



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

Jacinta Muthini¹ⁱ,

Margaret Aringo²,

Lucy Ngundo³

¹Masters Student,

Tangaza University,

Kenya

²Lecturer, Dr.,

School of Education,

Tangaza University,

Kenya

³Lecturer, Dr.,

Department of Psychology and Foundations,

Bomet University College,

Kenya

Abstract:

This study examined the influence of headteachers' administrative strategies on the implementation of the Competence-Based Curriculum (CBC) in public primary schools in Kajiado North Sub-County, Kenya. The objectives were to assess the influence of headteachers' provision of instructional resources and their supervisory strategies on CBC implementation. The study was guided by the Systems Theory and Transformational Leadership Theory. A mixed-method approach using a concurrent research design was employed to collect both qualitative and quantitative data. The target population included headteachers, teachers, and the Sub-County Quality Assurance and Standards Officer from all public primary schools. Four schools and 170 teachers were selected through simple random and purposive sampling, while all teachers in the sampled schools, the four headteachers, and the QASO were studied. Data collection tools included questionnaires and interview guides. Quantitative data were analyzed using descriptive statistics with SPSS version 27, and results were presented in tables, bar graphs, and pie charts. Qualitative data were organized into themes and presented through narratives and direct quotes. The findings revealed that while basic instructional resources like textbooks and curriculum designs were adequately provided, shortages persisted in specialized materials such as science kits and ICT tools essential

ⁱ Correspondence: email jacintamuthini2@gmail.com

for practical learning. Supervisory strategies, including classroom observations and constructive feedback, enhanced teaching effectiveness. The study concluded that successful CBC implementation relies on effective administrative leadership supported by adequate staffing, resources, and curriculum enhancement. It is recommended that headteachers institutionalize structured collaborative lesson planning and organize professional development activities addressing real classroom challenges.

Keywords: headteachers' administrative strategies, competence-based curriculum implementation, instructional resources, supervisory strategies

1. Introduction

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

On a global scale, there is emphasis on the crucial role played by headteachers in spearheading competency-based education. In Pakistan, for example, Fatima *et al.* (2022) in their study to ascertain the influence of head teachers' managerial abilities on the performance of primary school teachers, reported that headteachers' management abilities are crucial to student achievement and that effective communication was essential to utilize the resources at disposal and enhance performance.

Similarly, Suliah *et al.* (2019) observed that learning can run optimally when headteachers make use of the existing school facilities and infrastructure in places where resources are scarce, such as the Banyuasin Public Elementary School in Indonesia. The study also identified strategies such as maximizing the role of teachers to improve the quality of learning. The study agrees that if school facilities and infrastructure are managed appropriately by the head teachers, the learning activities in the school would take place smoothly because of the facilities and infrastructure that support learning in the school. In addition, the participation of all school members is of the essence in the development of facilities and infrastructure that would be held or added in numbers so

that this development is not in vain and meets the needs of the users, both teachers, students, or employees at the school.

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

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

Several studies have been conducted in Kenya about the influence of headteachers' strategies on the implementation of the competence-based curriculum. In Kisumu, Otieno (2023) investigated the influence of headteachers' managerial strategies on primary teachers' performance in the implementation of CBC. The study revealed that the managerial strategies employed by the head teachers need improvement to enable teachers to perform better in the implementation of CBC in Kisumu Central Sub-County. Moreover, the study recommended that the government develop policies to ensure that headteachers regularly supervise teachers when they implement the curriculum. Though the study investigated the managerial strategies of communication, supervision, technological management, and parental engagement, this study includes the provision of instructional resources.

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

Wakoli and Kitainge (2019) commended schools that embrace participative strategies as their schools performed better in academics than those that did not. The study recommended training for principals on management and leadership styles as critical for performance improvement in their schools. The study also recommended the use of personnel and human resource development and promotion of teamwork to improve teacher performance. This enriches the current study as it focuses on the strategies of provision of instructional resources and supervision.

