

**INFLUENCE OF HEADTEACHERS' INSTITUTIONAL LEADERSHIP PRACTICES  
ON IMPLEMENTATION OF COMPETENCY-BASED CURRICULUM  
IN PUBLIC PRIMARY SCHOOLS IN MATUNGULU  
SUB-COUNTY, MACHAKOS COUNTY, KENYA**

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## DECLARATION AND APPROVAL

### Declaration by the Student

This research project is my original work and has not been presented in any other university or for any other award.

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### Approval by the Supervisor

I confirm that the work in this research project has been carried out by the candidate under my supervision.

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## DEDICATION

I wish to dedicate this work to my husband, Paul Otieno and for his continued support during my studies.



## ACKNOWLEDGEMENT

I would like to express my heartfelt thanks to all the individuals who have been involved in the research and various stages leading to the completion of this project. I am especially grateful to my supervisor, Dr. Joyce Gikandi, for her invaluable contributions and insightful corrections in shaping this document. I also thank God for His endless guidance, and for granting me the dedication, patience, and perseverance throughout the process of creating and completing this work. To my colleagues at Mount Kenya University, to whom I may not be able to personally express my gratitude, I am deeply thankful to all of you. Thank you, and may God bless you all.



## ABSTRACT

The manner in which headteachers exercise their institutional leadership is crucial for the effective implementation of the Competence Based Curriculum (CBC) in schools. Nevertheless, in Matungulu Sub County, the execution of CBC appears to be lacking. A significant number of public primary school students seem to exhibit low competencies in essential learning areas outlined in CBC. This study aimed to explore the influence of headteachers' institutional leadership practices on the implementation of the Competency Based Curriculum in public primary schools within Matungulu Sub County, Machakos County, Kenya. The objectives included: determining the impact of headteachers' institutional inspiration, communication, guidance, and coaching practices on the implementation of CBC. The research was informed by systems theory and curriculum implementation theory. A mixed methodological approach was adopted, utilizing a concurrent triangulation research design. The target population consisted of 1459 respondents, including 84 headteachers, 1371 primary school teachers, and 4 Curriculum Support Officers (CSOs). From this population, a sample of 312 respondents was selected using Yamane's Formula. Stratified sampling was employed to create four distinct strata corresponding to the number of zones in Matungulu Sub County. Within each zone, five (5) headteachers were selected through purposive sampling, while all CSOs were purposefully chosen. Additionally, 72 teachers were randomly selected from each zone using simple random sampling. The final study sample included 20 headteachers, 288 teachers, and 4 CSOs. Questionnaires were distributed to teachers, while headteachers and CSOs were interviewed. A document analysis guide was also prepared for the researcher. A pilot study was conducted with 32 respondents from public primary schools in Matungulu Sub County to evaluate the validity, reliability, credibility, and dependability of the research instruments. Validity was confirmed through expert judgment. Reliability was assessed using the test-retest method. The Cronbach alpha method yielded a reliability index of  $r = 0.725$ , signifying a strong internal consistency. Credibility was achieved through data triangulation via multiple analyses, while dependability was ensured through thorough documentation of each data collection process. The qualitative data was thematically analyzed in narrative format according to the study's objectives. Quantitative data was analyzed descriptively, detailing frequencies and percentages, and inferentially through Pearson's Product Moment Correlation Analysis using the Statistical Package for Social Sciences (SPSS Version 25), with results presented in tables. The study also revealed that the implementation of CBC continues to be a challenge in public primary schools, as many teachers fail to complete the syllabus on schedule, and there is a lack of improvement in classroom teaching methods, which correlates with low learner competencies in numeracy skills, language skills, and mastery of environmental concepts. Nevertheless, learners demonstrate high levels of creativity. This is attributed to the institutional leadership practices of headteachers, which encompass inspiration, communication, guidance, and coaching. Headteachers rarely inspire, guide, or coach teachers effectively. However, they have adopted communicative strategies aimed at facilitating CBC implementation. Consequently, it is recommended that headteachers modify their leadership and management approaches to ones that encourage teachers to implement CBC. They should sustain communication strategies and methods that convey essential information about CBC to teachers. Additionally, they need to provide instruction and support to teachers on the most effective ways to implement CBC and improve learners' content mastery.

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## LIST OF ABBREVIATIONS AND ACRONYMS

<b>CBC</b>	Competency Based Curriculum
<b>CSOs</b>	Curriculum Support Officers
<b>IEBC</b>	Independent Electoral and Boundaries Commission
<b>KICD</b>	Kenya Institute of Curriculum Development
<b>KNBS</b>	Kenya National Bureau of Statistics
<b>NACOSTI</b>	National Commission for Science, Technology and Innovation
<b>NASMLA</b>	National Assessment System for Monitoring Learning Achievement
<b>OECD</b>	Organization for Economic Cooperation and Development
<b>REB</b>	Rwanda Education Board
<b>SPSS</b>	Statistical Package for Social Sciences
<b>UNESCO</b>	United Nations Educational, Scientific and Cultural Organization

# CHAPTER ONE

## INTRODUCTION

### 1.0 Introduction

This chapter focuses on the background to the study, statement of research problem, the purpose, objectives, research questions, rationale, significance, scope, limitations, delimitations as well as assumptions of the study. It also provides a list of operational definitions of key terms.

### 1.1 Background to the Study

Basically, skills-based instruction helps learners develop positive attitudes, movements, as well as critical thinking skills. Education can be defined as a systematic process of transmitting skills and knowledge from one generation to another (UNESCO, 2015). Defined within a particular context, formal education is perhaps the holistic academic instruction done during a specified period of life, referred to as the formative years with a goal of constructing a well-rounded, functioning, productive member of society (UNESCO, 2015). Countries globally pursue distinct socio-economic political objectives. In tandem with the changes, attempts to merge the education systems and the preoccupation with curriculum reform focus changes emerge. These reforms aim to address the educational needs and interests of the learners. Because of this, many countries are adopting a competency-based curriculum as a solution to educational challenges.

Bondi and Wiles (2018) Boldly define a competency-based curriculum as a type of curriculum that emphasizes holistic outcomes of learning a particular unit by a learner to be performed, such as understanding, skills, relevant attitude, etc., rather than stressing content boundaries within subjects as tends to be the case in the traditional textbook curriculum taught in classes.

The authors further argue that a competency-based curriculum is traditionally structured around a focal learner competence that may either be cross-curricular or subject-bound. For instance, Edinger (2017) cites the excessive program overload as one of the reasons for the rampant educational policy default in many educational institutions around the world. In this regard, Edinger (2017) further argues that proficiency seems to become the focal and the only consideration with the emphasis placed on a training program on what primary school learners can perform, given what they were taught over the years.

In Finland, CBC has been successful and Bennett, Swanson, Schaefer and Falbe (2016) claim that much has been accomplished in terms of implementing the officially prescribed courses of study, syllabuses and subjects. Also, Bennett et al. (2016) insist that it is important to remember that with the implementation of a competence-based curriculum, focus is placed on the experience the learner gains through planned acquisition of intended experiences, knowledge, skills, ideas, and attitudes necessary for the learner to Function effectively in a society.

Put differently, researchers argue that the implementation of CBC involves how the intended or officially crafted curriculum is transformed by the teachers into syllabuses, scheme of works, and lessons which are subsequently taught to the learners. Nonetheless, its implementation has always had some challenges. As noted by Hanushek and Luque (2018), in Latin America only 23.9% of the schools have managed to implement CBC effectively, with only 20.8% of learners showing improvement in elementary proficiency in numeracy, linguistic, science, creativity, and life skills. These dynamics are attributed to the failure to implement CBC due to a myriad of reasons such as the headteachers' institutional leadership styles. Sturgis and Casey (2018) observe that the transition from curriculum to CBC in primary schools,

for example, undergoes changes that are required to be from the higher levels which in this case are the school heads who are responsible for overseeing the implementation of the curriculum and its evaluation. Rasinski, Homan, and Biggs (2019) state that headteachers' institutional leadership styles refer to a range of activities that headteachers undertake in order to fulfill the curriculum aims. In other words, staff attitudinal changes, physical facilities, teaching aids, and equipment also defined these practices.

As an example, The World Economic Forum's Global Competitiveness Report (2021) cites headteachers' practices of institutional leadership as the bedrock of an exceptional education system. A report prepared by the Islamia University of Bahawalpur suggests that in Pakistan, before starting the implementation stage of the curriculum, headteachers' institutional ensures that there are sufficient trained and motivated teachers, as well as appropriate curriculum support materials which, as Javed & Hamid (2019) documents. These claims highlight the importance of the practices of the head teachers in implementing CBC.

According to Nederstigt and Mulder (2019), in Indonesia, the implementers of CBC have changed the roles of various stakeholders, for the teacher from an education facilitator to a follower parent who is required to participate in material and goal setting activities for the children. There are, however, numerous difficulties associated with the implementation of CBC in Indonesia. As cited in Musiman et al. (2020), an assessment survey conducted in 2020 noted that nearly 59.4% of primary school learners in Indonesia, despite the efforts undertaken by school management, continue to exhibit severely underdeveloped competencies in fundamental subjects such as mathematics, languages, and sciences. In Africa, the situation is not much different, with the implementation of CBC having suffered numerous challenges and continues

to suffer some. For instance, the headteachers' institutional and government stakeholders have taken up a CBC multiphase implementation approach, but even so, the system continues facing notable obstacles. According to Ajibola's research (2018), the state of implementation is as low as one-third at 39.5% success rate since the introduction of competency-based curriculum in Nigeria. Ajibola (2018) claims the inadequacies of the implementation include learner empowerment with just under a significant proportion of students 67.3% unable to demonstrate eloquent language skills, 77.4% unable to articulate mathematical tasks, 45.9% lacking advanced creativity skills, and 35.9% lacking vital environmental skills.

The same is noted from the schools in the KwaZulu Natal Province of South Africa, where, according to Muraraneza and Ntombifikile (2018) have not fully implemented these CBC policies as intended. Muraraneza and Ntombifikile (2018) also argue that in schools where the management has provided curriculum support materials, physical resources, trained teachers, attitudinal staff change, and headteachers' institutional coaching, remarkable strides have been achieved regarding the implementation of CBC. Based on these claims, the supervision of teachers and their training, the prevailing belief system aligned with the philosophy of the curriculum, provisions of curriculum support materials, and parental involvement are all critical to the effective implementation of the competency-based curriculum (CBC) model.

To put it differently, the failure of CBC to meet its objective is due to an array of issues which is inclusive of the institutional headship leadership of the head teachers. In the Kenyan context, the CBC is perceived as a remedy to the problems associated with the 8.4.4 education system. As Ondimu (2019) points out, the 8.4.4 system emphasized rote learning and was devoid of any consideration of learning outcomes. He continues to argue that CBC was meant to be implemented beginning in 2018 after

harnessing skills and real talent of learners and attention from head teachers. Consequently, the Ministry of Education started the process of building infrastructure within schools which included retraining and supervision of teachers on the CBC model, provision of teaching materials to schools, and building additional classrooms and other infrastructural facilities. In Kinoti and Njeru (2020), the CBC stress and failure factors during their research in Meru County were attributable to lack of adequate stakeholder consultations, training of implementer headteachers, and resource provisioning to schools. Despite these efforts, there are still many obstacles to the successful execution of the competency-based curriculum.

Karimi (2020) in an evaluation conducted in Nairobi County noted that the implementation of CBC was fraught with errors as a number of primary school public schooled learners did not have adequate mastery levels of basic competencies such as numeracy, nurturant, lifeskills, leadership, creativity, and other foundational skills. This also supports an earlier report by Uwezo (2016) in which they noted that many learners aged 4-8 years have basic skills in math, language, and science, however, the level at which they perform is below expectations. The scenario is not any better in Matungulu Sub-county where many learners are not able to complete tasks, fail to identify problems and solve them, lack communicative competencies, creativity, team building skills, and leadership skills.

For instance, a report from the National Assessment System for Monitoring Learning Achievement (NASMLA) (2020) indicates that even with the implementation of CBC in primary schools, its execution remains at minimal levels since in Matungulu Sub-County, only 19.4% of learners in public primary schools demonstrate adequate literacy and communicative skills, 11.9% are able to perform some mathematical operations and only 16.3% have acquired important life skills.

In other words, learners in public primary schools have not yet achieved the benchmark set for them with regard to the mastery of concepts in key Learning Areas. However, the scant empirical literature available has not explored the impact of headteachers' institutional leadership on the implementation of the curriculum in public primary schools, which is the gap this study seeks to address.

### **1.2 Statement of The Problem**

CBC incorporates competencies that learners already possess while also allowing talents developed in headteachers' institutional leadership to be executed in practice. However, in Matungulu Sub- County, the implementation of Competency Based Curriculum (CBC) in public primary schools tends to be underachieved. Students from the public primary are still able to demonstrate dismal learning outcomes and competencies expectations defined in specific Learning Areas. As previously noted in the background, a report by the National Assessment System for Monitoring Learning Achievement (2020) states that with the introduction of CBC to primary schools, its implementation is still at lower levels since there is only 19.4% of learners in public primary schools who show increased literacy and communicative skills, 11.9% can perform basic mathematical activities, while only 16.3% have acquired essential life skills.

In other words, mastery of concepts in key learning areas among learners in public primary schools was still below expectations. The author also confirms that, in a public-school setting, there is insufficient literature critically examining the impact of head teachers' institutional leadership practices on the implementation of competency-based curriculum at public primary schools, and that is the gap this study sought to fill.

### **1.3 Purpose of the Study**

This research sought to examine the influence of headteachers' institutional leadership practices on CBC implementation in public primary schools in Matungulu Sub-county, Machakos County, Kenya.

### **1.4 Objectives of the Study**

- i. To investigate the influence of headteachers' institutional inspiration practices on CBC implementation in public primary schools in Matungulu Sub-county.
- ii. To determine the influence of headteachers' institutional communication practices on implementation of CBC in public primary schools in Matungulu Sub-county.
- iii. To determine the influence of headteachers' institutional guidance practices on CBC implementation in Matungulu sub county.
- iv. To determine the influence of headteachers' institutional coaching practices on implementation of CBC in public primary schools in Matungulu Sub-county.

### **1.5 Research Questions**

- i. What is the influence of headteachers' institutional inspiration practices on CBC implementation in public primary schools in Matungulu Sub-county?
- ii. How do headteachers' institutional communication practices influence implementation of CBC in public primary schools in Matungulu Sub-county?
- iii. What is the influence of headteachers' institutional guidance practices on CBC implementation in public primary schools in Matungulu Sub-county?
- iv. How do headteachers' institutional coaching practices influence CBC implementation in public primary schools in Matungulu Sub-county?

## **1.6 Rationale of the Study**

During the 2021-2022 academic year, the learners in Matungulu Sub-county public primary schools performed poorly in the scheduled as well as the unscheduled national assessment proficiency tests. Although the subjects are offered, students still appear to show subpar results pertaining to grade level achievement for multi-faceted competencies such as problem solving, linguistic skills, science, business, foreign language, and life skills, among others. These are teaching subjects which they have school syllabuses in languages, sociology, drama, education among others. Most public primary school students still struggle to meet the expected outcomes and competencies in elementary skills where amount of learning is assessed such as mathematics, languages, and science exercises. Public primary schools in Matungulu Sub-county have faced challenges with the implementation of CBC education and especially trying to reach goals set.

In the absence of adequate advancing guidance toward these goals pupils circumvented towards numerous hurdles alongside their studies which lead to detrimental impacts on their progression. Vertical learning approaches allows primary level learners in Matungulu Sub-county to fulfil gaps widen attainment measurement through these tailored systemic models designed to overcome profound performance. Removing the gaps mark enables pupils to score above the expected attainment floor fully aids. Hence, this study will add to the existing literature by demonstrating how particular practices undertaken by a headteacher's institution aid in the successful implementation of CBC in public primary schools.

## **1.7 Significance of the study**

Primary school learners can be a beneficiary of the study because they will receive quality education as a result of a well-planned curriculum.

The study will be useful for school heads in advising them on what appropriate management practices should be put in place for effective CBC implementation. Moreover, headteachers will benefit from the study because they will learn some of the challenges that are likely to be experienced during the process of CBC implementation and as a result, they will be able to prepare adequately on how to deal with those challenges. This study will assist teachers in learning what role they are expected to play in the implementation of competency-based curriculum. Stakeholders like parents, community members and government will understand how crucial their involvement in the implementation of the CBC is. As a result, they will benefit because their children will be guaranteed the expected CBC learning outcomes, trust and confidence in its implementation. This may lessen the worries and anxieties parents experience during the school terms when they are uncertain about the future of the CBC.

The Ministry of Education alongside the Kenya Institute of Curriculum Development (KICD) as well as other stakeholders and policymakers is likely to benefit from this study by appreciating some of the innovations issues that school heads face in the execution of the curriculum. Other Researchers and Academicians will construct additional studies based on the insights from this study to further their intellectual inquiries.

### **1.8 Scope of the Study**

The study was conducted only in selected public primary schools in the Matungulu Sub-County. The study emphasized on the head teachers' transformational leadership and or head teachers' institutional inspiration practices, head teachers' institutional communication practices, head teachers' institutional guidance practices, management support services by the stakeholders collaboration as well as Managerial collaborators

and the driving influence on the operationalization of CBC in the public primary schools. This study was conducted using both descriptive and phenomenological methods which are deemed mixed methodologies. In this case, the quantitative aspect of the study involved administering questionnaires to primary school teachers while the qualitative aspect involved interviewing head teachers and Curriculum Support Officers (CSOs). The researcher designed a document analysis guide and the study was conducted from February to April 2025.

### **1.9 Limitations of the Study**

- i. Some of the respondents did not want to provide truthful information concerning the implementation status of the CBC at their primary schools due to possible victimization. In this instance, they were given guarantees that their identity and personal information would never be disclosed.
- ii. Accessing sensitive information like learner competencies assessing the implementation status of the CBC in public primary schools was likely to be difficult. The researcher gave them further assurance that the data was only for academic purposes.
- iii. The results from this study might not be applicable to other public primary schools because there may be additional influences on the implementation of the competency-based curriculum other than headteachers' institutional influence. He also suggested that these other factors could be studied in relation to the implementation of the competency-based curriculum.

### **1.10 Delimitations of the Study**

- i. The study scoped to the headteachers' institutional leadership practices concerning capacity because of the ability to inspire, communication,

guidance, and coaching and these practices impact the implementation of CBC in public primary schools.

- ii. The proposed triangulation method had data collected from the headteachers, primary school teachers, and Curriculum Support Officers (CSOs). For this research, only public primary schools in Matungulu Sub-county were included.

#### 1.11 Assumptions of the Study

The study assumed:

- i. There have been implementation challenges with CBC within most of the public primary schools in the region.
- ii. There exists accurate primary data pertaining to the implementation status of CBC in public primary schools, and that the data is accessible.
- iii. The public primary schools headteachers have considerable influence regarding the institutional leadership practices towards the CBC implementation.
- iv. The impact of headteachers' institutional inspirational, communicative, guidance and coaching styles are significant to CBC implementation in the schools.
- v. The individuals would fairly cooperate, and provide the required information.

## 1.12 Operational Definitions of Key Terms

**Guidance Practices:** refer to the wide spectrum of activities undertaken by a headteacher to ensure that an effective learning atmosphere is established and sustained in a public primary school. This also involves support to teachers to aid proper implementation of the CBC.

**Headteachers' Institutional Coaching Practices:** refer to the specific strategic approaches and actions of headteachers directed at assisting the professional growth and efficacy of the teachers through implementational guidance within public primary schools.

**Headteachers' Institutional Communication Practices:** refer to the systematic processes adopted by headteachers for dissemination of information to teachers and other participants on the implementation of CBC in public primary schools.

**Implementation of Competency Based Curriculum:** it is the effort to achieve the goals of the educational objectives in primary schools with respect to technology and education in other schools

**Inspiration Practices:** refer to the headteachers efforts to promote, involve and motivate the staff, students, and the general public of the school toward the transformation of CBC practiced in public primary schools.

**Leadership Practices:** refer to the planning, action, judgment and the ways of leading headteachers take towards the guidance, management, strategic development of Cross Primary Education in public schools. For this case, it will comprise primary is CBC implementation, so it will include inspirational practices, communication, talk, guidance, and coaching.

