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Bridging policy and practice: The effect of EQASO mentorship on pedagogical competencies of junior school teachers under CBC in Nairobi, Kenya

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Abstract

The introduction of Junior School in Kenya in 2023 represented a significant milestone in the roll out of the Competency-Based Curriculum (CBC), transitioning learners from primary grade six into Junior school grade seven (7), a new educational structure. To evaluate the effectiveness of curriculum implementation, the Ministry of Education conducted a National Monitoring Exercise across 14 counties between 23rd and 29th September 2023. Key gaps identified included teachers' challenges in interpreting curriculum design, preparing schemes of work and lesson plans, employing learner-centered pedagogy, integrating ICT in teaching, using learning aids effectively, and applying assessment for and as learning. This study concentrated on Nairobi County, with a particular focus on the role of Education Quality Assurance and Standards Officers (E-QASOs) in mentoring Junior School teachers. The research was guided by four objectives: assessing E-QASOs' capacity to provide mentorship and instructional support, examining teachers' preparedness and pedagogical practices under CBC, evaluating the outcomes of mentorship programs, and recommending strategies to strengthen mentorship models for improved teacher effectiveness and learner outcomes. Employing a descriptive quantitative design, the study integrated baseline, mid-line, and end-line surveys with mentor–mentee sessions. Data collection tools included questionnaires, observation schedules, and digital platforms such as Tangerine. Analysis was conducted using Microsoft Excel and Artificial Intelligence, with findings presented on a table, diagrammatically and graphically. Eight E-QASOs were randomly sampled from Nairobi County, each mentoring two teachers across sixteen schools. E-QASOs selected junior schools and teachers within

their jurisdiction using structured criteria. Findings revealed notable gaps in E-QASOs' capacity, with 87.5% demonstrating limited ability to support teachers in areas such as creative learning aids, lesson planning, inclusive approaches, and record keeping. Additionally, 75% moderately lacked skills in curriculum interpretation and time allocation. Teachers also faced challenges at baseline: 55.5% struggled with curriculum interpretation, 62.5% with schemes of work, and 80% with lesson planning. However, mentorship had a transformative effect. By the end-line survey, these challenges had reduced significantly, with only 14% struggling with curriculum interpretation, 18.75% with schemes of work, and 10% with lesson planning. Teachers reported improved ability to design schemes of work, enlist competencies, reflect on lessons, and structure lesson plans appropriately. The study concludes that mentorship positively influenced teachers' instructional behavior, leading to enhanced delivery and potentially improved learner performance. It recommends expanding the functions of E-QASOs to include structured mentorship, with emphasis on building their skills in curriculum interpretation, pedagogical support, and inclusive teaching practices. Strengthening mentorship models is seen as critical to ensuring sustainable teacher development and improved learner outcomes in Junior Schools, thereby supporting the broader goals of CBC implementation in Kenya.

CHAPTER ONE

INTRODUCTION

1.1 Background information

The Competency-Based Curriculum (CBC) was introduced in Kenya in 2017 to replace the 8-4-4 system. It begins with two years of Pre-primary Education, followed by six years of Primary School, three years of Junior School, and three years of Senior School. The curriculum's vision is to produce engaged, empowered, and ethical citizens, while its mission is to nurture each learner's potential. Learners are expected to develop key competencies such as communication, collaboration, critical thinking, creativity, citizenship, self-efficacy, and digital literacy, alongside values like love, respect, responsibility, unity, peace, patriotism, and integrity.

The first group of learners joined Junior School in 2023, and the Ministry of Education carried out a national monitoring exercise across 14 counties to evaluate how the curriculum was being implemented. The assessment looked at lesson delivery, leadership, facilities, learner welfare, teacher staffing, and stakeholder feedback. While progress was noted, several challenges emerged, including difficulties in interpreting the curriculum, preparing lesson plans, using learner-centered teaching methods, integrating ICT, and applying effective assessment approaches.

To address these gaps, immediate interventions were recommended, particularly in supporting teachers who are new to CBC and have not yet been adequately trained to deliver the junior school curriculum effectively.

In the context of this study the meaning of the Education Quality Assurance and Standards Officer (E-QASO), Junior School (JS) Teachers and Support is as defined.

An Education Quality Assurance and Standards Officer (E-QASO) is an education professional responsible for monitoring, evaluating, and ensuring that schools and institutions comply with national teaching standards, curriculum requirements, and ethical practices.

Junior School Teachers is an 8-4-4 trained-teachers who were engaged to teach in Junior School between the year 2023 to date.

This study defines **mentoring** in the context of supporting teachers: Mentoring involve an experienced educator – E-QASO (the mentor) provide guidance, advice, and support to a less experienced teacher (the mentee or trainee). The mentor helped the mentees navigate their teaching journey, offering insights, sharing best practices, and fostering professional growth. Mentoring focus on holistic development, including both pedagogical skills and personal well-being. Mentoring encouraged deeper consideration of one's own teaching practices, leading to improvement. Mentors facilitated collaboration and thought, enabling mentees to enhance their craft.

1.2 Statement of the Problem

The successful implementation of Kenya's **Competency-Based Curriculum (CBC)** in Junior School hinges on teachers' ability to adopt learner-centered pedagogical practices, integrate ICT, and apply formative assessment methods. However, monitoring exercises conducted by the Ministry of Education have revealed significant gaps in teachers' preparedness, including misinterpretation of curriculum designs, inadequate lesson planning, and limited use of learner-centered strategies. Many Junior School teachers are new to the CBC framework and lack sufficient retooling, leaving them vulnerable to ineffective instructional practices.

At the same time, **Educational Quality Assurance and Standards Officers (E-QASOs)**, who were redefined from inspectors to mentors, remain underutilized in their potential role as instructional leaders. While their mandate is to support teachers through coaching, professional development, and curriculum fidelity monitoring, the legacy of punitive inspection still lingers, undermining trust between teachers and E-QASOs. Moreover, E-QASOs themselves often lack adequate training, resources, and digital tools to provide effective mentorship.

This dual challenge—teachers struggling to implement CBC pedagogy and E-QASOs constrained in their mentoring role—creates a critical gap between policy and classroom practice. Without effective mentorship, Junior School teachers risk delivering CBC in ways that fail to nurture the intended competencies of communication, creativity, critical thinking, and digital literacy. Consequently, learners may not fully benefit from the transformative vision of CBC, and inequities in curriculum delivery could persist across schools.

Therefore, the problem this study seeks to address is the **limited effectiveness of QASOs as mentors in supporting Junior School teachers to implement pedagogical aspects of the CBC curriculum**, a gap that threatens the realization of Kenya's educational reform goals.

1.3 Research objectives

The study aimed to:

i. assess the capacity of E-QASOs to provide effective mentorship and pedagogical support to Junior School teachers in Nairobi,

ii. examine the current state of curriculum implementation under CBC in Junior Schools, focusing on teachers' preparedness and pedagogical practices

iii. evaluate the outcomes of mentorship programs on teachers' instructional practices

iv. Recommend strategies for strengthening mentorship models to enhance teacher effectiveness and improve learner outcomes in Nairobi's Junior Schools.

1.4 Research Questions

The study aimed to answer the following research questions:

i. How capable are Educational Quality Assurance and Standards Officers (E-QASOs) in providing mentorship to Junior School teachers in Nairobi?

ii. What is the current state of curriculum implementation by Junior School focusing on teachers' preparedness and pedagogical practices in Nairobi?

iii. What effect do mentorship programs led by E-QASOs have on teachers' instructional practices?

iv. What strategies can be adopted to strengthen E-QASO mentorship and enhance pedagogical practices for effective CBC implementation?

1.5 Significance of the study

i. The exercise would foster collaboration between E-QASOs and teachers for effective implementation of the curriculum.

ii. It would provide a platform for a comprehensive understanding of the current support system provided by Education Quality Assurance Officers to Junior School Teachers.

iii. It would lead to identification of the potential benefits and challenges associated with implementing a mentorship and coaching program for quality assurance officers.

iv. Development and implementation of an effective mentorship and coaching program that supports junior school teachers' instructional practices and professional growth.

v. It would result into improved teachers' instructional practices and professional growth as a result of their participation in the mentorship and coaching program.

vi. The outcome of this study would be used as a benchmark to inform intervention in other counties across the country.

vii. Lessons learnt from this study would be important in shaping policy reforms in the education sector.

1.6 Scope and Delimitation

The mentorship involved supporting teachers in the implementation of the curriculum which included interpretation of the curriculum design, preparation of schemes of work and lesson plans, employment of learner centered pedagogy (varied learning activities, learning aids & ICT application), assessment for and as learning.

The mentor and the mentee were E-QASOs and teachers respectively. Teachers were drawn from Junior Schools and no other level.

CHAPTER TWO

LITERATURE REVIEW

2.1 Introduction

This chapter reviews literature relevant to the study, focusing on three interconnected themes: the role of **E-QASOs as mentors**, the position of **Junior School teachers as mentees**, and the **pedagogical aspects** of the Competency-Based Curriculum (CBC) in Kenya. The review draws on both local and international perspectives to situate the study within broader educational discourse.

