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Dynamics of Teaching Performance Standards on Curriculum Implimentation in Public Schools in Bungoma County, Kenya

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Abstract

This study assessed effects of teaching performance standards on curriculum implementation and delivery in public schools in Bungoma County, Kenya. The study was objective was to assess if every teacher has complied with the teaching performance standards. The study was based on education production function theory, which places students' performance as function of teachers` quality of input/ curriculum service delivery. The study employed simple random sampling where two lists were prepared for public primary and secondary schools and 10% of the schools, teaching staff and deputy heads were randomly picked from the lists. Out of 73 primary, 29 secondary, 1971 teachers and 102 deputy heads a sample frame of 7 primary schools, 3 secondary schools, 197 teachers, 7 deputy head from primary and 3 from secondary were used. Correlation and regression were used in data analysis. The paper singles out syllabus coverage, lesson attendance, marking of learners' exercise books and teaching/learning Aids as major factors influencing curriculum implementation in schools. The paper concludes that if teachers comply with all the teaching performance standards, effective implementation of curriculum will be achieved. The paper recommends the study on IEP to assess its effect on quality of education in Bungoma County.

Keywords: Curriculum delivery, Curriculum implementation, Teaching Professional Standards, Deputy Heads, Dynamics, Bungoma County

INTRODUCTION

The demand for internal supervision in schools is rapidly taking center stage more than ever in Kenya (Karim *et al*., (2021). Educational institutions like other organizations, require leaders if they are to remain in business. The input required by an educational institution in processing its products (knowledge, skills and values) is market driven. It requires evaluation of its infrastructure, teachers and teaching /learning materials (Fitriansyah *et al.,* (2020). Students are customers of schools' products, who desire to acquire adequate knowledge for passing examinations, acquire competitive skills for job markets and wisdom to succeed in life (Jonyo *et al*, 2019).

Deputy heads of learning institutions play a vital leadership role in the management and development of education in those institutions. An institution 'stands or fails by its head'' (Sessional Paper No. 14 of 2012). School heads and their deputies are mandated by the Teachers Service Commission (TSC) with the responsibility of bringing together and co-coordinating all the resources within the school for the achievement of desired educational goals. Deputy heads in particular, are mandated by the TSC with the responsibility of appraisal of teachers in curriculum delivery (TSC, 2015, Part IV, Provision 54(4 and 5).

The provision 52 (4) states that, a teacher in a primary educational institution shall be appraised by the deputy head of the institution and the appraisal report confirmed by the head of the institution. Provision 54 (5), allows the deputy of the institution to be appraised by the head of the institution and the appraisal report confirmed by the Sub-County Director.

In ensuring internal quality and standards in supervisory work by the deputy heads of institutions, Provision 52 developed an open performance appraisal system for teachers to strengthen supervision and continuously monitor the performance of teachers in curriculum implementation at school level. The provision provides heads with an oversight role in the performance appraisal for the teachers in their schools. It allows use of performance appraisal by head teachers to recommend teachers for

promotion and other rewards. The heads of institutions identify training needs of their teachers and take corrective measures. Lastly, it gives room for heads and their deputies to develop and review criteria, guidelines and tools for performance appraisal from time to time.

These internal supervisory services improve the teaching and learning through a deliberate monitoring of curriculum delivery (Daud *et al.,* 2018). In addition, it instills excellence in the quality of teaching services rendered (Daud *et al.,* 2018). It also offers professional services to institutional heads and their deputies for the purpose of interacting, influencing and improving their service delivery to the students and public as consumers of the knowledge gained/products (Antonio, 2019). It is through internal supervision (quality assurances and standards) that teachers are guided and influenced to strive towards the desired educational goals, national objectives and aspirations and school motto, mission and vision.

In order for the teaching and learning process to function efficiently, there is a need for a proper system of supervision. To this end, TSC has developed 20 tools that the deputy heads of learning institutions use to supervise the curriculum delivery. The paper examined 12 out of 20 tools developed by the TSC to assess if every teacher has complied with teaching performance standards. These teaching performance standards must be prepared, used, updated and maintained at all times by the teacher. It is upon these 20 teaching professional documents that the teacher will be rated. The head of the institution must ensure that this check list is marked daily/monthly by the deputy head as the immediate supervisor.

Table 1: Check List of Teacher Professional Documents.

