the response that best represented their feelings on a five-point scale. The scale of rating was: Strongly Agree (SA), Agree (A), Undecided (UD), Disagree (D), and Strongly Disagree (SD). The findings are presented in table 3.

Table 3: Head teachers' Supervisory Strategies and Teachers' CBC Performance (n=296)

Statement	SA		A		UD		D		SD	
	f	%	f	%	f	%	f	%	f	%
The head teacher checks our records of work for effective CBC implementation.	11	3.7	179	60.5	73	24.7	26	8.8	7	2.4
The head teacher checks our lesson notes to ensure effective implementation of the CBC.	8	2.7	51	17.2	103	34.8	101	34.1	33	11.1
The head teacher holds sessions to guide us on CBC teaching delivery	1	0.3	20	6.8	98	33.1	157	53.0	20	6.8
The head teacher supervises us while teaching to ensure effective implementation of the CBC.	3	1.0	19	6.4	72	24.3	116	39.2	86	29.1
The head teacher's supervision improves our performance in CBC.	63	21.3	173	58.4	17	5.7	25	8.4	18	6.1
The head teacher monitors learners' involvement in class to enhance collaboration.	37	12.5	156	52.7	51	17.2	38	12.8	14	4.7
The head teacher checks our application of problem solving while teaching.	18	6.1	58	19.6	4	1.4	20	6.8	196	66.2
The head teacher supervision leads to teacher motivation in implementing CBC	125	42.2	133	44.9	5	1.7	9	3.0	24	8.1

Table 3 shows, the majority of the teachers 179(60.5%) agreed with the statement that head teachers check teachers' records of work. Checking a teacher's record of work is an important function of the school headteacher, as it acts as a tool for quality assurance and forms the basis for teacher evaluation. This evaluation ensures that the teacher is delivering quality education and maintaining the expected standards set by the school. A similar observation was made by the National Education Association (2017), which posited that regular and timely checking of a teacher's records of work assists in ensuring compliance with educational policies, standards, and regulations at the school. This finding implies that checking a teacher's record of work may be

useful in providing targeted support and professional development opportunities, ultimately enhancing the teacher's skills and teaching methodologies. In line with this finding, the Quality Assurance and Standards Officers (QASOs) stated:

Part of my responsibility is to monitor and ensure that the standards of teaching and education meet the required benchmarks set by the government and educational authorities. My role is vital in maintaining and improving the quality of education in schools. I do this by verifying whether schools are following the approved national curriculum and syllabus, ensuring that the content is delivered effectively and in line with educational standards. I also assess the performance of teachers, including their qualifications, teaching methods, and effectiveness in the classroom. I sometimes observe teaching sessions and provide feedback to improve teaching practices (QASO, 20/7/2023).

Results in Table 3 also show that 103 (34.8%) of the teacher participants were undecided on the question of whether the headteachers correct teachers' lesson notes. This lack of decision on whether their head teachers check and correct their lesson notes could imply different things; for instance, the teachers might not be clear about whether their head teacher actually reviews their lesson notes or not. It is possible that some teachers have experienced their head teacher checking their notes, while others have not, leading to mixed responses. It could also be that the head teacher's approach to checking and correcting lesson notes may vary among different teachers. Some teachers might receive regular feedback, while others might not, leading to uncertainty among the teachers. This response shows that head teachers do not place a strong emphasis on reviewing lesson notes. This perception could arise if the head teacher rarely provides feedback or if the feedback given does not seem to have a significant impact on the teaching process.

Further, the results show that the majority of the teachers 157 (53.0%), disagreed, and 98 (33.1%) were undecided on the statement that the headteacher holds sessions to guide them on teaching and lesson delivery. The guidance provided by a headteacher to teachers is of enormous importance in fostering a positive and effective learning environment within a school. Harris (2020) reported that a headteacher's guidance helps teachers improve their instructional practices and teaching methods and offers an opportunity for feedback and the sharing of best practices. Following this recommendation by Harris, it would therefore be important that the principals in primary schools hold sessions to guide teachers on teaching and lesson delivery, as this would improve their performance in the implementation of Competency-Based Curriculum in Kisumu Central Sub-County, Kenya.

Most of the teachers 202(68.3%) disagreed with the statement that the headteacher supervises them while in-class teaching. This implies that the majority of headteachers in the sample do not regularly supervise teachers as they implement the CBC (Competency-Based Curriculum) to ensure the development of learners' competencies such as problem-solving, digital literacy, collaboration, and self-efficacy. The failure of headteachers to supervise teachers while they are teaching in class can have several implications, which can impact the overall quality of education. For instance, it may lead to decreased teaching standards. Without proper supervision, some teachers may become complacent or deviate from the approved curriculum. This could lead to a decline in teaching standards, negatively affecting students' learning outcomes and academic performance. Lack of supervision may also result in a lack of alignment in instructional methods among teachers, which may affect their performance and the performance of learners. This finding is in agreement with that of Harris (2019), who observed that failure to supervise teachers during

classroom instruction can create a lack of accountability among teachers, leading to a decline in professionalism and commitment to high-quality instruction.

From the study results in Table 3, a majority of the respondents, 173 (58.4%), agreed with the statement that the headteacher supervision improves teacher class performance. Headteacher supervision ensures that teaching practices meet the expected standards of the school and align with the overall educational goals. This finding fully agrees with that of Harris (2019), that observation allows for personalized support and coaching for individual teachers and provides an opportunity for headteachers to tailor their guidance to the unique needs of each teacher. Data from interviews show that most of the head teachers show commitment concerning the supervision of teachers in schools to ensure effective teachers performance in the implementation of CBC. For instance Head teacher A commented:

To ensure the effective performance of teachers in the implementation of Competency-Based Curriculum (CBC) in my schools, I make an effort to adopt various supervisory practices to support teachers and students in their learning. For instance, I ensure to conduct frequent classroom observations to assess how well teachers integrate the CBC into their teaching practices. In doing this, I provide constructive feedback to help them improve their instructional strategies and delivery methods. This has improved their performance (Head teacher A, 17/07/2023).

Regarding the statement that the headteacher monitors the involvement of learners, the majority of the teachers 156(52.7) agreed, and the smallest number of them 14(4.70) strongly disagreed with the statement. The study, therefore, holds that the headteachers in primary schools in Kisumu Central Sub-County are aware of the beneficial impact of their role in monitoring the involvement of learners in the classroom. They understand that monitoring learners and teachers

is critical to the teaching process. Such monitoring affords the headteacher an opportunity to ensure that students are actively engaged in the learning process. Actively engaged students are more likely to be attentive, participate in class discussions, and retain information effectively. This finding agrees with that of Thuo and Mugo (2017), who noted that it is essential for the headteachers to provide immediate feedback and support to both teachers and students and offer guidance on effective instructional strategies, classroom management techniques, and ways to improve learner involvement, as such is important in the attainment of the overall educational objectives in a school.

