# Effectiveness of Support Systems in Implementing the Reviewed Curriculum in Public Primary Schools in Arusha District Council, Tanzania

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**Abstract:** *The study investigated the effectiveness of support systems in implementing the reviewed curriculum in public primary schools. The objectives were to; determine the effectiveness of the support systems in implementing the reviewed curriculum and suggest measures to improve support systems for effective implementation of reviewed curriculum in public primary schools. Lewin's change theory and Convergent mixed methods design guided the study. The population comprised of 48 head teachers, 1300 teachers and 5 quality assurers. The sample size consisted of 142 (10 head teachers, 130 teachers and 5 SQAs) respondents. Head teachers were obtained through purposive sampling and 130 teachers through stratified sampled while 5 SQA were obtained through simple random sampling. Questionnaires and interview guide were used to collect data. Validity was established through expert judgments whereas reliability for quantitative instrument TQ; r=0.824 was obtained using Cronbach Alpha. Credibility of qualitative instruments was enhanced through triangulation. Descriptive statistics was used to analyze quantitative data and results were presented in tables where qualitative data were analyzed thematically alongside research questions and presented in narrative forms. The study found out that support systems for the implementation of the reviewed curriculum vary considerably in quality, accessibility, and effectiveness. In conclusion, teachers feel encouraged, better equipped through professional development and access to teaching materials however, systemic weaknesses such as inconsistent training quality and poor communication that limit full effectiveness should be addressed. The study recommends that stakeholders in education should provide adequate support systems and continuous professional development which are mandatory and equitably accessible across all schools.*

**Keywords:** *Systems, Curriculum, Teacher, Administrative, Professional, Tanzania*

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## 1. Introduction

A well-designed curriculum aims to improve educational outcomes, but its success depends much on the quality and efficiency of the support systems in place. Support systems typically include instructional resources, administrative support, professional development, and collaborative networks among education stakeholders such as teachers.

Cohen & Hill (2022) has shown that effective support systems play a key role in successful curriculum implementation. In many countries, including those in Africa, Asia, and Latin America, curriculum reforms are being implemented to better prepare students for the challenges of the 21st century. These changes often address pedagogical practices, assessment methods, and the integration of new learning areas like digital literacy and

life skills (Adeyemo & Longe, 2021). However, the success of such reforms depends on a variety of factors, including the availability and effectiveness of support systems. These systems encompass training programmes for teachers, administrative support, curriculum resources, and peer collaboration.

In countries where curriculum reforms have been successfully implemented, these support systems have proven to be vital in helping teachers adapt to new approaches. Continuous professional development, along with support from school leaders, helps increase teachers' confidence and competency in delivering the curriculum (Tsapali, 2021). Haigh (2021) found that teachers who participated in ongoing professional development programmes felt more confident in delivering the curriculum, which directly affects student outcomes. Similarly, in South Africa, the Curriculum and Assessment Policy Statement (CAPS), which was introduced in 2012, emphasized the need for continuous teacher support. Studies suggest that teacher mentorship and collaborative teaching models, where experienced teachers guide their peers, have been particularly effective in supporting the successful rollout of the revised curriculum (Jansen, 2020).

In Kenya, for instance, the new Competency-Based Curriculum (CBC) was introduced in 2017, requiring significant changes in teaching methods and assessment practices. Studies have shown that successful implementation in Kenya has been heavily reliant on robust teacher professional development programmes, as well as adequate administrative and technical support (Ong'ondo & Jowi, 2021). Similarly, research from India highlights the importance of localized support networks, with teacher education programmes playing a crucial role in adapting to the revised curriculum (Rani, 2022).

In 2015, the Tanzanian government implemented a curriculum reform that focused on instruction in Grades 1 and 2 on the "3Rs" reading, writing, and arithmetic (Rodriguez-Segura & Mbiti, 2022). In 2021-2022 the government collected and processed stakeholders' feedback and introduced new curriculum for primary education standard I-VI of 2023 that aims to enable physical, intellectual, emotional, and social development of the pupil (MoEST, 2023). Curriculum review is designed to enhance educational quality and address evolving societal needs, their successful implementation often depends on the presence of strong support structures. These systems, which encompass teacher training, access to teaching materials, administrative support, and community involvement, play a pivotal role in enabling educators to adapt to new instructional strategies and content (Fisher & Frey, 2020). The effectiveness of support systems in implementing the reviewed curriculum in primary schools is a critical factor in ensuring that educational reforms achieve their intended outcomes. Curriculum reforms in primary school education are essential to line up the educational system to modern needs, preparing students for the rapidly evolving demands of the twenty first century. Tanzania government has introduced new curriculum for primary education standard I-VI and emphasized on the capacity building for effective implementation (MoEST, 2023). This study, therefore, focused on assessing the effectiveness of the available support systems in implementing the reviewed curriculum in public primary schools in Arusha district council.

