

**EFFECTS OF COMPETENCY-BASED CURRICULUM PLANNING AND  
ASSESSMENT STRATEGIES ON THE QUALITY OF LEARNING  
OUTCOMES IN ENGLISH TEACHING IN MACHAKOS  
SUB-COUNTY, KENYA**

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the Requirements for the Award of Degree of Master of Educational  
Communication Technology of Machakos University, Kenya**

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### DECLARATION

This Thesis is my original work and has not been presented to any other university for a degree or any other award.

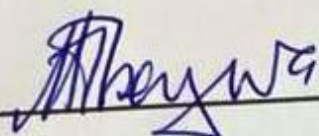
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## **DEDICATION**

I dedicate this thesis to my husband, Muchemi Ndung'u, whose unwavering support and encouragement have been pillars of strength throughout this academic journey. To my children, Vanessa Njeri, Hadassah Wanja, and Melissa Wambui, your tremendous understanding and support during times when I needed to focus on my studies instead of my motherly duties are deeply appreciated. May God bless each of you for being integral to my success.

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## **LIST OF ACRONYMS AND ABBREVIATIONS**

|               |                                           |
|---------------|-------------------------------------------|
| <b>BECF:</b>  | Basic Education Curriculum Framework.     |
| <b>CBE:</b>   | Competency-Based Education                |
| <b>CBET:</b>  | Competency-based Education Training       |
| <b>CBC:</b>   | Competency- Based Curriculum              |
| <b>CBLT:</b>  | Competency-Based Language Teaching        |
| <b>CSO:</b>   | Curriculum Support Officer                |
| <b>EAC:</b>   | East African Community                    |
| <b>KICD:</b>  | Kenya Institute of Curriculum Development |
| <b>KNEC:</b>  | Kenya National Examination Council        |
| <b>CBT:</b>   | Competence-Based Task                     |
| <b>PCIs:</b>  | Pertinent and Contemporary Issues         |
| <b>QUASO:</b> | Quality Assurance and Standards Officers  |
| <b>SPSS:</b>  | Statistical Package for Social Sciences   |

## ABSTRACT

This study focused on the relationship between the implementation of competency-based curriculum planning and assessment strategies and the learning outcomes in English teaching in the Machakos Sub-County, Kenya. The objectives of the study were: to establish how the implementation of the new CBC scheming and lesson planning strategies by Teachers of English affects learning outcomes; to establish how Teachers of English' use of the new CBC assessment strategies affects learning outcomes; to establish how the Teachers of English' attitude towards the implementation of the new CBC affects learning outcomes; to explore the challenges faced by Teachers of English during lesson planning and assessment, in primary schools in Machakos Sub-County, Kenya. The study was guided by the Theory of Visible Learning by John Hattie. The study employed a descriptive survey research design. The research instruments used in the study included: questionnaires for head teachers, teachers, and Curriculum Support Officers. The target population included 91 primary school head teachers, 2 Curriculum Support Officers, 364 Teachers of English, and grade one to six pupils. The study used simple random sampling to select eleven (11) primary schools in the Machakos Sub-County. A total of eleven (11) head teachers were purposively sampled from the eleven schools, and forty-five (45) grade one to grade six teachers of English were purposively sampled, (1993) grade one to grade six pupils were purposively sampled from the eleven schools. One curriculum support officer was randomly sampled from among the three educational zones in the sub-county. The quantitative data were analyzed using frequencies and percentages and presented in tabular format. Chi-square tests run using SPSS 27 were used to evaluate the association between the independent variables and the dependent variable. The findings of the study show that the quality of performance in English was significantly associated with the level of implementation of CBC schemes of work, lesson plans, and assessment strategies. The research also shows that the teachers' attitude towards the implementation of CBC did not significantly influence the quality of specific learning outcomes. The study identified four key challenges to CBC implementation which included: inadequate time for preparation and assessment; inadequate teaching materials/ resources; confusing curriculum guidelines and some degree of lack of experience among teachers. The study recommends that there is a need for some reforms if the CBC is to gain buy-in from different stakeholders. One of the main reforms would be the involvement of teachers and parents in the curriculum development phase.

# **CHAPTER ONE**

## **INTRODUCTION**

### **1.0 Introduction**

This chapter provides an overview of the background to the study, focusing on the Competency-Based Curriculum (CBC). It further presents the statement of the problem, the purpose of the study, research objectives and research questions, the significance of the study, limitations, and delimitation of the study, and concludes with a definition of acronyms and abbreviations.

### **1.1 Background to the Study**

The move towards a Competence-Based Curriculum in Kenya is a reflection of a global shift in educational focus. According to Moon (2007), a Competency-based curriculum (CBC) aims at identifying and nurturing the unique intellectual, emotional, and physical abilities of all learners while helping them fulfill their capacities to lead a successful life. It is further observed that CBC offers a great deal of importance to activities that let students gain direct experience while encouraging self-expression for the student's subjective self-discovery (Moon, 2007).

Richards and Rodgers (2001) state that Competency-based Education (CBE) emerged in the United States in the 1970s and advocated defining educational goals in terms of precise measurable descriptions of the knowledge, skills, and behaviours students should possess at the end of a course of study. According to Burke (1989), the origin of (CBE) can, however, be traced back to the 1920s, in educational reform relating to industrial models centred on the specification of outcomes in behavioural objectives form. From the mid-1960s onwards, the demand for accountability in education, greater

emphasis on the economy, and more community participation in decision-making provided a great push for the concept of competency-based education training (CBET).

Wolf (1995), notes that the CBC movement spread to European countries such as the United Kingdom and Germany in the 1980s. Australia assumed the competence-based curricula in the 1990s and since then, other countries worldwide have been interested in implementing the competency-based curriculum in schools because of the ever-changing technology and global market. Ruth and Ramadas (2019) observed that the CBC program moved to European countries due to the economic recession instigated by the prevalence of unemployment among the youths in the United Kingdom. The main blame was on the Education system, which was criticized for the low achievement of necessary skills by graduates. This has seen incredible progress in the European educational system.

In Africa, the new task of modern society has replaced the old goal of education, which is to learn as much as possible. The CBC education chooses knowledge of the greatest calibre and effectively utilizes it. Consequently, a competence-based curriculum aids in the development of the knowledge, skills, values, and attitudes that its citizens need. It aims to move beyond the traditional syllabi or written plans and concentrates on giving students the skills they need to develop, apply, and acquire the knowledge, values, and attitudes that should result in the use of skills. To achieve these goals, some African countries, such as South Africa, Tanzania, Rwanda, Kenya, Mozambique, Zimbabwe, and Zambia, have switched from a content-based curriculum to a competency- or outcomes-based curriculum since the year 2000. However, support for a competency-based curriculum has not yet demonstrated how kids may develop critical competencies through a school curriculum. People's lack of understanding of what a

competency-based curriculum entails is one factor contributing to this problem. (Ruth & Ramadas, 2019).

Ruth and Ramadas (2019), observed that South Africa was the first country to adopt CBC in 1998, this was due to the grave shortage of professionals like technicians, engineers, and artisans. South Africa adopted CBC to change the attitudes of South Africans and equip them with skills to cope with challenging demands in the 21st century. According to (Chu, Nnam, & Faizefu, 2018)) The Ministry of National Education in Cameroon introduced Competency-Based Teaching in 2002 to solve the issues of ineffective use of teaching methods and resources in schools.

Human development requires a broadened educational approach that is sustained by the extension of the learning contexts. The educational approaches need to have a responsive approach to the learning needs of the learners (Richards & Rodgers, 2001). Teachers, therefore, have to be insightful in analysing their professional practice and show evidence-based decision-making. Teachers have to draw upon their professional knowledge to plan a course and determine evaluations that improve their practice and learners' learning.

Komba and Mwandaji (2015) note that trends in the competency-based curriculum have also emerged in East Africa. The East African partner declares in sessional paper No. 14 of 2012 that Kenya, Uganda, Tanzania, Rwanda, and Burundi adopted a policy of harmonizing the education systems that shifts focus from the standard curriculum design to the CBC and assessment approach. In 2013, partner states in the community agreed to put in place a harmonized curriculum that is competency-based (Komba & Mwandaji, 2015).

According to Pale and Amukowa (2020), Rwanda switched to a competency-based curriculum in 2015 to address the lack of skills in the Rwandan educational system, which places a strong focus on science and technology. Tanzania implemented a competency-based curriculum in secondary schools in 2005 (Komba & Mwandaji, 2015). The goal of the Ministry of Education and Culture is to create an educational system that gives Tanzanians the skills they need to address the country's development concerns.

Kenya began CBC implementation in January 2017. The implementation of CBC is in the pre-primary and primary classes (grades 1, 2, 3, 4, and 5) (Pale & Amukowa, 2020). During the implementation of a new curriculum, there is a need for systematic evaluations as a way of collecting and using data to detect problems and adjust implementation strategies.

Most countries that have adopted CBC identified challenges initially with the implementation. In Tanzania, Kavindi (2014) identified challenges related to the shortage of qualified teacher educators, overcrowded classes, poor lesson planning, inadequate teaching and learning resources, and challenges in the evaluation of competencies.

The teachers' concerns about the CBC pilot implementation indicated several challenges. These challenges include information handling on digital devices, guiding parents on assessment and homework, grading according to assessment rubrics, changing from a thematic to an inquiry-based approach, large classes, and generating key inquiry questions (KICD, 2017). KICD (2017) also highlights the long time it takes to plan and assess individual learners as a key challenge. The implementation of a competence-based curriculum in schools has been complex because teachers still focus

on developing content hoping that the learners would develop their competencies automatically. The teaching of a competence-based curriculum requires the teachers' understanding of the planning content, pedagogy, and assessment to improve the quality of learning outcomes.

Competencies are a set of skills, knowledge, and behaviours learners require to achieve to perform tasks, activities, or jobs in the world of work (KICD, 2017). Training to be a competency-based teacher of English requires planning competency-based English working plans as well as learning how to assess competencies in English (Richards & Rodgers, 2001).

While CBC has been widely studied, Studies have majorly been on the implementation of CBC, the challenges facing CBC, and attitude towards CBC, but the actual planning for teaching and assessment, specifically in English as a subject, needs proper scrutiny. This study seeks to establish the effects of CBC planning and assessment on the quality of learning outcomes. The study specifically focused on Machakos Sub-County, which is one of the Sub-Counties where the CBC piloting phase was implemented.

## **1.2 Statement of the Problem**

The current Basic Education Curriculum Framework in Kenya as developed by the Kenya Institute of Curriculum Development (KICD) requires the use of the Competency-Based Curriculum (CBC) Approach. The critical emphasis of the CBC is the acquisition and application of knowledge, skills, attitudes, competencies, and values learned in real-life situations.

It is however noted that the speed of its introduction as well as how the teachers were inducted may not have given them enough time to embrace the new paradigm. In the CBC context, Teachers of English needed proper induction in the teaching

methodology, assessment approaches, instructional materials, classroom activities, and organization. They also needed a positive attitude towards the implementation of the new strategies which they require to successfully implement the new curriculum. Such a comprehensive change in the instructional approach from content-based to outcome-based in terms of planning, teaching, learning, and assessment required both a change in attitude and the implementation of new strategies in pedagogy. Studies have yet to establish the true picture of the state of English teaching in primary schools.

There is, therefore, a need to carry out more research to establish the extent to which Teachers of English implementation of CBC strategies during the planning and assessing English lessons influences learning outcomes. This will help identify the specific problems or deficiencies in English teaching and learning within the new curriculum. This study, therefore, sought to evaluate how Teachers of English' planning and assessment in the competency-based curriculum influence learning outcomes in primary schools in Machakos Sub-County.

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

The purpose of this study was to evaluate the effects of the implementation of competency-based curriculum planning and assessment strategies on the learning outcomes in English teaching in Machakos Sub-County, Kenya.

### **1.4 Research Objectives**

1. To establish how CBC planning strategies implemented by teachers of English affect learning outcomes in primary schools in Machakos Sub-County.
2. To establish how CBC assessment strategies implemented by teachers of English affect learning outcomes in primary schools in Machakos Sub-County.

3. To determine the attitudes of teachers of English towards the implementation of the CBC lesson planning and assessment strategies in primary schools in Machakos Sub-County.
4. To explore the challenges faced by teachers of English during lesson planning and assessment in primary schools in Machakos Sub-County.

### **1.5 Research Questions**

The study seeks to answer the following questions:

1. How do Competency-Based Curriculum (CBC) planning strategies affect the quality of learning outcomes in English teaching in Machakos Sub-County?
2. What is the impact of CBC assessment strategies on students' performance in English lessons in Machakos Sub-County?
3. What are the attitudes of English teachers towards CBC planning and assessment strategies in Machakos Sub-County?
4. What challenges do English teachers face in adopting CBC planning and assessment strategies in Machakos Sub-County, and how can these challenges be addressed?

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

The findings of this study may be useful to Competence-Based Curriculum (CBC) developers at Kenya Institute of Curriculum Development (KICD) in their review of primary school English syllabi in planning and assessment. The results of this study could assist the Ministry of Education in reviewing and developing policies to support the implementation of learner-centered English teaching.

This research could also be valuable to field officers, such as Curriculum Support Officers (CSOs) and Quality Assurance and Standards Officers (QUASOs), by guiding

them in prioritizing areas of focus when offering formative support to practicing educators.

The insights gained from this study could assist the Kenya National Examination Council (KNEC) in refining its methods for assessing learning outcomes, making the evaluation process more comprehensive.

School head teachers and teachers may also benefit from this research since they are the implementers of the curriculum. This study may guide the school heads in coming up with the best way to support the teachers while planning and assessing English lessons. This study may act as a guide to teachers of English in proper and effective planning of competency-based lessons in the CBC.

### **1.7 Limitations of the study**

The researcher faced several challenges during the study, including difficulties with respondents who were uncooperative in providing the required information. This was overcome by explaining to the various stakeholders the benefits of the study. There was a problem of securing time for teachers to fill out the questionnaires. To handle this, the researcher applied digital tools to allow the busy teachers to respond to the questionnaires by making prior arrangements with the respondents to avail themselves. Lastly, there was fear of victimization given the recorded responses. The respondents were guaranteed by the researcher that their responses were confidential and aimed at academic purposes only.

### **1.8 Delimitation of the Study**

The research was delimited to the following:

- i. The study was confined to the Machakos Sub-County out of the possible nine sub-counties in Machakos County.

- ii. Implementation of a new curriculum has several indicators which include planning, scheming, Assessment, activities, and resources. This study only focused on two indicators, that is, Planning of Schemes and Lesson Plans and Assessment Strategies.
- iii. Grade one to grade six teachers of English were chosen for the study since they were trained in the implementation of a Competency-based curriculum.
- iv. The study targeted Headteachers and Curriculum support officers as they were key support pillars for teachers in the teaching of English.

### **1.9 Assumptions of the Study**

The study assumed that the success of CBC requires proper planning for teaching and assessment of learning outcomes. The teachers of English in public primary schools in Machakos Sub-County had been prepared to adhere to competency-based requirements in preparing schemes of work, lesson plans, and assessment rubrics, and the respondents provided reliable responses.

### **1.10 Theoretical Framework**

The study derives its theoretical basis from the Theory of Visible Learning. This theory has led scholars to innovate teaching and learning activities to be constructed by learners.

The theory of visible learning is a teaching and learning theory by John Hattie. The theory revolves around the idea that the impact of teaching and educational strategies should be visible, or evident, in students' learning outcomes and that teachers should be made aware of student learning so they may assess their influence (Hattie, 2017). Additionally, it refers to making instruction visible to pupils so they can develop the critical lifetime learning skill of becoming their teachers. The necessity to think of

teaching with learning at the forefront and with the idea that we should consider teaching primarily in terms of its impact on student learning is the "learning" portion of visible learning and a constant topic throughout the theory (Hattie, 2017).

According to Hattie (2017), when the teaching is evident, the learner understands what to do and how to do it. The teacher can tell whether or not learning is taking place when it is observable. There is evidence that learning and teaching are evident when the learning outcome is both explicit and challenging. Additionally, the teacher and student collaborate to achieve the goal, offer feedback, and determine if the student has done so. (Hattie, 2017).

The theory of visible learning is mainly concerned with 3 key elements of teaching and learning. These include:

### **Preparing the Lesson**

The theory of visible learning puts forward four important parts to consider in preparing to teach a lesson.

- i. **Prior Achievement: The levels of students at the start** - The theory underlines the powerful impact of a student's prior achievement. This is why teachers should start every lesson planning by getting a thorough understanding of what pupils already know and are capable of (Hattie, 2017). Teachers need to understand how their students learn in addition to what students already know.
- ii. **Targeted Learning:** According to the theory, both the teacher and the students must be able to see the final levels that are intended. To keep the class moving toward the goal, the teacher must be explicit about the learning outcomes. Additionally, the instructor has to know when the pupils have learned the

concepts and understandings rather than when they have finished the exercises (Hattie, 2017).

- iii. **Progression: The rate of progress from beginning to end** – According to the theory, teachers must address the curriculum. While there is insufficient data on the sequence of topics matters, it's more significant that the choices made for activities, lessons, and lesson outcomes present an increasing level of difficulty (Hattie, 2017).
- iv. **Collaboration among teachers** is one of the main lessons learned from the theory of visible learning. Teachers can learn a lot from one another and discuss plans together, talking about everything from learning intentions to success criteria to learning progression to what it means to be "good at" a subject (Hattie, 2017).

The “preparing the lesson” element guided the study’s independent variables (schemes of work, and lesson plans). The progression of the curriculum was mapped out in schemes of work, which also guided the selection of activities, lessons, and lesson outcomes. Lesson plans were linked to targeted learning levels at the end. The theory features two major parts to consider during lesson planning. The first is being clear about what is to be learned – the learning intention or objective. The second is having a way to know that the learning has taken place – the success criteria.

### **The Flow of the Lesson: Learning**

The theory of visible learning emphasizes the necessity for teachers to educate learners on "how to learn" and offers four different perspectives on the subject. The overall goal is for the teacher to understand the student's starting point, be aware of the desired results (the success criteria and learning intentions), and then be able to use the thinking

and learning strategies listed below to deliver instruction at the appropriate level and in the appropriate manner given how the student processes information (Hattie, 2017).

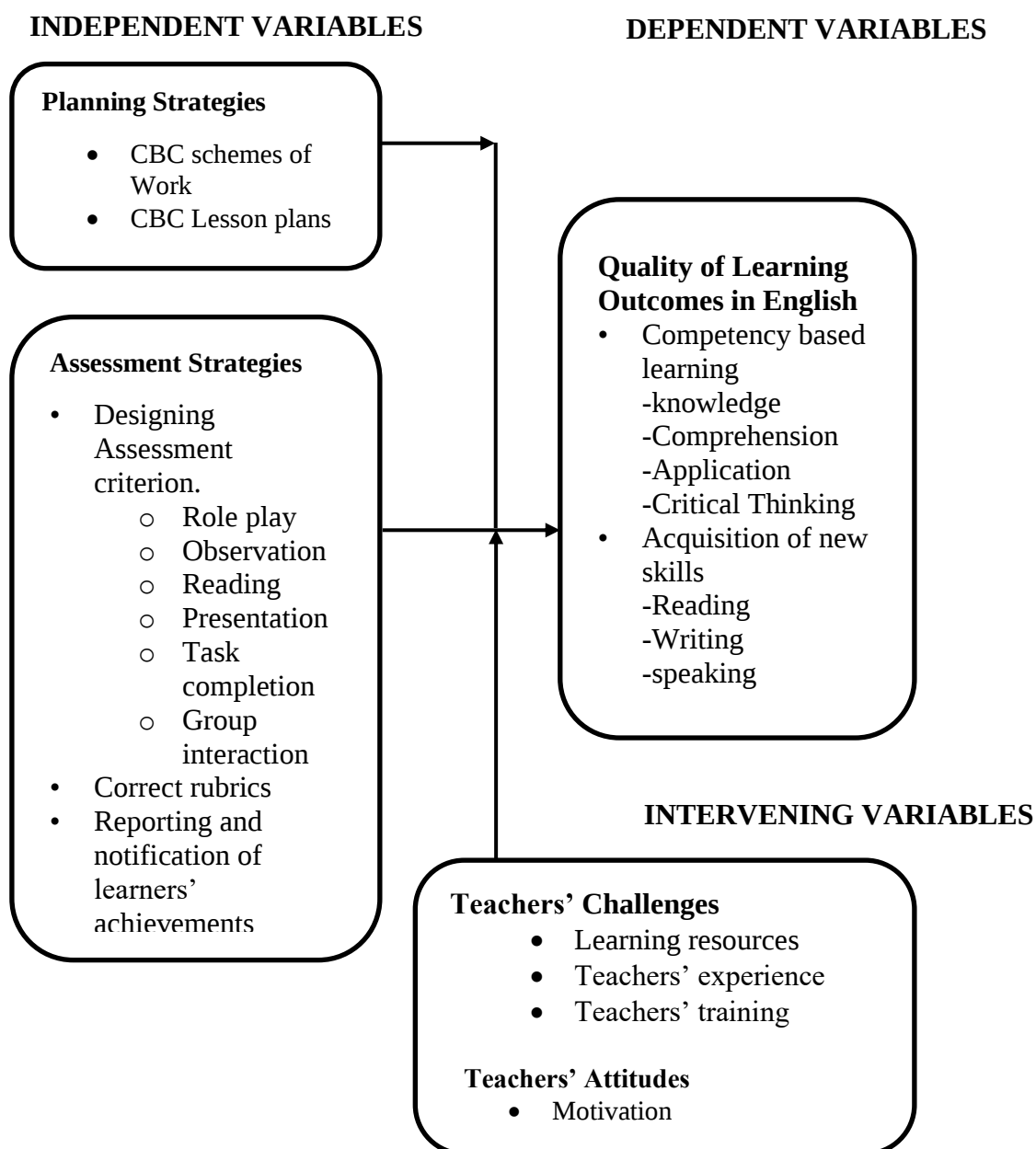
The four perspectives on how pupils learn are:

- i. **Capabilities in thinking** – Hattie (2017) proposed this idea of how children learn. Before arriving at a more scientific and abstract view of the universe, students must develop their own, concrete, and personal method of knowing.
- ii. **Phases of thinking** – Learners that use this method of learning begin with a surface comprehension of a subject, start to relate it to other subjects, and then broaden their thinking until they have a deeper comprehension of the subject (Hattie, 2017). Teachers therefore out to help students work at or beyond their current knowledge - moving them from a surface to a deeper understanding.
- iii. **Motivational phrases** - Learners do not always feel motivated! Teachers can help learners work at their motivation to learn. Learners first identify a gap between their current knowledge and the learning that is planned for them in one of four motivational models. Then they design a strategy to bridge the gap, put it into practice, and finally, students assess if they have accomplished the learning objective (Hattie, 2017).
- iv. **Phases of competence** –In this model of learning, learners go through three major phases *novice*, *capable*, and finally *proficient*. At the capable level, students will have a deep foundation of factual knowledge and will have organized that knowledge for retrieval. At the level of proficiency, students should be able to have a meta-cognitive approach that allows them to take charge of their learning by defining their own learning goals and monitoring their progress (Hattie, 2017).