The teachers were also asked to respond to the suggestion regarding the head teacher checking the application of problem solving while teachers are teaching. The findings show that the majority of the teachers, 196 (66.2%), strongly disagreed with the statement that the headteachers check their application of problem-solving while teaching. There was also the lowest number of teachers who were undecided on whether the headteachers checked their application of problem-solving while teaching. This finding suggests that head teachers do not prioritize problem-solving techniques such as think-pair-share, role-playing and simulations, and cooperative learning as effective teaching methods.

The failure of the head teacher to monitor and encourage the use of problem-solving instruction can have adverse effects on students' development of critical thinking skills. Problem-solving instruction plays a crucial role in fostering analytical and logical reasoning abilities, creativity, and adaptability, which are all essential components of critical thinking. When problem-solving instruction is not emphasized or supervised adequately, several negative outcomes may arise. For instance, it may lead to a lack of exposure to critical thinking opportunities. Problem-solving instruction provides students with opportunities to think critically and apply their

knowledge to real-world situations. Without these opportunities, learners may not develop the skills needed to approach complex problems with a critical mindset. Without a focus on problem-solving, students may also resort to rote memorization to pass exams rather than truly understanding concepts. This approach hinders the development of independent and analytical thinking, which the Implementation of CBC intends to foster among the learners. Following the argument of Kizilirmak (2016), it is important that head teachers be supportive of the teachers in order to successfully implement problem-solving as a method of instruction in schools.

The majority of the teachers 258(87.19%), as shown in Table 3, agreed with the statement that headteachers' supervision leads to teacher motivation. Headteachers achieve this by actively engaging teachers during supervisory practices, providing feedback and support, and ultimately becoming team players in the teaching process. This finding aligns with what principal C said in the interview:

I recognize that, as a head teacher, my supervision can have a significant impact on teacher motivation. For instance, I ensure that my supervision helps clarify teachers' expectations. I am aware that the provision of clear and consistent expectations for teachers in the implementation of CBC helps create a sense of direction and purpose. Teachers know what is expected of them and can align their efforts accordingly. This clarity reduces ambiguity and uncertainty, leading to increased motivation (Head teacher C, 15/ 07/ 2023).

Based on the findings, it can be said that the head teachers and their supervisory strategies are crucial in influencing teachers' performance in Competency-Based Curriculum (CBC) implementation in primary schools in Kisumu Central Sub-County. CBC is an educational approach that emphasizes the development of students' skills and competencies

rather than just content knowledge. Since its introduction in Kenya, the effective implementation of CBC has relied heavily on the support and leadership provided by head teachers. Thus, the head teachers who provide clear guidance and support to teachers in understanding the CBC framework, its objectives, and the expected outcomes can significantly enhance teachers' confidence and motivation and improve their performance in the implementation of the curriculum. As Ruel and Bautista (2022) noted, head teachers play a crucial role in monitoring classroom activities, which allows them to assess how well CBC is being implemented. Constructive feedback from head teachers helps teachers identify areas for improvement and make necessary adjustments to their teaching strategies, which consequently improves their performance.

4.5 Head Teachers' Communication Strategies and Teachers' Performance in CBC Implementation

The second objective of this study sought to investigate how head teachers' communication strategies influence teachers' performance in CBC implementation in primary schools in Kisumu Central Sub-County. The findings are as shown in Table 4 where the respondents used a scale of: Strongly Agree (SA), Agree (A), Undecided (UD), Disagree (D), and Strongly Disagree (SD).

Table 4:Head Teachers' Communication Strategies and Teachers' Performance in CBC Implementation (n=296)

Statement	SA		A		UD		D		SD	
	f	%	f	%	f	%	f	%	f	%
Head teacher's communication creates a climate conducive for teaching and learning in CBC.	111	37.5	159	53.7			6	2.0	20	6.8
The head teacher communicates freely with us on how to improve our performance in the implementation of CBC	93	31.4	183	61.8	-	-	12	4.1	8	2.7
Our head teacher provides us with feedback regarding our implementation of CBC.	24	8.1	62	20.9	3	1.0	4	1.4	203	68.6
We are motivated in our school because the head teacher positively communicates to us about CBC.	16	5.4	60	20.3	4	1.4	209	70.6	7	2.4
Our head teacher shares ideas with us on how to improve our performance in the implementation of CBC.	8	2.7	115	38.9	100	33.8	51	17.2	22	7.4
Our performance has improved because the head teacher communicates to us about the skills we should teach learners in the implementation of CBC	72	24.3	97	32.8	8	2.7	114	38.5	5	1.7
The head teacher discusses with us the assessment methods used in the implementation of CBC.	61	20.6	55	18.6	4	1.4	4	1.4	172	58.1
The head teacher informs us about the desired skills that learners should develop during the implementation of CBC	249	84.1	5	1.7	13	4.4	16	5.4	13	4.4
The head teacher discusses with us resource books needed for the implementation of CBC.	208	70.3	20	6.8	46	15.5	15	5.1	7	2.4

Table 4 shows that most of the teachers 159 (53.9%) agreed, and 111 (37.5%) strongly agreed with the statement that the headteacher's communication creates a climate conducive for teaching and learning in CBC. This implies that teachers hold the headteacher's communication as an important aspect of the teaching and learning process. Effective headteacher communication is essential for setting clear expectations, providing guidance and support, promoting collaboration and trust, and enhancing the teaching and learning experience for both teachers and students. This

finding agrees with that of Mwunda and Ogutu (2018), who found out that headteachers use communication to emphasize the importance of student-centered approaches to teaching. In an interview, head teacher D had this to say:

As a head teacher, I understand that effective communication is vital for creating a positive and conducive climate for teaching and learning in a school. With this understanding, I ensure that I communicate clear expectations of CBC to teachers and students. I do this because I know that when everyone understands what is expected of them, it helps to establish a structured and focused learning environment where teachers can effectively perform and improve the learning outcomes of the learners (head teacher D, 15th / 07/ 2023).

Another head teachers stated:

As a headteacher, I encourage a culture of communication and collaboration among the teaching staff. Collaborative team meetings allow teachers to share best practices, exchange ideas, and work together to address common challenges. By fostering a culture of communication, teachers learn from each other and benefit from shared expertise, leading to improved teachers' performance in CBC implementation (head teacher E, 15 / 07/ 2023).

The results in Table 4 also show that 183 (61.8%) agreed with the statement that the headteacher communicates freely with them on how to improve performance in the implementation of CBC, and 93 (31.4%) strongly agreed with the same statement. This implies that the headteachers' ability to communicate freely with the teachers is a critical component of the teachers' improved performance in the implementation of CBC. Such open and transparent communication between headteachers and teachers fosters a supportive and productive school

environment and benefits all stakeholders involved. A similar finding was arrived at by Mwunda and Ogutu (2018): headteachers who communicate freely with teachers build trust, facilitate collaboration, provide guidance and support, address concerns, and build a culture of strong educational leadership.