## 1.1 Research Questions

The study investigated the following research questions:
1. How effective are the support systems in implementing the reviewed curriculum in public primary schools in Arusha District Council?
2. What are the possible measures to improve support systems for the effective implementation of the reviewed curriculum in public primary schools in Arusha District Council?

# 2. Literature Review

## 2.1 Theoretical Review

The study was guided by Kurt Lewin's Change Theory

propounded in 1947.

### 2.1.1 Lewin's Change Theory

This study is conforming to Kurt Lewin's Change Theory as one of the most widely recognized frameworks for understanding organizational change, including changes in educational settings (Lewin, 1947). Lewin's model includes three stages: Unfreeze, Change, and Refreeze, which describe the process of transitioning from an old state to a new one. Change Theory is critical for initiating change by creating a sense of urgency and preparing stakeholders for the transition. In the context of curriculum implementation in primary schools, this stage involves engaging teachers and leaders in recognizing the need for change and building trust through clear communication and professional development (Lewin, 1947; Kotter, 2012).

### 2.1.2 Strengths of the Theory

Lewin's Change Theory has been applied in education, particularly in curriculum development, teacher training,

and school reform. The model offers a valuable framework for navigating the challenges of curriculum changes. In the Unfreeze phase, addressing teachers' concerns and motivating them to adopt new curricula is crucial. The Change phase requires providing teachers with necessary resources, professional development, and fostering a collaborative environment. The refreeze phase ensures that the changes are integrated into the school's norms and practices.

### 2.1.3 Application of the theory on the current study

Overall, Lewin's Change Theory offers a useful framework for understanding the role of support systems in curriculum implementation. Support systems are crucial at every stage - Unfreeze, Change, and Refreeze - ensuring that the transition to a reviewed curriculum is effective, sustainable, and integrated into the school's long-term practices.

## 2.2 Empirical Review

The empirical literature review related to this study was reviewed as per set objectives of the study.

### 2.2.1 The Effectiveness of the Support Systems in Implementing the Reviewed Curriculum in Primary Schools

Kantavong and Kiettikunwong (2020) conducted a comprehensive study in Thailand examining how support from external organizations such as government agencies, non-governmental organizations, and community groups can complement or reinforce the efforts of teachers and parents in inclusive classroom settings. Their findings emphasized that while such support has the potential to significantly enhance inclusive education, a number of persistent challenges remain. These include a shortage of teachers who are adequately trained in inclusive practices, making it difficult to effectively address the diverse needs of students with disabilities. The researchers also noted difficulties in identifying and mobilizing appropriate support networks or collaborators, particularly in under-resourced areas.

Bryceson and Sheridan (2022) conducted a qualitative study investigating the operations of learning support teams across three school sites in Australia. Their research focused on several key areas, including consultation processes, team structures, interpersonal relationships, and the distribution and application of professional expertise within these teams. The study found that although learning support teams play a vital role in promoting inclusive practices, their effectiveness is often undermined by structural and relational challenges. Makhalemele, and Staden (2020) conducted a qualitative study that explores the experiences of teachers in full-service schools in Gauteng, South Africa, regarding the support offered by School-Based Support Teams (SBSTs) in adapting the curriculum to address barriers to learning. The study found that SBSTs played a crucial role in supporting teachers to adapt to the curriculum and create inclusive learning environments. Teachers reported that SBSTs provided both emotional and professional support but also faced challenges such as inadequate resources and insufficient training.

Mjege et al. (2020) investigate how instructional leadership influences the implementation of continuous professional development (CPD) programmes for teachers in Mkuranga District, Tanzania. The study emphasizes the critical role of school leaders in fostering professional learning communities (PLCs) and supporting curriculum implementation by guiding teachers' development. The study found that instructional leadership significantly enhances the effectiveness of CPD programmes, particularly in fostering collaboration among teachers and providing them with the tools and knowledge required to implement curriculum reforms effectively. While the study highlights the importance of instructional leadership in implementing CPD, it lacks empirical data and relies heavily on qualitative findings. The current research study filled the identified gaps.

