



Original Article

## Kiswahili Teachers' Pedagogical Competence in Lesson Planning for the Implementation of Competency-based Curriculum

Eric Mugera<sup>1\*</sup> & Violet N.O. Kafwa<sup>1</sup>

<sup>1</sup> Moi University, P. O. Box 3900-30100, Eldoret, Kenya.

\* Author for Correspondence Email: [mugera.em@gmail.com](mailto:mugera.em@gmail.com)

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Competence.

Kenya has undertaken curriculum reforms by introducing a competency-based curriculum. Teachers who are key implementers need to be adequately equipped in terms of competencies to effectively deliver on the envisaged curriculum changes. This study sought to establish Kiswahili teachers' pedagogical competence in lesson planning for the implementation of CBC in selected primary schools in Kenya. Desimone's Core Conceptual Framework was adopted as a theoretical framework for this study. The relativist–interpretivism paradigm guided the study. It further adopted a qualitative research approach. Specifically, a multiple case study research design was used. The target population comprised teachers of Kiswahili. A purposive sampling technique was employed in selecting study participants. Specifically, teachers of Kiswahili at grade four were selected and studied. The qualitative data was collected using; a document analysis guide and interview guide schedule. It was then analysed using the grounded theory method of analysis. The study findings revealed that teachers of Kiswahili proficiently interpreted the subject matter but ineptly infused CBC-integrated content while lesson planning. This means that emphasis is still on subject matter that is often criticized for rote learning. The study thus recommends teacher capacity-building programmes that focus more on an infusion of CBC-integrated content in lesson planning.

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## INTRODUCTION

Kenya has undertaken curriculum reforms by introducing a Competency-based curriculum (CBC). As stated by KICD (2017a) the new curriculum focuses on developing learners' knowledge and skills. This is through a paradigm shift that emphasises: the development of competencies over memorization of large amounts of knowledge; learner-centred instructional approach over teacher-centred instructional approach; and authentic forms of assessment over traditional forms of evaluation (IBE-UNESCO, 2017). Such curriculum changes necessitate a transformation in how teachers think and instruct. An interrogation into lesson plans prepared by teachers will thus be worthwhile. This is because lesson plans often reflect a teacher's interpretation of the subject matter, the multiple ways to represent it, and the adaptations and tailoring that is made to instructional materials as influenced by what the teacher knows about learners' prior knowledge and alternative conceptions of the topic or notion to be presented (Simwa, & Modiba, 2015). This study therefore sought to establish Kiswahili teachers' pedagogical competence in lesson planning for the implementation of CBC in selected primary schools in Kenya.

## LITERATURE REVIEW

According to Mwaka et al. (2014), a lesson plan refers to a systematic layout of activities of the teacher and learners that will proceed during a lesson aimed at achieving instructional objectives. Simwa and Modiba (2015) expound that a lesson plan reflects a teacher's interpretation of the subject matter, the multiple ways to represent it, and the adaptations and tailoring that is made to instructional materials as influenced by what the teacher knows about learners' prior knowledge and alternative conceptions of the topic or notion to be presented. Waweru (2018) concludes that teachers' proper decision-making and planning are ideal to avoid learners' reluctance during teaching. To the scholar, a lesson plan is a tool which teachers can use to manage their classes properly as it is tailored to suit learners' needs and abilities. In this study, a lesson plan was conceptualised as a work plan covering details of what is to be covered in a lesson.

According to Mwaka et al. (2014), a well-written lesson plan is essential for effective teaching and learning. For instance, the Facilitators Training Manual for Early Years Education (EYE) curriculum (KICD, 2017b, p. 26) outlines that a well-done lesson plan helps the teacher to:

Organize the content to be taught in advance focusing clearly on the content to be covered and the way it should be taught hence avoiding vagueness and irrelevance; Plan, prepare and assemble teaching/learning resources; Present concepts and skills in a systematic manner using appropriate strategies to achieve the stated lesson outcomes; Manage time well during the lesson; Select and design appropriate assessment methods to evaluate the teaching and learning process; and to make connections between components.

Kafyulilo et al. (2012) further expound that generally, a well-trained teacher should be able to plan and organize the scope and sequence of subject matter to be taught in advance; focusing clearly on the ability of the learners in the way it should be taught. The scholar further expounds that while lesson planning, the teacher needs to present concepts and skills procedurally using appropriate pedagogy to achieve the desired lesson outcomes well after instruction. Besides, the teacher should select, design and actualize appropriate assessment strategies to evaluate the teaching and learning process. Also, he or she should make connections between components of teaching and learning (Waweru, 2018). In this study, teachers' ability to procedurally present concepts using appropriate pedagogy was examined.