### **The End of the Lesson**

The theory of visible learning shifts the focus from teaching to the effects of teaching. The theory recommends using lesson assessment to verify the evidence of effective learning outcomes and success criteria. Teachers must assess their contribution to each student's learning. They must be aware of the progression of each student from their starting point to meet the success criteria, the degree to which each student has attained the success criteria, and what has to happen for each student to get one step closer to fulfilling the success criteria (Hattie, 2017).

## 1.11 Conceptual Framework



Source Author 2023

**Figure 1.1 A Conceptual framework on the effects of the implementation of CBC planning and assessment on learning outcome.**

The conceptual framework diagram visually represents how the implementation of Competency-Based Curriculum (CBC) planning and assessment strategies (independent variable) impacts various dimensions of learning outcomes (dependent variables). The framework also includes intervening variables that may influence the relationship between the independent and dependent variables.

The independent variables included the CBC planning strategies and CBC assessment strategies.

The dependent variables are categorized into three main areas:

**Change in Attitude:** This dimension evaluates shifts in students' motivation, engagement, and overall attitude toward learning English. It assesses how students' perceptions and enthusiasm for the subject have changed due to the implementation of CBC strategies.

**Competency-Based Learning:** This category measures students' mastery of various competencies, including knowledge, comprehension, application, and critical thinking skills. It evaluates how well students understand and interpret information, apply learned concepts to real-world problems and develop their analytical and evaluative abilities.

**Acquisition of New Skills:** This aspect assesses improvements in essential language skills such as reading, writing, and speaking. It examines how students' abilities in these areas have been enhanced through CBC approaches, focusing on their proficiency and confidence in communication.

**Intervening Variables:** The relationship between CBC strategies and learning outcomes may be influenced by several school factors, including teachers' challenges and attitudes.

- **Learning Resources:** Availability and quality of educational materials and facilities.
- **Teachers' Characteristics:** Personal attributes and attitudes of teachers.
- **Teachers' Experience:** The number of years teachers have been teaching and their familiarity with CBC.
- **Teachers' Training:** Professional development and training specifically related to CBC implementation.

By analyzing these dependent and intervening variables, the study aims to provide a comprehensive understanding of the effectiveness of CBC planning and assessment strategies in enhancing the quality of learning outcomes in English teaching in Machakos Sub-County. This holistic approach ensures that the impact of CBC strategies on various aspects of student learning is thoroughly evaluated, offering valuable insights for educators and policymakers.

Lesson planning is the first step in teaching activity, and every time teachers scheme a lesson and plan a lesson, they are better informed about the lesson than they were before (Haynes, 2013). A teacher needs to prepare lessons, teach, assess, evaluate, and review them. Teachers need to think in both upward and downward directions. Competency-based Planning is important for instructional effectiveness, and scheduling of curriculum content (Dunn et. al, 2010). Lesson planning is, therefore, an important framework for “conceptualizing, designing and delivering instruction on the quality of learning outcomes. Hence, effective lesson planning for English teaching and evaluation needs to be emphasized (Haynes, 2013).

The study involved trained teachers of English currently teaching CBC grades 1 to 6 content from a common syllabus in CBC to control the teacher variable. The study

investigated whether the teachers' lesson planning and schemes of work were in line with CBC. The study also inquired whether teachers prepared lessons and schemes of work with all CBC aspects, whether they presented practical lessons systematically (following all steps), and made lesson plans for all English lessons. All these indicators reflected the implementation of a Competency-based approach to establish whether Competency-Based English teaching affected the learning outcome at the primary level or if there was a necessity to retreat and reflect.

Concerning assessment, the study established if assessments were in line with the Competency-Based Curriculum, the study further looked into whether teachers could design an assessment criterion (rating), construct appropriate assessment rubrics and tasks, and administer the tasks effectively. The study also investigated if teachers of English reported and notified learners of their achievement after an assessment and if they kept assessment records for summative reports.

### **1.12 Operational Definition of Terms**

**Implementation:** Implementation refers to the process of putting plans, strategies, or policies into action to achieve specific goals or outcomes. In the context of Competency-Based Curriculum (CBC) or any educational initiative, implementation involves executing the designed curriculum, assessment methods, and instructional strategies to ensure effective delivery and achievement of intended learning outcomes.

**Use of CBC Assessment Strategies:** The Use of Competency-Based Curriculum (CBC) Assessment Strategies refers to the systematic application of methods and practices designed to evaluate and measure learners' proficiency in applying specific competencies required for effective performance in real-world contexts. This approach emphasizes the assessment of learners' ability to integrate and apply knowledge, skills, and attitudes to perform critical tasks or functions, rather than focusing solely on theoretical knowledge or rote memorization.

**Competence:** Competence refers to the demonstrated ability to effectively apply a combination of knowledge, skills, and attitudes to perform specific tasks or functions successfully in a given context. It encompasses both the theoretical understanding and practical execution necessary to achieve desired outcomes in real-world situations.

**Competency:** A Competency is a specific, measurable skill or ability that is necessary for performing a particular job or task effectively. It

encompasses the integration of knowledge, skills, and attitudes required to achieve successful performance in a defined setting.

**Competency-based Curriculum:** Competency-based Curriculum is a performance-based process leading to demonstrated mastery of basic and real-life skills necessary for the individual to function proficiently in society. CBC is a functional approach to education that emphasizes life skills and evaluates mastery of those skills in general according to actual learner performance.

**Competency-based Learning Outcomes** refer to specific, measurable objectives that define what learners are expected to know, do, and demonstrate as a result of their learning experiences. These outcomes focus on the application of knowledge, skills, and attitudes necessary for effective performance in real-world contexts, rather than solely on theoretical understanding.

**Learning Outcome:** In this study, Learning Outcomes are clear, specific statements that define what learners are expected to achieve or demonstrate as a result of instruction and assessment. In the context of CBA, learning outcomes are focused on the practical application of competencies rather than theoretical understanding.

**CBC Planning Strategies:** CBC Planning Strategies refer to the systematic approaches and methodologies used to design, implement, and manage a Competency-Based Curriculum (CBC). These strategies aim to ensure that the curriculum effectively supports the development

and assessment of competencies required for learners to perform successfully in real-world contexts.

**Teacher's Attitude:** Teacher's Attitude refers to the set of beliefs, feelings, and behavioral dispositions that a teacher holds towards their students, teaching practices, and educational environment. It encompasses how a teacher perceives and reacts to various aspects of their role, including interactions with students, instructional methods, and the overall educational experience.

## **CHAPTER TWO**

### **REVIEW OF RELATED LITERATURE**

#### **2.1 Introduction**

This chapter provides a comprehensive exploration of the pertinent literature on English teacher knowledge related to English lesson planning and assessment within a competency-based curriculum (CBC). The review is structured based on the study's objectives, encompassing the following sub-headings: An overview of the competency-based curriculum, Lesson planning, and assessment outcomes within CBC, teachers of English attitude toward planning and assessment, and Challenges teachers face when planning and Assessing English lessons.

This chapter will meticulously examine and discuss relevant empirical studies, providing an in-depth analysis. Additionally, the research gaps identified in the literature review are highlighted, contributing to the overall understanding and framing of the subsequent research.

#### **2.2 The Concept of Competency Based Curriculum**

A competency-based curriculum is a functional approach to education as it emphasizes life skills and evaluates mastery of skills, necessary for an individual to function proficiently in a given society (Savage, 1993). A competency-based curriculum should develop in learners the ability to know, learn, learn how to do things and work with other people. A competency-based curriculum requires a shift from assessing a set of learning content to assessing each learning outcome (Rutayuga & Kondo, 2006). Similarly, Wood (2001) insists that the move toward a competency-based rather than content-based curriculum necessitates student-centered teaching and learning.

Mulenga & Kabombwe, (2019) agree that a competency-based curriculum (CBC) is a complex and multi-layered phenomenon, for CBC to be effectively implemented, educationists, teachers, and society must be aware and informed about its guiding principles. To some scholars, such as Harris, Guthrie, Hobart, and Lundberg (1995), a competency-based curriculum is perceived as a solution to the implementation of education and training for the complex contemporary world.

It is important to have a clear understanding of the meaning of competency as it is used in education and curriculum development. Whilst competency is a person-related concept, competence is a work-related concept. Kouwenhoven (2009) gives a comprehensive definition of competency as the capability to choose and apply an integrated combination of knowledge, skills, and attitudes to accomplish a task in a particular context where motivation, self-confidence, and willpower are part of the context. Kouwenhoven (2009) on the other hand, describes the term competence as the capacity to accomplish 'up to a set standard' the key occupational tasks that characterize a specified profession.

Competency is the necessary knowledge, skills, experience, and attributes to carry out defined functions effectively, whilst competence means those things that a person, in a particular profession, must be good at to meet the demands of an organization (Whiddett & Hollyforde, 2003). It is for this reason that in education and curriculum development the word "competency" is used as per the definition given by Whiddett & Hollyforde (2003), where "competency" refers to an individual's ability based on knowledge, skills, beliefs, and attitudes that have been developed. Reviewing the development of competency-based education historically will shed more light on how competency-based curriculum is understood in the field of education.

The competency-based curriculum emphasizes competency development rather than the acquisition of content knowledge. As a result, the focus of the teaching and learning process must shift from the rote memorization of knowledge to the development of skills and competencies necessary for resolving real-world issues. Teaching methods for the CBC include role play, projects, problem-solving, case studies, study visits, and other learner-centred approaches (KICD, 2017). The introduction of CBC in Kenyan primary schools, therefore, demands a complete change in the instructional strategies in terms of teaching, learning, and assessment. To support this, teacher training programs require to be modified to equip teachers (both pre-service and in-service) with competencies that will enable them to effectively handle the challenges associated with CBC.

Planning becomes a central part of the teaching process. First, each English competency must be identified. Each competency must be subdivided into the relevant skills. Modules must then be developed which allow students the opportunity to learn and practice those skills. Richards and Rogers (2001), state that teachers need to determine exactly what and how well students must perform to master the competency. Specific rubrics assessing each competency must be developed and made public to the students from the beginning of the lesson.

### **2.3 The Effects of the CBC Planning Strategies on the Quality of Learning Outcomes in English Teaching.**

Planning for instruction is a process of deliberately and distinctly setting up numerous tasks and activities to involve students in the learning environment. Planning offers a methodical way to create lessons, including the setting of specific learning outcomes, activities, and stages to attaining an accurate assessment of teaching methods and

learning processes (John, 2006). Planning strategies for English include developing schemes of work and lesson plans.

### **2.3.1 CBC Schemes of Work**

KICD (2017) defines a scheme of work as a curriculum design document that outlines how the planned curriculum content will be delivered during the allocated period for the learning area. A scheme of work aids the teacher in making decisions regarding the methodology to be followed, the resources that will be needed, and the planning of assessments. The components of a scheme of work include; the week, lesson, strand/theme, sub-strand/sub-theme, specific learning outcomes, proposed learning experiences, suggested learning materials, suggested assessment methods, notes, and remarks (KICD, 2017).

According to Okai (2010), when examining the definitions of a curriculum and a syllabus, the class teacher does not make a significant contribution to the creation of these documents. He claims that the teacher is only involved at the level of the scheme of work, and lesson planning. When the curriculum and the syllabus are released to schools by the relevant authorities, it is necessary to divide the yearly content of the syllabus into a certain amount of work that may be covered per term. A scheme of work describes the content and learning outcomes that should be covered every term of the academic year (Okai, 2010). This scheme of work is very crucial to a teacher since it directs the planning of the unit of instruction and consequently, the daily lessons in the time allocated for each topic in the term.

In addition, Okai (2010), further adds that supervisors should use the schemes of work to help them assess how well teachers and schools are doing at achieving social expectations. The scheme of the work plan is divided into unit plans for each week or

month. A unit plan divides the overall scope of work into smaller chunks that can be completed in a week. As a result, the unit plan can be thought of as the content's organized sequence for the desired learning outcomes (Okai, 2010).

According to Capel, Leask, and Turner (2016), schemes of work should be planned to guarantee that the skills, knowledge, abilities, understanding, and attitudes of the pupils are developed over a specific period to ensure progression in learning. 'Progression' means the scheduled progression of knowledge, skills, understanding, or attitudes over time. Schemes of work affect learning outcomes since they highlight the teaching materials and methods that make a particular lesson successful. This is because schemes of work help the teacher know what they are trying to achieve (learning outcomes), what has been taught before, how much time is available to do this work, what resources are available, and how the work is to be assessed and how this work fits in with work pupils are doing in other subjects and what is to be taught later. In a scheme of work, defining outcomes that clarify precisely what learning will take place is a vital skill for the English teacher. It guides the teacher to be clear about exactly what the pupils should be achieving and it aids the pupils to understand what they should be learning. However, drawing up effective learning outcomes requires thought. Teachers of English should ensure lesson outcomes focus on what should be achieved from the lesson in terms of pupils' learning (Capel et al., 2016).

### **2.3.2 CBC Structure of the Lesson Plan**

Savage (2015) defines lesson planning as the process of thinking through and writing down a plan for the teaching and learning that a teacher will be teaching to a specific group of students in a specific place at a specific time. Mendenhall (2012) posits that a

lesson plan is the instructor's road map of what students need to learn and how learning will take place effectively during class time.

According to a study by Purgason (1991), daily lesson planning can benefit Teachers of English in thinking about the content, materials, sequencing, timing, activities, and assessment. A plan provides security (in the form of a map) in the unpredictable atmosphere of a classroom. A plan is a log of what has been taught and it helps a substitute teacher to smoothly take over a class when the teacher cannot teach. Renandya and Richards (2012), note that daily planning of lessons benefits students because it takes into account the different backgrounds, interests, learning styles, and abilities of the student in one class.

Milkova (2012) outlines that there are six steps involved in the creation of a CBC lesson plan. The first step is to state the learning outcomes. The teacher should determine what students need to learn and be able to do at the end of class. This step prepares Teachers of English to manage class time and accomplish important learning outcomes (Milkova, 2012).

KICD (2017) notes that the second step is to develop an introduction. The lesson should be introduced in an exciting and inspiring manner to stimulate interest in the learners. The teachers should use the students' related prior knowledge as much as possible, drawing on their existing understanding to get them ready for new material. The teacher may begin the lesson plan with a question or exercise to test the students' understanding of the material or even their preconceived beliefs about it (Milkova, 2012).

The third step in a lesson plan is lesson development which is the actual teaching of the specific area content (KICD, 2017). This content is divided into stages and each stage

contains a main idea or experience. The Teachers of English should, therefore, clearly outline ways to deliver the lesson's ideas to the learners together with the activities to be carried out in each stage to achieve the stated outcomes. Milkova (2012) suggests that teachers should plan the specific learning activities that are the main body of the lesson, and prepare different ways of explaining the material such as real-life examples, analogies, visuals, etc. to catch the attention of more students and appeal to different learning styles.

According to Milkova (2012), the fourth step in a lesson plan is the conclusion and summary; at this stage, the English teacher who has adopted CBC summarizes the lesson by highlighting key points or concepts taught. When planning the summary, the teacher wraps up the lesson by guiding learners to organize the knowledge learned into meaningful ideas in their minds. This is accomplished through asking questions to determine if the lesson's objectives have been met, allowing students to ask questions, summarizing the lesson's key ideas, and providing follow-up tasks like an assignment or project (Milkova, 2012).

The reflection on the lesson, or critical review of the learning outcome, is the fifth phase in organizing an English lesson in CBC. Teachers of English must prepare a sincere evaluation of their performance and that of the students during the session and provide explanations for the lesson's success or failure (KICD, 2017). In this step, the teacher should highlight suggestions/remedies for effective learning outcomes.

The final step is to create a realistic timeline. Teachers of English should estimate how much time each of the activities will take, and then plan some extra time for each. The teacher should be flexible, this means teachers should be ready to adjust the lesson plan to students' needs and focus on what seems to be more productive (Milkova, 2012).

KICD (2017) notes that the lesson plan entails highlighting embedding and incorporating the CBC aspects such as core competencies, pertinent contemporary issues (PCIs), standards, non-formal learning activities, resources, links to other learning areas, and assessment. The types of assessment strategies that will be utilized in the lesson must be explicitly included by teachers while planning. A teacher should not deliver a lesson in the absence of a reflective lesson plan because it is a requisite for successful learning outcomes.

A well-trained teacher under a competency-based curriculum can plan and organize the scope and sequence of subject matter to be taught in advance (Kafyulilo, Rugambuka & Moses, 2013). The plan should focus clearly on the ability of the learners and avoid vagueness and irrelevance. The teacher should plan, formulate, and draw together teaching and learning resources, and present notions and skills procedurally using appropriate pedagogy to achieve the desired learning outcome. Besides, in the lesson plan, the teacher should choose, devise, and actualize appropriate assessment strategies to evaluate the teaching-learning process and to form a link between components of teaching and learning outcomes.

As far as the empirical review is concerned Momanyi and Rop (2019), sought to find out teachers' capacity to prepare instructional tools. 69% of respondents reported challenges in preparing schemes of work that conform to the CBC. This confirms the findings of the KICD evaluation report on the implementation of CBC in early grades in Kenya's Primary Schools which indicates that teachers are unprepared to prepare this critical document. A majority of the respondents (90%) felt that they couldn't adequately prepare a lesson plan, they reported challenges in deciding on learner's activities and teacher's activities that would enable learners to acquire competencies.

Momanyi and Rop (2019), noted that failure to meet all aspects of the lesson plans and schemes of work affects the learning outcome since learners are unable to acquire the desired skills.

Similarly, Asfaw (2002) analyzed teacher-made lesson plans for English for 7th grade in the Kafa Zone. He found that the attention given to the importance of lesson plans is negligible. According to the findings of the study, the lesson plans did not follow all the steps involved in lesson planning therefore they were not powerful enough to guide and inform the user. Therefore, the lesson plans prepared by teachers were not dependable to guarantee successful teaching.

Ssempebwa (2017) also conducted a study based on the pre-service teachers' general knowledge of competency-based teaching approaches, ability to implement competency-based teaching approaches in their classrooms, ability to practice competency-based assessments and classroom management as well as the ability to prepare a competency-based lesson plan. The findings indicated that the majority of pre-service teachers are believed to have sufficient knowledge of competency-based teaching approaches. However, this is not the case, the majority of them were not able to describe a competency-based curriculum and competency-based teaching approaches. In addition, the majority were not able to prepare competency-based schemes of work and lesson plans.

