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# Efficacy of Teachers' Professional Documents on Curriculum Implementation in Public Secondary Schools in Gatanga Sub-County, Murang'a County, Kenya

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***Abstract***: *Teachers' professional documents such as lesson plans, schemes of work, records of teacher and student activities and attendance are used in the translation of the curriculum into practice and used as part of teachers' planning and accountability. The study used concurrent mixed methods triangulation design. The sample included 188 teachers, 88 Teacher Performance Appraisal and Development (TPAD) representatives, 42 principals, 42 board members and the Sub-County Director of Education. Data was obtained from questionnaires and interview schedules and was processed using both inferential and descriptive statistics using SPSS 28.0 and thematically. Lesson planning documentation was rated highly (M = 3.72), as was assessment documentation (M = 3.71), student progress documentation (M = 3.68) and teaching material documentation (M = 3.67). All four of these were significantly above the central point on the scale (p < .001). Agreement however was only moderate and there was a significant degree of variation in the responses (SD ranging from 1.340 to 1.385). There was also no significant relationship between teaching strategies and curriculum implementation (β = 0.048, p = .363). It was found that teachers' professional documentation is seen as important in curriculum implementation however the current use is inconsistent and is not very effective. The findings also recommended that school administrators should frequently carry out formative evaluation of these documents, a common format and standard for these documents be established and there should be teacher training including ICT competency and the Teachers Service Commission should evaluate teachers' professional documentation to focus on use and quality rather than compliance.*

***Keywords:*** *Teachers' professional documents; Curriculum implementation; Lesson planning; Teacher appraisal; TPAD; Public secondary schools; Gatanga Sub-County*

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## 1. Introduction

Education is an important enabler of personal and national development. Education enables the development of cognitive skills and prepares students for meaningful employment (Lilian & Amollo, 2022). Governments also value education and hence make significant investments in it (UNESCO, 2022). Every child has the right to receive education that is quality and relevant. Kenya has also ratified the Convention on the Rights of the Child which recognises every child's right to quality education. Quality education is also at the heart of Sustainable Development Goal 4 (UNESCO, 2018; Paunu et al., 2020). There is a

record of commitment in Kenya to expand access to education and improve quality in education from Kenya's education policy (Republic of Kenya, 2019).

Quality of education depends on successful implementation of the curriculum in the classroom. Curriculum implementation is a process that involves a range of stakeholders including school leadership, teaching and learning resources, teachers and learners. Implementation of curriculum can influence school performance and also influence academic achievement through a range of inputs (Lydia & Nasongo, 2009). Teachers play the main role in curriculum implementation. Therefore, the tools that teachers use for planning and recording their work are important. Teachers' professional documents are written materials that serve as a guide for teaching and learning (Asiyah, 2019). They include lesson plans that include objectives, teaching methods, teaching materials and assessment for each lesson; lesson plans that map curriculum content of each subject over weeks, terms and the school year; record of work done; and attendance records. These documents facilitate tracking of curriculum coverage, provide continuity during teacher changeover and aid in effective delivery of content. These documents are expected to enhance efficiency of teaching and learning (Musyoka & Cheloti, 2018; Lilian & Amollo, 2022). On the other hand, poor documentation may result in ineffective teaching and a failure to attain quality education (Paunu et al., 2020; Sifuno & Obonyo, 2020).

In Kenya, the Teachers Service Commission (TSC) is responsible for the recruitment, employment and supervision of teachers in public schools. All teachers are required to prepare and maintain professional documents. Since January 2016, TSC has been using the Teacher Performance Appraisal and Development (TPAD) system to monitor implementation of the curriculum and teacher performance, clarify roles and responsibilities, provide feedback and communication to teachers (TSC, 2016; Mwai & Muchanje, 2018). In the TPAD system, school heads monitor teacher performance including preparation and use of professional documents. Appraisal results are also expected to guide teacher career progression and training needs.

However, implementation and quality of these documents is not uniform. Jack (2021) reported that 23% of teachers in Nakuru County did not follow through on the work they planned. Also, education officials in Kenya have had to remind school heads to ensure that professional documents are prepared (Republic of Kenya, 2019). In addition, the transition to online teacher performance reporting has revealed ICT skills gaps among teachers. Some teachers have availed of external help in completing the teacher appraisal reporting which has also delayed feedback to teachers (Kanisa & Makokha, 2017). The reasons for this are not known and the relationship between teachers and learner performance is inconsistent. For example, no relationship between teacher experience and student performance was found in Nyandarua County by Kimani, Kara and Njagi (2013).

