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Influence of Headteachers' Supervisory Strategies on Teachers' Performance in CBC Implementation in Primary Schools in Kisumu Central Sub-County, Kenya

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Abstract

This study investigated the influence of headteachers' managerial strategies on primary teachers' performance in the implementation of Competency-Based Curriculum (CBC) in Kisumu Central Sub-County, Kenya. The objectives were to find out whether headteachers' supervisory strategies influence teachers' performance in the CBC and to establish how headteachers' parental engagement strategies influence teachers' performance in CBC implementation in primary schools in Kisumu Central Sub-County. The research was anchored on managerial role classification theory. A convergent, parallel, mixed-methods design was adopted. The target was public primary schools, headteachers, teachers, and the Quality Assurance and Standards Officer (QASO). Purposive sampling was adopted to include all 20 public primary schools, 20 headteachers, and one QASO in Kisumu Central Sub-County. Simple random sampling was used to select 304 out of the 440 teachers in the Sub-County. A questionnaire was adopted to get data from teachers. The collection of data from headteachers and the QASO was done through interview guides. The quantitative research instrument was validated by consulting the research experts, and the qualitative instrument was validated using the member checking technique. The reliability of the instruments was calculated through Cronbach's alpha, and a score of 0.789 was attained, which was considered reliable. Quantitative data was analyzed using the Statistical Package for the Social Sciences (SPSS) version 25, which was presented in percentages, frequencies, tables, graphs, and charts. Qualitative data was analyzed into themes and reported in narratives and direct quotations. The study found that head teachers do not effectively supervise teachers in the implementation of the Competency-Based Curriculum (CBC) in Kisumu Central

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Sub-County. This lack of effective supervision has significantly contributed to teachers' ineffective performance. Therefore, it was concluded that the managerial strategies employed by the head teachers need improvement to enable teachers to perform better in implementing the CBC in Kisumu Central Sub-County. The study recommends that the government develop school policies to ensure that head teachers regularly supervise teachers during the curriculum implementation process.

Keywords: *Head teachers, Managerial strategies, teachers, performance, academic performance, CBC*

1. Introduction

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

Competency-Based Curriculum (CBC) is a method in which learners work at their own pace to demonstrate mastery of the competencies required for their chosen field of study (Gitahi, 2021). The strongest outcome of CBC is increased learner engagement, which results from the learners' ownership of the learning process. The curriculum also promotes individualized learning and accommodates a variety of learning styles, making it a personalized experience (Gitahi, 2021). A Competency-Based Curriculum is a learning strategy that focuses on providing learners with hands-on skills that connect the school environment to the workplace.

The focus of CBC is on the capacity to apply skills, knowledge, values, and attitudes in a variety of real-life situations (Cheptoo, 2019). Hence, the emphasis is on the application of learned skills to the current world, which requires teachers to function as facilitators and cognitive trainers as learners acquire and exhibit the actual competencies (Cheptoo, 2019). The competencies can be effectively attained if the curriculum is properly implemented by headteachers who possess effective managerial strategies and teachers who are equipped with 21st century learning and teaching skills such as learner-centered teaching approaches, modeling, research-based teaching, and inquiry-based instruction. Such skills would enhance teachers' performance in the implementation of the CBC. Since the effective implementation of a Competency-Based Curriculum leads to the development of varied competencies among the learners, the curriculum has been adopted by a number of countries. Butova (2015) stated that the CBC was first introduced in 1957 in the United States of America as a way of improving the education system. Following its implementation, Butova further found that the leadership strategies of the school heads should be hands-on to enhance problem-solving and improve the performance of teachers.

Finland's education system is highly respected as among the best in the world, with Finnish schools regularly emerging at the top in evaluations administered by the program for international student assessment, which regularly appraises education systems in Organization for Economic Co-operation and Development countries. Finland's education system is considered a model of excellence by the proponents of competency-based education in Europe (Calagrossi, 2018). The success of the Finnish CBC system is credited to reforms initiated in the country since the 1970s. The reforms saw the localization of the national curriculum of Finland, which was before then highly centralized (Halinen, 2018). Finnish teachers were then given skills in psychology, curriculum theory, and research to the point where they could design their own curricula based on national standards.