Transition to CBC has made it mandatory for transformation in the way teachers think and work (Makunja, 2016). Specifically, there is a need for instructional changes in the way they plan for instruction (Remmy, 2017). For example, in the previous 8-4-4 content-based curriculum, lesson plans mainly encompassed: administrative features, lesson topics, instructional objectives, teaching aids, references, duration for each teaching and learning activities, teacher's activities, learner's activities, chalkboard plan and self-evaluation (Mwaka et al., 2014). Similarly, lesson planning under CBC involves outlining administrative features, strands

(lesson topic), specific learning outcomes (instructional objectives) and instructional resources. However, it further requires emphasis on embedding and infusing the aspects of CBC such as core competencies, pertinent and contemporary

issues, values, key enquiry questions, non-formal learning activities, and links to other learning areas and assessment as depicted in Figure 1 This study therefore interrogated teachers' ability to infuse these aspects into their lesson plans.

**Figure 1: Sample Lesson Plan Template (Kiswahili Dadisi: Mwongozo wa Mwalimu Gredi ya Nne, 2019: Xvii)**

Unahimizwa kupanga somo huku ukiwafikiria wanafunzi wala si maudhui ya somo. Wakati wa somo, wape wanafunzi maagizo yanayoeleweka kabla ya kuwapa kazi ya kufanya. Jaribu kupunguza maelezo mengi na badala yake uwape wanafunzi fursa ya kufikiria na kubuni. Yakabili mahitaji ya wanafunzi kwa kubadili nyenzo na mitindo. Uliza maswali ya kudadisi na uhusishe nyenzo na matokeo yanayokusudiwa. Tazama kielelezo ulichopewa cha mpangilio wa somo.

Jina la mwalimu: \_\_\_\_\_ Jina la shule: \_\_\_\_\_

Gredi: \_\_\_\_\_ Wiki: \_\_\_\_\_ Namba ya somo: \_\_\_\_\_ Tarehe: \_\_\_\_\_ Saa: \_\_\_\_\_

**Mada kuu:** \_\_\_\_\_

**Mada ndogo:** \_\_\_\_\_

**Matokeo maalumu ya ujifunzaji:**

Kufikia mwisho wa mada ndogo, mwanafunzi aweze:

(a) \_\_\_\_\_

(b) \_\_\_\_\_

**Maswali dadisi:**

(a) \_\_\_\_\_

(b) \_\_\_\_\_

**Umilisi wa kimsingi, maadili na masuala mtambuko:**

\_\_\_\_\_

**Nyenzo:**

\_\_\_\_\_

**Shughuli za ujifunzaji:**

\_\_\_\_\_

**Mpangilio:**

\_\_\_\_\_

**Utangulizi**

\_\_\_\_\_

**Maendelezo ya somo**

Hatua 1 \_\_\_\_\_

Hatua 2 \_\_\_\_\_

Hatua 3 \_\_\_\_\_

Hitimisho \_\_\_\_\_

**Tathmini ya somo:**

\_\_\_\_\_

Hakiuzwi

Further review of the literature (Komba, & Shukia, 2018; Nambua, 2018; Remmy, 2017) reveals that the majority of the reviewed lesson plans did not have the qualities of Competence-Based teaching and learning processes. For instance, studies by Tambwe (2017) in Tanzania revealed that the majority of teachers (78%) were not able to prepare competency-based lesson plans. Similar findings were shared by Komba and Mwandangi (2015) still in Tanzania where it was reported that (78%) of the teacher's lesson plans did not reflect the actual qualities of the recommended CBC compliance.

According to Kafyulilo et al. (2012), teachers were ill-equipped in terms of pedagogical competence for lesson planning in CBC. The scholars exemplified this by citing instances where teachers failed to list down the characteristics and descriptions of teachers' and students' activities in the competency-based lesson plan. Sadiki and Yang (2019) further argued that, although teachers thought that they were implementing CBC, a review of lesson plans revealed that they were still implementing a content-based curriculum. The authors cited statements expressing learning outcomes that were not well written. They further noted that most of the lesson plans were more similar to content-based curriculum's (Old curriculum) lesson plan in terms of statement of objectives. The lesson plans did not show a design of realist learning tasks, which aimed at developing learners' competencies (Sadiki, & Yang, 2019). Mosha (2012) and later Makunja (2016) further attributed the teachers' incompetence in lesson planning to large class sizes which created very little time for lesson planning while handling a large number of learners and inadequacy in pedagogic knowledge.