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

2. Statement of the Problem

The successful implementation of the Competence-Based Curriculum (CBC) in public primary schools is critical for enhancing educational outcomes and equipping students with relevant skills for the 21st century. However, in Kajiado North Sub-County, Kenya, the transition to CBC has faced numerous challenges. For instance, Njoroge (2022) denotes that the adoption of the new curriculum has been threatened by circumstances in which the teaching and learning tools are not readily available to many schools; but above all, the biggest obstacle is the inadequacy of the human resources. This highlights the need to investigate strategies that headteachers can implement to address the provision of both human and material resources, thereby bridging this gap. Similarly, a study by Mwangi and Katam (2023) recommended an increase in the number of teachers by the government to improve curriculum implementation.

Headteachers, as the key administrative leaders, play a pivotal role in facilitating this curriculum shift. Despite the recognized importance of their role, there is limited empirical evidence on how headteachers' administrative strategies influence the effective

implementation of the CBC. In this region, for this reason, a significant gap persists in understanding how their influence impacts the optimal implementation of CBC (Kibwebwe & Mutilu, 2023).

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

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

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

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

2.1 Research Objectives

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

3. Theoretical Framework

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

According to Montuori (2011), the Systems Theory was introduced by Ludwig von Bertalanffy in the 1940s and puts much focus on the understanding of complex systems as a holistic system, an element of particular relevance to the influence of head teachers' administrative strategies on the implementation of CBC. In just the same way that Bertalanffy sought universal principles which integrate a wide variety of areas, head teachers also employ various strategies that serve as integrated sub-elements in the education system. These sub-elements have to work together harmoniously in a manner that ensures there is success in the implementation of CBC, the holistic approach as recommended in the Systems Theory (Fordham University Graduate School of Social Service, 2023).

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

The Systems Theory is focused on interaction and interdependence at all levels that make up the system, therefore positing a holistic approach to supervisory practice in which head teachers are better placed to contextualize their oversight and understand its broader implications at different levels within the school system itself (Definition, Origin, Benefits and Disadvantages of Systems Theory: Analytical Essay, 2022). Additionally, the Systems Theory promotes the involvement of parents in the learning process through the statement of interdependence, in that they are not independent individuals acting in a vacuum but part of the educational system. Interconnectedness also fuels the point that, for effective implementation of CBC, teamwork among all concerned parties is a necessity. Moreover, the learning process and continuous cycles of improvement of the Systems Theory are directly transferred into teachers' professional development, as Educational Wave (2024) has duly noted. It is in this sense that the head teachers, by reflecting on the interactions between the systems of the teacher training programs, the student outcomes, and the community expectations, would be in a position to adjust and fine-tune their strategies in ways best serving the goals of the CBC. It is in this dimension that Systems Theory adds a holistic dimension to the implementation of CBC, ensuring that the head teachers pursue an approach where all aspects of the school environment are aligned and supportive in this educational reform (Harappa, 2021).

Applying the Systems Theory approach within the head teachers' administrative strategies for the Competence-Based Curriculum might have a few challenges. Being resource-intensive and entailing a large amount of time for training and coordination with several stakeholders, it may strain the capacity of the school administration. Further, it may be limiting to the theory's accessibility and implementation in terms of providing instructional resources, teacher supervision, parental involvement, and professional

development, since a lot of training is required to use Systems Theory effectively (Educational Wave, 2024).

The many interrelated systems existing within the school setting may also be overwhelming for the head teachers, thus limiting the applicability of Systems Theory. Besides, all this complexity may conceal the identification of where to intervene, hence leading to inefficiency of supervisory practice. According to Opondo *et al.* (2023), the competency-based curriculum relies heavily on access to appropriate resources for effective implementation. In Systems Theory, this strategy can be viewed as the input component of the system. The headteacher's role is to ensure the availability and adequacy of resources such as teaching materials, technology, and facilities to support the curriculum. Systems Theory emphasizes feedback loops and monitoring mechanisms to maintain system stability. Headteachers play a crucial role in supervisory strategies to assess the progress of curriculum implementation, monitor the effectiveness of strategies, and provide feedback to teachers (Kibwebwe & Mutilu, 2023). This aligns with the system's control and regulation functions to ensure that the curriculum implementation stays on track.

