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Influence of Instructional Supervision Roles by Quality Assurance and Standards Officers on the Implementation of Competency-Based Education in Public Junior Schools in Gatanga Sub-County, Murang'a County, Kenya

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Abstract

The purpose of the study was to examine influence of instructional supervision roles by quality assurance and standards officers on the implementation of competency-based education in public junior schools in Gatanga Sub-County, Murang'a County, Kenya. The study's research question was: How do instructional supervision roles by Quality Assurance and Standards Officers influence the implementation of Competency-Based Education in public junior schools in Gatanga Subcounty, Murang'a County, Kenya? The study was anchored on Systems Theory. A convergent parallel mixed-methods design was adopted, combining a descriptive survey with a phenomenological approach. The study targeted 266 respondents (211 teachers, 53 principals, and 2 QASOs), selected through simple random, stratified random, purposive, and census sampling, and achieved a 91.7% return rate: 190 teachers, 53 principals, and 1 QASO. Questionnaires generated quantitative data from teachers, while semi-structured interviews with principals and the QASO generated qualitative data; the two were triangulated thematically. The findings showed that QASOs' instructional supervision roles positively influenced CBE implementation, with teachers and principals reporting favorable perceptions. Instructional supervision, teacher capacity building, curriculum compliance monitoring, and monitoring and evaluation were significantly associated with CBE implementation. The combined QASO roles explained 35.9% of the variation in CBE implementation, with curriculum compliance emerging as the strongest predictor. Qualitative findings confirmed that QASO supervision enhanced curriculum delivery and teacher support, although limited staffing and resources constrained effectiveness. The study recommends strengthening QASO capacity, visitation schedules, professional development, and feedback mechanisms.

Key Words: Instructional Supervision; Instructional Supervision Roles; Teacher Capacity Building; Curriculum Compliance Monitoring; and Monitoring and Evaluation

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Background to the Study

Competency-Based Education (CBE) refers to an education approach that emphasizes the development of learners' knowledge, skills, values, and abilities through practical application rather than the mere acquisition of theoretical content. Instructional supervision refers to the professional guidance, monitoring, evaluation, and support provided to improve teaching and learning practices. Quality Assurance and Standards Officers (QASOs) are education officials responsible for ensuring that curriculum standards, instructional practices, and quality improvement mechanisms are effectively implemented in schools. Within CBE systems, QASOs play significant roles through instructional supervision, teacher capacity building, curriculum compliance monitoring, and evaluation of implementation processes. Effective execution of these roles enhances learner-centered teaching, competency-based assessment, and successful curriculum implementation (Lowe et al., 2021).

International education stakeholders emphasize that quality assurance and effective supervision are essential for successful curriculum reforms. UNESCO highlights that sustainable education transformation requires strong institutional support systems, continuous teacher development, and mechanisms for monitoring learning outcomes (UNESCO, 2021). Similarly, UNICEF emphasizes that education reforms should be accompanied by adequate teacher support, professional development, and accountability structures to ensure equitable learning opportunities (UNICEF, 2022). The International Labour Organization (ILO) further recognizes the importance of competency development in preparing learners with relevant skills for employment and social participation (ILO, 2021). These perspectives demonstrate that curriculum reforms such as CBE require coordinated efforts among policymakers, teachers, supervisors, and education stakeholders to translate policy intentions into effective classroom practices.

Globally, education systems have increasingly shifted from traditional content-based models toward competency-oriented approaches that prioritize critical thinking, creativity, problem-solving, collaboration, and practical application of knowledge. However, successful CBE implementation depends not only on curriculum design but also on the effectiveness of quality assurance structures supporting teachers and schools. Research indicates that instructional supervision, professional development, curriculum monitoring, and evaluation systems are critical components that determine whether curriculum reforms achieve intended outcomes (Peter Odhiambo, 2025). Countries implementing competency-based reforms have therefore strengthened supervision mechanisms to ensure that teachers understand curriculum expectations and effectively adopt learner-centered approaches. Consequently, QASOs and similar supervisory bodies have become central in bridging the gap between curriculum policy and classroom implementation.

