

# Effects of Competency-Based Curriculum Planning and Assessment Strategies on the Quality of Learning Outcomes in English Teaching in Machakos Sub-County, Kenya

Muriithi Emmah Wanjiru<sup>1\*</sup>, Henry Embeywa<sup>2</sup>, Collins Ogogo<sup>3</sup>

<sup>1</sup>Masters Candidate, Machakos University, Machakos, Kenya

<sup>2,3</sup>School of Education, Machakos University, Machakos, Kenya

**Abstract:** The purpose of this study was to investigate the impacts of competency-based curriculum planning and assessment strategies and the learning outcomes in English teaching in the 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 target population included 91 primary school head teachers, 2 Curriculum Support Officers, and 364 Teachers of English. 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. One curriculum support officer was purposively sampled from among the three educational zones in the Sub-County. The research instruments used in the study included: questionnaires for head teachers, teachers, and Curriculum Support Officers. 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 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.

**Keywords:** Competency-Based Curriculum, Competency-Based Language Teaching, Learning Outcome.

## 1. Introduction

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). 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). Teachers, therefore, have to be insightful in analysing their professional practice and show

evidence-based decision-making.

Kenya began CBC implementation in January 2017. 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. 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.

### A. 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 speed of CBC introduction as well as how the teachers were inducted may not have given them enough time to embrace the new paradigm. Teachers of English need 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.

More research is needed to establish the extent to which 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 seeks to evaluate how Teachers of English' planning and assessment in the competency-based curriculum influence learning outcomes in primary schools in Machakos Sub-County.

### B. Purpose of the Study

The purpose of this study was to evaluate the effects of the implementation of competency-based curriculum planning and

\*Corresponding author: emmiyschee@gmail.com

assessment strategies on the learning outcomes in English teaching in the Machakos Sub-County, Kenya.

### C. Objective of the Study

The objective of the study was

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.

### D. Research Questions

To achieve the above objectives, 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?

## 2. Literature Review

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, the move toward a competency-based rather than content-based curriculum necessitates student-centered teaching and learning.

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 setting specific learning outcomes, activities, and stages to attain an accurate assessment of teaching methods and learning processes (John, 2006). Planning strategies for English include developing schemes of work and lesson plans.

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. The teacher develops the assessment tools.

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 potentially limits the curriculum's ability to significantly enhance learning outcomes among students of English in specific regions like Machakos Sub-County.

### A. 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.

### B. Theory of Visible Learning

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). The theory of visible learning is mainly concerned with 3 key elements of teaching and learning. These include: Preparing the Lesson, the Flow of the Lesson and Learning and, the End of the Lesson.

### C. Conceptual Framework

A conceptual framework showing the interrelation between the independent variables and dependent variables as conceptualized by a researcher guided the study.

From Figure 1 the direction of the arrows shows the hypothesized direction cause-effect relationship in the model.

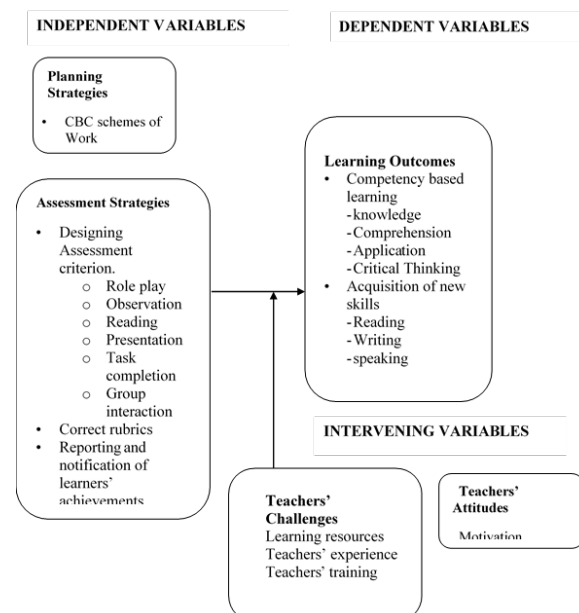


Fig. 1. A Conceptual framework on the effects of the implementation of CBC planning and assessment on learning outcome

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.

#### D. 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).

#### E. Research Design

The study 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).

#### F. Sampling Procedure and Sample Size

The primary schools were first stratified into three educational zones: Muvuti, Mumbuni, and Mutituni zones. Simple random sampling was used to select seven primary schools from each of the three zones to make a total of twenty-one (21) schools. A purposive sampling technique was used to select all the head teachers in the twenty-one schools as well as the Curriculum Support Officers (CSOs) in the Sub-County. Purposive sampling was used to select one teacher of English from Grade One to Grade Six totaling six (6) in the twenty-one schools representing 21% of the population. A sample size of 10%-30% of the target population is adequate for generalization (Mugenda & Mugenda, 2003).