### 2.2.2 Possible Measures to Improve Support Systems for Effective Implementation of Reviewed Curriculum in Primary Schools

In a study conducted by the Institute for Fiscal Studies (2024), the impact of government policy support on curriculum implementation in Wales was examined. The study found that despite strong policy intentions, the lack of adequate resources and support at the school level led to disparities in the implementation of the curriculum. Schools in more affluent areas were better able to adapt to policy changes, while those in disadvantaged areas struggled due to insufficient support. Robertson (2023) in Scotland examined the flexibility of the Curriculum for Excellence in accommodating diverse learning needs. The study found that while the curriculum aimed to be inclusive, its rigid structure and lack of differentiation strategies made it challenging to cater to students with varying abilities. Teachers reported difficulties in adapting lessons to meet the diverse needs of their students within the constraints of the prescribed curriculum.

A study by Mapisa and Makena (2024) in South Africa emphasized the importance of continuous professional development for teachers in integrating ICT into teaching and learning. The longitudinal study covered 200 teachers across various regions and found that teachers who participated in ongoing ICT training were more likely to adopt and integrate ICT into both teaching and administrative functions. This underscores the necessity of providing not only initial but continuous training to sustain effective ICT use in schools. A study by Murithi and Yoo (2021) in Kenya investigated teachers' use of ICT in implementing the competency-based curriculum. The study found that while teachers recognized the potential of ICT to enhance teaching and learning, challenges such as inadequate ICT facilities, limited teacher training, and resistance to change hindered its effective integration into the curriculum.

A follow-up study conducted by Habibu (2023) in Zanzibar, Tanzania assessed the effectiveness of School-Based Instructional Supervision Materials (SB-ISMs) in enhancing the capacity of school leaders to supervise the implementation of the Competency-Based Curriculum (CBC). The study engaged section leaders and teachers in evaluating the support materials. The study found that SB-ISMs had a positive impact on school leadership's ability to supervise and support CBC implementation. It emphasized the role of continuous professional development for school leaders and teachers in ensuring the success of curriculum reforms. While the study provided evidence of the SB-ISM's effectiveness, a more detailed analysis of the effectiveness of support systems in implementing the reviewed curriculum would enrich the findings. Furthermore, the study could benefit from a larger sample size and broader geographic scope to enhance its generalizability beyond Zanzibar. This is the gap that the current study sought to fill.

# 3. Methodology

This study employed convergent mixed methods design whereby both quantitative and qualitative data were collected. In this design, the researcher typically collects both forms of data at a roughly same time then the collected data were analysed separately and combined the information in the interpretation at the end of analysis. A mixed method approach was used to conduct this study. According to Watkins & Johnson (2023), the mixed approach advocates that single set is not sufficient to provide answers to research questions. In this case, quantitative and qualitative method complemented each other.

The study targeted 48 head teachers, 1300 teachers and 17 quality assurers (MoEST, 2025). Head teachers participated in the study since they supervise the effectiveness of the support systems in implementing the reviewed curriculum in primary schools. Teachers participated in the study since they are the beneficiaries of support systems intended to facilitate and improve the process of curriculum delivery while quality assurers were included in the study as the supervisors of curriculum delivery. These groups formed the target population of the current study since they were helpful in the provision of the relevant information about the study.

Sarwono (2022) stated that about 10% to 30% of the target population has statistical power of obtaining optimal sample size. Therefore, 10 public primary schools (20% of 48), 130 teachers (10% of 1300 teachers) and 5 quality assurers (29% of 17) were selected for the study. This study employed purposive sampling technique to select head teachers, stratified sampling technique to select 13 teachers from each school and simple random sampling technique to select 5 quality assurers. Simple random sampling techniques were also used to select 10 primary schools in Arusha District. Gender formed the strata for selecting teachers thus 7 female and 6 male teachers were selected from each school. The probability techniques ensured that every individual had equal chance to participate in the study. This study employed the use of questionnaires and interviews guide to collect data from respondents.

The validity of this study was measured through the help of curriculum and research experts. In order to check for reliability of quantitative instruments, the researcher conducted a pilot study among 20% of the selected sample of respondents where research tools were administered. Those who participated in the pilot study did not take part in the actual study. The analysis was done by the researcher using SPSS version 22 and Cronbach Alpha coefficient method of measuring internal consistency of tests generated a correlation coefficient and reliability, r= 0.824 for the teachers' questionnaires that was above the threshold of 0.7 which is acceptable as it has met the reliability requirements (Doval et al., 2023). In this study, the trustworthiness of the interview guide was ensured through peer debriefing and the triangulation technique, which enhanced the credibility, conformability, transferability, and dependability of the findings.