In developed countries, evidence demonstrates that effective instructional supervision contributes significantly to competency-based curriculum implementation. In Finland, Pietarinen et al. (2017) examined curriculum reform implementation and found that teacher support, collaborative leadership, and structured supervision enhanced teachers' ability to adopt learner-centered instructional practices. The Finnish experience demonstrates that curriculum reforms

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require continuous professional guidance rather than relying solely on curriculum documents. Similarly, Ireland's curriculum reforms have benefited from strong instructional leadership, monitoring systems, and teacher support structures. Gleeson et al. (2020) established that schools with effective leadership and supervision mechanisms experienced improved curriculum implementation and classroom practices. These findings indicate that quality assurance processes are fundamental in ensuring that competency-based approaches move beyond policy frameworks into practical teaching environments.

Further evidence from developed countries highlights the contribution of systematic monitoring and teacher support in sustaining competency-based education. In Canada, particularly British Columbia, competency-based frameworks have been supported through curriculum compliance mechanisms, teacher professional learning, and learner progress monitoring systems (Campbell et al., 2020). These structures enable teachers to interpret curriculum expectations, apply appropriate assessment strategies, and improve instructional practices. Similarly, education systems in countries such as Australia have emphasized teacher collaboration, standards-based supervision, and continuous evaluation as strategies for improving curriculum implementation. These international experiences demonstrate that competency-based reforms require coordinated quality assurance systems. However, such findings emerge from highly resourced education systems with established supervisory structures, creating uncertainty regarding their applicability in developing contexts.

Across Africa, several countries have adopted competency-based curricula to address concerns regarding traditional education systems and the need for relevant skills development. Rwanda introduced a Competence-Based Curriculum in 2015 to promote creativity, innovation, and critical thinking among learners. However, challenges emerged due to inadequate teacher preparation, limited follow-up supervision, and insufficient support mechanisms (Nteziyaremye et al., 2024). Similarly, Uganda and Tanzania have implemented competency-based reforms aimed at improving learning outcomes and aligning education with labour market needs. Nevertheless, weak monitoring systems, inadequate teacher capacity building, and inconsistent curriculum implementation have affected reform outcomes (Moses & Saine, 2025). These experiences illustrate that competency-based reforms require effective instructional supervision and quality assurance systems to support teachers and ensure consistent implementation.

Other African contexts further demonstrate the importance of supervision and monitoring in competency-based education implementation. In countries such as South Africa, curriculum reforms have emphasized teacher professional development, school monitoring, and instructional leadership to improve educational quality. However, challenges related to teacher readiness, resource limitations, and uneven implementation continue to affect curriculum outcomes. Evidence from Rwanda, Uganda, Tanzania, and South Africa suggests that curriculum transformation cannot succeed without strong quality assurance mechanisms that provide continuous guidance and accountability. Although African countries have documented challenges associated with competency-based reforms, limited research has examined how specific supervisory roles performed by quality assurance officers influence curriculum implementation.

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This creates the need for context-specific studies examining the contribution of QASOs within Kenya's education system.

In Kenya, the introduction of Competency-Based Curriculum (CBC) in 2017 marked a major transition from the 8-4-4 system toward learner-centered education aimed at developing competencies such as communication, collaboration, creativity, and critical thinking (Mugambi, 2022). The Ministry of Education has implemented various strategies, including teacher training, curriculum development, and deployment of junior school teachers, to support CBC implementation. However, challenges remain regarding teachers' ability to interpret curriculum designs, apply learner-centered approaches, and conduct competency-based assessments (MoE, 2023). These challenges highlight the importance of effective instructional supervision, teacher capacity building, curriculum compliance monitoring, and evaluation. QASOs therefore play a critical role in supporting teachers, monitoring standards, and ensuring successful CBC implementation (Ababneh, 2024).

At the county level, Murang'a County has actively participated in the implementation of Competency-Based Education within public junior schools as part of Kenya's national education transformation agenda. However, studies indicate that schools continue to experience challenges related to instructional delivery, teacher preparedness, curriculum compliance, and consistency in assessment practices (Mwangi, 2023). These concerns suggest possible weaknesses within existing quality assurance processes, particularly in areas involving instructional supervision, teacher support, curriculum monitoring, and evaluation. Since these responsibilities fall largely within the mandate of QASOs, understanding their influence on CBE implementation is essential. Despite their importance, limited empirical evidence exists regarding how QASO roles contribute to competency-based education implementation specifically within Murang'a County.