In Kenya, contradicting literature on teachers' pedagogical competence in lesson planning in CBC exists. For example, KICD (2018) reported that the majority of the teachers studied (85.4%) could derive content from the curriculum designs and make lesson plans. Similar findings were also reported by a study by Marion (2020) in her study on the challenges experienced by educators in the implementation of Competency-Based curriculum programmes in Kenya: The case of primary schools in Laikipia where it was reported that the majority of

the lesson plans were in line with what the CBC requires. In particular, Marion (2020) observed that (65.7%) of the studied teachers could make lesson plans compared to (1.4%) of the teachers who needed support in lesson planning.

In contrast, several studies have reported that Kenya's teachers cannot prepare lesson plans that are in line with the policy recommendations. To start with Okoth (2016) examined form three teachers training in implementing the revised English language curriculum in Eldoret East Sub-County, Kenya. The study established that teachers were still using lesson plans of the old curriculum (2006 curriculum revision). Comparably, Migosi et al. (2016) conducted a study to establish the influence of teacher-related factors on the implementation of physical education curriculum in primary schools in the country. The findings showed that the majority (62%) of the studied teachers never prepared lesson plans because of inadequate competence to do so.

Further studies that centre on teacher pedagogical competence in lesson planning under CBC reveal similar findings to the ones shared by the afore-reviewed studies (Migosi et al., 2016; Okoth, 2016). For instance, a study by Hall (2021) established that most teachers expressed their confusion about the new protocols and lesson-planning components of the CBC. Specifically, it was reported that; 95% by Waweru (2018), 73% by Kisirkoi and Kamanga (2018), 70% by Pale and Amukowa (2020) and 57.14% by Omondi and Achieng (2020) of the teachers studied found it difficult to prepare a lesson plan.

Ajuoga and Keta (2021) further expounded that, the teachers while preparing a lesson plan failed to interpret the two objectives for each learning area namely; specific learning outcomes, referring to what learners must do at the end of the lesson and suggested learning experiences, explaining in detail the specific activities. According to IBE-UNESCO (2017), the teachers simply copied phrases directly from the design books with signs of miscomprehension. Additionally, it was established that the lesson plans were too lengthy which required too much preparation and paperwork hence taking more time and difficult to make (IBE-UNESCO, 2017; Pale, & Amukowa, 2020; Waweru, 2018).



According to Isaboke et al. (2021), teachers were having difficulties in making lesson plans that were CBC-compliant due to limited CBC training. To exemplify this claim, the scholars conducted a study in which they compared teachers' pedagogical competence in lesson planning among teachers who had undergone CBC training and those who were yet to train. Their study established that the majority (60.0%) of those who were trained indicated that they could prepare lesson plans that were compliant with the CBC easily without support. However, the majority (53.4%) of the teachers who had not received any training on CBC indicated that they had difficulties in preparing lesson plans that were compliant with the curriculum even with support.

This study views lesson planning as the first and most important phase in the instructional process. The study thus advocates for teachers of Kiswahili's pedagogical competence in lesson planning. This is because the teachers' pedagogical competence in this phase usually affects their pedagogical competence in the later stages of instruction. However, the foregoing literature review on the concept reveals contradictions among the scholars with some (KICD, 2018; Marion, 2020) indicating teacher pedagogical competence in lesson planning while others (Waweru, 2018; Kisirkoi, & Kamanga, 2018; Pale, & Amukowa, 2020; Omondi, & Achieng, 2020) suggesting the contrast. Further study on the phenomenon (teacher pedagogical competence in lesson planning under CBC) will thus be illuminative. This study endeavoured to do so by studying Kiswahili teachers' pedagogical competence in lesson planning for the implementation of CBC.

## RESEARCH METHODOLOGY

This study employed a qualitative research approach. In particular, it utilized a multiple case study research design in exploring Kiswahili teachers' pedagogical competence in lesson planning for the implementation of CBC in selected primary schools in Kenya. The design was suitable for providing an in-depth and detailed account of the phenomenon under study (Yin, 2018).

The study population comprised teachers of Kiswahili at grade four in Turkana, county, Kenya. Specifically, the number of teachers studied was

limited to nine. The reason for limiting the number of participants in the study was to allow for the selection of "information-rich cases whose study would illuminate the questions under study" (Patton, 2015, p.230). Furthermore, the respondents for the study were selected using the maximum variation strategy (Patton, 2015). To enhance this strategy, the researcher selected participants from schools located both in rural and urban settings. In addition, efforts were made to select teachers of Kiswahili from both public and private schools. Purposive sampling was used to select the participants of this study. This sampling technique suited the current study for it increased the utility of data obtained from the small exploratory sample (Denscombe, 2021; Denzin et al., 2023).