## **CHAPTER TWO**

### **LITERATURE REVIEW**

#### **2.0 Introduction**

This chapter covers the literature on intuitional practices and their impact on CBC implementation in public primary schools. The chapter revolves on a headteachers institutional leadership practices framework incorporating the implementation of competence-based curriculum and the impact of headteachers institutional inspiration, communication, guidance, coaching and mentoring on the implementation of curriculum based on competence. In addition, it integrates the theoretical and conceptual frameworks, as well as an overview of the literature outlining the gaps that were identified during the review.

#### **2.1 Empirical Literature Review**

The empirical literature focuses on the headteachers' institutional leadership practices regarding the execution of the competency-based curriculum, as well as the communication, guidance, or coaching headteachers inspire and denominationalize to administer on implementing the competency-based curriculum.

##### **2.1.1 The Concept of Implementation of Competency-based Curriculum**

Implementing CBC means executing the prescribed courses of study, syllabuses, and subjects, which must be done as effectively as possible. It should be noted, however, that the implementation of a competency-based curriculum cannot happen while the learner is acquiring the experiences, knowledge, skills, ideas, and attitudes intended for enabling the learner to function effectively in a society (Beane, 2010). This means that, implementation of competency-based curriculum pertains to the process of how a teacher in a school translates the planned or officially designed course of study into syllabuses, schemes of work and lessons to be given to students.

Jeng'ere (2017) argues that competence is the enhancement of a learner's ability to apply education materials, knowledge, attitudes, and skills in a broad range of real-life scenarios, whether in educational settings, work, or personal development. Implementation of CBC, according to 2014's Competency Based Framework for Curriculum Development for Russia and Kazakhstan, focuses on realization and aspiration of lifetime learning with guarantees of pupil mobility, excellence and effectiveness of provision and outcomes, equity and active citizenship, innovation and creativity, including entrepreneurship at every level of training and education augmentation.

In Bulgaria, Organization for Economic Co-operation and Development (2020) argues that implementation of CBC is one of the ways organized to equip learners with knowledge, skills, attitudes, and behaviors to achieve particular professional role or tasks in a certain organization. The training and education system should provide new skills which are responsive to new occupations expected to emerge, and enhance the flexibility and employability of older adults in the workforce. The rapid changes in the economy, industry, and the social environment highlight an urgent need for these changes. In other words, these changes and necessities are what the conception of competencies intends to address.

For instance, in South Africa, outcomes-based education describes education that is centered around the goals of a subject (OBE) was implemented in 1997, although it was rightfully condemned for being overly verbose and imprecise in its communication (Christie, 2011). Its methods of developing learning programmes were intricate and sophisticated. This was, at least in part, due to the overhasty and poorly managed introduction of the new curriculum into primary schools without the teachers being adequately trained in outcomes-based pedagogy, including ongoing evaluation.

Due to the inadequate capacity in the provinces in most schools to implement shifts as offensively proposed, the government decided to scale back its plans to introduce the competency-based curriculum to Grade 1 at the beginning. Due to these shortcomings, inadequate frameworks, and gaps in policies, a review committee was set up to explore options to improve Policy 2005, resulting in his refinement of outcomes-based Policy: 2005 accompanied with the National Policy Statement (NPS) (Christie, 2011).

The planned implementation of the competency-based curriculum was not simply and straightforward as executing a blueprint was an evolving organizational process shaped through the interactions of multiple projects, objectives, methods, and time within a given institutional context, system, and framework, and encompassed goals as Gultig, Hoadley, and Jansen (2012) suggest. In Kenya, specifically in Matungulu Sub-county, Ondimu (2019) observes that the implementation of CBC includes ensuring that learners are able to perform academic tasks with little guidance from the teacher. These skills include Maths, Languages, Sciences, Foreign Languages, Business Studies, Life Skills and many more.

### **2.1.2 The Concept of Headteachers' Institutional Leadership Practices**

Their framework might be the lack of instructional materials and other relevant resources adequate for primary schools to level aid the assist in commencing the implementation process. Ellangovan (2001) explain institutional leadership practices as a sequence of systematic actions designed to facilitate curriculum implementation by school heads. So, to some extent, primary school grade centers in the region have been set up devoid the earmarked resources to kick off the execution of curriculum policies. Pertaining to implementation of CBC, such practices embrace capacity building like in-service training on teaching for college graduates who have undergone teacher training, provision of teachers' guides and aids, supporting parents'

involvement by school administrators as well as other school heads. In other words, Huff (2011) claims that the headteachers' institutional leadership practices as far as are relevant to the management of educational structures focus on the administrative aspects of educational systems which have, and need very actively increase activities like planning and organizing into framework school systems to organize efficiently and effectively make use of resources supposedly for human and material resources to enable the realization of all the educational institution targeted objectives. As enrolled in the program foregoing, Huff (2011) seems to suggest that this problem persists in many systems lacks with enormous resources at their disposal as aiming to improve the productivity of the education system would yield openness lack of expected outcomes.

These claims support the completion of a study conducted by Fatos and Hassan in 2014 aimed at evaluating school managing preparedness in USA and Turkey. The focus of the research was to analyze the relationships between management systems, staff communication, teacher in-service training, institutional infrastructure, and instructional resources. Fatos and Hasan (2014) argued that in Turkey, where Napoleonic administrative custom was adopted, school managing preparedness markedly ineffective due to over-centralization of authority, inadequate in-service training opportunities for teachers, and insufficient funding at the school level.

To support the above assertions, Suto (2020) argues that the foremost defining characteristic with regard to the CBC's implementation is the cluster of activities that all take place at the school. Febriya and Nuryono (2014) go on to argue that irrespective of the efficacy of the curriculum in use, it hinges on the presence of adequately trained personnel to implement it. This implies that, a teacher is expected to be skilled not only in preparing the materials, but also in learning models and

strategies, tools for learners, and applying diverse teaching and innovative methods to create a meaningful and pleasant learning environment. There must be willingness and optimal plan ready for the CBC initiative to succeed. In this instance, we are talking about the training of teachers in relation to the implementation model of CBC, the handbook availability for teachers and learners, the upgrade of the teachers' competencies and most importantly, enhancing the institutional capacity and practices of headteachers which is the core concern of this study.

### **2.1.3 Headteachers' Institutional Inspiration Practices and CBC Implementation**

Headteachers inspire teachers to carry out their pedagogical responsibilities. Daily, school leaders face an almost unfathomable list of problems to solve including: staff and school improvement, instructional issues, budget cuts, structural changes, and parental concerns. So, for example, inspirational school leaders provide meaning to teachers' and learners' work by and demonstrating a sense of confidence in the followers, committing to high standards at the workplace, supportive of team work and collaboration and thus value those around them and motivate them to work (Asare, 2016). This means that there are practices motivational to the school heads which greatly influence the level of enthusiasm of teachers attending to their work.

Carnie (2017) contends that the specific instructional strategies offered for a particular grade level should be designed in a way to motivate the grade level teachers at the same time enabling the head problem of the learners and directly posture in respect to the implementation of a curriculum that has competencies. Nonetheless, as noted by Borders and Drury (2017), in primary school contexts, the non-professional nature of teachers, an inadequate ratio of teachers to students, and a lack of motivation from school administrators are some of the issues. To paraphrase Borders and Drury (2017), these authors point to the absence of headteacher inspiration as a significant hurdle.

Supporting this claim, Lapan, Gysbers, and Petroski (2017) argue that professionally some experts do not possess the professional training and the requisite skills to motivate the teachers to properly implement a competency-based curriculum. Along with these statements, Awan and Noureen (2018) argue that institutional inspiration and the effectiveness in applying competency-based curriculum in schools are deeply connected. From research conducted in Argentina, Harper and McLanahan (2018) found that ‘inspirational teachers’ ensure syllabus coverage and their students perform exceptionally in internal and national assessments.

In the United Kingdom, Docking (2019) conducted a different study where he claims that a headteacher as an inspirer of teachers into the devising and utilization of strategies for the realization of the competency based curriculum is needed. In a study in China with 243 participants, Gonzalez-DeHass, Willems, and Doan (2018) claimed that inspiring practices employed by school principals significantly increase the morale of teachers to engage in classroom instruction. Inspirational practices employed by headteachers are critical to service delivery by teachers in many Sub-Saharan African countries (Okonkwo, 2020).

Okonkwo (2020) also states that the teachers inspiring headteachers must possess enthusiasm for teaching, cordial interactions with the teachers, and be highly committed to fostering a proper learning atmosphere for learners and teachers in school. Duckworth (2016) conducted research in South Africa and reported that inspiring characteristics of headteachers are aimed at cultivating work ethics and productivity of the teachers. Galvin (2017) reported in a study conducted in Tanzania that headteachers need to model their skills and actively shape the implementation of competency-based curriculum to effectively enhance it. In Kenya, there is acknowledgment that exemplary practices adopted by school heads are critical in

enhancing teachers' motivation to work and perform (Muiruri, 2017). This is achieved through appreciation of the work done by the teacher, positive reinforcement, and mentorship (Muiruri, 2017). As Muiruri (2017) notes, headteachers must as a matter of principle engrave in their minds the necessity of giving teachers verbal or physical praise whenever they perform well. In Matungulu Sub-county, headteachers assume the role of academic models and are supposed to supervise the teaching practices of their teachers. This is corroborated by a study conducted in Matungulu Sub-county by Kieti, Maithya and Mulwa (2017) where they found out that inspirational practices adopted by school heads are fundamental in boosting teachers' morale. Kieti et al (2017) noted that effective instructional leadership is an area of school governance that most people agree is essential in a school.

For one, effective instructional leadership undoubtedly leads to school improvement and effectiveness because it focuses on elevating teacher morale and job satisfaction, organizational culture, and academic achievement as well as increasing expectations, engagement, and goal attainment. Nonetheless, as with other studies reviewed, Kieti et al. (2017) have not explained how inspirational practices used by headteachers assist in enhancing the implementation of competency-based curriculum in public primary schools.

#### **2.1.4 Headteachers' Institutional Communication Practices and CBC Implementation**

In the modern world, it is highly important for primary school education to develop communication skills for headteachers, teachers, parents, and pupils at public primary schools in order to create a favorable and productive education system. Headteachers are very important in this area because they are responsible for creating a culture of communication among the participants who use the competency-based curriculum.

Annuzzi and White (2016) showed in their study in Antarctica that the principals' communication styles affect the implementation of CBC in schools. In the same study, the researchers noted that actively dealing with communication for elementary schools among the major stakeholders is an effective strategy. In the same vein, Edelstein and Strahl (2018) also did a study in Antarctica which discovered that headteachers implementing a unit of study on CBC would benefit from improving communications and relations among teachers, learners, and other school staff involved in the academic activities.

These results show that the principals of schools should make sure that the communication methods implemented are tailored to fit the unique cultural context of primary schools because public primary schools in Sub Saharan Africa faces the same challenge and the communication methods used by school heads are important in leading stakeholders to actively participate in the execution of competency-based curriculum. As Maru (2019) has pointed out, a large number of school heads adopt the physical meetings strategy which entails having a particular day when stakeholders come to the school to interact with the headteacher. Put differently, this form of communication helps school heads to receive feedback and provide feedback and recommendations about the children's academic, cultural and personal development as well as receiving actionable guidance to aid in the seamless implementation of CBC.

In a study conducted in Nigeria, Peters (2015) observed that a number of head teachers use computer mediated communication such as their official websites and social media as other means of communication. This, according to Peters, allows communication with the school and staff, to discuss children's academic progress in relation to mastery of CBC concepts. These findings highlight that the competency-based curriculum's active participation by stakeholders is largely dependent on the methods

of institutional communication used by the headteachers. It is equally important that positive communication with pupils ensures they are properly guided and supported in their learning. In Kenya, in many public primary schools, communication practices which school heads adopt are considered crucial in attracting many stakeholders to participate in the implementation of competency-based curriculum. In other words, supervision of communication by the school heads is so fundamental that it has made these school administrators to be perceived as facilitators in the successful implementation of the competency-based curriculum.

Njoroge and Koome (2015) in an empirical study carried out in Nyeri County suggested that a number of initiatives aimed at communication promotion were available to headmasters. Njoroge and Koome (2015) recount that these practices include open house school and parents' meetings, participation of teachers in school extracurricular activities such as sports, and use of newsletters and bulletins to communicate with the people in the school. These are also examples of teacher and parent participation in school-run projects and the inclusion of teachers in school decision-making processes and their effects on school policy strategies of change together with parents, thus enabling parents and teachers to consider relevant issues about school policies aimed at improving the quality of education provided in schools.

Additionally, these meetings enable stakeholders and teachers to appreciate the CBC pillars and expectations in greater detail and to both ask questions and receive answers. This supports findings from Wanyonyi and Kiplagat's study (2013) that highlighted the importance of constant communication with stakeholders and how it helps in reinforcing collaboration towards children's educational goals. Wanyonyi and Kiplagat (2013) further argued that conferences enable the teachers to address and attend to academic and behavioral issues that might hinder the implementation of

CBC. It is also during these meetings that the teachers and parents have the chance to talk about their concerns, while headteachers and teachers explain how they intend to solve these issues. This agrees with Muslim's (2019) statement that frequent meetings improve the partnership between the school and the home, resulting in an engagement between the parents and the schools. This shows that utilizing school newsletters as the main vehicle for informing parents helps in capturing their attention, therefore making it easier for them to participate actively in their children's schooling. As cited by Muslim (2019), headteachers can discuss upcoming activities, changes in the curriculum, and other policies and rules, along with any recent alterations, using this platform. Additionally, this method makes it easy to collect input from stakeholders as they can provide their opinions and recommendations on how to execute CBC.

A study conducted by Mosansa in Nyamache Sub-county in 2019 showed that having effective two-way communication between a school's headteacher and the parents is vital to parent participation in the school's academic programme. A school principal can strengthen stakeholder partnerships by employing different forms of communication such as open-house visits, parental-teacher conferences, school functions, and broadcasting pertinent information in newsletters published by the school (Mosansa, 2109).

In Machakos County, David (2022) conducted a study and found that head teachers using specific communication approaches managed to increase participation in students' educational activities aimed at implementing CBC. Other findings from the study showed that the communication strategies headteachers used focused on the culture and socio-economic dynamics of the stakeholders. These findings emphasize the importance of appropriate communication in enhancing collaboration in a primary school setting as well as fostering a positive school climate.

These are important, but certainly not exhaustive. Similar to the other studies that David (2022) reviewed, he did not look into the impact particular institutional communication techniques have on the CBC execution in public primary schools. That is the reason the research was conducted. This chapter covers the literature on intuitional practices and their impact on CBC implementation in public primary schools. The chapter revolves on a headteachers institutional leadership practices framework incorporating the implementation of competence-based curriculum and the impact of headteachers institutional inspiration, communication, guidance, coaching and mentoring on the implementation of curriculum based on competence. In addition, it integrates the theoretical and conceptual frameworks, as well as an overview of the literature outlining the gaps that were identified during the review.

#### **2.1.5 Headteachers' Institutional Guidance Practices and CBC Implementation**

Headteacher's institution guidance practices are also referred to as system policies, deficiencies, and system gap policies which concern essential operational systems within the school and these practices are integral to ensuring that a school runs smoothly, including the student's holistic growth and development. System policies include a learning conducive environment formulation, adequate teacher aid provisions, student welfare and parental bodies support services provision. Bush and Glover (2014) assess headteacher's leadership as one of critical importance and directly correlates into the enhancement and effectiveness of service delivery to the school. They are charged with formulating strategic vision and mission statements and the primary policies to be followed.

Guidance policies at schools involve planning advancements, curriculum planning and organizing activities for other community role players, involvement into the school student behavior management, and student relationship enhancement (Leithwood,

Harris, and Hopkins, 2020). Incorporative strategic guidance planning requires wedged vision and solicited ideas from teachers and head of departments as tailormade goal alignment within the mission of the institution. It is worth noting Hallinger and Heck (2018) proposes effective leadership in schools suggests headteachers and tertiary institutions actively involve teachers and other stakeholders in formulating plans. Engagement in this manner provides an opportunity block which deals directly with curriculum gap finding reasoning of owning positive policy change head from their respective spheres. Moreover, headteachers serve as instructional leaders and are also responsible for curriculum supervision. They guarantee that the curriculum is applicable, thorough, and caters to all learners.

Robinson, Lloyd and Rowe (2018) state that headteachers who emphasize instructional leadership (providing teaching frameworks, observing lessons, and aiding in professional learning) positively influence student outcome achievement to a greater extent. Supporting teachers is one of the most important facets of headteachers' guidance to the institution. Effective headteachers create an atmosphere where teachers feel appreciated and supported. They also remove obstacles to professional growth, encourage team teaching, and provide constructive feedback on the use of teaching strategies.

According to Day and Sammons (2016), teachers must participate in ongoing professional development to remain informed on new developments in education and teaching. Headteachers have the responsibilities of managing discipline and student welfare. These include monitoring behavioral expectations, applying disciplinary procedures, and offering assistance to students who are struggling academically or personally. Schools that are well led and with well-established discipline policies tend to have a more positive school climate, better student behavior, or student outcomes

(Marzano, Waters, & McNulty, 2019). In Kenya, involvement with the community and developing partnerships is another important area of headteachers' institutional guidance practices. A school does not function independently. It is a component of a larger system. Headteachers who interact directly with parents, community members, and local businesses often gain further funds and support for their schools. Epstein (2011) notes that community involvement broadens students' educational experiences and improves their development both academically and socially.

Even in Matungulu Sub county, with institutional level guidance purportedly being well defined, headteachers still face myriad challenges. These are inadequate funding, many tasks to accomplish, policy shifts, and a wide range of student requirements. Citing Fullan, "these demands are strongly bound to the context teachers work in, and therefore, they need to be flexible, strong, and creative in the ways they deal with them" (2014). Regardless, there is still much work to be done to explore how the specific practices of headteachers' guidance impact the implementation of CBC design.

#### **2.1.6 Headteachers' Institutional Coaching Practices and CBC Implementation**

The coaching function of heads of schools is also credited with aiding teachers to progress in their careers. According to Linder and Eyal (2017), heads of schools are to be involved in designing the professional development activities of the teachers (staff within the limits of their understanding and managing learning and development processes). The teacher's growth plan is supposed to be articulated at every stage of the professional career cycle considering the choices and needs of the teacher. Following such considerations, school leaders are given the mandate of accomplishing, supporting, and working with teachers around the professional development activities at their workplaces.

In a bid to foster learning among teachers, the school heads are legally mandated to create an environment at their institutions (Awodiji & Charity, 2020). This involves supporting teachers' learning by funding the experiments that they propose, the results that they intend to achieve, as well as subsidizing the new learning that is being implemented. Professional development in practice means adding a number of activities that have to be performed in a set way to achieve a particular output or outcome. Instructors' lack of professionalism can be attributed to ineffective coaching, which further, underscores the necessity of more effective coaching. In other words, Vanblaere and Devos (2017) claim that school administrators must master coaching in order for teaching to be conducted in a productive and propitious manner.

Heaton (2016) reported that school administrators assist teachers in developing the skills that are required for adequate instructional practice. Heaton, for example, suggested that educational coaching has experienced a relatively uninterrupted expansion for over ten years now. Similarly, van Nieuwerburgh (2012) conducted a study in New Zealand and Australia, which showed that educational institutions at the school, college, and university levels have been implementing coaching programs aimed at improving learner outcomes. Many studies emphasize the notable effects generated by headteachers' coaching on the implementation of CBC. As an example, Hattie (2019) is cited as asserting that leadership that includes defining objectives and goals, giving feedback, and encouraging teamwork enhances the effectiveness of CBC.

Furthermore, Robinson, Lloyd, and Rowe (2020) describe that leadership geared towards instructional domains is more impactful in relation to student performance as opposed to other types of leadership. Effective coaching includes goal-setting, reflection, and solving ethical problems in groups. Coaching programs that integrate these elements, as described in a study by Kraft, Blazar, and Hogan (2018), result in

meaningful changes to teaching and improved educational outcomes. Furthermore, the use of data-informed decision-making coupled with feedback systems emerges as important for coaching within the framework of CBC. The textbook also presents case studies from different educational settings that illustrate the rich possibilities of implementing CBC through headteachers' coaching practices. A case study from Kenya, cited by Orodho, Waweru, Ndichu & Thinguri (2013), provides evidence of the impact of headteachers' Participation in professional learning communities (PLCs) and their active coaching on teacher competencies and CBC outcomes.