This issue is particularly significant in Gatanga Sub-County in Murang'a County. The Sub-County Education Office has reported that there has been a decline in mean scores over a four-year period in the sub-county. Also, poor student performance has been of concern to parents, education officers and teachers over the recent years (SCEO, 2018). However, teacher performance appraisal was introduced in 2016 with the goal of improving quality in teaching and learning. There has been a continued decline in student performance despite the introduction of teacher performance appraisal. This raises questions as to whether professional documents are prepared and used in a manner that enhances implementation of the curriculum.

Research that has been conducted on professional documents has been carried out primarily in primary schools. Research that has been done on secondary school teachers has also examined either lesson observation, experience, or teacher qualification separately (Jack, 2021; Suleiman, 2020; Mulatya, Okoth & Mugambi, 2022). There is limited research on the influence of lesson planning, documentation of work done, documentation of assessment and documentation of teaching materials on the implementation of the curriculum in public secondary schools in Gatanga Sub-County. Therefore, this study aims to determine the influence of professional documents on implementation of the curriculum in public secondary schools in Gatanga Sub-County.

## 1.1 Statement of the Problem

Professional documents are expected to provide continuity when teachers move from one school to another, to facilitate tracking of content coverage and provide guidance on content delivery. The Teachers Service Commission in Kenya requires all teachers to prepare professional documents. Since January 2016, TSC has also used the TPAD system to monitor teacher performance and implementation of curriculum (TSC, 2016; Mwai & Muchanje, 2018). If professional documents are well prepared and implemented, they are expected to increase the efficiency of teaching and learning (Lilian & Amollo, 2022; Musyoka & Cheloti, 2018).

However, implementation and quality of these documents is not uniform. Jack (2021) reported that 23% of teachers in Nakuru County did not follow through on the work they planned. Also, education officials in Kenya have had to remind school heads to ensure that professional documents are prepared (Republic of Kenya, 2019). Some teachers

also lack the required ICT skills to complete teacher performance reporting online (Kanisa & Makokha, 2017). Also, teacher promotion is not yet directly guided by teacher appraisal results (Kagema & Irungu, 2018). In Gatanga Sub-County, the Sub-County Education Office has reported a decline in mean scores over a four-year period. Student performance has also been of concern even with the introduction of teacher appraisal in 2016 to improve teaching and learning quality (SCEO, 2018).

Research on professional documents has also been mostly carried out in primary schools. Research that has been carried out on professional documents in secondary schools also looked at teacher experience, qualification or observation of lessons separately (Jack, 2021; Suleiman, 2020; Kimani et al., 2013; Mulatya et al., 2022). There is also a lack of evidence regarding the influence that professional documentation has on implementation of the curriculum in public secondary schools in Gatanga Sub-County. If this issue is not adequately addressed, professional documents may continue to be viewed as a formality. Curriculum implementation may not be met and students may also continue to fall short of grades required for admission into quality institutions and for successful future careers. Therefore, this study aims to determine the influence of professional documents on implementation of the curriculum in public secondary schools in Gatanga Sub-County, Murang'a County.

# 2. Literature Review

## 2.1.1 Teachers' Professional Documents and Implementation of Curriculum

Improving student learning is important for expanding opportunities for meaningful employment after school. The recent under-performance in Gatanga Sub-County in Murang'a County has created concerns. The research done on this issue tends to isolate the influence of a specific factor. The influence of teachers' professional documents on student learning is one such factor. Research has shown teachers prepare work plans, lesson plans, and attendance records. The quality of professionally prepared teaching materials directly affects student learning. Education promotes critical thinking skills and meaningful employment (Lilian & Amollo, 2022). Many countries have made education a priority to promote meaningful employment (UNESCO, 2022). Therefore, a failure to improve education has a detrimental effect on the child's right to receive a relevant and effective education (UNESCO, 2018).

There is some variation on definitions for teachers' professional documents. Asiyah (2019) defines teachers' professional documents as materials used to guide teaching and learning and to organise the content taught. Due to the large quantity of professional documents that teachers maintain, this study will investigate lesson plans, attendance records, work plans, and professional materials. At both primary and secondary levels, the effectiveness of professional documents has been found (Duflo et al., 2020; Musyoka & Cheloti, 2018). The Ministry of Education in Kenya also requires teachers to behave professionally and teach as efficiently as possible (Republic of Kenya, 2017). Furthermore, a lack of preparation of curriculum documents has been linked to ineffective teaching and learning (Sifuno & Obonyo, 2020). Studies have also shown that work plans can enhance planning of teaching throughout the year (Paunu et al., 2020). A lack of effective preparation of work plans could lead to ineffective teaching and a failure to advance towards Sustainable Development Goal 4. How then can teachers plan their teaching to meet the intended outcomes for their students?