#### G. 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.

#### H. Questionnaire for Head Teachers, CSOs, and teachers

The questionnaire had a 5-point Likert scale where respondents ticked the choice box that matched their responses on planning, assessment, attitudes, and challenges from given responses that ranged from Strongly Agree (SA), Agree (A), Not Sure (NS), Disagree (D), and Strongly Disagree (SD).

#### I. Data Analysis

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.

### 3. Research Findings

#### A. Analysis of the Effects of the CBC Scheming and lesson planning on the quality of learning outcomes

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 2 provides insight into the degree of implementation of CBC planning strategies by teachers of English.

Table 2 shows that whereas the CSO was of the opinion 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 were of the opinion 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

Table 1  
Sample size

| Respondents            | Target population | Sample size  | Percentage | Sampling Technique |
|------------------------|-------------------|--------------|------------|--------------------|
| 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> |                    |

Table 2  
The degree of implementation of CBC planning strategies by teachers of English

|                 |              | Very well | Good    | Slightly Good | Not very well |
|-----------------|--------------|-----------|---------|---------------|---------------|
| Schemes of work | CSO          |           |         | 1             |               |
|                 | Headteachers | 5(46%)    | 5(46%)  |               | 1(8%)         |
|                 | Teachers     | 5(11%)    | 32(72%) | 6(13%)        | 2(4%)         |
| Lesson plan     | CSO          |           |         | 1             |               |
|                 | Headteachers | 5(46%)    | 5(46%)  |               | 1(8%)         |
|                 | Teachers     | 5(11%)    | 28(63%) | 10(22%)       | 2(4%)         |

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.

### B. The Effects of CBC Schemes of Work on Learning Outcomes

Table 3  
Association between implementation of CBC schemes and performance in English

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

Table 3 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.

This relationship was tested by a chi-square analysis shown in Table 4.

From Table 4, the calculated value of Chi-square = 100.61, which is greater than the critical value of 5.991 for  $df = 2$  at a 95% significance level. This shows that the quality of performance in English was significantly associated with the level of implementation of CBC schemes of work.

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 available 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.

Table 4  
Chi-Square analysis for the association between implementation of CBC schemes and performance in English

| Observed Frequencies | Expected Frequencies | (O-E) | (O-E) <sup>2</sup> | (O-E) <sup>2</sup> /E |
|----------------------|----------------------|-------|--------------------|-----------------------|
| 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>Totals</b>        |                      |       |                    | <b>100.61</b>         |

C. The Effects of CBC Lesson Planning Strategies on Learning Outcomes

Table 5

Association between implementation of CBC lesson plans and performance

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

Table 5 shows that 8 teachers were 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 6.

From Table 6, the calculated value of Chi-square = 100.96, which is greater than the critical value of 5.99 for df=2 at a 95% significance level. This shows that the quality of performance in English was significantly associated with the level of implementation of CBC lesson plans.

According to the study’s results, the quality of performance in English was significantly associated with the level of implementation of CBC lesson plans. Daily lesson plans capture the content, materials, sequencing, timing, activities, and assessment. The lesson plan is meant to provide security in the unpredictable atmosphere of a classroom (Savage, 2015). The results show that there is a discrepancy in the perceptions of various stakeholders like the implementation of lesson plans. 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. This is however contrasted to the individual CSO who was negative

about the implementation of lesson plans (slightly good).

Table 7 shows that the Curriculum Support Officer was of the opinion that the frequency of identification of specific learning outcomes in the lesson plans by the teachers was done sometimes. Only 46% of the Headteachers stated that it was done always, while only 31% of the teachers stated that it was done always. One honest teacher admitted that they rarely identified specific learning outcomes in the lesson plans. This portrayed a picture of non-compliance to the expected standards of CBC implementation.