These ideas are also supported by a study conducted by Wang, Spalding, Odell, Klecka, and Lin (2020) in Matungulu Sub-county that underscores the importance of nurturing a school's culture that welcomes change and innovation. The authors highlight the role of headteachers in directing the shift toward CBC and its subsequent maintenance through these case studies. As noted in Wang et al (2020), effective coaching practices focused on collaborative reflection and data use are critical to closing the gap between the intended curricula and the enacted curricula. Nonetheless, there is still much to be accomplished since Wang et al (2020) along with other reviewed studies have not explored the particular coaching strategies utilized by school principals and their impact on the implementation of CBC in public primary schools.

## **2.2 Theoretical Literature Review**

This study operated using two theories. These were systems theory and curriculum implementation theory.

### **2.2.1 The Systems Theory**

For the purposes of this research, Luhmann's (2004) the open systems theory (OST) will be utilized.

The open systems theory will view an organization as a composite of parts that are unified into a whole comprising a self-sufficient system consisting of specialized sub-units which perform particular interrelated functions and roles. Every component of the organization as system is related and interdependent. As an organization a school function as an open system, which means it continuously interacts with the environment; thus, it is undergoing unending change and continuous improvement. So, as Luhmann (2004) argues, the proposition is valid in a school which is organized as an open system because, a school receives stimulus from its environment.

Meaning, students from the broader societal scope come to the school with a particular set of beliefs, an image of self, and aspirations but undergo transformation as a result of the educative processes he or she interacts with during his or her stay in the school through the headteachers' and teachers' institutions. As Luhmann (2004) argues, the relationship of school managers to teachers as well as learners and other relevant parties includes supervision activities which are conducted in schools to monitor if teaching and learning occurs in a well-ordered environment. Luhmann (2004) states that an effective organization also seeks to rational adapt and incorporate shifts in the external environment in order to manage the school optimally.

Within the scope of this research, some of the shifts could be defined as changes in policies, policy guidelines and legislative changes that call for a swift response from schools in order to implement a competency-based curriculum designed to enhance learner competencies. In order to realize the aforementioned goals, the open systems theory emphasizes the importance of primary school head's leadership which include but are not limited to the funding and building the teachers' capacity, supply of instructional materials, participation of essential constituency like the parents, and the active participation of other schools' leaders.

Due to the relevance of Luhmann's (2004) Theory, it is noted in this study that to achieve the educational objectives of a competency-based curriculum, the headteachers' institutional framework inter alia must mobilize resources, ensure that there are sufficient trained teachers, appropriate curriculum materials, meaningful parental participation, support by head teachers, etc.

### **2.2.2 The Curriculum Implementation Theory**

This research was guided by the curriculum implementation theory developed by Bobbit (1918). He proposes that a curriculum ought to be designed to develop learners for their responsibilities in a forthcoming industrialized society. He suggests that teaching traditional subjects should give way to more socially demanded subjects. In his proposition, a curriculum must be designed around the requirements of a person and the new industrial society. It further emphasizes that people ought to be taught to the extent to which their skills will be used on the job, thus calling for early specialization in education for boys and girls. To this effect, Bobbit formulated five stages for the preparation of curriculum. The first stage is classifying human experiences into broad areas. Then, the second stage also divides these areas into more specified activities.

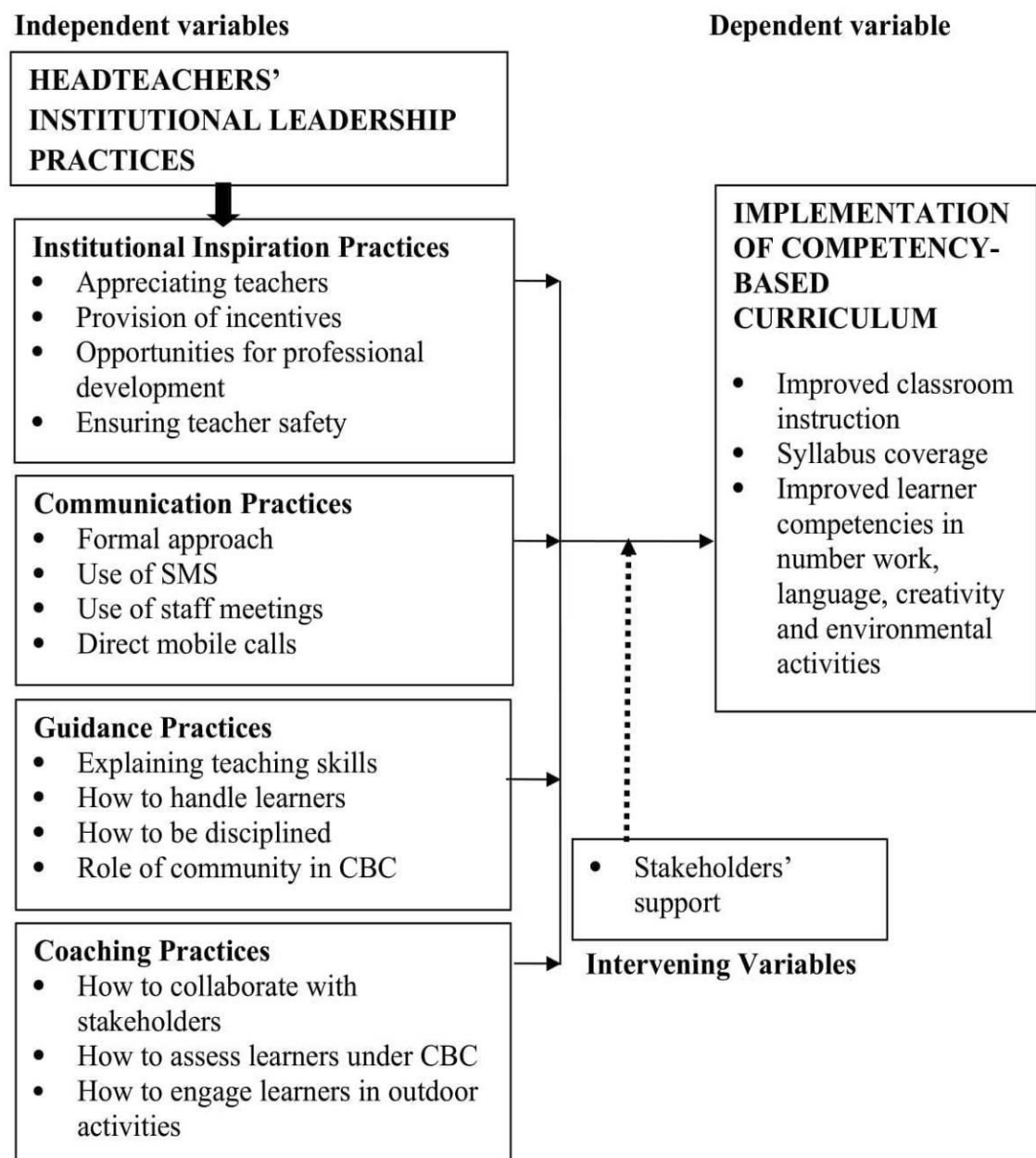
The third step concentrates on allocating the necessary competencies to carry out the activities to set the objectives. In the fourth step, the objectives are selected which will guide planning activities for the learners. Then, the fifth step is to design activities, experiences and opportunities to be performed in order to achieve the objectives. In 1918, Bobbit opposed the use of formal school subjects and testing. He favored that schools should scientifically determine what services to provide society. In this research study, the theory supports curriculum execution by analyzing learner's

strengths, weaknesses, needs and preferences. It also suggested that there is a need to change instructional approach based on learners' levels of achievement, competencies, and mastery on subjects and tests on the given subjects.



### 2.3 The Conceptual Framework

The conceptual framework developed was based on headteachers' institutional leadership practices such as headteachers' institutional inspiration, communication guidance and coaching practices which were the independent variable. The dependent variable was the CBC implementation within the public primary schools. Stakeholders' support, portrayed by the intervening variables, is displayed in Figure 1;



**Figure 1: The Conceptual Framework**  
**Source: Researcher (2025)**

## **2.4 Research Gaps**

From the literature review, it is obvious that the achievement of a competency-based curriculum is closely tied to the practices of the institution's head teacher leadership. This is so because of the headteachers' ability to drive, communicate, motivate or even coach the teachers. However, the review noted some gaps in scholarship. For example, concerning headteachers' institutional inspiration practices, far more was done after Kieti et al (2017), like many other studies reviewed, was unable to show how the various headteachers' inspirational practices foster the CBC.

With respect to the documented works of David (2022) and other relevant literature, there is a clear gap related to the effect of particular public relations institutional communication techniques on public primary school curriculum based on competency teaching and learning in public primary schools. There is a gap on the effect of specific head teachers' institutional directive practices on implementation of CBC as dealt with under head teachers' institutional directive practices and CBC. Kalunde (2023) and other reviewed works show a gap on the effect of specific coaching head practices on implementation of CBC, as dealt with under head teachers' coaching practices. These were the research gaps which this study strove to fill.

## **2.5 Summary of Literature Review**

It emerges from the literature that headteachers' institutional leadership practices are critical in the implementation of the CBC in public primary schools. This is because they determine how school heads carry out their daily management chores. Nonetheless, considering the numerous challenges which undermine the implementation of CBC in public primary schools, a lot would still need to be done in trying to assess the level to which particular practices styled as management and administration influence implementation processes, hence this study.

## **CHAPTER THREE**

### **RESEARCH METHODOLOGY**

#### **3.0 Introduction**

This chapter explains the research methodology that was applied to undertake the study. It emphasizes the methods of research, the geographic area of interest, the study population, sample size, sampling methods, research tools, piloting of the research tools, their reliability and validity, techniques for data collection, data analysis, and the logistics and ethics of the study.

#### **3.1 Research Methodology**

The study used mixed methodology which employs both quantitative and qualitative methods. This integrated approach was appropriate because both types of data, quantitative and qualitative, needed to be collected, analyzed, and interpreted in a single study. In this case, the researcher used qualitative and quantitative approaches that worked well together to strengthen the findings. Quantitative methods, according to Creswell (2014), focus on specific questions propounding which measurable data is collected from a large sample. In this instance, the data was collected using questionnaires. Simultaneously, qualitative data were obtained through the opinions of participants and gathering information that was mainly verbal from the participants. This data was collected through interviews.

#### **3.2 Research Design**

The study adopted a mixed methods triangulation research design as it is a one- phase design, which means the researcher used quantitative and qualitative methods simultaneously within the same period and to the same extent. This approach was appropriate since there were no interactions among respondents filling the questionnaires and those being interviewed, resulting in validated and corroborated

findings. In Creswell's (2014) words, there is a need to separately, but concurrently, collect and analyze qualitative and quantitative evidences so that a researcher can understand the problem at hand. The two data sets were integrated through triangulation. This design was also suitable for this study because it allowed the researcher to gather quantitative and qualitative data. Under this design, the data that described events was collected, organized, tabulated, depicted, and described. This was also accompanied by in-depth and narrative portrayals of a few selected cases.

### **3.3 Location of Study**

The study was conducted in Matungulu subcounty of Machakos County. As estimated as of 2019, the sub-county has a population of approximately 161,557 persons and encompasses the area of 581.4 km<sup>2</sup>, translating to a population density of 278 persons per km<sup>2</sup> (KNBS, 2019). Matungulu Sub-county's main economic activities are trade and subsistence agriculture. However, implementation of the CBC in public primary schools has not progressed as intended. Learners in public primary schools continue to exhibit subpar learning outcomes and competencies in foundational skills such as numeracy, language, creativity, life skills, and more. CBC implementation was still at a rudimentary level according to a NASMLA report (2020) since only 19.4% of learners demonstrated enhanced communicative competency, while foundational work document activities were soberly low with only 11.9%, and mastery of essential life skills was 16.3%. In essence, mastery of these concepts in the CBC framework by learners in public primary schools was lingering well below expectations, thereby necessitating the focus on Matungulu Sub-county as the study's site.

### 3.4 Target Population

Matungulu Sub-county has a total of 84 public primary schools, thus making the target population 1460 respondents comprising 84 headteachers, 1371 primary school teachers, and 4 Curriculum Support Officers (CSOs) as per table 1.

**Table 1: Target Population of the Study**

<b>Respondents</b>	<b>Target Population</b>
Headteachers	84
Teachers	1371
Curriculum Support Officers (CSOs)	4
<b>Total</b>	<b>1459</b>

**Source: Matungulu Sub-county Education Office (2025)**

### 3.5 Sampling Procedures and Sample Size

In order to achieve the sample size proportional to the objectives of the study, the researcher used Yamane's Formula. This was appropriate for this research since it provided an exact and definitive sample size which was highly representative based on the formula's reliance on the target population and high confidence level. This was implemented as follows:

$$N_0 = \frac{N}{1 + N(e^2)}$$

Where,  $N_0$  = desired sample size at 95% confidence interval

$N$  = Target Population

$e$  = Confidence level of 5% (decimal equivalent is 0.05)

Thus, desired sample was:

$$N_0 = \frac{1460}{1 + 1460(0.05)^2}$$

$$N_0 = 312 \text{ respondents}$$

Stratified sampling was implemented to develop four different strata relative to the number of zones in Matungulu Sub-county. From each zone, five (5) headteachers were selected through purposive sampling. As Creswell states that “with purposive sampling, the aim is to capture as much variation as possible about the case in the setting to refine that which is emerging about the case” (2014). All the Curriculum Support Officers (CSOs) were also purposively considered for the study. Regarding the teachers, a total of 72 were selected from each zone using simple random sampling so as to eliminate bias. Using this procedure, a sample of 20 headteachers, 288 teachers, and 4 Curriculum Support Officers (CSOs) were selected as presented in Table 2;

**Table 2: Sampling Grid**

<b>Categories</b>	<b>Target Population</b>	<b>Sample Size</b>	<b>Sampling Techniques</b>
Headteachers	84	20	Purposive sampling
Teachers	1371	288	Simple random sampling
Curriculum Support Officers	4	4	Purposive sampling
<b>Total</b>	<b>1459</b>	<b>312</b>	

**Source: Researcher (2025)**

### **3.6 Research Instruments**

These are tools, such as the questionnaire for teachers and the interview guide for headteachers and Curriculum Support Officers (CSOs), that helped in collecting data pertaining to specific thematic areas of the research objectives. There was also a document analysis guide for the researcher.

#### **3.6.1 Questionnaire for Primary School Teachers**

The researcher applied a questionnaire with closed-ended questions to collect quantitative data from primary school teachers. According to Morse (2010), a questionnaire is a research instrument consisting of a series of questions and other

prompts for the purpose of gathering information from respondents, typically designed to allow for statistical analysis of the responses. The questionnaire was divided into two sections. The first section consisted of information on respondents' demographic profiles. The second part included questions based on the research objectives, which used a 5-point Likert Scale.

### **3.6.2 Interview Guide for Headteachers and Curriculum Support Officers**

The researcher employed structured interviews with open-ended questions to the headteachers and Curriculum Support Officers (CSOs) to obtain qualitative data. According to Kothari (2005), interviews aim to ascertain the meanings of principal concepts of a study. Thus, the principal task during an interview is to try and comprehend the meaning of what the interviewee expresses. In this instance, interviews were appropriate as they helped the researcher capture the perceptions of respondents regarding the head teachers' institutional leadership practices and the impact of each practice on the implementation of CBC in public primary schools. Simply put, the interviews allowed the researcher to gather information that was deep and relevant to all the research objectives.

### **3.6.3 Document Analysis Guide for the Researcher**

For this research, the document analysis guide constituted primary data which was used to triangulate the opinions of various participants concerning the study objectives. Here, the researcher conducted an analysis of the school documents to determine the degree to which primary school students demonstrate varying levels of skills and knowledge as evidenced in the CBC rubrics.

## **3.7 Piloting of Research Instruments**

As stated by Kothari (2005), a pilot sample should constitute 10% of the study sample (10.0% of 312).

Thus, the piloting of research instruments was carried out with 32 respondents drawn from a sample of public primary schools from Matungulu Sub County. The objectives of piloting included assessing the clarity, relevance, and appropriateness of questions formulated, as well as the language used. The results of the piloting of instruments were also used to pretest the research instruments in order to validate and ascertain their reliability. It also anticipated the problems or challenges the respondents encounter such as interpretation while filling the questionnaires and time management for the data collection. Preliminary interviews were conducted to ensure that all questions elicit the intended responses and that a sufficient variety of answers would be obtained, which aided the researcher in determining which aspects required modification. The students that took part in the pilot study were not included in the main study so as to minimize bias within the sample.

### **3.7.1 Validity**

For the purpose of validating the research instruments, the university's supervisors as well as other specialists in educational management were enlisted for other provided expert validation. The suggestions made subsequently were incorporated into the study regarding the validity of conclusions, which Kothari (2005) cites as an oversight. This is what Kothari (2005) highlights comments, views, and suggestions form vital contributions towards revision of test items in the instruments. Here, the researcher analyzed the research instruments in terms of item relevance to identify what items were ambiguous and unclear. In order to make sure the intended respondents understood the questions, those perceived to be ambiguous were restated. Such instruments were enhanced by changing vague questions to clearer alternatives.

### **3.7.2 Reliability**

The reliability of the test items was established using the test-retest technique. The test items were given to one group of respondents two times. Reliability of the index for the two sets of scores was set using the Cronbach Alpha Method. The more the Cronbach Alpha Coefficient approximates to 1, the greater internal consistency of the test items in the scale. In this case the study obtained  $r = 0.725$  as the reliability coefficient which indicated high internal reliability and therefore was acceptable. This is because, in Kothari's (2005) words, "any Cronbach Alpha value between zero and one signified high internal consistency."

### **3.7.3 Credibility**

Only the participants and the readers, through data triangulation with multiple analysts, gauged the credibility of the findings, so measuring accuracy was done employing multiple evaluators. For credibility, Creswell (2014) argues it deals with how believable the claim of the results is, especially in researching results relayed through the depth and richness of the data gathered, not necessarily the volume of data collected.

### **3.7.4 Dependability**

In this study, participants implemented an elaborate audit trail in every step of the qualitative data collection process to document every detail as a means of achieving dependability, careful documentation of all steps taken enabled other researchers to duplicate the study and reach the same findings. Kothari (2005) states that dependability validates the consistency of the research. This was measured by the standard with which the combined processes of conducting, analyzing, and presenting the research were carried out.

It was because the interpretation and presentation of the data was done meticulously and each process being detailed at each stage for other researchers to follow and attain the same outcomes.

### **3.8 Data Collection Procedures**

Upon undertaking this study, the researcher obtained an introductory letter from The School of Postgraduate Studies of Mount Kenya University and Authorization Letter and Research Permit by National Commission for Science, Technology and Innovation. The researcher applied for an authorization letter from the County Commissioner and County Director of Education, Machakos. The researcher later scheduled appointments with the respondents for the purpose of administering questionnaires and interviewing them in order to collect necessary data for the study. With the aid of a trained research assistant, the respondents were administered questionnaires for quantitative data collection. The trained research assistant had undergone three days of training regarding the questionnaire contents. The researcher ensured the filled questionnaires were collected and secure for data analysis. In the same breath, the researcher performed interviews with headteachers and Curriculum Support Officers (CSOs) alongside document analysis.

### **3.9 Data Analysis Procedures**

As far as data analysis is concerned, it commenced with the identification of core themes. Relevant data pieces were segmented into phrases or sentences that encapsulated a singular particular thought. Responses given to close ended questions were grouped and labelled. The information received concerning one close-ended question was analyzed to determine the number of times participants in a sample gave a particular answer. Counts of the numerous responses that were received were calculated so that information could be extrapolated from the various respondents to

testify about the general tendency of the findings about several variables that were investigated. The results of the study's tables were analyzed quantitatively.