Data collection and analysis occurred concurrently. According to Neuman (2021), this allowed the research findings to be grounded more on empirical proof. Data was mainly collected using a document analysis guide and interview guide schedule. In particular, lesson plans were obtained from seven of the nine teachers of Kiswahili (A4, B5, C5, D5, G3, H3 and J1) and analysed using document analysis guide appendix A. Interview guide appendix B was then used to interview the nine teachers of Kiswahili (A4, B5, C5, D5, E8, F2, G3, H3 and J1). Immediately after collection, data was coded and categorized. This was then followed by inductive data analysis. Whereby, themes were built from the bottom by organizing data into increasingly more abstract units of information (Creswell, & Creswell, 2018). Moreover, the analysis was conducted using grounded theory techniques while applying constant comparative technique which was in line with the recommendations by Charmaz (2014).



To ensure participants' anonymity pseudonyms such as: School "A"; School "B"; School "C" ... were used. Moreover, teachers were identified using pseudonyms. For instance, the teachers of Kiswahili in School "A" were identified as; A1, A2, A3, A4, A5, A6. Additionally, Ethics approval was sought at the National Commission for Science Technology and Innovation (NACOSTI) before the data collection process began.

Finally, credibility, transferability, dependability, and confirmability were used to assure the quality of











































this study (Jwan, & Ong'ondo, 2011). In particular, credibility was attained through the application of techniques such as peer debriefing, member checking and triangulation. On the other hand, a thick description of the phenomenon ensured the transferability of this study. Moreover, an audit trail and a research journal were kept by the researcher and this guaranteed dependability and confirmability respectively.

## RESULTS AND DISCUSSION

In this study, Kiswahili teachers' pedagogical competence in lesson planning was understood as the ability of the teacher of Kiswahili to effectively prepare a lesson plan for instruction during the teaching and learning process for the implementation of C.B.C. Lesson plans obtained from the seven teachers of Kiswahili (A4, B5, C5,

D5, G3, H3 and J1), were compared under six categories that included; subject matter, specific learning outcomes (S.L.O), C.B.C integrated content, key inquiry question (KIQ), class interactions and classroom assessment. The six categories were further broken down into various sub-categories and compared across the nine cases that constituted this study. The analysis of lesson plans was then followed by interviews in which all the nine teachers of Kiswahili (A4, B5, C5, D5, E8, F2, G3, H3 and J1) were given a chance to share their perspectives on what lesson planning under CBC entails. The triangulation of findings from the two data collection instruments is summarized in Figure 1 Symbol  denotes the presence of the sub-element in the lesson plan, while symbol  indicates its absence.

**Figure 2: Cross-case Analysis of Kiswahili Teacher's Pedagogical Competence in Lesson Planning**

ASPECT		A4	B5	C5	D5	E8	F2	G3	H3	J1
Subject matter	Scope									
	Sequence									
Specific learning outcomes (S.L.O)	Subject matter									
	Cognitive									
	Psychomotor									
	Affective									
C.B.C Integrated content	Competencies									
	Values									
	P.C. I									
Key inquiry question (K.I.Q)	Subject matter									
	S.L. O									
	Integrated C.B.C content									
Class interactions	Subject matter									
	S.L. O									
	Integrated C.B.C content									
	K.I. Q									

ASPECT		A4	B5	C5	D5	E8	F2	G3	H3	J1
	Learning resources									
	Linkage to other learning areas									
	Extensional activities									
Classroom assessment	Subject matter									
	S.L. O									
	Integrated C.B.C content									

In this study majority of the teachers prepared a lesson plan that followed the general format of a CBC lesson plan. Specifically, the teachers clearly outlined the administrative information together with lesson development features. However, teachers E8 and F2 did not prepare a lesson plan to guide their instructional process. About this, the teachers admitted that they lacked the requisite knowledge and skills to prepare such documents. This is because teachers had neither attended any teacher professional training nor CBC training. Migosi et al. (2016) and Isaboke et al. (2021) also found that the majority of teachers who never prepared lesson plans lacked adequate competence to do so.