2.2 Education Quality Assurance and Standards Officer (E-QASO) as a Mentor

Historically, inspectors in Kenya were perceived as punitive overseers, instilling fear among teachers. The re-branding to **Quality Assurance and Standards Officers (E-QASOs)** was intended to shift this perception from fault-finding to partnership (Bartell, 2005). However, remnants of the inspectorate mindset persist, undermining their potential as mentors.

Modern literature emphasizes the importance of equipping E-QASOs with digital tools to enhance their effectiveness. Dashboards and real-time data can help identify teacher challenges, track learner progress, and standardize interventions. This positions E-QASOs as **tech-savvy mentors** capable of supporting teachers in the digital age.

Globally, mentoring has been recognized as a strategy to reduce teacher attrition and improve professional growth (Tillman, 2003; Salleh & Tan, 2013). In Kenya, E-QASOs are uniquely positioned to act as **instructional leaders**, bridging policy and practice by: conducting **collaborative lesson observations** with constructive feedback, facilitating **school-based professional development** sessions, sharing **best practices** across schools to build communities of practice and coaching teachers on **formative assessment** aligned with CBC competencies. This mentor–coach approach re-frames E-QASOs as partners in professional growth rather than enforcers of compliance.

The Singapore Instructional Mentoring Approach (SIMA) outlines the essential elements of instructional mentoring: Promoting Mutual Growth (internalizing mentoring principles, co-identifying growth areas, embed reflective practice), Relationship Building (building trust, embracing differences, communicating effectively), and localizing Mentoring (engaging stakeholders, knowing self and mentee).



The model targets all Beginning Teachers who are new to the profession and school, or experienced teachers seeking to grow and deepen their teaching practice.

2.3 Junior School Teacher as a Mentee

The introduction of CBC in 2017 and the transition of the first Junior School cohort in 2023 marked a significant shift in pedagogy. Teachers faced challenges in curriculum interpretation, lesson planning, and learner-centered delivery. Monitoring exercises revealed gaps in preparedness, with many teachers lacking adequate retooling.

Beginning teachers are often in a **survival and discovery phase** (Anthony Kane, 2008), requiring structured support to build confidence and competence. Mentorship provides: Guidance in curriculum interpretation, Support in lesson planning and delivery. Confidence in adopting learner-centered pedagogy.

Internationally, mentoring has been used to support novice teachers in adapting to new pedagogical contexts. In China, mentoring began in the 1980s to improve teaching quality (Salleh & Tan, 2013), while in the United States, it was introduced to reduce attrition and ease professional transition (Tillman, 2003). These experiences highlight the universal need for mentorship in educational reform contexts.

2.4 Pedagogical Aspects in Junior School Curriculum

Effective lesson planning involves translating educational objectives into achievable learning outcomes (Lakhal & Farhaoui, 2009). E-QASOs play a role in guiding teachers to design flexible, learner-centered plans aligned with CBC goal in line with KICD requirements.

Lesson implementation requires teachers to employ diverse strategies that engage learners in problem-solving and collaboration (Abu Ghreibah, 2010). Mentors encourage teachers to embrace innovation, renewal, and contextual adaptation of teaching methods.

CBC emphasizes **continuous and formative assessment**. Teachers must develop tools to evaluate competencies such as creativity and collaboration (Scallon, 2013). E-QASOs mentor teachers in designing rubrics, analyzing results, and using assessment data to improve instruction.

Classroom management ensures a conducive learning environment. Teachers must balance discipline with learner engagement (Girgis, 2005). Mentors guide teachers in fostering motivation, addressing undesirable behaviors, and encouraging positive competition.

Positive teacher–learner relationships are essential for effective pedagogy. Inspectors and mentors encourage teachers to value learners' perspectives, build trust, and promote collaborative learning environments.

2.5 Thematic Synthesis

The reviewed literature highlights three interconnected themes:

I) **E-QASOs as mentors** are critical in supporting teachers to implement CBC effectively.

Junior School teachers as mentees require structured guidance to navigate the challenges of CBC.

Pedagogical aspects such as lesson planning, implementation, assessment, classroom management, and human relations are central to CBC success but demand mentorship for mastery.

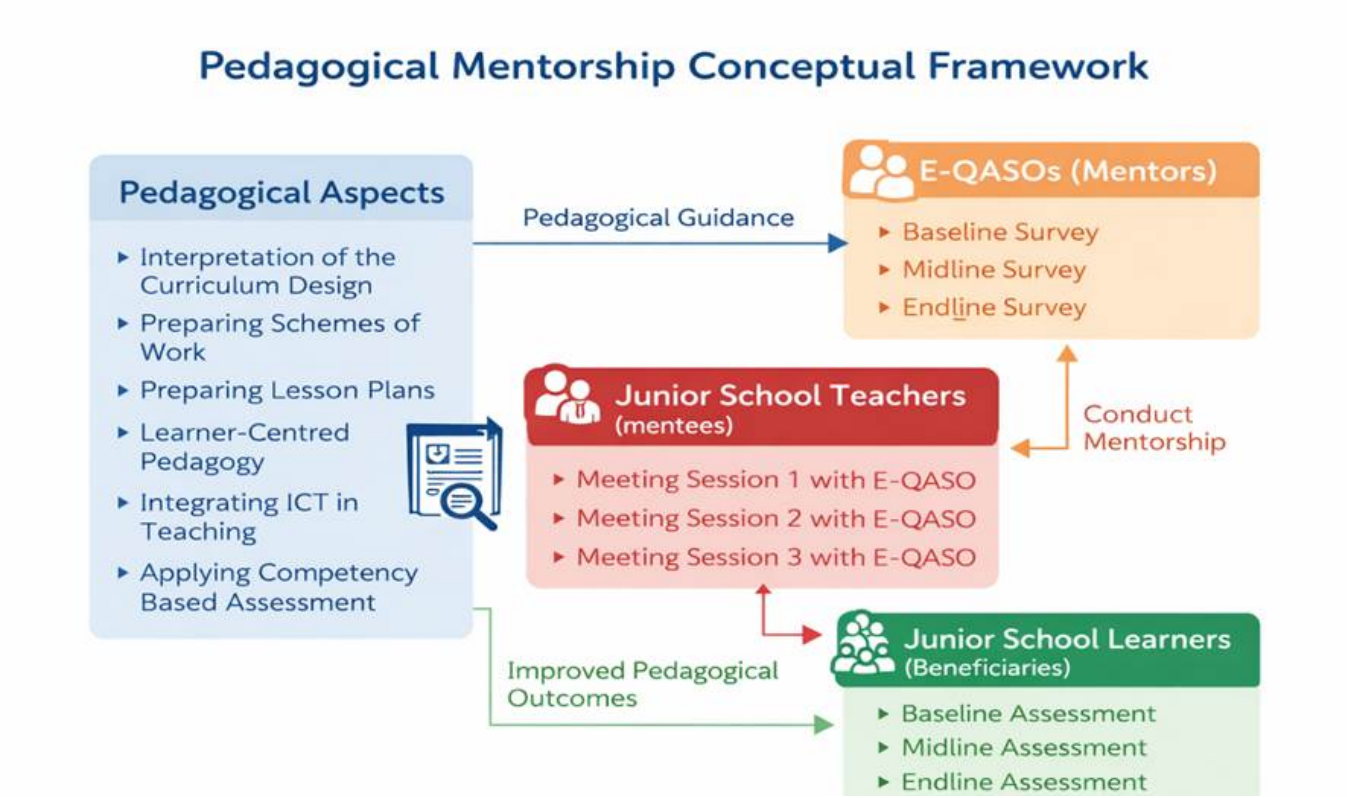
Together, these themes underscore the importance of mentorship in bridging the gap between CBC policy and classroom practice.

2.6 Conclusion

The literature reveals that the success of CBC in Kenya hinges on effective mentorship structures. E-

QASOs, redefined as instructional leaders, are strategically positioned to mentor Junior School teachers, guiding them through pedagogical transformation. This mentorship is essential for building teacher confidence, ensuring curriculum fidelity, and ultimately achieving the vision of CBC: producing engaged, empowered, and ethical citizens.

2.7 Pedagogical Mentorship Conceptual Framework



The Pedagogical Mentorship Conceptual Framework illustrates a structured approach to enhancing teaching quality through guided professional development. It positions Education Quality Assurance and Standards Officers (E-QASOs) as mentors who provide pedagogical guidance to junior school teachers through a series of mentorship sessions and evaluative surveys. These interactions focus on key pedagogical aspects such as curriculum interpretation, lesson planning, learner-centred pedagogy, ICT integration, and competency-based assessment. By engaging teachers as mentees, the framework fosters reflective practice and continuous improvement, ultimately translating into improved pedagogical outcomes among learners. The cyclical process of mentorship, assessment, and feedback ensures that teaching practices are systematically refined, making the framework a practical model for sustaining quality education and promoting transformative pedagogy within competency-based learning environments

CHAPTER THREE

RESEARCH METHODOLOGY

3.0 Introduction

This chapter presents the research design, target population and sample size, study locale and data collection instruments and tools. The chapter also describes finite activities undertaken during the

research from the beginning to the end.