With regards to the timely provision of feedback, the majority of the teachers 203 (68.6%) strongly disagreed with the statement that they are given feedback concerning their performance. It appears that headteachers rarely provide feedback to the teachers, which presents a major challenge, given that feedback is critical in any communication. Headteachers' feedback to teachers is a fundamental aspect of effective instructional leadership, and in its absence, instructional quality and student outcomes may suffer. A similar observation was arrived at by Mwunda and Ogutu (2018), who reasoned that headteachers' effective feedback is directly linked to improved instructional practices, and in its absence, it may hinder teachers' ability to optimize their teaching methods, potentially affecting student achievement.

Results in Table 4 also show that 209 (70.6%) of the respondents disagreed with the statement that they are motivated because of how the headteacher positively communicates with them. It appears that to the teachers, positive communication is not enough to constitute motivation in a school. This observation is related to the one made by Chaplain (2017) that teacher motivation refers to reasons emanating from individuals' intrinsic values to choose to teach and sustain teaching, and the intensity of teacher motivation, which is indicated by effort expended on teaching as influenced by a number of contextual factors. Study results, as shown in Table 4, also showed that 115 (38.9%) agreed that the way the headteacher shares ideas with the teachers improves teachers' performance in the implementation of CBC. A further 100 (33.8%) were undecided on the issue. This study, therefore, holds that when headteachers actively share ideas and best

practices with their teaching staff, it creates a collaborative and supportive learning environment, leading to several positive outcomes. A similar observation was made by Baruah and Goswami (2012), who argued that sharing ideas fosters a collaborative learning community, enhances instructional practices, and promotes a positive and supportive school culture.

Regarding whether teachers' performance improved because the head teacher communicated about the skills learners should know in the implementation of CBC, the majority of the teachers 114(38.5%) disagreed with the statement. The views expressed by teachers appear to suggest that a principal's positive view of the new curriculum does not constitute a factor that may improve their performance. This is a serious challenge given that the expectation of the new curriculum is to improve teacher connection and engagement. Momanyi (2015) made similar observations that improvements in curriculum implementation and teacher performance need much more than positive talk from school administrators.

Study results also showed that more than half of the teachers 172 (58.1%) strongly disagreed with the statement that the headteacher discusses with them the assessment methods used in the implementation of CBC. This finding presents a major drawback to the implementation of a competency-based curriculum since the curriculum envisages a team approach to its implementation. Any form of bias, perceived or real, may lead to unexpected conflicts, breed mistrust, and create a perception of bias on the part of the headteacher. A similar result was arrived at by Momanyi (2015) that a headteacher needs to discuss with teachers the methods of assessment to be applied to build positive relationships. Open discussions about evaluation methods provide opportunities for teachers to receive constructive feedback and identify areas for professional growth. Without such discussions, teachers may miss out on valuable opportunities to improve their teaching practices and thus affect their performance.

Results in Table 4 also show that a majority of the teachers, 249 (84.1%), strongly agreed with the statement that the headteacher communicates to them about the expected competencies that should be developed among learners in the implementation of CBC. This finding presents a major form of success in the implementation of the new curriculum since it shows leadership on the part of the headteacher and the willingness of teachers to be team players in the implementation of the new curriculum. This form of collaboration between the teacher and headteacher was found by Thuo & Mugo (2017) to lead to a cohesive and effective approach to navigating the complexities of introducing a novel educational framework. Additionally, Ntide (2015) found such an environment to be conducive since each party brings a diverse range of expertise, experiences, and insights, which, when combined, lead to more successful curriculum implementation and positive outcomes for students.

With regards to the statement that the headteacher discusses with teachers the effective resource books needed for the implementation of CBC, study results show that 208 (70.3%) of the respondents strongly agreed. This is a positive result that indicates that students and teachers are using the recommended resource books in the new curriculum, ensuring that the content taught by teachers is in line with the curriculum's objectives. A similar finding was arrived at by Dillon (2017), who posited that the use of recommended resource books contributes to instructional consistency across classrooms and schools.

Concerning the effectiveness of communication in enhancing teachers performance, the QASO narrated:

Fostering open and transparent communication among teachers, staff, and administrators is essential. Regular staff meetings and collaborative team discussions can facilitate the sharing of ideas, best practices, and challenges. By creating an environment where communication is

encouraged and valued, teachers can feel supported and motivated to excel in their roles as they implement CBC (QASO, 15 / 07/ 2023).

4.6 Head teachers' Technological Management Strategies and Teachers' Performance in CBC Implementation

The teachers were asked to indicate their level of agreement or disagreement with the statements regarding head teachers' technological management strategies and teachers' performance in CBC implementation in primary schools in Kisumu Central Sub-County. The findings are as shown in table 5 where the respondents used a scale of: Strongly Agree (SA), Agree (A), Undecided (UD), Disagree (D), and Strongly Disagree (SD).

Table 5:Head teachers’ Technological Management Strategies and Teachers’ Performance in CBC Implementation (n=296)

Statement	SA		A		UD		D		SD	
	f	%	f	%	f	%	f	%	f	%
Our head teacher is competent in the use of technology	139	47.0	130	43.9	4	1.4	7	2.4	16	5.4
The head teacher encourages us to use technology while teaching in classes.	79	26.7	106	35.8	14	4.7	11	3.7	86	29.1
Use of technology in teaching enhances teaching and learning in the implementation of CBC .	177	59.8	31	10.5	2	0.7	5	1.7	81	27.4
Our head teacher has developed a positive attitude towards the use of technology among teachers.	80	27.0	141	47.6	24	8.1	22	7.4	29	9.8
In our school, there is a computer laboratory which has enhanced digital literacy among learners in CBC	38	12.2	90	30.4	14	4.7	45	15.2	111	37.5
In our school, there are trained Information and Communications Technology (ICT) personnel.	33	11.1	73	24.7	14	4.7	12	4.1	164	54.4
Computers in our school are used by both teachers and learners in CBC.	150	50.7	128	43.2	3	1.0	7	2.4	8	2.7
In our school teachers present lessons in powerpoint presentations.	53	17.9	77	26.0	4	1.4	143	48.3	19	6.4
In our school we communicate to parents through sms and whatsapp	136	45.9	129	43.6	6	2.0	13	4.4	12	4.1

Rgarding whether or not head teachers are competent in the use of technology, the majority of the teachers 269(90.9%) agreed while 23(7.8) disagreed with the statement. This finding shows that headteachers are conversant with the use of ICT technology and applications in a school setup. This is an important finding since one of the core areas of the Competency based curriculum is the integration of technology in schools. A comprehensive grasp of ICT empowers headteachers to set visionary goals aligned with the school's mission, ensuring technology is utilized strategically to enhance learning outcomes. A similar view was held by Omito, Kembo, and Ali (2019) that in schools where the headteachers appreciate

the role of ICT, it may trigger the growth of adoption of the use of ICT in a school.