School administrators and teachers in the country assume the responsibility of defining the overall goals of education for their schools, the assessment process for learners in their schools, as well as self-assessment of school improvement goals. According to Calagrossi (2018), one of the main reasons for Finland's education system's success is that the country ensures that school heads are equipped with the necessary strategies and competencies and that teachers are trained for free by the government up to master's degree level to attain the competencies required to perform up to expectations as they impart knowledge and skills among the learners. It is important to note that the Finnish CBC education system has been in place for a long time, the entire country participated in the transition to the CBC, and the government has given teachers and headteachers the skills and authority to create their own curricula, something Kenya has not yet done as the CBC is only seven years old and teachers and headteachers lack adequate training, including teacher management strategies for the case of headteachers, which prompted this study to highlight the gaps.

New Zealand is another country considered to have highly devolved the CBC system. New Zealand accords great individual autonomy to its schools in terms of the teaching and learning process. The country has a National Curriculum and National Education Standards framework, which help set clear national education goals. National education performance expectations are set through teacher standards and performance and the New Zealand Qualifications Framework (Bristol, 2014). The community in New Zealand has a high level of trust in schools and educators to conduct effective learner assessment and school evaluation. The country does not run full-cohort national tests; instead, full autonomy is given to teachers for the development of a standards-based curriculum and the assessment of learning. This is the distinctive culture of a competency-based education system, where various measures of accountability are established. The schools in New Zealand are characterized by a tradition of teamwork among teachers, which could be a result of the high degree of autonomy accorded to teachers and their commitment to meeting school performance goals that they have participated in setting (Bristol, 2014). Contrary to the findings in New Zealand, headteachers and teachers are inadequately contacted during the curriculum development in Kenya, which has resulted in an unsatisfactory curriculum, hence affecting their performance (Nyamai, 2020). The current study was important in identifying such gaps as it investigated how headteachers' managerial strategies influence teachers' performance in competency-based curriculum implementation in public primary schools.

In Australia, a study by Smith (1996) established that weaknesses in the skill level of workers in all sectors following changes in the economy and the pace of technology led to the introduction of the CBC system in 1990. A related reason led to the establishment of CBC in

Germany. However, Klein and Schwanenberg (2020) established that the communication strategies employed by the school principals greatly affected the schools' implementation of the curriculum in both public primary and secondary schools in Germany. This, as Klein and Schwanenberg noted, was a result of many principals in Germany not having received any substantial formal training for management and leadership tasks. It is critical that the headteachers understand that in the presence of effective communication, teachers tend to feel safe, happy, and at home, which is necessary for them to effectively perform their duties in the execution of the curriculum and promote better results for the school and the learners. According to the study by Klein and Schwanenberg, the current study sought to establish whether or not a similar reality is experienced in public primary schools in Kenya.

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

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

In Africa, the implementation of CBC was pioneered by South Africa in 1998 as a result of an acute shortage of professionals such as engineers, technicians, and artisans. The adoption of the CBC system was meant to change the attitudes of all South Africans and equip them with employable skills to cope with challenging issues in the 21st century (Mulenga, 2019). In 2013, the Zambian education system revised its curriculum from a knowledge-based one to a skills-based one as a way of preparing learners for future challenges in the rapidly changing world (Mulenga, 2019). The aim was to produce self-motivated, life-long learners, confident and productive individuals, and holistic, independent learners with the values, skills, and knowledge to enable them to succeed in school and in life. A study carried out in Morocco by Ismail, Halim, Munna, Abdullah, Shminan, and Muda (2016) established that school leadership is crucial to CBC implementation. These studies, though concerned with CBC implementation, did not investigate how headteachers' management strategies influence teachers' performance in the implementation of CBC, which is the gap that the current study sought to fill.