	Item			Item	
1	Current personal time table/schedule		2	Syllabi/ course outline/curriculum design	
3	Approved schemes of work/ work plans approved schemes of work/ work plans		4	Updated lesson plans/ facilitators guide	
5	Updated lesson notes/presentation notes		6	Records of work/sessions/activities checked weekly	
7	Mark book with preset targets, learner's progress, VAP, Analysis of CAT		8	Subject Analysis for National Exams	
9	Examination analysis (national & internal)/assessment records/staff training indices		10	Marked/checked learners work exercise books/training reports	
11	Co-curricular/team building activity records		12	Learners conduct and behaviour records / G & C record	
13	Copies of subjects /programs /departmental meeting minutes		14	Teacher Performance Appraisal and Development records/TPAD	
15	Individualized educational programs (IEP records)		16	Professional development activities (TPD)	
17	Lesson observation records		18	Records of community and stakeholders involvement	
19	Evidence of integration of ICT in teaching/learning		20	Teaching & learning Aids	

The paper examines effects of internal supervision by deputy head teachers on curriculum implementation in public schools in Bungoma North Sub-County. More specifically, the paper gives an assessment of whether every teacher complied with teaching performance standards in the Sub- County.

MATERIALSAND METHODS

Karim *et al*., (2021) define Supervision as a coaching activity planned to assist teachers in carrying out their work effectively. Supervision and professional competence of teachers are important in helping in improving teacher performance and curriculum delivery. Professional competence refers to the ability of a teacher to master the curriculum material broadly and deeply. Every learning institution wants the best of progress for its development. Therefore, it is important to pay attention to the supervision of the head of institution and the professional competence of teachers, because both are very influential in improving teacher performance and curriculum delivery in schools.

Barasa *et al.,* (2022) pose that supervision of instruction is an effective tool that ensures quality curriculum delivery in schools, world over. They defined Collaborative Peer Supervision (CPS), as a supervision approach, where, teachers appraise each other collaboratively. CPS has been found to positively impact on teacher effectiveness and curriculum delivery. Marey *et al.,* (2020) proposes an integrative supervisory and evaluative model in which instructional leaders whether heads of institution or deputies as supervisors are engaged in all their mandated roles. They present a supervision and teacher appraisal model which views them not as mistake finders or fault reporters, but coaches and mentors. The study highlights new reforms in Education which transform heads of institutions' roles into mentors. The study sheds light on supervision and teacher appraisal best practices.

Daud *et al.,* (2018) study identify the supervisory performance in the teaching and learning supervision in learning institutions. The study shows a significant positive relationship between confidences in the supervision, supervisor support towards teaching with teacher attitude towards the supervision.

The study conducted by Khun-inkeeree *et al.,* (2019) identified the influence of teaching and learning supervision on the attitude of teachers in secondary schools. The result shows that there is a significant influence between the dimensions of knowledge and the technical skills with the teachers' attitude towards supervision.

Jonyo *et al,* (2019) carried out a study on the role of secondary school heads in curriculum supervision and implementation in Kenya. The study examined the process of execution of the curriculum with a particular emphasis on the role of secondary heads in the supervision. The study findings affirm that the purpose of curriculum supervision include monitoring performance, sharing information and solving problems. It recommends that the procedure used by the supervisors should be discussed and agreed upon by both the principal and the supervisees.

Ampofo *et al,* (2019) study assessed the influence of school heads' direct supervision on teachers' role in curriculum delivery in public secondary schools. The study found that school heads allocated very little time for supervision of lesson planning and curriculum delivery of teachers. The study established that school heads' lesson planning supervision and lesson delivery had a significant influence on teacher role performance. The study recommends the Ministry of Education to dedicate a greater portion of the promotion requirement of the school heads to the evidence of direct supervision of teachers and a reduction in the teaching load of Heads of Department by the school head to enable them play more instrumental role in the instructional supervision process.

Almutairi *et al.,*(2021) study analyzed internal teacher evaluation in schools to determine the extent to which they evaluated teachers' performance accurately and objectively. The findings show that there was no significant difference between teachers' self-evaluation and heads of departments' evaluation. Okia *et al.,* (2021) study sought to establish the relationship between support supervision and teacher performance in public primary schools in Uganda. The Study identified relationships between democratic, directive and non-directive support supervision approaches and teacher performance.

Barineka & Amaechi (2019) study examined influence of school supervision strategies on teachers' job performance in secondary schools. Findings indicated both teachers and principals perceived that classroom visitation and demonstration as supervision strategies contributes to a very high extent to teachers' job performance. Based on the

results, it was recommended that supervisors be sensitized on certain criteria of supervision in assisting teachers to improve their teaching skills.