Data which were obtained from quantitative instruments (closed ended questions) were entered according to various variables and research questions in the Statistical Package for Social Sciences (SPSS) version 22 computer software and was analyzed using descriptive statistics and the results were presented in tables of frequencies and percentages. Qualitative data was thematically coded and analyzed alongside research questions. The findings were presented in narrative forms.

The researcher took care of anonymity of respondents, confidentiality of data collected and audio recording was done with the consent from the respondents. To ensure that plagiarism and fraud are avoided in the current study, the researcher adhered to the correct citation and acknowledged borrowed or cited works. These ethical guidelines ensured that the rights, well-being, and dignity of participants were respected, that research findings are valid and reliable, and that researchers uphold professional standards (Resnik, 2021).

# 4. Results and Discussion

The findings are discussed in accordance with the themes generated from the research questions that the study sought to answer.

## 4.1 Quantitative Findings on the Effectiveness of the Support Systems in Implementing the Reviewed Curriculum in Primary Schools

In the first objective of this study respondents were required to assess the effectiveness of the support systems in implementing the reviewed curriculum in public primary schools in Arusha district council. Questionnaires were administered to the sampled teachers in public primary schools who were required to agree or disagree with the items using a five-point likert scale, where 5=strongly agree, 4=agree, 3=neutral, 2=disagree and 1=strongly disagree. A total of 7 items were drawn up to investigate this objective. During the discussion the percentage of those who strongly agreed and those who agreed were merged. The same was done to the percentage of those who strongly disagreed and those who disagreed. Table 1 presents quantitative data obtained through questionnaires on the effectiveness of the support systems in implementing the reviewed curriculum.

**Table 1: Quantitative Findings on the Effectiveness of the Support Systems in Implementing the Reviewed Curriculum in Primary Schools(n=130)**

|  | Strongly agree | | Agree | | Neutral | | Disagree | | Strongly disagree | | mean score |
|---|---|---|---|---|---|---|---|---|---|---|---|
|  | f | % | f | % | f | % | f | % | f | % |  |
| The training provided to teachers | 12 | 9.20 | 51 | 39.2 | 39 | 30.0 | 28 | 21.5 | 0 | 0.0 0 | 3.36 |
| Support from educational authorities provided to teachers | 9 | 6.90 | 65 | 50.0 | 25 | 19.2 | 30 | 23.1 | 1 | 0.8 0 | 3.39 |
| Support for their Professional and development courses | 33 | 25.40 | 63 | 48.5 | 26 | 20.0 | 6 | 4.6 | 2 | 1.5 0 | 3.92 |
| Mentor-ship programme for the implementation of reviewed curriculum are provided to teachers. | 27 | 20.8 | 55 | 42.3 | 29 | 22.3 | 17 | 13.1 | 2 | 1.5 0 | 3.68 |
| Professional development opportunities related to the new curriculum regularly offered to teachers. | 30 | 23.1 | 56 | 43.1 | 18 | 13.8 | 25 | 19.2 | 1 | 0.8 0 | 3.69 |
| Communication between school administration and teachers regarding curriculum changes | 39 | 30.0 | 25 | 19.2 | 32 | 24.6 | 34 | 26.2 | 0 | 0.0 0 | 3.53 |
| Availability of learning resources | 15 | 11.5 | 85 | 65.4 | 30 | 23.1 | 0 | 0.0 0 | 0 | 0.0 0 | 3.89 |
| **Grand mean score** |  |  |  |  |  |  |  |  |  |  | 3.63 |

From the data in table 1, only 9.2% of respondents strongly agreed and 39.2% agreed that the training provided to teachers is effective in supporting the implementation of the reviewed curriculum. A considerable proportion, 30%, remained neutral, while 21.5% disagreed and none strongly disagreed. This distribution shows a somewhat fragmented perception, with just under half affirming effectiveness and a significant segment either unsure or dissatisfied. The mean score of 3.36 reflects this feeling and suggests that the training initiatives may lack depth, consistency, or relevance to the curriculum needs. While the existence of training is acknowledged, the data implies that improvements are needed in how such training is designed and delivered thus there is need to potentially involve more targeted, interactive, and classroom-relevant strategies.

