## Abstract

This research project explored headteachers' instructional supervision practices and implementation of competency-based curriculum in primary schools in Katangi Zone, Yatta Sub-County, Machakos County, Kenya. Kenya rolled out the CBC in primary schools in 2018 with the aim of equipping the learners with competencies and skills to meet resource aspirations of development. The study's null hypothesis was "there is no statistically significant relationship between headteachers' instructional supervision practices and implementation of competency-based curriculum in public primary schools in the Katangi Zone of Yatta Sub-County in Machakos County, Kenya. This study adopted a descriptive survey design. The study targeted all 35 public primary schools, 35 headteachers, and 316 teachers in Katangi Zone, Yatta Sub-County. The schools were randomly sampled. Questionnaires were used for data collection. The Pearson Product Moment Coefficient formula was employed for correlation. Data was analyzed by use of SPSS version 32. Descriptive statistics such as frequencies, percentages, means, and standard deviations and inferential statistics like regression models were used to analyze the quantitative data. The results revealed that there was a statistically significant relationship between headteachers' instructional supervision practices and the implementation of competency-based curriculum in public primary schools in the Katangi Zone of Yatta Sub-County in Machakos County, Kenya. This was at r values of 0.67, which was strong positive and significant at a 0.014 significance value. Based on the results, the study recommends that the headteachers and boards of management, the Ministry of Education, and the Teachers Service Commission train teachers on competency-based curriculum and provide instructional resources in schools. Headteachers should involve parents in the implementation of CBC as well as intensify instructional supervisory practices.