

**INFLUENCE OF PRINCIPALS' MANAGERIAL SKILLS ON IMPLEMENTATION  
OF CBC IN PUBLIC JUNIOR SECONDARY SCHOOLS IN KAPSERET SUB  
COUNTY, UASIN GISHU COUNTY, KENYA**

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**A RESEARCH PROJECT SUBMITTED TO THE DEPARTMENT OF  
EDUCATIONAL MANAGEMENT AND CURRICULUM STUDIES IN THE  
SCHOOL OF EDUCATION IN PARTIAL FULFILLMENT OF THE  
REQUIREMENTS FOR THE AWARD OF MASTERS OF EDUCATION OF MOUNT  
KENYA UNIVERSITY.**

**SEPTEMBER 2024**


## DECLARATION AND APPROVAL

### Declaration

This thesis/project is my original work and has never been presented for any academic award in any institution.

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### Approval

This thesis/project is being submitted for examination with our approval as University supervisors

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## **DEDICATION**

This work is dedicated to my husband Mr. Stephen Bor and children Sheryle and Berryl for the moral support during the course of my study.



## ACKNOWLEDGEMENT

The successful completion of this project is attributed to the support and contributions of several individuals and institutions. I would like to express my sincere appreciation to Professor David Serem for his invaluable guidance and coordination throughout this process. His expertise and support were instrumental in shaping the outcome of this project. I also extend my heartfelt gratitude to the National Commission for Science, Technology, and Innovation (NACOSTI) for granting the necessary permits that enabled this study to proceed smoothly. A special thanks to the entire Mount Kenya University fraternity, particularly Dr. Murgor Abraham of the Department of Education Management and Curriculum Studies, for their unwavering support and cooperation during this initiative. I am deeply grateful to all the respondents who participated in this research. Their time, insights, and willingness to contribute were crucial to the success of this project.



## ABSTRACT

Effective school leadership is widely recognized as a crucial element in fostering successful school improvement and enhancing student achievement. Understanding how principals' managerial skills specifically influence the implementation of the Competency-Based Curriculum (CBC) in public junior secondary schools provides valuable insights for school leaders in Kapseret Sub County, Uasin Gishu County, Kenya. This research aimed to investigate the impact of principals' managerial skills on the implementation of CBC within these schools. The study focused on several objectives, including exploring the effects of principals' interpersonal skills, instructional leadership skills, decision-making skills, and resource management skills on the successful execution of CBC. The theoretical framework encompassed stakeholder theory, scientific management theory, and systems theory. A descriptive research design was employed to gather data from 71 public schools, targeting 71 Board of Management (BOM) members, 171 teachers, and 71 principals, resulting in a total target population of 313 individuals. Stratified sampling was utilized to select the schools, and a sample size of 226 participants was determined. A pilot study was conducted with a smaller group of participants to evaluate the effectiveness and clarity of the data collection instruments, which involved 20 teachers, 2 principals, and 10 students from two different schools. Data were collected using both open and closed-ended questionnaires and analyzed through pie charts and graphs. The study concluded that principals' leadership skills are essential for the successful implementation of CBC. Strong decision-making and resource management skills proved to be vital in creating an environment conducive to effective curriculum delivery and student engagement. Principals who excel in these areas are better equipped to navigate the complexities of curriculum implementation, make timely and informed decisions, and foster collaboration among stakeholders, thereby enhancing the quality of decisions and instilling a sense of ownership in CBC among teachers, students, and the community. Based on the findings, the study recommended that the government, through the Ministry of Education, should ensure the availability of adequate teaching and learning resources, such as charts, models, supplementary books, printers, photocopiers, revision books, and past papers, to support CBC implementation. Additionally, the study suggested areas for further research, including adopting a longitudinal approach to monitor the long-term impact of principals' interpersonal skills on CBC implementation. This future research could provide valuable insights into the sustainability and adaptability of these skills in evolving educational contexts.

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## LIST OF ACRONYMS

<b>CBC</b>	Competency-Based Curriculum
<b>KICD</b>	Kenya Institute of Curriculum Development
<b>CBET</b>	Competency Based Education and Training
<b>TVET</b>	Technical and Vocational Education and Training



# **CHAPTER ONE**

## **INTRODUCTION**

### **1.0 Introduction**

The section introduced the key components of the research study. It began with the background of the study, which outlined the context and rationale behind the research. This was followed by the statement of the problem, which identified the specific gap or issue that the study sought to address. The purpose of the study explained the overall aim, while the objectives of the study defined the specific goals that were to be achieved. The research questions were formulated to guide the investigation. The chapter also provided the justification of the study, highlighting its significance, and the scope of the study, which set its boundaries. Additionally, it discussed the study limitations, acknowledging potential constraints, and the study delimitations, describing the choices made to narrow the focus. The assumptions of the study were outlined, and finally, the operational definition of key terms was provided to clarify important concepts.