The Convention on the Rights of the Child has been ratified in Kenya. As a result of this treaty, countries must provide children with effective and relevant education (UNESCO, 2018). Therefore, investigating the quality of professional documents and work planning done in Gatanga Sub-County will show the impact on student learning. Lesson plans must clearly identify learning outcomes and objectives so that effective teaching and learning can be evaluated. Lesson plans also provide for content delivery, assessment of student learning, and alignment of teaching with learning outcomes (Musyoka & Cheloti, 2018).

Curriculum preparation is also an important issue for the Standards and Quality Assurance unit in the county and sub-county. Teachers also transfer between schools. When a teacher enters a school, they must be apprised of what previous teachers have done so that they can continue the teaching process. Effective documentation of work performed helps ensure a continuity of curriculum and reduces gaps in coverage. (Lilian & Amollo, 2022). 23% of teachers in Nakuru county were found not to follow through on their work plans (Jack, 2021). The directors are responsible for ensuring that these documents are prepared but the reasons for poor preparation are not clear (Republic of Kenya, 2019). Though there has been some research on primary schools few studies have been done on the effectiveness of professional teaching documents at the secondary school level (Jack, 2021; Suleiman, 2020).

### 2.1.2 Schemes of work and lesson plans

Schemes of work and lesson plans are important in effective teaching. Both are used to enhance teaching and learning. A scheme of work can provide an overview of the

curriculum across the year, term, and week. Schemes of work provide for systematic and organised teaching. They also serve as an organising device for lesson plans. These schemes outline content covered for each lesson across terms, weeks and the year. Lesson plans then provide for content to be taught by the end of each lesson.
Lesson plans also help teachers to focus on content and methods. They reduce ambiguity in content and instruction. They also facilitate the preparation, evaluation and presentation of materials. Teachers can also use lesson plans to plan and design appropriate teaching methods and to plan and select appropriate assessments. Learning objectives should be identified and measurable in the plan. Instructional materials and teaching methods used in the plan should also be outlined. Teachers can then use the comments section of the lesson plan to note the effectiveness of the lesson. If the learning objectives have not been achieved the teacher can then plan follow-up activities. During evaluation of lessons teachers should also consider the content and methods that will best meet their teaching objectives and those of their students for that lesson. (Susanne, 2006)

### 2.1.3 Records of work covered and attendance records

The records of work covered document all the instruction that a teacher gives each day. A record is made after each lesson. These records promote continuity of teaching and accountability as well as openness to the content taught. When a new teacher enters a school, they can use these records to determine a starting point for students. A good record includes the work completed, name of the teacher, comments, date, and a signature. Efficient use of teacher time can be facilitated through regular attendance at lessons, following the school calendar, participation in staff meetings, and completion of appraisals and school related tasks (TSC, 2016). Indicators of efficient use of teacher time would include punctuality for work and lessons, monitoring of attendance, make-up of missed lessons, recording of missed lessons, and analysis of professional data over time (TSC, 2016).

Attendance records are used by managers to determine teacher attendance. The class secretary records when a student enters and leaves the classroom and indicates a lesson has been attended if the teacher is present. Students generally do not learn alone. Rather they learn with the teacher and receive feedback from other students and their families (Wang & Walberg, 2004). Research has also shown that students who attend all lessons develop closer relationships with their teachers which in turn can promote cognitive development (Meral Kandemir, 2018). In order for effective teaching and learning to take place, students and teachers must attend enough to allow for the evaluation of the teacher. Students who attend also perform better on exams and are better prepared for examinations through question and answer, individual instruction, and class discussion. Attendance also increases the likelihood of academic achievement (Pascopella, 2007). Educators and policymakers alike agree that an education system should produce students who are proficient in core subjects, who possess the social and emotional skills to successfully interact with diverse populations and who display responsibility (Greenberg, 2003).

### 2.1.4 Lesson observation, supervision and professional learning

Lesson observation involves investigating both what teachers do and what students learn in order to meet the traditional aims of education that are knowledge, skills, attitudes and values. Observation of the classroom can also provide information about the effectiveness of teaching. Observation allows for supervision and support. Observation may be done by the principal, deputy principal, a colleague or an external reviewer. Observations can include actual observation of the lesson and structured assessment of the lesson. Lesson observation is based on a lesson study approach. Fernandez and Yoshida (2004) define lesson study as a broad range of practices that are designed with student learning in mind. Yoshida and Jackson (2011) define lesson study as a process that includes a detailed lesson plan, observation of a lesson as it is taught and a discussion of the teaching and learning that took place after the lesson. These processes may vary from country to country, but the basic processes remain consistent (Murata, 2011). Teachers should collaborate prior to observation of a lesson (Weeks, 2001).