It was also found that, though the majority of the teachers made an effort to prepare lesson plans that followed the general format of a CBC lesson plan, some of the lesson plans were incomplete. For example, the lesson plan written by teacher C5 and teacher J1 failed to indicate the assessment techniques to be used. According to the teachers, the process of deriving lesson plans from the curriculum designs and teacher's guides was tedious and time-consuming. Specifically, teacher C5 had this to share:

*Teacher C5: Wajua shida pia ni wakati. Ukiangalia mpangilio wa somo jinsi*

*unavyopendekezwa na CBC ni pana sana, sio rahisi kuandaa kikamilifu katika kikao kimoja, unahitaji muda. Jinsi unavyoona kila somo linahitaji kuongozwa na mpangilio wa somo. Kila siku ninafunza vipindi aghalabu nane kati ya kumi. Hii ina maana kuwa vingi vya vipindi hivi vinafuatana na hivyo basi mimi kama Mwalimu sina muda wa kupanga somo nitakalolifunza vizuri. Ikumbukwe sio tu maandalizi ya mpangilio wa somo yanayohitajika bali pia kuna nyezo nyingine ambazo Mwalimu anafaa kuandaa kabla ya somo. (We are always inhibited by inadequate time. As you may have realized, CBC recommends a more detailed lesson plan which requires more time to prepare. However, there is very little time to do so. For instance, in a day I averagely teach 8 out of 10 lessons. This means that there is no time in between lessons for the teacher to prepare for the next lesson. Besides teachers need to prepare other lesson requirements in addition to the lesson plans).*

In the same vein, IBE-UNESCO (2017), Pale and Amukowa (2020) and Waweru (2018) observe that CBC-compliant lesson plans are too lengthy, require too much preparation and paperwork hence take more time and are difficult to make.