Antonio (2019) conducted a study to explore professional support strategies planned by the head teacher to assist the supervisors/deputies and teachers to carry out their instructional duties. The findings show that supervisors were inadequately supported on supervision training and inductions to equip them perform their supervisory duties effectively. As a result, conventional supervision strategies using observation checklist, conferencing and sectional in-service were the dominant supervision techniques employed to supervise teachers. The study recommended that supervision training and induction were necessary support strategies to equip the supervisors with necessary knowledge and skills to equip them execute their supervisory responsibilities.

Principals as curriculum supervisors (Marey et al.,(2020). schedule weekly meetings with teacher teams to discuss educational issues. They establish basics of effective teaching to be followed in curriculum delivery. To empower teachers, they encourage departmental heads to oversee lesson planning, lesson notes and content delivery methods. Marey et al.,(2020). holds that principals need teachers to conduct interim assessment for the effectiveness of their instruction on student results and ways of addressing drawbacks. They help teachers reflect on their practice by encouraging them update lesson plans and peer coaching among others in their service delivery. Principals should create a professional learning community of staff by following their examples, in orchestrating curriculum design and use of approved work plan.

Esia-Donkoh and Baffoe (2018) study examined the supervisory practices of head teachers and how these supervisory practices relate with teacher motivation in public basic schools in Ghana. The study adopted quantitative approach of cross-sectional survey design. The study recommends among others, Education Service should organize regular in-service training programs for head teachers in public basic schools to improve their skills to effectively balance and practice their instructional supervisory practices to enhance very high teacher motivation.

Yuliana *et al.,*(2022) aimed at identifying the supervisory performance in the learning institution. The study found an association between supervisory supports towards teaching with teacher attitude towards supervision. The findings of Yuliana *et al.,*(2022) is useful in guiding educators to improve classroom curriculum delivery teaching and learning supervisory performance in order to improve the curriculum implementation.

The study was carried out in Tongaren Sub-County, Bungoma County, Kenya. It has two educational zones (Ndalu and Tongaren) with its headquarters at Tongaren. It is bordered to the South by Bungoma North Sub-County. Trans-Nzoia West Sub-County to the north, Kimilili Sub-County to the west, and Likuyani Sub-County to the East. It is about 15 km from Kitale town.

Figure 1: Map of Tongaren Sub-County, Bungoma County, Kenya.

Source; BCIDP, 2013

The Sub-County is cosmopolitan area with all communities of Kenya residing there. The road network is fair but impassable during the rain seasons. The Sub-County is mainly agricultural area growing maize and beans majorly. The main cash crop in the

region is sugarcane. Other crops include sunflower, cassava, sweet potatoes, and Irish potatoes.

The sub-county has both private and public primary schools. The study focused on deputy heads in public learning institutions. This is because the educational standard in many of the learning institutions in the study area wanting. Hence, the need to examine the extent to which deputy heads supervises curriculum delivery.

Descriptive survey design was employed in the study. It required a description of what had already happened with the variables in a natural setting. According Nyangia O., & Orodho J. (2014), descriptive survey is a method of collecting data by interviewing or administering a questionnaire to a sample of individuals. It is used when collecting information about people's attitude, habits or any educational or social issues (Nyangia O., & Orodho J. (2014),

The study assessed the information collected from the field, recording the findings, analyzing and interpreting them. This was in agreement with Yin K. (2011). . This design was applicable to the study because information would be collected from a few schools and results generalized over all public learning institutions in the study area.

The study employed simple random sampling where two lists were prepared for public primary and secondary schools and 10% of the schools, teaching staff and deputy heads were randomly picked from the lists. Out of 73 primary, 29 secondary, 1971 teachers and 102 deputy heads a sample frame of 7 primary schools, 3 secondary schools, 197 teachers, 7 deputy head from primary and 3 from secondary were used and 5 QASOs making a total a sample size of 212. Correlation and regression were used in data analysis.

Hypothesis testing to determine the significant relationships between the variables used in the study was done through correlation analysis at a 95% level of significance. The technique is appropriate for the study because it includes analyzing several variables when the focus is on the relationship between a dependent variable and multiple of independent variables. Regression analysis was employed to show the direction and strength of the relationship between the variables.