Within Gatanga Sub-County, Murang'a County, public junior schools are implementing Competency-Based Education as part of Kenya's curriculum reform agenda. However, concerns have emerged regarding continued reliance on traditional teaching approaches, challenges in competency-based assessment, and variations in curriculum delivery among schools (Adhiambo & Barasa, 2024). These challenges suggest possible gaps in instructional support, supervision, and monitoring systems. Although QASOs are mandated to supervise instruction, build teacher capacity, monitor curriculum compliance, and evaluate implementation progress, limited empirical evidence exists on the extent to which these roles influence CBE implementation in Gatanga Sub-County. Therefore, this study sought to address this gap by examining the influence of instructional supervision roles by QASOs on CBE implementation in public junior schools.

The current study addressed important knowledge gaps by examining the specific influence of Quality Assurance and Standards Officers' instructional supervision roles on the implementation of Competency-Based Education in public junior schools in Gatanga Sub-County. Previous studies have mainly focused on general curriculum implementation challenges without quantitatively and qualitatively examining the contribution of QASO roles, including instructional supervision, teacher capacity building, curriculum compliance monitoring, and monitoring and evaluation. By applying Systems Theory and adopting a mixed-methods approach, the study

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provided evidence on how interconnected quality assurance functions influence CBE implementation. The findings contribute to policy discussions by providing context-specific recommendations for strengthening QASO effectiveness, improving supervision practices, and enhancing competency-based curriculum implementation in Kenya.

Statement of the Problem

Competency-Based Education is founded on the premise that learners demonstrably acquire practical skills, critical thinking, and problem-solving competencies rather than merely accumulate content knowledge (Açıkgöz & Babadoğan, 2021). Realizing this promise depends on Quality Assurance and Standards Officers (QASOs) effectively performing four interlocking roles: instructional supervision, teacher capacity building, curriculum compliance enforcement, and monitoring and evaluation. Where QASOs perform these roles well, teachers receive the guidance, training, and accountability needed to shift from content delivery to competency development; where these roles are weakly performed, curriculum reform remains a policy document rather than a classroom reality.

International evidence already points to this translation gap. Only 56% of teachers under OECD education systems felt adequately trained to apply competency-based methods (Rahman, 2023), and across Africa, teacher-reported readiness for competency-based curricula frequently falls below one-third (Nteziyaremye et al., 2024). In Kenya, despite deploying more than 66,000 teachers to support the 2023 transition to Junior Secondary Education (Namasaka, 2024), Kubai and Owiti (2022) found that two-thirds of teachers in Kinangop Subcounty had received no formal training on the Competency-Based Curriculum.

If this pattern holds in Gatanga Subcounty, the consequences are immediate and concrete. Teachers continue to rely on content-based, teacher-centered instruction regardless of what the curriculum design requires; learners in Grades 7 to 9 are assessed on competencies they were never adequately taught to demonstrate; and the substantial public investment already committed to curriculum reform, teacher deployment, and Junior Secondary infrastructure is undermined at the point of classroom delivery(Gacheru, 2025). It is the learners in under-supervised public schools, disproportionately in subcounties such as Gatanga where quality assurance capacity has not yet been empirically established, who bear this cost first, through weaker acquisition of the very competencies the curriculum reform was designed to build.

Despite QASOs' centrality to this outcome, no study has empirically examined how their instructional supervision, teacher capacity building, curriculum compliance, and monitoring and evaluation roles are being performed in Gatanga Subcounty's public junior schools, or how these roles influence the actual implementation of Competency-Based Education. Existing local studies (Mwangi, 2023; Adhiambo & Barasa, 2024) document classroom-level symptoms, such as traditional teaching methods and inconsistent assessment, without tracing them back to the quality assurance mechanisms meant to prevent them. Consequently, policymakers, the Ministry of Education, and QASOs themselves lack the evidence needed to identify where these roles are breaking down and what should be strengthened.

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This study therefore sought to establish the influence of Quality Assurance and Standards Officers' roles in instructional supervision, teacher capacity building, curriculum compliance, and monitoring and evaluation on the implementation of Competency-Based Education in public junior schools in Gatanga Subcounty, Murang'a County, Kenya.

Research Question

How do instructional supervision roles by Quality Assurance and Standards Officers influence the implementation of Competency-Based Education in public junior schools in Gatanga Subcounty, Murang'a County, Kenya?

Theoretical Framework

The study was anchored on Systems Theory, developed by Ludwig von Bertalanffy in 1968. The theory views organizations as complex systems composed of interconnected and interdependent components that function together to achieve common goals. According to Systems Theory, the effectiveness of a system depends on the coordination and interaction among its various components rather than the performance of individual elements in isolation (Bertalanffy, 1968). In education, schools operate as systems where teachers, learners, administrators, curriculum structures, and quality assurance mechanisms interact to achieve educational objectives. The theory was appropriate for this study because the implementation of Competency-Based Education (CBE) depends on the coordinated functioning of Quality Assurance and Standards Officers' (QASOs) roles, including instructional supervision, teacher capacity building, curriculum compliance monitoring, and evaluation.