### Figure 3: Sample Lesson Plans

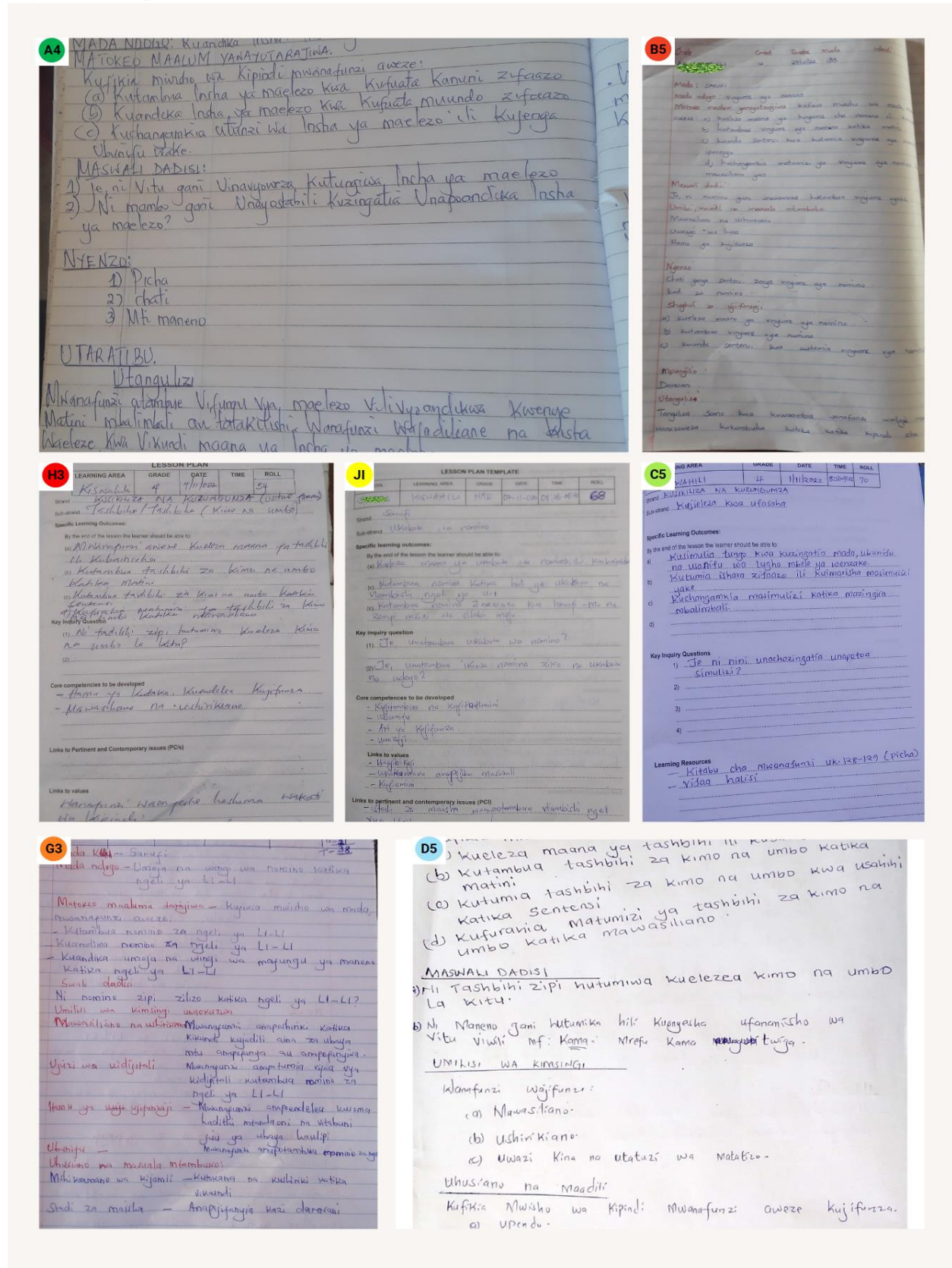
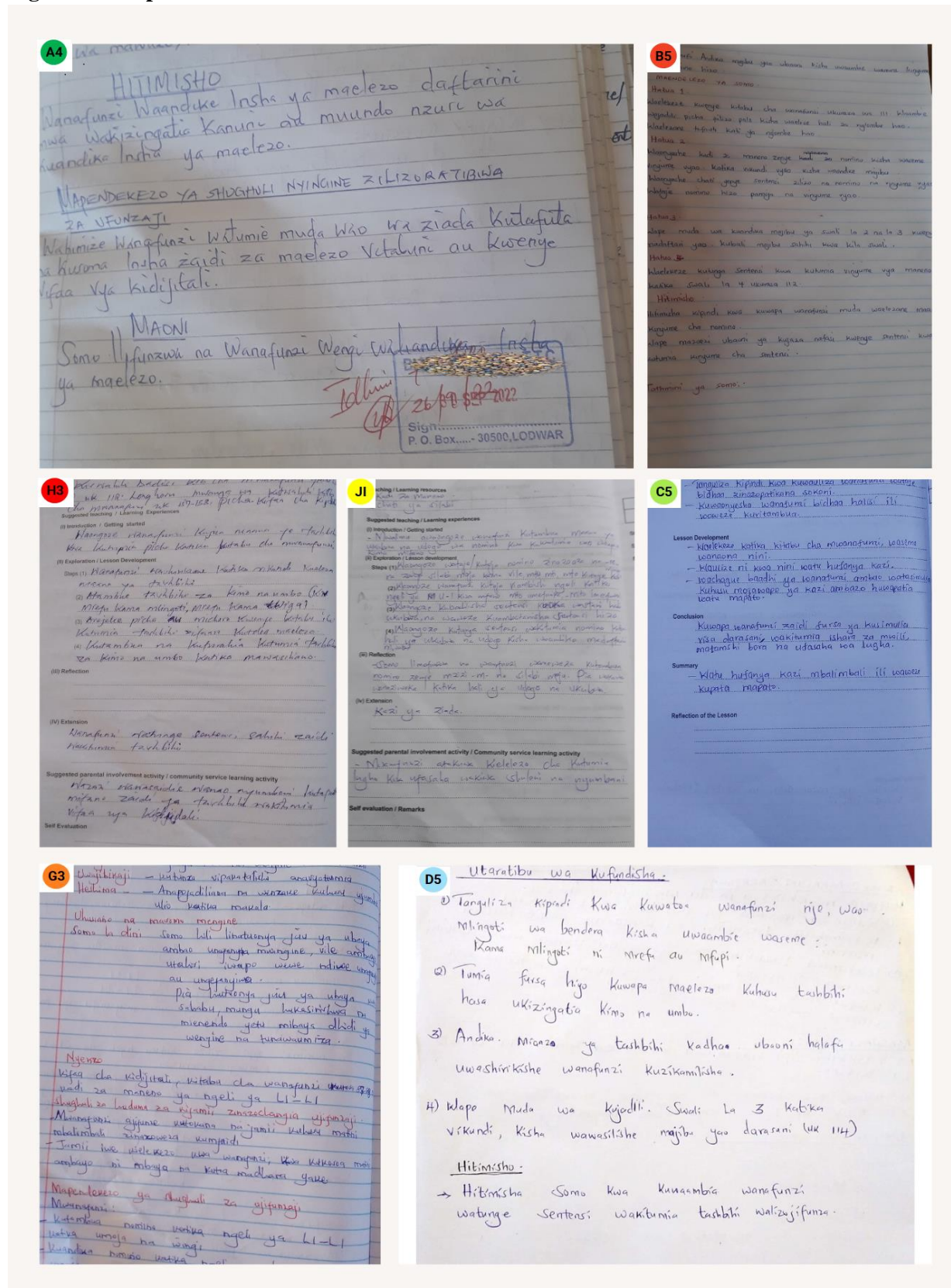