### **3.10 Ethical Considerations**

Ethics is a specific and systematic consideration where there is supposed to be informed consent and confidentiality of what data the participant will give and the information that they will provide.

#### **3.10.1 Confidentiality**

The given private details of individual respondents will be kept to any reasonable level of confidentiality execution. It was assured that no identifying mark or signature would be exhibited on the report that could link them to specific responses in/outside the work. Because confidentiality was claimed, the respondents were assured information provided would only be used for the stated purpose.

#### **3.10.2 Anonymity**

Bounded by the assumption, the respondents have no identity for whom so ever, be no individual name that is allowed to explain for a or an alone. Furthermore, there is no email or telephone addresses belonging to author or a independent, assert have the authorities.

#### **3.10.3 Informed Consent**

Researcher explained to the respondents the nature and purpose of the research, as well as the data collection procedures, to ensure that participation was voluntary. The respondents provided consent, signing the informed consent documents as required in (Appendix II).

#### **3.10.4 Mien and Decorum**

In this instance, the researcher was carefully dressed and behaved appropriately. The investigator acted socially acceptable, according to claim of proper conduct, observing the etiquette norms for behavior in the investigation field.

#### **3.10.5 Intellectual Ownership and Plagiarism**

Confirming the originality of the work, the researcher subjected the project to TURNITIN which showed a 15-20% resemblance index of plagiarized content.

#### **3.10.6 Storage of Data Collected**

The unprocessed data that had been collected was stored in an orderly fashion for easy access. Analyzed data was printed and filed, while digital copies were saved on CDs and flash drives.



## CHAPTER FOUR

### RESEARCH FINDINGS AND DISCUSSIONS


#### 4.0 Introduction

This chapter outlines the results of the study. For the purpose of clarity and coherence, it is structured according to the four research questions that the study intended to investigate. However, in the first section, the information about the respondents is presented since it is relevant for understanding the context of the data they provided.

#### 4.1 Response Rate

A total of 288 questionnaires were distributed to teachers in this research and 280 were completed and returned. Similarly, the researcher conducted interviews with 16 headteachers and 4 Curriculum Support Officers. The response rates are summarized in Table 3.

**Table 3: Response Rates**



<b>Respondents</b>	<b>Sampled Respondents</b>	<b>Those Who Participated</b>	<b>Achieved Return Rate (%)</b>
Headteachers	20	16	80.0
Teachers	288	280	97.2
Curriculum Support Officers	4	4	100.0
<b>Total</b>	<b>312</b>	<b>300</b>	<b>96.2</b>

**Source: Field Data (2025)**

As displayed in Table 3, head teachers had a response rate of 80.0% while teachers had a response rate of 97.2%. In contrast, Curriculum Support Officers (CSOs) participated in the study, resulting in a perfect response rate of 100.0%. This brought the average response rate to 96.2%. As per Creswell's suggestions captured in 2018, anything above 75.0%, with 75.0% as a benchmark, is deemed acceptable. This data was critical as it helped the researcher to make assumptions about the outcome of the study in relation to the target population.

## 4.2 Respondents' Demographic Information

The demographic details collected from the respondents included age, gender and level of education which were necessary to capture. This is vital because this variable could enhance or impede the credibility of the information provided about the research objectives.

### 4.2.1 Gender of the Respondents

Data on the distribution of the respondents according to gender was captured and is presented in Table 4.

**Table 4: Distribution of the Respondents by Gender**

Gender	Headteachers		Teachers		Curriculum Support Officers	
	f	%	f	%	f	%
Male	11	68.8	88	31.4	1	25.0
Female	5	31.2	192	68.6	3	75.0
<b>Total</b>	<b>16</b>	<b>100.0</b>	<b>280</b>	<b>100.0</b>	<b>4</b>	<b>100.0</b>

**Source: Field Data (2025)**

As shown in Table 4, over two-thirds, 11(68.8%), of the headteachers were male while 5(31.2%) of them were female. Nonetheless, the majority of primary school teachers, 192(68.6%), were female while males numbered 88(31.4%). In the same fashion, three-quarters, 3(75.0%) of Curriculum Support Officers (CSOs) were female while their male counterparts were 1(25.0%). Such data indicate that there was sufficient gender balance at all levels of the study and that the extent to which headteachers' institutional management practices affect the CBC implementation in primary schools is a matter of interest to both male and female respondents. This means that the information on the gender of respondents is important because gender information enables researchers to evaluate whether male and female headteachers acted differently because of institutional practices and decisions, which through the adoption

of various curricula, may not be uniformly instituted or executed. This supports West's (2020) assertion that gender is one of the main determinants of educational processes and outcomes. With gender as a variable, researchers can show whether there are differences in how male and female students, teachers, or administrators perceive and participate in the curriculum. School practices such as teaching, providing of learning materials, and administration of the school resources may be differently facilitated, based on the students' gender. For instance, a teacher may take a more compassionate approach to a female student, unlike a male student thus applying a mixed pedagogy, potentially impacting the effectiveness of the self-explanatory, inclusive, and student-focused curriculum. Such methodologies help answer questions about curriculum inclusivity as well as its usability for different genders, allowing researchers to ascertain whether some practices bias disable one gender.

Furthermore, gender stereotypes are spreading across the cultures resulting in passivity towards active participation in class which significantly sways learning and intellectual productivity, as well as engagement with the materials. The gap in male and female attainment heightens with each researched solution; thus, understanding these patterns deepens the required change necessary pointing to a change where everybody benefits equally, ensuring gender equity in educational changes. Therefore, using gender data ensures that there is no gender bias or discrimination, thus equity incorporated in findings, fostering institutional change.

Addressing gender disparities allows the effective child-centered policies such as critiqued competency-based curriculum to be integrated into school systems alongside supportive educational leadership structures.

#### 4.2.2 Education Level of the Respondents

The research also sought to establish the education level of the head teachers and teachers alongside parents who actively participate as school advocates. These findings are presented in Table 5;

**Table 5: Respondents' Level of Education**

Level of Education	Headteachers		Teachers		Curriculum Support Officers	
	f	%	f	%	f	%
Certificate (P1)	0	0.0	14	5.0	0	0.0
Diploma	5	31.3	154	55.0	0	0.0
Bachelors' Degrees	8	50.0	84	30.0	3	75.0
Postgraduate	3	18.7	28	10.0	1	15.0
<b>Total</b>	<b>16</b>	<b>100.0</b>	<b>280</b>	<b>100.0</b>	<b>4</b>	<b>100.0</b>

**Source: Field Data (2025)**

Table 5 shows that half, 8(50.0%), of the headteachers had Bachelors' Degrees, 5(31.3%) had Diplomas whereas 3(18.7%) had postgraduate qualifications. However, most of the teachers, 154(55.0%), had Diplomas, 84(30.0%) had Bachelors' Degrees, 28(10.0%) had postgraduate qualifications whereas a paltry 14(5.0%) had certificate qualifications (P1). However, three-quarters, 3(75.0%), of the Curriculum Support Officers had Bachelors' Degrees whereas a quarter, 1(25.0%), had postgraduate qualifications. This information was crucial the level of education serves as an important demographic factor that can shape an individual's understanding of curriculum design, pedagogical approaches, and instructional strategies.

Teachers and administrators with higher educational qualifications are more likely to have a deeper knowledge of contemporary educational theories and curriculum frameworks, which may positively influence their ability to implement a competency-based curriculum effectively.

Furthermore, education level can impact the ability of respondents to adapt to new teaching methodologies. For instance, educators with advanced degrees may be more equipped to engage in professional development opportunities and apply innovative teaching techniques, while those with lower levels of formal education might face challenges in understanding and applying complex educational reforms. This supports the assertions of Breen and Kelleher (2016) that collecting this data also allows researchers to identify potential gaps in training or knowledge among educators, informing targeted interventions to support those in need.

Additionally, by understanding the relationship between education level and curriculum implementation, policymakers can design more effective programs and resources to ensure successful adaptation of competency-based curricula in primary schools. This data is essential for making informed decisions about improving educational practices and outcomes. In other words, this information reveals that the respondents had basic education which reinforced the expectations that they were competent to respond to questions on the extent to which headteachers' institutional leadership practices influence implementation of competency-based curriculum in primary schools.

#### **4.3 Status of Implementation of Competency-based Curriculum in Public Primary Schools**

The research aimed to evaluate the extent of execution of a competency based curriculum in Matungulu Subcounty public primary schools. This was done through reviewing records of learners' competencies in basic achieving rudimentary benchmarks in central skill areas like advanced language proficiency, creativity, and fundamental lifeskills including environmental awareness and survival strategies. Results are shown in Table 6;

**Table 6: Status of Implementation of Competency-based Curriculum in Public Primary Schools**

<b>Manifestation of Learning Competencies</b>	<b>Exceeding Expectations</b>	<b>Approaching Expectations</b>	<b>Below Expectations</b>
	<b>%</b>	<b>%</b>	<b>%</b>
Learner competencies in number work skills such as number recognition, ordering and basic operations	31.3	17.9	50.8
Learners can undertake language tasks such as reading, writing and oral activities	29.5	20.5	50.0
Competencies in creativity activities such as drawing, coloring, etching, painting and pattern formation	45.5	25.9	28.6
Learners can undertake tasks in essential environmental or life activities	33.8	27.3	38.9

**Source: Field Data (2025)**

According to Table 6, almost one third (31.3%) of learners are proficient in basic numeracy skills such as recognizing and ordering numbers and performing simple calculations which is above expectations, 17.9% are at approaching expectations, while a little over half (50.8%) fall below expectations. Following this trend, only 29.5% of learners exceed expectations in language skills which include reading, writing, and speaking. Additionally, 20.5% are at approaching expectations, while about half (50.0%) of learners perform below expected proficiency in language skills.

Table 6 also highlights the fact that 45.5% of primary school learners demonstrate creativity skills such as drawing, coloring, etching, painting, and pattern formation, exceeding the learning expectations. While 25.9% of learners fall within the expected range, 28.6% of tracked students fall below the expectations. For basic environmental and life skills, slightly more than one third (33.9%) of primary school learners are able to perform tasks considered fundamental for these skills.

Furthermore, 27.7% meet expectation, whereas 38.4% fall below expectations. These results corroborate the findings of a report by NASMLA National Assessment System for Monitoring Learning Achievement (2020) which revealed that the execution of CBC is at a lower level as only 19.4% of learners in lower primary schools in Matungulu Sub-county demonstrate improved communicative and literacy skills, 11.9% can perform mathematical activities, while only 16.3% have mastered life skills such as leadership and team building. This reveals that, regardless of the attempts made by different stakeholders to enhance the learning results of children in public primary schools, the implementation of CBC still faces numerous hurdles, with the majority of primary school learners performing poorly in fundamental learning areas under CBC, such as basic numeracy, language, creativity, and essential environmental or life skill activities.

#### **4.3.1 Thematic Analysis**

During the interviews, the headteachers and CSOs voiced out their concerns that quite a number of teachers appear not to complete a specified syllabus within the time allocated, which results, in the eyes of many learners, in unsatisfactory performance in important thematic areas of the CBC. Headteacher, H1, remarked:

*In my former primary school, there is a broad consensus that teachers do not seem to adhere to syllabi within the specified deadlines. There are times when learners are 'schooled' in what is nominally 'schooled' for 'satisfying' a syllabus. This seriously hurts the learning outcomes of public primary schools.*

From what has been presented to me, it appears that primary school children face the greatest difficulty with number work tasks such as counting, number recognition, as well as addition and subtraction. Here is my summary of what I have observed:

*A large number of primary school learners are able to see and identify numbers on cards. However, adding and subtracting the numbers is beyond their capability, let alone informing one of the basic numbers. The researcher noted that the most class primary school learners have a problem articulating. For instance, they were unable to read, write, pronounce certain words, or even describe the meanings of words.*

From the qualitative findings gathered with the headteachers and primary school teachers, the researcher noted that a good number of primary learners have adequate creativity. They could colour shapes, make patterns, draw diagrams, and do crayon etching with little effort. These qualitative impressions, from the quantitative results, also indicate that primary school learners somehow seem to show persistently low achievement in the fundamental skills of basic mathematics and language, even though their creativity and innovation skills, which are remarkable, are evident.

#### **4.4 Headteachers' Institutional Inspiration Practices and Implementation of Competency Based Curriculum in Public Primary Schools**

The study sought to assess the impact of headteachers' institutional inspiration practices on the use of competency-based curriculum in public primary schools. Data of a descriptive character was gathered and as noted before is shown in Table 7 together with other results from the teachers.

**Table 7: Teachers’ Views on the Influence of Headteachers’ Institutional Inspiration Practices on Implementation of Competency-based Curriculum in Public Primary Schools**

Test Items	Ratings				
	SA %	A %	U %	D %	SD %
In public primary schools, headteachers rarely appreciate teachers which has slowed CBC implementation process	51.8	11.5	5.8	5.8	25.1
Headteachers rarely provide incentives as a way of encouraging teachers to improve CBC implementation	54.0	14.4	5.8	11.5	14.4
Headteachers rarely accord teachers opportunities for professional development which has not inspired teachers to implement CBC	57.6	9.4	7.2	9.4	16.4
To implement CBC effectively, headteachers have rarely ensured teachers’ safety at school	48.2	8.6	5.8	20.9	16.4
Inspiration practices adopted by headteachers have not enhanced CBC implementation	66.5	11.3	3.3	5.4	13.5

**Source: Field Data (2025)**

The statistics presented in the table indicate that 145 (51.8%) of the teachers perceived as headteachers of public primary schools ‘rarely appreciate teachers’ work which has slowed down the CBC implementation process’ as an appreciative explanation and so did 324 (11.5%) who merely agreed. It further shows that 17 (5.8%) were in the neutral category, 17 (5.8%) disagreed, while 71 (25.1%) strongly disagreed. The data also shows that somewhat more than half, 152 (54.0%) of the teachers surveyed believed that headteachers do not give any incentives and, therefore, do not encourage teachers to enhance CBC implementation, although 41 (14.4%) reasonably accepted those arguments. However, 17 (5.8%) were in the neutral category, 33 (11.5%) disagreed, whereas 41 (14.4%) totally disagreed. These findings align with the findings of a study conducted by Nyaga, Mwangi and Kamau (2020) which also noted that 68% of the teachers surveyed acknowledged feeling undervalued reported that their CBC trainings and class activities lacked motivation were infrequently endorsed

by their headteachers. Additionally, the report published by the Education Policy Research Institute (2021) reaffirmed that giving appreciation has been qualitatively found to help improve innovative teaching methods which are fundamental of the CBC. Alongside, these findings support the research conducted by Njoroge (2022) who also reasoned that lack of recognition of teacher efforts contributes to the resistance towards change, especially among older teachers. They further justified that when teachers are not appreciated, they tend to report greater levels of emotional exhaustion and greater non-compliance to CBC directives, Kioko, Wanjiku and Omondi (2023). Therefore, these findings emphasize the importance of head teachers' appreciation of the teachers in as much as they seek to implement CBC in schools.

The study results further show that teachers who strongly agreed that headteachers rarely give teachers due recognition as furnished with opportunities for professional development which has not inspired teachers to implement CBC, stood at 162 (57.6%), while 27 (9.4%) agreed. 21 (7.2%) opted for the undecided position, 27 (9.4%) voted disagreed while 46 (16.4%) voted strongly disagreed. These findings correspond to the outcome of a study conducted by Johnson, Brown and Kimani (2020) which published in an African education study declared that the limited training teachers were offered was directly related to the resistance to CBC reforms, which was a common feeling among teachers who perceived the policy as unreasonably demanding without sufficient support.

Likewise, the revelation of Patel and Nwankwo (2021) suggested that the lack of administrative support, in particular the limited funding provided by school management, severely inhibits the continual training of teachers and therefore their capability to carry out the needed changes to instructional methods. Further, Ochola alongside Maina and Kariuki (2023) described the effect of leadership regarding

professional development on the role, arguing that head teachers do put effort into teacher development as a result of other pressing factors such as limited funding and overly aggressive curriculum driven performance assessment. This neglect has a negative impact on teacher's motivation and creates fear towards CBC initiatives. Alongside this, Thompson and Li (2022) presented illustrative examples from Asia where regular professional training had powerful positive impacts on teacher's commitment to the curriculum as well as on their program completion fidelity. These headmasters' lack of interest towards proactive instructional professional development planning especially for teachers significantly affects effective and successful centralized pedagogical system implementation.

According to the data, 135(48.2%) of the teachers strongly agreed with the statement that, in order to achieve effective implementation of CBC, headteachers have seldom provided for the safety of teachers at school whilst 25(8.6%) agreed, 17(5.8%) were neutral, 59(20.9%) disagreed and 46(16.4%) strongly disagreed. Most, 187(66.5%), of the teachers strongly agreed with the view that inspiration practices adopted by headteachers have not enhanced CBC implementation whereas only 32(11.3%) agreed. Concurrently, 10(3.3%) were neutral, 16(5.4%) disagreed and 38(13.5%) strongly disagreed.

These findings align with those of Kiptalam and Wabuge (2020) which noted that headteachers, despite their noble role in implementing CBC, have a tendency to overlook teachers' efforts which greatly impedes the CBC progression. Such disregard has contributed to a lack of engagement through lowered morale and disillusionment among teachers, leading to ineffective CBC implementation. Gikunda (2021) also noted that the absence of teacher recognition from headteachers has left many teachers unmotivated and unwilling to work towards the curriculum's intended objectives.

Increasingly, headteachers not offering recognition of any type as stepping stones to encourage better CBC implementation with teachers worsens the situation even further. Kiptalam and Wabuge's (2020) research highlights that the lack of rewards or incentives for professional advancement has given rise to a perception of being undervalued stranded among teachers. Routinely, teachers do not undertake responsibilities beyond the minimum requirement without incentives, which severely stagnates the CBC adoption rate. Munyua (2019) also reported that headteachers fail to provide adequate professional development, which motivates teachers to implement CBC. Munyua (2019) emphasized that absence of targeted professional development frameworks curtails the ability of teachers to transition with the new curriculum seamlessly.

Teachers face problems when workshops and specialized training programs are not offered on a continuous basis, resulting in poor self-guided CBC implementation. This supports Kiptalam and Wabuge's (2020) emphasizes that the supervision a teacher is given remains a neglected domain by headteachers while it is fundamental for effective CBC execution. Kiptalam and Wabuge (2020) argued that teachers need not concern themselves with emotional or physical safety thus focusing on the performance of their teaching duties in the case where and there is a safe workspace. Neglecting to provide teachers with safety has created a hostile work environment which has further exacerbated the stagnation of the CBC in schools.

This endorsement validates the necessity for more active headteacher involvement regarding the appreciation, incentivization, career development, and occupational safety of teachers in order to facilitate CBC integration. In other words, despite the inspirational measures taken by the headteachers, it indicates that the objectives of CBC strategies have not been fully met.

While numerous participants introduced motivational measures in the form of workshops, training sessions, and collaborative learning, these strategies have not yielded meaningful advances in the CBC implementation.

#### 4.4.1 Inferential Analysis

In order to check the impact of headteacher’s institutional inspirational strategies on the implementation of competency-based curriculum, data was collected from 16 headteachers of the selected primary public schools to assess how often (Very Often = 5, Often = 4, Sometimes = 3, Rarely = 2, Never = 1) they motivate their teachers and the mean levels of competencies among grade III learners in 2023 national assessment averaged in terms of Below Expectations = 1, Approaching Expectations = 2, Meeting Expectations = 3, and Above Expectations = 4) as presented in Table 8:

**Table 8: How Often Headteachers Motivate Teachers and Implementation of CBC Public Primary Schools**

How Often Headteachers Motivate Teachers	Levels of Competencies among Grade III Learners in 2023 National Assessments
1	3
3	2
2	4
3	2
3	2
5	4
2	2
2	1
5	4
3	3
4	2
5	4
4	3
5	4
4	3
2	3

**Source: Field Data (2025)**

Table 8 indicates the extent to which the motivation of headteachers toward their employees impacts the national assessment performance of learners. In simpler terms,

headteachers who motivate or inspire teachers seem to have learners in primary schools display greater skills as comprehensively evaluated in national assessments, as CBC intends. Results portrayed in Table 8 were analyzed using Pearson Product Moment Correlation Analysis, the findings of which are presented in Table 9:

**Table 9: Relationship between Headteachers’ Institutional Inspiration Practices and Implementation of Competency-based Curriculum in Public Primary Schools**

		Headteachers’ Institutional Inspiration Practices	Implementation of CBC
Headteachers’ Institutional Inspiration Practices	Pearson Correlation	1	.515*
	Sig. (2-tailed)		.041
	N	16	16
Implementation of CBC	Pearson Correlation	.515*	1
	Sig. (2-tailed)	.041	
	N	16	16

\*. Correlation is significant at the 0.05 level (2-tailed).