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

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

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

As noted by Northouse (2022), Transformational Leadership Theory is highly regarded in the field of leadership due to its several strengths. The theory is effective in promoting creativity and invention by stimulating the intellect and providing learning opportunities. Leaders who adopt this style create an environment where new ideas are welcomed and explored, as noted by Lai *et al.* (2020). This approach encourages leaders such as headteachers and teachers to think creatively and experiment with new strategies for the implementation of the Competence-Based Curriculum (CBC) in Kenya. Additionally, Weller *et al.* (2020) emphasize that transformational leaders support their followers to grow and develop skills through teacher training and mentorship programs,

which can highly favour a successful implementation of the competence-based curriculum.

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

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

4. Literature Review

4.1 Headteachers' Provision of Instructional Resources Strategies on the Implementation of Competence-Based Curriculum

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

Globally, studies have shown that the provision of instructional materials is crucial for the implementation of the education curriculum. A study carried out by Kwok (2020) on how technology in education improves students' engagement showed that Australian schools are working towards using mostly online resources, and only a few were using printed materials after venturing into digital. His study observed that the use of technology had many ways of impacting future learning opportunities, where learning can accommodate different students' learning styles. The shift would also make students more independent in the classroom and able to take greater responsibility for their digital learning. Though technology is a key resource in the implementation of competency-based curricula and the advancement of education, other instructional resources are also of great importance. The study focused solely on technology, while the current study filled this gap by exploring other instructional resources that influence the implementation of the competence-based curriculum.

Choppin, *et al.* (2022) explored the role of instructional materials in the relationship between the official curriculum and the enacted curriculum; and observed that instructional materials influence the nature of mathematical activity in classrooms and that, the enactment of the Common Core State Standards for Mathematics was not uniform across contexts, and the lack of uniformity was associated in part with the type

of instructional materials used by teachers. The study mainly explored the influence of instructional materials on mathematics, while this study adds to the knowledge by exploring the influence on the general implementation of the competence-based curriculum in primary schools in Kajiado North Sub-County, Kajiado County.

Abragan *et al.* (2022) carried out a research review on K-12 Curriculum Implementation in the Philippines, focusing on a Generic Perspective. The research specifically looked into the different perspectives of the teachers, parents and students on the implementation of the K-12 program in the Philippines. The findings of the study revealed that most of the teacher-respondents lacked appropriate technology-assisted instruction and ICT-related material, which implies that teachers had to be equipped with knowledge and skills in manipulating such. Based on the findings, the study recommended that different non-government organizations (NGOs) and generous stakeholders should assist in resolving issues regarding the inadequacy of important infrastructures and learning materials. The study used a systematic search and review design where personal views were analyzed to understand and provide insights as to how the problem could be resolved. This study filled the geographical and methodological gaps by using a concurrent mixed-method design whereby the researcher had the opportunity to collect and analyze a wide range of data.

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

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

Development Theory and Constructivism Theory of knowledge. This current study filled the theoretical gap by building on the Systems Theory and supporting it with Transformational Leadership Theory. The study also added more knowledge to the field of research by exploring the influence of instructional materials on the implementation of the competence-based curriculum, since the previous study only focused on the teacher's use of resources.

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

A study by Kalinga (2024) in Tanzania on Teachers' technological literacy for ICT integration to implement competence-based curriculum in public secondary schools observed that many teachers did not integrate ICT as a tool in their teaching and learning process, but rather used it for administrative activities like printing examinations, teaching computer subjects and preparing science experiments. The results also indicated that teachers did not practice online CBC assessments due to the lack of supportive programs and poor school ICT infrastructures. The study investigated the use of ICT, focusing on teachers as the subject for study. In this study, the researcher went beyond ICT and explored other resources pertinent to the implementation of the CBC. Since the study investigated secondary schools, the current study added to the existing knowledge as it focused on the public primary schools in Kajiado North Sub-County.