Figure 4: Sample Lesson Plans



According to Kafyulilo et al. (2012), a competent teacher should be able to plan and organize the scope and sequence of subject matter to be taught in advance while avoiding vagueness and irrelevance.

As shown in Figure 3 majority of the lesson plans reviewed revealed that teachers of Kiswahili exemplified great proficiency in lesson planning of subject matter. Figure 2 which is a cross-case

analysis of Kiswahili teacher's pedagogical competence in lesson planning also affirmed that the teachers were well-equipped in terms of the scope and sequencing of the subject matter taught. The findings were in line with a study by KICD (2018) which reported that the majority of the teachers studied (85.4%) could derive content from the curriculum designs and make lesson plans. In the same vein, Dingili et al. (2022a) found appropriate conceptualisation of the subject matter with the majority of teachers emphasizing an activity-based approach to subject matter instruction.

It was also established that the majority of the teachers emphasized the cognitive and psychomotor domains of learning while planning for instruction. For instance, of the seven lesson plans reviewed, only one lesson plan (C5) failed to incorporate specific learning objectives from the cognitive domain. Comparably, specific learning objectives from the affective domain were detailed in four of the seven lesson plans analysed (see Figure 3). When quizzed about this observation, the majority of the teachers disclosed that it was easier to plan and instruct objectives in the cognitive domain as compared to the other domains. This was so because the cognitive domain had been earlier emphasized in the 8-4-4 curriculum therefore the teachers claimed that they were highly experienced in doing instruction about it. The teachers added that they were still adjusting to instruction in the affective and psychomotor domains. Similar findings were also shared by Sadiki and Yang (2019) who noted over-emphasis of the cognitive domain in teachers' lesson plans. The scholars further observed that teachers often formulated specific learning outcomes that majored in the transmission of knowledge and the development of skills and values. A study by Dingili et al. (2022b) also established that teachers lacked enough pedagogical skills to instruct all three learning domains. The instruction thus tended to concentrate on the achievement of cognitive and to some extent psychomotor domains of learning.

The study further revealed that teachers of Kiswahili had difficulties in outlining C. B. C integrated content. In particular, teachers had more difficulties in planning for instruction for pertinent and contemporary issues (P.C.I) compared to other

C.B.C integrated content such as values and competencies (see figure 2). For instance, six of the nine teachers had difficulties in planning for the instruction of P.C.I.s compared to four and two who had difficulties in planning for instruction of values and competencies respectively. This discussion is exemplified by the lesson plan shared by teacher H3 (see Figure 2) in which the section on P.C.I was not filled. Commenting on this, teacher H3 had this to say:

Teacher H3: *Wajua kuna baadhi ya mambo ambayo tunafaa kuyashughulikia wakati wa maandalizi ya somo ambayo bado ni tatanishi. Kwa mfano hiki kipengele cha maswala mtambuko. Tulipokuwa tukipewa mafunzo kuhusu utekelezaji wa mtaala huu mpya tuliambiwa kuwa sehemu hii inahusu vitu vingi ambavyo vinachipuka wanafunzi wanaposoma na hivyo basi ni vigumu kuvikadiria kikamilifu. Sasa iweje tunahitajika kuyanakili katika mpangilio wa somo? (As you know there is a lot that is supposed to be considered while planning for a lesson. Some of it is still not clear. For instance, P.C.I. During C.B.C training we were informed that it deals with issues that emerge during the lesson. Now how can I plan for what I do not know will emerge in the lesson?).*

Comparable findings were shared by a study by Hall (2021) which noted that most teachers expressed their confusion about the new protocols and lesson planning components of the CBC. According to Komba and Shukia (2018), Nambua (2018), and Remmy (2017) majority of the lesson plans do not have the qualities of Competence-Based teaching and learning processes. This is against guidance offered by KICD (2017b) that outlines that there is a need for emphasis on embedding and infusing the aspects of CBC such as core competencies, pertinent and contemporary issues, values, key enquiry questions, non-formal learning activities, link to other learning areas and assessment.