A major strength of Systems Theory is its holistic approach to understanding organizational processes. The theory recognizes that educational outcomes are influenced by the interaction of multiple components rather than a single factor (Patton & McMahon, 2021). This perspective aligns with the current study because effective implementation of Competency-Based Education requires the integration of QASO instructional supervision roles with other quality assurance processes. Instructional supervision enables QASOs to guide teachers, observe classroom practices, and provide professional feedback, while teacher capacity building strengthens teachers' competencies for implementing learner-centered approaches. Curriculum compliance monitoring and evaluation further ensure that schools adhere to curriculum expectations. Therefore, Systems Theory provides a suitable framework for examining how interconnected QASO roles influence CBE implementation in public junior schools.

Another strength of Systems Theory is its emphasis on feedback mechanisms as essential for continuous improvement. The theory explains that systems maintain effectiveness through constant interaction, monitoring, and corrective adjustments based on feedback received from different components (Renger, 2016). This principle is relevant to the study because QASOs use instructional supervision and monitoring processes to identify gaps in curriculum implementation and provide recommendations for improvement. Through classroom observations, evaluation of teaching practices, and professional guidance, QASOs support teachers in addressing challenges related to competency-based instruction and assessment. Furthermore, the input-process-output

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perspective of Systems Theory explains how quality assurance inputs, including supervision and teacher support, influence CBE implementation outcomes such as learner-centered teaching, competency development, and effective assessment practices (Mallillin, 2022).

Despite its relevance, Systems Theory has some limitations in explaining educational processes. One major weakness is its broad and abstract nature, which may limit its ability to explain specific actions required to improve individual components within the system (Van Assche et al., 2019). Although the theory explains the importance of interconnected educational structures, it does not provide detailed guidance on how QASOs should conduct instructional supervision, enhance teacher capacity, or address contextual challenges affecting CBE implementation. Additionally, the theory may not fully account for external factors such as availability of resources, teacher motivation, institutional culture, and policy challenges. However, the theory remains applicable to this study because it provides a foundation for understanding how coordinated quality assurance functions influence CBE implementation. The study therefore applies Systems Theory to examine QASO instructional supervision roles as interconnected components within the education system.

Review of Related Empirical Literature

Instructional supervision is widely recognized as a critical factor in the successful implementation of Competency-Based Education (CBE) because it provides teachers with professional guidance, classroom support, pedagogical feedback, and follow-up necessary for effective curriculum delivery. Empirical studies conducted across different educational contexts consistently demonstrate that effective instructional supervision improves teaching practices and curriculum implementation, although differences exist regarding the supervisory approaches adopted and the actors responsible for supervision (Okafor, 2024).

Deng (2024) investigated competency-based education reform in China through a qualitative research design, which entailed interviewing 40 high school teachers. The researcher examined the experiences of teachers in the implementation of approaches based on competence and they discovered that despite the support that teachers had on the reforms, most of them experienced difficulties related to lack of pedagogical directions, ambiguity in implementation strategies, and institutional support. There were also gaps in the study. It was methodologically only based on a qualitative approach and interviews which restricted statistical analysis and data triangulation. There were also limited findings in generalization due to the small sample size (n=40 teachers). Besides, the study was restricted to only teachers and not school administrators and external quality assurance personnel. It did not particularly consider instructional supervision, compliance on curriculum, monitoring and evaluation, or teacher capacity building as the organized quality assurance procedures. Moreover, the role of Quality Assurance and Standards Officers in curriculum implementation was not addressed in the study. The study was carried out in China, which has a different education system as the context of Kenya Competency-Based Curriculum implementation. The present study addressed these gaps by adopting a mixed methods convergent parallel design that incorporated teachers, principals, and Quality Assurance and Standards Officers in the Gatanga Subcounty in Murang'a County, Kenya. To improve the

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triangulation, both questionnaires and interview guides were used as the study directly studied the areas of instructional supervision, teacher capacity building, curriculum compliance, and monitoring and evaluation as the primary roles of Quality Assurance and Standards Officers that affect the implementation of Competency-Based Education.