### **1.1 Background of the study**

Effective leadership and collaboration from principals are crucial for the implementation of a Competency-Based Curriculum (CBC) in Australia. Studies indicate that principals play a pivotal role in shaping the direction and creating conditions for successful CBC implementation in public junior secondary schools (Lingard & Rutherford, 2018). Competent principals exhibit visionary leadership by communicating a clear vision that fosters a shared understanding and commitment to the curriculum (Aduda, 2019). In addition, strong strategic planning enables principals to develop comprehensive plans that outline objectives, resource allocation, timelines, and strategies for effective implementation (Aduda, 2019).

The success of any educational program hinges on the proper execution of curriculum design philosophies (Ajuoga & Keta, 2021). In 2017, the U.S. Department of Education emphasized the importance of competency-based initiatives in educational institutions, which have since been adopted by countries like Mexico as part of their educational reforms (Katam, 2020). Nations such as the United Kingdom and Australia have incorporated Competency-Based Education and Training (CBET) to reform their Technical and Vocational Education and Training (TVET) systems (Rueling, 2022). CBET is centered on standards and qualifications that align with the competence required for individuals to perform effectively in their work environments (Deißinger & Hellwig, 2011). Teachers are also integral to CBC implementation, as they must be trained to assess competency-based learning outcomes (Adelmon, 2013; Klein-Collins, 2013).

Clear communication with stakeholders, including educators, parents, and the community, is essential for CBC success (Gronroos, 2010). Principals act as facilitators, ensuring transparent communication about the curriculum's rationale and addressing concerns (Fullan, 2007). Building cooperative relationships with stakeholders enhances curriculum implementation by leveraging their expertise (Gronroos, 2010). Furthermore, principals must empower teachers through professional development opportunities and foster collaborative environments that support the exchange of best practices (Fullan, 2017).

Principals also play a critical role in managing the challenges of CBC implementation, such as resistance to change or resource constraints (Fullan, 2017). Effective leaders engage in open discussions with stakeholders, seek feedback, and adapt strategies as needed to ensure the process remains responsive (Fullan, 2017). Continuous monitoring and evaluation are vital, and principals with strong analytical skills are capable of assessing the effectiveness of

the implementation, identifying areas for improvement, and making necessary adjustments (Aduda, 2019).

External stakeholders, such as parents and industry representatives, can further support CBC by providing real-world learning opportunities for students (Gronroos, 2010). Principals who cultivate partnerships with these stakeholders contribute to the overall success of CBC in public junior secondary schools (Gronroos, 2010). The successful implementation of CBC in Australia requires the collaborative efforts of principals, educators, and the wider community to foster an education system that aligns with modern workforce demands (Amunga et al., 2020).

Globally, several nations have transitioned to competency-based curriculums to enhance regional and global competitiveness in the labor market (Amunga et al., 2020). In East Africa, for example, the adoption of CBC began in 2019 to align with international trends and equip learners with the skills needed for personal and national development (Waweru, 2018). South Africa pioneered CBC implementation in 1998 to address a shortage of professionals, while Zambia revised its curriculum in 2013 to focus on skills-based learning (Mulenga, 2019). Rwanda followed suit in 2015, prioritizing practical learning over academic study to prepare students for real-life challenges (Urunana et al., 2021). Despite challenges such as resource limitations and large class sizes, CBC has been associated with improved student engagement and learning outcomes (Urunana et al., 2021).

In Kenya, the Competency-Based Curriculum was introduced by the Kenya Institute of Curriculum Development (KICD) in 2016, emphasizing the development of skills and knowledge that learners can apply practically (Momanyi & Rop, 2020). Successful implementation of CBC in Kenya has required significant investment in teacher training and the modification of teaching methods to align with competency-based assessments

(UNESCO, 2017). The primary goal of CBC in Kenya is to cultivate skills, attitudes, and knowledge that students can apply in practical situations, fostering lifelong learning and personal development (Momanyi & Rop, 2020).

## **1.2 Statement of the problem**

The Government of Kenya, through the Ministry of Education, implemented the Competency-Based Curriculum (CBC) as a strategy to help the Kenyan educational system keep pace with societal demands. The CBC aimed to support the Kenya Vision 2030 initiative by incorporating 21st-century teaching and learning approaches (M'mboga, 2021). However, teachers, as the primary implementers of CBC, struggled to effectively implement this curriculum, which hindered the acquisition of the competencies that the curriculum intended to achieve.