Table 9 illustrates Pearson’s Product Moment Correlation Analysis which shows a positive correlation between headteachers’ institutional inspiration practices (as done in Public Primary Schools) and adoption of CBC (Curriculum Based Competency) in these schools ( $r(16) = 0.515$ ,  $p = 0.041$  at  $\alpha = 0.05$ ). This suggests that the concern of institutional inspiration practices of headteachers cannot be omitted as their concern becomes essential for CBC implementation and marked by poor performance in national CBC evaluation scales.

These findings, taken together, support the notion that the headteachers are principally important to the education system, more specifically that their practices of institutional inspiration headwise meaningful impacts the execution of Competency Based Curriculum in the schools.

These constructs such as authoritative leadership who encourage staff growth, a positive atmosphere in the school, and the development makes it possible to embrace CBOS. When headteachers motivated their staff by providing appropriate resources and participation, teachers' professionalism toward their works improved. Such positively enhances the CBC implementation as teachers are thoroughly attuned and responsive to the objectives of the curriculum, fully prepared and motivated to deliver the services required. In addition, headteachers who set policies such as foster innovation, allocate resources, and encourage active culture of improvement are more likely to enable an effective transition to CBC. Hence, considering the headteachers institutional inspiration practices, their role is pivotal towards effective and enduring sustainable CBC implementation within the schools.

#### 4.4.2 Thematic Analysis

During the interviews, the headteachers alongside the Curriculum Support Officer decided, however, that teachers are usually celebrated, and their attempts towards effective implementing CBC is often acknowledged. H2 captures this:

*In my primary school, I have gone out of my way to ensure that dedicated teachers are incentivized, and this has made the implementation of CBC far easier.*

These views were endorsed by the CSO representatives who also observed that although there might be scarce resources, diligent and hardworking CBC champions are frequently motivated by incentives. CSO1 advanced further telling that,

*In my region, we have come up with a pool where monetary prizes are provided for teachers who are identified and ranked as the best performers to motivate them to further implement CBC in their respective schools.*

The interviewees did not take the stance which was held by the teachers that headteachers seldom grant teachers professional development opportunities. In fact, Headteacher, H3, noted that:

*In my school, all teachers are given chances for further professional training and development to acquire new instructional skills to enhance the CBC.*

In terms of teachers' safety, the interviewees added that headteachers practically do ensure teachers' safety by counseling them on how to coexist with members of the school community. This was also supported by the CSOs who indicated that a number of headteachers do counsel teachers to keep within the vicinity of the school and also refrain from any actions that will expose them to danger within and outside the school environment. All these conflicting statements illustrate the importance of headteachers' motivational strategies to inspire success with CBC. Like the quantitative data, these views corroborate Kiptalam and Wabuge's (2020) assertion that head teachers, during their CBC management, seem not to appreciate the valuable input of teachers.

Such perspectives corroborate Gikunda's (2021) remark about the failure of the headteachers to appreciate the work of the teachers as one factor contributing to the teachers' lack of zeal and dedication to the curriculum goals. Also, an equally negative impact is caused by the lack of headteacher's instructional leadership to motivate teachers to enhance the implementation of CBC. All in all, these nuanced conclusions underscore that the implementation of CBC, for the most part, has not only been slow but also fraught with numerous difficulties, mostly due to what can arguably be described as insufficient motivational strategies by headteachers. More specifically, they have failed to acknowledge, motivate, teach, or guarantee the occupational safety of the teachers.

#### 4.5 Headteachers' Strategies for Institutional Communication and the Implementation of CBC in Public Primary Schools

The aim of the research was to assess the impact of head teachers' institutional communication approaches on the implementation of the competency-based curriculum in public primary schools. The teachers were given surveys, and all the descriptive information was sourced, analyzed, and merged into broader ideas. This is illustrated in Table 10;

**Table 10: Teachers' Views on the Influence of Headteachers' Institutional Communication Practices on Implementation of Competency-based Curriculum in Public Primary Schools**

Test Items	Ratings				
	SA %	A %	U %	D %	SD %
In public primary schools, headteachers always use formal approach to share information on how to implement CBC	41.1	13.6	7.2	26.6	11.5
Headteachers always use SMS to inform teachers about CBC programmes in public primary schools	50.4	14.4	5.8	20.1	9.3
In public primary schools, headteachers always share information about CBC through staff meetings	48.2	6.5	4.3	14.4	26.6
In public primary schools, headteachers always call teachers directly through their mobile phones to share information about CBC	63.3	12.9	7.2	13.7	2.9
Implementation of CBC has not been successful since communication practices adopted by headteachers are not effective	50.4	10.8	3.6	33.1	2.1

**Source: Field Data (2025)**

Table 10 illustrates that 115(41.1%) of the teachers strongly agreed with the observation that headteachers in public primary schools restrain themselves to a formalistic approach in disseminating CBC implementation instructions, while 39(13.6%) agreed, 21(7.2%) were neutral, 75(26.6%) disagreed and 33(11.5%) strongly disagreed. These findings support Achieng's (2023) assertions where he depicts that headteachers' communication techniques have bearing on the level of preparedness and perception teachers have towards the CBC, reinforcing the need for

clear guidance in the educational environment. County, Kaburu, Lenity, Elias and Mbaka (2024) discuss a similar scenario where lack of communication from leadership is detrimental and creates misinformation in regards to curriculum, formal communication is aimed to solve these problems. Formal communication encompasses staff meetings, training sessions, and written documentation. That problem is addressed by (Shiboko & Mrema, 2024) where information sharing is identified as a gap in the successful implementation of CBC in schools. It's through these methods that delineated parameters and role expectations promote accountability among educators based on (Nkya & Huang, 2021), whose research found organized training sessions more effective in preparing teachers for new curriculum strategies.

Following this line of reasoning, it can be determined that the formal role of headteachers is critical to the improved success of public primary school education initiatives such as the CBC. Most of the teachers, 142(50.4%), submitted that headteachers use SMS to notify teachers of the CBC program in public primary schools while 41(14.4%) accepted this to be true. Nevertheless, 17(5.8%) were neutral, 57(20.1%) disagreed along with 27(9.3%) who strongly disagreed. This supports the claims of County et al (2024) that the importance of Short Message Service (SMS) as a communication medium in public primary schools is growing, especially in the context of headteachers communicating CBC instruction to teachers.

Chepkonga (2023) maintained that the public nature of SMS as a form of technology makes its integration timely as it enables teachers to receive necessary information regarding curriculum changes and trainings as well as instructional methods aligned to the CBC. These findings reinforce the fact that SMS serves not only as an economical communication tool but also facilitates interaction between school managers and teachers, thus, enhancing efficiency.

To put it another way, there has been considerable success in learning institutions that use SMS to notify teachers about training sessions and provide guidance on curricula because these services are tailored to the time and accessibility constraints of teachers. This goes on to suggest that the headteachers sending CBC related SMSs to teachers demonstrates an application of technology which aims at fostering preparedness and fidelity to curriculum to successfully achieve attainment of public primary school system reforms.

During the research, it was noted that an overwhelming number of 135 public primary school teachers (48.2%) claimed that head teachers heavily disseminate CBC information during staff meetings. This was followed by 19 (6.5%) who agreed, 13 (4.3%) who opted for the middle option, 41 (14.4%) disagreed while 75 (26.6%) selected “strongly disagree.” These findings support the arguments made by Klein-Wengel et al. (2021) regarding staff meetings being a forum for disseminating relevant information and the addressing the framework of the curriculum and various problems teachers face in its implementation. In their study, Klein-Wengel et al. (2021) emphasize that the structured feedback mechanisms designed into the meetings augment staff cooperation and facilitate teachers' broader implementation of the CBC.

These findings also support a study conducted in Nairobi County by Ayako, Ngari and Asatsa (2024) who reported that regular scheduled staff meetings at schools enhance information flow and create an environment of ongoing learning and professional development. Sharing successful practices, challenges, and strategies for instructional adaptation is an expectation for teachers which enhances their overall instructional experience (Ayako, 2024). Ayako also states that this form of collaboration is important for ensuring that there is consistency in the implementation of the curriculum which seeks to also develop learners' competencies and skills (Ayako,

2024). The results derived from this study suggest that the implementation of CBC in public primary schools is greatly enhanced by the information dissemination that takes place during staff meetings organized by headteachers. These practices ensure that the teachers have information and the necessary support to enable them to deliver optimally. In Table 10, a total of 178 (63.3%) respondents strongly agreed with the statement that headteachers in public primary schools use mobile phones to call teachers to relay specific instructions concerning CBC. Of this number, 37 (12.9%) agreed, 21 (7.2%) were neutral, 39 (13.7%) disagreed, and 9 (2.9%) strongly disagreed. Furthermore, nearly half, 142 (50.4%), believed that the supervision of the CBC program on primary education was not effective because of the means the headteachers used to communicate. However, 31 (10.8%) agreed, 11 (3.6%) were neutral, and 93 (33.1%) disagreed, and 6 (2.1%) strongly disagreed.

These results highlight that the adoption of CBC has necessitated the use of strategic communication methods to ascertain that teachers understand the objectives and processes of CBC. According to the research, headteachers in public primary schools mostly adopt formal methods of communication to disseminate information regarding the implementation of CBC. These methods comprise staff meetings, SMS, phone calls, and other formal means. Equally, formal communication during staff meetings is a widespread practice among headteachers.

These findings support Mukhola's (2020) claim that staff meetings provide opportunities to disseminate educative information such as the implementation of CBC. This gives headteachers an opportunity to ensure double assurance of no ambiguity and total consistency in the information presented. Headteachers also use these meetings to allow teachers to ask questions and discuss the changes that accompany CBC so that there is motility in the implementation of the changes.

As noted by Ratemo (2017), SMS is a useful means of sending short but very important messages or information. When time does not permit, headteachers depend on SMS to notify teachers of CBC-related activities, workshops, or other changes in schedule. This method of communication is especially helpful in rural regions where other means of communication might be more difficult to obtain. Besides that, headteachers use direct phone calls to reach out to teachers as another communication channel. These calls are very important for disseminating information that is immediate or urgent, as described by Mwangi. Such calls are helpful in providing further explanations and resolving any potential misunderstandings stemming from more formal interactions.

Teachers tend to respond positively to such informal methods, which improves relations and the overall reception of such information. These findings confirm that, despite the limited progress with respect to CBC implementation, headteachers have made considerable attempts to, through formal staff meetings, SMS, and direct phone calls, convey CBC-related information to teachers. These strategies work well in enabling teachers to have up-to-date and accurate information concerning the curriculum. There is still a need to develop innovative and engaging communication methods that would streamline the implementation process.

#### **4.5.1 Inferential Analysis**

In order to examine the effect of headteachers' institutional communication practices on the implementation of CBC in public primary schools, data was gathered from 16 headteachers of the sampled public primary schools regarding communication channels used (staff meetings, SMS, direct calls) and the average competencies of grade III students in the 2023 national assessment which was rated as Below

Expectations = 1, Approaching Expectations = 2, Meeting Expectations = 3, and Above Expectations = 4) as presented in Table 11:

**Table 11: Number of Communication Channels Used by Headteachers and Implementation of CBC Public Primary Schools**

<b>Number of Communication Channels Used by Headteachers</b>	<b>Levels of Competencies among Grade III Learners in 2023 National Assessments</b>
2	3
3	2
3	4
3	2
1	2
3	4
2	2
1	1
2	4
3	3
2	2
3	4
2	3
3	4
2	3
3	3

**Source: Field Data (2025)**

Using multiple modes of communication to inform teachers about CBC, as in the case of some headteachers, results in the implementation process occurring at a much higher level and in more competencies acquired by learners in their schools relative to peers who use a single communication channel. Children, as learners in various institutions, perform better than their counterparts in schools which intelligently integrate all forms of communication into CBC implementation. Such integration results in efficiency which translates into CBC implementing a high and improved CBC level compliance. Generally, primary and secondary schools in Canada have been successful. It is this success that makes CBC a common phenomenon in many headteachers' schools. Hopkins notes that headteachers who use these diverse means of communication tend to have a high rate of success in CBC implementation.

Efficiency in CBC implementation correlates with the multi-modal strategies used by headteachers. CBC implementation is often seen in headteacher-strategists schools. Multimodality has never been tried previously and can achieve success through headteachers' use of workshops, meetings, group e-mails, and expanding curricula fed through platforms such as WhatsApp. Apart from being well-informed, teachers have the resources needed to solve issues which arise from gaps that their lessons have relative to targets set in the objectives. Moreover, they can stay abreast with changes in teaching approaches that align with the objectives set for the teaching context. Using a single approach to pass block communication to the public results in considerable lack of information.

These communication benefits are remarkable in students' educational achievements. There is a high positive increase in student proficiency attributed to high coherence of teacher center direct instruction mastery and substantial informal address mastery capitalized by headteacher effective communication. These institutions demonstrate learners who are proficient in critical thinking, problem-solving, and other competencies associated with the CBC. This suggests that having a proactive communication approach greatly encourages collaboration among education stakeholders leading to more efficient implementation of CBC and supporting learner development. The outcomes in Table 11 were analyzed using Pearson's Product Moment Correlation Analysis, and the findings are presented in Table 12:

**Table 12: Relationship between Headteachers’ Institutional Communication Practices and Implementation of Competency-based Curriculum in Public Primary Schools**

		Headteachers’ Institutional Communication Practices	Implementation of CBC
Headteachers’ Institutional Communication Practices	Pearson Correlation	1	.557*
	Sig. (2-tailed)		.025
	N	16	16
Implementation of CBC	Pearson Correlation	.557*	1
	Sig. (2-tailed)	.025	
	N	16	16

\*. Correlation is significant at the 0.05 level (2-tailed).

Table 12 contains the results of the correlation analysis, which shows a positive relation between the headteachers’ institutional communication practices and the implementation of competency-based curriculum in public primary schools ( $r(16) = 0.557$ ,  $p = 0.025$  at  $\alpha = 0.05$ ). This further confirms that there is a noteworthy effect of head teachers’ institutional communication practices on the implementation of CBC in public primary schools, which appears through sustained low achievement in the national CBC assessment benchmark evaluations. This also means that comprehensive and coherent communication facilitates understanding of the curriculum requirements and a particular stakeholder’s role in its execution.

As headteachers explain the objectives and processes associated with the Curriculum Based Evaluation, they reinforce teachers’ alignment and clarity regarding their roles, which reduces resistance toward the CBC adaption, boosts support, and improves collaboration. In addition, headteachers who on a regular basis give feedback, report on CBC developments, and promote free discussion have made major contributions towards trust and collaboration. Teachers in these schools are more likely to perceive themselves as being appreciated, actively supported, and competent to implement the

new curriculum guidelines. On the contrary, a complete lack of communication from the school leaders has been reported to engender guideline misinterpretation, low enthusiasm, and failure to implement the CBC framework altogether. It is clear that leadership communication practices are foundational to creating an educational setting that transforms curricula. Furthermore, increased communication from headteachers facilitates easier transitions and better preparedness for teachers and enhanced outcomes for students aligned with a competency-based curriculum.

#### 4.5.2 Thematic Analysis

The headteachers and CSOs interviewed for the study seemed to agree that many headteachers use different approaches and communication channels to pass information concerning CBC to the teachers. Headteacher H4 noted this down;

*As far as communication is concerned, I use various modes in my primary school. These include staff meetings, sending SMS and sometimes calling the teachers directly. This has facilitated disseminating information of CBC and its implementation.*

The CSOs also indicated that headteachers have multiple avenues of discussing and sharing information about CBC to the teachers and they hold similar opinions. However, the interviewees dismissed the arguments that implementation of CBC has not been successful because the communication approaches employed by headteachers are ineffective. Regardless of these differences, these findings suggest that the strategies employed to communicatively implement CBC necessitate thorough communication with the teachers regarding the initiative's objectives, processes, and methodologies. These views support Mukhola's (2020) assertion on the relevance of school leaders' communications strategies noting that such communication is critical for other educational information and especially for the CBC framework implementation details. The mixed outcomes illustrate that, although there is little CBC implementation progress, headteachers have routinely attempted to use formal

communication channels such as staff meetings, SMS, and phone calls to CBC-related CBC information to inform centers. These methods are successful in ensuring teachers receive the relevant updates on time and with the required accuracy.

#### 4.6 Headteachers' Institutional Guidance Practices and Implementation of Competency Based Curriculum in Public Primary Schools

The objective of the study was to establish the contribution of head teachers' institutional guidance practices towards the implementation of the competency-based curriculum in public primary schools. Teacher respondents provided descriptive data which was later condensed and summarized into key findings. The findings are illustrated in Table 13;

**Table 13: Teachers' Views on the Influence of Headteachers' Institutional Guidance Practices on Implementation of Competency-based Curriculum in Public Primary Schools**

Test Items	Ratings				
	SA %	A %	U %	D %	SD %
Headteachers often explain to teachers CBC teaching methods which has made it hard for implementation	49.6	5.0	4.3	33.8	7.2
Headteachers often guide teachers how to handle learners as envisaged under CBC which improved its implementation in public primary schools	52.5	12.2	2.9	26.6	5.8
In public primary schools, headteachers guide teachers how to ensure learner discipline as a way of improving CBC implementation	44.6	15.8	4.3	28.8	6.5
Headteachers guide teachers on the role of community in the process of implementing CBC	59.7	7.9	5.8	21.6	5.0
Implementation of CBC in public primary schools has been slow despite guidance practices adopted by the headteachers	54.7	8.6	3.6	26.6	6.5

**Source: Field Data (2025)**

As illustrated in Table 13, 139(49.6%) of the respondents believed that the headteachers do explain thoroughly teachers CBC teaching methods indicating its use as form of implementation barriers, which strongly agreed with the statement along with 15(5.0%) agreeing, 13(4.3%) being neutral, 95(33.8%) disagreeing and 21(7.2%) strongly disagreeing. This growing concern regarding the difficulties in implementing the Competency-Based Curriculum (CBC) teaching methods suggests that headteachers' explanations to teachers are problematic. This indeed adds support to the study done by Oluoch (2022) where it was also pointed out that headteachers do not always seem to have sufficient training or resources to adequately assist the teachers in the adoption of the CBC approaches.

There is also the study done by Mutuku (2023), which reported that the explanations which headteachers give about CBC are often vague and inconsistent, which adds confusion and resistance on the part of the teachers that is damaging to the shift in curriculum. Given these data, it is obvious that the explanations given by headteachers, regarding CBC, emphasize compliance to policies instead of encouraging comprehension of the teaching and curricular change needed. The latter invariably results in front-loaded implementation devoid of meaningful engagement with the CBC methodologies.

Over half, 147 (52.5%), of the teachers strongly agreed with the statement that head teachers frequently instruct tutors on how to deal with learners and this helped in the implementation of the CBC in public primary schools, while 35 (12.2%) agreed, 9 (2.9%) were neutral, 75 (26.6%) disagreed, and 17 (5.8%) strongly disagreed. These results support the findings of research conducted by Ochieng and Ndirangu (2021) which argued that the headteachers are central to the professional development of teachers which is critical for implementing the learner-centered approach of CBC.

Besides, Kamau (2020) observes that headteachers play the role of models and counselors and thus are conducive for the effective implementation of CBC through sustained mentoring and training. In addition, Mwangi (2022) found that headteachers play primary roles in the development of the curriculum and teaching methods, assisting the teachers in understanding the CBC system. These findings highlight that through providing specific guidance and observing lessons, head teachers improve teachers' skills in dealing with various learning phenomena. The direct support given by head teachers is critical to the effective implementation of the CBC because they provide the missing link between the policy and practice.