Wawire, Kiambati, and Abuya (2026) carried out a scoping review to explore the pedagogical and assessment activities in the implementation of Competency-Based Curriculum in the chosen African countries. The research combined the results of several empirical researches by analyzing documents to explore the level of adaptation of schools to the practices of learner-centered pedagogy and competency-based assessment. The results showed that even with a lot of policy implementation of competency-based reforms, most schools still used teacher-centred instructional delivery and assessment practices which were still disproportional towards competency-based learning outcomes. These challenges were attributed to the weak systems of instructional support, poor preparation of teachers, and poor monitoring systems. The methodology used to carry out the study was a scoping review and utilized only secondary data, which restricted the production of primary empirical evidence of respondents directly engaged in curriculum implementation. The research also did not provide statistical analysis in order to determine quantifiable relationships between the quality assurance practices and the implementation outcomes. The review did not touch on the direct views of teachers, principals, or Quality Assurance and Standards Officers in terms of the respondents. Theoretically, instructional supervision, teacher capacity building, curriculum compliance, and monitoring and evaluation were not separated as independent variables that can impact Competency-Based Education implementation. It also failed to specifically analyze the use of Quality Assurance and Standards Officers in facilitating curriculum implementation by way of supervision and feedback. In context, the review involved a number of countries in Africa that have different education systems, and thus it was hard to extrapolate the results to Kenyan population junior schools setting. The present research filled these gaps with the help of primary quantitative and qualitative data gathering of junior school teachers, principals, and Quality Assurance and Standards Officers of the public junior schools in Gatanga Subcounty, Muranga County, Kenya. Using a mixed methods convergent parallel design, the study specifically examined instructional supervision, teacher capacity building, curriculum compliance, and monitoring and evaluation as measurable Quality Assurance and Standards Officers' roles influencing the implementation of Competency-Based Education.

In the convergent parallel mixed-method study that Kachope, Nyakato, and Mwesigye (2025) conducted in Rukungiri District, Uganda (235 teachers and 13 principals), a mixed-method study was performed in the study area. The researchers examined the process of competency-based curriculum implementation with the focus on instructional confidence, teacher adaptability, collaboration, assessment practices, and institutional support. Quantitative data were analyzed statistically and qualitative data thematically, through the use of questionnaires and interviews to gather data. The results indicated that teachers showed a fairly high level of confidence in providing competency-based instruction but there were considerable challenges when it comes to

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competency-based assessment, the presence of instructional resources, and the institutional support infrastructure. The researchers concluded that lack of proper support mechanisms adversely influenced successful implementation of the curriculum. Nevertheless, a number of gaps were found in spite of these results. In terms of methodology, the study was mixed in nature, but it involved primarily teachers and principals with no external education quality assurance personnel involved. In addition, the study did not specifically examine the influence of Quality Assurance and Standards Officers' roles on curriculum implementation. Instructional supervision, compliance with the curriculum, monitoring and evaluation, teacher capacity building were conceptually not studied as independent variables. Instructional supervision was also not the sole determinant of Competency-Based Education implementation and was isolated in the study. Moreover, the study was general in its approach to institutional support without looking at systematic supervision and feedback systems by external quality assurance systems. Contextually, the study was carried out in Uganda, which is not similar in terms of its curriculum implementation structures as well as its education quality assurance systems as Kenya. The proposed research addressed these gaps by investigating how instructional supervision, teacher capacity building, compliance to curriculum, and monitoring and assessment, through Quality Assurance and Standards Officers, affect the implementation of Competence Based Education in the public junior schools in Gatanga Subcounty, Muranga County, Kenya. The research engaged junior school teachers, principals and Quality Assurance and Standards Officers in a convergent parallel design with a mix of methods to generate both a quantitative and qualitative data on the role of QASOs in curriculum implementation.

In Kisii Central Subcounty, Okeyo, Areba and Obuba (2024) carried out a survey that was descriptive and involved 74 principals and 744 teachers, a sample of which was chosen entailed 24 principals and 222 teachers. Questionnaires were used to gather data that explored the practice of instructional supervision, which included classroom observation, lesson plan examination and feedback. The results showed that instructional supervision was unstable and, in most cases, lacked follow-up feedback and only a small percentage of teachers were provided with feedbacks after classroom observation. Nevertheless, the research concentrated on the internal practices of principals in supervising, instead of the supervisory practice of Quality Assurance and Standards Officers. Besides, the research focused only on primary schools and did not discuss the implementation of Competency-Based Education in the public junior schools. The research was also based purely on quantitative data gathered by questionnaires, preventing a greater insight into the experiences of supervision and contextual issues. The present research fills these gaps by investigating how instructional supervision by Quality Assurance and Standards Officers affects the use of Competency-Based Education in public junior schools in the Gatanga Subcounty, Murang'a County, based on the mixed methods convergent parallel design.