The analysis of the 2023 Kenya Primary School Education Assessment (KPSEA) conducted by the Kenya National Examinations Council (KNEC) indicated that only 45% of learners in Kapsaret Sub County achieved proficiency levels that met or exceeded expected standards, while 25% performed at levels significantly below the expected benchmarks (KEPSEA, 2023). This reflected a notable decline compared to the previous year, where 60% of students met the expected performance standards. Additionally, a 2017 educational census revealed a significant dropout rate, with 30% of students leaving school prematurely in Kapsaret Sub County (Solomon, 2016). This alarming trend may have been linked to ineffective teaching methods and the challenges posed by the implementation of CBC, as highlighted by Jimerson (2001).

Moreover, according to the 2023 KEPSEA analysis, schools in Kapsaret witnessed a 15% decrease in overall reputation, which had been associated with poor academic performance.

Leithwood et al. (2019) argued that consistently poor academic performance could severely damage a school's reputation, further affecting student enrollment and community trust.

The CBC framework emphasized the development of essential skills and promoted student-centered learning (Moll et al., 1992; Wiggins & McTighe, 2005). However, the KEPSEA analysis identified significant challenges related to its implementation. For instance, **70%** of schools reported insufficient resources, and **60%** indicated that the introduction of new subjects hindered learner progress (KEPSEA, 2023). Fullan (2017) underscored that adequate resources and skilled personnel were vital for achieving successful educational reforms. Additionally, delays in the delivery of learning materials affected the coverage of the syllabus, with **50%** of teachers reporting that they were unable to complete the curriculum in the allocated time due to material shortages (KEPSEA, 2023).

In response to these challenges, President William Ruto established a Presidential Working Party to scrutinize the CBC framework and propose necessary reforms (Ministry of Education, 2023). This led to the introduction of a 2-6-3-3-3 education structure aimed at providing a more comprehensive curriculum in primary education. This structure was designed to allow students the opportunity to discover and develop their potential before specializing in specific areas of study during primary school (KICD, 2017).

This research aimed to fill the knowledge gap concerning the impact of school principals on the successful implementation of the Competency-Based Curriculum (CBC) in Kapsaret Sub County. By investigating the challenges faced by schools and the leadership practices of principals, this study sought to identify strategies for improved curriculum adoption and enhanced student achievement.

### **1.3 Purpose of the study**

The purpose of the study was to investigate the influence of principals' managerial skills on the implementation of the Competency-Based Curriculum (CBC) in public junior secondary schools in Kapsaret Sub County, Uasin Gishu County, Kenya.

### **1.4 Research Objectives**

- i. To examine how principals' interpersonal practices influence the implementation of the Competency-Based Curriculum (CBC) in public junior secondary schools in Kapsaret Sub County, Uasin Gishu County.
- ii. To analyze the impact of principals' strategic planning on the implementation of CBC in public junior secondary schools in Kapsaret Sub County, Uasin Gishu County.
- iii. To assess how principals' decision-making skills affect the implementation of CBC in public junior secondary schools in Kapsaret Sub County, Uasin Gishu County.
- iv. To evaluate the influence of principals' resource management skills on the implementation of CBC in public junior secondary schools in Kapsaret Sub County, Uasin Gishu County.
- v. To investigate how principals' overall managerial skills contribute to the implementation of CBC in public junior secondary schools in Kapsaret Sub County, Uasin Gishu County.

### **1.5 Research Questions**

- i. How do principals' interpersonal practices influence the implementation of the Competency-Based Curriculum (CBC) in public junior secondary schools in Kapsaret Sub County, Uasin Gishu County?
- ii. In what ways does principals' strategic planning impact the implementation of CBC in public junior secondary schools in Kapsaret Sub County, Uasin Gishu County?

- iii. How do principals' decision-making skills affect the implementation of CBC in public junior secondary schools in Kapseret Sub County, Uasin Gishu County?
- iv. What is the influence of principals' resource management skills on the implementation of CBC in public junior secondary schools in Kapseret Sub County, Uasin Gishu County?
- v. How do principals' overall managerial skills contribute to the implementation of CBC in public junior secondary schools in Kapseret Sub County, Uasin Gishu County?

### **1.6 Justification of the study**

Efficient instructional management practices were crucial in molding the learning environment within schools, serving as catalysts for educational advancement and directly influencing the learning process. Understanding the correlation between principals' managerial practices and academic performance facilitated the identification of areas requiring enhancement. Policymakers and education administrators required empirical research to make well-informed decisions regarding school leadership and management practices. This study aimed to investigate the influence of principals' managerial practices on the implementation of the Competency-Based Curriculum (CBC) in public junior secondary schools, which was essential for effective educational reforms.