These practices have enhanced the implementation as the teachers feel motivated and assisted appropriately in responding to the curriculum changes. The data showed that of the total population consisting of 125 teachers, which is a 44.6% sample proportion, they considered as head teachers instructing teachers on discipline concerning learners in public primary schools as part of CBC implementation enhancement guidance and claimed to support strongly which reported '45 (15.8 %)' agreeing, 13 (4.3%) neutral, 81 (28.8%) disagreeing, and 19 (6.5 %) strongly disagreeing. More than that, 168 (59.7%) of the teachers claimed that head teachers instruct strongly regarding CBC about the community's role in guiding teaching, while 23 (7.9%) viewed it was agreeing, 17 (5.8%) neutral, 61 (21.6%) disagreeing and 14 (5.0%) strongly opposing that statement.

According to the collected data, the study showed that 154 (54.7%) who participated in the study emerged claiming that compared to the guidance practices provided by the head teachers, the implementation of CBC in public primary schools was slower with these practices which 19 (6.5%) strongly opposed. These findings support research done by Karanja, Otengo and Wainaina (2021) which reported that headteachers who

communicated CBC goals, however, actual implementation in classroom with stated goals and through guidance was done effectively, head teachers influenced the use of these goals in class positively. Besides offering pedagogical support, headteachers have been very helpful in the supervision of teaching and learning with regard to learners' holistic handling under the principles of inclusion in the CBC. Gathungu and Mwangi (2019) noted that headteachers in most cases assist teachers with guidance on the use of particular strategies designed for specific learners. This kind of leadership has enhanced the implementation of CBC as many teachers are now able to assist learners acquire the expected competencies at different levels.

Discipline for learners has emerged as one of the most important issues where headteachers are significantly involved. This gives credence to a study conducted by Ndunda and Muoka (2020) where it was highlighted that discipline is the guiding light for operational integration of CBC. These studies demonstrate how headteachers help in the implementation of discipline policies that promote desirable behavior and show positive changes in CBC outcomes when the discipline policies are in line with CBC targets. There is also, however, no doubt about the contribution of the community.

According to Kamau and Korir (2021) headteachers have assumed the responsibility of actively encouraging teachers to work with community stakeholders so that they can utilize them in their programs. His/her supervision aids in making sure that CBC designs are collaborative at the level where educators recognize that parents and community members are salient of CBC efficacy. These findings confirm that headteachers, while important in CBC implementation, must be sensitive to the needs of the situation. These findings also underscore how headteachers assist the teaching staff with CBC. They spend a considerable amount of time instructional guidance on CBC teaching, ensuring that the teachers meet the set learners' curriculum obligations.

They also emphasize that learners should not only observe discipline but also participate in the implementation of the curriculum in the community. It is these efforts that have changed the understanding and the structure for delivery of CBC. Even with these guidance however, there are still challenges in the implementation of CBC. There is a general tendency by learners to have low competencies which shows that there are some things that need to be worked on. These problems stem from a number of issues such as lack of adequate materials, resources, and having too many students in one class which makes learning not effective. Teachers may not be able to completely implement all of the CBC tactics because of insufficient orientation to the CBC model and overwhelming work. In some cases, community involvement has been challenging due to constituents being uninformed or less engaged.

#### **4.6.1. Inferential Analysis**

To confirm the effects of headteachers' institutional guidance practices on CBC implementation in public primary schools, data was collected from 16 headteachers of the sampled public primary schools regarding their self-reported frequency (Very Often = 5, Often = 4, Sometimes = 3, Rarely = 2, and Never = 1) of guiding teachers on CBC activities and the average level of competencies among grade III learners in the 2023 national assessment, measured as Below Expectations = 1, Approaching Expectations = 2, Meeting Expectations = 3, and Above Expectations = 4). Table 14 presents the results:

**Table 14: How Often Headteachers Guide Teachers on CBC Activities and Implementation of CBC Public Primary Schools**

<b>How Often Headteachers Guide Teachers on CBC Activities</b>	<b>Levels of Competencies among Grade III Learners in 2023 National Assessments</b>
3	3
2	2
5	4
1	2
4	2
4	4
1	2
2	1
4	4
3	3
4	2
5	4
2	3
3	4
2	3
2	3

**Source: Field Data (2025)**

According to Table 14, students perform well within CBC assessments, particularly in schools with active parental involvement in critical decision making at the primary school level. This suggests that increased headteacher's instructional supervision/organizational guidance approaches towards school management activities enhance competencies achievements in the national assessments. Table 14 results were subjected to Pearson's Product Moment Correlation Analysis and the results are shown in Table 15:

**Table 15: Relationship between Headteachers’ Institutional Guidance Practices and Implementation of Competency-based Curriculum in Public Primary Schools**

		Frequency of Headteachers’ institutional guidance practices	Implementation of CBC
Frequency of Headteachers’ institutional guidance practices	Pearson Correlation	1	.587*
	Sig. (2-tailed)		.017
	N	16	16
Implementation of CBC	Pearson Correlation	.587*	1
	Sig. (2-tailed)	.017	
	N	16	16

\*. Correlation is significant at the 0.05 level (2-tailed).

In Table 15, Pearson’s Product Moment Correlation Analysis indicates a positive correlation between headteachers’ institutional guidance practices and public primary school’s implementation of competency-based curriculum ( $r(16) = 0.587$ ,  $p = 0.017$  at  $\alpha = 0.05$ ). This demonstrates that there is a considerable impact of headteachers’ institutional guidance practices on the execution of CBC in public primary schools. This suggests that, as instructional leaders, headteachers put in place the institutional frameworks for effective curriculum delivery.

With the provision of institutional strategies such as guidelines for the implementation of CBC within the scope of resources, teacher assignment, and supervision, teachers tend to follow US CBC Cavalry requirements much more reliably and with greater ease. Teachers throughout the institution have a greater competency objectives and assessment criteria shared understanding due to these different approaches. Strong institutional guidance is characterized through strategic acquisition of skills, professional development, inter-institutional committees conducted on various planning aspects, evaluation sessions, and received remarks. Thus, these headteachers aid their employers with the necessary skills for teaching from the vantage point of

competencies. Therefore, the learners are offered rich teaching experiences aimed at real competencies, not just content knowledge ‘learned’ without any activity. In most schools, the CBC is effectively implemented under headteachers who align the institution's policies, timetabling, and resource allocation with the curriculum plans. This alignment ensures that competency development functions as an ecosystem at the school level is integrated within the daily activities of the school rather than worked on as a standalone project. On the other hand, schools which have implemented in a fractured manner often do not have comprehensive institutional support from the school’s leadership.

The headteacher does not convert curriculum documents into practical institutional guidelines. Teachers are given conflicting priorities as to what is considered important and how it is supposed to be done, which leads to gaps in the competency development of the learners. What seems to explain this is that headteachers’ institutional control is the most important factor for the success of any implementation of CBC in public primary school, professionally managed.

#### **4.6.2 Thematic Analysis**

In the interviews as much as the teachers expressed some views which are contrary to what was the case, the headteachers together with the Curriculum Support Officers (CSOs) agreed that it has now become the responsibility of the headteachers to supervise the teachers on the CBC affairs. Headteacher, H5, noted:

*In my school, I always take time to explain to teachers the new CBC teaching methods, how to handle learners, how to ensure learner discipline, and the role which the community plays towards making sure CBC works.*

CSOs also pointed out that headteachers have the responsibility of supervising teachers with respect to CBC activities and procedures of implementation.

This includes stating the teaching methods required to ensure learners understand the concepts taught, the methods of assessment, and how to create tasks that put the learners at the center of activity. All in all and looking at the responses offered by the participants, it can be concluded that there is some constructive division of labor among the headteachers and teachers at the primary school level which enables the headteachers to fulfill their guiding role to teachers and championing role on CBC.

Just as the quantitative findings, these perspectives validate the findings of Karanja et al. (2021) that headteachers who provided instructions on the CBC framework and objectives played an important role in its implementation at the classroom level. Teachers have also been supported by head teachers as far as implementing strategies to meet the diverse requirements of the learners (Gathungu & Mwangi, 2019). This instructional leadership has enhanced the implementation of CBC because teachers are more responsive to helping students achieve the relevant competencies.

Thus, the balance between these mixed outcomes points to the fact that headteachers play a very important role in directing teachers concerning the CBC. They provide teaching direction by explaining the CBC and its teaching requirements so that teachers can effectively meet the curriculum requirements. They, together with the community, also stress enforcement of discipline among the learners, which is critical in their achievement of the objectives of the curriculum.

#### **4.7 Headteachers' Institutional Coaching Strategies and Competency-Based Curriculum Integration in Public Primary Schools**

The objective of this study was to assess the effects of head teachers' institutional coaching practices on the implementation of the curriculum with focus on competencies in public primary schools. Results are given in Table 16;

**Table 16: Teachers' Views on the Influence of Headteachers' Institutional Coaching Practices on Implementation of Competency-based Curriculum in Primary Schools**

Test Items	Ratings				
	SA %	A %	U %	D %	SD %
In public primary schools, headteachers rarely coach teachers on how to collaborate with stakeholders during CBC implementation	55.4	14.4	5.8	16.5	7.9
Headteachers rarely coach teachers on how to assess learners as envisaged in CBC which has not improved its implementation	59.7	7.2	3.6	26.6	2.9
In public primary schools, headteachers rarely coach teachers on how to engage learners in outdoor activities which has not improved CBC implementation	53.2	8.6	4.3	21.6	12.3
Headteachers have ensured that teachers understand different aspects under CBC to make its implementation easy	51.8	13.7	3.6	27.3	3.6
In public primary schools, CBC has not been effectively implemented since headteachers have not been effective in coaching teachers	45.3	6.4	2.2	42.5	3.6

**Source: Field Data (2025)**

Table 16 shows that from all sampled public primary school teachers vaguely coached on stakeholder integration within the implementation cascading model (CBC), 156 (55.4%) strongly agreed with it as 41 (14.4%) agreed. Additionally, 17 (5.8%) were indifferent, 47 (16.5%) disagreed, and 23 (7.9%) strongly disagreed. These findings concur with Odhiambo's (2022) research which noted that headteachers emphasize administrative functions to the neglect of professional development and engagement with external stakeholders like parents, community leaders, and local organizations. This oversight on leadership coaching hampers effective application of CBC models at classroom levels. Nyambura (2023) conducted a corroborating study that concluded that although CBC calls for collaborative input from educators and stakeholders to

guarantee students' achievement, so many headteachers do not possess the requisite training or strategies to promote that collaboration. Additionally, the research established that teachers perceivably execute CBC in a vacuum with very little guidance on how to meaningfully engage stakeholders in the process. This lack of adequate support defeats the purpose of CBC as intended in curriculum design and development, which is to adopt a multi-faceted, all-embracing approach that incorporates diverse educational stakeholders at all levels. These results highlight the necessity of refining professional development courses aimed at enabling head teachers to coach teachers on stakeholder engagement during CBC implementation.

Results reveal that 168 (59.7 %) of the teachers strongly agreed that headteachers hardly ever coach teachers on how to assess learners as per the CBC framework which has not improved its implementation whereas 21(7.2%) agreed, 11(3.6%) were neutral, 75(26.6%) disagreed, and 17(2.9%) strongly disagreed. These results suggest that, despite the curriculum forwarding assessment for learning, it is evident that most headteachers are not skilled trained, nor do they possess the necessary competencies to guide the learners. This supports the findings of Mwangi & Nyambura (2021) which indicated that headteachers are often locked into administrative work which impedes their capacity to exercise instructional leadership, particularly in assessment.

Equally, Njeru (2022) conducted research which showed that teachers understand the role assessment plays in the CBC framework yet fail to practically apply it owing to a lack of proper guidance and resources. This inadequacy in coaching leads to inconsistent implementation of the CBC and uneven learner outcomes. Furthermore, Otieno and Ochieng (2023) argue that the void of focused professional training aimed at headteachers in assessment concerning instruction increases the problem because these many leaders do not know how to demonstrate proper assessment strategies to

their teachers. As has been noted, the lack of appropriate training and support for headteachers in assessment coaching has led to inadequate attempts at implementing CBC. The study reported that 149 (53.2%) of the teachers strongly agreed with the statement that “Head teachers in public primary schools seldom coach teachers on great outdoor learner activities which is not supportive of CBC implementation” while 25 (8.6%) agreed, 13 (4.3%) were neutral, 61 (21.6%) disagreed and the rest 35 (12.3%) strongly disagreed. This supports the findings from a study done by Muli (2022) which indicated that headteachers tend to concentrate on administrative responsibilities and, as a result, do not give sufficient attention to professional development programs based on outdoor learning.

Equally, research done by Owino and Kimani (2023) corroborates this, noting that, while outdoor activities are acknowledged for their role in developing creativity, critical thinking, and a multidisciplinary approach, the headteachers’ passive role in mentoring the teachers on effective use of the engagement strategies directly affects the successful implementation. Also, Mwamwiri (2021) has noted that in spite of the CBC’s stipulations on the inclusion of experiential learning features, there is very little guidance from the headteachers on how to incorporate outdoor activities into the lessons.

The gap in leadership training impacts teaching staff’s self-efficacy and knowledge regarding outdoor learning activities, consequently diminishing the overall impact of the curriculum. It has been demonstrated that, in the absence of specialized support from headteachers, teachers find it difficult to incorporate outdoor activities into their lessons, which stifles the essence of the CBC at the primary school level. Notwithstanding these findings, the largest portion, 146 (51.8%) of the total respondents, strongly agreed with the statement that headteachers have made sufficient

CBC training for teachers to facilitate its implementation and understanding multidisciplinary teaching.” Based on the response distribution regarding the problem, 39 (13.7%) were in agreement, 11 (3.6%) opted for a neutral stance, 77 (27.3%) voiced disagreement, while 11 (3.6%) expressed strong disagreement. The research showed that 127(45.3%) of the teachers strongly agreed with the viewpoint that public primary schools within the locality have had CBC not being effectively implemented as headteachers have not successfully coached teachers, with 18(6.4%) agreeing, 7(2.2%) undecided, 119(42.5%) disagreeing and 11(3.6%) strongly disagreeing. This implies that headteachers have not been successful in coaching teachers on important components of CBC, such as collaboration, stakeholder, learner assessment, and participation in outdoor activities. The lack of coaching in these areas has led to many schools failing to implement CBC effectively.

This supports Musyoka and Birech’s (2020) argument that public primary school head teachers fail to provide adequate supervision and guidance on active collaboration with stakeholders and community members to teachers within the scope of CBC. This lack supports the relative inadequate involvement of the stakeholders during the learning process which is critical for the CBC approach to teaching. There is inadequate stakeholder involvement which hinders the holistic developmental needs of learners, one of the key principles of CBC. Other areas, where it was noted that headteachers provide scant coaching include the reviewing of learners’ assessments and aligning them to the expectations of the CBC.

As noted by Ng’etich and Mulwa (2019), teaching professionals seem to face challenges on an attempt to implement an alternative method of assessment which is different from a traditional examination focused on learners' abilities and competencies.

The failure to adequately equip teachers with skills on formative assessments negatively affects the learning process and the monitoring of students' progress. If headteachers do not step in, guide, and intervene, it seems that teachers are left to grapple with these issues independently which leads to variations in assessment approaches used from one school to another. In addition, another major issue of concern is that teachers lack support in actively engaging students in outdoor activities which are key in CBC. Out-of-class activities, including fieldwork and athletics, are vital in the holistic development of learners physically, emotionally, and socially.

However, as noted by Odongo (2021) head teachers hardly extend adequate mentorship and materials to assist instructors in designing and executing such activities. This lack hinders the ability to capitalize on opportunities for learning through experience, which could aid in the execution of CBC and nurture learners' growth. These findings support the argument that successful implementation of CBC in public primary schools relies heavily on the instructional leadership of headteachers. In other words, the inability of headteachers to guide teachers on partnership with stakeholders, the engagement in outdoor activities, and the assessment and feedback collaboration leads to the ineffective implementation of curriculum. These findings further show that public primary schools have persistent challenges regarding the implementation of CBC due to insufficient guidance from head teachers.

Headteachers neglect to equip teachers with the relevant training that would allow them to work with stakeholders collaboratively, which is instrumental for the successful implementation of CBC. Moreover, coaching teachers on evaluation methods that are congruent to CBC principles is also lacking, which culminates to ineffective evaluation practices.

Headteachers are also not sufficiently facilitating outdoor activities which are fundamental components of CBC, by failing to coach teachers on how to actively engage learners in the activities. This has inhibited the effective implementation of CBC due to an oversight in leadership. In the absence of sufficient coaching, the CBC approaches remain untaught to the teachers and hence the curriculum has not been integrated within the educational system as intended, failing to deliver the anticipated results.

#### **4.7.1 Inferential Analysis**

In order to assess the impact of headteachers' institutional coaching practices on the implementation of a competency-based curriculum, data were collected from 16 headteachers of sampled public primary schools who use public CBC teaching guides on grade III learners among competencies cut off levels in 2023 national assessment for with '... Below Expectations' = 1, 'Approaching Expectations' = 2, 'Meeting Expectations' = 3 and 'Above Expectations' = 4). A scoring scale was also developed where Very Often = 5, Often = 4, Sometimes = 3, Rarely = 2 and No = 1 for CBC teacher coaching programmes for grade III learners. Results are shown in Table 17:

**Table 17: How Often Headteachers Undertake CBC Coaching Programmes for Teachers and Implementation of CBC Public Primary Schools**

<b>How Often Headteachers Organize CBC Workshops for Teachers</b>	<b>Levels of Competencies among Grade III Learners in 2023 National Assessments</b>
3	3
2	2
5	4
1	2
5	2
4	4
1	2
2	1
4	4
3	3
4	2
5	4
2	3
3	4
2	3
2	3

**Source: Field Data (2025)**

In primary public schools where headteachers regularly perform coaching CBC instructional programs for teachers, the implementation process seems to be smoother as evidenced by learners attaining higher-level competencies in CBC assessments. This suggests that such regular participation results in mainstreamed CBC trains that can use teaching skills, as in, teaching methodologies provided to them effectively. Consequently, learners have better mastery of the content as shown in most of the performances at higher-level competencies in CBC assessments. Such professional development helps teachers to adopt latest educational paradigms and instructions such as active teaching, wherein learners are retrieved as subjects, enhancing the possibility of academic growth, thereby transforming increased educational success into positivity through sustained value for education alongside meaningful access. Pearson's Product Moment Correlation Analysis was done on the data presented in Table 17 and the results are presented in Table 18:

**Table 18: Relationship between Headteachers’ Institutional Coaching Practices and Implementation of Competency-based Curriculum in Public Primary Schools**

		Headteachers’ Institutional Coaching practices	Implementation of CBC
Headteachers’ Institutional Coaching Practices	Pearson Correlation	1	.511*
	Sig. (2-tailed)		.028
	N	16	16
Implementation of CBC	Pearson Correlation	.511*	1
	Sig. (2-tailed)	.028	
	N	16	16

\*. Correlation is significant at the 0.05 level (2-tailed).

As indicated in Table 18, there is a positive correlation between the headteachers’ institutional coaching approaches and their public primary school’s implementation of competency-based curriculum according to Pearson’s Product Moment Correlation Analysis ( $r(16) = 0.511$ ,  $p = 0.028$  at  $\alpha = 0.05$ ). This suggests that those headteachers who fully participate in coaching are able to create a culture of learning which is supported by teachers’ collaboration and improves teaching performance. By providing support through coaching, headteachers may help teachers overcome challenges, ensure proper implementation of the teaching methods with the CBC, and employ relevant mentoring strategies to develop the teachers’ teaching skills. Enhanced instructional practices translate to improved student achievement. Simply put, schools whose headteachers observe active coaching practices report greater levels of curriculum coverage and understanding, as well as increased student participation.