This proposed study will use “primary school teachers”, especially Teachers of English as the research subject. The study will study the implementation of a competency-based curriculum in planning and assessment and the effects on learning outcomes. CBC Schemes of work and CBC lesson plans will be studied and their effects on the learning

outcomes. The study by Asfaw (2002) not only focused on knowing the quality of the lesson plans designed by the teachers but also on how the teachers applied the lesson plans in teaching. Meanwhile, this study only focuses on researching the effects of CBC schemes of work and CBC lesson plans designed by Teachers of English on the quality of learning outcomes in primary schools in the Machakos Sub-County.

#### **2.4 The Effects of the CBC Assessment Strategies on the Quality of Learning Outcomes**

Competency-based assessment is a process that allows the learner to practice what they have learned. It is a collection of evidence signifying how a learner can behave according to a specific standard. The learner may be given a challenge and then be allowed to show how to solve the problem. According to KICD (2017), classroom assessments are forms of continuous assessment that are carried out at the entire basic level of education (thus, at the early years, middle school, and senior school). The teacher develops the assessment tools.

The learning outcomes in the competency-based assessment are on actual skills and knowledge that a learner can practically demonstrate. The process starts with a personal assessment of a set of competencies. It is the responsibility of the assessor to determine what and how much evidence is required to judge the assessment. Assessors use the available data to determine a person's level of competence. The evidence gathered may be immediate and direct, such as through performance observation, as well as indirect, such as through formal testing and extra information like testimony from others. The assessor looks over this supporting documentation and confirms it with the person performing the skill. The evaluation must be precise, credible, flexible, and fair (KICD, 2017).

Huitt (1996) distinguishes between the criterion and norm-referenced assessment based on learning outcome, content, item characteristics, and interpretations of scores. Whereas criterion-referenced assessments focus on determining if each learner has achieved specific skills, norm-referenced assessment pays attention to ranking learners in diverse areas of knowledge with the achievements of others. According to comparative judgment theory, there is a need to establish a platform for teachers to develop specimens that represent competency assessment standards (KICD, 2017).

Formative assessment is broadly considered as the process by which teachers draw out and respond to students' thinking in the course of instruction (Bennett, 2011). It is described as the administration of tools that help the teacher to evoke students' thinking while learning is in progress or the activities in which teachers and students engage to determine the cognitive and psychological levels of the child. It is important to think about embedded formative assessment which pays keen attention to the scope and sequence of a given curriculum as well as the learners' entry behaviour and experience of tasks (Keeley, 2011).

It is important to develop teachers' capacity to create valid rubrics for assessment. This necessitates a thorough preview of the learning outcomes, as well as the ability to identify learners' ability levels and demonstrate the ability to create a variety of assessment ratings.

Brookhart (2013) claims that after receiving adequate training, teachers should create assessment rubrics that involve significantly more than merely grading or scoring. Rubrics provide a reflection of each learner's development and areas that need attention, which need to be identified individually rather than generally. Designing rubrics is a

complex skill that involves good training, direction, and feedback from teachers. The activities or rubrics are designed with precise questions and prompts that enable students to think critically about what they have already learned and what they will learn next (Barman & Konwar, 2011).

KICD (2017) provides that learning outcomes should be realised by the administration of assessment rubrics. A rubric is the assessment of tasks from a certain range of content designed to determine learners' ability to comprehend and complete a task. The training on the implementation of CBC expected teachers to adopt CBC assessment rubrics so that they are knowledgeable on rating. Examples of rating include; excellent, good, meeting expectations, and below expectation about a learner's demonstration of competence. Keeley (2011) proposed a new paradigm shift to assessment that is integrated into multiple levels of learning, informs the next teaching step, and engages learners in critical thinking of concepts. Teachers can use assessment rubrics to gather evidence that a student has learned a certain skill from both formal and informal learning environments, such as observation, questioning, extended work, peer and self-evaluation conversations, demonstrations, projects, portfolio, performance, and establishment of success criteria and rubric (Njeng'ere, 2017).

Competencies to be assessed include knowledge and understanding. First, a teacher should assess whether the learner shows an understanding of the subject matter and has mastered the main subject concepts (KICD, 2017). Second is the Practical skills that the teacher assesses how the learner completes in the aptitude and real-world situations. The third is attitude and values where the teacher assesses the learner's behaviour in a variety of circumstances and contexts as well as how they respond to a task or situation.

The fourth category is generic competencies, which take into account the methods used to complete a task, the justifications for them, and how the learner gets past each obstacle.

Assessments in the English language, like activities, must be authentic. Wiggins (1990) suggests that to be truly authentic, assessments must consider the activity, the context, and the evaluation criteria. Authentic activities require the use of knowledge and skills to complete activities. One grade is usually given for each specific outcome in English i.e., oral competencies, reading competencies, and, writing competencies. Students can be assessed throughout the process but the formative assessment will not be considered in the final evaluation. Standards are criterion or proficiency-based. Specific criteria and standards are made available to the student ahead of time (Richards & Rogers, 2001).

There are many challenges that teachers face regarding the assessment method to use. As far as the empirical review is concerned it is not easy to develop assessment during instruction. Some teachers just repeat the same assessment practices that they are used to (Wiggins, 1990). He also stated that the six phases “explanation; interpretation; application; perspective; empathy and self-knowledge” are important techniques in assessing the way learners understand during instruction as a synthesis of their work. Each phase, when correctly used as an example, can be used as an assessment.

Teachers who can establish a clear learning objective for the efficient delivery of the entire lesson will produce successful results. However, other research findings revealed that pre-service teachers struggled to create clear learning objectives and that when they

did, their classes failed to provide the expected learning outcomes (Rodriguez and Abocejo, 2018).

The assessment of competencies focuses less on the product and more on the processes related to learning. These processes include hypothesis-making and the interpretations made by students, as well as the extent to which they develop knowledge, skills, and attitudes in ways that are socially acceptable (De Ketele & Roegiers, 1995). The results obtained should therefore be more than mere scores; they must also provide guidelines for the student which facilitate reflection on learning and give useful information for the teacher in terms of the effectiveness of the teaching and learning processes that have taken place.

In addition, González (2003) points out that several factors must be considered when establishing assessment criteria. Firstly, it is argued that we must take into account both the importance of competence and the difficulties involved in attaining performance indicators. Furthermore, it is necessary to consider the size of the competence in terms of conceptual, procedural, and/or attitudinal elements involved, as well as the context in which teaching actions are to take place.

On the teacher's model of assessment, Njeng'ere (2017) explains that teachers should ensure quality formative assessment which should provide individual learner formative feedback to express a learner's level of achievement in the curriculum. IBE-UNESCO External Report for the Implementation of competency-based curriculum, however, expressed concerns that teachers were not competent in constructing structural assessment rubrics, since they had not been effectively guided (Njeng'ere, 2017).

Finally, the Facilitators Training Manual for Early Years Education (KICD, 2017) requires teachers to prepare detailed, infused lesson plans. However as cited by Waweru (2018), Juliet Otieno a researcher of the ENEZA foundation, an external monitor on the implementation of the new curriculum raised concerns that teachers took too much time to lesson plan since they lacked enough guidance on the aspect of infusion.

This study, therefore, seeks to establish whether Teachers of English use competency-based Assessment tools in the form of portfolios, projects, and oral presentations, self as well as peer assessments, interviews, conferencing, tests, and examinations. The study will also establish how assessment tools affect the learners' outcomes. Authentic assessments are useful because they provide opportunities for learners to demonstrate the competencies they have mastered in real life.

### **2.5 The Effects of Teachers of English` Attitude towards the Implementation of the New CBC on the Quality of Learning Outcomes**

The attitudes of teachers are not solely responsible for the learning outcomes in any curriculum implementation. However, attitudes are important in encouraging and motivating teachers. This is in light of the numerous changes that impact the curriculum change and implementation process. Motivation and appraisal of both learners and teachers are vital in a learning institution.

Ndifor (2017) carried out a study on Teacher and student attitudes as correlates of performance in mathematics in Cameroon Secondary Schools. The results of the study were that there was an association between attitudes and performance in mathematics. Therefore, teachers and learners with positive attitudes are needed to enhance good performance.

Makunja (2016) carried out a study on challenges facing teachers in implementing a competency-based curriculum in Morogoro Municipality, Tanzania. Findings indicate that educators face some obstacles that impede the successful execution of the program based on expertise in both teaching and learning. This study pointed out that teachers should be allowed to engage extensively in the curriculum formulation process and/or revision.

In a study by Ngeno, Mwoma, and Mweru (2021), headteachers believed that, despite all the training done, teachers still have a negative attitude towards the CBC implementation. The findings from headteachers and Grade 1 teachers indicated that CBC was highly embraced. However, the CSOs revealed that CBC is not embraced by the teachers, especially the elderly. This study disagrees with the study done in Rwanda by Rubagumya et al. (2018) on CBC implementation. The main challenge was that the majority of the teachers resisted change by anchoring to the knowledge-based curriculum. The teachers perceived that the new curriculum demanded a lot of time from them and was more complex than the knowledge-based curriculum.

Waigera, Mweru, and Ngige (2020) carried out a study on the relationship between the attitude of teachers and the utilization of instructional materials in pre-primary schools in Kenya. The study suggests more examination of ways to cultivate positive attitudes toward using lesson planning, teaching materials, and assessment during pre-service and in-service training sessions. This study will, therefore, research the Teachers of English' attitudes towards the planning and assessment strategies of English lessons.

The other challenge is the many records teachers must keep despite the constant training during the holidays, teachers have a feeling that the change over to the competency-based curriculum has increased their work to triple levels and now they have a lot of

work to do keeping the academic and non-academic records of each learner in addition to the previous records such as schemes of work (Amunga, Were & Ashioya, 2020). This kind of additional work on records makes the teachers not have enough time to give the pupils the much-needed personal attention that would help them develop the capabilities required.

A majority of the studies reviewed focused on either the implementation of CBC or teachers' attitudes towards the implementation of CBC. Very few studies focused on planning and assessment of English lessons for CBC. The proposed study will be more comprehensive, as it will address the gaps revealed in the empirical literature review.

## **2.6 Challenges Faced by Teachers of English during Lesson Planning and Assessment.**

One of the biggest obstacles to preparing English lessons in primary schools using a competency-based curriculum is a lack of human resources. According to the study by Ouko (2021), the lack of instructors in Kenya's public schools is a problem that has existed in the country's educational system for a very long time. The Teachers Service Commission confirmed this and stated that there is a shortage of roughly fifty thousand teachers in primary schools alone across the nation (Ouko, 2021). Teachers of English struggle to find enough time to write lesson plans for each lesson and assess each student in CBC due to a shortage of personnel (Ouko, 2021).

According to Ouko (2021), lack of parental support is a major challenge in the implementation of CBC. Teachers of English face several obstacles where parental involvement is concerned. The majority of parents of students enrolled in competence-based education were raised using the 8-4-4 curriculum (Ouko, 2021). These parents don't help the teachers evaluate the assignments assigned for homework. Due to the

lack of parental support and involvement, CBC implementation is difficult, even though teachers and parents are expected to collaborate and co-educate for the new curriculum to be successfully implemented (Amunga et al., 2020).

Inadequate teaching and learning materials and insufficient quality coursebooks are a challenge in the planning of a competency-based curriculum. Momanyi and Rop (2019), suggest that there are gaps identified during the preparation of books there are also delays in the publication of course materials. On occasion, it is not easy to get certain books for a particular class. This obstacle has worked negatively on the teachers formulating lesson plans and assessing the lessons of this curriculum. it also frustrates parents and teachers who require these books for their children. The implementation of the competency-based curriculum was threatened by the shortage of other learning and teaching resources in many schools, which has also been seen in this type of situation (Amunga et al., 2020).

The lack of enough planning resources has greatly restricted teachers' and learners' time as they have to be extremely inventive and creative to adapt resources utilizing the locally accessible items. (Kahenda & Kiplagat, 2019). Even though being creative and being able to improvise the resources is good, the learners need to interact with the actual resources to acquire the preferred competencies while using real resources.

Amunga et al. (2020) argue that the other challenge Teachers of English face while planning English lessons in primary schools is the many records and activities they need to prepare and give individualized attention to learners. This is due to large class sizes that have more than the number recommended by the Ministry of Education. The implementation of the competency-based curriculum becomes a challenge to Teachers

of English while planning and assessing English teaching and this automatically affects the learning outcomes. The government policies of the provision of access to education and free primary education and secondary education have led to overcrowded classrooms. In the CBC there is a focus on specific learner attention and if the learners are many in a class, it is very difficult to carry out individualized attention to the learners (Jane, Dinah, & Irene, 2020). With high enrolments combined with understaffing in schools, Teachers of English find it difficult to teach the CBC and this affects the learning outcome.

The assessment framework proposed by KICD (2018) suggested a checklist used by teachers in assessing the learners' progress. Unfortunately, teachers were not supplied with a template for guidance. Another issue raised by the teachers was the disparity in learning abilities, as higher achievers were able to complete the activities more quickly than the low achievers. Teachers found it difficult to strike a balance between extreme cases due to individual variances in task performance. Some PP1 teachers believed that the lesson activities could not be completed in the 30 minutes allotted for class. The lack of content that matched learners' skill levels or learning progression was another issue. There was little chance to incorporate technology into the classrooms since the laptops were only given to one public school. The assessment processes that would notify parents of their children's academic achievement were the biggest source of concern for parents (Njeng'ere, 2017).

According to Njeng'ere (2017), observations of teachers' preparation for teaching and evaluation, teachers just duplicated the phrases directly from the design books with visible signs of misinterpretation. Although teachers made an effort to create the assessment tools, the performance levels and the assessment criteria in the design books

did not align. The evaluation committee advised that teachers' use of formative assessment should be clarified. Teachers needed to be given the knowledge and abilities to communicate test results to parents and pupils as well as to retain assessment records. Before a final rollout to the full nation, the team advised a review of the instructional materials and evaluation methods (Wafubwa, 2021).

Additionally, Wafubwa (2021) also points out that the assessment framework supports the worries of teachers and parents. He highlights formative assessment as a method for evaluating competencies and provides an overview of some of the assessment tools, including observation, checklists, and journaling, among others on learning outcomes (KICD, 2017). Only three of the more than ten outlined assessment tools have been briefly illustrated. The inconsistency between the learners' "workbook" and the curriculum's "design book" may have been caused by unclear assessment methods. Additionally, learner progress from grade to grade is undefined. There is unclear direction on what happens to the students who fail to meet the minimal standards for the tested competencies (Wafubwa, 2021). The assessment framework states that the national assessment body's final summative score and the cumulative formative assessment scores will be used to determine the final grade. The framework however fails to provide specific information on the handling of the cumulative scores. If the IBE-UNESCO (Njeng'ere, 2017) report found that instructors were already overburdened with class preparation, then one can only speculate as to how overburdened teachers will be with maintaining the formative assessment reports for all phases. The Kenyan CBA framework is typically sketchy, focusing more on terminology definitions than actual practical difficulties.

Waweru (2018) investigated the impact of teacher preparation on the implementation of a Competency-Based Curriculum in primary schools. The study concluded that the ability of teachers to design assessment criteria (rating) was below expectations. The study recommended that teachers should be empowered cognitively on how to design a suitable rating to suit a certain area of interest to assess. Whereas Waweru's (2018) study was on teachers' preparedness in the implementation of CBC, this study will research challenges teachers face in the implementation of CBC planning and assessment strategies for quality of learning outcomes in English teaching.

A study by Ekawati (2017) examined the implementation of CBC challenges during lesson planning, applying steps of learning activities, preparing media, and making assessments. Ekawati (2017) suggested more research and stakeholder involvement in addressing the making of detailed lesson plans and assessment of abstracts like the aspects of students' attitudes and speaking skills. While Ekawati (2017) focused on CBC in general, this study will emphasize English teaching CBC planning and assessment.

## **2.7 Research Gap**

In Kenya, the nationwide implementation of the Competency-Based Curriculum (CBC), particularly its planning and assessment strategies, has not been extensively studied regarding its impact on the quality of learning outcomes in English teaching. The rushed implementation process and limited training periods for educators may have hindered the effective implementation of CBC strategies. This rushed implementation could potentially limit the curriculum's ability to significantly enhance learning outcomes among students of English in specific regions like Machakos Sub-County. To date, there is a noticeable absence of comprehensive studies that systematically

investigate how the implementation and implementation of CBC planning and assessment strategies specifically influence the quality of learning outcomes in English teaching within the Kenyan educational context.

## **2.8 Chapter Summary**

This chapter reviewed both general and empirical literature. General literature, specifically on CBC Planning and Assessment, teachers' attitudes, and Challenges in CBC planning and assessment in the implementation of a Competency-Based Curriculum, has been extensively examined. The empirical literature has systematically reviewed the implementation of the competency-based curriculum. The empirical study has also explored the concept of the Competency-Based Curriculum from global, regional, and local perspectives, particularly focusing on planning and assessing the quality of learning outcomes in English instruction under the CBC framework.. Finally, the chapter has outlined the research gaps in the study

## **CHAPTER THREE**

### **RESEARCH METHODOLOGY**

#### **3.1 Introduction**

This chapter presents the procedures and strategies that were used in this study. The chapter focuses on research design, target population, sampling techniques, sample size, research instruments, pilot study, the validity of the research instruments, reliability of the research instruments, data collection procedures, data analysis techniques, and ethical considerations.

#### **3.2 Research Methodology**

The study adopted a quantitative approach. The quantitative method entailed the collection and analysis of data to gain a bigger picture and a comprehensive understanding of the phenomenon (Creswell, 2011). Creswell (2011), notes that the main assumption of this methodology is that quantitative data offer detailed views of participants and scores using quantitative instruments.

#### **3.3 Research Design**

Kothari (2005), defines a research plan as a strategy and structure used in an investigation to obtain answers to research questions or problems. The research design involves organizing the collection of data and analysis of data to provide information that is sought for decision-making (Oso and Onen, 2008). This research adopted a descriptive survey design as it is aimed at a description of the state of affairs as they exist (Kombo & Tromp, 2007). Descriptive research design describes the key features of an occurrence, people, society, or a target population (Chandran, 2004). Descriptive research design is more of a fact-finding enterprise, focusing on relatively few dimensions of a well-defined entity (Klein, 2011). The researcher, therefore, finds this

design appropriate because it gives a great deal of accurate information on CBC planning and assessment of English teaching on the effects of quality learning outcomes in public schools in the Machakos Sub-County.

### **3.4 Target Population**

A target population is the sum of the total number of individuals to whom the research results are generalized (Mugenda & Mugenda 2003). Orodho (2005), also describes the target population as the total number of people who are under consideration in a field of investigation. The researcher is highly confident in generalizing if the target population is homogeneous. According to statistics obtained from the Machakos Sub-County Education office in January 2022, Machakos Sub-County has a total of ninety-one (91) primary schools. These comprise sixty-six (66) public schools and twenty-five (25) private schools. Machakos Sub-County is divided into three educational zones namely Muvuti, Mutituni, and Mumbuni (See Appendix F). The study was carried out within these three educational zones. The research population consisted of all the head teachers in the 91 primary schools as they supervise curriculum implementation in their respective schools. The research population also included Grade 1 to Grade 6 Teachers of English in all 91 schools making a total of 546 teachers. One teacher of English was selected from each grade. Curriculum Support Officers (CSOs) were involved since they oversee the curriculum implementation of CBC in the Zones. This formed a target population of 91 head teachers, 546 grade one to grade six teachers, and 2 CSOs representing the three educational zones making the Sub-County and all pupils in grade one to grade six. The distribution of the target population is given in Table 3.1.

**Table 3.1: Target Population**

| <b>Respondents</b>                         | <b>Target population</b> |
|--------------------------------------------|--------------------------|
| Head-teachers                              | 91                       |
| Grade one to grade six teachers of English | 546                      |
| Curriculum SupportOfficers                 | 2                        |
| Grade one to Grade six pupils              | 7,000                    |
| Total                                      | <b>7,640</b>             |

**Source: M.O.E, Machakos Sub-County (2021),**

### **3.5 Sampling Techniques and Sample Size**

#### **3.5.1 Sampling Techniques**

The target population included 91 primary school head teachers, 2 Curriculum Support Officers, 364 Teachers of English, and grade one to six pupils. The study used simple random sampling to select eleven (11) primary schools in the Machakos Sub-County. A total of eleven (11) head teachers were purposively sampled from the eleven schools, and forty-five (45) grade one to grade six teachers of English were purposively sampled, 1993 grade one to grade six pupils were purposively sampled from the eleven schools. One curriculum support officer was randomly sampled from among the three educational zones in the Sub-county.

#### **3.5.2 Sample Size**

A sample size of 10% - 30% of the target population is adequate for generalization (Mugenda & Mugenda, 2003). Thus, by studying the sample, one can be able to assess the population without having to study the entire population.