3.1 Research Design: This is action research that is aimed at providing amicable solution to identified challenges that adversely affect the implementation of the curriculum through mentorship.

This action research exploited descriptive quantitative design that sought to **Explore the mentor–mentee relationship** between E-QASOs and Junior School teachers, focusing on improving learning outcomes.

3.2 The target population: the study targeted the twelve (12) Education Quality Assurance and Standards officers and sixty (60) JS teachers practicing within Nairobi city. While purposive sampling technique was applied to select Nairobi County due to convenience of its proximity to the researchers' office and cost implication, the eight (8) targeted sub-counties were picked using simple random sampling technique. The E-QASOs were officers in charge of Quality Assurance and standards functions in the respective sub-counties. The JS teachers were randomly selected from Junior Schools located within the selected sub-counties. E-QASOs were mentors while JS teachers were mentees in the study.

3.3 The sample size: the study in-cooperated eight (8) E-QASOs out of the twelve in Nairobi (58.3%). A total of sixteen (16) JS teachers were assigned to the eight E-QASOs in Nairobi. Each E-QASO was matched with two (2) JS teachers one each from two selected Junior. The E-QASO mentored two teachers of the learning area of his/her (E-QASO's) competence and training.

3.4 Data collection instruments: The instruments for the research were:

3.4.1 Questionnaire for the mentor:This instrument was used to collect information from the E-QASO on professional areas s/he prefers to be supported. It helped the Researcher in identifying gaps that needed to be worked on for effective mentoring process. The researcher retooled the E-QASO (mentor) in order to equip him/her well for the mentorship work undertaken.

3.4.2 Questionnaire for Mentee:This instrument was used to collect information from the teacher on professional areas that s/he preferred to be supported. It helped the mentor in identifying gaps that needed to be worked on for improved curriculum implementation.

3.4.3 Tangerine:This is a digital tool that the mentor used during lesson observation in order to assess the professionalism of the mentee during curriculum delivery. Periodic assessment of the mentee would bring out the success or otherwise of the mentoring program on the teacher.

3.4.4 Learner Progress Record:This is an assessment instrument prepared by a teacher that reflects performance of a learner in various sub-strands and with respect to realization of specific learning outcomes. It showed the extent to which there was acquisition of competencies and values for specific learner in a class.

3.4.5 Lesson Observation Reports: This is a document showing a summary of the outcome of the lesson observation activity. It captures the successes and gaps observed during the lesson just observed by the mentor. It also records the

strategies/interventions agreed on by the mentor and the mentee. The mentor is responsible for the instrument. A duly filled instrument was shared with the HOI, the researcher, the mentor and the mentee.

3.5 Study locale: this action research was conducted in Nairobi because of its proximity to the researcher's office and addressed cost implication that is associated with research of this nature.

3.6 Data collection strategy and approaches to the study:

3.6.1 Sensitization of Nairobi County E-QASOs on Action Research on support for JS teachers:The department of Research and Development (R&D), herein referred to as the researcher, held a meeting with E-QASOs in Nairobi County to sensitize them on action research and plan to carry one targeting Junior School teachers.

3.6.2 Sampling of Sub-counties: applying simple sampling technique, the researcher selected eight sub-counties from Nairobi and held a meeting with Sub- County Education Quality Assurance and Standards Officer (SC E-QASOs) in charge to brief them on what was expected of them during the research.

S/NO	NAME OF THE MENTOR (QASO)	SUB-COUNTY	SUNJECTS MENTOR IS TRAINED IN
1	E-QASO 1	Lang'ata	English//Literature
2	E-QASO 2	Njiru	History & Government/ Cre
3	E-QASO 3	Mathare	Biology and Chemistry
4	E-QASO 4	Westlands	English
5	E-QASO 5	Kamukunji	Business Studies /History & Government
6	E-QASO 6	Machakos	English
7	E-QASO 7	Starehe	Kiswahili
8	E-QASO 8	Makadara	Chemistry and Mathematics

3.6.3 Identifying the mentees: The mentor (E-QASO) identified one teacher from each of the two schools offering Junior school Education using an established criterion:

School:

1. It must be a school offering Junior school curriculum,

2. Most preferred school is registered as a public school,

3. Select two schools with distinct characteristics guided by:

ü Large vs small in enrollment

ü Slum vs affluent environment and attraction

ü Accessible vs inaccessible

ü Good vs fair performance history.

A Teacher (Mentee):

ü Should be a teacher of a learning area in the interest of the E-QASO (mentor),

ü Priority is to be given to teachers on Permanent and pensionable terms of service with TSC,

ü In case there is no teacher of permanent terms of service in the selected school, the teacher on intern term of service for over one year is picked,

ü If intern teacher for over one year is not available, then a teacher on less than one year in the intern arrangement is selected,

ü the teacher picked should be the one with relatively weaker areas that need support when compared with his/her peers.

Details for Mentee one (1) and Mentee two (2)

SUB-COUNTY	NAME OF THE MENTEE 1	JUNIOR SCHOOL OF MENTEE 1	SUBJECTS MENTEE 1 TRAINED IN	LEARNING AREAS ASSIGNED TO MENTEE 1	NAME OF MENTEE 2	JUNIOR SCH FOR MENTEE 2	SUBJECTS MENTEE 2 ARE TRAINED IN	LEARNING AREAS ASSIGNED TO MENTEE 2
Langata	**TEACHER 1**	Langata Road Primary	Mathematics/Pre Tech,	Pre Tech	**TEACHER 9**	St. Mary's Karen	Hist/ CRE	CRE
Njiru	**TEACHER 2**	Kayole North	CRE/ History and Government	Social Studies	**TEACHER 10**	Tom Mboya	Kiswahili/CRE	CRE
Mathare	**TEACHER 3**	Ndururuno Junior school	Mathematics and Physics	Intergrated Science	**TEACHER 11**	Salama Primary	Maths and Business Studies	Integrated Science
Westlands	**TEACHER 4**	Nairobi Primary And Junior School	English	English	**TEACHER 12**	Bohra Junior School	English	English
Kamkunji	**TEACHER 5**	Heshima Road Junior School	Mathematics Business Studies	Mathematics Pre-technical	**TEACHER 13**	Buruburu	Geography History	Mathematics Pre-techl
Machakos	**TEACHER 6**	Machakos Muslim twnshp JS	Kiswahili, CRE	Social studies, Kiswahili	**TEACHER 14**	Machakos Baptist	Kiswahili, CRE	Kiswahili, social studies
Starehe	**TEACHER 7**	Racecourse	Kiswahili/CRE	Kiswahili /,CRE/,creative art and sports,	**TEACHER 15**	City School	Kiswahili/CRE	Kiswahili, CRE ,Pre-tech, Agriculture
Makadara	**TEACHER 8**	Star of Hope	English and Literature	English, Agriculture and Nutrition	**TEACHER 16**	Ofafa Jericho	Mathematics and Geography	Maths, Pre-Tech, Integrated Sc

3.6.4 Training of E-QASOs on support of teachers on Pedagogy: Directorate of Quality Assurance and Standards (DQAS) in conjunction with Centre for Mathematics Science and Technology in Africa CEMASTEA conducted a three days training for E-QASOs on how to support teachers on a number of areas: interpretation of curriculum designs, development of Schemes of work and lesson plans, Delivery of learner centered lessons, ICT use and integration, Curriculum Based Assessment.

3.6.5 A survey on needs assessment of the mentors: The researcher conducted surveys to establish the competence status of mentors (E-QASOs) on professional areas and readiness for mentorship activity. Data was collected using a E-QASO questionnaire.

3.6.6 Training E-QASOs on mentorship and coaching of teachers: The researcher prepared training manual/handbook and shared with E-QASOs where they were inducted on mentorship approaches, characteristics of a good mentor and stages to follow during mentorship. This document was useful for such training. (refer to appendix 2).

3.6.7 Baseline Survey - a survey on needs assessment of the mentee: The researcher conducted surveys and interviews with JS teachers to identify their specific support needs and challenges. Interviews and focus group discussions were aided by E-QASOs as they met and interacted with teachers.

3.6.8 Baseline Survey on state of pedagogical application in the implementation of the curriculum: The researcher conducted a survey to establish the state of curriculum implementation at the beginning of the research with respect to; interpretation of the curriculum design, appropriateness of schemes of work and lesson plans, pedagogical approaches used in curriculum delivery and assessment. Learning outcomes were established through analysis of learners' progress records and reports at the entry point of the study.