For support from educational authorities provided to teachers, this statement received 6.9% strong agreement and 50% agreement, meaning that just over half of the teachers recognized support from educational authorities. However, 19.2% remained neutral, and a notable 23.1% disagreed, while 0.8% strongly disagreed. The mean score of 3.39 suggests mild support but also signals a split in perceptions. This result indicates that while some schools may benefit from adequate backing from education offices or curriculum support centers, others are experiencing gaps in follow-up, guidance, or responsiveness. Mjege et al. (2020) accentuate this finding while investigating how instructional leadership influences the implementation of continuous professional development (CPD) programs for teachers in Mkuranga District, Tanzania. The study emphasizes the critical role of school leaders in fostering professional learning communities (PLCs) and supporting curriculum implementation by guiding teacher development. To enhance effectiveness, there is a need for more consistent, visible, and hands-on involvement by education stakeholders across all schools.

Support for their Professional and development courses was one of the most positively rated areas, with 25.4% strongly agreeing and 48.5% agreeing, indicating that nearly three-quarters of the teachers appreciate the support they receive for furthering their professional development. Only 20% were neutral, and just 6.1% (4.6% disagreed & 1.5% strongly disagreed) expressed dissatisfaction. The high mean score of 3.92 that is above the grand mean score of 3.63 is the strongest among all items, suggesting that teachers who responded in this study feel well-supported in their continuous learning journeys. This finding agrees with that of Makhalemele and Staden (2020). The study found that SBSTs played a crucial role in supporting teachers to adapt to the curriculum and create inclusive learning environments this likely reflects accessible funding, leave allowances, or institutional encouragement for taking part in professional courses, which are viewed as directly beneficial for adapting to the new curriculum.

Responses to the mentorship programmes effectiveness were also largely positive, with 20.8% strongly agreeing and 42.3% agreeing, making up 63.1% of supportive responses. Meanwhile, 22.3% were neutral, and 14.6% (13.1% disagreed & 1.5% strongly disagreed) indicated some dissatisfaction. The mean score of 3.678 is moderately high, suggesting that mentorship is generally effective but not universally so. Variability in implementation or mentor quality could explain the significant neutral and negative feedback. This point to a need for structured mentorship programmes with clear goals, regular follow-up and skilled mentors to optimize impact.

With 23.1% strongly agreeing and 43.1% agreeing, a combined 66.2% of respondents felt that professional development related to the revised curriculum is regularly offered and helpful. 13.8% were neutral, while 20% (19.2% disagree, 0.8% strongly disagree) showed dissatisfaction. The mean score of 3.68 is solid, reflecting that most teachers acknowledge the availability of these opportunities, although the 20% negative response suggests gaps in consistency or perceived value. Strengthening the frequency and curriculum alignment of these opportunities could enhance their effectiveness further.

While 30% strongly agreed that communication is effective and 19.2% agreed, this is lower than other items. Notably, 24.6% were neutral, and 26.2% disagreed, indicating a significant divide in experiences. The mean score of 3.53that is below the grand mean score of 3.63 shows moderate effectiveness but highlights a key challenge that is, nearly half of the teachers are either unsure or dissatisfied with administrative communication. This may reflect inconsistent messaging, lack of participatory dialogue, or poor feedback mechanisms. Strengthening two-way communication channels and involving teachers in curriculum discussions could lead to better implementation outcomes.

Furthermore, concerning availability of learning resources, this was one of the most unanimously positive items; with 11.5% strongly agreeing and a remarkable 65.4% agreeing, while 23.1% remained neutral and none disagreed. The mean score of 3.89 that is above the grand mean score of 3.63 indicates strong satisfaction, suggesting that learning materials books, guides, and visual aids are widely available and accessible. Neutral responses may point to quality or contextual relevance concerns, but the complete absence of disagreement responses underscores that material availability is not a significant barrier to curriculum implementation for most teachers. Continuous updates and context-specific resources can further enhance this support system.