**Table 3.2: Sample Size**

| <b>Respondents</b>     | <b>Target Population</b> | <b>Sample Size</b> | <b>Percentage</b> | <b>Sampling Technique</b> |
|------------------------|--------------------------|--------------------|-------------------|---------------------------|
| Schools                | 91                       | 11                 | 12%               | Simple Random             |
| Headteachers           | 91                       | 11                 | 12%               | Purposive                 |
| Teachers of English    | 364                      | 45                 | 12%               | Purposive                 |
| CSOs                   | 2                        | 1                  | 50%               | Random                    |
| Grade One to Grade Six | 7,000                    | 1,993              | 28%               | Purposive                 |
| <b>Total</b>           | <b>7,457</b>             | <b>2,050</b>       | <b>27%</b>        |                           |

**Source Author 2022**

### **3.6 Research Instruments**

The instruments used for this study included a Questionnaire for Headteachers, CSOs, and Teachers of English on the effects of CBC planning and assessment on learning outcomes. These instruments were designed in line with the research objectives.

#### **3.6.1 Questionnaire for Head Teachers, CSOs, and teachers.**

The purpose of head teachers, CSOs, and teachers' questionnaires was to assess the use of CBC when planning and assessing English lessons, Teachers of English' attitudes and challenges Teachers of English experienced in planning and assessing English in teaching English in CBC. The questionnaire utilized a 5-point Likert scale, allowing respondents to select the option that best represented their views on planning, assessment, attitudes, and challenges. The response options included Strongly Agree (SA), Agree (A), Not Sure (NS), Disagree (D), and Strongly Disagree (SD).

### **3.7 Piloting of Research Instruments**

Piloting is crucial for ensuring the reliability of results in the main study. For this research, the instruments were pilot-tested at a primary school in Kalama Sub-County, where two English teachers were selected purposively for this preliminary testing.

The researcher employed questionnaires designed for English teachers during the piloting phase to assess their reliability and validity. The aim of this piloting was to verify the effectiveness of the research instruments and to become acquainted with the administration process. This step was intended to refine the instruments and procedures, ensuring their accuracy and effectiveness for the main study.. The pilot provided clarity on where research protocols may not have been followed or whether the proposed methods or instruments are inappropriate or too complicated (Baker, 2004). Necessary corrections were made to the items in the instruments in preparation for the main research.

### **3.8 Validity of the Instruments**

Validity is the extent to which a test accurately measures what it claims to measure (Bland, 2000). It pertains to the correctness of the conclusions drawn from the study's outcomes. In this study, face validity was assessed during the pilot phase, while content validity was established and enhanced through expert judgment. To improve the content validity of the instruments, the researcher consulted with their supervisor and experts from the School of Education at Machakos University. This collaborative effort led to revisions and improvements of the instruments before the actual data collection commenced.

### **3.9 Reliability of the Instruments**

Reliability is the degree of consistency that an instrument or procedure demonstrates (Best & Kahn, 2006). It is the measure of the degree to which an instrument yields consistent results or data after repeated trials (Mugenda & Mugenda, 2003). Reliability was ensured by pre-testing the instruments in one of the primary schools in Kalama Sub-County. An internal consistency technique was applied by use of Cronbach's Alpha of 0.7.

### **3.10 Data Collection Procedures**

The researcher obtained an introductory letter from the School of Post Graduate Studies, Machakos University, and sought a research permit from the National Commission for Science, Technology, and Innovation (NACOSTI) before commencing the study. These documents allowed the researcher to obtain an authorization letter from the County Commissioner and the County Director of Education in Machakos. This authorization facilitated introductions to Curriculum Support Officers (CSOs), primary school headteachers, and English teachers at the selected schools. The letters informed the respondents about their roles, sought their consent to participate in the research, and outlined the expectations for their involvement.

The questionnaires for CSOs, head teachers, and teachers of English were also administered personally by the researcher. The respondents were requested to fill out the questionnaires and return them, duly filled. This process of filling out the questionnaire took about 10 minutes for each respondent. All questionnaires were in English, and the questions were explained to the respondents where needed. In some cases, the questionnaires were collected at a later date to give the respondents ample time to respond to the questions.

### **3.11 Procedure for Data Analysis**

Data analysis is the process of organizing the data that was collected and put together so that the researcher can meaningfully, categorize and synthesize information from the data-collecting tools (Mugenda & Mugenda 2003).

The quantitative data collected in this study was analyzed using descriptive statistics. This approach involved summarizing the data and presenting it through tables and percentages to align with the research objectives and questions. The use of descriptive statistics facilitated meaningful conclusions by highlighting key patterns and trends in the data.

By organizing the data into tables and percentages, the analysis provided a clear and concise overview of the planning and assessment of English teaching under the new Competency-Based Curriculum (CBC) in Machakos Sub-County. Chi-square tests run using SPSS 27 were used to evaluate the association between the quality of CBC implementation and the quality of learning outcomes in English. This method of data presentation made interpretation straightforward and convenient, allowing for a comprehensive understanding of the CBC implementation's impact on English teaching and learning outcomes.

The descriptive statistical analysis not only summarized the data but also provided a general overview that could be easily communicated to stakeholders, including educators, policymakers, and researchers. This overview was instrumental in identifying areas of strength and potential improvement in the implementation and implementation of CBC strategies in English teaching within the region.

### **3.12 Ethical Consideration**

There were several ethical considerations undertaken in this study's design and execution to ensure compliance with ethical standards. Questionnaires were well labeled to preserve the anonymity of the respondents. Written consent was obtained from the Ministry of Education, supplemented by oral consent from the participants. Additionally, participation in the study was entirely voluntary, granting participants the freedom to withdraw at any stage if they chose to do so.

The participants incurred no expenses as they were recruited and their services were sought on-site. The researcher secured approval from NACOSTI (National Commission for Science, Technology, and Innovation). To ensure confidentiality, the respondents were not identified by their names. Throughout the study, the wishes of the respondents were consistently respected.

The study's objective was explicitly communicated to the participants, and any apprehensions they had were addressed to prevent potential biases. The data obtained for the research was protected and handled with utmost confidentiality. Access was restricted to the researcher and the data analyst exclusively. This information was utilized solely within the scope of the study and for academic purposes. Collected data was securely stored on the computer, with a printed hard copy produced after the study.

## CHAPTER FOUR

### DATA ANALYSIS, INTERPRETATION AND DISCUSSION

#### 4.1 Introduction

This chapter presents data analysis and discussion aligned with the objectives of the study. The tabular mode is the main data presentation method used in the report. The quantitative data were analyzed using frequencies and percentages and presented in tabular format. Chi-square tests (using SPSS 27) were used to evaluate the association between the independent variables and the dependent variable.

##### 4.1.1 Demographic Data

The demographic data section presents background information of the study's respondents. The respondents were categorized into four major areas namely: gender, age, professional qualification, and period of practice.

##### 4.1.2 Gender

Information about the respondents' gender was collected, and the results are presented in Table 4.1.

**Table 4.1: Summary of Respondents' Gender**

|            | <b>Respondents</b> | <b>Male</b> | <b>Female</b> | <b>Other</b> |
|------------|--------------------|-------------|---------------|--------------|
| CSO        | 1                  | 0(0%)       | 1(100%)       | 0(0%)        |
| Principals | 11                 | 6(54.5%)    | 5(45.5%)      | 0(0%)        |
| Teachers   | 45                 | 10(22.2%)   | 35(77.8%)     | 0(0%)        |

#### 4.1.2 Age

The information about the respondents' age was collected and the results were as indicated in

**Table 4.2: Summary of Respondents' Age**

|            | <b>Respondents</b> | <b>18-30 years</b> | <b>31-45 years</b> | <b>Above 45 years</b> |
|------------|--------------------|--------------------|--------------------|-----------------------|
| CSO        | 1                  | 0(0%)              | 0(0%)              | 1(100%)               |
| Principals | 11                 | 2(18.2%)           | 4(36.4%)           | 4(45.5%)              |
| Teachers   | 45                 | 7(15.6%)           | 29(64.4%)          | 9(20%)                |

#### 4.1.3 Professional Qualification

The information about the respondents' professional qualifications was collected, with the results shown in Table 4.3.

**Table 4.3: Summary of Respondents' Professional Qualification**

|            | <b>Respondents</b> | <b>Degree</b> | <b>Diploma</b> | <b>Certificate</b> | <b>Any other</b> |
|------------|--------------------|---------------|----------------|--------------------|------------------|
| CSO        | 1                  | 1(100%)       | 0(0%)          | 0(0%)              | 0(0%)            |
| Principals | 11                 | 7(18.2%)      | 4(36.4%)       | 4(45.5%)           |                  |
| Teachers   | 45                 | 16(35.6%)     | 11(24.4%)      | 18(40%)            | 0(0%)            |

#### 4.1.4 Period of Practice

The information about the respondents' period of practice was collected, and the results are displayed in Table 4.4.

**Table 4.4: Summary of Respondents' Period of Practice**

|            | <b>Respondents</b> | <b>Below 2 years</b> | <b>3-5 years</b> | <b>6-10 years</b> | <b>11-14 years</b> | <b>Over 14 years</b> |
|------------|--------------------|----------------------|------------------|-------------------|--------------------|----------------------|
| CSO        | 1                  | 0(0%)                | 0(0%)            | 1(100%)           | 0(0%)              | 0(0%)                |
| Principals | 11                 | 1(9.1%)              | 0(0%)            | 2(18.2%)          | 2(18.2%)           | 6(54.5%)             |
| Teachers   | 45                 | 0(0%)                | 6(13.3%)         | 15(33.3%)         | 13(28.9%)          | 11(24.4%)            |

#### 4.1.5 Response Rate

The study had a sample size of 57 respondents which included 1 CSO, 11 Headteachers, and 45 teachers of English. All respondents were able to fill out questionnaires and return the data. The study had a response rate of 100%.

#### 4.2 The Effects of the CBC Planning Strategies on the Quality of Learning Outcomes in English Teaching.

The first objective of the study was to establish how the implementation of the CBC lesson planning strategies by teachers of English affects learning outcomes in primary schools in Machakos Sub-County. To achieve this objective, the data in Table 4.5 provides insight into the degree of implementation of CBC planning strategies by teachers of English.

**Table 4.5: The degree of adoption of CBC planning strategies by teachers of English**

|                        |            | Very Well | Good    | Slightly Good | Not Very Well |
|------------------------|------------|-----------|---------|---------------|---------------|
| <b>Schemes of work</b> | CSO        |           |         | 1             |               |
|                        | Principals | 5(46%)    | 5(46%)  |               | 1(8%)         |
|                        | Teachers   | 5(11%)    | 32(72%) | 6(13%)        | 2(4%)         |
| <b>Lesson plan</b>     | CSO        |           |         | 1             |               |
|                        | Principals | 5(46%)    | 5(46%)  |               | 1(8%)         |
|                        | Teachers   | 5(11%)    | 28(63%) | 10(22%)       | 2(4%)         |

Table 4.5 shows that whereas the CSO believed that the implementation of planning strategies for Schemes of Work and lesson planning among teachers of English was only slightly good, 92% of the Headteachers stated that it was either good or very good for both schemes of work and lesson plans. On the other hand, teachers thought that the

implementation of CBC planning strategies was 83% for schemes of work and 74% for lesson plans. There was one teacher and two Headteachers who acknowledged that the implementation of both CBC schemes and Lesson plans was not very good. In line with the Curriculum Support Officer's opinion, only 13% of the teachers admitted that the implementation of schemes was slightly good and the implementation of lesson plans was slightly good for 22% of the teachers.

The most glaring observation from the above data is that there was a big discrepancy between the opinion of the Curriculum Support Officer and that of the teachers and Headteachers. The opinion of the Curriculum Support Officer suggests that the Headteachers and the teachers may have wanted to portray the implementation of CBC planning strategies as good or very good when the reality on the ground was otherwise. Since the Headteachers and teachers were not of identical opinions on the implementation of schemes of work and lesson plans, it can be deduced that the supervision process may not have been adequate. The data therefore implies that the quality of implementation of CBC planning strategies needs to be re-evaluated and any gaps identified thereof be addressed for quality teaching of English.

#### **4.2.1 The Effects of CBC Schemes of Work on Learning Outcomes**

Table 4.6 shows that in each category of performance, there were more students for the classes where teachers had adopted CBC schemes of work than those where they had not. There was therefore a difference in the level of learners' performance in English between those whose teachers had adopted CBC Schemes of work and those whose teachers had not adopted the same.

**Table 4.6: Association between Adoption of CBC Schemes and Performance in English**

|                        | <b>High(Expected)</b> | <b>Average(Expected)</b> | <b>Low(Expected)</b> | <b>Total</b> |
|------------------------|-----------------------|--------------------------|----------------------|--------------|
| <b>Adopted CBC</b>     | 1,005 (920)           | 462 (515)                | 115 (148)            | 1,582        |
| <b>Not Adopted CBC</b> | 154 (239)             | 186 (133)                | 71 (38)              | 411          |
| <b>Total</b>           | 1,159                 | 648                      | 186                  | 1,993        |

This relationship was tested by a chi-square analysis shown in Table 4.6 below.

**Table 4.7: Chi-Square Analysis for the Association between Adoption of CBC Schemes and Performance in English**

| <b>Observed Frequencies</b> | <b>Expected Frequencies</b> | <b>(O-E)</b> | <b>(O-E)<sup>2</sup></b> | <b>(O-E)<sup>2</sup>/E</b> |
|-----------------------------|-----------------------------|--------------|--------------------------|----------------------------|
| 1,005                       | 920                         | 85           | 7,225                    | 7.85                       |
| 462                         | 515                         | -53          | 2,809                    | 5.45                       |
| 115                         | 148                         | -33          | 1,089                    | 7.36                       |
| 154                         | 239                         | -85          | 7,225                    | 30.23                      |
| 186                         | 133                         | 53           | 2,809                    | 21.12                      |
| 71                          | 38                          | 33           | 1,089                    | 28.66                      |
| <b>TOTAL</b>                |                             |              |                          | <b>100.61</b>              |

From Table 4.7, The chi-square analysis revealed that the calculated value of Chi-square (100.61) is significantly greater than the critical value (5.991) for  $df = 2$  at a 95% significance level. This indicates a significant association between the level of implementation of CBC schemes and the quality of performance in English. Therefore, it can be concluded that the level of implementation of CBC schemes is significantly related to performance outcomes in English.

According to the above results, the quality of performance in English was significantly associated with the level of implementation of CBC schemes of work. The results show that there was a major discrepancy between the perceptions of CSOs, Headteachers, and teachers in the nature of implementation of schemes of work. Teachers and Headteachers had a better perception of how schemes of work were adopted with the

onset of CBC compared to CSOs. One of the main reasons for this discrepancy could be that while CSOs were involved in the creation of the syllabi and curricula, teachers and Headteachers were not. Conversely, while Headteachers and teachers were involved in the development of schemes of work, CSOs were not. Thus, while the schemes of work were meant to be in line with the syllabi and curricula, it is likely that CSOs did not think that teachers satisfactorily meet the criteria for the implementation of schemes of work as envisaged by the CSOs. There is a disconnect between what is envisaged when the curricula and the syllabi are released to schools by the relevant authorities, and how the teachers divide the yearly content of the syllabi into a certain amount of work that may be covered per term as schemes of work ultimately describe the content and learning outcomes that should be covered every term of the academic year.

Schemes of work are very crucial to teachers as they direct the planning of the unit of instruction and consequently, the daily lessons in the time allocated for each topic in the term. According to the research, supervisors use the schemes of work to help them assess how well teachers and schools are doing at achieving social expectations. This means that there should be cooperation and collaboration between curriculum support officers, supervisors, and teachers in the implementation and usage of schemes of work. Schemes of work have unit plans that divide the overall scope of work into smaller chunks that can be completed in a week, which leads them to be considered as the content's organized sequence for the desired learning outcomes. Ultimately, however, the effectiveness of schemes of work in enhancing learning outcomes in CBC is tied to teacher training. Where teachers are adequately trained, the schemes of work guarantee that the skills, knowledge, abilities, understanding, and attitudes of the pupils are

developed over a specific period to ensure progression in learning. This means that schemes of work are evolving documents that allow for progression to be monitored.

Another aspect of schemes of work that may help explain the disparity in opinions between CSOs, Headteachers, and teachers in terms of their implementation is that they highlight the teaching materials and methods that make a particular lesson successful. Schemes of work achieve this by outlining what the teacher is trying to achieve (learning outcomes), what has been taught before, how much time is available to do this work, what resources are available, and how the work is to be assessed and how this work fits in with work pupils are doing in other subjects and what is to be taught later. Disparities can occur, for example, where the CSO considers that the resources availed to the teachers are adequate to enhance learning outcomes but the teachers conversely perceive these resources as inadequate. What is clear, therefore, is that CSOs, Headteachers, and teachers are essential stakeholders in the implementation of effective schemes of work as planning strategies in CBC as the research indicates that schemes of work significantly influence pupils' learning outcomes.

#### **4.2.2 The Effects of CBC Lesson Planning Strategies on Learning Outcomes**

**Table 4.8: Association between adoption of CBC Lesson Plans and Performance**

|                        | <b>High</b>          | <b>Average</b>       | <b>Low</b>          |              |
|------------------------|----------------------|----------------------|---------------------|--------------|
| <b>Adopted CBC</b>     | <b>854<br/>(761)</b> | <b>373<br/>(423)</b> | <b>76<br/>(123)</b> | <b>1,303</b> |
| <b>Not Adopted CBC</b> | <b>299<br/>(396)</b> | <b>263<br/>(221)</b> | <b>112<br/>(65)</b> | <b>682</b>   |
|                        | <b>1,153</b>         | <b>644</b>           | <b>188</b>          | <b>1,985</b> |

Table 4.8 shows that there were 8 teachers who were too shy to express their opinion on the implementation of CBC lesson plans. There was a difference in the level of learners' performance in English between those whose teachers had adopted CBC

Lesson Plans and those whose teachers had not adopted the same. This relationship was tested by a chi-square analysis shown in Table 4.9 below.

**Table 4.9: Chi-Square Test for the Association between Adoption of CBC Lesson Plans and Performance**

| <b>Observed Frequencies</b> | <b>Expected Frequencies</b> | <b>(O-E)</b> | <b>(O-E)<sup>2</sup></b> | <b>(O-E)<sup>2</sup>/E</b> |
|-----------------------------|-----------------------------|--------------|--------------------------|----------------------------|
| 854                         | 761                         | 93           | 8,649                    | 11.37                      |
| 373                         | 423                         | -50          | 2,500                    | 5.91                       |
| 76                          | 123                         | -47          | 2,209                    | 17.96                      |
| 299                         | 396                         | -97          | 9,409                    | 23.76                      |
| 263                         | 221                         | 42           | 1,764                    | 7.98                       |
| 112                         | 65                          | 47           | 2,209                    | 33.98                      |
| <b>TOTAL</b>                |                             |              |                          | <b>100.96</b>              |

Table 4.9 presents the results of the chi-square test examining the association between the implementation of CBC lesson plans and performance in English. The calculated chi-square value of 100.96 significantly exceeds the critical value of 5.99 at a 95% significance level, indicating a strong association between the quality of performance in English and the level of implementation of CBC lesson plans.

The results underscore the importance of effective lesson planning within the CBC framework. Daily lesson plans are crucial as they detail the content, materials, sequencing, timing, activities, and assessment methods, providing a structured approach to navigating the dynamic environment of a classroom (Savage, 2015). The significant association observed suggests that well-implemented lesson plans are linked to improved performance in English, reinforcing the value of thorough and consistent planning.

However, the study also reveals notable discrepancies in stakeholder perceptions regarding the implementation of lesson plans. While 92% of Headteachers reported satisfaction with the

implementation of lesson plans according to CBC standards, the satisfaction level among teachers was lower, at 74%. This disparity highlights a potential gap between administrative expectations and classroom realities.

Furthermore, the individual CSO's feedback was less positive, indicating only a slight approval of the implementation of lesson plans. This differing perspective from the CSO may reflect a disconnect between the policy-level expectations and practical execution in classrooms.

These findings suggest that while the overall data supports the effectiveness of CBC lesson plans in enhancing performance, there are inconsistencies in how these plans are perceived and implemented across different levels. To address these issues, it may be beneficial to enhance communication and alignment between all stakeholders, ensuring that expectations and practices are harmonized. Increased support and professional development for teachers could also help bridge the gap between administrative satisfaction and classroom implementation.

In conclusion, the chi-square analysis confirms that the implementation of CBC lesson plans is significantly associated with students' performance in English. To maximize the effectiveness of these plans, it is crucial to address discrepancies in stakeholder perceptions and improve the consistency of implementation across all educational levels.