RESULTS, FINDINGS AND DISCUSIONS

Various positive statements developed on Likert Scale running from 1 for Strongly Agree (SA) to 5 for Strongly Disagree (SD) that sought to establish the extent to which their deputy heads were involved in the internal supervision on teaching professional standards evaluating teacher respondents and scored. Data obtained was used to compute inferential statistics.

Table 2: assessment of teaching professional standards

Variable	Mean	Std Deviation	skewness	kurtosis
Lesson observation	4.6252	1.0787	-.228	1.373
Time Table	1.7417	1.31403	-.762	-.580
Syllabus	2.5075	1.24135	-.813	1.626
Schemes of work	3.6156	1.15627	-.896	-.378
Lesson Notes	4.1471	1.48917	-.535	-.746
Record of work	4.1832	.27567	-1.195	3.122
Check Assignments	2.1351	1.22435	-.028	.761
Mark books (learners' progress)	3.5087	1.4237	-1.3227	.234
Lesson observation	3.2378	1.04536	-1.456	2.276
IEP	5.1237	.7342	.9435	1.0056
ICT Integration	3.2196	1.2359	.8326	1.2548
Teaching/learning Aids	1.3536	.1.3274	-1.2357	2.5645
Valid N (listwise)				

(Source: Field Data, April 2022)

Table 2 presents findings on study variables that were under investigation on assessment of teaching professional standards on 1-5 Likert Scale. The table reveals 8 study variables with a mean range above 3.0. The skewness and Kurtosis values of all the variables were in the in a range of ± 3meaning that the data was fit for descriptive analysis.

The study variables with a mean agreement above 3 mean that most teachers were not using the teaching professional standards in curriculum delivery in public day secondary schools in Bungoma County. This was an interesting finding in view of revelation that most teachers scored highly on TPAD platform. There seems a disconnection between what the deputy heads upload on TPAD platform and the actual teachers' teaching professional standards. The study revealed that some deputy heads uploaded TPAD without evaluating the teachers. With the accessibility of teaching professional standards, one could expect that the deputy heads fully understood and had been capacity built on their supervisory role in curriculum delivery and such as could enhance implementation thus providing quality education. However, scenario on the ground seems totally different.

The study used correlation test to show 13 out of 20 independent variables that influence curriculum delivery and implementation in public learning institutions (Figure 2)

Table 3: Correlation Matrix

			Curriculum implementation	Lesson attendance	Time table	syllabi	Schemes of work	Lesson notes	record of work	Assignment	Marked books	Lesson observation	Lesson Recovery	IEP.	ICT Integration	T/L Aids
Spearman's rho	Curriculum implementation	Correlation Coefficient	1.000													
		Sig. (1-tailed)	.													
		N	30													
	Lesson attendance	Correlation Coefficient	.474													
		Sig. (1-tailed)	.000													
		N	30													
	Timetable	Correlation Coefficient	.36.3*	.023	1.000											
		Sig. (1-tailed)	.022	.089	.											
		N	30	30	30											
	Syllabi	Correlation Coefficient	.483	.056	-.050	1.000										
		Sig. (1-tailed)	.003	.008	.268	.										
		N	30	30	30	30										
	Schemes of work	Correlation Coefficient	.362	.123	.177*	.211**	1.000									
		Sig. (1-tailed)	0029	.007	.014	.004	.									
		N	30	30	30	30	30									
	Lesson Notes	Correlation Coefficient	.231	.234	.113	.126	.126	1.000								
		Sig. (1-tailed)	.052	.034	.080	.059	.060	.								
		N	30	30	30	30	30	30								
	Record of work	Correlation Coefficient	.223	.045	-.110	.315**	-.074	.073	1.000							
		Sig. (1-tailed)	.062	.098	.086	.000	.179	.183	.							