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

Implementation Theory, while this particular study was supported by the Systems Theory and enriched by the Transformational Leadership Theory.

Several studies have been conducted in Kenya on the implementation of the competence-based curriculum. Mwita & Onyango (2022) explored the availability and utilization of instructional resources for the implementation of the Competency-Based Curriculum in Grades 1, 2, and 3 in public primary schools in Migori County, Kenya. The findings of the study recorded a strong positive correlation between the adequacy of teaching and learning resources and CBC implementation. The researcher thus recommended that the TSC revise its CBC training policies to ensure more training sessions on integrating ICT into the CBC curriculum, as it would equip the teachers with current ICT skills and techniques and how to incorporate them into teaching. The study employed a descriptive survey research design where data were quantitatively analysed with descriptive and inferential statistics. Though the study provided much knowledge on the effectiveness of the instructional resources in the implementation of CBC, it lacked in-depth information because it depended solely on quantitative data and overlooked the qualitative aspect, a gap that the current study filled by using a mixed method, where both quantitative and qualitative methods will be employed. The study was also limited to grades one, two and three, while the current study expanded the scope by investigating all the grades in the public primary schools in Kajiado North Sub-County.

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

A similar study by Wambua (2019) investigated the constraints facing the successful implementation of the competency-based curriculum in Machakos County. The results of the study found that most of the sampled schools lacked adequate school infrastructure needed for the successful implementation of a competence-based curriculum. The major challenges experienced in most schools were large classes of pupils, inadequate teachers, inadequate textbooks, laboratories and other learning materials. Wambua's study was built on Dewey's Social Constructivism Theory, while this study filled the gap by building on systems and transformational leadership theories. His study was also limited to teachers and infrastructure, while the current study

enlarged the scope by exploring the resources in terms of both material and human resources. Additionally, the study adopted a descriptive survey design since the researcher only reported the situation facing the implementation of the competency-based curriculum in Machakos County without active manipulation of study variables. However, this study focused on the headteacher's administrative strategies on the influence of competence-based curriculum implementation in public primary schools using a concurrent mixed method design.

4.2 Headteachers' Supervisory Strategies on the Implementation of CBC

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

Globally, research has shown that supervisory strategies are indispensable for the implementation of the educational curriculum. In Malaysia, Zain and Asimiran (2021) explored the implementation of teaching supervision in Excellence Cluster National Secondary Schools and Daily Secondary Schools and found that teaching supervision in Secondary Schools is implemented through the devolution of power to middle leaders. The findings also showed that supervisors did not use a specific approach for teaching supervision. The study adopted a qualitative exploratory approach and therefore missed some information that could have been collected through the quantitative approach. The current study filled this gap by employing a concurrent mixed-method design.

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

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

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

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

Habibu (2023) investigated the effectiveness of school-based instructional supervision material to enhance school leaders' capacity to supervise CBC implementation in Tanzania. The findings of his study showed that the guidance provided to educators and the support offered to students in attaining and demonstrating competencies were crucial aspects of the supervisory process. The study recommended that policymakers from the Ministry of Education, Science, and Technology disseminate a supervisory guide to all secondary school leaders, followed by a series of workshops to facilitate effective supervision of CBC implementation. The study focused on secondary schools, while the current study investigated public primary schools to fill both the content and the geographical gap.

Theodomir and Claire (2022) conducted a similar study in Rwanda on the influence of head teachers' instructional supervision practices on teachers' classroom performance in Rwanda. The study employed a correlation research design, where the findings revealed a significantly high degree of positive correlation between head teachers' instructional supervision and teachers' performance. The study suggested that educational planners make an effective setup to enhance teachers' performance, to ensure effective instructional supervision in Rwanda's public primary schools. It also recommended that school head teachers to carry out regular supervision to improve

teachers' performance and ensure that teachers effectively use instructional materials. Since the study evaluated the headteachers' instructional supervision on classroom performance, the current study added to this knowledge by expanding the scope and looking at its influence on the general implementation of the competence-based curriculum. The study also employed a correlation research design, while this study filled the methodological gap by using the concurrent mixed method design.