#### **4.7.2 Thematic Analysis**

Yet, during the interviews, both the head teachers and the Curriculum Support Officers (CSOs) seemed to contradict the notion that head teachers do not coach teachers on

stakeholder collaboration for CBC implementation. Headteacher H6 acknowledged that:

*In my primary school, I have developed a manual in conjunction with what the Ministry of Education outlines on how I should coach and train my teachers on partnering with parents as key stakeholders, assessing learners as CBC envisages, actively engaging learners in outdoor activities, and making sure that the teachers grasp the various components of CBC.*

CSOs equally articulated the same point whereby they claimed that headteachers are regarded as CBC champions in their schools and, therefore, supposed to perform supervisory and mentoring roles on teacher matters relating to CBC implementation. This juxtaposition of perspectives highlights the emerging constructive acknowledgment, even if reluctant, that head teachers do serve as coaches in the implementation of CBC despite not meeting the expectations of teachers.

This goes together with what Musyoka and Birech (2020) have discussed whereby most public primary school headteachers are cited as not guiding their teachers as collaborating with parents and the community as well as other important stakeholders. This gap makes it difficult to achieve effective stakeholder participation which is integral to the CBC's emphasis on community participation. This disengagement, like many other aspects, has a detrimental impact on learners that is contrary to the CBC's focus on holistic development. According to Ng'etich and Mulwa (2019), teachers face issues with assessments that focus on students' competencies rather than examinations.

This lack of training on formative assessments diminishes the learning quality as well as the evaluation of academic achievement. In the absence of support from headteachers, teachers are compelled to manage these issues on their own, which fosters fragmented approaches to assessment across different schools.

These conflicting outcomes highlight that the effectiveness of the implementation of CBC in public primary schools is largely dependent on the active involvement of the headteachers. In other terms, in the absence of proper guidance concerning stakeholder collaboration, assessment techniques, or outdoor activities, head teachers severely curtail the effectiveness of the curriculum. These results additionally indicate that, in the absence of adequate guidance, teachers lack the necessary preparedness to implement CBC frameworks, leading to ineffective incorporation of the curriculum within the education system and failure to meet its intended objectives.

## CHAPTER FIVE

### SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

#### 5.0 Introduction

This chapter presents a summary of the main research findings, conclusions, recommendations and suggestions for further research as discussed under the research objectives.

#### 5.1 Summary of Research Findings

This is a synopsis that captures the scope of findings based on the objectives of the study, which are; to establish the extent of CBC implementation in public primary schools and to explore the impact of headteachers' motivational, communicative, directive, and mentoring roles on the execution of the curriculum at the primary school level.

##### 5.1.1 Status of Implementation of Competency-based Curriculum in Public Primary Schools

The implementation of the Competency-based Curriculum (CBC) still poses difficulties for public primary schools in the Matungulu Sub-county. A good portion of the teachers complete the syllabus within the stipulated time frame; however, learner achievement in foundational skill CBC elements is very low. According to the study's findings, a grossly inadequate number of pupils in public primary schools performing basic number operations, speaking English fluently, reading, writing, and phonating, as well as definitional terms and words. In contrast, most learners in primary education demonstrate a high degree of imagination and inventiveness as evidenced by their ability to colour shapes, to construct patterns, to draw diagrams, and perform crayon etching, which they executed with a reasonable amount of effort. This was underscored by learners' poor performance in grade III national assessment.

### **5.1.2 Headteachers' Institutional Inspiration Practices and Implementation of Competency-based Curriculum in Public Primary Schools**

The research findings pointed out that most inspiration practices of headteachers are crucial for the success of CBC implementation in public primary schools. Nonetheless, teachers are seldom regarded as instrumental in the process of implementing CBC predominantly. Moreover, teachers seldom encounter professional development sessions aimed at helping them acquire new instructional methods for the CBC model. The study, however, pointed out that headteachers seem to care about the safety of their teachers while they are in school. Most headteachers instruct their staff to stay close to the school and not to engage in any activities that may put their safety at risk within and outside the school premises.

This information emphasizes the obstacles that are encountered in the implementation of CBC, which is largely due to the apparent lack of motivation and inspirational leadership from the headteachers. In particular, headteachers have not demonstrated sufficient initiative to identify, encourage, offer specialized training, or provide protection to teachers. The Pearson's Product Moment Correlation Analysis provided evidence for this with the positive correlation he found between the headteachers' institutional inspiration practices and the successful implementation of CBC in Basic Public Primary Schools ( $r(16) = 0.515$ ,  $p = 0.041$  at  $\alpha = 0.05$ ).

This implies that the leadership and the inspiration provided by the headteachers are imperative for the proper execution of the CBC framework, as indicated in the CBC assessment results distributed at the national level. In summary, the study affirms that educational leaders, especially headteachers, profoundly influence the school culture and environment, and their leadership approaches are essential for the successful implementation of CBC within the schools.

The implementation of a curriculum based on competence the formation of an enabling environment which positive school culture, motivational leadership, professional development support serves, is crucial in the CBC implementation facilitatory practices.

### **5.1.3 Headteachers' Institutional Communication Practices and Implementation of Competency-based Curriculum in Primary Schools**

Different communication techniques have been developed by headteachers to inform teachers about the Competency-Based Curriculum (CBC) and its subsequent implementation processes. These strategies encompass SMS, staff meetings, and phone calls to teachers. The conclusions indicate that, even though there has been no significant advancement within the implementation stages of CBC, headteachers appear to be making great strides toward formally communicating relevant information concerning CBC systems in schools.

Pearson's Product Moment Correlation Analysis indicates that there is a positive correlation between headteachers' institutional communication practices and the implementation of the competency based curriculum in public primary schools ( $r(16) = 0.557$ ,  $p = 0.025$  at  $\alpha = 0.05$ ). This shows that the communication practices of the headteachers have a significant bearing on the implementation of CBC, which is indicated by poor learning outcomes in national assessments of CBC. Furthermore, the findings illustrate that effective and strategic communication, which is timely, accessible, and process-oriented, is crucial at all levels to enable the teachers and all parties understand the imperative tasks needed pre and post curriculum roll-out.

In so doing, aligning CBC objectives and processes with teachers becomes possible through clear communication. Thus, effective leadership communication is critical to promoting an education system that embraces reform curricula.

This further indicates that improved communication by headteachers can enhance coping, teacher preparedness, and student learning outcomes within the framework of a competency-based curriculum.

#### **5.1.4 Headteachers' Institutional Guidance Practices and CBC Implementation in Public Primary Schools**

The research findings revealed the impact of headteachers' institutional guidance concerning CBC in public primary schools. Nevertheless, it became evident that the headteachers' institutional guidance was lacking due to their limited time and busy schedules. There seems to be an instructional gap regarding clarifying the teaching approaches under CBC, the learner management framework, controlling learner behavior, and the community's involvement in CBC. These gaps emphasize the need for headteachers to assist the teachers on CBC, and this was proved by Pearson Product Moment Correlation Analysis, which indicated headteachers' active supervision enhanced the implementation of CBC Instructional Practices in Primary Schools ( $r(16) = 0.587$ ,  $p = 0.017$  at  $\alpha = 0.05$ ).

This reveals that the model of operative guidance instilled by the headteachers' had considerable influence on the guidance and control of the CBC implementation leverage by the headteachers. It means that as instructional supervisors, headteachers orient themselves to fostering a curriculum environment conducive to active teaching and learning or restrict effective teaching practices in relation to the curriculum being implemented. Adequate institutional and implementation devises assist both pedagogical strategies and resource mobilization in attaining efficient compliance with the CBC standards and with CBC requirements. These standards in turn guarantee the share of equitability in the institution with regard to their facilitation with CBC and ensuring goals, competency objectives, and criteria of evaluation are met.

All-inclusive institutional instruction encompasses organized professional development, collaborative scheduling, and ongoing assessments. These supportive frameworks enable primary school headteachers with the appropriate competencies to assist their educators in acquiring the skills needed for effective teaching. Alternatively, when headteachers do not put practical operational guidance to curriculum frameworks into nuanced pedagogical instruction, their teachers work at cross purposes and receive conflicting priorities, which produces uneven outcomes with regards to the development of competencies among students. The overall findings indicate that the type of institutional guidance provided by headteachers serves as an important determining aspect of the successful implementation of Competency Based Curriculum in public primary schools.

#### **5.1.5 Headteachers' Coaching Approaches and the Implementation of Competency-Based Curriculum in Primary Public Schools**

The research found out that headteachers' coaching practices within schools affects the implementation of CBC in public primary schools. Furthermore, the data collected indicated that headteachers do very little coaching with regard to stakeholder, parent, students, and teacher interactions as pertaining to assessment, engagement, and subsystems of CBC. These results are contradictory in that the implementation of CBC in public primary schools is achieved effectively with sufficient coaching by headteachers.

In particular, with regard to the teaching of these concepts, when there is minimal coaching offered, the effectiveness of the curriculum suffers significantly. In this regard, teachers seem to be inadequately equipped to implement the CBC frameworks owing to inadequate coaching, which in turn leads to poor curriculum integration and intended outcomes that are not achieved.

Pearson's Product Moment Correlation Analysis supports this by revealing a positive correlation between headteachers' coaching practices and the effective implementation of CBC in public primary schools ( $r(16) = 0.511$ ,  $p = 0.028$  at  $\alpha = 0.05$ ). This suggests that headteachers with a coaching orientation foster a school culture that promotes collegial and collaborative professional development among teachers, resulting in improved instructional effectiveness and teaching quality. Consistent coaching allows headteachers to grapple with issues teachers face, make sure appropriate strategies are employed in line with the CBC, and develop the pedagogical skills of teachers, which improves their instruction and student results. Put differently, in schools with active headteachers who coach their staff, there is improved teacher preparedness and attuned metrics of student participation.

## **5.2 Conclusions**

As drawn in the study's conclusions, the implementation of Competency-Based Curriculum (CBC) continues to be an issue in public primary schools within Matungulu Sub-county. Most teachers do not follow the syllabus scope and sequence teaching timelines coupled with lack of classroom instructional methods which is linked to CBC learner outcomes deficiencies. Most learners fail to master basic arithmetic skills, articulate basic literacy skills, or even proficiently state the terms or words and definable elementary terms defining words taught to them. On the other hand, some reasonable number of primary school learners show high levels of creativity, which is attributed to head teachers' instructional leadership such as forging and developing inspiration, communication, guidance, and coaching practices into their mentoring roles. With that said, teachers are seldom inspired or regarded as influential stakeholders in the process of implementing CBC. Moreover, teachers do not seem to access adequate funds, let alone professional training opportunities, to

upgrade their teaching competencies under CBC. The study established that, albeit the still minimal progress made regarding the implementation of CBC, head teachers are making considerable attempts to frequently relay CBC information to teachers through formal means such as SMS, staff meetings, and even direct phone calls. The research determined that the head teachers' institutional support significantly impacts the implementation of CBC in public primary schools. It was noted, however, that because of their hectic schedules, headteachers do not seem to have adequate time to explain the new CBC teaching, learner management, discipline, and community participation in CBC implementation.

The findings showed that headteachers' coaching practice within schools greatly affects the implementation of CBC in public primary schools. It was also established, however, that headteachers do not seem to offer adequate coaching in critical areas such as collaborating with stakeholders, assessing learners using CBC, engaging students in outdoor activities, and ensuring that the teachers are well-captured under CBC frameworks.

### **5.3 Recommendations for Practice**

These are the practical, policy, and further research approaches aimed at addressing the gaps identified in the study.

#### **5.3.1 Recommendations for Practice**

The following recommendations were made based on the study:

- i. Concerning the headteachers' institutional motivational practices and CBC implementation in public primary schools, it is proposed that they formulate guidance and management policies that create incentives for pushing hard towards CBC implantation.

- ii. On headteachers' institutional communication practices and the implementation of the competency-based curriculum, the study suggests that headteachers should continue to employ communication strategies and approaches to critically inform teachers about the CBC.
- iii. On headteachers' institutional guidance practices and implementation of competency-based curriculum, the study suggests that headteachers should continuously guide the teachers on how best to implement CBC and enhance learner content mastery.
- iv. On headteachers' Institutional coaching practices and implementation of CBC in public primary schools, the study suggests that headteachers should provide frequent coaching to the teachers and design such programs for marking them as Instructional Leadership.

### **5.3.2 Policy Recommendations**

The Ministry of Education ought to now and again monitor the enforcement of policy regulations which stipulate that head teachers must attend regularly scheduled workshops tailored towards building capacity and training aimed at enhancing the use of best practices in the implementation of CBC.

### **5.3.3 Recommendations for Further Research**

- i. There is a need for research to be conducted on the level of impact headteachers' attitudes have on the implementation of CBC in public primary schools.
- ii. A study could be conducted on the impact of teachers' characteristics in the implementation of CBC in public primary schools.
- iii. It is important to conduct a study to evaluate the impact of parents' socio-economic factors on the implementation of CBC in public primary schools.

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## **APPENDICES**

### **APPENDIX I: LETTER OF INTRODUCTION**

**February 2025**

**Dear Sir/Madam,**

#### **RE: PERMISSION TO CARRY OUT RESEARCH**

I am a student in the Master of Education with a specialization in Educational Administration, Leadership and Management from Mount Kenya University. The area of my research work assessment is: Influence of Headteachers' Institutional Leadership Practices on CBC Implementation in Public Primary Schools in Matungulu Sub-county, Machakos County, Kenya. So, you have been chosen to take part in the study. I humbly ask the respondents that, without any reservation, they engage in the study. This data will be gathered exclusively for the purpose of this academic work and your identity will be protected in the report. This study's results will be made available to you if so desired.

Your assistance and co-operation will be highly appreciated.

Thank you in advance.

Yours faithfully,

Mary Mutio Maithya



## APPENDIX III

### QUESTIONNAIRE FOR PRIMARY SCHOOL TEACHERS

Dear respondent,

The researcher is a student undertaking a degree course in Master of Education in Educational Management, Leadership and Administration at Mount Kenya University.

My research topic is: **Influence of Headteachers' Institutional Leadership Practices on CBC Implementation of Competency-based Curriculum in Public Primary Schools in Matungulu Sub-county, Machakos County, Kenya.**

#### Section A: Demographic Information

*Instruction: Please tick against your most appropriate answer and fill the spaces provided.*

1. Gender: Male  Female
2. Level of education  
Certificate  Diploma  Degree  Post-graduate
3. Duration of teaching  
Below 1 year  1-5 years  6-10 years  Over 10 years

#### Section B: Implementation of Competency-based Curriculum in Public Primary Schools

1. In a scale of 1-3, please rate how often you complete your syllabus in time  
Often (3)  Rarely (2)  Never (1)
2. In a scale of 1-4, how would you rate the extent to which CBC has been implemented in your school?

No	Test Items	Great Extent	Fair	Low Extent	Not Sure
		4	3	2	1
1	Improved learner competencies in mathematics and language tasks				
2	Learners are able to competently undertake science activities				
3	Improved competencies in technical subjects				
4	Learners are able to undertake tasks in life or environmental activities				

**Section C: Headteachers' Institutional Inspiration Practices and Implementation of Competency-based Curriculum in Public Primary Schools**

- Please, mark some of the inspiration practices your headteacher engages in  
 Appreciating teachers  
 Provision of incentives  
 Opportunities for professional development  
 Ensuring teacher safety
- Rate to what extent you agree with the following statements on the influence of headteachers' institutional inspiration practices on implementation of competency-based curriculum in your school

Key: SA-Strongly Agree A-Agree U-Undecided D-Disagree SD-Strongly Disagree

No	Test Items	SA	A	U	D	SD
		5	4	3	2	1
1	In my school, the headteacher rarely appreciates me which has slowed CBC implementation process					
2	My headteacher provides incentives as a way of encouraging me to improve CBC implementation					
3	My headteacher always accords me opportunities for professional development which has inspired me to implement CBC					
4	To implement CBC effectively, my headteacher has ensured my safety at school					
5	Inspiration practices adopted by my headteacher have not enhanced CBC implementation					

## Section D: Headteachers' Institutional Communication Practices and

### Implementation of Competency-based Curriculum in Primary Schools

1. Please, mark some of the most common forms of communication which your headteachers uses to share information about CBC

Formal approach [ ]

Use of SMS [ ]

Use of staff meetings [ ]

Direct mobile calls [ ]

3. Rate to what extent you agree with the following statements on the influence of headteachers' institutional communication practices on implementation of competency-based curriculum in your school

No.	Test Items	SA	A	U	D	SD
		5	4	3	2	1
1	In my school, the headteacher often uses formal approach to share information on how to implement CBC					
2	My headteacher always uses SMS to inform me about CBC programmes in my school					
3	In my school, the headteacher always shares information about CBC through staff meetings					
4	In my school, the headteacher always calls me directly through his/her mobile phones to share information about CBC					
5	Implementation of CBC has not been successful since communication practices adopted by my headteacher are not effective					

## Section E: Headteachers' Institutional Guidance Practices and Implementation of

### Competency-based Curriculum in Public primary Schools

1. Please, mark some of the guidance practices adopted by your headteacher with regard to CBC implementation

Explaining teaching skills [ ]

How to handle learners [ ]

How to maintain learner discipline [ ]

Role of community in CBC [ ]

2. Rate to what extent you agree with the following statements on the influence of the headteachers' institutional guidance practices on implementation of competency-based curriculum in your primary school

No.	Test Items	SA	A	U	D	SD
		5	4	3	2	1
1	My headteacher rarely explains to me CBC teaching methods which has made it hard for implementation					
2	My headteacher often guides me how to handle learners as envisaged under CBC which improved its implementation in my school					
3	In my school, the headteacher guides me how to ensure learner discipline as a way of improving CBC implementation					
4	My headteacher guides me on the role of community in the process of implementing CBC					
5	Implementation of CBC in my school has been slow despite guidance practices adopted by the headteacher					

**Section F: Headteachers' Institutional Coaching Practices and Implementation of Competency-based Curriculum in Public Primary Schools**

1. Please, mark some of coaching practices which your headteacher engages in with regard to CBC implementation

How to collaborate with stakeholders [ ]

How to assess learners under CBC [ ]

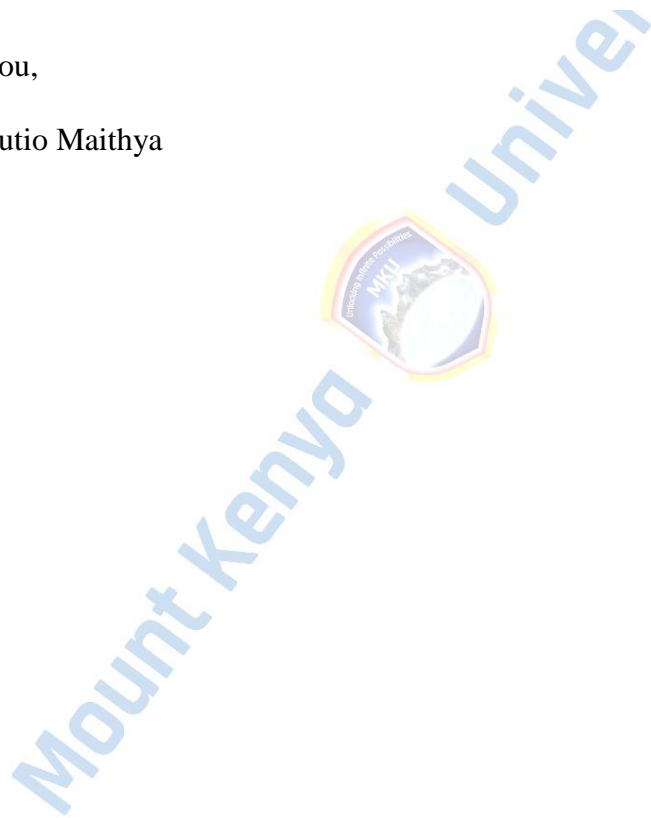
How to engage learners in outdoor activities [ ]

2. Rate to what extent you agree with the following statements on the influence of headteachers' institutional coaching practices on CBC implementation in your school

No.	Test Items	SA	A	U	D	SD
		5	4	3	2	1
1	In my school, the headteacher has coached me on how to collaborate with stakeholders during CBC implementation					
2	My headteacher always coaches me on how to assess learners as envisaged in CBC which has improved its implementation					
3	In my school, the headteacher has often coached me on how to engage learners in outdoor activities which has improved CBC implementation					
4	My headteacher has ensured that I understand different aspects under CBC to make its implementation easy					
5	In my school, CBC has not been effectively implemented since my headteacher has not been effective in coaching					

Thank you,

Mary Mutio Maithya



## APPENDIX IV

### INTERVIEW GUIDE FOR HEADTEACHERS

#### Section A: Demographic Information

1. Gender:.....
2. What is the highest level of education?.....
3. For how long have you been a school head?.....

#### Section B: Implementation of Competency-based Curriculum in Public Primary Schools

1. How often do primary school teachers in your school cover syllabus in time?
2. How would you rate the extent to which CBC has been implemented in your primary school in terms improving learner competencies in key learning areas?