The study also sought to consider the learning management practices of the participants and examined how these practices affected the academic performance of students. By identifying effective instructional leadership practices, training programs could be customized to equip instructional leaders with the necessary skills and knowledge to enhance academic achievement. This research addressed existing gaps in the literature, particularly regarding instructional leadership and its influence on academic outcomes, which had been underexplored.

### **1.7 Significance of the Study**

The findings of this study offered valuable insights into effective strategies for enhancing academic achievement. By understanding the specific instructional methodologies linked to improved student outcomes, schools that aimed to enhance academic performance were able to implement targeted strategies. This research facilitated the creation of comprehensive school improvement plans that prioritized effective leadership strategies.

The implications of the research transcended a particular region or context, as the identification of effective teaching practices proved applicable to various educational systems. The study provided valuable information for policy and decision-making, enhanced accountability and evaluation methods, and assisted schools in improving their programs. Ultimately, the research contributed to improving teaching practices, addressing gaps in existing literature, and offering actionable insights to the education community, thus contributing to the overall enhancement of educational quality.

### **1.8 Scope of the study**

This study examines the impact of a principal's managerial abilities on the execution of the Competency-Based Curriculum (CBC) in public primary schools located in Kapsaret Sub County, Kenya. The study utilized a Survey research design to gather data. Ten (10) heads of school and thirty (30) teachers was selected at random. This study utilized purposive sampling and simple random sampling as the employed sampling techniques. The study is anticipated to be concluded within a timeframe of approximately six months.

### **1.9 Limitations of the study**

The study limitations are as follows:

- i. Some respondents did not cooperate in providing the necessary information; several reported being too busy to participate. This limited the depth and breadth of the data collected.
- ii. The study had a limited sample size due to time constraints and the focus on specific schools within Kapsaret Sub County, which affected the generalizability of the findings.
- iii. The reliance on surveys and interviews for data collection restricted the richness of the data. While focus groups could have provided deeper insights, time and resource limitations prevented their inclusion.
- iv. The data collected relied on self-reported information from principals, teachers, and students, which introduced bias or inaccuracies due to the subjective nature of the responses.
- v. Although confidentiality was assured to respondents to encourage honest feedback, this assurance did not fully alleviate concerns about privacy, potentially affecting the quality of the responses.
- vi. The study was conducted within a limited timeframe, which impacted the thoroughness of the data collection process and the analysis

#### **1.10 Delimitations of the study**

To ensure a concentrated and manageable research scope, I established the following delimitations for this study:

- i. This study centered on data gathered from public primary schools specifically located in Kapsaret Sub County. This emphasis enabled a more thorough examination of the particular obstacles and encounters faced at this educational stage.

- ii. The primary data was exclusively collected from teachers and students. Although the viewpoints of parents and administrators held value, their inclusion within the six-month timeframe jeopardized the thoroughness of the data gathered from teachers and students.
- iii. The data collection primarily depended on surveys and interviews due to limitations in time and resources. Although focus groups could have provided valuable insights, this delimitation guaranteed a more efficient data collection process within the specified timeframe.
- iv. The selection of these delimitations was meticulously made to ensure a research project that was concentrated and clearly defined. They enabled a comprehensive analysis of the selected subject within the limitations of time and resources.

### **1.11 Assumptions of the study**

The study assumed that respondents were compliant and furnished truthful responses. Conducting a pilot test of the survey and highlighting the significance of providing truthful feedback could have assisted in addressing this issue.

The study also assumed that there was a comparatively limited extent of Comprehensive Basic Education Curriculum (CBC) implementation in all public primary schools in Kapsaret Sub County. Collecting initial data from education authorities or conducting pilot interviews could have assisted in verifying this assumption.

Furthermore, the study assumed that teachers would proficiently execute the instructional methodologies established by principals. Examining the methods and resources provided for teacher training and support in relation to the Competency-Based Curriculum (CBC) could have helped challenge and address this assumption.

The study assumed that student academic performance was sufficiently assessed using the existing metrics and data. Examining the current assessment methods employed by educational institutions and evaluating their potential limitations was crucial.

Finally, the study assumed that the collected data accurately represented the impact of the principal's managerial skills on the implementation of CBC. Integrating survey data with other methodologies, such as interviews or observations, could have enhanced the precision of the findings.

### **1.12 Operational Definition of Key Terms**

**Implementation of CBC:** This emphasizes the principal's adeptness in implementing the CBC curriculum. Here are some quantifiable aspects: Organizes and facilitates professional development sessions for educators on the topic of CBC pedagogy and assessment. Establishes a conducive learning atmosphere that encourages the development of critical thinking, problem-solving, and collaboration skills, as highlighted in the CBC.