Rwanda is another African country where CBC has been implemented in schools. The Competency-Based Curriculum (CBC) was launched in Rwanda in April 2015 because it is less academic and more practical-oriented. It is more skills-based and tailored to a working environment and daily life. In schools where teachers used CBC techniques of teaching and learning, there has been an improvement in the learners' attendance and improved pass rates. However, there were challenges like insufficient teaching and learning materials, large classes hindering effective delivery, a lack of parental support, and a lack of qualified teachers to implement the curriculum (Urunana et al., 2021). The cited study was concerned with challenges

that affected teachers as they implemented CBC in Rwanda and did not provide information on how headteachers' managerial strategies influence teachers' performance in competency based curriculum implementation, hence the need for the current study.

A number of scholars have noted that the implementation of CBC in Kenya has not been without challenges. For example, Wambua (2019) investigated the constraints facing successful implementation of the CBC in Machakos County, Kenya, and established that teachers, as one of the key curriculum implementers, were not fully prepared for the implementation of the new curriculum. Teachers found it difficult to adapt their teaching methods and practices to a child's individual learning techniques that would enable the acquisition of competencies such as problem solving, digital literacy, communication and collaboration, and self-efficacy. Wambua further found that teachers were rigid about changing from a content-based curriculum to CBC and that the teaching and learning materials available in the schools were not adequate for the effective implementation of CBC. However, the study by Wambua fell short of providing sufficient information regarding headteachers' managerial strategies and teachers' performance in competency-based curriculum implementation in primary schools.

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

In Kisumu Central Sub-County, the ineffective performance of teachers in the implementation of CBC is blamed on the small size of classrooms and the limited skills and training of teachers, which has hindered their effective adoption of the learner-centered teaching approach (Odero, 2021). Despite the fact that Momanyi (2019), focused on CBC implementation, lacked information on how headteachers' supervisory strategies influence teachers' performance in CBC implementation in primary schools in Kisumu Central Sub-County, Kenya, which raised the need for the current study.

2. Statement of the Problem

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

implement CBC, which has hindered the acquisition of the competencies the curriculum is intended to achieve.

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

2.1 Objectives of the Study

To find out whether headteachers' supervisory strategies influence teachers' performance in CBC implementation in primary schools in Kisumu Central Sub-County.

2.2 Research Question

To what extent do headteachers' supervisory strategies influence teachers' performance in CBC implementation in public primary schools in Kisumu Central Sub-County?

3. Empirical Literature Review

3.1 Headteachers' Supervisory Strategies and Teachers' Performance

The quality of education depends on the way teachers are trained and supervised. Teacher supervision is a management process involving teachers and a supervising headteacher with the goal of enhancing the learners' performance (Bouchamma, 2015). Effective supervision improves classroom practice, which leads to student success by improving teachers' professional development and their job performance. Rahabav (2016) conducted a study on the effectiveness of headteachers' supervision for teachers in Indonesia. The study was based on high schools in Mediatrix Ambon, Maluku Province. Data collection was done through observation, a structured interview guide, and documentation analysis. It was found that the effective supervision of teachers in class and their professional documents, such as lesson plans and schemes of work, by headteachers helped improve the teachers' performance and the academic achievement of the learners. Supervision was also found to increase development, communication, error-free problem resolution, and commitment to building the capacity of teachers to change the method of teaching and apply new teaching methods. The study also established that through effective supervision, teachers perform their work in a peaceful way, as evidenced by the resolutions made to ensure quality education. In addition, headteachers must consider the supervision of teachers in creating a conducive learning environment, managing classes, and mastering the subject. However, though Indonesia implements a competence-based curriculum in its education system, the study was silent about how headteachers' managerial strategies influence teachers' performance as they implement the curriculum and only focused on secondary schools. The current study sought to fill this gap by concentrating on how headteachers' supervisory strategies influence teachers' performance in CBC implementation in public primary schools in Kisumu Central Sub-County.