From Table 8, 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 toward 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

Table 6

Chi-Square test for the association between implementation of CBC lesson plans and performance

| Observed Frequencies | Expected Frequencies | (O-E) | (O-E) <sup>2</sup> | (O-E) <sup>2</sup> /E |
|----------------------|----------------------|-------|--------------------|-----------------------|
| 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 7

English teachers’ frequency of identifying specific learning outcomes in CBC

|   |              | Always   | Very often | Sometimes | Rarely |
|---|--------------|----------|------------|-----------|--------|
| Frequency of identifying specific learning outcomes in lesson plans | CSO          |          |            | 1         |        |
|   | Headteachers | 5 (46%)  | 3 (27%)    | 3 (27%)   |        |
|   | Teachers     | 14 (31%) | 22 (49%)   | 8 (18%)   | 1 (2%) |

Table 8

Chi-Square test for the association between headteachers and teachers’ opinion on the implementation of the new CBC and the frequency of specific learning outcomes

| Observed Frequencies | Expected Frequencies | (O-E)  | (O-E) <sup>2</sup> | (O-E) <sup>2</sup> /E |
|----------------------|----------------------|--------|--------------------|-----------------------|
| 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>           |

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. 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.

*D. Analysis of the Effects of the CBC Assessment Strategies on the Quality of Learning Outcomes*

Table 9 indicates that the CSO was of the opinion that the resources for teaching English were only sometimes adequate. 46% of the Headteachers were of the opinion that the resources were always adequate, while only 16% of the teachers were of the opinion that the resources were always adequate. This shows a picture of inadequate resources for English teaching. There was a total discrepancy between the opinion of the CSO and that of the Headteachers. 51% of the teachers agreed with the opinion of the CSO that the learning resources for teaching English were sometimes adequate. Thus, it may be concluded that the variance between the teachers’ and the Headteachers’ opinions suggests a mismatch between the teaching in the schools and the supervision by the Headteachers.

From Table 10, the calculated value of Chi-square = 2.17, which is less than the critical value of 5.991 for df =2 at 95% significance level. This shows that the quality of Headteachers’ opinions on the adequacy of learning resources for CBC was not significantly different from that of the teachers. The overriding opinion was that there were inadequate resources for teaching English in the CBC.

Table 11 shows that the level of adequacy of reflection at the end of a lesson was always for 46% of the Headteachers and 24% for the teachers. Very often for 27% of the Headteachers and 29% for the teachers. The rest were sometimes and rarely since it is expected that reflection on the lesson is done at all times, these results suggest a need for serious intervention at supervision and quality assurance levels.

Table 9  
Headteachers’ and Teachers of English opinion on the level of adequacy of learning resources

|   |              | Always  | Very Often | Sometimes | Rarely |
|---|--------------|---------|------------|-----------|--------|
| Adequacy of learning resources in the lesson plan | CSO          |         |            | 1         |        |
|   | Headteachers | 5 (46%) | 4 (36%)    | 2 (18%)   |        |
|   | Teachers     | 7 (16%) | 13 (29%)   | 23 (51%)  | 2 (4%) |

Table 10  
Chi-Square test for the association between Headteachers and Teachers opinion on adequacy of resources

| Observed Frequencies | Expected Frequencies | (O-E) | (O-E) <sup>2</sup> | (O-E) <sup>2</sup> /E |
|----------------------|----------------------|-------|--------------------|-----------------------|
| 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 11  
Headteachers and teachers’ opinions on the adequacy of reflection at the end of the lesson

|   |              | Always   | Very often | Sometimes | Rarely  |
|---|--------------|----------|------------|-----------|---------|
| Adequacy of reflection at the end of the lesson | Headteachers | 5 (46%)  | 3 (27%)    | 2 (18%)   | 1 (9%)  |
|   | Teachers     | 11 (24%) | 13 (29%)   | 13 (29%)  | 8 (18%) |

Table 12

The opinion of the curriculum support officer, headteachers, 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  |
|  | Headteachers | 3 (27%)   | 8 (73%)  | 0             | 0             | 11 |
|  | Teachers     | 4 (7%)    | 30 (67%) | 9 (19%)       | 2 (4%)        | 45 |
|  | Totals       | 7         | 38       | 10            | 2             | 57 |

Table 13

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  |
|                          | Headteachers | 3 (27%)   | 8 (73%)  | 0             | 0             | 11 |
|                          | Teachers     | 13 (29%)  | 26 (58%) | 6 (13%)       | 0             | 45 |
|                          | Totals       | 16        | 35       | 6             | 0             | 57 |

Table 14

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  |
|                                       | Headteachers | 2 (18%)   | 8 (73%)  | 0             | 1 (9%)        | 11 |
|                                       | Teachers     | 13 (29%)  | 24 (53%) | 7 (16%)       | 1 (2%)        | 45 |
|                                       | Totals       | 16        | 32       | 8             | 1             | 57 |

Table 12 shows that whereas 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 themselves rated their own ability as 7% very good, 67% as good, 19% as slightly good and 4% as genuinely not very well. The Headteachers therefore tended to overrate the teachers' ability to develop CBC Assessment Criteria. This has a strong bearing on the quality of supervision from the Headteachers.