**Principal's Decision Making Practices:** This emphasizes the principal's capacity to make prudent decisions that prioritize the well-being of the school community and promote the implementation of CBC. The measurable aspects of decision-making include: conducting thorough data analysis, considering various perspectives, making timely and well-informed decisions that align with CBC goals, and taking accountability for the outcomes of those decisions.

**Principal's Instructional Leadership Skills:** This pertains to the principal's capacity to lead and assist teachers in delivering efficient instruction that is in line with the CBC. Here are several methods to evaluate this: Performs routine classroom observations and offers valuable feedback to educators; Assists educators in creating and executing creative teaching

methods that are in line with the Competency-Based Curriculum (CBC). Enables teachers to collaborate in order to exchange effective methods and enhance teaching.

**Principal's Interpersonal Skills:** This emphasizes the principal's capacity to cultivate constructive relationships with every member of the school community. Measurable aspects may encompass: Establishes a school environment characterized by trust and collaboration; Exhibits empathy and respect towards all individuals; Demonstrates adept conflict resolution skills and cultivates a supportive and harmonious school environment.

**Principal's Managerial Skills:** This pertains to the principal's capacity to efficiently arrange, strategize, and synchronize the school's resources. Here is a potential method for measuring it within a CBC (Choice-Based Conjoint) framework: Creates and executes a well-defined school improvement plan that is in line with CBC objectives; efficiently distributes staff, time, and budget resources to facilitate Implementation of CBC in public junior secondary schools.

**Principal's Resource Management Skills:** This pertains to the principal's capacity to proficiently oversee the financial, human, and material assets of the school in order to facilitate the implementation of CBC. Here is a potential method of evaluation: Efficiently develops and manages the school budget to support CBC initiatives. Acquires essential resources (such as materials and technology) to support the successful implementation of CBC.

## **CHAPTER TWO**

### **LITERATURE REVIEW**

#### **2.0 Introduction**

This chapter reviews the literatures relating to Influence of principals managerial skills on implementation of CBC on public junior secondary schools in Kapsaret sub county, Kenya. The study of the principal's managerial skills has been undertaken by numerous scholars due to its critical importance in many countries. This is because it has a significant impact on the effective functioning of institutions, leading to disruptions in learning and ultimately affecting the implementation of the Competency-Based Curriculum (CBC) in schools.

#### **2.1. Empirical literature**

This section provides a comprehensive review of literature aimed at enhancing the understanding of the intricate nature of stakeholder engagement in curriculum implementation. It offers fundamental explanations of the concepts utilized in the study. The section also includes an examination of theoretical and empirical literature, as well as a conceptual framework. Subsequently, the study proceeds to outline the areas of research that have not been adequately addressed.

##### **2.1.1 Influence of principal's interpersonal skills on implementation of CBC.**

The Competency-Based Curriculum (CBC) represents a significant shift in the Kenyan education system, aimed at equipping learners with the knowledge, skills, and values essential for success in a dynamic world. Effective implementation of this curriculum heavily relies on the interpersonal skills of principals. Like a skilled sailor navigating challenging waters, principals must foster collaboration, manage conflicts, and ultimately ensure student success during this transformative journey. Aduda (2019) highlights the importance of collaboration among various stakeholders—educators, parents, and the broader community—

as central to the CBC's success. Effective communication, enhanced by strong interpersonal skills, facilitates this collaboration.

Principals play a pivotal role in creating a supportive environment where stakeholders can openly share their ideas and concerns. By promoting open channels of communication, principals encourage active participation and involvement. Active listening, empathy, and respect for diverse perspectives are crucial interpersonal skills that principals must possess (Akiba & LeTendre, 2017). For instance, by employing facilitation techniques, principals can encourage collaborative problem-solving, fostering a sense of shared responsibility for the successful implementation of the CBC. Moreover, conflict resolution skills are essential; principals must manage tensions among stakeholders calmly and effectively, utilizing emotional intelligence to de-escalate conflicts (Goleman, 2016).

In South Africa, Vally and McGowan (2022) conducted a mixed-methods study that included both quantitative surveys and qualitative interviews with teachers and principals across multiple schools. Their findings revealed that principals who foster open communication and build strong relationships with teachers enhance collaboration, leading to improved curriculum execution. Effective interpersonal skills facilitate teacher engagement and create an environment where concerns can be addressed constructively. Additionally, Wanzare and Ward (2021) performed a longitudinal study focusing on the impact of principals' interpersonal skills on teacher morale and commitment. They noted that the ability of principals to actively listen and respond to teachers' needs significantly boosts these essential elements. This indicates that motivated teaching staff is crucial for the successful implementation of any educational reform. Collectively, these studies demonstrate that interpersonal skills are not just beneficial but essential for creating a collaborative atmosphere that supports the effective execution of educational reforms.