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

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

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

In Zimbabwe, learning is considered central to the functions of a school, and it is important that instruction, which is used as a basic tool to promote learning, is perfected. It is generally believed that if teachers are left to themselves, they may not develop their teaching skills. This underlines the significance of instructional supervision in helping teachers improve their teaching skills. As a result, Thembinkosi (2013) conducted a qualitative study of teachers' perceptions of instructional supervision. The study purposively sampled 48 qualified teachers from Nkayi District in Matabeleland North, Zimbabwe. The findings indicate that teachers in the sample perceived classroom instructional supervision in a positive way. The preferences for the frequency of supervision of instruction, types of supervisors, and purposes of supervision all point to the fact that teachers perceive supervision in a positive way. It was recommended that there should be well-planned programs of instructional supervision that can promote the quality of teaching in the schools. This study, however, did not mention teachers' performance in the implementation of competency-based curriculum, which was the focus of the current study. The study by Thembinkosi did not mention how the supervision skills of the headteacher influenced

teachers' performance. Furthermore, though it adopted some similarities in the methodology, such as the use of semi-structured interviews, it only used a qualitative approach. The current study was different in a way that it employed both qualitative and quantitative approaches in the collection and analysis of data regarding the influence of headteachers' managerial strategies on teachers' performance in competency-based curriculum implementation in public primary schools in Kisumu Central Sub-County.

Tesema (2014) conducted a study to assess the practices of school-based supervision in government secondary schools in Kamashi Zone, Ethiopia. The study used a descriptive approach to collect and analyze the data. The study's findings revealed that teachers are unaware of the activities and importance of school-based supervision. It was further established that supervisory practices are ineffective in matching the developmental level of the individual teacher and that supervisors are unable to properly apply the necessary procedures for classroom observation. On the other hand, among the factors influencing school-based supervision are the lack of relevant training programs for supervisors, the scarcity of experienced supervisors in school-based supervision activities, the lack of supervision manuals in the schools, and the shortage of allocated budget for supervisory activities. Finally, to minimize the problems of school-based supervision in secondary schools, the study recommended relevant in-service training for supervisors to upgrade their supervisory activities. Necessary resources such as supervision manuals and an adequate budget for the success of supervision at the school level were also suggested. The research by Tesema concentrated on Kamashi zone public secondary schools and the supervision approaches. Hence, the study did not find out the supervisory skills of the headteachers in relation to the teachers' performance. Thus, the current study sought to fill this gap by investigating how headteachers' supervisory skills in the implementation of CBC influence teachers' performance in public primary schools in Kisumu Central Sub-County, Kenya.

Lema and Otieno (2022) investigated headteachers' supervisory practices and their effectiveness on teachers' job performance in public primary schools in Arusha District Council, Tanzania. A convergent mixed-methods design was employed, while questionnaires and interview guides were used for data collection. The interviewed headteachers were selected using a purposive sampling technique, while for academic teachers and class teachers, the researchers employed simple and stratified random sampling techniques. The study revealed the effectiveness of supervisory practice on teachers' job performance. It was further found that headteachers in public primary schools carry out supervision in a friendly environment. However, the study did not make a proper distinction between academic teachers and other teachers, which caused confusion in the understanding of the study. The study did not also reveal substantial information regarding teachers' performance, which is the gap that the current study sought to cover.

Like in other countries, teacher supervision has attracted scholarly work in Kenya. This is because it is seen as having the potential to help schools contribute more effectively to the academic achievement of their students. Kimutai (2012) examined the influence of the supervision of teachers by headteachers on students' academic performance in secondary schools in Bureti District, Kenya. Chi-square and Pearson's coefficient of correlation were used to analyze the data. Results revealed that supervision had a positive relationship with the schools' overall mean scores in KCSE examinations. The study recommended that headteachers need to improve teacher supervision if schools are to register improved performance in KCSE

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

4. Research Methodology

The study used a convergent parallel mixed methods design. The target was public primary schools, headteachers, teachers, and the Quality Assurance and Standards Officer (QASO). Purposive sampling was adopted to include all 20 public primary schools, 20 headteachers, and one QASO in Kisumu Central Sub-County. Simple random sampling was used to select 304 out of the 440 teachers in the Sub-County. A questionnaire was adopted to get data from teachers. The collection of data from headteachers and the QASO was done through interview guides. The quantitative research instrument was validated by consulting the research experts, and the qualitative instrument was validated using the member checking technique. The reliability of the instruments was calculated through Cronbach's alpha, and a score of 0.789 was attained, which was considered reliable. Quantitative data was analyzed using the Statistical Package for the Social Sciences (SPSS) version 25, which was presented in percentages, frequencies, tables, graphs, and charts. Qualitative data was analyzed into themes and reported in narratives and direct quotations.