During interview with SQA, it was revealed that there is monitoring and assessment of effectiveness of support systems on teaching and learning quality through several strategies. One participant said:

> First, we conduct regular school visits and classroom observations using the National Quality Assurance Framework. During these visits, we assess whether teachers are applying the knowledge and skills acquired from professional development programmes, such as learner-centered teaching, use of teaching and learning materials, and proper assessment techniques. We also collect and review teacher performance data through lesson observation reports, schemes of work, and pupils' exercise books to determine whether teaching practices align with the reviewed curriculum. In addition, we track student performance trends across schools—particularly in national and district-level assessments—to evaluate the impact of training and resource provision on learning outcomes (Personal interview with SQA1, 15th May, 2025)

Another responded also added that:

> We gather feedback directly from teachers through structured interviews and focus group discussions to understand how they perceive the usefulness of the support systems and what challenges they still face. This feedback informs our planning and helps us make data-driven recommendations to the District Education Office and training providers for continuous improvement. Overall, the combination of monitoring tools, performance analysis, and direct engagement with schools allows us to assess the real impact of support systems and guide strategic interventions to improve

teaching and learning outcomes. (Personal interview with SQA2, 15th May, 2025)

The interviews with School Quality Assurance (SQA) officers revealed that the effectiveness of support systems on teaching and learning is monitored through regular school visits and classroom observations guided by the National Quality Assurance Framework. They assess teachers' application of skills gained from professional development, review lesson plans and pupils' work, and track student performance in national and district assessments to gauge impact. Additionally, SQA officers collect direct feedback from teachers via interviews and focus groups to understand their experiences and challenges with the support systems. This aligns with a study conducted by Habibu (2023) in Zanzibar, Tanzania which found out that effective leadership was a key to the success of implementation of reviewed curriculum.

## 4.2 Quantitative Findings on the Possible Measures to Improve Support Systems for Effective Implementation of Reviewed Curriculum in Primary Schools.

In the second objective of this study respondents were required to suggest possible measures to improve support systems for effective implementation of reviewed curriculum in primary schools. Questionnaires were administered to the sampled public primary schools who were required to agree or disagree with the items using a five point likert scale, where 5=strongly agree, 4=agree, 3=neutral, 2=disagree and 1=strongly disagree. A total of 6 items were used to investigate this objective. During the discussion the percentage of those who strongly agreed and those who agreed were merged. The same was done to the percentage of those who strongly disagreed and those who disagreed. Table 2 presents the data of quantitative findings through questionnaires on the effectiveness of the support systems in implementing the reviewed curriculum.

**Table 2: Quantitative Findings on the Possible Measures to Improve Support Systems for Effective Implementation of Reviewed Curriculum in Primary Schools.**

| Statement | Strongly agree | | Agree | | Neutral | | dis | | Strongly disagree | | mean score |
|---|---|---|---|---|---|---|---|---|---|---|---|
| | f | % | f | % | f | % | f | % | f | % | |
| Regular Assessment and Feedback Mechanisms | 51 | 39.2 | 66 | 50.8 | 6 | 4.6 | 7 | 5.4 | 0 | 0.0 | 4.24 |
| Developing comprehensive monitoring and evaluation frameworks | 35 | 26.9 | 58 | 44.6 | 20 | 15.4 | 17 | 13.1 | 0 | 0.0 | 3.85 |
| Strong policy support from government bodies | 62 | 47.7 | 28 | 21.5 | 31 | 23.8 | 8 | 6.2 | 1 | 0.8 | 4.10 |
| Adequate teaching resources (e.g., textbooks, teaching aids, technology) are essential for successful curriculum implementation | 41 | 31.5 | 64 | 49.2 | 21 | 16.2 | 4 | 3.1 | 0 | 0.0 | 4.09 |
| The reviewed curriculum should be flexible to accommodate diverse learning needs and different student abilities. | 29 | 22.3 | 79 | 60.8 | 15 | 11.5 | 7 | 5.4 | 0 | 0.0 | 4.00 |
| Improving school infrastructure (classroom environment, internet access, etc.) | 49 | 37.7 | 50 | 38.5 | 27 | 20.8 | 4 | 3.1 | 0 | 0.0 | 4.11 |
| The use of ICT technology | 37 | 28.5 | 72 | 55.4 | 19 | 14.6 | 2 | 1.5 | 0 | 0.0 | 4.12 |
| **Grand mean score** | | | | | | | | | | | 3.79 |

**Source: Field Data (2025)**

From table 2, regular assessment and feedback mechanisms, this measure received overwhelming support, with 39.2% strongly agreeing and 50.8% agreeing, making a combined 90% positive response. Only a small fraction disagreed (5.4%) or remained neutral (4.6%), and none strongly disagreed. The high mean score of 4.24 that is above the grand mean score of 3.79 reflects strong teacher consensus on the value of regular feedback loops. Teachers clearly recognize that frequent assessment and reflective feedback are crucial for guiding instructional adjustments, identifying implementation gaps, and improving learning outcomes. The absence of strong disagreement suggests widespread demand for systematic, timely, and actionable feedback structures as a key improvement area in the support system. This assertion was confirmed in a related study by the Grattan Institute (2025) who found that schools implementing systematic assessment schedules and providing timely feedback to students saw significant improvements in students' performance, particularly in mathematics. The emphasis on continuous assessment allowed teachers to identify learning gaps early and adjust instruction, accordingly, leading to more personalized learning experiences for students.