#### Section C: Headteachers' Institutional Inspiration Practices and Implementation of Competency-based Curriculum in Public Primary Schools

1. What are some of the institutional inspiration practices you engage in?
2. How have your institutional inspiration practices influenced implementation of competency-based curriculum in your school?

#### Section D: Headteachers' Institutional Communication Practices and Implementation of Competency-based Curriculum in Primary Schools

1. What are some of the most common forms of communication you apply to share information about CBC?
2. What has been the influence of your institutional communication practices on implementation of competency-based curriculum in your school?

#### Section E: Headteachers' Institutional Guidance Practices and Implementation of Competency-based Curriculum in Public primary Schools

1. What are some of the institutional guidance practices you adopt with regard to CBC implementation?

2. To what extent have your institutional guidance practices influenced implementation of competency-based curriculum in your primary school?

**Section F: Headteachers' Institutional Coaching Practices and Implementation of Competency-based Curriculum in Public Primary Schools**

1. What are some of the institutional coaching practices you engage in with regard to CBC implementation?
2. How have your institutional coaching practices influenced CBC implementation in your school?

Thank you,

Mary Mutio Maithya



## APPENDIX V

### INTERVIEW GUIDE FOR CURRICULUM SUPPORT OFFICERS (CSOs)

Dear respondent,

#### Section A: Demographic Information

1. Gender:.....
2. What is the highest level of education?.....

#### Section B: Implementation of Competency-based Curriculum in Public Primary Schools

1. How often do primary school teachers in your zone cover syllabus in time?
2. How would you rate the extent to which CBC has been implemented in public primary schools in your zone?

#### Section C: Headteachers' Institutional Inspiration Practices and Implementation of Competency-based Curriculum in Public Primary Schools

1. What are some of the headteachers institutional inspiration practices you engage in?
2. How have headteachers' institutional inspiration practices influenced implementation of CBC in public primary schools in your zone?

#### Section D: Headteachers' Institutional Communication Practices and Implementation of Competency-based Curriculum in Primary Schools

1. What are some of the most common forms of communication headteachers apply to share information about CBC?
2. What has been the influence of headteachers' institutional communication practices on CBC implementation in public primary schools in your zone?

**Section E: Headteachers' Institutional Guidance Practices and Implementation of Competency-based Curriculum in Public primary Schools**

1. What are some of the headteachers' institutional guidance practices you adopt with regard to CBC implementation?
2. To what extent have headteachers' institutional guidance practices influenced CBC implementation in public primary schools in your zone?

**Section F: Headteachers' Institutional Coaching Practices and Implementation of Competency-based Curriculum in Public Primary Schools**

1. What are some of institutional coaching practices headteachers engage in with regard to CBC implementation?
2. How have headteachers' institutional coaching practices influenced CBC implementation in public primary schools in your zone?

Thank you,

Mary Mutio Maithya

## APPENDIX VI

### DOCUMENT ANALYSIS GUIDE FOR THE RESEARCHER

#### A. Basic Numeracy Skills

Aspects of Basic Numeracy Skills	Levels of Learner Competencies			
	EE	ME	AE	BE
Number recognition				
Counting and sequencing				
Rote counting				
Basic operations				
Number value				

#### B. Language Skills

Aspects of Language Skills	Levels of Learner Competencies			
	EE	ME	AE	BE
Reading skills such as phoneme awareness, phonetics, vocabulary, picture reading or recognition				
Writing skills such as forming words, joining syllable to make words and sentence construction				
Oral skills such as storytelling, news telling				

#### C. Creativity Skills

Aspects of Creativity Skills	Levels of Learner Competencies			
	EE	ME	AE	BE
Coloring				
Pattern writing				
Drawing and tracing				
Printing, e.g., hand, leaf and potato printing				
Crayon and pencil etching				

#### D. Essential Environmental Skills

Aspects of Essential Environmental Skills	Levels of Learner Competencies			
	EE	ME	AE	BE
Ability to tell their names for identity				
Identify their sex for self-awareness				
Identify their body parts (heads, hands, legs etc.)				
Identify objects within their environment (home and school)				

Key: **EE**-Exceeding Expectations; **ME**-Meeting Expectations; **AE**-Approaching Expectations and **BE**-Below Expectations

Thank you,

Mary Mutio Maithya

## APPENDIX VII

### ETHICAL CLEARANCE FROM MOUNT KENYA UNIVERSITY



REF: MKU/ISERC/4690  
TO: MARY MUTIO MAITHYA

Date: 20 January 2025

REG: MED/2023/57649

Dear Sir/Madam,

**RE: INFLUENCE OF HEADTEACHERS' INSTITUTIONAL PRACTICES ON IMPLEMENTATION OF COMPETENCY-BASED CURRICULUM IN PUBLIC PRIMARY SCHOOLS IN MATUNGULU SUB-COUNTY, MACHAKOS COUNTY, KENYA**

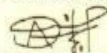
This is to inform you that **Mount Kenya University** has reviewed and approved your above research proposal. Your application approval number is **3412**. The approval period is **20/01/2025 - 19/01/2026**.

This approval is subject to compliance with the following requirements;

- i. Only approved documents including informed consents, study instruments, MTA will be used
- ii. All changes including amendments, deviations and violations are submitted for review and approval by **Mount Kenya University**
- iii. Death and life-threatening problems and serious adverse events or unexpected adverse events whether related or unrelated to the study must be reported to **Mount Kenya University** within 72 hours of notification
- iv. Any changes, anticipated or otherwise that may increase the risks or affect the safety or welfare of study participants and others or affect the integrity of the research must be reported to **Mount Kenya University** within 72 hours
- v. Clearance for export of biological specimens must be obtained from relevant institutions
- vi. Submission of a request for renewal of approval at least 60 days prior to expiry of the approval period. Attach a comprehensive progress report to support the renewal
- vii. Submission of an executive summary report within 90 days upon completion of the study to **Mount Kenya University**

Prior to commencing your study, you will be expected to obtain a research license from National Commission for Science, Technology and Innovation (NACOSTI) <https://research-portal.nacosti.go.ke> and also obtain other clearances needed.

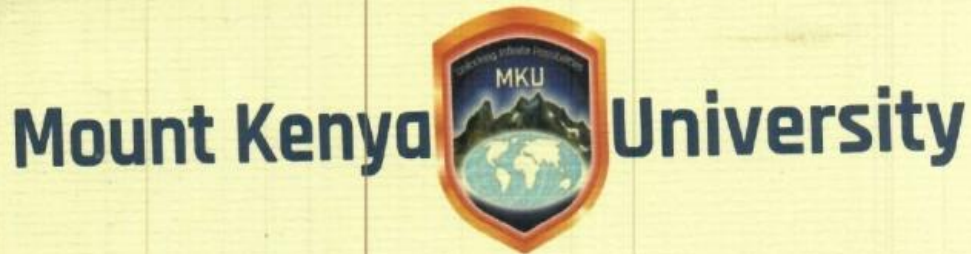
Yours sincerely,



**Dr. Alfred Owino, PhD**  
Chairman, Mount Kenya University ISERC



**APPENDIX VIII**  
**INTRODUCTION LETTER FROM THE SCHOOL OF POSTGRADUATE  
STUDIES OF MOUNT KENYA UNIVERSITY**



**DIRECTORATE OF GRADUATE STUDIES**

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MED/2023/57649

20<sup>th</sup> January, 2025

*National Commission for Science Technology & Innovation (NACOSTI)*  
*Off Waiyaki, Upper Kabete*  
*P.O Box 30623- 00100*  
**NAIROBI, KENYA**

Dear Sir/Madam,


**RE: MARY MUTIO MAITHYA- REGISTRATION NO. MED/2023/57649**

The purpose of this letter is to introduce the above named student who is pursuing **Master of Education** in the **Department of Educational Management and Curriculum Studies** in the **School of Education**.

The title of the research is **"Influence of Headteachers' Institutional Practices on Implementation of Competency - Based Curriculum in Public Primary Schools in Matungulu Sub - County, Machakos County, Kenya."** It has been cleared by the University's Ethics Review Committee (Certificate attached) and now has to proceed to the field to collect data between **February, 2025 and April, 2025**.






Any assistance accorded to the student will be highly appreciated.

Thank you.

  
Dr. Samuel M. Karenga, Ph.D.  
Director, Graduate Studies  
Etc.



**APPENDIX IX**  
**AUTHORIZATION LETTER FROM NATIONAL COMMISSION FOR**  
**SCIENCE, TECHNOLOGY AND INNOVATION, NACOSTI**

 <p style="text-align: center;"><b>REPUBLIC OF KENYA</b></p> <p>Ref No: <b>631554</b></p> <p style="text-align: center;"><b>RESEARCH LICENSE</b></p> <div style="text-align: center;"></div> <p><b>This is to Certify that Ms.. MARY MUTIO MAITHYA of Mount Kenya University, has been licensed to conduct research as per the provision of the Science, Technology and Innovation Act, 2013 (Rev.2014) in Machakos on the topic: INFLUENCE OF HEADTEACHERS' INSTITUTIONAL PRACTICES ON IMPLEMENTATION OF COMPETENCY-BASED CURRICULUM IN PUBLIC PRIMARY SCHOOLS IN MATUNGULU SUB-COUNTY, MACHAKOS COUNTY, KENYA for the period ending : 29/January/2026.</b></p> <p style="text-align: center;">License No: <b>NACOSTI/P/25/415535</b></p> <p style="text-align: center;"><b>631554</b> Applicant Identification Number</p> <p><b>NOTE: This is a computer-generated License. To verify the authenticity of this document, Scan the QR Code using QR scanner application.</b></p> <p style="text-align: center;"><b>See overleaf for conditions</b></p>	 <p style="text-align: center;"><b>NATIONAL COMMISSION FOR</b> <b>SCIENCE, TECHNOLOGY &amp; INNOVATION</b></p> <p style="text-align: right;">Date of Issue: <b>29/January/2025</b></p> <div style="text-align: center;"><p style="text-align: center;">Director General <b>NATIONAL COMMISSION FOR</b> <b>SCIENCE, TECHNOLOGY &amp;</b> <b>INNOVATION</b></p><p style="text-align: center;">Verification QR Code</p><div style="text-align: center;"></div></div>
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**APPENDIX X**  
**RESEARCH AUTHORIZATION LETTER FROM COUNTY**  
**COMMISSIONER, MACHAKOS**



**OFFICE OF THE PRESIDENT**  
**MINISTRY OF INTERIOR AND NATIONAL ADMINISTRATION**  
**STATE DEPARTMENT FOR INTERNAL SECURITY AND NATIONAL**  
**ADMINISTRATION**

Telephone: 21009 and 21983 – 90100  
Email Address: [cc.machakos@interior.go.ke](mailto:cc.machakos@interior.go.ke)  
Fax No. 044-21999  
When replying please quote:

OFFICE OF THE COUNTY COMMISSIONER  
P.O. Box 1 – 90100  
MACHAKOS

**REF:** CC/ST/ADM/5/9 VOL.V/218

**Date:** 19<sup>th</sup> February, 2025.

**Deputy County Commissioner,**  
Matungulu Sub-County.

**RE: RESEARCH AUTHORIZATION – MS. MARY MUTIO MAITHYA.**

The National Commission for Science, Technology and Innovation has authorized the above-named person to carry out a research on ***“Influence of Headteachers’ Institutional Practices on Implementation of Competency-Based Curriculum in Public Primary Schools in Matungulu Sub-County, Machakos County, Kenya”*** for the period ending 29<sup>th</sup> January, 2026.

License No. **NACOSTI/P/25/415535**

Please be notified and accord her the necessary assistance.

Thank you.



**SAMANTHA KEGEHI**  
**FOR: COUNTY COMMISSIONER**  
**MACHAKOS COUNTY.**

**Encl.**

**APPENDIX XI**  
**RESEARCH AUTHORIZATION LETTER FROM COUNTY DIRECTOR OF**  
**EDUCATION, MACHAKOS**



REPUBLIC OF KENYA

MINISTRY OF EDUCATION  
State Department for Basic Education

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Telegrams: "SCHOOLING" Machakos  
Telephone: Machakos  
Fax: Machakos  
Email – [cdemachakos@yahoo.com](mailto:cdemachakos@yahoo.com)  
When replying please quote

OFFICE OF THE  
COUNTY DIRECTOR OF EDUCATION  
EDUCATION  
P. O. BOX 2666 – 90100  
**MACHAKOS**

**MKS/ED/CDE/R/4/VOL.4/ 367**

**Date: 19<sup>th</sup> February, 2025**

Mary Mutio Maithya  
Mount Kenya University

**RE: RESEARCH AUTHORIZATION**

Reference is made to the letter from National Commission for Science, Technology and Innovation Ref: NACOSTI/P/25/415535 dated 29<sup>th</sup> January, 2025.

You are hereby authorized to carry out your research on "Influence of Head teachers' 'Institutional Practices on Implementation of Competency – Based Curriculum in Public Primary Schools in Matungulu Sub –County, Machakos County, Kenya". For a period ending 29<sup>th</sup> January, 2026.

  
FOR COUNTY DIRECTOR OF EDUCATION  
MACHAKOS  
MINISTRY OF EDUCATION  
[machakos@yahoo.com](mailto:machakos@yahoo.com)

**DR.SAMUEL BENGI**  
**FOR: COUNTY DIRECTOR OF EDUCATION**  
**MACHAKOS**



**APPENDIX XII**  
**RESEARCH AUTHORIZATION LETTER FROM COUNTY GOVERNMENT**  
**OF MACHAKOS**



**REPUBLIC OF KENYA**  
**COUNTY GOVERNMENT OF MACHAKOS**  
**OFFICE OF THE COUNTY SECRETARY**

Telephone: +254734525402/0112344966  
Email: [countysecretary@machakos.go.ke](mailto:countysecretary@machakos.go.ke)  
[info@machakos.go.ke](mailto:info@machakos.go.ke)

Machakos Highway  
P.O. Box 1996-90100  
Machakos, Kenya

*When replying please quote:*  
OUR REF: GMC/2/CS/GEN/VOL.IV/78

3<sup>rd</sup> March, 2025.

To,  
Mary Mutio Maithya,  
P.O Box 51 – 90119,  
MATUU - YATTA

**RE: AUTHORITY TO CARRY OUT RESEARCH**

I trust this finds you well.

Reference is made to your letter dated 19<sup>th</sup> February, 2025 requesting for authorization to conduct research on Influence of Headteachers' Institutional Practices on Implementation of Competency-Based Curriculum in Public Primary Schools within Matungulu Sub-County, Machakos County.

This is to inform you that authority is hereby granted to you to collect data for your research, subject to observation of ethical code of Research and other relevant National/County Regulations.

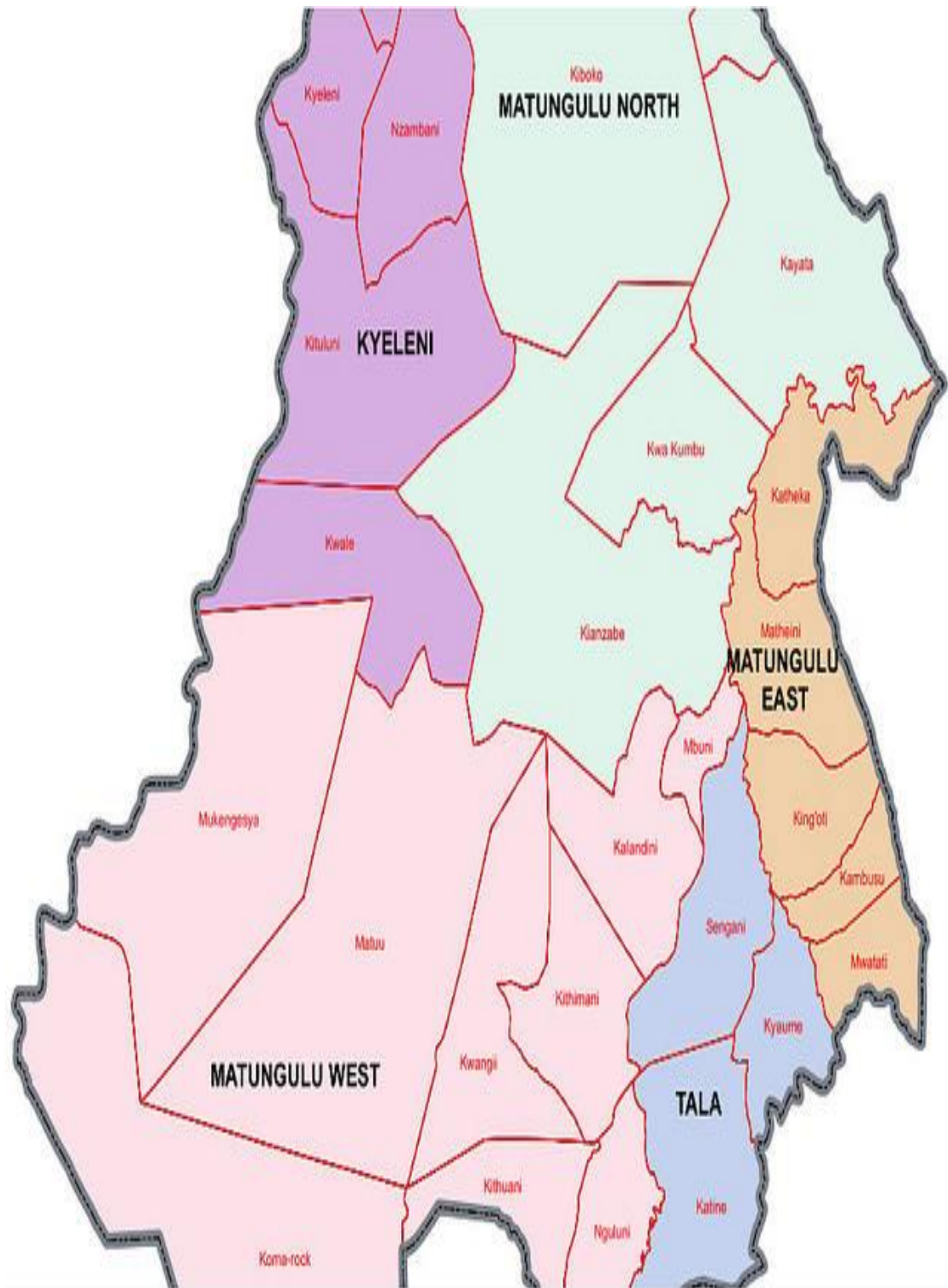
You are also requested to share the findings with the Chief Officer - Department of Education at the end of your research.

Thank you.

  
  
**DR. MUYA NDAMBUKI (PHD)**  
**COUNTY SECRETARY AND HEAD OF PUBLIC SERVICE**

CC: Chief Officer – Department of Education

**APPENDIX XIII**  
**THE MAP OF MATUNGULU CONSTITUENCY SHOWING MATUNGULU**  
**SUB-COUNTY**



Source: IEBC (2012)

# APPENDIX XIV

## TURNITIN SIMILARITY INDEX

### MARY MUTIO MAITHYA

#### INFLUENCE OF HEADTEACHERS' INSTITUTIONAL LEADERSHIP PRACTICES ON IMPLEMENTATION OF COMPET...

 Mount Kenya UNiversity

#### Document Details

Submission ID  
trn:oid::3618:97526250

Submission Date  
May 24, 2025, 5:35 PM GMT+3

Download Date  
May 24, 2025, 5:41 PM GMT+3

File Name  
RESEARCH PROJECT 2025.doc

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2.2 MB

134 Pages  
28,434 Words  
179,482 Characters

# CONTS.....

## TURNITIN SIMILARITY INDEX





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- Small Matches (less than 34 words)
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#### Match Groups

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