**Table 4.10: English Teachers' Frequency of Identifying Specific Learning Outcomes in CBC**

|                                                                            |                |  | Always  | Very Often | Sometimes | Rarely |
|----------------------------------------------------------------------------|----------------|--|---------|------------|-----------|--------|
| <b>Frequency of identifying specific learning outcomes in lesson plans</b> | CSO principals |  | 5(46%)  | 3(27%)     | 3(27%)    |        |
|                                                                            | teachers       |  | 14(31%) | 22(49%)    | 8(18%)    | 1(2%)  |

Table 4.10 provides insights into the frequency with which specific learning outcomes are identified in lesson plans by different educational stakeholders. According to the data, the Curriculum Support Officer (CSO) perceived that identifying specific learning outcomes in lesson plans by teachers occurred "sometimes." This assessment reflects a moderate level of adherence to the practice, suggesting that it is not consistently integrated into lesson planning.

Among Headteachers, 46% reported that specific learning outcomes were identified "always" in lesson plans, indicating a relatively higher level of compliance compared to the CSO's perception. However, this means that less than half of the Headteachers observed this practice consistently, with the remaining 54% reporting "very often," "sometimes," or "rarely" for this aspect of lesson planning.

Teachers themselves reported varied frequencies of identifying learning outcomes in their lesson plans. While 31% stated they did this "always," a substantial 49% indicated they did so "very often." This suggests that a significant majority of teachers regularly incorporate learning outcomes into their planning, though not universally. On the other hand, 18% of teachers admitted to identifying learning outcomes "sometimes," and notably, 2% of teachers rarely engaged in this practice.

The data reveals a concerning trend of non-compliance with the expected standards for CBC implementation. The variability in responses, particularly the 2% of teachers who rarely identified specific learning outcomes, highlights potential gaps in adherence to CBC guidelines. This inconsistency in practice across different levels of educational stakeholders—CSOs, Headteachers, and teachers—suggests a need for improved alignment and reinforcement of CBC standards.

To address these discrepancies, it may be beneficial to implement targeted interventions such as additional training for teachers and Headteachers on the importance of consistently identifying learning outcomes, as well as providing more robust support from CSOs. Ensuring that these practices are uniformly adopted across all educational levels will enhance the effectiveness of CBC implementation and contribute to achieving the intended learning outcomes.

**Table 4.11: Chi-Square Test for the Association between Principals and Teachers Opinion on the Implementation of the New CBC and the Frequency of Specific Learning Outcomes**

| <b>Observed Frequencies</b> | <b>Expected Frequencies</b> | <b>(O-E)</b> | <b>(O-E)<sup>2</sup></b> | <b>(O-E)<sup>2</sup>/E</b> |
|-----------------------------|-----------------------------|--------------|--------------------------|----------------------------|
| 5                           | 3.73                        | 1.27         | 1.61                     | 0.43                       |
| 3                           | 4.91                        | - 1.91       | 3.65                     | 0.74                       |
| 3                           | 2.16                        | 0.84         | 0.71                     | 0.33                       |
| 0                           | 0.2                         | - 0.2        | 0.04                     | 0.02                       |
| 14                          | 15.27                       | 1.27         | 1.61                     | 0.11                       |
| 22                          | 20.09                       | 1.91         | 3.65                     | 0.18                       |
| 8                           | 8.84                        | 0.84         | 0.71                     | 0.08                       |
| 1                           | 0.80                        | 0.2          | 0.04                     | 0.05                       |
| <b>TOTAL</b>                |                             |              |                          | <b>1.94</b>                |

From Table 4.11, the calculated value of Chi-square = 1.94, which is less than the critical value of 5.991 for df =2 at 95% significance level. This shows that the quality of English teachers' attitudes towards the implementation of the new CBC did not significantly impact the quality of learning outcomes. While it is expected that learning outcomes must be always identified to guide teaching, the above observation portrays a gloomy picture of the state of English teaching in CBC.

Several aspects of CBC are highlighted in lesson plans including core competencies, pertinent contemporary issues (PCIs), standards, non-formal learning activities, resources, links to other learning areas, and assessment. One of the reasons for the discrepancy between the perceptions of different stakeholders in the implementation of lesson plans is the position of each stakeholder in the hierarchy of involvement. The

CSOs are involved at the highest level and are concerned with determining how well schools in general adopt aspects of CBC. Headteachers and supervisors are at the intermediate level while teachers are at the classroom level, which is considered as the frontline. The effectiveness of lesson planning is determined by the assessment strategies embedded within a particular lesson plan and utilized by stakeholders in the hierarchy. However, the ultimate assessment strategy is the learning outcomes for pupils.

The effective use of lesson plans is dependent on the extent of training that the teachers receive. Kafyulilo, Rugambuka & Moses (2013), states that “well-trained teachers under the competency-based curriculum can plan and organize the scope and sequence of subject matter to be taught in advance” (2013). The discrepancies in perceptions between the different stakeholders could be a consequence of differences in the training as demonstrated by teachers and the extent of the effectiveness of training as perceived by CSOs and supervisors. Lesson plans significantly influence pupils’ learning outcomes as they allow teachers to plan, formulate, and draw together teaching and learning resources, and present notions and skills procedurally using appropriate pedagogy to achieve the desired learning outcome.

The research shows that CSOs and teachers have differing opinions on the level of implementation of lesson plans. One of the possible explanations for these differences is a dearth of supervision. The hasty manner of implementation of CBC in Kenya may not have allowed for the necessary infrastructure to be built to ensure that teachers prepare lesson plans according to established standards. This is in addition to the questionable level of training that the teachers received. In one of the previous studies by Momanyi and Rop (2019), a large percentage of teachers had questionable capacity

to prepare instructional tools. In this study, teachers admitted that they experienced difficulties in preparing planning strategies in line with CBC including lesson plans and schemes of work. Lesson plans are critical documents that require specialized skills to prepare. The low quality of training that teachers received could not have adequately covered the preparation of these essential documents. Consequently, a majority of teachers may have continued to prepare lesson plans using the previous 8-4-4 curriculum. It is going to take some time for teachers to shift from the previously teacher-centric curriculum to CBC, which is learner-centric. The challenges that teachers face in the preparation of lesson plans are captured by the unfavorable opinions of CSOs. There are set steps that teachers must follow in the preparation of lesson plans and failure to adhere to these steps dilutes the effectiveness of the lesson plan as a guide. Therefore, the inadequate lesson plans were not a guarantee for successful teaching.

#### 4.3 The Effects of the CBC Assessment Strategies on the Quality of Learning Outcomes

**Table 4.12: Principals' and Teachers of English Opinion on the Level of Adequacy of Learning Resources**

|                                                          |            | Always     | Very Often  | Sometimes   | Rarely    |
|----------------------------------------------------------|------------|------------|-------------|-------------|-----------|
| <b>Adequacy of learning resources in the lesson plan</b> | CSO        |            |             | 1           |           |
|                                                          | principals | 5<br>(46%) | 4<br>(36%)  | 2<br>(18%)  |           |
|                                                          | teachers   | 7<br>(16%) | 13<br>(29%) | 23<br>(51%) | 2<br>(4%) |

Table 4.12 highlights the varied opinions of Headteachers and English teachers regarding the adequacy of learning resources in lesson plans. According to the data, the Curriculum Support

Officer (CSO) perceived that the resources for teaching English were only "sometimes" adequate. This reflects a more cautious view on the sufficiency of resources, indicating that they may not consistently meet the needs for effective teaching.

In contrast, 46% of Headteachers felt that the resources were "always" adequate, and 36% believed they were "very often" adequate. This suggests a more favorable view of resource availability compared to the CSO. However, this perception is not universally shared among teachers. Only 16% of teachers agreed that resources were "always" adequate, while a substantial 51% felt that resources were "sometimes" adequate. Additionally, 4% of teachers reported that resources were "rarely" adequate.

This divergence in opinions points to a significant gap between how Headteachers and teachers perceive the adequacy of learning resources. The majority of teachers' views align more closely with the CSO's assessment, indicating that many teachers consider resources to be only sometimes sufficient. This discrepancy between the perspectives of Headteachers and teachers suggests potential issues with resource allocation or management that might not be fully visible to Headteachers but are experienced directly by teachers.

The variation in opinions highlights a potential mismatch between the actual resource needs in classrooms and the perceived adequacy of resources by school administration. This suggests that while Headteachers may have a more optimistic view of resource adequacy, teachers face practical challenges that impact their teaching effectiveness.

To address this issue, it may be necessary to conduct a more detailed evaluation of resource distribution and accessibility within schools. Ensuring that resource assessments align with on-the-ground realities experienced by teachers could help

bridge the gap between administrative perceptions and practical needs. Enhanced communication and feedback mechanisms between teachers, Headteachers, and the CSO could also facilitate a more accurate understanding of resource adequacy and lead to more effective resource management and support.

In conclusion, the data indicates a notable discrepancy between the opinions of Headteachers and teachers regarding the adequacy of learning resources for teaching English. Bridging this gap requires a comprehensive approach to resource evaluation and improved collaboration among all stakeholders involved in the educational process.

**Table 4.13: Chi-Square Test for the Association between Principals and Teachers Opinion on Adequacy of Resources**

| <b>Observed Frequencies</b> | <b>Expected Frequencies</b> | <b>(O-E)</b> | <b>(O-E)<sup>2</sup></b> | <b>(O-E)<sup>2</sup>/E</b> |
|-----------------------------|-----------------------------|--------------|--------------------------|----------------------------|
| 5                           | 3.14                        | 1.86         | 3.46                     | 1.10                       |
| 3                           | 3.14                        | - 0.14       | 0.02                     | 0.01                       |
| 2                           | 2.95                        | - 0.95       | 0.90                     | 0.31                       |
| 1                           | 1.77                        | - 0.77       | 0.59                     | 0.33                       |
| 11                          | 12.86                       | - 1.86       | 3.46                     | 0.27                       |
| 13                          | 12.86                       | 0.14         | 0.02                     | 0.002                      |
| 13                          | 12.05                       | 0.95         | 0.90                     | 0.07                       |
| 8                           | 7.23                        | 0.77         | 0.59                     | 0.08                       |
| <b>TOTAL</b>                |                             |              |                          | <b>2.17</b>                |

Table 4.13 presents the chi-square analysis results for the association between Headteachers' and teachers' opinions on the adequacy of learning resources. The calculated chi-square value of 2.17 is less than the critical value of 5.991 for  $df = 2$  at a 95% significance level. This finding indicates that there is no significant difference between the opinions of Headteachers and teachers regarding the adequacy of learning resources.

Despite the lack of significant statistical difference, the overall opinions suggest a common concern: both Headteachers and teachers perceive that resources for teaching

English under the Competency-Based Curriculum (CBC) are inadequate. The data reveals that opinions are relatively consistent, with both groups highlighting issues related to resource sufficiency.

Headteachers reported a more favorable view, with 46% indicating that resources were "always" adequate and 36% stating they were "very often" adequate. However, teachers were less optimistic, with only 16% agreeing that resources were "always" adequate and a significant 51% feeling that resources were "sometimes" adequate. This suggests that while Headteachers may perceive resources as generally adequate, teachers experience practical limitations that affect their day-to-day teaching.

The chi-square test results corroborate the idea that, despite some differences in individual perceptions, the overall sentiment is one of dissatisfaction with the adequacy of learning resources. This shared concern underscores the need for a more comprehensive approach to resource management and allocation.

To address the identified resource gaps, it is essential to improve communication between administrative and teaching staff, ensure that resources meet the practical needs of teachers, and enhance the overall support provided to schools. Ensuring that both Headteachers and teachers have access to adequate resources will help align perceptions and improve the effectiveness of the CBC implementation.

In conclusion, while the statistical analysis shows no significant difference between the opinions of Headteachers and teachers regarding resource adequacy, the consensus on inadequate resources highlights an area requiring attention. Addressing these resource deficiencies will be crucial for supporting effective teaching and achieving the goals of the CBC.

**Table 4.14: Principals and teachers' opinion on the Adequacy of reflection at the end of the lesson**

|                                                        |                   | Always | Very Often | Sometimes | Rarely |
|--------------------------------------------------------|-------------------|--------|------------|-----------|--------|
| <b>Adequacy of reflection at the end of the lesson</b> | <b>Principals</b> | 5      | 3          | 2         | 1      |
|                                                        |                   | (46%)  | (27%)      | (18%)     | (9%)   |
|                                                        | <b>Teachers</b>   | 11     | 13         | 13        | 8      |
|                                                        |                   | (24%)  | (29%)      | (29%)     | (18%)  |

Table 4.14 presents the opinions of Headteachers and teachers regarding the adequacy of reflection at the end of lessons. According to the data, 46% of Headteachers and 24% of teachers reported that reflection at the end of lessons was conducted "always." Additionally, 27% of Headteachers and 29% of teachers indicated that reflection occurred "very often." The remaining responses were categorized as "sometimes" and "rarely," suggesting variability in the frequency and quality of reflective practices.

The data indicates a disparity between Headteachers' and teachers' practices concerning lesson reflection. While a significant proportion of Headteachers believe that reflection is consistently part of the teaching process, a lower percentage of teachers share this view. Specifically, 18% of teachers reported that reflection happened "rarely," which contrasts with the expectations of continuous reflective practice.

Given that regular reflection is considered essential for evaluating and improving teaching effectiveness, these results highlight a need for targeted interventions in supervision and quality assurance processes. The variability in responses suggests that reflective practices may not be uniformly integrated into teaching routines, which could impact the overall quality of education.

To address these issues, it is important to reinforce the importance of reflection as a fundamental component of lesson planning and teaching. This could be achieved

through enhanced professional development, regular monitoring, and providing teachers with structured opportunities for reflective practice. Additionally, Headteachers could play a pivotal role in promoting and supporting reflective practices by setting clear expectations and offering guidance on effective reflection techniques.

In conclusion, the findings underscore the need for a stronger emphasis on lesson reflection within the educational framework. By addressing the inconsistencies in reflective practices and ensuring that both Headteachers and teachers adhere to a robust reflective process, the overall quality of teaching and learning can be significantly improved.

**Table 4.15: The Opinion of Curriculum Support Officer, Principals and Teachers on the ability of Teachers to develop CBC Assessment Criteria**

| Aspect of CBC Assessment                   |               | Very Good  | Good        | Slightly Good | Not Very Well |    |
|--------------------------------------------|---------------|------------|-------------|---------------|---------------|----|
| Ability to develop CBC Assessment criteria | CSO           |            |             | 1             |               | 1  |
|                                            | Principals    | 3<br>(27%) | 8<br>(73%)  | 0             | 0             | 11 |
|                                            | Teachers      | 4<br>(7%)  | 30<br>(67%) | 9<br>(19%)    | 2<br>(4%)     | 45 |
|                                            | <b>TOTALS</b> | 7          | 38          | 10            |               | 57 |

Table 4.15 presents the evaluations of the ability of teachers to develop CBC assessment criteria, as reported by the Curriculum Support Officer (CSO), Headteachers, and the teachers themselves.

The CSO rated teachers' ability to develop CBC assessment criteria as "slightly good," indicating a more reserved assessment of their capabilities. In contrast, Headteachers were more optimistic, with 27% rating the ability as "very good" and 73% as "good."

This suggests that Headteachers have a more favorable view of teachers' skills in developing assessment criteria compared to the CSO.

Teachers themselves rated their ability to develop CBC assessment criteria as follows: 7% considered it "very good," 67% "good," 19% "slightly good," and 4% "not very well." This self-assessment reflects a relatively positive view of their own capabilities but also acknowledges areas where improvement is needed.

The discrepancy between the Headteachers' more positive ratings and the teachers' self-assessments, coupled with the CSO's more critical evaluation, highlights a potential issue with the quality of supervision and feedback. Headteachers' tendency to overrate teachers' abilities could result from an optimistic perspective or insufficient insight into the practical challenges faced by teachers in developing assessment criteria.

This disparity suggests a need for more accurate and supportive supervision practices. Headteachers should work closely with teachers to understand their challenges and provide targeted support and professional development to enhance their assessment skills. Ensuring that feedback and evaluations are aligned with actual classroom practices will be crucial for improving the development and implementation of CBC assessment criteria.

In conclusion, while the Headteachers' assessments indicate a high level of confidence in teachers' abilities, the variations in opinions among the CSO, Headteachers, and teachers themselves highlight the need for a more nuanced and supportive approach to evaluation and supervision. Addressing these discrepancies will help ensure that teachers are adequately prepared to develop effective CBC assessment criteria, ultimately contributing to improved educational outcomes.

**Table 4.16: The quality of Teachers' use of CBC Assessment Rubrics**

| Aspect of CBC Assessment |              | Very Good   | Good        | Slightly Good | Not Very Well |           |
|--------------------------|--------------|-------------|-------------|---------------|---------------|-----------|
| Use of CBC Rubrics       | CSO          |             | 1           |               |               | 1         |
|                          | Principals   | 3<br>(27%)  | 8<br>(73%)  | 0             | 0             | 11        |
|                          | Teachers     | 13<br>(29%) | 26<br>(58%) | 6<br>(13%)    | 0             | 45        |
|                          | <b>TOTAL</b> | <b>16</b>   | <b>35</b>   | <b>6</b>      | <b>0</b>      | <b>57</b> |

Table 4.16 presents evaluations of the quality of teachers' use of CBC assessment rubrics, as assessed by the Curriculum Support Officer (CSO), Headteachers, and the teachers themselves.

According to the data, the CSO rated the use of CBC assessment rubrics by teachers as "good," indicating a positive but somewhat reserved assessment. In comparison, Headteachers were more specific in their evaluation, with 27% rating it as "very good" and 73% as "good." This suggests a strong overall confidence in the teachers' use of rubrics from the Headteachers' perspective.

Teachers themselves rated their use of CBC assessment rubrics with 29% considering it "very good," 58% "good," and 13% "slightly good." No teachers rated their use of rubrics as "not very well," reflecting a generally positive self-assessment.

The agreement between the CSO and Headteachers' opinions was high at 73%, indicating a consensus on the quality of rubric use. The slightly lower agreement with the teachers' self-ratings (58%) suggests that while there is substantial alignment, there may be some discrepancies between how teachers view their own performance and how

it is perceived by others. This could imply that teachers may have a more favorable or nuanced view of their rubric usage compared to external evaluators.

The higher level of agreement in this aspect compared to others suggests that the use of CBC assessment rubrics might be more systematically evaluated or better implemented. This could be due to a clearer understanding of rubric requirements or more effective training and support in this area.

Overall, the results indicate a generally positive view of teachers' use of CBC assessment rubrics across all stakeholders, with some variations in the level of confidence expressed. To further enhance the effectiveness of rubric usage, it may be beneficial to continue providing targeted professional development and support, ensuring that all stakeholders maintain a consistent and accurate understanding of rubric application and quality. This will contribute to a more effective implementation of CBC assessment practices and support improved educational outcomes.

**Table 4.17: Quality of Maintenance of CBC Assessment Records**

| Aspect of CBC Assessment              |              | Very Good   | Good        | Slightly Good | Not Very Well |           |
|---------------------------------------|--------------|-------------|-------------|---------------|---------------|-----------|
| Maintenance of CBC Assessment Records | CSO          |             |             | 1             |               | 1         |
|                                       | Principals   | 2<br>(18%)  | 8<br>(73%)  | 0             | 1<br>(9%)     | 11        |
|                                       | Teachers     | 13<br>(29%) | 24<br>(53%) | 7<br>(16%)    | 1<br>(2%)     | 45        |
|                                       | <b>TOTAL</b> | <b>16</b>   | <b>32</b>   | <b>8</b>      | <b>1</b>      | <b>57</b> |

Table 4.17 presents the evaluations of the quality of maintenance of CBC assessment records, as assessed by the Curriculum Support Officer (CSO), Headteachers, and teachers.

The CSO rated the maintenance of CBC assessment records as "slightly good," reflecting a cautious but positive assessment of record-keeping practices. The Headteachers provided a mixed view, with 18% rating it as "very good," 73% as "good," and 9% as "not very well." This suggests a generally favorable but somewhat critical perspective on how assessment records are managed, with some concerns about the quality of maintenance.

Teachers' evaluations showed a similar pattern to that of Headteachers but with a higher proportion considering the maintenance of records as "very good." Specifically, 29% of teachers rated it as "very good," 53% as "good," 16% as "slightly good," and 2% as "not very well." This distribution indicates a broadly positive view among teachers but also highlights that there are areas where improvement is needed.

The overall picture from these evaluations suggests that while there is general satisfaction with the maintenance of CBC assessment records, there are varying degrees of concern among different stakeholders. The relatively high proportion of positive ratings from teachers compared to the more mixed views of the CSO and Headteachers might indicate differences in expectations or experiences with record-keeping practices.

To address these concerns and improve the quality of maintenance of CBC assessment records, it is important to implement consistent standards and provide targeted training for all stakeholders involved in record-keeping. Ensuring that there are clear guidelines and support systems in place for maintaining accurate and up-to-date records will be crucial for enhancing the effectiveness of CBC assessment practices.

In conclusion, while the maintenance of CBC assessment records is generally rated positively, the variability in opinions suggests that there is room for improvement.