5. Research Findings

5.1 Headteachers' Supervisory Strategies and Teachers' Performance

The first objective of this study was to find out whether headteachers' supervisory strategies influence teachers' performance in CBC implementation in primary schools in Kisumu Central Sub-County. The teachers were requested to choose the response that best represented their feelings on a five-point scale. The scale of rating was: Strongly Agree (SA), Agree (A), Undecided (UD), Disagree (D), and Strongly Disagree (SD). The findings are presented in Table 1.

Table 1: Headteachers' Supervisory Strategies and Teachers' CBC Performance

(n=296)

Statement	SA		A		UD		D		SD	
	f	%	f	%	f	%	f	%	f	%
The headteacher checks our records of work for effective CBC implementation.	11	3.7	179	60.5	73	24.7	26	8.8	7	2.4
The headteacher checks our lesson notes to ensure effective implementation of the CBC.	8	2.7	51	17.2	103	34.8	101	34.1	33	11.1
The headteacher holds sessions to guide us on CBC teaching delivery	1	0.3	20	6.8	98	33.1	157	53.0	20	6.8
The headteacher supervises us while teaching to ensure effective implementation of the CBC.	3	1.0	19	6.4	72	24.3	116	39.2	86	29.1
The headteacher's supervision improves our performance in CBC.	6	2.1	173	58.4	17	5.7	25	8.4	18	6.1
The headteacher monitors learners' involvement in class to enhance collaboration.	3	1.2	156	52.7	51	17.2	38	12.8	14	4.7
The headteacher checks our application of problem-solving teaching techniques while teaching.	1	0.3	58	19.6	4	1.4	20	6.8	196	66.2
The headteacher supervision leads to teacher motivation in implementing CBC	1	0.3	125	42.2	133	44.9	5	1.7	9	3.0

Table 1 shows that the majority of the teachers 179 (60.5%) agreed with the statement that headteachers check teachers' records of work. Checking a teacher's record of work is an important function of the school headteacher, as it acts as a tool for quality assurance and forms the basis for teacher evaluation. This evaluation ensures that the teacher is delivering quality education and maintaining the expected standards set by the school. A similar observation was made by the National Education Association (2017), which posited that regular and timely checking of a teacher's records of work assists in ensuring compliance with educational policies, standards, and regulations at the school. This finding implies that checking a teacher's record of work may be useful in providing targeted support and professional development opportunities, ultimately enhancing the teacher's skills and teaching methodologies. In line with this finding, the Quality Assurance and Standards Officers (QASOs) stated:

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

sometimes observe teaching sessions and provide feedback to improve teaching practices (QASO, 20/07/2023).

Results in Table 1 also show that 103 (34.8%) of the teacher participants were undecided on the question of whether the headteachers correct teachers' lesson notes. This lack of decision on whether their headteachers check and correct their lesson notes could imply different things; for instance, the teachers might not be clear about whether their headteacher actually reviews their lesson notes or not. It is possible that some teachers have experienced their headteacher checking their notes, while others have not, leading to mixed responses. It could also be that the headteacher's approach to checking and correcting lesson notes may vary among different teachers. Some teachers might receive regular feedback, while others might not, leading to uncertainty among the teachers. This response shows that headteachers do not place a strong emphasis on reviewing lesson notes. This perception could arise if the headteacher rarely provides feedback or if the feedback given does not seem to have a significant impact on the teaching process.