3.6.9 Mentor and Mentee First meeting: The mentor (E-QASO) visited sampled schools and did the following:

ü Sensitized the Head of the Institution (HOI) about the intended mentorship program and Action Research,

ü Held inaugural meeting with the identified mentee (JS teacher) for introduction, created rapport and did ice breaking,

ü Discussed with the mentee the expectation during the mentorship period and beyond,

ü Explained the role of the mentee in the whole program

ü Asked the mentee to prepare for a lesson observation in an area of Mentor's interest

ü Observed a lesson conducted by the mentee

ü Identified and recorded successes and gaps of the lesson

ü Discussed both feedback from the observed lesson and the teacher questionnaire earlier administered,

ü Drew a mentorship program together with the teacher.

ü Shared a copy of the program with both the researcher and the HOI.

The mentorship program for mentor and mentee one (1)

NAME OF THE MENTOR	JUNIOR SCHOOL OF MENTEE 1	NAME OF THE MENTEE 1	LEARNING AREAS ASSIGNED TO MENTEE 1	MEETING 1	MEETING 2	MEETING 3

QASO 1	Langata Road Primary	**TEACHER 1**	Pre Tech	6/4/2024	6/11/2024	6/21/2024
QASO 2	Kayole North	**TEACHER 2**	Social Studies	6/24/2024	7/5/2024	7/12/2024
QASO 3	Ndururuno Junior school	**TEACHER 3**	Intergrated Science	5/23/2024	6/12/2024	6/19/2024
QASO 4	NAIROBI PRIMARY AND JUNIOR SCHOOL	**TEACHER 4**	ENGLISH	7/4/2024	7/15/2024	7/29/2024
QASO 5	Heshima Road Junior School	**TEACHER 5**	Pre-technical	6/24/2024	7/12/2024	7/29/2024
QASO 6	Machakos Muslim twnshp JS	**TEACHER 6**	Kiswahili	6/7/2024	7/5/2024	7/12/2024
QASO 7	Racecourse	**TEACHER 7**	Kiswahili	6/4/2024	6/7/2024	6/18/2024
QASO 8	Star of Hope	**TEACHER 8**	Agriculture and Nutrition	6/24/2024	7/2/2024	7/5/2024

The Mentorship Program for Mentor and Mentee Two (2)

NAME OF THE MENTOR	JUNIOR SCHOOL OF MENTEE 2	NAME OF THE MENTEE 2	LEARNING AREAS ASSIGNED TO MENTEE 2	MEETING 1	MEETING 2	MEETING 3
QASO 1	Langata Road Primary	**TEACHER 9**	CRE	6/4/2024	6/18/2024	6/21/2024
QASO 2	Kayole North	**TEACHER 10**	CRE	6/24/2024	7/5/2024	7/12/2024
QASO 3	Ndururuno Junior school	**TEACHER 11**	Integrated Science	5/23/2024	6/12/2024	6/21/2024
QASO 4	NAIROBI PRIMARY AND JUNIOR SCHOOL	**TEACHER 12**	ENGLISH	7/4/2024	7/15/2024	7/29/2024

QASO 5	Heshima Road Junior School	**TEACHER 13**	Pretechnical	6/24/2024	7/19/2024	7/29/2024
QASO 6	Machakos Muslim twnshp JS	**TEACHER 14**	Kiswahili	6/7/2024	7/5/2024	7/12/2024
QASO 7	Racecourse	**TEACHER 15**	KISWAHILI	6/4/2024	6/7/2024	6/18/2024
QASO 8	Star of Hope	**TEACHER 16**	Mathematics	6/24/2024	7/2/2024	7/5/2024

3.5.10 Mentor and Mentee Second Meeting:

The mentor (E-QASO) paid a visit to the mentee (JS teacher) in school as earlier scheduled and communicated,

They addressed the gaps identified during the first meeting by way of inducting the teacher through participatory approach,

The mentor conducted second lesson observation expecting improvement. After the lesson, the mentor and the mentee identified and recorded improvements and gaps,

They discussed the gaps and agreed on strategies for improvement,

The mentor shared the reported improvements, gaps and strategies with both the researcher and the HOI.

3.5.11 Mentor and Mentee Third Meeting:

E-QASOs and JS Teachers addressed identified gaps during the second meeting. They agreed on improvements.

E-QASOs sat in the mentees class observing a lesson with keen eye on implementation of the agreed areas for improvement.

They identified and recorded improvements and gaps after the third lesson observed.

3.5.12 Feedback Session Involving the Researcher, Mentor and Mentee

Physical meeting and completing a survey tool to get feedback from E-QASOs and teachers. Feedback touch on success and shortcomings during the three interactive meetings between mentors and mentees.

3.5.13 End of Term Survey

The researcher used the same tools that were used during the baseline and midterm survey to establish the status of curriculum implementation. This was done to effectively monitor any progress achieved as a result of mentorship.

3.5.14 Data Analysis:

The researcher analyzed data both quantitatively and qualitatively for ease of presentation and interpretation as it was received.

3.5.15 Report Writing

The researcher presented findings: frequency tables, histograms and linear grams; made summaries from the findings, drew conclusions and proposed recommendations rising from the action research undertaken.

3.5.16 Training of all E-QASOs on mentorship of teachers

Following successful completion of the study, Directorate of Quality Assurance and Standards may conduct training to bring all E-QASOs on board and sensitize them to practice mentorship, of teachers as the new practice in Education Quality Assurance and Standards.

CHAPTER FOUR

PRESENTATION, INTERPRETATION AND DISCUSSION OF RESULTS

4.1 Introduction

This chapter analyzes the data, presents results obtained and provide interpretation. The chapter is organized as follows:

i. capacity of E-QASOs to provide effective mentorship and pedagogical support to Junior School teachers in Nairobi,

ii. the current state of curriculum implementation under CBC in Junior Schools, focusing on teachers' preparedness and pedagogical practices

iii. the outcomes of mentorship programs on teachers' instructional practices

iv. Recommend strategies for strengthening mentorship models to enhance teacher effectiveness and improve learner outcomes in Nairobi's Junior Schools

4.1.1 capacity of E-QASOs to provide effective mentorship and pedagogical support to Junior School teachers in Nairobi

The researcher identified key areas considered important in curriculum implementation. To test E-QASOs capacity to offer support in the identified areas, they were asked to indicate the degree of their preference on areas they would need support before they could be commissioned to give support to teachers.

Across the three surveys, E-QASOs indicated the degree of preference in the areas as follows:

Whereas **very much preferred** means that these are practices in which E-QASOs lack competence and should be given top priority during capacity building, **moderately preferred and preferred** were practices in which E-QASOs had some capacity and should have least priority during capacity building. Table 4.1 below presents that findings on degree of preference by E-QASOs in a clear way.

Table 4.1:

Professional Areas Where E-QASOs Should Be Supported Before Supporting Teachers

Degree of Preference	Baseline Survey (n/N)	Mid-line Survey (n/N)	End-line Survey (n/N)

Very much preferred	7/8 • Creatively developing appropriate learning aids/resources • Carefully enlisting competencies targeted for development • Implementation of stated learning experiences • Adherence to the stated stages in the LP • Inclusive learning approach	7/8 • Creatively developing appropriate learning aids/resources • Carefully enlisting competencies targeted for development • Implementation of stated learning experiences & adherence to LP stages • Inclusive learning approach • Keeping comprehensive record of work covered report	6/8 • Creatively developing appropriate learning aids/resources • Carefully enlisting competencies targeted for development • Implementation of stated learning experiences
Moderately preferred	6/8 • Keeping comprehensive record of work covered report • Accurate interpretation of curriculum design • Appropriate time allocation for sub-strands • Appropriately stating specific learning outcomes & experiences • Enlisting values, competencies, pertinent & contemporary issues • Reflection of lesson delivered • Drawing LP from SOW (KICD) • Application of assessment as/for learning • Maintaining learner progress record • Effective conclusion of lesson • Maintaining lesson attendance record	6/8 • Accurate interpretation of curriculum design • Appropriate time allocation for sub-strands • Appropriately stating specific learning outcomes & experiences • Enlisting values, competencies, pertinent & contemporary issues • Reflection of lesson delivered • Drawing LP from SOW (KICD) • Creatively developing appropriate learning aids/resources	5/8 • Accurate interpretation of curriculum design • Adherence to LP stages • Inclusive learning approach • Keeping comprehensive record of work covered report • Appropriate time allocation for sub-strands • Appropriately stating specific learning outcomes & experiences • Enlisting pertinent & contemporary issues • Application of assessment as/for learning • Maintaining learner progress record • Effective conclusion of lesson • Maintaining lesson attendance record

Preferred	5/8 • Designing SOW as per KICD requirement • Stating learning experiences with activities • Reflection of lesson delivered • Appropriate introduction of lesson • Deployment of learning resources • Effective ICT integration in curriculum delivery	5/8 • Enlisting values, pertinent & contemporary issues • Application of assessment as/for learning • Maintaining learner progress record • Effective conclusion of lesson • Maintaining lesson attendance record • Designing SOW as per KICD requirement • Stating learning experiences with activities • Reflection of lesson delivered • Appropriate introduction of lesson • Deployment of learning resources • Effective ICT integration in curriculum delivery	3/8 • Enlisting values, competencies, pertinent & contemporary issues • Reflection of lesson delivered • Drawing LP from SOW (KICD) • Stating specific learning outcomes & experiences with activities • Appropriate introduction of lesson • Deployment of learning resources • Effective ICT integration in curriculum delivery

Very much preferred practices: at baseline and mid-line, nearly all E-QASOs (7/8) strongly valued creative development of learning aids, careful listing of competencies, implementing stated learning experiences, adherence to LP stages, and inclusive approaches as top priority areas for capacity building. Their confidence level in handling them with mentees was extremely low.