Mwangi and Katam (2023) used a descriptive study in Muranga County to investigate variables related to teachers that affect the implementation of Competency-Based Curriculum. The article gathered quantitative data of teachers with questionnaires, and focused on pedagogical practices, teacher training and qualifications. The results demonstrated that there were serious

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knowledge gaps in the real practice of competency-based methods in spite of teacher training. Nevertheless, the research did not focus on the contribution of Quality Assurance and Standards Officers to the implementation of the curriculum. It did not also examine the indicators of instructional supervision like classroom observation, pedagogical feedback, and follow-up support. Methodologically, the research was based solely on questionnaires and disregarded qualitative views which would have given more information on the challenges facing curriculum implementation. The research was predominantly about teacher related variables, without considering monitoring and evaluation, compliance with the curriculum and the environment in institutions as the variables affecting implementation. The present research aimed at addressing these gaps through quantitative and qualitative research to investigate the role played by Quality Assurance and Standards Officers in implementing Competency-Based Education in the junior schools in Gatanga Subcounty, Murang'a County, Kenya.

Research Design and Methodology

The study adopted a mixed-methods approach using a convergent parallel research design to examine the influence of instructional supervision roles by Quality Assurance and Standards Officers (QASOs) on the implementation of Competency-Based Education (CBE) in public junior schools in Gatanga Sub-County, Murang'a County, Kenya. A research design provides a systematic framework for collecting, analyzing, and interpreting data to address research questions (Szanto, 2025). The convergent parallel design was appropriate because it enabled simultaneous collection of quantitative and qualitative data, allowing integration and triangulation of findings (Creswell & Plano Clark, 2018). Quantitative data were obtained from teachers through questionnaires, while qualitative data were collected from principals and QASOs through semi-structured interviews to provide deeper understanding of supervision practices and CBE implementation.

The study was conducted in Gatanga Sub-County, Murang'a County, Kenya, which provided an appropriate context for examining QASO instructional supervision roles within public junior schools implementing Competency-Based Education. The sub-county has 61 public junior schools operating under the national CBC framework introduced by the Ministry of Education. Gatanga was selected because schools within the area are undergoing curriculum transformation requiring effective instructional supervision, teacher support, curriculum compliance monitoring, and evaluation processes. The presence of active QASOs responsible for monitoring curriculum implementation provided a suitable environment for investigating their contribution to CBE implementation. The study therefore generated evidence on how quality assurance practices influence curriculum delivery within public junior schools.

The target population comprised 551 respondents, including 488 junior school teachers, 61 school principals, and 2 Quality Assurance and Standards Officers. Teachers were included because they directly implement CBE through learner-centered teaching approaches, competency-based assessment, and classroom practices. Principals participated because they provide institutional leadership, coordinate curriculum implementation, and support instructional supervision within schools. QASOs were included because they are mandated to supervise

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teaching and learning, provide professional guidance, enforce curriculum standards, and conduct monitoring and evaluation activities (Kothari, 2019). Sampling involved simple random sampling for schools, stratified random sampling for teachers, purposive sampling for principals, and census sampling for QASOs. This ensured representation of both internal and external perspectives regarding quality assurance and CBE implementation.

Data were collected using structured questionnaires for junior school teachers and semi-structured interview guides for principals and QASOs. The instruments were aligned with the study variables, including instructional supervision, teacher capacity building, curriculum compliance, monitoring and evaluation, and CBE implementation. Validity was enhanced through expert review, while reliability of quantitative instruments was established using Cronbach's Alpha, with coefficients of 0.70 and above considered acceptable. Qualitative data quality was ensured through credibility, dependability, confirmability, and transferability procedures. Quantitative data were analyzed using descriptive and inferential statistics, including Pearson correlation and regression analysis, while qualitative data were analyzed thematically. Findings from both strands were integrated to provide a comprehensive understanding of how QASO instructional supervision roles influence CBE implementation.