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

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

From the study results in Table 1, a majority of the respondents, 173 (58.4%), agreed with the statement that headteacher supervision improves teacher class performance. Headteacher supervision ensures that teaching practices meet the expected standards of the school and align with the overall educational goals. This finding fully agrees with that of Harris (2019), which states that observation allows for personalized support and coaching for individual

teachers and provides an opportunity for headteachers to tailor their guidance to the unique needs of each teacher. Data from interviews shows that most of the headteachers show commitment concerning the supervision of teachers in schools to ensure effective teacher performance in the implementation of CBC. For instance, one of the headteachers commented:

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

Regarding the statement that the headteacher monitors the involvement of learners, the majority of the teachers 156(52.7) agreed, and the smallest number of them 14(4.70) strongly disagreed with the statement. The study, therefore, holds that the headteachers in primary schools in Kisumu Central Sub-County are aware of the beneficial impact of their role in monitoring the involvement of learners in the classroom. They understand that monitoring learners and teachers is critical to the teaching process. Such monitoring affords the headteacher an opportunity to ensure that students are actively engaged in the learning process. Actively engaged students are more likely to be attentive, participate in class discussions, and retain information effectively. This finding agrees with that of Thuo and Mugo (2017), who noted that it is essential for the headteachers to provide immediate feedback and support to both teachers and students and offer guidance on effective instructional strategies, classroom management techniques, and ways to improve learner involvement, as this is important in the attainment of the overall educational objectives in a school.

The teachers were also asked to respond to the suggestion regarding the headteacher checking the application of problem solving while teachers are teaching. The findings show that the majority of the teachers, 196 (66.2%), strongly disagreed with the statement that the headteachers check their application of problem-solving while teaching. There was also the lowest number of teachers who were undecided on whether the headteachers checked their application of problem-solving while teaching. This finding suggests that headteachers do not prioritize problem-solving techniques such as think-pair-share, role-playing, simulations, and cooperative learning as effective teaching methods. The failure of the headteacher to monitor and encourage the use of problem-solving instruction can have adverse effects on students' development of critical thinking skills. Problem-solving instruction plays a crucial role in fostering analytical and logical reasoning abilities, creativity, and adaptability, which are all essential components of critical thinking. When problem-solving instruction is not emphasized or supervised adequately, several negative outcomes may arise. For instance, it may lead to a lack of exposure to critical thinking opportunities. Problem-solving instruction provides students with opportunities to think critically and apply their knowledge to real-world situations. Without these opportunities, learners may not develop the skills needed to approach complex problems with a critical mindset. Without a focus on problem-solving, students may also resort to rote memorization to pass exams rather than truly understanding concepts. This approach hinders the development of independent and analytical thinking, which the Implementation of CBC intends to foster among the learners. Following the argument of Kizilirmak (2016), it is important that headteachers be supportive of the teachers in order to successfully implement problem-solving as

a method of instruction in schools. The majority of the teachers 258(87.19%), as shown in Table 1, agreed with the statement that headteachers' supervision leads to teacher motivation. Headteachers achieve this by actively engaging teachers during supervisory practices, providing feedback and support, and ultimately becoming team players in the teaching process. This finding aligns with what one of the principals said in the interviews:

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

Based on the findings, it can be said that the headteachers and their supervisory strategies are crucial in influencing teachers' performance in Competency-Based Curriculum (CBC) implementation in primary schools in Kisumu Central Sub-County. CBC is an educational approach that emphasizes the development of students' skills and competencies rather than just content knowledge. Since its introduction in Kenya, the effective implementation of CBC has relied heavily on the support and leadership provided by headteachers. Thus, the headteachers who provide clear guidance and support to teachers in understanding the CBC framework, its objectives, and the expected outcomes can significantly enhance teachers' confidence and motivation and improve their performance in the implementation of the curriculum. As Ruel and Bautista (2022) noted, headteachers play a crucial role in monitoring classroom activities, which allows them to assess how well CBC is being implemented. Constructive feedback from headteachers helps teachers identify areas for improvement and make necessary adjustments to their teaching strategies, which consequently improves their performance.

5.2 Conclusions and Recommendations

Based on the findings, the study concluded that the supervisory strategies employed by the headteachers in the primary schools have an influence on teachers' performance in the implementation of the Competency-Based Curriculum (CBC) in primary schools in Kisumu Central Sub-County. The study further found that headteachers make efforts to review teachers' work records; however, they rarely conduct instructional sessions to guide teachers on teaching methods and lesson delivery. Headteachers do not assess teachers' application of problem-solving skills during instruction, which contributes to their ineffective performance in implementing CBC. Therefore, the study recommends that the government develop school policies to ensure that headteachers regularly supervise teachers in the classroom while teaching.

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