During planning teachers will use curricular materials, teacher guides, past student work and other related materials to develop lesson ideas (Fernandez & Yoshida, 2004). Potential issues students may face such as learning styles, classroom behavior, assessment methods, reasoning styles, learning difficulties and student engagement are also identified during planning. During implementation one teacher will lead the lesson while others observe (Lewis et al., 2004). The observers will also use the lesson plan and any supplemental materials to take notes during the lesson. Observers can identify issues related to teaching and learning that would be difficult to observe in one's own lesson. These issues can include behaviors, responses, communication and problem solving by students (Lewis et al., 2004). Following the lesson a reflection activity will occur (Weeks, 2001). During this time teachers can reflect on their lesson, give feedback and make recommendations while the lesson is still fresh in teachers' minds (Doig & Groves, 2011). During this time the teacher can identify

problems and highlight both successes and areas for improvement (Takahashi & Yoshida, 2004; Doig & Groves, 2011). Then other teachers may give feedback with a focus on improving the lesson and not on critiquing the teacher. Following the reflection teachers can revise the lesson plan with a focus on the misconceptions identified during the observation (Weeks, 2001). The lesson also serves as a demonstration of the content being taught, based on data and a reference for future observations (Murata, 2011). Lesson study is based on the notion that teachers learn by teaching. However, the focus of lesson study is on student learning (Isoda, 2010). It also promotes attention to how students learn (Yarema, 2010).

In Kenya, lesson observation is one method used by the TSC to monitor the professional performance of teachers. This includes instruction as it is planned, how content is presented, teaching methods and techniques, teacher-student interactions, and classroom management (TSC, 2020). After observing the lesson, the observer and teacher will then discuss the lesson and provide feedback. It is important for the observer to provide a supportive environment in which to receive feedback so that it can facilitate teacher improvement (Wango, 2010). A study conducted by Mulatya, Okoth and Mugambi (2022) on the relationships between teacher assessment, lesson observation and KCSE performance in public secondary schools in Lower Yatta Sub-County found that teacher observation and assessment have a positive impact on students' KCSE performance.

Supervision has been shown to enhance teaching practices, curriculum implementation and instruction through collaborative and democratic teacher-supervisor relationships (Okendu, 2012). Ukeje (2007) found that supervision can enhance learning while Peretomode (2004) describes classroom observation as one method used by educational leaders to help teachers enhance instruction of both teacher teaching practices and student learning. Blankstein (2010) also suggests that principals should support the identification of learning outcomes in the classroom and that they should collaborate with teachers to enhance the delivery of content. Usman (2015) also found that regular supervision practices such as inspection of lesson plans, classroom visits, inspection of notebooks, and review of teacher data and records showed significant relationships to student learning, program implementation, and teacher performance in secondary schools. Harris (2015) also suggests that observation in the classroom can enhance student learning and the effectiveness of educational program implementation while Good (2008) states that it can provide new teachers with both the knowledge and the skills to enhance their teaching practice through feedback and reflection. De Grauwe (2012) also found that national authorities use school supervision to monitor school performance with respect to student performance on national tests and that observation of teaching and learning can have a positive impact on student learning and opportunities for teachers to grow. In Kenya, standards and quality assurance officers monitor and provide advice regarding standards in health, welfare of students, efficient utilization of school resources, academic results, sports and student performance (Manual for the Inspection of Educational Institutions, 2000).

Similar results have also been found internationally. Studies have been done on teachers' value added in Latin America (Araujo, Carneiro, Cruz-Aguayo & Schady, 2016) and the United States (Johnson, Lipscomb, Gill, Booker & Bruce, 2014; Chetty, Friedman & Rockoff, 2014). Bruns and Luque (2014) also found significant differences in student outcomes between teachers teaching the same grade, subject and school. A US study also found that three different methods of classroom observation can be used to predict teacher effectiveness in keeping students engaged and classroom level learning gains (Kane & Staiger, 2012). Grossman, Cohen, Ronfeldt and Brown (2014) found that students who actively engage with teachers have higher learning gains, lower levels of behavior problems and higher self-regulation. In high performing education systems, such as Singapore, knowledge sharing among teachers has also been found to be important (OECD, 2013; Easton, 2008; Lewis et al., 2004; Liang, 2011; Fullan et al., 2013). Professional learning communities are also used to support instruction in these high performing systems.