Results in Table 5 also show that the majority of the teachers 185(62.5%) agreed with the statement that the headteacher encourages them to use technology in teaching. This finding shows that the majority of the teachers are in agreement on the importance of the use of ICT in teaching and learning. Adopting the use of technology has been found to improve a student's ability to retain content and lesson concentration besides providing a rich source of information. Margaret (2015) held a similar opinion that ICT-based technology enables teachers to supplement their lessons with up-to-date and relevant information and expose students to a broader range of perspectives. However, 86 (29.1%) of the respondents strongly disagreed with the statement. This may indicate, perhaps, factors outside the concerns of the current study.

One headteacher commented that:

As a headteacher, I strongly believe in the adoption of Information and Communication Technology (ICT) in our schools. Embracing technology has become crucial in today's rapidly evolving world, and our schools must keep pace with these changes. ICT offers numerous benefits to both students and teachers, enhancing the learning experience and making classroom activities more engaging and interactive (Headteacher E,15/07/2023).

Study results in table 5 also show that a majority of the respondents, 177 (59.8%), strongly agreed with the statement that using technology in teaching enhances teaching and learning in the implementation of CBC. This finding suggest that teachers use internet material to supplement what they get from textbooks. The finding concurs with Nzwili (2017), who found that both teachers and principals perceived ICT as an essential tool in improving performance,

collaboration, learning outcomes, and learning experiences. The finding was also in line with Choge (2019) and Mureithi and Mwangi (2019), who noted that teachers who perceived ICT integration in teaching and learning most often used the internet to augment their teaching material. The presence of 81 (27.4%) of respondents who strongly disagreed may indicate teachers' negative attitude towards technology.

Results in Table 5 also show that majority of the teachers 221(68.7%) agreed to the statement that head teachers developed a positive attitude towards the use of technology among teachers. This finding implies that the larger percentage of teachers believed computer knowledge is import in the teaching and learning especially in the implementation of CBC. The finding suggest that the the teachers attitude towards ICT-based teaching and learning is positive. This finding is congruent with that of Butucha (2012), who observed that a large number of teachers believe that ICT has the potential to enhance classroom learning and bring in numerous benefits to the learner and teacher.

As the Quality Assurance Office noted:

I recognize the significant potential that the adoption of Information and Communication Technology (ICT) holds for schools. Embracing ICT can undoubtedly enhance the overall quality of education and positively impact various aspects of the learning environment (QASO, 15/07/2023).

Regarding the the statement that there is a computer laboratory in schools, the study results in Table 5 show that opinions are divided across the sample. Results show that 38 (12.2%) strongly agreed, and 90 (30.4%) agreed to the statement. This shows that despite the positive attitude of teachers towards the integration of ICT in teaching to enhance students' performance, lack of adequate facilities and adequate internet connectivity prevented teachers from fully

integrating ICT in their teaching. However, 111 (37.5%) strongly disagreed with the statement that there is a computer laboratory in schools. This statistic indicates that there is a huge disparity between schools with and those without functional school ICT laboratories. This could signify that inadequate internet connectivity limited teachers from downloading information for their teaching and accessing videos related to their teaching subjects.

Respondents were also asked to score availability of trained ICT personnel in their schools. Results in table 6 show that majority of the teachers 164(54.4%) strongly disagreed while 72(24.7%) agreed with the statement. Lack of ICT trained personnel is a major challenge that affects the integration of ICT in schools and hinders the performance of students. This challenge means that principals do not encourage teachers to integrate ICT in their teaching. This finding agrees with that of Ngugi, Kiboss and Tanui (2015) that the limited integration of ICT in schools is partly due of lack of technical support.

One of the headteachers stated that;

Every headteacher's dream is to integrate the use of ICT in the management of the school and in classrooms, especially in the implementation of the CBC (Competency-Based Curriculum). Modern-day teachers have adequate knowledge to handle classrooms with the use of ICT. However, we lack the technical skills that technicians offer in terms of ICT, which comes with an added cost in the implementation of CBC and hinders the performance of teachers (head teacher C, 14/07/2023).

The study also sought responses from teachers on whether computers in school are used by both teachers and learners in the implementation of CBC. To this effect, 278(93.9%) agreed with the statement. This finding shows that the majority of teachers use ICT in their everyday classwork. These results show that teachers appreciate the value addition and the

ease that technology brings to their work, making it easier to cover the syllabus and enrich the coursebook materials. This implies that, granted, the majority of teachers support the integration of ICT in teaching and have a positive attitude towards ICT integration in teaching and learning, which enhances digital literacy among the learners. This goes in line with the findings of Sibanda, Mapenduka and Furusa (2016), who found that the majority of teachers in their study had a positive attitude towards the integration of ICT in their teaching.

One of the head teachers in the interview had this to say:

While implementing ICT, we must also address concerns related to digital accessibility, data security, and the responsible use of technology. It's essential to strike a balance between traditional teaching methods and technology integration in CBC, ensuring that technology enhances, rather than replaces, human interaction and learning experiences (Head teacher E, 14/07/2023).

With regards to the practical use of ICT technology in classrooms, the study requested teachers to rate the following statement as it applied in their schools: "In our school, teachers present lessons in PowerPoint presentations." Study results show that 143 (48.3%) disagreed compared to 77 (26%) who agreed. This result shows that despite the benefits of PowerPoint presentations, the practical use of computers in class is still limited despite their availability, which hinders a question of digital literacy among the learners. It can also be an indicator of technological challenges on the side of the teacher.

As the Quality Assurance Officer quipped,

We still have teachers who prefer the old, textbook way of organizing lesson materials. They are not very excited about integrating ICT in their work. They show a lack of interest in ICT. I do encourage them, but they are not willing to use it while teaching. However, I am going to encourage all of them to use it because it enhances students' performance (Head teacher F,15/07/2023).

With regards to communication, the study sought to find out whether schools employed modern ways of communication by using WhatsApp and mobile phone SMS. Study results show that majority of the teachers 136 (45.9%) strongly agreed, while 129 (43.6%) agreed. This indicates that schools use SMS and WhatsApp models of communication to communicate with parents. It is an indication of positive integration in the management of school communication. According to Ngugi, Kiboss, and Tanui (2015), many schools have adopted mobile phone and internet-based modes of communication owing to their ease of use, widespread use, and affordable costs.

4.7 Head teachers' Parental Engagement Strategies and Teachers' Performance in CBC Implementation

Teachers were requested to respond to the statements regarding the influence of head teachers' parental engagement strategies on teachers' performance in CBC implementation. They rated their degree of agreement with each statement using the scale: Strongly Agree (SA), Agree (A), Undecided (UD), Disagree (D), and Strongly Disagree (SD). Table 7 shows the findings.