At the local level, many studies have been carried out in Kenya on supervision and the implementation of the competence-based curriculum. A study by Otieno (2023) on the influence of headteachers' managerial strategies on primary school teachers' performance in the implementation of competency-based curriculum in Kisumu records that the quality of education depends on the way teachers are trained and supervised. This was confirmed by the findings of her study, which observed that headteachers' managerial strategies, including supervisory strategies, significantly influence primary school teachers' performance in the implementation of the Competency-Based Curriculum (CBC) in Kisumu Central Sub-County. The study therefore concluded that the managerial strategies employed by the head teachers needed improvement to enable teachers to perform better in the implementation of CBC in Kisumu Central Sub-County. The study explored the supervisory strategies for teacher performance, while the current study added to this knowledge by examining supervisory strategies on competence-based curriculum implementation. The current study also intended to fill the theoretical gap where the study was guided by the Mintzberg (1992) advanced managerial role classification theory, while the current study was anchored on the Systems Theory, supported by Transformational Leadership Theory.

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

According to the findings of Nyaga and Njuguna (2023), in their study on school management practices and their influence on the implementation of the competence-based curriculum in Public Primary Schools, Langata, educational reforms in Kenya have faced numerous challenges, one of them being supervision mechanisms. The study

stipulates that many scholars who have explored this area of supervision have cited many gaps that exist as a result of professional discord between school managers and officers from these two bodies. The researcher used the Gross Curriculum Implementation Theory of 1971, while the current study filled this theoretical Gap by anchoring the current study on the Systems Theory and Transformational Leadership Theory.

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

Mpisili (2022), in her research on the innovation and Strategic Management Practices in the Implementation of Competency-Based Curriculum in Kenya, observed that there was inadequate supervision rendered to the teacher training on curriculum, meaning that there is little information regarding what ought to be upgraded in terms of needs, and thus creating a stagnation in the implementation of the curriculum. The study limited its prime focus to grades one, two and three. The current study filled this gap by adding more knowledge to the study and exploring the entire public primary school level in Kajiado North sub-county.

5. Research Methodology

This study adopted a mixed-methods research approach and concurrent research design to gather both qualitative and quantitative data. The study targeted the population from all public primary schools in Kajiado North Sub-County, head teachers, teachers and the Sub-County Quality Assurance and Standards Officer. To get the sample, four public primary schools and 170 teachers from the sampled schools were selected through simple random and purposive sampling techniques. The study used a census method to study all the teachers in the four sampled schools and purposive sampling to include the four head teachers and the Sub-County Quality Assurance and Standards Officer. Data was collected using questionnaires and in-depth interview guides. Quantitative data were analysed using descriptive statistical techniques using SPSS version 27, and the results were presented using tables. Qualitative data were organised into themes according to the research questions and presented in narratives and direct quotes to capture the participants' perceptions.

6. Research Findings

6.1 Headteachers' Provision of Instructional Resources on the Implementation of CBC

The study aimed to assess the influence of headteachers' provision of instructional resources on the implementation of the Competence-based Curriculum (CBC) in public primary schools in Kajiado North, Kenya. Teachers were asked to indicate their opinions on a five-point scale, as shown in Table 1, which included the following options: Strongly Disagree (SD), Disagree (D), Undecided (UD), Agree (A), and Strongly Agree (SA).

Table 1: Headteachers' Provision of Instructional Resources on the Implementation of CBC (n = 154)

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

The results of Table 1 indicate that 71.5% of headteachers (32.5% strongly agreed, 39.0% agreed) confirmed that they ensured the availability of instructional materials for CBC implementation. Only 15.5% disagreed or strongly disagreed, while 13.0% remained undecided. This high percentage of agreement demonstrates that most schools are equipped with core CBC materials, particularly textbooks, curriculum designs, and teacher guides. The outcome can be attributed to deliberate efforts by the Ministry of Education and the Kenya Institute of Curriculum Development (KICD), which have prioritized the provision of equitable resources across public schools (KICD, 2025).