By end-term, preference slightly declined (6/8), with emphasis still on creativity and competencies, but fewer E-QASOs highlighted adherence to LP stages and record-keeping. E-QASOs consistently valued creativity and competency-focused planning, though enthusiasm for strict adherence to LP stages and documentation waned over time.

Moderately preferred practices: at baseline and mid-line, 6/8 E-QASOs moderately preferred for training practices like; accurate curriculum interpretation, time allocation, stating outcomes, reflection, drawing LP from SOW, assessment application, and record-keeping.

By end-line, preference dropped to 5/8, though the same practices remained important.
this is to mean, moderate preference practices remained stable but slightly less prioritized, suggesting E-QASOs may have shifted focus toward core creative and competency-based practices.

Preferred practices: at baseline and mid-line, 5/8 E-QASOs preferred capacity building on designing SOW per KICD, stating learning experiences with activities, reflection, lesson introduction, resource deployment, and ICT integration.

By end-line, preference dropped further (3/8), with fewer E-QASOs emphasizing ICT integration and lesson introductions. Practices like ICT integration and structured lesson introductions lost traction, possibly due

to challenges in shifting priorities toward more fundamental teaching strategies that was still unknown to them.

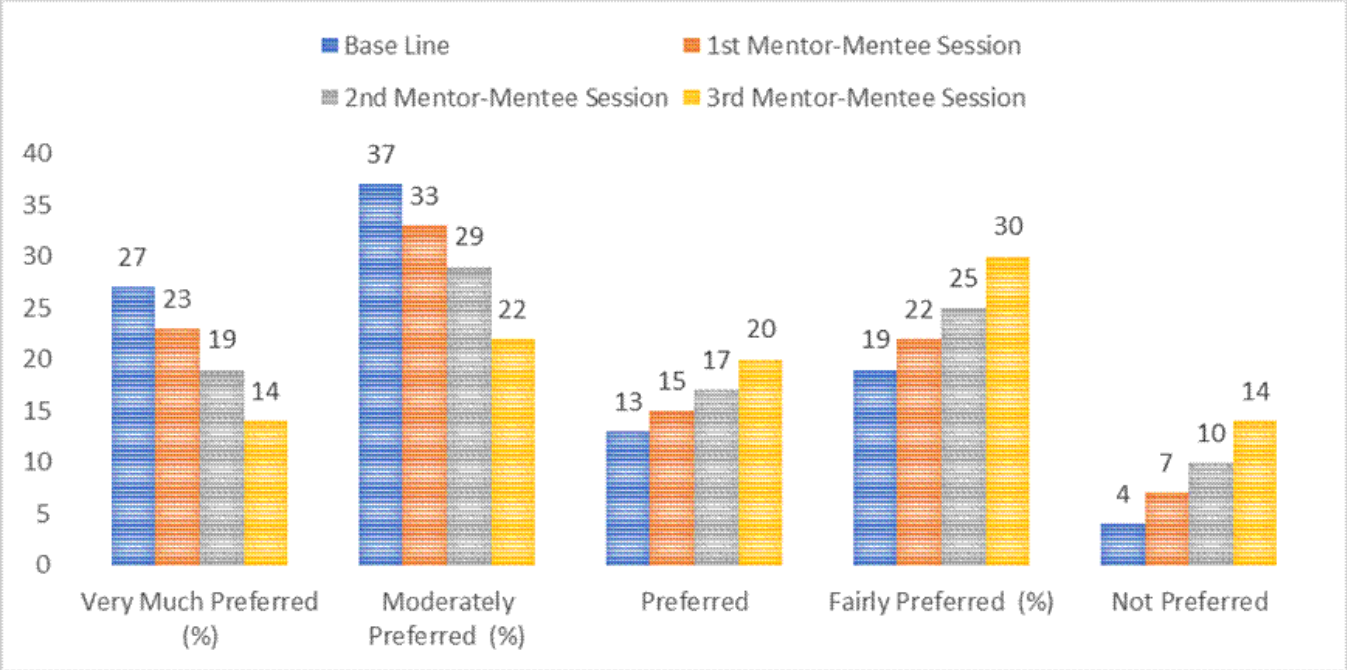
4.1.2 the current state of curriculum implementation under CBC in Junior Schools, focusing on teachers' preparedness and pedagogical practices

Interpretation of Curriculum designs

Effective curriculum implementation requires the teacher to accurately interpret the curriculum design. This translates into development of appropriate schemes of work.

When asked to indicate how much they preferred to be mentored on accurate interpretation of the curriculum design, they responded as presented on figure 4.1 below. Majority of the teachers moderately preferred at baseline (37%), after first mentor-mentee session 33%, after second mentor-mentee session 29%, after third mentor-mentee session 22%, followed closely by teachers who very much preferred at baseline (27%), after first mentor-mentee session 23%, after second mentor-mentee session 19%, after third mentor-mentee session 14%. Fifteen percent at baseline (13%) preferred, after first mentor-mentee session 15%, after second mentor-mentee session 17%, after third mentor-mentee session 20%. Teachers who preferred at baseline were (13%), after first mentor-mentee session 15%, after second mentor-mentee session 17%, after third mentor-mentee session 20%. Nineteen per cent at baseline (19%) fairly preferred, after first mentor-mentee session 22%, after second mentor-mentee session 25%, after third mentor-mentee session 30% and four per cent 04% at baseline indicated that they do not prefer, after first mentor-mentee session 07%, after second mentor-mentee session 10%, after third mentor-mentee session 14%.

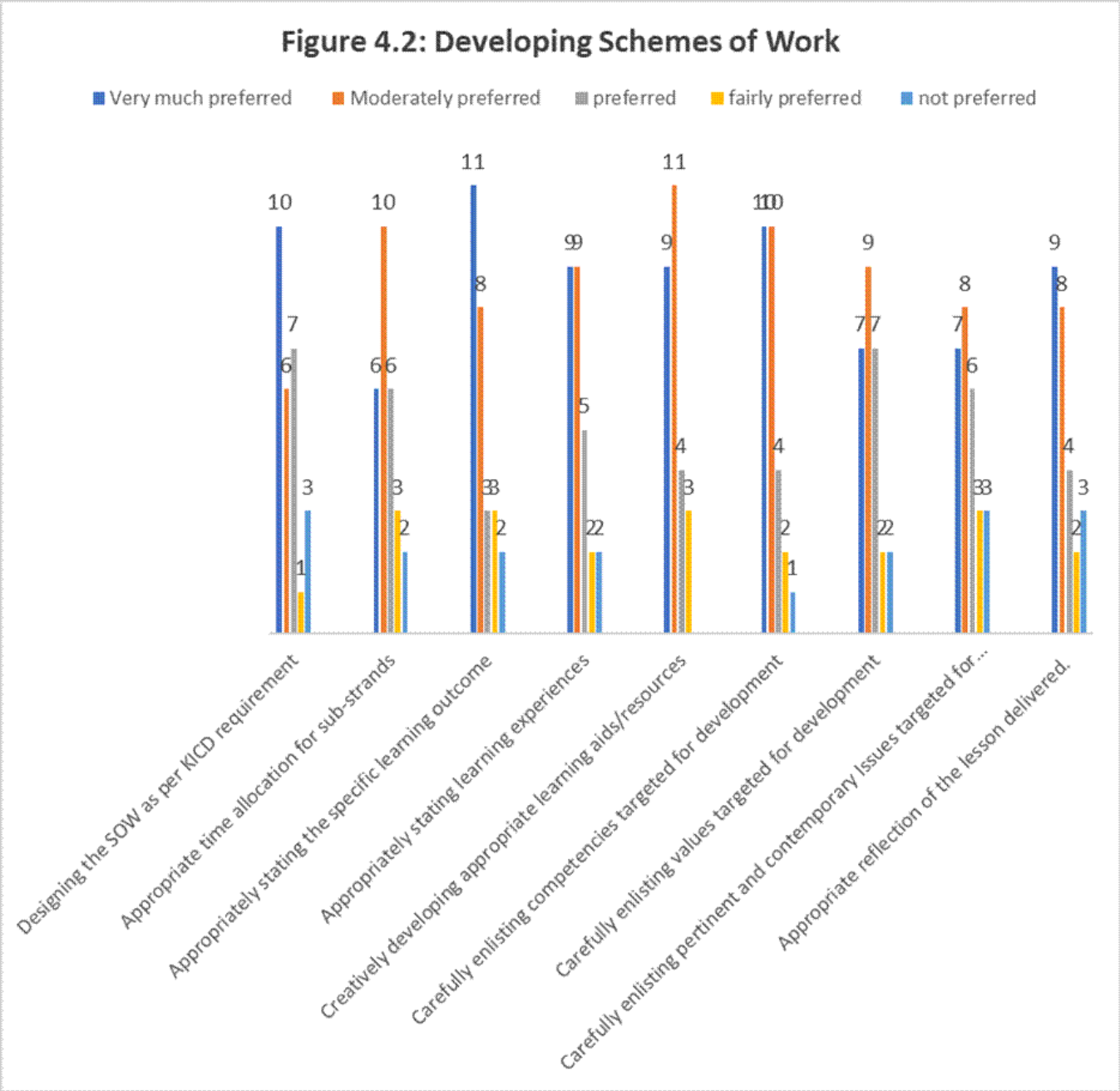
Figure 4.1: Teachers Preference on Mentorship on Accurate Interpretation of the Curriculum Design