Ongoing professional collaboration among teachers can enhance instruction in four ways. More peer review of teachers' instruction can produce individual accountability and peer pressure to improve. Peer review can also give teachers methods that are relevant to their classroom. Practice and simulation can more effectively promote adoption of new behaviors and attitudes than traditional methods of training. Additionally, if a school is committed to improving instruction and rewarding improvement then new behaviors can be supported by peers and the school leader. Furthermore, if teachers also improve their instruction such as by spending more time on instruction, then gaps in knowledge will have less of an impact on learning (Bruns, Costa & Cunha, 2016). Bruns et al. (2016) have also shown that classroom observation and coaching in Brazil can improve teacher performance by increasing instruction time, questions asked, teacher-observer communication and reducing variation in teaching practices. A study in Chicago also found that teachers believed that lesson observation can enhance instruction (Jiang & Sporte, 2016). Teachers' value-added measures track student gains in test scores while also accounting for student prior performance and other factors such as poverty (Jiang & Sporte, 2016).

Studies carried out by the World Bank in Brazil and other countries have found that ineffective use of time, overuse of chalk and talk methods and difficulty in maintaining attention are some of the factors that contribute to poor learning and high rates of dropout. Daily review, introduction of new content, guided practice, correction and feedback, specialised practice and monthly and weekly assessments all have an impact on student learning. When observations are done effectively, they can be used to guide teachers by providing information about individual teaching practices and also allow observers to learn from the practices of others. Observers should also be trained to make notes objectively and provide constructive criticism. Teachers should also be trained in using feedback to enhance instruction. Ongoing teacher professional development should also be well monitored, supported and seen as a lifelong process so that teachers can keep up with evolving teaching practices and competencies that are required in a knowledge-based society.

## 2.2 Summary and Research Gap

Schemes of work, lesson plans, records of work and attendance records are believed to assist in curriculum implementation. Furthermore, lesson observation and supervision have the potential to enhance the effective utilisation of these documents. However, most information regarding professional teacher documents comes from either primary or from abroad. Furthermore, when research is conducted on these documents in Kenya these are often investigated separately concerning teacher characteristics, records of work and supervision (Jack, 2021; Suleiman, 2020; Kimani et al., 2013; Mulatya et al., 2022). None of the studies reviewed have investigated the impact of lesson planning, records of work, records of assessment and teaching materials on curriculum implementation in public secondary schools within Gatanga Sub-County where there has been a decline in student performance. This study aimed to address this research gap.

# 3. Methodology

## 3.1 Research Design

This study employed a mixed methods research design specifically the concurrent triangulation design. Both quantitative and qualitative data were collected concurrently within a survey design. The data was analysed separately, and results were then compared and integrated at the interpretation stage to see whether the results were concordant. This research design was appropriate because this study sought both quantitative data on the preparation and utilisation of teachers' professional documents as well as qualitative data from school managers regarding the impact of these documents on curriculum implementation in public secondary schools in Gatanga Sub-County, Murang'a County. This type of research design enhances the credibility of the results due to the use of both data types.

## 3.2 Target Population

The population of a study refers to the objects, events or people about which the researcher is interested in studying. For this study the target population consisted of 2,282 respondents consisting of 1 Sub-County Director of Education, 811 teachers, 42 principals, 1,008 Teacher Performance Appraisal and Development (TPAD) and 420 Board of Management (BOM) members.

## 3.3 Sampling Procedures

A combination of probability and non-probability sampling methods were employed. Stratified, simple random, purposive and convenience sampling methods were employed in accordance with the function and nature of the target population. The sub-county was stratified into zones and schools within the zone were grouped into clusters. In relation to teachers a proportional stratified sampling method was employed to ensure that all strata were adequately represented. Teachers were stratified by gender and school type. Once teachers were stratified a simple random method was employed to ensure that each teacher had an equal and independent chance of being selected.

Principals, BOM members, TPAD representatives and the Sub-County Director of Education were selected using a purposive sampling method as these groups play significant managerial, monitoring and policy roles with regards to supervision and implementation of teachers' professional documents and appraisal. All 42 principals and the Sub-County Director of Education were included as they represent a small but significant group in relation to the research.

## 3.4 Sample Size

Sampling is the process of selecting units from the target population and the sample size is the number of units selected to represent the target population. Sampling allows for results in the sample to be generalised. The sampling design and sample size are particularly important in situations where resources are limited (Sekaran, 2010). The sample size for this study was determined using the Krejcie and Morgan (1970) table. A sample of 361 respondents was selected from a target population of 2,282.