Support for developing comprehensive monitoring and evaluation frameworks as a measure was relatively strong but more mixed compared to others. 26.9% strongly agreed and 44.6% agreed, making 71.5% positive responses. However, 15.4% were neutral, and 13.1% disagreed, suggesting some ambiguity or lack of familiarity with what such frameworks entail. The mean score of 3.85 indicates moderate support. The slightly higher neutrality may reflect the technical nature of monitoring frameworks or lack of involvement by teachers in their development. This highlights the need to involve teachers in designing and using evaluation tools that are practical, user-friendly, and directly inform teaching and learning improvements. While giving support, Mtebe and Raphael (2021) found that the absence of comprehensive monitoring and evaluation frameworks hindered the effective integration

of ICT into the curriculum. Without clear evaluation metrics, it was difficult to assess the impact of ICT initiatives on teaching and learning outcomes, leading to misaligned strategies and resource allocation.

A total of 69.2%, (47.7% strongly agree and 21.5% agree) of teachers believe strong governmental support is essential. However, 23.8% were neutral, and 7% disagreed to varying degrees. The mean score of 4.09 shows general consensus that policy-level backing, such as funding, clear directives, and accountability structures, is critical for effective curriculum implementation. The notable proportion of neutral responses could indicate uncertainty about the current level of support or skepticism regarding policy follow-up. These results call for more visible and consistent engagement from government agencies in both supporting and monitoring curriculum rollout efforts at the school level. In this regard, a study by the Institute for Fiscal Studies (2024) found that despite strong policy intentions, lack of adequate resources and support at the school level led to disparities in the implementation of the curriculum. Schools in more affluent areas were better able to adapt to policy changes, while those in disadvantaged areas struggled due to insufficient support.

Resource provision was confirmed by respondents as equally important measure with 31.5% strongly agreeing and 49.2% agreeing, accounting for a total of 80.7%. Only 3.1% disagreed, and 16.2% remained neutral, while no strong disagreement was recorded. The mean score of 4.09, equal to that of policy support, emphasizes that sufficient textbooks, teaching aids, and educational technology are viewed as foundational to the success of the reviewed curriculum. Neutral responses may reflect those who already have adequate resources or who feel other factors play a more critical role. Nevertheless, this finding clearly points to the need for continued investment in educational materials to support teachers in translating curriculum changes into effective classroom practice. This finding is supported by Mapisa and Makena (2024). The study underscores the necessity of providing not only initial but continuous training to sustain effective ICT use in schools.

The call for curriculum flexibility was supported by 83.1% (22.3% strongly agree, 60.8% agree) of respondents, while 11.5% were neutral and 5.4% disagreed. The mean score of 4.00 demonstrates clear approval of adaptability in the curriculum, likely driven by the varied classroom contexts in which teachers operate rural urban verses, mixed ability learners, and language diversity. Teachers appear to advocate for a curriculum that allows them to modify pace, content, and teaching methods to suit different learner profiles. This feedback implies that rigid curriculum structures may hinder effective implementation. The finding agrees with that of Robertson (2023) who found that while the curriculum aimed to be inclusive, its rigid structure and lack of differentiation strategies made it challenging to cater to students with varying abilities. Teachers reported difficulties in adapting lessons to meet the diverse needs of their students within the constraints of the prescribed curriculum, responsive, inclusive designs are needed to promote equity and engagement.

The mean score of 4.11 reflects a strong perception that better physical conditions classroom layout, lighting, internet access, and sanitation directly influence the successful use of support systems. This measure received 37.7% strong agreement and 38.5% agreement, totaling 76.2% approval. A considerable 20.8% were neutral, and 3.1% disagreed. The relatively high neutrality might stem from differences in school locations or existing infrastructure quality. These findings point to infrastructure as a practical, high-impact area for investment, particularly to support digital tools, group work, and learning resource usage, especially in underserved areas. This finding resonates with that of Daudau (2020) in Tanzania who found that improving school infrastructure, such as building larger classrooms and laboratories, significantly enhanced the implementation of the competency-based curriculum. The study highlighted those adequate physical spaces that facilitated better student-teacher interactions and supported diverse teaching methods, leading to improved learning outcomes.