According to KICD (2017b), a well-written lesson plan should systematically present concepts and skills using appropriate strategies to achieve the stated lesson outcomes. Contrastingly, in this study it was found that the majority of the teachers failed to detail how they would use the various selected

instructional activities in the integration of; C.B.C integrated content, key inquiry question (KIQ), learning resources, linkage to other learning areas and extensional activities (see figures 2 and 3). Instead, the teachers made general statements that centred on the instruction of subject matter covered with little consideration of developing learners' competencies and values as advocated for by the new curriculum. In the same vein, Sadiki and Yang (2019) observed that lesson plans reviewed in their study failed to show a design of realist learning tasks, which aimed at developing learners' competencies.

A competent teacher should select and design appropriate assessment methods to evaluate the teaching-learning process (Kafyulilo et al., 2012; KICD, 2017b). In this study, it was found that the majority of the outlined classroom assessment techniques were in line with the assessment of the subject matter that was to be instructed. However, Kiswahili teachers' pedagogical competence in assessment was reduced in the assessment of C.B.C integrated content. For instance, whereas all seven lesson plans analysed detailed assessment procedures for the subject matter to be covered, only four of the seven indicated how the teacher was going to assess learners' achievements in competencies and values (C.B.C integrated content). When quizzed on this teacher J1 shared the following;

Teacher J1: *Hiyo huwa tunafunza lakini si lazima utathimini kabisa, lakini si ukiangalia tu unaona that wanafunzi wanamiliki. (We normally instruct this C. B. C integrated content, however, it is not a must you conduct an assessment on it).*

Similar findings were also recorded by Ajuoga and Keta (2021) whereby it was noted that teachers while preparing lesson plans failed to detail how the various competencies would be assessed. According to Dingili et al. (2022b), this resulted in the teacher's over-reliance on paper and pen examination techniques that were suitable for assessing the subject matter covered but offered little assessment of competencies and values developed.

## CONCLUSIONS AND RECOMMENDATIONS

Although the lesson plan is an important tool in offering guidance to the instructional process, evidence in the study presented here shows a worrying orientation. Instead of advocacy on the infusion of CBC-integrated content such as on competencies, values and PCI, emphasis is still on subject matter that is often criticized for rote learning. If the proposed curricula changes are to be realized, there is a need for teachers to be equipped with more skills on how to infuse CBC-integrated content into the instructional process while planning for instruction. This can be done through pre-service training and in-service courses.

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**APPENDIX A: DOCUMENT ANALYSIS GUIDE FOR LESSON PLANS****Preliminary Information**

Pseudonym name of the School..... Grade (stream)..... Teacher.....  
 Number of students ..... Date ..... Time.....  
 Strand ..... Sub-strand .....

Aspect	Conception	Description of the observation
Subject matter	Scope	
	Sequence	
Specific learning outcomes	Relation to subject matter covered	
	Inclusivity in terms of:	.....
	a) Knowledge	.....
	b) Values	.....
CBC Integrated content	c) Skills	.....
	Integration of:	.....
	a) Values	.....
	b) Competencies	.....
Key inquiry question	c) P.C.I	.....
	...	.....
	Appropriateness in relation to;	
	i. Subject matter.	.....
Interaction	ii. S.L.O	.....
	iii. CBC Integrated content	.....
Classroom assessment	Subject matter	
	Learning resources	
	S.L.O	
	C.B.C Integrated content	
	K.I.Q	
	Learning resources	
	Linkage to other learning areas	
Classroom assessment	Extensional activities	
	Intended assessment technique	
	S.L.O	
Classroom assessment	C.B.C Integrated content	

**Any other information**

.....  
 .....

**APPENDIX B: SEMI- STRUCTURED INTERVIEW GUIDE FOR TEACHERS OF KISWAHILI**

1. Kindly take us through a step by step procedure of how you prepare a lesson plan under CBC.
  - a) What are the key things that have to be included in a lesson plan to make it effective for the instruction of Kiswahili under CBC?
  - b) Kindly talk about how you include the following while lesson planning;
    - i. Subject matter
    - ii. Specific learning outcomes (Knowledge, values and skills)
    - iii. CBC Integrated content (Values, competencies and PCI)
    - iv. Key enquiry questions
    - v. Class interactions (learning resources, linkage to other learning areas, extensional activities)
    - vi. Classroom assessment
  - c) From the analysis of lesson plans you shared with me it was found out that..... Is it the case? If YES, why is it so? If NO, how should it be and why?