**Table 1: Target Population and Sample Size**

| Respondent | Target Population | Sample Size | Sample % |
|---|---|---|---|
| Principals | 42 | 42 | 100% |
| Teachers | 811 | 188 | 23% |
| BOM Members | 420 | 42 | 10% |
| Sub-County Director of Education | 1 | 1 | 100% |
| TPAD Representatives | 1,008 | 88 | 9% |
| **Total** | **2,282** | **361** | |

**Source: The Researcher (2025)**

## 3.5 Data Collection Instruments

Primary data was collected using questionnaires and interview schedules. Questionnaires are ideal for collecting large amounts of data across a large number of respondents (Mugenda & Mugenda, 2003). Questionnaires were used for data collection from teachers, BOM members and TPAD representatives. Questionnaires were also structured according to the research aims. All respondents were asked the same questions so that comparisons could be made between answers. Interview schedules were used to collect qualitative data from principals and the Sub-County Director of Education as they play managerial and monitoring roles in teacher appraisal and professional documents. Both types of data collection used structured questions to ensure systematic and relevant data was collected. Secondary data was obtained from policy documents, reports and other available literature concerning teacher appraisal and student performance.

## 3.6 Data Analysis

Both qualitative and quantitative analyses were employed. Quantitative data was analysed using SPSS version 28.0. Descriptive analysis was performed using frequencies, percentages and mean statistics. Inferential statistics were also performed to determine the relationship between teachers' professional documents and curriculum implementation. Qualitative data collected from interviews was also coded, categorised and thematically analysed. Both sets of results were then compared and integrated with in line with the concurrent triangulation research design. Results were then presented in tables and figures.

## 3.7 Ethical Considerations

Throughout the study ethical considerations were employed in order to protect the rights, health and dignity of the respondents. Prior to the collection of data authorisation was obtained from the Sub-County Director of Education, school management and the university. The aim, nature and scope of the study were explained to the respondents prior to their participation. Informed consent was obtained from interview participants. Participation in the study was voluntary, and respondents were informed that they may withdraw from the study at any time with no negative consequence (Nnebue, 2016). Respondents were also free to express their opinions without fear of negative consequences. The names and institutions that the respondents represented were kept confidential and only information relevant to the study was shared with the researcher. Data was kept secure and was used for academic purposes only. Research integrity was employed throughout the process of data collection and analysis (Christian, 2003) and accountability and transparency was ensured by proper and complete use of sources and data (Kombo & Tromp, 2006).

# 4. Results and Discussion

This section presents the results of the study on teachers' professional documents and curriculum implementation in public secondary schools in Gatanga Sub-County of Murang'a County. The chapter begins with the descriptive characteristics of the respondents.

## 4.1 Demographic Characteristics of the Respondents

The first characteristic examined was gender and position of the respondents. Table 4.1 presents the distribution of respondents according to gender while table 4.2 presents the distribution of respondents according to position.

**Distribution of Respondents by Gender**

**Table 2: Distribution of Respondents by Gender**

| Gender | Frequency | Percent (%) |
|---|---|---|
| Female | 208 | 57.6 |
| Male | 153 | 42.4 |
| **Total** | **361** | **100.0** |

**Source: Researcher (2025)**

From table 2, out of 361 respondents 208 (57.6%) were females while 153 (42.4%) were males. Thus the number of female respondents was more than the number of male respondents although both were represented.

**Table 3: Distribution of Respondents by Position**

| Position | Frequency | Percent (%) |
|---|---|---|
| Principals | 42 | 11.6 |
| Teachers | 188 | 52.1 |
| BOM Members | 42 | 11.6 |
| Sub-County Director of Education | 1 | 0.3 |
| TPAD Representatives | 88 | 24.4 |
| **Total** | **361** | **100.0** |

**Source: Researcher (2025)**

Table 3 shows that the highest number of respondents were teachers (188, 52.1%) followed by representatives of TPAD (88, 24.4%). BOM members and Principals each had 42 (11.6%), while only one (0.3%) was Sub-County Director of Education. As expected, teachers were the most numerous among the respondents since they are involved in documentation and implementation of curriculum in schools while all other respondents (Principals, BOM members, TPAD Representatives and Sub-County Director of Education) are in a supervisory and policy position and hence can provide insight on the extent to which teachers' documentation influences curriculum implementation in public secondary schools.

## 4.2 The Effectiveness of Teachers' Documentation in Curriculum Implementation

### 4.2.1 Descriptive Statistics

Four statements on how teachers' documentation affects curriculum implementation through teacher appraisal were posed to the respondents. Respondents were asked to indicate the level to which each statement is true. Each statement was rated on a five-point scale with 1 indicating strongly disagree and 5 indicating strongly agree. Table 4.3 shows the descriptive statistics.