The adoption of ICT received strong support, with 28.5% strongly agreeing and 55.4% agreeing, making 83.9% total agreement. 14.6% were neutral and only 1.5% disagreed, while none strongly disagreed. The mean score of 4.12 indicates high regard for technology as a tool to enhance curriculum implementation. ICT integration is seen not only as a modernizing force but also as a practical solution to improve access to learning materials, training content, and collaboration. The small neutral group may represent those with limited infrastructure or skills. Therefore, these findings imply the need for both hardware provision and ICT literacy training as part of curriculum support measures. Murithi and Yoo (2021) agreed but further noted that while teachers recognized the potential of ICT to enhance teaching and learning, challenges such as inadequate ICT facilities, limited teacher training, and resistance to change hindered its effective integration into the curriculum.

During the interviews with SQA, they suggested that several key measures should be taken to improve support systems and enhance the effective implementation of the reviewed curriculum in our schools: this was made evident by one participant who said:

> Professional development programmes should be more regular, well-planned, and inclusive for all

teachers not just selected few. Refresher courses and targeted in-service training on specific subjects or curriculum changes should be scheduled annually or termly. Also, more emphasis should be placed on empowering school-based quality assurance teams, subject panels, and peer mentoring systems. These local structures are essential for continuous, day-to-day support of teachers after formal training. (SQA, 16th May, 2025)

This was further supported by another participant who added:

Teachers need access to basic ICT tools and training on how to use digital content and platforms to support curriculum delivery, especially with increasing emphasis on 21st-century skills. Internet access and digital libraries should be introduced where feasible. Again, Motivating teachers through recognition, certificates, or small grants for innovation can boost their commitment to professional growth and curriculum implementation (*Personal interview with SQA 16th May, 2025*)

The responses from School Quality Assurance officers emphasize the need to strengthen support systems for effective curriculum implementation. These findings agree with what was indicated by the teachers in their questionnaires whereby most of them acknowledged that providing teachers with ICT tools, internet access, and digital resources to support modern teaching methods was crucial. The agreement between SQA and teachers implies that support systems are directly linked to better implementation of reviewed curriculum.

# 5. Conclusion and Recommendations

## 5.1 Conclusion

In evaluating the effectiveness of these support systems, it became clear that although many teachers feel encouraged and better equipped through professional development and access to teaching materials, several systemic weaknesses limit full effectiveness. Inconsistent quality training, poor communication between school leadership and teachers, and uneven mentorship practices reduce the overall impact of the support provided. These gaps highlight the urgent

need for more coherent, teacher-centered, and practically oriented support strategies that are responsive to the realities of classroom implementation.

To enhance curriculum implementation, teachers strongly advocated for the improvement of support systems through more regular assessment and feedback mechanisms, stronger government policy support, increased access to resources, and greater use of ICT tools. Flexibility in curriculum design and investment in infrastructure were also seen as crucial. These insights suggest that for the reviewed curriculum to be effectively embedded in classroom practice, the education sector must invest in both structural improvements and professional capacity-building. A well-coordinated, inclusive, and resource-rich support system is essential to meet the evolving demands of primary education reform.

## 5.2 Recommendations

Based on the conclusion of the study, the researcher recommended the following:

1. The curriculum should be reviewed to allow more flexibility in content delivery, enabling teachers to adapt lessons to the diverse needs and contexts of their learners. Teachers should be involved in future curriculum review processes to ensure that the curriculum remains realistic, culturally relevant, and adaptable to different learning environments and student abilities.

2. Mentorship programmes should be formalized and structured, with clear roles, guidelines, and training for mentors. Schools should establish peer support networks or learning communities that encourage collaboration, exchange of ideas, and shared problem-solving. District officials should monitor the effectiveness of these programmes and ensure their consistent implementation across all schools.

3. Educational stakeholders should prioritize the equitable distribution of teaching and learning materials, including textbooks, teacher guides, and digital tools. Infrastructural improvements such as classroom expansion, better furniture, and reliable internet access are also necessary to create environments conducive to learner-centered instruction. Special attention should be given to rural and underserved schools to close existing resource gaps.

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