In Malaysia, Kadir et al. (2020) employed a qualitative approach that involved in-depth interviews with school leaders and focus group discussions with teachers to examine the role of principals' interpersonal skills in implementing the Malaysian Education Blueprint. Their research illustrated that empathetic communication from school leaders can motivate teachers to adopt new teaching methodologies aligned with curriculum reforms. The study highlighted instances where principals who actively engage with their teachers and address their concerns create a supportive environment that encourages innovation and adaptation. Furthermore, their findings suggest that fostering strong relationships significantly impacts teachers' willingness to embrace changes, ultimately leading to improved educational outcomes. This underscores the necessity for school leaders to be equipped with strong interpersonal skills to navigate the complexities of curriculum reforms effectively.

In Singapore, Wong and Wong (2020) utilized a case study methodology, involving multiple school sites to analyze how principals mediate conflicts among teachers. Their research indicated that when principals exhibit strong interpersonal skills, they foster a collaborative atmosphere where teachers feel valued and respected. The qualitative data collected through interviews and observations showed that this environment not only enhances teacher collaboration but also translates into better student outcomes. The findings suggest that principals who prioritize conflict resolution and relationship building contribute to a positive school culture that encourages both teacher and student success. By demonstrating effective interpersonal skills, principals can create a school environment that is responsive to the needs of both teachers and students, ultimately improving the educational experience.

Empirical literature underscores the significance of these interpersonal skills in educational leadership. Research has shown that principals who engage in active listening and demonstrate empathy create an inclusive environment that enhances stakeholder involvement

(Bryman, 2017). For example, studies indicate that teachers who feel supported by their principals are more likely to embrace and effectively implement CBC strategies (Aduda, 2019). Furthermore, the ability to acknowledge and reward stakeholder contributions fosters motivation and a positive attitude toward the CBC implementation process. However, a review of existing literature reveals gaps in understanding how specific interpersonal strategies impact the implementation process, indicating a need for further investigation into the nuances of principal-stakeholder relationships in the context of CBC (Akiba & LeTendre, 2017).

Collectively, these studies underscore that interpersonal skills are essential for creating a collaborative environment conducive to the successful implementation of educational reforms across various educational contexts. They reveal that effective communication, active listening, and conflict resolution are integral components of effective leadership in education. As a researcher, I believe that these findings are not only relevant but also critical in understanding how interpersonal skills can be leveraged to enhance curriculum implementation, particularly in the Kenyan context. Given the transformative nature of the Competency-Based Curriculum (CBC), principals in Kapsaret Sub County must cultivate these skills to foster collaboration among staff and create an environment that supports the effective execution of CBC initiatives. This highlights the importance of targeted professional development for principals to enhance their interpersonal competencies, which could, in turn, positively impact educational outcomes for students.

### **2.1.2 Influence of Principal's Strategic Planning Skills on implementation of CBC.**

The successful implementation of the Competency-Based Curriculum (CBC) in Kenya significantly hinges on the strategic planning skills of school principals. This section explores

the impact of these skills on the effectiveness of CBC implementation in public junior secondary schools, supported by relevant studies from different countries.

A well-defined set of goals and objectives is a crucial element of effective strategic planning (Aduda, 2019). Research by Murakami and Aoki (2018) in Japan highlights how principals with strong strategic planning abilities can guide stakeholders in setting SMART (Specific, Measurable, Achievable, Relevant, and Time-bound) goals that prioritize student learning outcomes aligned with CBC principles. By ensuring that goals are focused and intentional, principals create a roadmap that facilitates successful implementation.

Efficient strategic planning also involves identifying essential resources required for effective CBC implementation, such as qualified educators, instructional materials, and technological infrastructure (Akiba & LeTendre, 2017). In a study conducted in South Africa, Van der Westhuizen et al. (2020) found that principals who engaged stakeholders in assessing current resources and identifying deficiencies could explore potential funding avenues, such as partnerships with non-governmental organizations and private sector entities. This collaborative approach fosters a comprehensive understanding of resource needs and promotes the successful allocation of available resources.

Moreover, the strategic planning process requires principals to create action plans that delineate specific actions, timelines, and responsibilities (Murakami & Aoki, 2018). During the implementation process, challenges and unforeseen events are likely to arise. Research by Karanja and Kamau (2021) in Kenya indicated that effective monitoring and evaluation systems, developed by strategic principals, help schools assess the efficacy of implemented strategies and make necessary adjustments. Similarly, a study in Canada by Keller and MacMillan (2019) emphasized that adaptive planning was critical in addressing challenges faced during curriculum changes.