These results show that at baseline, majority of teachers faced a challenge with accurate interpretation of the curriculum design but after the third mentorship session, only a handful still had a challenge. The study therefore reveals that mentorship program for teachers has a positive effect on interpretation of the curriculum design.

Development of Schemes of work (SOW)

Considering that schemes of work is an important component in a successful curriculum implementation exercise, the study aimed to find out whether JS teachers had any challenge in its development. This would in essence help the mentor in identifying areas for mentorship. **Figure 4.2** shows that **over 70% of JS teachers strongly preferred** aligning schemes of work with curriculum requirements and clearly stating learning outcomes. Similarly, **60–65% indicated strong preference** for designing learning experiences and developing creative learning resources. In contrast, reflection on lessons delivered and inclusion of contemporary issues received **moderate preference levels of 45–55%**, suggesting that while valued, these aspects are less prioritized. Overall, the data highlights JS teachers' emphasis on **structured planning and compliance with curriculum standards** over reflective or innovative practices.



Development of a Lesson Plan (LP)

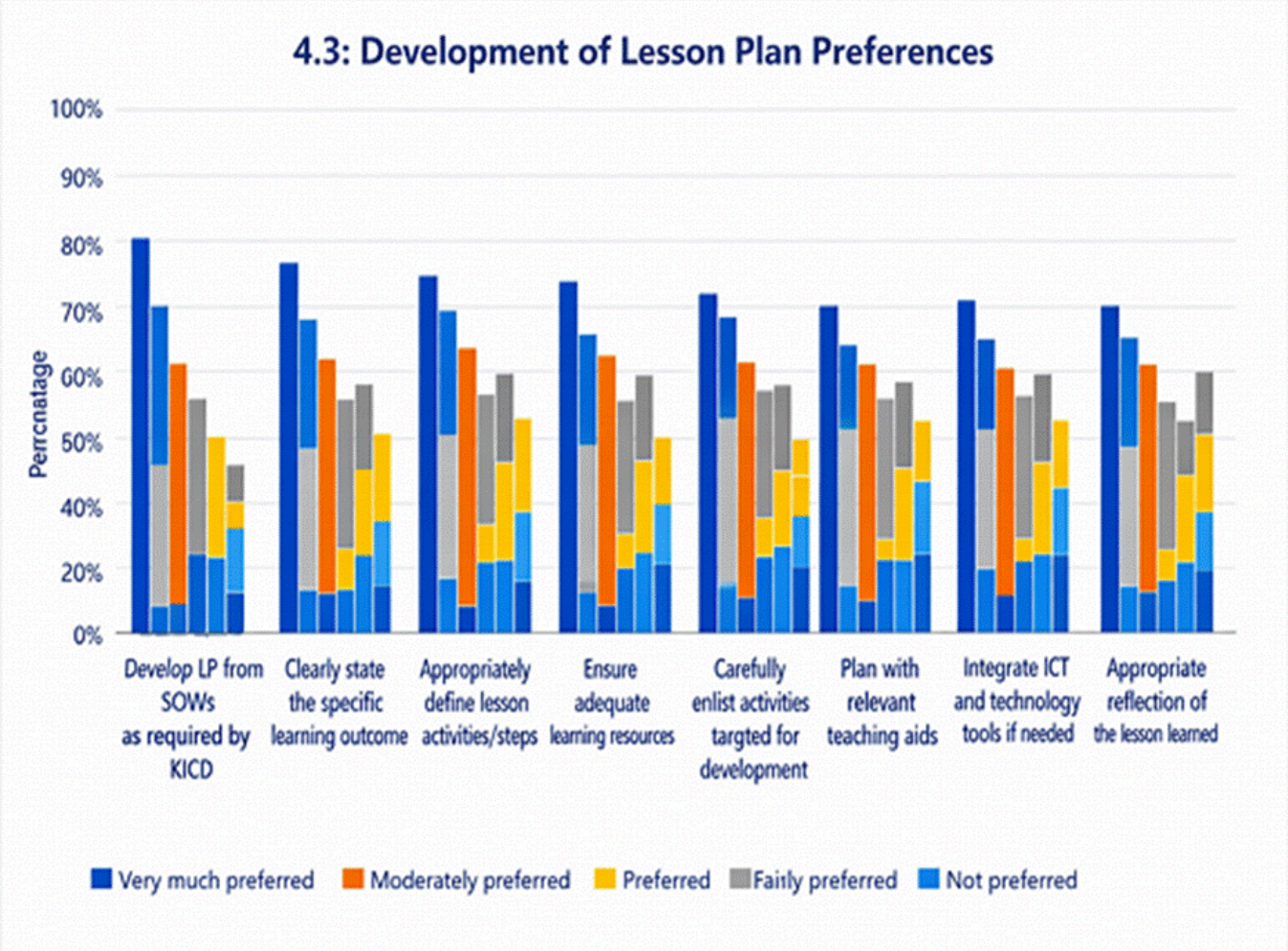
Quality implementation of the curriculum very much depends on the appropriateness of the lesson plan. This study therefore aimed to find out whether JS teachers had any challenge in coming up with appropriate Lesson Plan in line with KICD preference. This was part of diagnostic process of assessing the competence of the JS teachers with a view of finding an entry behavior at the time of giving support to them by the mentor.

Fig. 4.3 presents a detailed view of teachers' attitudes toward various components of lesson planning under Kenya's Competency-Based Curriculum (CBC). Each criterion—ranging from developing lesson plans from schemes of work to reflecting on lessons delivered—was evaluated across five preference categories. The data reveal a strong inclination toward structured and outcome-oriented planning practices.

Across all criteria, the **"very much preferred"** category dominates, averaging between **45–55%**, indicating that most teachers highly value clarity and precision in lesson design. Elements such as *clearly stating specific learning outcomes* and *appropriately defining lesson activities* received the highest endorsement, reflecting educators' recognition of their central role in achieving competency-based objectives. Similarly, *carefully enlisting activities targeted for development* and *planning with relevant teaching aids* also scored high, suggesting that teachers prioritize well-organized instructional sequences and resource alignment.

Moderate preferences, ranging from **25–35%**, were observed in areas like *ensuring adequate learning resources* and *integrating ICT tools*. This pattern implies that while teachers appreciate the importance of resources and technology, practical constraints—such as limited access or training—may hinder full adoption. The relatively lower percentages for *fairly preferred* and *not preferred* categories (below **10%**) demonstrate general consensus on the relevance of all listed components, with minimal resistance to any aspect of lesson planning.