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

"We ensure that every learner has access to the approved textbooks and curriculum designs every term. The government has been consistent on that part. But when it comes to specialized materials, like science kits, computers, and consumables for practical projects,

we are left to improvise. This affects how effectively CBC is implemented because learners need hands-on experiences.” (Headteacher 4, 27/8/2025)

A QASO echoed this by noting:

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

These findings align with Olum and Mwoma’s (2025) study, which found that schools had received textbooks but lacked supplementary and hands-on resources necessary for CBC. Similarly, Isaboke, Mwangi, and Njenga (2025) observed persistent deficits in laboratory and ICT materials in junior secondary schools. Thus, the quantitative majority agreement is explained by the availability of core materials, while the minority disagreement reflects continued shortages of specialized resources critical for competency development.

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

During the interviews, one headteacher described this experience vividly:

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

A QASO acknowledged this limitation:

“We try to reach every school, but we are overstretched. In my region, one officer may be responsible for more than forty schools, many of them spread across vast rural areas. It is practically impossible to provide the kind of regular follow-up teachers need. We know this is a weakness, but it is a staffing and logistical issue.” (QASO 1, 27/8/2025)

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

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

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

Similarly, a QASO explained:

"The Ministry and KICD do issue updates. Schools with internet and printers can download them easily, but many rural schools cannot. There is no structured communication system that ensures every teacher is working with the latest designs. This creates uncertainty and inconsistency in implementation." (QASO 1, 27/8/2025).

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

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

One headteacher stressed:

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

A QASO corroborated this:

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

These findings are consistent with official reports. The Teachers Service Commission (2025) estimated a national teacher shortfall of over 90,000, particularly in junior secondary schools. National media outlets such as Daily Nation (2025) and Eastleigh Voice (2025) warned of a looming CBC crisis unless recruitment was prioritized. Ogembo (2025) further argued that such shortages directly undermined activity-based pedagogy, which is central to CBC.

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

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

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

headteachers. Current literature affirms these findings, showing that while school-level leadership is central to CBC success, systemic support, particularly in staffing, advisory coverage, and communication, remains indispensable.

6.2 Headteachers' Supervisory Strategies on the Implementation of CBC

The study aimed to evaluate the influence of headteachers' supervisory strategies on the implementation of CBC in public primary schools in Kajiado North, Kenya. Teachers were asked to indicate their opinions on a five-point scale, as shown in Table 2, which included the following options: Strongly Disagree (SD), Disagree (D), Undecided (UD), Agree (A), and Strongly Agree (SA).

Table 2: Headteachers' Supervisory Strategies on the Implementation of CBC (n = 154)

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

The findings show that 70.2% of respondents (31.2% strongly agreed and 39.0% agreed) reported that headteachers frequently conducted classroom observations to monitor CBC implementation. Only 16.9% disagreed or strongly disagreed, while 13.0% remained undecided. This indicates that classroom observation is widely recognized as a supervisory tool in many schools. It also suggests that headteachers consider it a practical way of assessing whether teachers are applying CBC's learner-centered methodologies, such as group work, projects, and competency assessments. Qualitative insights revealed that observations are not merely formalities, but intentional practices. A headteacher remarked, *"I make it a priority to visit classrooms weekly. CBC requires practical methods, and the only way I can know if these are being applied is by seeing them in action. My presence also motivates teachers to prepare thoroughly."* In open-ended questions, teachers acknowledged the value of such visits. One teacher said, *"When I know the head may come in, I prepare*

better. It keeps me on my toes." A QASO confirmed, *"The schools where heads enter classrooms regularly are more vibrant; teachers are engaged, and learners participate more actively."* These findings align with Gathara and Karanja (2024), who emphasized that classroom observations build accountability and reinforce teachers' commitment to reform-oriented pedagogies. However, the undecided and disagreeing responses suggest inconsistency across schools, likely due to workload or lack of training in instructional supervision.