Aligning expectations and practices across all levels of the education system will be essential for ensuring high-quality record-keeping and supporting the successful implementation of CBC strategies.

#### **4.4 The Attitude of Teachers of English` towards the Implementation of the New CBC**

An analysis was done on the relationship between the CSO, the Headteachers' and the teachers' attitudes towards CBC strategies as presented in Table 4.12 to Table 4.18 below. A significant observation is that there was no consistency between the three groups, thereby generating serious implications for CBC implementation strategies as well as the quality of supervision of such implementation. The data shows that there was a great discrepancy between the opinions of the CSO, the Headteachers, and the teachers on the various aspects of CBC implementation.

**Table 4.18: Teachers' attitude towards CBC strategies on Schemes of work and Lesson Plans**

| Attitude towards                 |            | Very Important | Important | Moderately Important | Slightly Important | Not Important |
|----------------------------------|------------|----------------|-----------|----------------------|--------------------|---------------|
| CBC Strategies                   |            |                |           |                      |                    |               |
| Schemes of Work and Lesson Plans | CSO        | 1              |           |                      |                    |               |
|                                  | principals | 6              | 3         | 2                    |                    |               |
|                                  | teachers   | 29             | 11        | 3                    |                    | 1             |

Table 4.18 presents the attitudes of the Curriculum Support Officer (CSO), Headteachers, and teachers towards the importance of Schemes of Work and Lesson Plans in CBC strategies.

The CSO emphasized the importance of Schemes of Work and Lesson Plans, reflecting a high regard for these planning documents as essential components of the CBC

framework. Headteachers also showed strong support, with 55% rating them as "very important," and an additional 27% considering them "important." This indicates a solid endorsement of the use of these documents from an administrative perspective.

In contrast, teachers displayed a more varied attitude. While 64% of teachers rated Schemes of Work and Lesson Plans as "very important," a notable portion did not share this level of commitment. Specifically, 24% rated them as "important," 7% as "moderately important," and 2% as "slightly important," with 1% considering them "not important." This variation suggests that while many teachers recognize the significance of these planning tools, there is a notable gap in the overall level of commitment and valuation compared to the expectations set by the CSO and Headteachers.

The inconsistency in attitudes highlights a potential issue in the alignment between supervisory expectations and teachers' perceptions. The expectation was that all teachers would regard Schemes of Work and Lesson Plans as crucial for effective teaching, yet a significant proportion of teachers do not fully align with this view. This discrepancy points to possible issues in understanding or valuing the role of these documents in the CBC framework.

To address this inconsistency, it is important to reinforce the importance of Schemes of Work and Lesson Plans through targeted professional development and support. Ensuring that teachers understand how these documents contribute to effective teaching and learning, and providing practical support in their development and implementation, could help bridge the gap between supervisory expectations and teachers' attitudes.

In conclusion, while the CSO and Headteachers strongly support the use of Schemes of Work and Lesson Plans, there is a noticeable divergence in the level of importance

assigned by teachers. Aligning teachers' attitudes with the established expectations will be crucial for optimizing the implementation of CBC strategies and improving educational outcomes.

**Table 4.19: Teachers' attitude towards the importance of lesson assessment**

| Attitude towards                |            | Very Important | Important | Moderately Important | Slightly Important | Not Important |
|---------------------------------|------------|----------------|-----------|----------------------|--------------------|---------------|
| CBC Strategies                  |            |                |           |                      |                    |               |
| Importance of Lesson assessment | CSO        |                |           | 1                    |                    |               |
|                                 | principals | 6              | 3         | 2                    |                    |               |
|                                 | teachers   | 27             | 15        | 1                    | 1                  |               |

Table 4.19 presents the attitudes of the Curriculum Support Officer (CSO), Headteachers, and teachers towards the importance of lesson assessment in the CBC framework.

The CSO viewed lesson assessment as "moderately important," suggesting a balanced but not overly emphatic stance on its role in the teaching process. This perspective reflects a recognition of its significance while possibly indicating that it may not be the primary focus of their assessment strategies.

Headteachers demonstrated a more supportive attitude, with 55% rating lesson assessment as "very important" and an additional 27% considering it "important." This shows a general endorsement of lesson assessment's role in ensuring effective teaching and learning.

Teachers, however, showed a slightly lower level of enthusiasm compared to Headteachers. While 60% of teachers rated lesson assessment as "very important," 33% considered it "important," and a small percentage rated it as "moderately important" or

"slightly important." This distribution reveals that most teachers value lesson assessment but that there is still a segment with less emphasis on its importance.

The variations in attitudes between the CSO, Headteachers, and teachers highlight differences in the perceived significance of lesson assessment. The lower level of emphasis from the CSO and the variability among teachers compared to the more consistent support from Headteachers suggest that lesson assessment may not be uniformly prioritized across all levels of the education system.

To align attitudes and enhance the focus on lesson assessment, it may be beneficial to provide additional professional development for teachers, emphasizing the critical role of assessment in improving instructional practices and student outcomes. Moreover, fostering a clearer understanding of how lesson assessment contributes to effective teaching and learning could help bridge gaps in perception and commitment.

In conclusion, while Headteachers and teachers recognize the importance of lesson assessment, there is a noticeable disparity in the level of emphasis compared to the CSO's viewpoint. Addressing these differences and reinforcing the importance of lesson assessment across all educational levels will be crucial for ensuring a consistent and effective approach to CBC strategies.

**Table 4.20: Teachers' attitude towards their competence in CBC**

|                                      |                  |            | To a<br>Great<br>Extent | Somewhat | Very<br>Likely | Not<br>at All |
|--------------------------------------|------------------|------------|-------------------------|----------|----------------|---------------|
| <b>English<br/>Competence in CBC</b> | <b>Teachers'</b> | CSO        |                         | 1        |                |               |
|                                      |                  | principals | 6                       | 5        |                |               |
|                                      |                  | teachers   | 19                      | 22       | 3              |               |

The table results show a range of perceptions regarding teachers' competence in implementing the Competency-Based Curriculum (CBC) in English, with responses coming from the Curriculum Support Officer (CSO), headteachers, and teachers themselves.

The CSO reported that teachers were "Somewhat" competent in implementing CBC. This assessment indicates that while teachers have a basic understanding and can apply certain elements of CBC, there are still areas that require improvement. The CSO's perspective reflects a recognition of the progress made but also underscores the need for further professional development to enhance teachers' overall competence in this new curriculum.

The headteachers provided a more varied view of teachers' competence in CBC. Specifically, 55% of the headteachers rated teachers as competent "To a Great Extent." This positive assessment suggests that more than half of the headteachers are confident in the teachers' ability to effectively implement the curriculum. However, the remaining 45% of the headteachers held a less enthusiastic view, rating teachers as "Somewhat" competent. This divergence in opinion may indicate that while some schools have made significant strides in adopting CBC, others may still be facing challenges in ensuring that their teachers are fully prepared.

Teachers' self-assessment showed a broader spectrum of responses. A significant proportion of teachers (49%) rated themselves as "Somewhat" competent in CBC, suggesting that many recognize their own need for further development in mastering the curriculum. Additionally, 19 teachers felt they were competent "To a Great Extent," indicating that a portion of the teaching force feels confident in their abilities. However,

three teachers rated themselves as "Not at All" competent, pointing to potential gaps in training or support that need to be addressed.

The results highlight that while there is progress in the implementation of CBC, there are still areas that require focused attention. The CSO's view aligns with nearly half of the teachers who feel only somewhat competent, suggesting that the foundation is there, but more needs to be done to ensure full competence. The headteachers' more optimistic view may reflect the leadership's confidence in their staff but also shows that there is room for improvement.

Overall, the findings imply that additional training, mentorship, and professional development are necessary to enhance teachers' competence in CBC. Ensuring consistent and comprehensive support across all schools could bridge the gap between those who feel highly competent and those who are still struggling. Strengthening this competence is crucial to the successful implementation of the Competency-Based Curriculum and ultimately improving educational outcomes.

**Table 4.21: Teachers' level of motivation on CBC**

|                                              |            | Always | Most of the Time | Some of the Time | Seldom | Never |
|----------------------------------------------|------------|--------|------------------|------------------|--------|-------|
| <b>Level of Motivation On CBC strategies</b> | CSO        |        |                  |                  | 1      |       |
|                                              | principals | 3      | 3                | 3                | 1      | 1     |
|                                              | teachers   | 13     | 13               | 14               | 2      | 2     |

The data from Table 4.21 provides an insightful overview of teachers' level of motivation regarding the Competency-Based Curriculum (CBC). Responses from various stakeholders, including the Curriculum Support Officer (CSO), headteachers,

and teachers, reveal differing perceptions about the motivation levels of teachers in implementing CBC strategies.

The CSO indicated that teachers' motivation toward CBC strategies was "Seldom." This suggests that, from the CSO's viewpoint, teachers are not consistently motivated to engage with CBC. The CSO's assessment reflects a concern that teachers may not be fully invested in or enthusiastic about implementing CBC strategies, which could hinder the successful execution of the curriculum.

The headteachers had a more varied perspective on the level of teacher motivation. Only 27% of the headteachers believed that teachers were "Always" motivated when implementing CBC strategies. Additionally, an equal number of headteachers (3) rated the teachers' motivation as "Most of the Time" and "Some of the Time," suggesting that motivation fluctuates among teachers. However, one headteacher rated motivation as "Seldom," and another as "Never," indicating that, in some cases, teacher motivation is a significant challenge. These mixed responses imply that while some teachers are consistently motivated, a substantial portion may lack the drive or enthusiasm required for effective CBC implementation.

Teachers' self-assessment regarding their motivation also revealed a range of responses. About 29% of the teachers rated themselves as "Always" motivated, a slightly higher percentage than the headteachers' perception. An equal number of teachers (13) indicated that they were motivated "Most of the Time," while 14 teachers reported being motivated "Some of the Time." Additionally, two teachers rated themselves as "Seldom" motivated, and two others stated that they were "Never" motivated. This variability in self-reported motivation suggests that, while some

teachers feel consistently driven to implement CBC, others struggle with maintaining the necessary motivation.

The overall picture painted by the data is that teacher motivation in relation to CBC strategies is inconsistent. While a small percentage of both headteachers and teachers report high levels of motivation, a significant portion falls within the "Some of the Time" and "Seldom" categories. This implies that many teachers may lack the sustained enthusiasm needed to fully engage with CBC implementation.

The CSO's view that motivation is "Seldom" high aligns with the broader concern that more needs to be done to improve teacher motivation. The mixed responses from headteachers and teachers themselves reinforce this conclusion.

To address this, targeted strategies aimed at boosting teacher motivation could be essential. These might include more robust professional development opportunities, increased support and resources for teachers, and initiatives that recognize and reward teachers who successfully implement CBC strategies. Without such interventions, the inconsistent levels of motivation may continue to undermine the potential success of the Competency-Based Curriculum.

**Table 4.22: Teachers' attitude on importance of curriculum changes**

|                                                    |            | Very Important | Important | Moderately Important | Slightly Important | Not Important |
|----------------------------------------------------|------------|----------------|-----------|----------------------|--------------------|---------------|
| <b>Importance of Curriculum Changes in English</b> | CSO        |                |           | 1                    |                    |               |
|                                                    | principals | 5              | 4         | 2                    |                    |               |
|                                                    | teachers   | 16             | 18        | 5                    | 3                  | 2             |

The data from Table 4.22 provides an overview of teachers' attitudes toward the importance of curriculum changes, specifically in English. The responses from the

Curriculum Support Officer (CSO), headteachers, and teachers reveal varying perceptions about the significance of these changes.

Interestingly, the CSO rated curriculum changes as "Moderately Important." This assessment suggests a more cautious or balanced view of curriculum reforms, perhaps reflecting a belief that while changes are necessary, they may not always lead to immediate or significant improvements in educational outcomes. The CSO's perspective might be influenced by the practical challenges of implementing changes, especially in a complex and evolving educational environment.

The headteachers showed a strong consensus on the importance of curriculum changes. A significant 82% of headteachers rated these changes as either "Very Important" or "Important." This overwhelming support for curriculum reforms indicates that school leaders are largely in favor of these changes, possibly recognizing their potential to modernize education, improve teaching methods, and better align with the needs of students in a changing world. Headteachers, who are often at the forefront of implementing new policies, seem to appreciate the long-term value of curriculum reforms in enhancing educational standards.

Teachers' responses to the importance of curriculum changes showed a broader range of attitudes. While 34% of teachers considered curriculum changes as either "Very Important" or "Important," the majority had more varied views. A significant number of teachers (18) rated curriculum changes as "Important," but five saw them as only "Moderately Important." Additionally, three teachers considered the changes "Slightly Important," and two rated them as "Not Important." This range of responses suggests that while a portion of teachers are supportive of curriculum reforms, a considerable number remain uncertain or less convinced of their necessity.

The data reveals a disparity in how different stakeholders perceive the importance of curriculum changes. While the majority of headteachers view these changes positively, teachers' attitudes are more divided, and the CSO holds a more moderate view. This variation in perspectives could have significant implications for the successful implementation of curriculum reforms.

Teachers' mixed responses may indicate concerns about the challenges associated with curriculum changes, such as the additional workload, the need for new training, or uncertainty about the effectiveness of the changes. The relatively low percentage of teachers who see the changes as very important or important highlights a potential disconnect between policy goals and teacher buy-in, which could hinder the smooth implementation of reforms.

To address this, efforts should be made to better communicate the rationale behind curriculum changes and to provide teachers with the necessary support and resources to adapt to these reforms. Involving teachers more actively in the reform process and addressing their concerns could help increase their sense of ownership and commitment to the changes. Without such engagement, the success of curriculum reforms may be limited by resistance or lack of enthusiasm from those who are responsible for implementing them at the classroom level.

**Table 4.23: Level of teachers' eagerness to adopt CBC strategies.**

|                  |           |            | <b>Very Eager</b> | <b>Eager</b> | <b>Moderately Eager</b> | <b>Slightly Eager</b> | <b>Not Eager</b> |
|------------------|-----------|------------|-------------------|--------------|-------------------------|-----------------------|------------------|
| <b>Level</b>     | <b>of</b> | <b>CSO</b> |                   |              | 1                       |                       |                  |
| <b>English</b>   |           | principals | 2                 | 5            | 4                       |                       |                  |
| <b>Teachers'</b> |           | teachers   | 7                 | 20           | 12                      | 5                     |                  |
| <b>Eagerness</b> |           |            |                   |              |                         |                       |                  |
| <b>on CBC</b>    |           |            |                   |              |                         |                       |                  |

The data from Table 4.23 reflects varying levels of eagerness among teachers to adopt Competency-Based Curriculum (CBC) strategies, with perspectives from the Curriculum Support Officer (CSO), headteachers, and teachers themselves. This provides valuable insights into the readiness and enthusiasm for embracing CBC within the education system.

The CSO rated teachers' eagerness to adopt CBC strategies as "Moderately Eager." This assessment suggests that while teachers show some willingness to engage with CBC strategies, they may not exhibit strong enthusiasm or proactive engagement. The moderate rating from the CSO could indicate that teachers are taking a cautious approach toward adopting new teaching methods, perhaps due to uncertainties or the challenges associated with implementing CBC.

Headteachers were generally more optimistic about teachers' eagerness to adopt CBC strategies. A significant 64% of headteachers believed that teachers were either "Eager" or "Very Eager" to implement CBC. This positive assessment reflects confidence among school leaders that teachers are motivated and ready to embrace the changes associated with CBC. However, 36% of headteachers rated teachers as either "Moderately Eager" or below, indicating that not all school leaders share the same level of confidence, and some may have reservations about teachers' readiness.

Teachers' self-assessment revealed a slightly less optimistic picture. While 60% of teachers considered themselves either "Eager" or "Very Eager" to adopt CBC strategies, the remaining 40% expressed less enthusiasm. Specifically, 12 teachers rated themselves as "Moderately Eager," while 5 reported being only "Slightly Eager" to adopt CBC. This indicates that although a majority of teachers are willing to engage

with CBC, a significant portion still harbors doubts or may feel unprepared for the transition.

The discrepancies between the perspectives of the CSO, headteachers, and teachers themselves raise important concerns about the level of readiness to fully adopt CBC strategies. The CSO's moderate assessment contrasts with the more positive views of headteachers and a majority of teachers, indicating a potential disconnect in the perceived eagerness and readiness to implement CBC.

This lack of harmony may suggest underlying issues such as inadequate induction into CBC or insufficient supervision and support during the transition. If teachers are not properly inducted into CBC strategies or do not receive the necessary ongoing support, their eagerness may not translate into effective implementation in the classroom. Furthermore, if supervision and guidance are lacking, teachers may feel less confident in adopting CBC strategies, leading to a disconnect between their stated eagerness and actual practice.

To bridge these gaps, it is essential to provide comprehensive and continuous professional development, coupled with strong support from school leadership and education officials. Effective supervision and mentorship can help sustain teacher eagerness and translate it into successful CBC implementation. Moreover, ensuring that teachers feel well-prepared and supported in adopting these new strategies is critical to achieving the desired educational outcomes.

**Table 4.24: Teachers' perception of the degree of challenges in planning and assessment of CBC**

|                      |            |     | Very<br>Challenging | Challenging | Moderately<br>Challenging | Slightly<br>Challenging | Not<br>Challenging |
|----------------------|------------|-----|---------------------|-------------|---------------------------|-------------------------|--------------------|
| <b>Degree</b>        | <b>of</b>  | CSO |                     | 1           |                           |                         |                    |
| <b>Challenges in</b> | principals |     | 1                   | 4           | 4                         | 2                       |                    |
| <b>planning and</b>  | teachers   |     | 4                   | 16          | 14                        | 9                       | 1                  |
| <b>assessing</b>     |            |     |                     |             |                           |                         |                    |
| <b>CBC</b>           |            |     |                     |             |                           |                         |                    |

The data from Table 4.24 highlights teachers' perceptions of the degree of challenges they face in planning and assessing the Competency-Based Curriculum (CBC). Responses from the Curriculum Support Officer (CSO), headteachers, and teachers themselves provide a comprehensive view of the difficulties encountered in implementing CBC.

The CSO rated the challenges in planning and assessing CBC as "Very Challenging." This assessment underscores the significant difficulties teachers face in these areas. The CSO's perspective likely reflects an awareness of the various complexities involved in aligning teaching plans and assessments with CBC requirements, including the shift from traditional methods to more competency-based approaches. This high rating suggests that overcoming these challenges requires considerable effort and resources.

The headteachers also acknowledged the presence of challenges, though their assessments varied in terms of severity. While one headteacher agreed that planning and assessing CBC was "Very Challenging," most rated it as either "Challenging" (4) or "Moderately Challenging" (4), with two headteachers considering it only "Slightly Challenging." These differing views indicate that while headteachers generally recognize the existence of challenges, there is variation in how severe they perceive

these challenges to be. This could be due to differences in school contexts, teacher preparedness, or the level of support available for CBC implementation.

Teachers' responses echoed the sentiment of significant challenges. All but one teacher reported experiencing challenges in planning and assessing CBC. Specifically, four teachers found the process "Very Challenging," while the majority (16) rated it as "Challenging," and 14 considered it "Moderately Challenging." Nine teachers rated it as "Slightly Challenging," and only one teacher reported finding it "Not Challenging." These responses indicate that while the degree of challenge varies, the overwhelming majority of teachers struggle with some aspect of planning and assessment under CBC.

The data suggests that planning and assessment within CBC present considerable challenges for teachers. The fact that all but one teacher identified some level of difficulty, along with the CSO's acknowledgment of significant challenges, points to the need for targeted interventions. Headteachers' varying perceptions of the challenge level suggest that the experience of these challenges may be context-dependent, with some schools better equipped to manage the demands of CBC than others.

To address these challenges, it is crucial to identify the specific areas where teachers face difficulties—whether in understanding CBC assessment criteria, managing the increased workload, or adapting to new teaching methods. Once these areas are identified, professional development programs, enhanced instructional resources, and stronger administrative support can be implemented to alleviate the burden on teachers.

Moreover, ongoing supervision and mentorship from both educational leaders and experienced CBC practitioners can help teachers navigate these challenges more effectively. Addressing these issues is essential for ensuring that the planning and

assessment processes under CBC become more manageable, ultimately leading to more effective curriculum implementation and improved learning outcomes for students.

#### 4.5 The Challenges Faced by Teachers of English During Lesson Planning and Assessment

The data in Table 23 below shows significant variations in the challenges faced by the teachers of English in the new CBC. Various disharmonies are noted between the opinions of the CSO, the Headteachers, and the teachers.