Table 6: Head teachers' Parental Engagement Strategies and Teachers' Performance in CBC Implementation (n=296)

Statement	SA		A		UD		D		SD	
	f	%	f	%	F	%	f	%	f	%
The head teacher encourages parents to cooperate in assisting their children with school assignments.	9	3.0	182	61.5	74	25.0	18	6.1	13	4.4
Involvement of parents is key in the identification of their children's talents CBC.	95	32.1	183	61.8	4	1.4	6	2.0	8	2.7
Parents lack sensitization on their role in the implementation of CBC	45	15.2	43	14.5	37	12.5	166	56.1	5	1.7
Parental involvement is required in successful implementation of CBC	38	12.8	130	43.9	37	12.5	86	29.1	5	1.7
The head teacher taps the strength of parents to increase the students' academic success.	73	24.7	196	66.2	7	2.4	8	2.7	12	4.1
Parents are encouraged to meet and discuss the success of the Pupils in CBC.	38	12.8	218	73.6	7	2.4	2	0.7	31	10.5
Our parents help the learners with their homework.	81	27.4	173	58.4	4	1.4	13	4.4	25	8.4
Parents are able to use sms and Whatsapp In CBC implementation	63	21.3	196	66.2	4	1.4	11	3.7	22	7.4

As the results in Table 6 show, teachers were asked to rate the statement concerning whether the head teacher encourages parents to cooperate in assisting their children with school assignments. The results show that most of the teachers 182 (61.5%) agreed with the statement. This result shows that headteachers, and by extension, their school, value parental engagement as a strategy to improve students' academic performance. When parents are actively engaged in assisting their children with school assignments, several positive outcomes can be observed. Firstly, it fosters a strong parent-child bond, creating a supportive and nurturing environment at home. This, in turn, enhances the child's self-esteem and confidence, knowing they have their parents' support in their educational journey. Similar views were held by Otani (2019) and Daniel

et al. (2016), who observed that parents can provide additional explanations, clarifications, and practical examples to reinforce the concepts taught in class.

Teachers were further asked to rate the statement regarding whether involvement of parents is key in the identification of their children's talents. As the results in Table 6 show, most of the teachers 183 (61%) agreed, 95 (32.1%) strongly agreed, and the smallest number of teachers 4(1.4%) was undecided concerning the statement. This result shows that schools hold parents in high regard and view them as resource persons concerning the education of their children and are supportive in the implementation of CBC. One way parental involvement aids in talent identification is through regular communication with teachers and school staff. By staying engaged with the child's academic progress, parents can observe patterns of excellence or particular areas where their child excels. Mwanga, Gaudin, and Kioli (2017) found that parents offer emotional support and encouragement when they actively participate in talent identification and development, and this becomes a major source of positive reinforcement, boosting the child's confidence and motivation to pursue their talents wholeheartedly.

Respondents were also asked to score the statement that parents lack sensitization on their role in the implementation of the Competency-Based Curriculum. As the results in Table 6 show, a majority of the respondents 166(56.1%) strongly disagreed with this statement. This result is a clear indication that teachers believe parents are well-informed about what they are supposed to do regarding the new curriculum. A similar observation was made by Sifuna and Obonyo (2019), who noted that although the levels of understanding may differ, parents generally understand the curriculum being followed in their child's school, including the subjects being taught, the learning objectives, and the overall educational goals of the curriculum.

Respondents were also asked to rate the statement that parental involvement is required for the successful implementation of CBC. Study results show that 130 (43.9%) agree with the statement, while 86 (29.1%) disagreed with it. This indicates that there are those respondents who believe that parental involvement is critical, while others do not. Akala (2021) made a similar observation that parents need to understand the curriculum being followed so that they may support learning at home and better align their efforts with classroom instruction.

In an interview, head teacher A had this to say:

We maintain open and regular communication channels with parents. We utilize emails, newsletters, and social media platforms to keep parents informed about school activities, upcoming events, and important announcements. Additionally, we encourage parents to reach out to us with their questions, concerns, and feedback, ensuring that communication is a two-way street as we implement the CBC (Principal A, 16/07/2023).

With regards to the statement that the head teacher taps the strength of parents to increase students' academic success, 196 (66.2%) strongly agreed, 73 (24.7%) agreed. This result indicates that schools value the input by parents in the process of a student's education. Furthermore, it can be implied that parental involvement, particularly parent-child discussion, has a far greater effect on student attitudes, behaviors, and achievement than do others. Second, in almost every case, the magnitude of the parent involvement effects on attitudinal and behavioral measures far outpaces parent involvement's influence on achievement. Similar results were arrived at by Cheptoo and Ramdas (2020), who argued that parental involvement instills a positive attitude towards education and fosters a growth mindset in students.

Respondents were also asked to rate the statement about whether headteachers encourage parents to meet and discuss the success of the pupils. Study results show that most

teachers 218 (73.6%) were in agreement with the statement. This was a clear indication that schools value the input from parents and view parent-teacher meetings as an important avenue to discuss a student's performance. Furthermore, parents convey attitudes and provide a moral compass about education to their children, and these attitudes are reflected in the child's classroom behavior. This is in line with Domina (2015) and the Daily Nation (2021), who found that attending conferences and parent organization meetings, volunteering, and checking homework were positively related to students' academic achievement.

The study also sought responses on the statement that parents help the learners with their homework. Results in Table 6 show that 173 (58.4%) agreed, 81 (27.4%) strongly agreed with the statement. There were also 25(8.4%) who strogly disagreed with the statement. These results show that parents are actively involved in their children's education. Besides this, when a parent is involved, they may be able to learn a child's weaknesses, and this may have a positive effect on the child's behavior. However, contrary findings were reveiled in an interview with the principal wha had this to say:

In some cases, parents in this school are not actively involved in their children's education because of economic challenges and, sometimes, a lack of education themselves. Engaging such parents in the CBC implementation has always required much effort. Also, CBC emphasizes hands-on and experiential learning, which requires additional learning resources, materials, and tools. Some parents find it challenging to provide these resources at home (Head Teacher F, 15 / 07/ 2023).

It must be noted that when parents are involved, they provide support, such as explaining instructions, offering guidance, and creating a conducive study environment. It can lead to improved homework completion and better comprehension of the material. A similar

view was held by Mutea (2021), who argued that while parental support can be beneficial, students also need opportunities to develop independent learning skills and problem-solving abilities.

Finally, the study sought the opinions of teachers on whether parents are able to use SMS and WhatsApp. Study results showed that most of the teachers 259(87.5%) agreed with the statement. However, 33(11.1) of the teachers disagreed with the statement. The majority of the teachers agreeing with the statement could be an indication of the parents' willingness and ability to use modern-day methods of communication to keep intouch with the school. This contradicts what one of the principals said that effective communication between teachers and parents is crucial for the successful implementation of CBC but language barriers and a lack of effective communication channels is a challenge when it comes to the involvement of parents. Amunga, Were, and Ashioya (2020), argued that parents would like schools to initiate more communication channels to establish a working relationship with the school, and this can best be achieved by using new technology as a means of communication.