		N	30	30	30	30	30	30	30							
	Assignment	Correlation Coefficient	.292	.128	.113	.096	.183*	.058	.277**	1.000						
		Sig. (1-tailed)	.002	.076	.082	.118	.011	.239	.000	.						
		N	30	30	30	30	30	30	30	30						
	Marked books	Correlation Coefficient	.294	.068	.138*	-.066	.059	.167*	-.157*	-.165*	1.000					
		Sig. (1-tailed)	0.001	.089	.044	.206	.233	.019	.025	.021	.					
		N	30	30	30	30	30	30	30	30	30					
	Lesson observation	Correlation Coefficient	.234	.213	.043	.055	.064	.299**	-.098	-.084	.215**	1.000				
		Sig. (1-tailed)	0.059	.089	.297	.249	.217	.000	.114	.151	.004	.				
		N	30	30	30	30	30	30	30	153	30	30				
	Lesson Recovery	Correlation Coefficient	.110	.045	.032	-.149*	.104	-.019	-.098	-.082	.362**	.129	1.000			
		Sig. (1-tailed)	.088	.234	.348	.033	.099	.407	.113	.156	.000	.056	.			
		N	30	30	30	30	30	30	30	153	30	30	30			
	IEP	Correlation Coefficient	.130	.023	.127	.044	.076	.046	-.108	-.106	.365**	.277**	.268**	1.000		
		Sig. (1-tailed)	.072	.07	.059	.293	.175	.285	.092	.096	.000	.000	.000	.070		
		N	30	30	30	30	30	30	30	153	30	30	30			
	Evidence of ICT integration	Correlation Coefficient	.274	.210	.020	.046	-.096	.039	-.049	.035	.291**	.268**	.279**	.235-	1.000	
		Sig. (1-tailed)	.268	.230	.404	.287	.118	.314	.272	.333	.000	.000	.000	0.003	.006	
		N	30	30	30	30	30	30	30	153	30	30	30			
	T/L Aids	Correlation Coefficient	.364	.013	.072	.068	.241**	-.173*	.024	-.056	.107	.050	.109	.231	.219	1.000
		Sig. (1-tailed)	.054	.045	.185	.202	.001	.016	.383	.244	.092	.268	.089	.	.007	.134
		N	30	30	30	30	30	30	30	30	30	30	30	30	30	30

**. Correlation is significant at the 0.01 level (2-tailed)

*. Correlation is significant at the 0.05 level (2-tailed).`

The bivariate associations between Curriculum implementation and teachers appraisal tools /variables are as shown in Table 3.

Results in the correlation matrix revealed that a significant correlation was found between lesson attendance and curriculum implementation (r = 0.474**, P-value .000). Literature reviewed has identified lesson attendance as a major factor influencing curriculum implementation in public learning institutions. This means that when teachers attend to their lessons, their conduct with the learning process is increased and curriculum delivery is successfully achieved. This has a significant influence on curriculum implementation in public learning institution in Bungoma County. This findings are similar to the study by Ampofo *et al.,(*2019) which found that when school heads allocated time for supervision of lesson planning the quality of education given by the teachers improve.

The bivariate association between Curriculum implementation and supervision on current personal time table is 0.363 and p-value 0.022. Therefore, a 36.3% increase in Curriculum implementation and delivery are attributed by deputy heads appraising teachers on availability and use of time table by teachers. The analysis implies low association between teachers using current time table in curriculum delivery in class. The result conquers with Yuliana *et al.,* 2022 which found that classroom monitoring improves the quality of education and curriculum delivery by teachers.

The bivariate association between Curriculum implementation and teachers use of up to date Lesson notes is 0.231 and p-value 0.003. Therefore, a 23.1% increase in Curriculum delivery is attributed by teachers' use of up to date lesson notes. From the analysis there is moderate association between teachers using lesson notes and Curriculum implementation in primary schools. The field data revealed from some deputies indicate that a number of teachers use very old notes popularly known as "yellow pages." These notes use irrelevant examples which have little relevance with the present realities and

examples. This findings are similar to the study by Ampofo *et al.,*(2019) recommended the use of updated lesson notes in curriculum delivery. The study had established had found a significant influence of updated lesson notes on teacher performance.

The bivariate association between Curriculum implementation and supervision on teachers' use of schemes work is 0.362 and p-value 0.029. Therefore, a 36.2% increase in Curriculum implementation is attributed by supervision on teachers' use of schemes of work in curriculum delivery. The field data as revealed by some deputies' show that some teachers used downloaded commercial schemes of work. Some still, used schemes of work that had been used several years back. These categories of schemes undermine curriculum delivery by teachers. It is recommended that teachers develop schemes of work in consideration that each class is unique. Commercialized schemes should customize to suit the particular class. The schemes ought to be developed from the KNEC and KIE for effective curriculum implementation.

The bivariate association between Curriculum implementation and supervision on teachers' use of syllabi is 0.483 and p-value 0.052. Therefore, a 48.3% increase in Curriculum implementation is attributed by deputies supervising teachers on use syllabi in delivering the learning outcomes. From the field data, many deputies indicated that a number of teachers teach text books rather than teaching the KNEC/KIE Syllabi. It was revealed that majority of the teachers in fact, scheme using text books but not the recommended syllabi.it should be noted that National Examinations test concept in the syllabus not text books. This disadvantages pupils/students that are taught text books rather than the recommended syllabi.