From Table 13 it is observed that the CSO rated the teachers' use of CBC Assessment rubrics as Good while the Headteachers' opinion was that the teachers' use of the same was 27% very good and 73% good. The teachers' opinion was distributed differently with 29% as very good, 58% as good, and 13% as slightly good. The agreement between the opinion of the CSO and the Headteachers was highest at 73% and a bit lower for teachers at 58%. This portrayed a more genuine picture suggesting that maybe this aspect was evaluated more than the other aspects of the CBC assessment.

According to Table 14, the CSO had a negative opinion on 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. Additionally, the CSO had a favorable opinion of the teachers' ability to use CBC assessment rubrics. 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. The CSO also had an unfavorable opinion of the teachers' maintenance of CBC records compared to 91% of Headteachers and 82% of teachers who had a favorable opinion. All of the data indicates that Headteachers and teachers believed that the CBC assessment strategies had a positive effect on the quality of learning outcomes.

CBC assessment strategies allow learners to practice what they have learned and demonstrate that they learner has gained competencies that have modified their behavior or understanding of a certain subject. The basic form of assessment used in CBC is continuous assessment, which significantly affects the quality of learning outcomes. A combination of formal assessments such as tests and informal assessments such as observation of learners is essential in affecting learning outcomes. Assessments begin by establishing a set of standards to which learners are compared. Teachers need to develop skills and competencies to create rubrics that are valid for assessments. To this end, teachers must thoroughly preview learning outcomes, the ability to identify the learners' level, and the creation of different assessment ratings. CBC requires teachers to develop specific skills that go beyond scoring and grading, which was the main focus of the previous curriculum. The development of rubrics is aimed at drawing the teachers' attention to the learners' development, including areas that require more attention. Thus, rubrics are tools that are used for individualized assessments. The research shows that there is a need for cooperation between teachers and different stakeholders to receive necessary feedback to improve assessment. Additionally, rubrics with prompts and precise questions that encourage critical thinking allow learners to better internalize a certain subject (Barman & Konwar, 2011).

#### 4. Conclusion

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

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

#### 5. Recommendations

- 1) Given that the perception of CBC implementation among

teachers, Headteachers, and CSO are 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.

#### *A. Recommendations for Further Study*

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.

#### **References**

- [1] Barman, A., & Konwar, J., (2011). Competency-Based Curriculum in Higher Education: A Necessity Grounded by Globalization, *Revista Romaneascapentru Educatie Multidimensional*, 6, pp. 7-15.
- [2] Chandran, E.C. (2004). *Research Methods: A Quantitative approach with illustrations from Christian Ministries*. Starbright Services Limited, Daystar University.
- [3] Creswell, J. W. (2011). *Research design: Qualitative, quantitative, and mixed methods approach*. Sage.
- [4] Hattie, J. (2017). *Visible learning for teachers: Maximizing Impact on learning*. Routledge.
- [5] John, P. D. (2006). Lesson Planning and the student teacher: Re-thinking the dominant model. *Journal of Curriculum Studies*, 38(4), 483–498.
- [6] Kafyulilo, A., Rugambuka, I., & Moses, I. (2013). Implementation of competency based teaching in Morogoro Teachers' Training College, Tanzania. *Makerere Journal of Higher Education*, 4(2), 311–326.
- [7] KICD. (2017). *The Basic Education Curriculum Framework (BECF) (1st ed., pp. 1-145, Rep.)*. Nairobi, Kenya: Kenya Institute of Curriculum Development (KICD).
- [8] Klein, (2011). *Psychological Research Method; A Conceptual Approach*. Unpublished M.Ed. Thesis; University O76f Bradford.
- [9] Kombo, D. L & tromp A. (2007). *Proposal and thesis writing. An introduction*; Nairobi. Pauline's publication.
- [10] Momanyi, J. M., & Rop, P. K. (2019). Teacher Preparedness for the Implementation of Competency Based Curriculum in Kenya: A Survey of Early Grade Primary School Teachers' in Bomet East Sub-County. *African Journal of Educational and Social Science Research*, 7(1), 2617-7315.
- [11] Mugenda, O. M., & Mugenda, A. G. (2003). *Research Methods Quantitative & Qualitative Approaches*. ACTS Press.
- [12] Rutayuga, B. A., & Kondo, A. (2006). *A shift from a set of learning contents to assessing each learning outcome*. Dar es Salaam: NACTE.