CHAPTER FIVE

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

5.1 Introduction

This chapter presents the summary of the findings and the conclusion of the research study. Finally, it presents the recommendation based on the findings of the study and suggestions for further studies.

5.2 Summary of the Findings

The purpose of this study was to assess the influence of head teachers' managerial strategies on primary school teachers' performance in the implementation of Competency-Based Curriculum (CBC) in Kisumu Central Sub-County, Kenya. In this section, the study uses each of the four objectives to summarize the findings.

The first objective of this study was to find out whether head teachers' supervisory strategies influence teachers' performance in CBC implementation in primary schools in Kisumu Central Sub-County. In reference to this objective, it was revealed that the strategies employed by the head teachers in the primary schools have a significant effect on teachers' performance in CBC implementation. The findings also revealed that most teachers 179(60.5% agreed that head teachers make an effort to check teachers records of work, which is an important step toward improving teachers performance. However, it was found out that most head teachers hardly hold sessions to guide teachers on teaching and lesson delivery in CBC. The majority of the teachers 202(68.3%) were of the view that head teachers do not supervise them while in the classroom, which could have contributed to their ineffective performance in CBC. The findings further show that headteachers do not check teachers application of problem-solving skills while teaching in CBC. The findings further revealed that The Quality Assurance and Standards Officers and the principals

shared the opinion that principals' supervision of teachers is important in enhancing teacher performance.

The second objective of this study was to find out how head teachers' communication strategies influence teachers' performance in CBC implementation in primary schools in Kisumu Central Sub-County. Under this objective, most teachers 159 (53.9%), agreed that the headteacher's communication creates a climate conducive to teaching and learning. There was a majority of the teachers 183 (61.8%) who agreed that the headteacher communicates freely with them on how to improve performance. However, regarding the provision of feedback, most teachers 203 (68.6%) strongly disagreed that the head teachers provide feedback concerning teachers' performance in CBC. This is a big challenge given that feedback is essential for teachers' improvement. More than half of the teachers 172 (58.1%) disagreed with the statement that the headteacher discusses with them the assessment methods used in the implementation of CBC. This finding presents a major drawback to the implementation of a competency-based curriculum since the curriculum envisages a team approach to its implementation. The teachers agreed with the statement that the headteacher discussed with them the effective resource books needed for the implementation of CBC. Head teachers were of the opinion that effective communication between them and teachers is critical as it allows for the exchange of ideas and addresses common challenges that affect teaching and learning.

Regarding head teachers' technological management strategies and teachers' performance in CBC implementation. Findings showed that headteachers are conversant with the use of ICT technology and applications in a school setting. The majority of the teachers 185(62.5%) agreed with the statement that the headteacher encourages them to use technology in teaching. The results further revealed that more than half of the teachers, 177 (59.8%) agreed with the statement that

using technology in teaching enhances teaching and learning in the implementation of CBC. There was also a general agreement among the teachers 221(68.7%) that head teachers developed a positive attitude towards the use of technology among teachers. The results showed that despite the positive attitude of teachers towards the integration of ICT in teaching, inadequate ICT facilities, such as internet connectivity and the availability of computer laboratories, hindered teachers from fully integrating ICT in their teaching. There was an agreement among the teachers that there is use of modern ways of communication by using WhatsApp and mobile phone SMS in schools. However, the use of PowerPoint was revealed as a challenge among the teachers, which limited the integration of ICT in teaching and hinders enhancement of digital literacy among the learners.

Regarding the influence of head teachers' parental engagement strategies on teachers' performance in CBC implementation, it was found that the head teachers encourage parents to cooperate in assisting their children with school assignments. Most of the teachers (183, (61%) agreed, that the involvement of parents is key to the identification of their children's learning needs. This result shows that schools hold parents in high regard as being supportive of the implementation of CBC. Regarding whether the head teachers tap the strength of parents to increase students' academic success, most of the teachers 196 (66.2%) strongly agreed. This result indicates that schools value the input of parents in the process of a student's education, though some parents find it challenging to communicate with the school due to language barriers and ineffective communication channels. Besides this, when a parent is involved, they may be able to learn a child's weaknesses, which may have a positive effect on the child's behavior. Study results further showed that most of the teachers 259(87.5%) agreed with the statement that parents are

able to use SMS and WhatsApp. This could be an indication of parents' willingness and ability to use modern-day methods of communication to keep in touch with the school.

5.3 Conclusions of the Study

This study sought to find out the influence of head teachers' managerial strategies on primary school teachers' performance in the implementation of Competency-Based Curriculum (CBC) in Kisumu Central Sub-County, Kenya. Based on the findings, the study made various conclusions:

It was concluded that the supervisory strategies employed by the head teachers in the primary schools have an influence on teachers' performance in CBC implementation in primary schools in Kisumu Central Sub-County. The study further concluded that head teachers make an effort to check teachers' records of work, though most of them hardly hold sessions to guide teachers on teaching and lesson delivery and do not check teachers application of problem-solving skills while teaching, which could have contributed to their ineffective performance in CBC implementation.

Regarding how head teachers' communication strategies influence teachers' performance, the study concluded that though head teachers communicate freely with the teachers, they do not provide feedback concerning teachers' performance and do not discuss with the teachers the assessment methods used in assessing learners in the implementation of CBC, which affects their performance and the learners acquisition of competencies as required of the CBC.

Regarding head teachers' technological management strategies, the study concluded that though the head teachers encourage teachers to use technology in teaching, there are inadequate ICT facilities, such as internet connectivity and the availability of computers, which hinder teachers from fully integrating ICT in their teaching. The use of technology in teaching, such as

making PowerPoint presentations, was found to be challenging for most teachers as the implement CBC.

Regarding the influence of head teachers' parental engagement strategies on teachers' performance in CBC implementation, the study concluded that head teachers make efforts to tap the strength of parents to increase students' academic success, though there is ineffective communication between teachers and parents mainly due to language barriers and limited communication channels.

5.4 Recommendations of the Study

The study, based on the findings, made several recommendations: recommendations for policy, recommendations for theory, recommendations for Practice, and the recommendations for further research.

5.4.1 Recommendations for Policy

Based on the finding that head teachers hardly hold sessions to guide teachers on teaching and lesson delivery and do not check teachers application of problem-solving skills, It was recommended that the government develop policies in schools that would ensure that head teachers regularly supervise teachers as they teach in the classroom. The government, through TSC, should also organize regular workshops and training sessions for the teachers and the head teachers focused on problem-solving methodologies and techniques in CBC . These can include case studies, role-playing scenarios, and interactive problem-solving exercises. Designing lesson plans that incorporate problem-solving activities and real-world challenges should be encouraged among teachers in schools, as this would help to engage students and help them develop critical thinking skills.