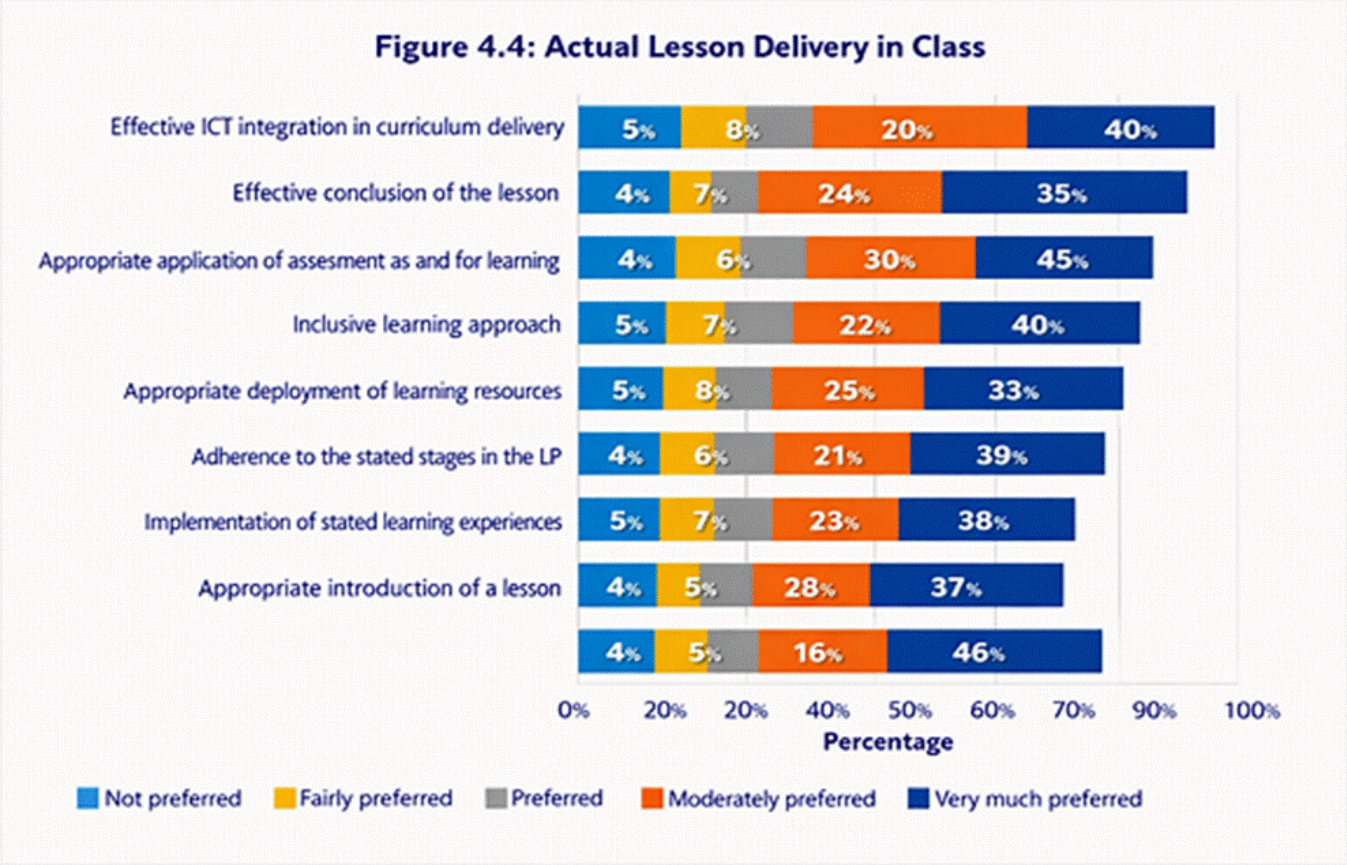
Overall, the graph portrays a teaching community that is **progressive and aligned with CBC principles**, emphasizing learner-centered approaches and measurable outcomes. However, the moderate ratings for resource and technology integration highlight areas requiring targeted professional development and infrastructural support. The findings underscore the need for continuous capacity building to ensure that all teachers can effectively implement the curriculum's innovative demands.



Delivery of a Lesson in Class

Ultimate implementation of the curriculum very much depend on how best the teacher delivers a lesson in class. This is often measured by change in behavior of the learner.

Figure 4.4 illustrates teachers' preferences regarding various dimensions of lesson delivery under Kenya's Competency-Based Curriculum (CBC). When converted into percentages, the data reveal that the majority of respondents—averaging **70–75 percent**—rated most delivery practices as *very much preferred* or *moderately preferred*. The highest ratings were observed for the **appropriate application of assessment as and for learning** and **appropriate introduction of a lesson**, each exceeding 45 percent in the "very much preferred" category. This indicates that teachers prioritize formative assessment and engaging lesson openings as key strategies for learner motivation and feedback. Similarly, **inclusive learning approaches** and **adherence to stated lesson plan stages** received strong endorsement, reflecting commitment to structured and equitable classroom practices. Moderate preferences were noted for **ICT integration** and **deployment of learning resources**, suggesting that while educators recognize their importance, practical limitations—such as inadequate infrastructure or training—may hinder full implementation. Overall, the figure portrays a teaching environment that is **methodical, learner-centered, and assessment-driven**, consistent with CBC principles emphasizing active participation and continuous evaluation. The findings underscore the need for sustained professional development and resource support to strengthen ICT use and resource management in lesson delivery.



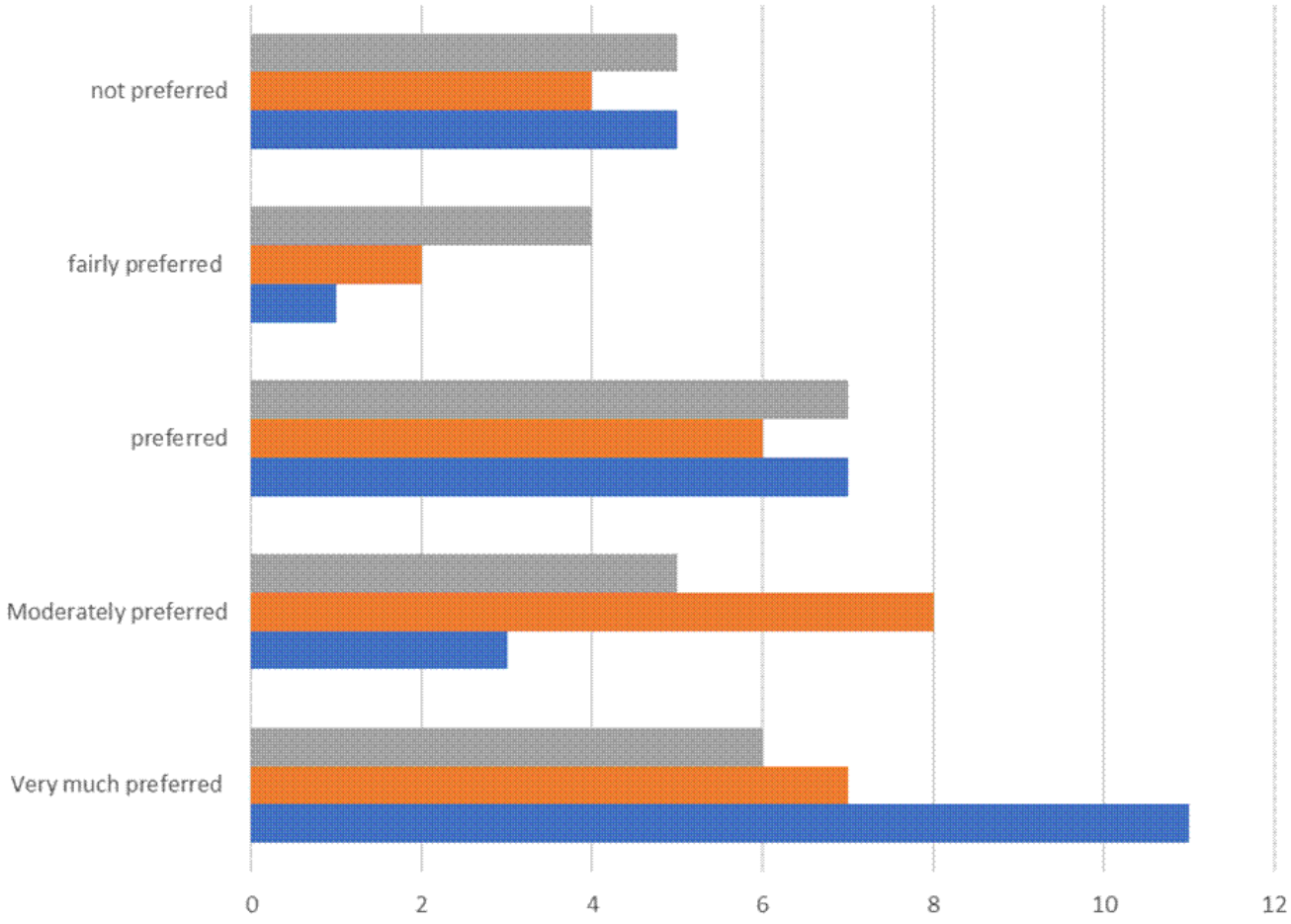
Maintenance of Professional Records/Documents

Maintenance of professional records is important as it helps the teacher in monitoring and evaluating

implementation of the curriculum.

In Figure 4.5, JS teachers indicated that they very much preferred to be supported to: keep comprehensive records of work covered report; moderately preferred to be supported to maintain progress records for each learner and preferred to be supported to maintain lesson attendance records.

Figure 4.5: Maintenance of Professional Records/Documents



4.1.3 the outcomes of mentorship programs on teachers' instructional practices

Records were taken from Mentees on learner performance in their targeted learning areas. Performance of learners were taken at baseline, midline and end-line as presented in fig. 4.6 below.