**Table 4.25: Challenges faced by Teachers of English in CBC implementation**

|                                    |            | Lack of                      |                       |                 |                      | Confusing Curriculum Guidelines |
|------------------------------------|------------|------------------------------|-----------------------|-----------------|----------------------|---------------------------------|
|                                    |            | Sufficient Knowledge/ Skills | Inadequate Experience | Inadequate Time | Inadequate Materials |                                 |
| <b>Schemes of Work</b>             | CSO        | 1                            | 1                     | 1               | 1                    |                                 |
|                                    | principals | 3                            | 3                     | 7               | 4                    | 1                               |
|                                    | teachers   | 1                            | 7                     | 26              | 14                   | 9                               |
| <b>Lesson Plans</b>                | CSO        | 1                            | 1                     | 1               | 1                    |                                 |
|                                    | principals | 3                            | 3                     | 7               | 4                    | 1                               |
|                                    | teachers   | 4                            | 7                     | 25              | 18                   | 9                               |
| <b>Setting assessment criteria</b> | CSO        | 1                            | 1                     | 1               |                      |                                 |
|                                    | principals | 2                            | 3                     | 6               | 4                    | 2                               |
|                                    | teachers   | 3                            | 11                    | 29              | 13                   | 6                               |
| <b>Using rubrics</b>               | CSO        | 1                            | 1                     | 1               |                      |                                 |
|                                    | principals | 2                            | 3                     | 6               | 4                    | 2                               |
|                                    | teachers   | 4                            | 8                     | 27              | 15                   | 5                               |
| <b>Notifying learners</b>          | CSO        | 1                            | 1                     | 1               |                      |                                 |
|                                    | principals | 2                            | 3                     | 6               | 4                    | 2                               |
|                                    | teachers   | 4                            | 5                     | 28              | 12                   | 7                               |
| <b>Keeping assessment records</b>  | CSO        | 1                            | 1                     | 1               |                      |                                 |
|                                    | principals | 2                            | 3                     | 6               | 4                    | 2                               |
|                                    | teachers   | 2                            | 7                     | 21              | 19                   | 5                               |

The data presented in Table 27 highlights the significant challenges English teachers face while implementing the Competency-Based Curriculum (CBC). These challenges span several key areas of curriculum implementation, including schemes of work,

lesson planning, setting assessment criteria, using rubrics, notifying learners, and keeping assessment records.

One of the most pronounced issues reported by teachers is inadequate time. This challenge is reflected across multiple areas. Teachers consistently reported that time constraints hinder their ability to effectively plan and assess their lessons. Specifically, 26 teachers identified insufficient time as a major obstacle when developing schemes of work, while 25 reported similar difficulties with lesson planning. The issue also affects assessment processes, including setting assessment criteria and using rubrics, with 29 and 27 teachers respectively noting the impact. This widespread problem suggests that teachers are struggling to balance the demands of CBC with the limited time available to them.

The lack of adequate materials is another significant challenge. Teachers highlighted that insufficient resources complicate their efforts to implement CBC effectively. This issue is particularly evident in the creation of schemes of work and lesson plans, where 14 and 18 teachers, respectively, reported difficulties due to the lack of necessary materials. The scarcity of materials also affects assessment-related activities, such as setting criteria and using rubrics, where 13 and 15 teachers respectively cited inadequate resources as a barrier. The absence of essential teaching materials exacerbates the already demanding tasks associated with CBC.

Confusion surrounding curriculum guidelines emerged as a notable issue. Teachers reported that unclear or inconsistent guidelines complicate their ability to plan and assess lessons effectively. Nine teachers identified confusing guidelines as a challenge in developing schemes of work and lesson plans, and this confusion extends to setting assessment criteria and using rubrics. The lack of clear, actionable guidance from

curriculum developers contributes to the difficulties teachers face, making it harder for them to implement CBC successfully.

Inadequate experience was particularly problematic in areas related to assessment. Teachers with less experience struggled with setting assessment criteria, using rubrics, and keeping assessment records. For instance, 11 teachers reported a lack of experience in setting assessment criteria, and this issue also affected the use of rubrics and record-keeping. This suggests that while teachers may be familiar with the general concepts of CBC, they face challenges applying these concepts effectively due to a lack of hands-on experience.

Interestingly, a lack of sufficient knowledge or skills was reported as a minimal issue. Few teachers noted this as a significant challenge, indicating that the foundational knowledge for CBC is generally in place. Most teachers feel equipped with the necessary skills but are impeded more by practical issues such as time, resources, and unclear guidelines.

The responses from the Curriculum Support Officer (CSO), headteachers, and teachers reveal differing perceptions of the challenges: The CSO recognized the challenges but did not identify issues related to confusing curriculum guidelines or inadequate materials. This may suggest a disconnect between the CSO's awareness of the broader issues and the specific difficulties faced by teachers in their day-to-day work. Headteachers generally acknowledged the challenges but often rated them as less severe than teachers did. While they recognized the impact of inadequate time and materials, their perspectives may be less informed by the direct, practical struggles that teachers face. Teachers provided detailed insights into the challenges, particularly highlighting the severe difficulties related to time management, resources, and confusing guidelines.

Their firsthand experiences underscore the complexity of implementing CBC and suggest a need for more targeted support.

The data highlights several key areas needing attention to enhance the implementation of the Competency-Based Curriculum (CBC). Firstly, addressing time constraints is crucial. Streamlined planning processes, alongside administrative support and collaborative efforts, can significantly ease the burden on teachers.

Additionally, providing adequate teaching materials is essential for effective CBC execution. Schools must ensure that teachers have the necessary resources to support their instructional efforts. Clear and consistent curriculum guidelines are also vital. Education authorities should offer detailed guidance to help teachers navigate the CBC framework effectively.

Furthermore, professional development programs, mentorship, and peer support are indispensable for building teachers' experience, particularly in assessment-related tasks. By tackling these challenges, the education system can better support teachers in adapting to the CBC, ultimately leading to more effective teaching practices and improved outcomes for students.

## **CHAPTER FIVE**

### **SUMMARY, CONCLUSION AND RECOMMENDATIONS**

#### **5.1 Introduction**

This chapter presents a summary of the findings, the major conclusions, and the relevant recommendations of the study.

#### **5.2 Summary of Findings**

The summary is presented by the study's objective and the related research questions.

##### **5.2.1 The Effects of the CBC scheming and lesson planning on the quality of learning outcomes.**

The study's results show that the implementation of CBC planning strategies was 83% for schemes of work and 74% for lesson plans. An analysis of the level of learners' performance in English for teachers who adopted CBC Schemes of work against those who had not adopted the same shows that the quality of performance in English was significantly associated with the level of implementation of CBC schemes of work (Chi-square = 100.61, which is greater than the critical value of 5.991 for  $df = 2$  at 95% significance level).

The study also revealed that the quality of performance in English was significantly associated with the level of implementation of CBC lesson plans. There was a significant difference in the level of learners' performance in English between those whose teachers had adopted CBC Lesson Plans and those whose teachers had not adopted them. This is shown by the calculated value of Chi-square = 100.96 > 5.99 for  $df = 2$  at a 95% significance level.

While 92% of Headteachers indicated their satisfaction with the implementation of lesson plans in line with CBC (either very good or good), only 74% of teachers

indicated satisfaction. However, findings show that CSOs and teachers have differing opinions on the level of implementation of lesson plans. Only 16% of the teachers and 46% of the Headteachers were of the opinion that the resources were always adequate, while the CSO was of the opinion that the resources for teaching English were only sometimes adequate. However, the findings revealed that the quality of the Headteachers' opinion on the adequacy of learning resources for CBC was not significantly different from that of the teachers (Chi-square = 2.17 < 5.991 for df =2 at 95% significance level).

### **5.2.2 The Effects of the CBC Assessment Strategies on the Quality of Learning Outcomes**

The overriding opinion was that there were inadequate resources for teaching English in the CBC. Only 16% of the teachers and 46% of the Headteachers were of the opinion that the resources were always adequate. However, the quality of the Headteachers' opinions on the adequacy of learning resources for CBC was not significantly different from that of the teachers (Chi-square = 2.17).

Although the CSO rated the ability of teachers of English to develop CBC assessment criteria as slightly good, 27% of the Headteachers rated them very good and 73% rated them as good. The teachers rated their ability as 7% very good, 67% as good, 19% as slightly good, and 4% as genuinely not very well.

While the CSO had a negative opinion of the teachers' ability to develop assessment strategies in line with CBC, all of the participating Headteachers and 74% of teachers had a favorable opinion of the teachers' ability to develop CBC assessment strategies. Similarly, all the Headteachers and 87% of teachers had a favorable opinion of teachers' ability to use CBC assessment rubrics. On the contrary, the CSO had an unfavorable

opinion on the teachers' notification of learners of their achievement compared to 82% of Headteachers and 87% of teachers who had a favorable opinion.

### **5.2.3 The Attitude of Teachers of English` towards the Implementation of the New CBC**

The data shows that there was a great discrepancy between the opinions of the CSO, the Headteachers, and the teachers on the various aspects of CBC implementation. While the CSO emphasized the importance of Schemes of work and Lesson plans, only 64% of the teachers considered Schemes of work and lesson plans as very important.

The CSO was of the view that lesson assessment was moderately important. 55% of the Headteachers thought it was very important and only 60% of the teachers considered lesson evaluation as very important. The CSO confirmed that the teachers were somewhat competent in CBC. 55% of the Headteachers were of the view that the teachers were competent to a great extent. 49% of the teachers rated themselves as somewhat competent in CBC.

The findings revealed that only 27% of the Headteachers confirmed the level of teachers' motivation as always; the CSO thought it was seldom; while teachers themselves were at 29% for always motivated. 34% of the teachers considered curriculum changes as either very important or important. The CSO surprisingly rated curriculum changes as moderately important, while 82% of the Headteachers rated it between very important and important. Finally, all teachers apart from one experienced challenges in planning and assessing CBC.

One of the issues that affected teachers' attitudes towards the implementation of CBC is the plethora of challenges that they faced. Teachers stated that the main obstacle was the insufficient training they received meaning that they lacked specific knowledge on

some of the technicalities involved in the new curriculum. Even with sufficient training, the lack of teacher involvement in the overall process of curriculum development was a major impediment to ensuring buy-in. Teachers are only involved at the level of planning classroom strategies such as schemes of work and lesson plans and in assessment but not in the development of the overall curriculum, meaning that there is a disconnect between what is envisaged and what occurs on the ground. Ngeno et al. (2021) posit that, according to Headteachers, despite all the training done, teachers still had a negative attitude towards the CBC implementation. This means that the harboring of negative opinions on the implementation of CBC is pervasive. In that study, which had results similar to this study, it was found that the teachers with the most negative opinions were those with extensive experience in the previous curriculum. Therefore, the time elapsed between the previous curriculum and the CBC seems to be a major factor affecting teachers' attitudes. Teachers may be harboring negative opinions on the implementation of the new curriculum as they have a tendency to result to the previous knowledge-based curriculum.

Another reason for teachers having negative opinions on the implementation of the new curriculum is that it demands a lot more time compared to the previous curriculum. CBC is more complex than the knowledge-based curriculum as it requires personalized attention to learners and also requires the production of numerous records. Teachers were required to have knowledge and produce schemes of work and lesson plans prior to teaching, collect and collate all requisite teaching materials, engage with students, and reproduce standard assessments that indicate that learning occurred in each individual learner. Teachers, naturally, thought that the reproduction of all these records

was tedious, especially as it was not reinforced by the availability of the required resources.

Teachers' attitudes towards the implementation of the new curriculum may have been affected by the requirement for constant and consistent training, a majority of which is conducted during the teachers' holiday period. This meant that teachers were expected to work harder to meet all of the requirements of the CBC and also attend training when they were not actively involved with learners.

#### **5.2.4 The Challenges Faced by Teachers of English During Lesson Planning and Assessment**

The data showed that all the key areas of curriculum implementation have been affected by major challenges. The leading challenges are inadequate time for planning, assessment, and record keeping. It is followed by inadequate materials and confusing curriculum guidelines. Inadequate experience mainly affected setting the assessment criteria; using rubrics and keeping assessment records. Lack of sufficient knowledge was minimally experienced.

The main challenge according to the research faced by teachers of English in lesson planning and assessment of the quality of learning outcomes is the lack of resources. About 82% of Headteachers had a favorable opinion on the adequacy of resources compared to the CSO who had a negative opinion and 55% of teachers who also had a negative opinion on the adequacy of resources. One of the main types of resources that are in short supply in schools in Machakos and Kenya at large is human resources. Some of these include instructors and supervisors. Kenya has, for the longest time, been faced with a shortage of teachers, which also affects the supply of instructors and supervisors. Personnel shortages are an ongoing problem that needs to be addressed.

The shift from the previous 8-4-4 curriculum to CBC requires teachers to learn new skills in lesson planning and assessment. Without adequate training to impart these skills, the expected benefits of CBC will not be transmitted to the learners. Therefore, instructors conversant with different aspects of CBC are a necessity if this new curriculum is to have benefits for pupils in both the short and the long term. Additionally, without adequate supervisors, it is impossible to assess whether teachers are appropriately applying the different lesson planning and assessment strategies in line with established standards in CBC.

A major challenge facing teachers is the lack of necessary skills to handle the increased number of activities and records under CBC. These records are necessary to ensure that teachers give individualized attention to learners. However, the median class size is still too large for teachers to effectively offer individualized attention, which is a challenge related to the shortage of personnel. The large class sizes curtail a teacher's ability to develop records and activities tailored to each learner's competencies. The large class sizes are a consequence of the free primary education offered by the government. This problem should have been addressed with the building of more classrooms to handle the large number of learners and the employment of more teachers trained in CBC prior to the implementation of the curriculum. However, the inadequacy of classrooms and other spaces required for CBC activities is a major challenge for lesson planning and assessment.

A unique challenge that may be contributing to the unfavorable opinions of teachers and CSOs as to the adequacy of resources is the lack of support from parents. In the 8-4-4 curriculum, which most of the parents underwent, there was little input from parents, which is in contrast to CBC, where parents have a large role to play.

Additionally, parents are supposed to provide more resources for their children's learning compared to the previous curriculum. For example, under CBC, parents are supposed to evaluate their children's assignments before they are handed over to the teachers. Teachers receive little support from parents, which is one of the reasons for CBC failing to have enhanced learning outcomes for pupils. Under CBC, parents are essential stakeholders and require some form of training or education on certain aspects of CBC to enhance their collaboration with teachers.

Some of the other resources that are inadequate but essential to lesson planning and assessment are learning and teaching materials including quality coursebooks in line with CBC. Materials required for CBC such as coursebooks have more activities for pupils compared to those in the previous curriculum that majorly focused on teachers. Consequently, there are gaps in the present resources and those required for the successful implementation of CBC. Without the requisite teaching and learning materials, teachers are incapacitated in the creation of effective lesson plans and schemes of work (Amunga et al., 2020). Teachers and parents are equally frustrated when there are inadequate teaching and learning materials required by pupils. Both the schools and the pupils have specific resources that they should provide to enhance learning in CBC. However, the infrastructure required to ensure that these resources are availed is still being developed. There are more materials required for teaching and learning in CBC compared to the previous curriculum meaning that there are required to be improvements in the infrastructure that avails these materials wherever they are needed. The dearth of learning and teaching materials curtails learner's creativity and innovation. While creativity and innovation can manifest where there is a dearth of

resources, learners must interact with the requisite resources initially to ensure that they develop the necessary competencies to improvise in the future.

Other materials that are required for the successful implementation of CBC include checklists that teachers use in assessing the progress of individual learners (KICD, 2017). However, these checklists were not provided to teachers of English in Machakos County, meaning that the teachers do not have access to the templates required to effectively assess the impact of their teaching on individual learners. Naturally, some learners internalize materials faster than others. However, there is a lack of resources to allow learners to progress at their own pace. In the previous curriculum, learners were assessed at the end of the year and those who passed were allowed to progress to the next grade while those who failed repeated the grade. Under CBC, however, the focus is on continuous assessment, meaning that teachers should be able to identify fast learners and channel them to more complex activities while allowing the slower learners adequate time to internalize the materials. Currently, there are inadequate resources that allow teachers to make distinctions following learners' pace of learning. This means that faster learners are not challenged enough and slower learners may not have the time they require to understand what they are being taught.

### **5.3 Conclusion**

The following conclusions can be inferred from the summary of the study's findings:

- a) The implementation of CBC scheming and lesson planning strategies significantly impacts the quality of learning outcomes.
- b) The teachers' ability to develop assessment strategies in line with CBC has a significant positive effect on the Quality of Learning Outcomes.

- c) Teachers' attitudes towards the implementation of the CBC curriculum are largely positive towards scheming, lesson planning, and assessment strategies.
- d) The lack of teacher involvement in the initial stages of curriculum development has created a significant disconnect between what the developers of the curriculum envisaged and the reality on the ground.
- e) Teachers face numerous challenges in the implementation of CBC, which affects learning outcomes for learners. Some of these challenges include lack of sufficient knowledge and skills, which is a consequence of insufficient training on various aspects of CBC; inadequate experience; lack of enough time to prepare all of the requisite documents in line with CBC; lack of adequate resources including instructors, and teaching and learning materials; and confusing curriculum guidelines, which stems from a lack of sufficient instructions and the increased workload that is part of CBC.

## **5.4 Recommendations**

To improve the implementation of CBC and to enhance learning outcomes among learners, the following recommendations have been made:

### **5.4.1 Recommendation for Action**

1. Given that the perception of CBC implementation among teachers, Headteachers, and CSOs is showing serious discrepancies, effort should be made by trainers to raise the number of teachers attending training and to harmonize the interpretation of what CBC implementation means and requires.
2. Since parents are not experts on CBC yet they are expected to play a key role; the Ministry of Education (MOE) should aim to ensure more buy-in for CBC through the involvement of different stakeholders through seminars, workshops,

and education days that will help sensitize parents on their obligations and roles in the implementation of CBC.

3. Teacher training should be improved by focusing on how to correctly interpret the directions of the CBC implementation, particularly on planning and formative assessment strategies, as well as equipping teachers with technological skills to enhance their digital literacy.
4. Teachers of English and Headteachers need to be equipped with the skills that would enable them to communicate test results to parents and pupils as well as for creating and maintaining assessment records, using appropriate assessment tools, including observation, checklists, and journaling, among others.
5. Teacher training institutions in Kenya should swiftly incorporate CBC training courses in their curricula to ensure that they produce teachers already equipped with the competencies required before venturing into the field. This would reduce the need for in-service training.
6. The County government and the Ministry of Education (MoE) should consider supplying Laptops to teachers, to simplify their work in creating schemes of work, lesson plans, and the assessment of learners.

#### **5.4.2 Recommendation for Further Studies**

The researcher makes the following suggestions for further study:

1. It is essential to investigate how instructors perceive training strategies, and the different aspects of training such as school-based, on-the-job, and off-the-job training to ensure buy-in from the instructors and teachers downstream.

2. An investigation should be carried out to establish why teachers feel they do not have adequate time and resources for CBC implementation, and whether the problem affects the entire country.

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## APPENDICES

### **Appendix I: Letter of Introduction to the Respondents**

Emmah Wanjiru Muriithi

Machakos University

Cell Phone No. 0723845011

Dear Sir/ Madam,

#### **RE: REQUEST FOR PARTICIPATION IN THE RESEARCH THESIS**

I am a Master of Education student at Machakos University conducting a study on the **“Effects of Competency-Based Curriculum Planning and Assessment Strategies on the Quality of Learning Outcomes in English Teaching in Machakos Sub-County, Kenya”** I am kindly requesting for your assistance and cooperation in collecting information regarding this study by completing the attached questionnaire. Your responses will only be used for the purpose of this study and will be treated confidentially.

Please give your honest and accurate information. Your cooperation will be highly appreciated.

Yours faithfully

**Emmah W. Muriithi**

**Phone no: 0723845011**

## **Appendix II: Questionnaire for Primary School Headteachers**

*Thank you for taking the time to complete this questionnaire. This questionnaire is to be used for education purposes only. Please answer each question to the best of your knowledge. Your thoughtfulness and candid responses will be greatly appreciated. Your responses will be kept completely confidential and will not be shared with third parties.*

### **PART A: BACKGROUND INFORMATION**

1. Please indicate your gender.

Male ☐

Female ☐

2. Indicate your age bracket

18-30 years ☐

31-45 years ☐

Above 45 years ☐

3. Professional qualification?

Degree ☐

Diploma ☐

Certificate ☐

Any other (specify).....