5.4.2 Recommendations for Theory

Mintzberg's Managerial Roles Classification Theory (1992) identifies various roles that managers fulfill, and one of these roles involves acting as symbolic figures and role models within the organization. While this role advocates for the supervision of subordinates, it has not been effectively implemented in the context of the current study. This is evident in the fact that most school head teachers rarely conduct guidance sessions for teachers on teaching and lesson delivery. Additionally, they do not assess teachers' application of problem-solving skills during teaching, which may be contributing to their ineffective performance in implementing the CBC (Competency-Based Curriculum). Therefore, it is essential for head teachers to be attentive to their managerial role as role models and figureheads, as advocated by Mintzberg's theory, in order to enhance overall performance in the CBC implementation.

5.4.3 Recommendations for Practice

The study recommended that the head teachers of primary schools should consider providing regular feedback concerning teachers' performance and should consider discussing with the teachers the assessment methods used in assessing learners in the implementation of CBC, as this would enhance teachers performance. The head teacher should ensure teachers have access to relevant teaching resources, such as problem-solving worksheets, puzzles, and educational games. Having these materials readily available can make it easier for teachers to implement problem-solving activities in their classes in CBC.

5.4.4 Recommendations for Further Research

The current study recommended that a similar study on the influence of head teachers' managerial strategies on primary school teachers' performance in the implementation of Competency-Based curriculum be conducted in other counties in Kenya so as to compare the findings. This would help create more findings essential to helping the government be informed of the necessary steps to enhance teachers performance in the implementation of CBC.

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APPENDICES

Appendix I: Cover Letter

TANGAZA UNIVERSITY COLLEGE

P.O BOX 15055.

NAIROBI, KENYA

Dear participant,

RE: COLLECTION OF SURVEY DATA

I am a student at Tangaza University College, which is a constituent college of the Catholic University of Eastern Africa (CUEA). I am currently pursuing a degree of Master of Education in Educational Leadership and Administration. My research is aimed at finding out "*Head Teachers' Managerial Strategies and Primary Teachers' Performance in Competency-Based Curriculum Implementation in Kisumu Central Sub-County.*" I kindly request that you participate in this study and be assured of the confidentiality of any information you will provide.

Thank you in advance.

Yours faithfully,

Adhiambo Millicent Otieno

STUDY PROCEDURES, RISKS, BENEFITS

The questionnaire is expected to take about ten minutes of your time. No risk is associated with this study since it's purely for academic purposes. You may decline to answer any or all questions, and you may terminate your involvement at any time if you choose to. The information you provide will be used purely for academic purposes. There will be no direct monetary benefit to you for your participation in this study.

CONSENT

I have read and understood the provided information. I have also had the opportunity to ask questions. I further understand that my participation is voluntary and that I am free to withdraw at any time, without giving a reason and without cost. I appreciate that I will be given a copy of this consent form. I hereby voluntarily agree to take part in this research.

Participant's signature _____ Date _____

Researcher's signature _____ Date _____

CONTACT PERSON

Please get in touch with the main researcher on srmmmary72@yahoo.com if you have any queries or concerns about the study.

Appendix II: Questionnaire for the Teachers

SECTION I: Demographic Information

1. Kindly indicate your gender:

Male

Female

2. Kindly indicate your age bracket:

Below 25 years

25-30

31-40

41-50

51 years above

3. What is your level of education?

i) Certificate

ii) Diploma

iii) Bachelors' Degree

iv) Masters' Degree

v) Doctor of Philosophy

4. Indicate your years of teaching experience

Less than five years

5-9 years

10-14 years

15- 19 years

20 years above

SECTION 2: Head teachers' Supervisory Strategies and Teachers' Performance in CBC implementation

5. The statements provided are about the influence of head teachers' supervisory strategies and teachers' performance in CBC implementation. Please rate your degree of agreement with each statement by ticking (✓) in the box next to the statement that expresses your answer. Use the scale: Strongly Agree (SA), Agree (A), Undecided (UD), Disagree (D), and Strongly Disagree (SD).

Number	Statement	SA	A	UD	D	SD
I.	The head teacher checks our records of work.					
II.	The head teacher checks and corrects our lesson notes.					
III.	The head teacher observes and corrects the tour lesson plans.					
IV.	The head teacher holds sessions to guide us on teaching delivery					
V.	The head teacher supervises us while in class teaching.					
VI.	The head teacher's supervision improves our performance.					
VII.	The head teacher monitors the involvement of learners in class					
VIII.	The head teacher checks our application of problem solving while teaching.					
IX.	The head teacher supervision leads to teacher motivation in implementing CBC					

6. Describe some of the supervisory practices your head teacher uses to ensure effective implementation of CBC in your school

- a).....
- b).....
- c).....

SECTION 3: Influence of Head Teachers' Communication Strategies on Teachers'

Performance in CBC Implementation

7. The statements provided are about the influence of head teachers' communication strategies on the teachers' performance in CBC implementation. Please rate your degree of agreement with each statement by ticking (✓) in the box next to the statement that expresses your answer. Use the scale: Strongly Agree (SA), Agree (A), Undecided (UD), Disagree (D), and Strongly Disagree (SD).

Number	Statement	SA	A	UD	D	SD
I.	Head teacher's communication create a climate conducive for teaching and learning.					
II.	The head teacher communicates freely with us how to improve our performance in the implementation of CBC					
III.	We are given feedback concerning their performance					
IV.	We are motivated in our school because the head teacher positively communicates to us.					
V.	Our head teacher shares ideas with the teachers to improve teachers' performance in the implementation of CBC.					
VI.	Our performance has improved because the head teacher communicates about the skills learners should know in the implementation of CBC.					
VII.	The head teacher discusses with us the assessment methods used in the implementation of CBC.					
VIII.	The head teacher communicates to us about the expected competencies that should be developed among learners in the implementation of CBC.					
IX.	The head teacher discusses with us the effective resource books needed for the implementation of CBC.					

8. What other communication do you get from your head teacher in regard to CBC implementation.

Please outline

.....

SECTION 4: Head teachers’ Technological Management Strategies and Teachers’ Performance in CBC Implementation

9. The statements provided are about the influence of head teachers’ technological management strategies on the teachers’ performance in CBC implementation. Please rate your degree of agreement with each statement by ticking (✓) in the box next to the statement that expresses your answer. Use the scale: Strongly Agree (SA), Agree (A), Undecided (UD), Disagree (D), and Strongly Disagree (SD).