**Table 4: Descriptive Statistics on Teachers' Documentation and Curriculum Implementation**

| Statement | N | Min | Max | Mean | Std. Deviation |
|---|---|---|---|---|---|
| Teacher appraisal on lesson planning documentation improves students' academic performance | 361 | 1 | 5 | 3.72 | 1.373 |
| Teacher appraisal on record-keeping of students' progress improves curriculum implementation | 361 | 1 | 5 | 3.68 | 1.340 |

| Statement | N | Min | Max | Mean | Std. Deviation |
|---|---|---|---|---|---|
| Teacher appraisal on assessment documentation improves the effectiveness of curriculum delivery | 361 | 1 | 5 | 3.71 | 1.385 |
| Teacher appraisal on instructional materials documentation supports curriculum implementation | 361 | 1 | 5 | 3.67 | 1.356 |
| Valid N (listwise) | 361 | | | | |

Source: The Researcher (2025)

The statistics indicate that teachers' documentation, when used in teacher appraisal, is generally seen as contributing to curriculum implementation in public secondary schools in Gatanga Sub-County. All four categories of documentation have a mean of approximately 3.70 which indicates that the majority of the respondents agreed to the statements. Lesson planning documentation had the highest mean (3.72) which indicates that this aspect was seen to be of highest contribution to student's academic performance. Following it was assessment of student's work (3.71), record keeping of students' progress (3.68) and finally instructional materials documentation (3.67).

There was only a difference of 0.05 between the means. This indicates that all aspects of teachers' documentation were of nearly equal importance in curriculum implementation. However the standard deviations ranging from 1.340 to 1.385 are relatively high in a five-point scale. This indicates that despite a relatively high level of agreement there is a considerable variation in responses. There may also be differences in how documentation is practised or perceived in different schools. This may also indicate varying levels of effectiveness of teachers' documentation or varying levels of appraisal on the teachers' documentation in different schools. Also an examination of factors that could influence these responses such as teacher preparation, resources and support given by school management could help attain consistency in teachers' documentation.

#### 4.2.2 Inferential Statistics

### One-Sample t-Test

A one-sample t test was run for each of the statements with a test value of 0. The results are presented in table 5.

**Table 5: One-Sample t-Test (Test Value = 0)**

| Statement | t | df | Sig. (2-tailed) | Mean Difference | 95% CI of the Difference |
|---|---|---|---|---|---|
| Lesson planning documentation | 51.478 | 360 | .000 | 3.720 | 3.58 – 3.86 |
| Record-keeping of students' progress | 52.148 | 360 | .000 | 3.679 | 3.54 – 3.82 |
| Assessment documentation | 50.887 | 360 | .000 | 3.709 | 3.57 – 3.85 |
| Instructional materials documentation | 51.383 | 360 | .000 | 3.668 | 3.53 – 3.81 |

Source: The Researcher (2025)

All statements were statistically different from a test value of 0 ($p = .000$; t ranged from 50.887 to 52.148). Also, all mean differences were greater than 3.6 and the 95% confidence intervals (from 3.53 to 3.86) did not include 0. This indicates that teachers' documentation in all four areas made a positive contribution to curriculum implementation (lesson planning, record keeping, assessment and instructional materials).

A test value of 0 however is outside the range of the scale since the lowest value is 1. Any value greater than 1 is significantly different from 0. The test indicates that there is a positive level of agreement for all statements but does not indicate a level of agreement greater than neutral. To determine these the same four tests were run with a test value of the neutral midpoint of the scale (test value = 3) using the reported means and standard deviations with a value of N = 361. The results are presented in table 5.

#### 4.2.3 Supplementary One-Sample t-Test (Test Value = 3, Neutral Midpoint)

**Table 6: Supplementary One-Sample t-Test (Test Value = 3, Neutral Midpoint)**

| Statement | t | df | Sig. (2-tailed) | Mean Difference | 95% CI of the Difference |
|---|---|---|---|---|---|
| Lesson planning documentation | 9.96 | 360 | < .001 | 0.720 | 0.58 – 0.86 |
| Record-keeping of students' progress | 9.63 | 360 | < .001 | 0.679 | 0.54 – 0.82 |
| Assessment documentation | 9.73 | 360 | < .001 | 0.709 | 0.57 – 0.85 |
| Instructional materials documentation | 9.36 | 360 | < .001 | 0.668 | 0.53 – 0.81 |

**Source: Researcher (2025)**

All four statements have mean differences greater than the neutral midpoint. The mean differences are between 0.67 and 0.72 scale points. This indicates that respondents agreed that teachers' documentation contributes to curriculum implementation but the level of agreement above neutrality is moderate and the effect size (approximately half a standard deviation) is medium rather than large. This also supports the findings from the descriptive statistics which indicate a clearly positive level of agreement.