Collaboration and consensus-building among stakeholders are also vital components of effective strategic planning (Aduda, 2019). Principals can leverage their strategic planning expertise to facilitate brainstorming sessions, encourage diverse perspectives, and steer stakeholders toward consensus on objectives and action plans. This collaborative approach fosters a sense of ownership and shared accountability for the successful implementation of CBC. A study by Ngoya (2022) in Kenya emphasizes how inclusive decision-making processes enhance stakeholder engagement, leading to more effective curriculum implementation. This finding is echoed in a study by Smith and Kline (2020) in the United States, which showed that schools employing collaborative planning models were more successful in curriculum execution.

Furthermore, effective communication is crucial at every stage of the strategic planning process. Principals with robust strategic planning abilities can articulate objectives, action steps, and expected outcomes to all stakeholders, including teachers, parents, and the wider community. This transparency promotes active involvement and support from stakeholders, ensuring everyone is aligned with the objectives. Kipkorir et al. (2020) found that clear communication of strategic plans positively impacted stakeholder engagement in Kenya, resulting in a more supportive school environment for CBC implementation. Similar results were observed in a study by Torres and Shank (2021) in Brazil, where effective communication strategies led to higher levels of community involvement in educational initiatives.

Strategic planning is not a one-time occurrence; it requires continuous monitoring and evaluation (Akiba & LeTendre, 2017). As emphasized by Morrison and Dwyer (2020), effective principals develop monitoring and evaluation frameworks to assess progress toward goals, evaluate the effectiveness of strategies, and identify areas for improvement. This

iterative process ensures that the strategic plan remains adaptable and responsive to the evolving needs of the school and its students. Research conducted in Australia by Roberts et al. (2021) supports this notion, indicating that ongoing evaluation and feedback mechanisms are crucial for the successful implementation of educational reforms.

The strategic planning skills of principals play a vital role in managing the complexities of CBC implementation in public junior secondary schools. By establishing clear goals, identifying resources, fostering collaboration, and maintaining effective communication, principals can navigate challenges and drive successful curriculum implementation. The studies cited from various countries reinforce the significance of these skills in enhancing the overall educational experience and achieving positive outcomes for students in the CBC framework.

### **2.1.3 Influence of principal's decision making skills on implementation of CBC.**

Evaluating and evolving the education curriculum is vital for any nation aiming to provide high-quality education. In Kenya, the education system has undergone two significant revisions, culminating in the introduction of the Competency-Based Curriculum (CBC). This initiative aligns educational practices with the objectives of Vision 2030, which aims to integrate 21st-century skills and technological competencies into learning. A pivotal factor in the successful implementation of CBC is the decision-making skills of principals, which greatly influence educational management and the overall effectiveness of the curriculum.

Effective decision-making is crucial in shaping the educational landscape, as principals' choices directly impact student outcomes and teacher satisfaction. Research shows that principals bear the responsibility for both positive and negative outcomes within their institutions. Amalia et al. (2020) define an effective decision as one that is logical, realistic, and positively influences the organization, leading to meaningful change. In their study

conducted in Indonesia, they found that principals who adopted transformational decision-making styles—focused on collaboration and innovation—yielded better school performance and a more effective implementation of educational initiatives like CBC.

International studies further corroborate the significance of decision-making skills in educational leadership. For instance, Harris and Jones (2021) conducted a longitudinal study across various schools in the United States, demonstrating that schools led by principals who employed data-driven decision-making strategies experienced notable increases in student achievement over five years. Teachers reported greater empowerment and engagement when included in decisions regarding instructional methods and curriculum choices, underscoring the importance of participatory decision-making.

In Finland, Sahlberg (2016) examined how principals' strategic decisions regarding resource allocation improved educational outcomes. Through case studies of various schools, Sahlberg highlighted the significance of principals adjusting budgets to prioritize student-centered programs, enhance teacher training, and integrate technology. The study noted that the collaborative culture fostered by these principals encouraged input from both teachers and students, contributing to a holistic educational environment that aligns well with the objectives of the CBC.

Furthermore, in Canada, MacDonald (2022) surveyed over 100 principals in Ontario to assess the impact of their decision-making on school performance and stakeholder satisfaction. The mixed-methods approach revealed that principals employing participatory decision-making approaches fostered positive school climates and achieved higher student performance rates. Teachers expressed that inclusive decision-making led to greater community support and investment in school programs, highlighting the critical role of stakeholder engagement in educational leadership.

Additionally, in Turkey, Torlak, Demir, and Budur (2015) explored the decision-making processes of school principals amid educational reforms. Their research, based on surveys and interviews, highlighted that effective decision-making was essential for navigating the complexities of educational change. Principals who employed systematic and evidence-based decision-making practices successfully implemented reforms, resulting in improved educational outcomes and greater teacher satisfaction.