4. Period of Practice (As a Teacher)

Below 2 years ☐

3-5 years ☐

6-10 years ☐

☐

11-14 years

Over 14 years

☐

### **PART B: Implementation of CBC scheming and lesson planning**

1. Are the Teachers of English in your school able to develop English schemes of work and lesson plans with all CBC aspects?

| <b>Statement</b> | <b>Very well</b> | <b>Good</b> | <b>Slightly</b> | <b>Not very well</b> | <b>Not at All</b> |
|------------------|------------------|-------------|-----------------|----------------------|-------------------|
| Schemes of work  |                  |             |                 |                      |                   |
| Lesson plan      |                  |             |                 |                      |                   |

2. Are the Teachers of English able to identify specific learning outcomes in all lesson plans?

Always ☐

Very Often ☐

Sometimes ☐

Rarely ☐

Never ☐

3. Do Teachers of English have adequate learning resources in your lesson plans?

Always ☐

Often ☐

Sometimes ☐

Rarely ☐

Never ☐

4. Do Teachers of English have time for adequate Reflection at the end of the lesson?

Always ☐

Often ☐

Sometimes ☐

Rarely ☐

Never ☐

### **PART C: Implementation of the CBC assessments strategies**

1. Rate the quality of Teachers of English in your school on the following aspects.

| <b>Statement</b>                                 | <b>Very Good</b> | <b>Good</b> | <b>Slightly</b> | <b>Not very well</b> | <b>Not at all</b> |
|--------------------------------------------------|------------------|-------------|-----------------|----------------------|-------------------|
| Ability to develop set CBC assessment criteria   |                  |             |                 |                      |                   |
| Ability to use the CBC assessment rubrics        |                  |             |                 |                      |                   |
| Ability to notify learners of their achievements |                  |             |                 |                      |                   |
| Ability to Maintain CBC assessment records       |                  |             |                 |                      |                   |

2. How often do teachers follow the set assessment criteria?

Every day ☐

Every week ☐

Every month ☐

Twice a term ☐

Once a term ☐

3. How often do teachers use the assessment rubrics?

Every day ☐

Every week ☐

Every month ☐

Twice a term ☐

Once a term ☐

4. Are teachers able to notify learners of their achievements at a given time?

Always ☐

Usually ☐

Sometimes ☐

Seldom ☐

Never ☐

5. Do teachers always maintain assessment records?

Always ☐

Most of the time ☐

Some of the time ☐

Seldom ☐

Never ☐

**PART D: Attitude Levels of Teachers of English**

1. In your opinion, how important do teachers view English schemes of work and lesson plans?

Very Important ☐

Important ☐

Moderately Important ☐

Slightly Important ☐

Not Important ☐

2. In your opinion, how important do Teachers of English view English lesson assessment?

Very Important ☐

Important ☐

Moderately Important ☐

Slightly Important ☐

Not Important ☐

3. Do you feel Teachers of English are competent enough to plan and assess CBC English lessons?

To a Great Extent ☐

- Somewhat ☐
- Very Little ☐
- Not at All ☐

4. Are Teachers of English always motivated to follow all CBC planning and assessment strategies?

- Always ☐
- Most of the time ☐
- Some of the time ☐
- Seldom ☐
- Never ☐

5. Do you think the curriculum changes in the English lesson planning and assessment process are important to Teachers of English?

- Very Important ☐
- Important ☐
- Moderately Important ☐
- Slightly Important ☐
- Not Important ☐

6. How eager are Teachers of English to plan and assess English CBC lessons?

- Very Eager ☐
- Eager ☐
- Moderately Eager ☐

Slightly Eager ☐

Not Eager ☐

7. How challenging do Teachers of English find planning and assessing English CBC lessons?

Very Challenging ☐

Challenging ☐

Moderately Challenging ☐

Slightly Challenging ☐

Not Challenging ☐

**PART E: Challenges of Teachers of English in planning and assessment**

1. What Challenges do Teachers of English encounter when preparing English schemes of work and lesson plans? \*Tick all that apply

Lack of sufficient knowledge /skills ☐

Inadequate experience ☐

Lack of enough time ☐

Lack of Adequate materials ☐

Confusing Curriculum Guidelines ☐

2. What Challenges do Teachers of English encounter when setting assessment criteria, using rubrics, notifying learners, and keeping assessment records?

\*Tick all that apply

- Lack of sufficient knowledge/skills ☐
- Inadequate experience ☐
- Lack of enough time ☐
- Lack of Adequate materials ☐
- Confusing Curriculum Guidelines ☐

### **Appendix III: Questionnaire for Curriculum Support Officers.**

*Thank you for taking the time to complete this questionnaire. This questionnaire is to be used for education purposes only. Please answer each question to the best of your knowledge. Your thoughtfulness and candid responses will be greatly appreciated. Your responses will be kept completely confidential and will not be shared with third parties.*

#### **PART A: BACKGROUND INFORMATION**

1. Please indicate your gender.

Male ☐

Female ☐

2. Indicate your age bracket

18-30 years ☐

31-45 years ☐

Above 45 years ☐

3. Professional qualification?

Degree ☐

Diploma ☐

Certificate ☐

Any other (specify).....

4. Period of Practice

Below 2 years ☐

3-5 years ☐

6-10 years ☐

11-14 years ☐

Over 14 years ☐

### **PART B: Implementation of CBC scheming and lesson planning**

1. Are the Teachers of English in your Zones able to develop English schemes of work and

lesson plans with all CBC aspects?

| <b>Statement</b> | <b>Strongly Agree</b> | <b>Agree</b> | <b>Neutral</b> | <b>Disagree</b> | <b>Strongly Disagree</b> |
|------------------|-----------------------|--------------|----------------|-----------------|--------------------------|
| Schemes of work  |                       |              |                |                 |                          |
| Lesson plan      |                       |              |                |                 |                          |

2. Are the Teachers of English able to identify specific learning outcomes in all lesson plans?

Always ☐

Very Often ☐

Sometimes ☐

Rarely ☐

Never ☐

3. Do Teachers of English have adequate learning resources in your lesson plans?

Always ☐

Often ☐

Sometimes ☐

Rarely ☐

Never ☐

4. Do Teachers of English have time for adequate Reflection at the end of the lesson?

Always ☐

Often ☐

Sometimes ☐

Rarely ☐

Never ☐

### **PART C: Implementation of the CBC assessments strategies**

1. Rate the quality of Teachers of English in your zones on the following aspects.

| <b>Statement</b>                                 | <b>Very Good</b> | <b>Good</b> | <b>Slightly</b> | <b>Not very well</b> | <b>Not at all</b> |
|--------------------------------------------------|------------------|-------------|-----------------|----------------------|-------------------|
| Ability to develop set CBC assessment criteria   |                  |             |                 |                      |                   |
| Ability to use the CBC assessment rubrics        |                  |             |                 |                      |                   |
| Ability to notify learners of their achievements |                  |             |                 |                      |                   |
| Ability to Maintain CBC assessment records       |                  |             |                 |                      |                   |

2. How often do teachers follow the set assessment criteria?

Every day ☐

Every week ☐

Every month ☐

Twice a term ☐

Once a term ☐

3. How often do teachers use the assessment rubrics?

Every day ☐

Every week ☐

Every month ☐

Twice a term ☐

Once a term ☐

4. Are teachers able to notify learners of their achievements at a given time?

Always ☐

Usually ☐

Sometimes ☐

Seldom ☐

Never ☐

5. Do teachers always maintain assessment records?

- |                  |                          |
|------------------|--------------------------|
| Always           | <input type="checkbox"/> |
| Most of the time | <input type="checkbox"/> |
| Some of the time | <input type="checkbox"/> |
| Seldom           | <input type="checkbox"/> |
| Never            | <input type="checkbox"/> |

**PART D: Attitude levels of Teachers of English**

1. In your opinion, how important do teachers view English schemes of work and lesson plans?

- |                      |                          |
|----------------------|--------------------------|
| Very Important       | <input type="checkbox"/> |
| Important            | <input type="checkbox"/> |
| Moderately Important | <input type="checkbox"/> |
| Slightly Important   | <input type="checkbox"/> |
| Not Important        | <input type="checkbox"/> |

2. In your opinion, how important do Teachers of English view English lesson assessment?

- |                      |                          |
|----------------------|--------------------------|
| Very Important       | <input type="checkbox"/> |
| Important            | <input type="checkbox"/> |
| Moderately Important | <input type="checkbox"/> |
| Slightly Important   | <input type="checkbox"/> |

Not Important ☐

3. Do you feel Teachers of English are competent enough to plan and assess CBC English lessons?

To a Great Extent ☐

Somewhat ☐

Very Little ☐

Not at All ☐

4. Are Teachers of English always motivated to follow all CBC planning and assessment strategies?

Always ☐

Most of the time ☐

Sometimes ☐

Seldom ☐

Never ☐

5. Do you think the curriculum changes in the English lesson planning and assessment process are important to Teachers of English?

Very Important ☐

Important ☐

Moderately Important ☐

Slightly Important ☐

Not Important ☐

6. How eager are Teachers of English to plan and assess English CBC lessons?

Very Eager ☐

Eager ☐

Moderately Eager ☐

Slightly Eager ☐

Not Eager ☐

7. How challenging do Teachers of English find planning and assessing English CBC lessons?

Very Challenging ☐

Challenging ☐

Moderately Challenging ☐

Slightly Challenging ☐

Not Challenging ☐

#### **PART E: Challenges facing English Teachers in the Planning and Assessment**

8. What Challenges do Teachers of English encounter when preparing English schemes of work and lesson plans? \*Tick all that apply

Lack of sufficient knowledge /skills ☐

Inadequate experience ☐

Lack of enough time ☐

Lack of Adequate materials ☐

Confusing Curriculum Guidelines ☐

9. What Challenges do Teachers of English encounter when setting assessment criteria, using rubrics, notifying learners, and keeping assessment records?

\*Tick all that apply

Lack of sufficient knowledge/skills ☐

Inadequate experience ☐

Lack of enough time ☐

Lack of Adequate materials ☐

Confusing Curriculum Guidelines ☐

## **Appendix IV: Questionnaire for Teachers of English**

*Thank you for sparing some time to complete this questionnaire. This questionnaire is to be used for education purposes only. Please answer each question to the best of your knowledge. Your thoughtfulness and candid responses will be greatly appreciated. Your responses will be kept completely confidential and will not be shared with third parties.*

### **PART A: Background information**

1. Please indicate your gender.

Male ☐

Female ☐

2. Indicate your age bracket

18-30 years ☐

31-45 years ☐

Above 45 years ☐

3. Professional qualification?

Degree ☐

Diploma ☐

Certificate ☐

Any other (specify).....

4. Period of Practice (As a Teacher)

Below 2 years ☐

3-5 years ☐

☐

6-10 years

11-14 years ☐

Over 14 years ☐

5. Which grade/class do you teach?

Grade 1 ☐

Grade 2 ☐

Grade 3 ☐

Grade 4 ☐

Grade 5 ☐

Grade 6 ☐

## **PART B: Implementation of CBC scheming and lesson planning**

1. How well are you able to develop English schemes of work with all CBC aspects?

| <b>CBC documents</b> | <b>Excellent</b> | <b>Good</b> | <b>Average</b> | <b>Below<br/>Average</b> | <b>Poor</b> |
|----------------------|------------------|-------------|----------------|--------------------------|-------------|
| <b>Indicator</b>     |                  |             |                |                          |             |
| Schemes of work      |                  |             |                |                          |             |

2. How well are you able to develop English lesson plans with all CBC aspects?

| <b>CBC documents Indicator</b> | <b>Excellent</b> | <b>Good</b> | <b>Average</b> | <b>Below Average</b> | <b>Poor</b> |
|--------------------------------|------------------|-------------|----------------|----------------------|-------------|
| Lesson plan                    |                  |             |                |                      |             |

3. How often are you able to identify specific learning outcomes in lesson plans?

- Always ☐
- Very Often ☐
- Sometimes ☐
- Rarely ☐
- Never ☐

4. Do you have adequate learning resources in your lesson plans?

- Always ☐
- Often ☐
- Sometimes ☐
- Rarely ☐
- Never ☐

5. Do you have time for adequate Reflection at the end of the lesson?

- Always ☐
- Often ☐
- Sometimes ☐
- Rarely ☐

Never ☐

### **PART C: Implementation of the CBC assessments strategies**

1. Are you able to develop set assessment criteria, use the assessment rubrics, notify learners of their achievements, and maintain assessment records following all CBC aspects?

| <b>CBC Assessment Indicator</b>         | <b>Excellent</b> | <b>Good</b> | <b>Average</b> | <b>Below Average</b> | <b>Poor</b> |
|-----------------------------------------|------------------|-------------|----------------|----------------------|-------------|
| Able to develop set assessment criteria |                  |             |                |                      |             |
| Able to use the assessment rubrics      |                  |             |                |                      |             |
| Notify learners of their achievements   |                  |             |                |                      |             |
| Maintain assessment records             |                  |             |                |                      |             |

2. How often do you follow the set assessment criteria?

Always ☐

Very Often ☐

Sometimes ☐

Rarely ☐

Never ☐

3. How likely are you to refer to and use the assessment rubrics?

Very Likely ☐

Somewhat Likely ☐

Not Likely ☐

4. Are you able to report and notify learners of their achievements at a given time?

Always ☐

Usually ☐

Sometimes ☐

Seldom ☐

Never ☐

5. Do you always keep and maintain assessment records?

Always ☐

Most of the time ☐

Some of the time ☐

Seldom ☐

Never ☐

#### **PART D: Attitude Levels of Teachers of English**

1. In your opinion, how important are English schemes of work and lesson plans?

Very Important ☐

Important ☐

Moderately Important ☐

Slightly Important ☐

Not Important ☐

2. In your opinion, how important is English lesson assessment?

Very Important ☐

Important ☐

Moderately Important ☐

Slightly Important ☐

Not Important ☐

3. Do you feel competent enough to plan and assess CBC English lessons?

To a Great Extent ☐

Somewhat ☐

Very Little ☐

Not at All ☐

4. Are you always motivated to follow all CBC planning and assessment strategies?

Always ☐

Most of the time ☐

Some of the time ☐

Seldom ☐

Never ☐

5. Do you think the numerous curriculum changes in the English lesson planning and assessment process are important?

Very Important ☐

Important ☐

- Moderately Important ☐
- Slightly Important ☐
- Not Important ☐

6. How eager are you to plan and assess English CBC lessons?

- Very Eager ☐
- Eager ☐
- Moderately Eager ☐
- Slightly Eager ☐
- Not Eager ☐

#### **PART E: Challenges facing English Teachers in the Planning and Assessment**

1. What Challenges do you encounter when planning English CBC lessons? \*Tick all that apply

| <b>CBC documents Indicator</b> | Lack of sufficient knowledge/skills | Inadequate experience | Lack of enough time | Lack of Adequate materials | Confusing Curriculum Guidelines |
|--------------------------------|-------------------------------------|-----------------------|---------------------|----------------------------|---------------------------------|
| Schemes of work                |                                     |                       |                     |                            |                                 |
| lesson plans                   |                                     |                       |                     |                            |                                 |

7. What Challenges do you encounter when setting assessment criteria, using rubrics, notifying learners, and keeping assessment records? \*Tick all that apply

| <b>CBC<br/>Assessment<br/>Indicator</b> | <b>Lack of<br/>sufficient<br/>knowledge/<br/>skills</b> | <b>Inadequate<br/>experience</b> | <b>Lack of<br/>enough<br/>time</b> | <b>Lack of<br/>Adequate<br/>materials</b> | <b>Confusing<br/>Curriculum<br/>Guidelines</b> |
|-----------------------------------------|---------------------------------------------------------|----------------------------------|------------------------------------|-------------------------------------------|------------------------------------------------|
| Setting<br>assessment<br>criteria       |                                                         |                                  |                                    |                                           |                                                |
| Using rubrics                           |                                                         |                                  |                                    |                                           |                                                |
| Notifying<br>learners                   |                                                         |                                  |                                    |                                           |                                                |
| Keeping<br>assessment<br>records        |                                                         |                                  |                                    |                                           |                                                |

### **PART E: Levels of Learning Outcomes in English**

1. How many Learners do you have in your class?

---

2. How many learner's attained scores of **80% and above** in their summative assessments

---

3. How many learners attained **60-79%** in their summative assessments?

---

4. How many learners attained **50-59%** in their summative assessments?

---

5. How many learners attained **40-49%** in their summative assessments?

---

6. How many learners attained **Below 40%** in their summative assessments?

---

**Appendix V: CBC Scheme of Work and Lesson Plan Templates Schemes of Work Template**

| SCHOOL | PP/Grade | Learning area | Term | YEAR |
|--------|----------|---------------|------|------|
|        |          |               |      |      |

| Week | Lesson | Strand | Sub-strand | Specific learning outcome | Key inquiry Question (Key Inquiry questions should guide achievement of learning outcomes) | Learning experiences | Learning resources | Assessment | Reflection |
|------|--------|--------|------------|---------------------------|--------------------------------------------------------------------------------------------|----------------------|--------------------|------------|------------|
|      |        |        |            |                           |                                                                                            |                      |                    |            |            |

## CBC LESSON PLAN TEMPLATE

| SCHOOL | LEARNING<br>AREA | GRADE | DATE | TIME | ROLL |
|--------|------------------|-------|------|------|------|
|        |                  |       |      |      |      |

**Strand/Theme/Topic**.....

**Sub-strand/Sub-Theme/Sub-topic**

.....

### **Specific Learning Outcomes**

By the end of the lesson, the learner should be able to:

- a. ....
- b. ....

### **Key Inquiry Question**

- 1. ....
- 2. ....

**Core competences** .....

**PCIs** .....

### **Learning Resources**

- 1.....
- 2.....

## **Organization of learning**

### **Introduction**

.....

### **Lesson development**

#### **Step**

1.....

2.....

3.....

### **Conclusion**

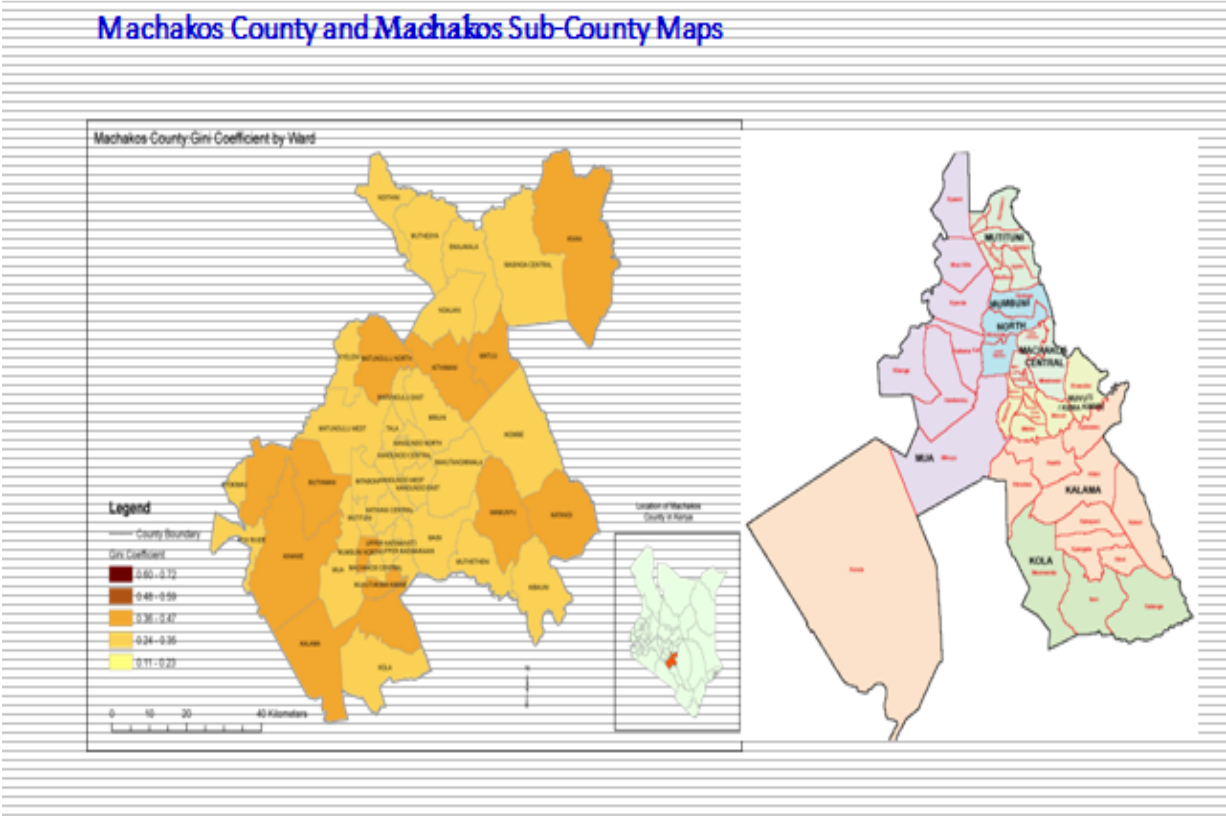
.....

**Summary**.....

### **Reflection on the lesson/self-remarks**

.....

Appendix VI: Machakos County and Machakos Sub-County Maps



## Appendix VII: Antiplagiarism Report

### ADOPTION OF COMPETENCY-BASED CURRICULUM PLANNING AND ASSESSMENT STRATEGIES AND THE QUALITY OF LEARNING OUTCOMES IN ENGLISH TEACHING IN MACHAKOS SUB-COUNTY, KENYA.

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