## 4.3 Discussion

The study found out that all the four aspects of documentation were rated positively. This is supported by other studies which have shown that teachers' professional documents aid teaching and learning in both primary and secondary schools (Duflo et al., 2020; Musyoka & Cheloti, 2018). The highest rating of lesson planning documentation (3.72) supports the fact that lesson plans are used to plan instruction, assess student learning and ensure that instruction is aligned with desired learning outcomes (Musyoka & Cheloti, 2018). Also lesson plans are used to facilitate teacher reflection after instruction so teacher can identify successes and challenges as well as plan for follow up activities (Susanne, 2006). Similarly, the positive rating of assessment documentation (3.71) supports the view that the types of materials, effectiveness of those materials for all types of learners and the assessment methods used are important since desired learning outcomes affect teaching and learning. (Danielson, 2011). The positive rating of record keeping of student's progress (3.68) supports also that documenting teaching and learning influences continuity of learning and also aids in transfer between schools. (Lilian & Amollo, 2022). Also, the positive rating of instructional materials documentation (3.67) supports the view that work plans help in instructional planning throughout the teaching year. (Paunu et al., 2020).

The findings are consistent with studies which link documentation to supervision and appraisal. Usman (2015) found that lesson plan review and appraisal of teachers' records are linked to teacher performance, implementation of programs and student performance in secondary schools. Also Mulatya, Okoth and Mugambi (2022) found that teacher assessment and observation practices had a positive impact on student performance in the KCSE in Lower Yatta Sub-County. Similarly, a study in Chicago found that teachers believed observations had a positive impact on teaching. (Jiang & Sporte, 2016) In this study teachers' documentation was used in teacher appraisal. This would also result in a similar trend. Documentation was found to be valuable when it was used in appraisal as well as discussed and followed up.

The study also found some inconsistencies with the findings of previous studies. In many sources, professional documents are seen as an important aspect of effective teaching. (Asiyah, 2019; Musyoka & Cheloti, 2018). In this study mean agreement is under 4.0 and there are also relatively large standard deviations. This indicates that a significant number of respondents were neutral or disagreed with the statements. It may indicate that effective professional documentation is not uniformly present in the Sub-County. This is supported by reports of incomplete implementation. For example, only 77% of teachers in Nakuru followed through on all planned activities (Jack, 2021). Also, there is a finding that there is still no direct link between appraisal and teachers' professional development. This may weaken the use of professional documentation as a tool rather than as a formality. (Kagema & Irungu, 2018). In addition, electronic submission of appraisal data may cause variation. Many teachers lack the necessary ICT skills to complete this. (Kanisa & Makokha, 2017). In this aspect the results partially contradict the finding in the literature that once professional documents are required they contribute to curriculum implementation.

## 5. Conclusion and Recommendations

## 5.1 Conclusion

Based on the findings of the study it can be concluded that teachers' documentation is seen as important in curriculum implementation by teachers, administrators and other stakeholders within Gatanga Sub-County. All four dimensions of documentation (lesson plans, assessment data, learner progress tracking and teaching materials organization) were found to be significant in curriculum implementation and student achievement. Respondents also significantly agreed that all four dimensions provide positive support for both curriculum implementation and student achievement. On average, all four documentation dimensions were rated positive. The current level of documentation within schools is inadequate. While documentation is considered important, there were moderate levels of agreement and a fairly high spread in the data. These results suggest inconsistent use of documentation across schools and/or not providing sufficient documentation to support curriculum and student achievement. The findings are based on perceptions of documentation by respondents and do not necessarily indicate the impact of documentation on students' achievement. The data does not indicate whether classroom strategies are significantly related to implementation of the curriculum. However, improving the quality and consistency of documentation within classrooms and connecting it to the classroom would help support both curriculum implementation and student achievement.

### 5.2 Recommendations

Based on the findings of this study, the following recommendations were proposed:

1. Documentation should be treated as a tool that can be used by school heads and deputy heads as well as heads of department. Schemes of work, lesson plans, data on work covered and learner progress should be reviewed regularly with timely and constructive feedback to teachers. Reviews should be linked to classroom observations.
2. Common lesson plans, assessment data and teaching materials documentation templates with quality standards should be implemented in schools to reduce the inconsistencies that were found within this study. Documentation should be moderated by heads of departments within subject areas and supported by sub-county quality assurance and standards officers through provision of exemplars for effective documentation.
3. In-service training and mentoring on lesson planning, assessment documentation and teaching materials should be provided and experienced teachers should support those teachers in need of support. Teachers should also be provided with training on the use of ICT for the preparation and submission of documentation and appraisal information.

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