Number	Statement	SA	A	UD	D	SD
I.	Our head teacher is competent in the use of technology					
II.	The head teacher encourages us to use technology while teaching in classes.					
III.	Use of technology in teaching enhances teaching and learning in the implementation of CBC .					
IV.	Our head teacher has developed a positive attitude towards the use of technology among teachers.					
V.	In our school, there is a computer laboratory					
VI.	In our school, there are trained Information and Communications Technology (ICT) personnel.					
VII.	Teachers at our school teach learners about digital literacy.					
VIII.	Computers in our school are used by both teachers and learners.					
IX.	In our school, computers are only available to be used by the teachers.					
X.	In our school teachers present lessons in powerpoint presentation.					
X1.	In our school we communicate to parents through sms and whatsapp					

10. Describe ways teachers in your school benefit from the head teachers' Digital literacy skills in the implementation of CBC.

a).....

b).....

SECTION 5 : Head teachers' Parental Engagement strategies and Teachers' Performance in CBC Implementation

11.The statements provided are about the influence of head teachers' parental engagement strategies on teachers' performance in CBC implementation. Please rate your degree of agreement with each statement by ticking (✓) in the box next to the statement that expresses your answer.

Use the scale: Strongly Agree (SA), Agree (A), Undecided (UD), Disagree (D), and Strongly Disagree (SD).

Number	Statement	SA	A	UD	D	SD
I.	The head teacher encourages parents to cooperate in assisting their children with school assignments.					
II.	Involvement of parents is key in the identification of their children's talents.					
III.	Parents lack sensitization on their role in the implementation of Competency Based Curriculum					
IV.	Parental involvement is required in successful implementation of CBC					
V.	The head teacher taps the strength of parents to increase the students' academic success.					
VI.	The head teacher discusses with parents how to improve the academic performance of the pupils.					
VII.	Parents are encouraged to meet and discuss the success of the pupils.					
VIII.	As parents help the learners with their homework.					
IX.	Parents are reluctant to be co-educators with the teachers.					
X.	Parents are able to use sms and whatsapp					

12 List the ways in which parents are involved in helping teachers to implement CBC.

- a).....
- b).....
- c).....

Appendix III: Interview Guide for Head teachers

Section A: Demographic Information

SECTION I: Demographic Information

1. Kindly indicate your gender:

Male

Female

2. Kindly indicate your age bracket:

Below 25 years

25-30

31-40

41-51

52 years above

3. What is your level of education?

i) Certificate

ii) Diploma

iii) Bachelors' Degree

iv) Masters' Degree

v) Doctor of Philosophy

4. Indicate your years of experience as a head teacher

Less than five years

5-9 years

10-14 years

15- 19 years

20 years above

- 4 Describe some of the supervisory practices you use to ensure effective implementation of CBC in your school.....
- 5 How do the practices you use influence the effectiveness of teachers in the implementation of the CBC.

- 6 In what ways do your interpersonal communication skills influence teachers' performance?
.....
- 7 In what ways do your digital literacy skills benefit teachers at your school?.....
- 8 In what ways do you engage parents in the implementation of CBC?.....
- 9 What are some of the challenges you face as you engage parents in the implementation of CBC?
- 10 In which ways does the engagement of parents improve teachers' and learners' performance?.....
- 11 What can be done to improve parental involvement in your school to improve learners' performance?.....

Appendix IV: Interview Guide for QASO

Section A: Demographic Information

SECTION I: Demographic Information

1. Kindly indicate your gender:

Male ()

Female ()

2. Kindly indicate your age bracket:

Below 25 years ()

25-30

()

31-40 ()

41-51 ()

52 years above ()

3. What is your level of education?

i) Certificate ()

ii) Diploma ()

iii) Bachelors' Degree ()

iv) Masters' Degree ()

v) Doctor of Philosophy ()

4. Indicate your years of working experience as QASO

Less than five years ()

5-9 years ()

10-14 years ()

15- 19 years ()

20 years and above ()

2. How do you ensure effective supervision of teachers in the implementation of CBC?

3. How does your work as the QASO influence the effectiveness of teachers in the implementation of CBC ?

4. How do you ensure there is effective communication between head teachers and teachers for improved performance? ...
5. How do you ensure head teachers' digital literacy skills benefit teachers in the implementation of CBC in schools? ..
6. In which do the engagement of parents improve teachers' and learners' performance?
7. What are some of the challenges faced in the engagement of parents in the implementation of CBC?
8. What can be done to improve parental involvement in your schools? ...

Appendix V: Plagiarism Report

Turnitin Originality Report

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**THE INFLUENCE OF HEAD TEACHERS'
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Appendix VI: Research Letter



TANGAZA UNIVERSITY COLLEGE

The Catholic University of Eastern Africa

OFFICE OF THE DIRECTOR OF RESEARCH & POST-GRADUATE STUDIES

E-mail: dir.pgsr@tangaza.ac.ke

Website: www.tangaza.ac.ke

OUR Ref: DPGSR/ER/06/2023

Date: 5th June 2023

Adhiambo Millicent Otieno
Christ the Teacher Institute for Education
School of Education
Tangaza University College

Dear Adhiambo,

RE: ETHICS CLEARANCE FOR ADHIAMBO MILLICENT OTIENO, REG. NO. CMLA 1711

Reference is made to your letter dated 3rd May 2023 requesting for ethical clearance of your research proposal to carry out a study on "*The influence of headteachers' managerial strategies on primary school teachers' performance in the implementation for competency-based curriculum in Kisumu Central Sub-County, Kenya*".

I am pleased to inform you that, your research proposal has been reviewed and you can apply for research permit from the National Commission for Science, Technology and Innovation (NACOSTI). This should be done before commencing the data collection. You are also advised to adhere to the code of ethics as regards the protection of human subjects during the entire process of your study.

This approval is valid for one year from **5th June 2023**.

Please, ensure that after the data analysis and final write up, you submit a soft copy of the thesis to the Director of Research & Post-Graduate Studies – Tangaza University College for records purposes.

Yours sincerely,




DR. DANIEL M. KITONGA (Ph.D.)
Director, Research & Post-Graduate Studies
Tangaza University College

CC: **Sr. Dr. Kinikonda Okemasisi** – Programme Leader, M.Ed. Leadership & Administration (CTIE)

Appendix VI: Research Permit

National Commission for Science, Technology and Innovation
REPUBLIC OF KENYA
Ref No: 238813
Date of Issue: 30/June/24

RESEARCH LICENSE




This is to Certify that Sr. MARY Adhiambo MILLICENT of Tangaza University College, has been licensed to conduct research as per the provision of the Science, Technology and Innovation Act, 2013 (Rev.2014) in Kisumu on the topic: **THE INFLUENCE OF HEAD TEACHERS' MANAGERIAL STRATEGIES ON PRIMARY SCHOOLS TEACHERS' PERFORMANCE IN THE IMPLEMENTATION OF COMPETENCY BASED CURRICULUM IN KISUMU CENTRAL SUB-COUNTY, KENYA** for the period ending: 30 June 2024.

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Walter Mwangi
Director General
NATIONAL COMMISSION FOR
SCIENCE, TECHNOLOGY &
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Appendix VII: Maps Showing Kisumu Central Sub-County