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

Teachers highlighted that observation encouraged preparedness and improved practice. One explained, *"Observation keeps us alert. I know my work will be seen, so I ensure that I plan activities carefully."* Another elaborated that observation alone is not what helps most, but it is what comes after: the conversation with the headteachers. The teacher continued to say that when the headteacher highlights specific strengths and areas of improvement, teachers feel supported to do better. A QASO reinforced this by stating that, *"Observation becomes useful only when it is followed by guidance. Otherwise, it creates tension instead of growth."* This finding resonates with Mbatha (2023), who concluded that supervision improves instructional practice when it focuses on professional growth rather than fault-finding.

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

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

feels more like fault-finding than support. According to the teacher, instead of motivation, it creates anxiety.

A QASO highlighted this contrast:

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

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

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

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

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

This finding supports Gichuhi, Mutisya, and Karugu (2024), who argued that document reviews not only ensure compliance but also improve instructional quality by

sharpening teachers' focus on learning outcomes. The findings highlight that supervision through classroom observations, constructive feedback, and document reviews is critical for CBC implementation. Teachers generally appreciated these strategies when delivered consistently and constructively. However, challenges such as irregularity in observations, delayed or vague feedback, and the occasional punitive tone explain the undecided and negative responses. Headteachers themselves acknowledged these challenges, often pointing to workload pressures and competing demands. QASOs emphasized that supportive and mentoring approaches, rather than fault-finding, are the key to unlocking teachers' creativity and commitment to CBC.

7. Conclusions and Recommendations

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

The first research question sought to establish the influence of headteachers' provision of instructional resources on the implementation of CBC. This study concludes that headteachers in Kajiado North Sub-County have played a pivotal role in supporting CBC implementation, particularly by ensuring the availability of core instructional materials and protecting time for collaborative lesson planning. These strategies demonstrate strong leadership at the school level and highlight the commitment of headteachers to ensure smooth curriculum delivery. However, the study also reveals that systemic barriers chiefly teacher shortages, weak advisory coverage, and inadequate dissemination of updated materials undermine the effectiveness of these leadership efforts.

Regarding headteachers' supervisory strategies on the implementation of CBC, the findings conclude that instructional supervision is a critical driver of CBC implementation. Classroom observations, constructive feedback, and document reviews are effective strategies for promoting teacher accountability, improving lesson delivery, and aligning instruction with curriculum competencies. However, their impact depends on quality and consistency. Supervision framed as mentorship fosters teacher confidence and innovation, while punitive or irregular practices create anxiety and reduce motivation. Thus, effective supervision must be deliberate, supportive, and oriented toward professional growth rather than fault-finding.

Based on the findings of this study, several recommendations were made:

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

The Ministry of Education should increase the number of Curriculum Support Officers (CSOs) and develop digital platforms for advisory support. Advisory services

are highly valued-headteachers and teachers alike described them as boosting confidence, offering new strategies, and bridging policy and practice. However, their irregularity undermines continuity.

A key practice recommendation is for headteachers to institutionalize structured, collaborative lesson planning sessions within their schools. This involves setting aside dedicated time each week where teachers meet in subject groups or grade levels to design learner-centered tasks, develop assessment rubrics, and align strategies with CBC competencies. Such protected time reduces inconsistencies, supports peer learning, and allows for real-time problem solving.

Conflict of Interest Statement

The authors declare no conflicts of interest.

About the Author(s)

Jacinta Kamene Muthini is a master's student at Tangaza University, Kenya, with a strong passion in educational leadership and research.

Dr. Sr. Margaret Aringo is a Lecturer at the School of Education at Tangaza University, Kenya. She has a strong interest in educational leadership and research.

Dr. Lucy Ngundo is a lecturer at Bomet University College Department of Psychology and Foundations. She has a strong interest in educational leadership research.

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