The bivariate association between curriculum implementation and supervision on teachers' record of work is 0.224 and p-value 0.063. Therefore, a 22.4% increase in curriculum implementation is attributed by deputies supervising teachers' use of record of work in their service delivery. The field data indicates that some teachers record their work but the documents are not taken to the deputy head for checking and certifying

weekly as a tool in curriculum delivery. It was also revealed that some teachers never recorded their daily work. It can be said that the tool is one of those hated by teachers. It's imperative that Deputy heads operationalize the tool as it has tremendous effects on the learning outcome.

The bivariate association between Curriculum implementation and keeping of learners' progressive record is 0.294 and p-value 0.002. Therefore, a 29.4% increase in Curriculum implementation is attributed by teachers monitoring and keeping learners' progressive records. It was found that majority of the teachers do not have individual subject learner progressive records. Many of the teachers mark and hand over the marks to examination officers for compiling class lists. Many of the teachers were found not to have mark books. As a result they are not able to monitor individual learners' progress and performances. With lack of such a tool, the teachers are not able to know whether the learner is retrogressing or progressing well. It is imperative that each learner is given a target to meet in the tests. This enables both the learner and the teacher to strive to learn or teach respectively.

The bivariate association between Curriculum implementation and supervision on assignments is 0.294 and p-value 0.001. Therefore, a 29.4% increase in Curriculum implementation is attributed by deputies supervising teachers giving/marking regular assignments and checking/marking learners' exercise books. The field data from secondary schools revealed that many teachers do not check note books particularly in elective subjects such as History; Religious Studies Geography etc. lack of checking and marking note books makes students lazy in making their notes.

The bivariate association between Curriculum implementation and supervision on lesson observation is 0.234 and p-value 0.059. Therefore, a 23.4% increase in Curriculum implementation is attributed by deputies' monitoring of lesson observation by teachers in class. From the analysis there is moderate association between teachers' lesson observation and Curriculum implementation in schools. Similarly, the study by

Almutairi *et al*.,(2021) observed that lesson observation allows for internal teacher evaluation and peer teaching.

The bivariate association between Curriculum implementation and supervision on lesson recovery is 0.110 and p-value 0.078. Therefore, an 11.0% increase in Curriculum implementation is attributed by teachers use recover lessons missed in curriculum delivery. From the analysis there is low association between teachers' recovery of missed lessons and curriculum delivery. The recovery of lessons minimizes deliberate missing of lessons by the teachers. It also allows teachers to utilize the lessons allocated prudently for completion of the syllabus.

The bivariate association between Curriculum implementation and supervision on teachers keeping learner's individualized educational program (IEP) is 0.130 and p-value 0.088. Therefore, a 13.0% increase in Curriculum implementation is attributed to teachers identifying learners' talents/or special needs. From the analysis there is a low association between learners' identification of talents or specialized needs.

The bivariate association between Curriculum implementation and teachers use of Learning and Teaching Aids is 0.364 and p-value 0.149. Therefore, a 36.4% increase in Curriculum implementation is attributed to teachers identifying learners' talents/or special needs. From the analysis there is a low association between learners' identification of talents or specialized needs by the teachers.

CONCLUSION

The paper singles out syllabus coverage, lesson attendance, marking of learners' exercise books and teaching/learning Aids as major factors influencing curriculum implementation in public learning institutions. This means that when teachers cover the syllabus, attend to their lessons, give and mark students' exercise books and use teaching and learning Aids in curriculum delivery, their conduct with the learning process is increased. This has a significant influence on curriculum implementation in public learning institution in Bungoma County. The paper concludes that teachers comply with

all the teaching performance standards set within checklist of Teachers Performance Documents. The paper recommends that heads of institution must ensure that 20 tools set in the check list are marked monthly by the deputy heads as the immediate supervisors.

RECOMMENDATIONS

1. Heads of institution must ensure that 20 tools set in the check list of Teacher Performance Documents are all operationalized as prescribed.
2. There is a need for TPAD Supervisors/Deputy heads to reconcile the Lesson attendance and lesson Recovery on daily basis.
3. There is a need for peer lesson observation/teaching/couching to be encouraged in schools.

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CONFLICT OF INTEREST

The author(s) declares no conflict of interest.

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