Presentation, Interpretation, and Discussion of Findings

The first research question sought to establish how instructional supervision roles performed by Quality Assurance and Standards Officers influence the implementation of Competency-Based Education in public junior schools in Gatanga Subcounty. Teachers were asked to indicate their level of agreement with seven statements on instructional supervision on a five-point scale where 5 = Strongly Agree, 4 = Agree, 3 = Neutral, 2 = Disagree, and 1 = Strongly Disagree. The findings are presented in Table 1.

Table 1

Teachers' Responses on Instructional Supervision by QASOs (n = 190)

Statement	SA	A	N	D	SD	Mean	Std. Dev.
QASOs conduct classroom observation during school visits.	21 (11.1%)	78 (41.1%)	75 (39.5%)	16 (8.4%)	0 (0.0%)	3.55	0.80
Classroom observation focuses on learner-centered teaching approaches.	19 (10.0%)	94 (49.5%)	65 (34.2%)	12 (6.3%)	0 (0.0%)	3.63	0.75
QASOs provide pedagogical guidance after classroom supervision.	15 (7.9%)	87 (45.8%)	77 (40.5%)	11 (5.8%)	0 (0.0%)	3.56	0.72
Instructional supervision improves lesson delivery.	21 (11.1%)	87 (45.8%)	66 (34.7%)	16 (8.4%)	0 (0.0%)	3.59	0.80

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Follow-up support is provided after instructional supervision.	16 (8.4%)	80 (42.1%)	78 (41.1%)	16 (8.4%)	0 (0.0%)	3.51	0.77
Instructional supervision enhances competency-based teaching methods.	22 (11.6%)	91 (47.9%)	59 (31.1%)	18 (9.5%)	0 (0.0%)	3.62	0.81
Feedback from supervision helps align teaching with CBC requirements.	16 (8.4%)	95 (50.0%)	66 (34.7%)	13 (6.8%)	0 (0.0%)	3.60	0.74

Source*: Field Data (2026)*

The findings in Table 1 show that teachers generally held favorable perceptions of the instructional supervision provided by QASOs, with item means ranging from 3.51 to 3.63 and standard deviations between 0.72 and 0.81, indicating moderate agreement with relatively consistent responses across teachers. On classroom observation during school visits, 99 teachers (52.2%) either agreed or strongly agreed that QASOs conduct classroom observation, against 16 (8.4%) who disagreed and 75 (39.5%) who were neutral (M = 3.55, SD = 0.80). This is consistent with the Instructional Leadership Theory position that classroom observation is a foundational leadership function through which instructional leaders gather first-hand evidence of teaching practice (Hallinger & Murphy, 1985); the moderate rather than overwhelming agreement, however, mirrors the low visit frequency already noted in Table 4.2, where most teachers reported only rare QASO visits.

Concerning the degree to which the observation is based on the learner-centered teaching, 113 teachers (59.5%) agreed or strongly agreed (M = 3.63, SD = 0.75) which is the highest score out of seven items. This indicates that where there is supervision, QASOs may be seen as being intentionally evaluating the shift towards learner participation that Competency-Based Curriculum demands, as opposed to checking procedural compliance. This result aligns with that of Jones and Henry (2022), who note that Competency-Based Education demands a transition toward learner-centered instructional practice over teacher-centered, and with Padasas and Escote (2025), who conclude that instructional leadership had a direct and significant impact on classroom practice.

Regarding pedagogical guidance provision after supervision, 102 (53.7) percent of the teachers agreed or strongly agreed (M = 3.56, SD = 0.72), and regarding follow-up support after supervision, only 96 (50.5) percent agreed or strongly agreed, the lowest percentage of agreement among the seven items (M = 3.51, SD = 0.77). This somewhat lower rating on follow-up is a significant finding: it repeats the theoretical warning in Chapter Two that Instructional Leadership Theory, despite its confirmation of the importance of supervision, is accused of underestimating contextual constraints like limited personnel and resource availability that can limit the follow-up of supervisors (Liu, 2018). It is also closely aligned with the finding of Emanuel and Mwila (2023) that schools that had stronger instructional supervision practices, such as regular follow-up, had higher quality teaching.

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On the scale of whether instructional supervision improves instructional competency-based teaching practices, 113 teachers (59.5) indicated agreement, or strong agreement (M = 3.62, SD = 0.81), and a comparable percentage, 111 teachers (58.4) indicated agreement, or strong agreement that the supervision feedback helps in alignment of teaching with CBC requirements (M = 3.60, SD = 0.74). Combining these two items, we can conclude that instructional supervision is experienced as substantively helpful in shaping competency-based practice as opposed to being an administrative exercise, which corresponds to the findings of Emanuel and Mwila (2023), as well as the theoretical argument according to which instructional leadership is perceived as professional support, as opposed to administrative oversight (Lin and Hu, 2025).