Figure 4.6: learner performance at Baseline, Midline and End-line Surveys

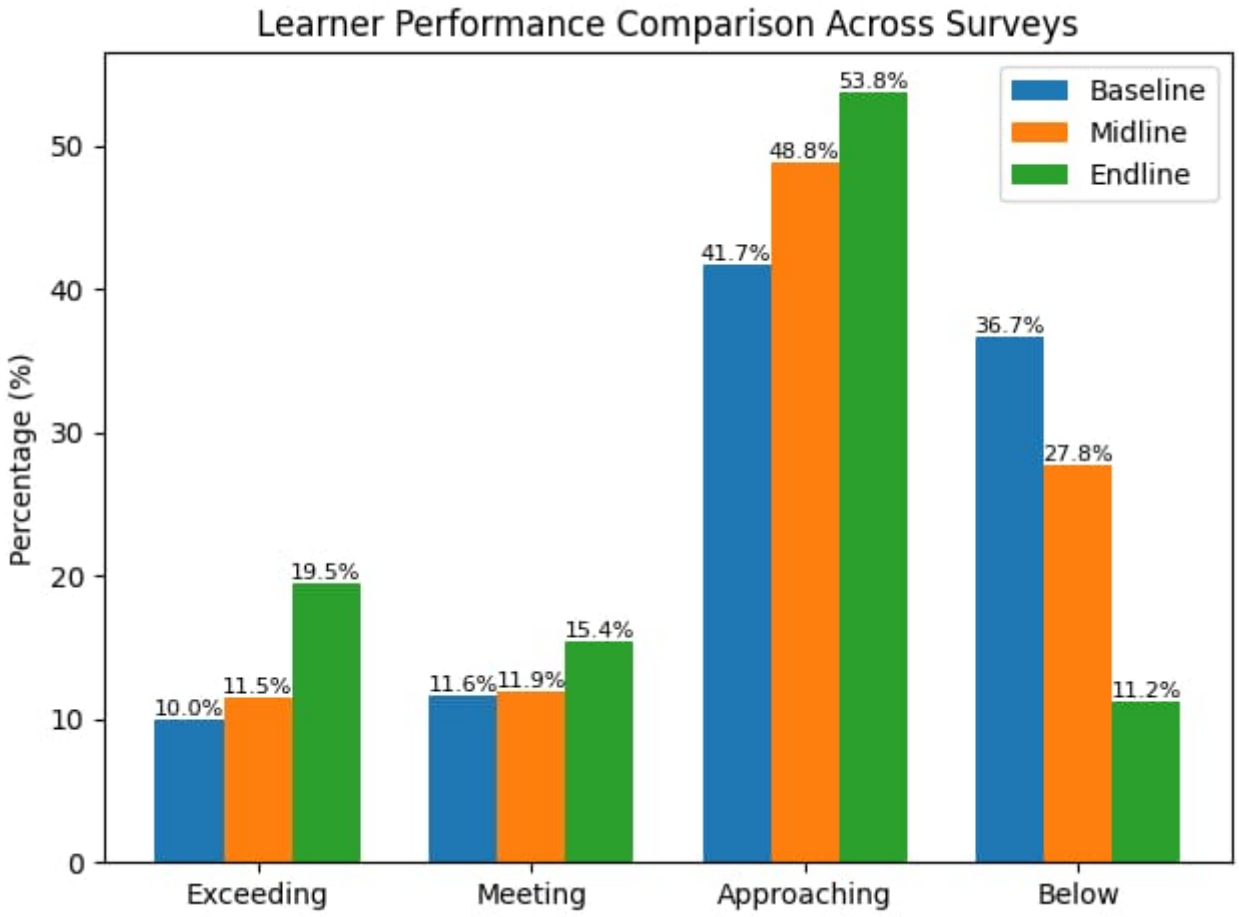


Fig. 4.6 illustrates how learner performance shifted across three survey stages—Baseline, Midline, and End-line—and it largely reveals a steady improvement.

Exceeding performance: Grew from **10.0% at Baseline to 19.5% at End-line**, showing nearly a doubling of learners reaching the highest level.

Meeting expectations: Rose modestly from **11.6% to 15.4%**, indicating a gradual strengthening of learners consistently achieving the standard.

Approaching expectations: Increased from **41.7% to 53.8%,** suggesting that more learners are moving closer to proficiency, even if not fully there yet.

Below expectations: Dropped sharply from **36.7% to 11.2%,** most notable trend was that fewer learners are struggling at the lowest level.

Fig. 4.6 therefore reflects a positive trajectory: learners are steadily shifting upward from "Below" toward "Approaching," "Meeting," and even "Exceeding." The most striking change is the reduction in the "Below" category, which signals that interventions or teaching strategies between surveys were effective in lifting struggling learners.

In essence, the data shows **broad-based improvement**, with gains across all higher categories and a significant decline in under performance.

CHAPTER FIVE

SUMMARY OF FINDINGS, CONCLUSIONS AND RECOMMENDATIONS

5.1 Introduction

This chapter presents the summary of the study findings under each of the objectives, followed by conclusions guided by the research questions. It further outlines the recommendations and finally gives suggestions on areas for further studies.

5.2 Summary of Findings

5.2.1 The capacity of E-QASOs to provide effective mentorship and pedagogical support to Junior School teachers in Nairobi,

E-QASOs had very little capacity to support teachers on the following areas:

ü Creatively developing appropriate learning aids/resources

ü Carefully enlisting competencies targeted for development

ü Implementation of stated learning experiences

ü Adherence to the stated stages in the LP

ü Inclusive learning approach

ü Keeping comprehensive Record of work covered report

v. Recommend strategies for strengthening mentorship models to enhance teacher effectiveness and improve learner outcomes in Nairobi's Junior Schools

They moderately lacked capacity to support teachers on the under listed areas:

ü Accurate interpretation of the curriculum design for their learning areas

ü Appropriate time allocation for sub-strands

ü Appropriately stating the specific learning outcome

ü Appropriately stating learning experiences

ü Carefully enlisting values targeted for development

ü Carefully enlisting pertinent and contemporary Issues targeted for development

ü Appropriate reflection of the lesson delivered

ü Drawing LP from SOW as required by KICD

ü Appropriately stating the specific learning outcome

ü Creatively developing appropriate learning aids/resources

ü Carefully enlisting competencies targeted for development

ü Carefully enlisting values targeted for development

ü Carefully enlisting pertinent and contemporary Issues targeted for development

ü Appropriate application of assessment as and for learning

ü Maintaining progress record for each learner

ü Effective conclusion of the lesson

ü Maintaining of lesson attendance record

5.2.2 the current state of curriculum implementation under CBC in Junior Schools, focusing on teachers' preparedness and pedagogical practices

JS teachers very much preferred to be supported in the following professional areas:

accurate interpretation of the curriculum design, design the SOW as per KICD requirement, appropriately state the specific learning outcome, carefully enlist competencies targeted for development and appropriately reflect on the lesson delivered, design the LP as per KICD requirement, appropriately state the specific learning outcome, appropriately state learning experiences,develop plausible lesson delivery stages, creatively develop appropriate learning aids/resources,carefully enlist pertinent and contemporary Issues targeted for development and appropriately reflect on the lesson delivered, appropriately introduce a lesson, implement the stated learning experiences,adherence to the stated stages in the LP, appropriate application of assessment as and for learning, effective ICT integration in curriculum delivery.

They moderately preferred to be supported to: appropriately allocate time for sub-strands and lessons, appropriately state learning experiences,creatively develop appropriate learning aids/resources, carefully enlist values targeted for development,carefully enlist pertinent and contemporary Issues targeted for development,

5.2.3 the outcomes of mentorship programs on teachers' instructional practices

Learners are steadily shifting upward from "Below" toward "Approaching," "Meeting," and even "Exceeding." The most striking change is the reduction in the "Below" category, which signals that interventions or teaching strategies between surveys were effective in lifting struggling learners.

5.3 Conclusion

Following aforementioned findings on E-QASOs readiness for mentoring JS teachers and status of teacher competencies with respect to curriculum implementation, the study reveals that;

5.3.1 E-QASOs capacity to mentor teachers on various professional areas was weak at baseline survey but improved with time through the stages of mentor-mentee sessions.

5.3.2 most JS teachers had little pedagogical competency at baseline survey but had positive improvement in the end line survey.

5.3.3 QASOs struggled with mentorship as a skill

5.4 Recommendations

The study recommends as follows:

5.4.1 DQAS functions should be expanded to include mentorship and coaching of teachers. It is not enough to identify and report on strengths and weakness of a lesson without going ahead to mentor or coach the teacher on how to correct the mistakes or bridge the gaps. Each QASO should develop and implement a mentorship and coaching plan for teachers every year.

5.4.2 priority should be given to capacity building of QASOs on mentorship and coaching: this will enhance their knowledge, skills and attitude towards mentoring and coaching of teachers on professional areas for improved delivery of the curriculum.

5.4.3 QASOs should be retooled on development of professional documents, learner-centered delivery of

the curriculum, development of teaching and learning materials, curriculum assessment.

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