In general, the composite mean of instructional supervision was 3.58 which shows that the level of agreement is generally favorable but moderate and the standard deviations were less than 1.0 in all items, which means that there is a fair degree of consistency in the perceptions of the teachers. These results support the relevance of the Instructional Leadership Theory to the current study: when QASOs make classrooms observations and offer pedagogical support and feedback, consistent with CBC requirements, teachers experience a perceived positive change in their competency-based practice, although the frequency of visits, as evident in Table 4.2, limits the extent to which this support is offered to individual teachers and schools.

The quantitative data of instructional supervision were supported and supplemented by qualitative data of school principals and the QASO. Principals reportedly affirmed that instructional supervision practices comprise lesson observation and checking of professional documents and a number of them directly connected this with better teaching practice. Principal A explained, "*QASO* visits help identify ways to improve modes of teaching and learning in class" while principal B observed supervision has *"helped teachers prepare adequately for the implementation of CBE"* However, principals were candid that the benefits of supervision are constrained by its infrequency. As principal C put it, *"the contribution is sometimes limited because the visits are periodic. More frequent supervision would provide teachers with timely guidance and follow-up"*. This directly corroborates the comparatively lower teacher rating on follow-up support noted (M = 3.51), and reinforces the pattern already visible in the demographic data that most teachers experience QASO visits only rarely.

The QASO's account provided further depth on why follow-up support are constrained. Describing the supervision process, the officer explained that, classroom observation involves

"checking the teachers' professional documents; the schemes of work, lesson plans, and the records of work. I then proceed to accompany the teachers to the classroom to observe how they deliver, whether it is in line with what is stated in the lesson plan and the curriculum design". Describing the supervision process, officer A explained, that classroom observation involves Checking the teachers' professional documents; the schemes of work, lesson plans, and the records of work. "I then proceed to accompany the teachers to the classroom to observe how they deliver, whether it is in line with what is stated in the lesson plan and the curriculum design". The officer

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added, " this is necessary in providing feedback from the observation made during the lesson and provide help where necessary". He also added that after the lesson the officer engages the teacher briefly.

On the challenges limiting the reach of supervision, the QASO cited *"limited manpower. Gatanga has many schools, so sometimes I might not reach all of the schools"* as well as difficult terrain in remote schools and, at times, teacher resistance to correction. Regarding the overall value of instructional supervision to CBE implementation, the QASO was unequivocal: *"without supervision, the competencies laid out in the new curriculum remain just on paper, so it allows these learners to acquire these competencies, which will help them later on"*. Taken together, the quantitative and qualitative evidence converge on a consistent picture: instructional supervision, where it reaches teachers, is perceived as substantively strengthening competency-based practice, but a shortage of QASO personnel relative to the number of schools in Gatanga Subcounty limits both the frequency of visits and the consistency of follow-up, a constraint that both principals and the QASO independently identified.

Conclusions

The study concludes that the roles of instructional supervision performed by the Quality Assurance and Standards Officers (QASOs) have a significant and positive effect on the implementation of Competency-Based Education in public junior schools in Gatanga Sub-County, Murang'a County, Kenya. The findings reveal that, Effective supervision, teacher capacity building, curriculum compliance monitoring and evaluation processes are interrelated quality assurance functions that improve curriculum delivery. Instructional supervision offers opportunities for teachers to be professionally supervised, to enhance learner-centeredness in teaching practices and to address challenges related to competency-based assessment. However, the effectiveness of QASO activities is hampered by challenges such as inadequate staffing and limited resources. The study confirms that strengthening quality assurance mechanisms is important for successful CBE implementation.

Recommendations

The study recommends the Ministry of Education to strengthen the capacity of Quality Assurance and Standards Officers through recruitment of more staff, provision of adequate resources and regular school supervision schedules. QASOs should be challenged to improve the continuous professional development of teachers through providing mentorship, classroom support and feedback systems to improve teachers' competencies in implementing CBE. It is important that school principals work closely with QASOs to ensure adherence to the curriculum, effective monitoring and institutional support to teachers. The Ministry should also create standardized monitoring and evaluation frameworks to ensure consistency in the assessment of CBE implementation across schools. Such measures will improve instructional supervision effectiveness and encourage sustainable implementation of Competency-Based Education in public junior schools.

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