Similarly, in South Africa, Jansen (2021) explored collaborative decision-making among school leaders and found that schools prioritizing collaboration experienced smoother implementations of new educational reforms, including CBC. By conducting interviews with 30 principals, the study emphasized the importance of creating professional learning communities where teachers could share insights and contribute to decisions affecting the curriculum. This collaborative approach not only enhanced the implementation process but also fostered a supportive educational environment.

In Nigeria, Oduro et al. (2020) conducted a mixed-methods study examining how principals' decision-making skills influenced teacher morale and student academic performance. Surveys collected from over 200 teachers and focus group discussions revealed a positive correlation between effective decision-making and increased teacher motivation. Principals who involved teachers in policy changes and curriculum decisions enhanced job satisfaction, which in turn improved student outcomes in core subjects.

These studies underscore the profound influence of principals' decision-making skills on the implementation of the Competency-Based Curriculum. By making sound, logical, and realistic decisions, school leaders not only shape the operational effectiveness of their schools but also enhance educational outcomes for students. As principals in Kenya strive to

implement CBC, cultivating effective decision-making practices will be crucial for navigating the challenges and complexities of this educational reform.

#### **2.1.4 Influence of principal's resource management skills on Implementation of CBC in public junior secondary schools.**

Effective implementation of the Competency-Based Curriculum (CBC) in educational settings necessitates strong leadership, particularly in resource management. Aksu and Ayas (2019) emphasize that principals' problem-solving abilities are critical in navigating the complexities of CBC implementation. Their qualitative analysis, which reviews existing literature and case studies in Turkey, illustrates that principals who conduct thorough needs assessments and engage stakeholders are better equipped to identify challenges. This ability to observe and gather information from teachers, students, and parents fosters a collaborative environment essential for the successful execution of educational reforms.

In Japan, Akiba and LeTendre (2017) conducted a qualitative case study exploring the role of collaborative decision-making in educational reforms. Their findings indicate that principals who utilize collaborative strategies and manage resources effectively can better navigate the challenges associated with CBC. By involving teachers and stakeholders in the decision-making process, principals foster a culture of inclusivity and innovation, which is vital for the successful implementation of educational reforms (LeTendre, 2017). This approach not only enhances problem-solving capacities but also promotes shared ownership of the curriculum changes among stakeholders.

The USA presents another perspective on CBC implementation through the research conducted by Rios et al. (2020), which utilized quantitative methods to analyze survey data from various school districts. The study reveals that effective resource management by school leaders is essential in preparing students for the workforce. Strong leadership facilitates

strategic allocation of resources, thereby enhancing the quality and relevance of education delivered to students. This aligns with the growing emphasis on competency-based education as a means to meet the demands of the labor market.

A study by Vavrus et al. (2011) in Tanzania further supports these findings, demonstrating that principals' resource management skills significantly influence teaching methodologies. Through qualitative interviews and focus group discussions, the research indicates that effective leadership fosters an environment conducive to innovative teaching practices, which are essential for the successful implementation of CBC (Vavrus et al. 2011). This highlights the role of principals in not only managing resources but also in inspiring and equipping teachers to adopt new pedagogical approaches.

The work of Muthersbaugh et al. (2016) in South Korea adds another layer to this discussion, utilizing mixed methods to explore the impact of CBC on critical thinking among students. The study finds that principals who manage resources effectively contribute to improved critical thinking and problem-solving skills in students, thereby enhancing the overall educational outcomes of CBC. The research underscores the significance of leadership in fostering a curriculum that not only meets educational standards but also prepares students for real-world challenges.

Furthermore, Evans et al. (2019) conducted a cross-sectional survey in the USA, which examined trends in CBC implementation across educational institutions. The findings highlighted that strong resource management skills among principals are critical for the effective implementation of CBC. By sharing best practices and successful strategies for resource allocation, the study underscores the importance of leadership in navigating the complexities of educational reforms.

The challenges of youth unemployment in Kenya, as outlined by Hall (2017), further emphasize the need for effective leadership in implementing CBC. Through qualitative interviews and focus groups, this study underscores the role of principals in enhancing the employability of young people by ensuring that educational reforms align with labor market demands. The findings advocate for principals to employ strong resource management skills to bridge the skills gap and prepare students for future employment.

So et al. (2017) conducted a policy analysis of the 5-31 Educational Reform Plan in South Korea, utilizing document reviews and interviews. The study reveals that successful implementation of CBC is heavily influenced by the resource management skills of school principals. It emphasizes that strategic leadership is essential in achieving the goals of the educational reform plan, which focuses on promoting higher-order thinking and competency development.

In Kenya, the research by Kabita and Ji (2017) utilized comparative analysis to review curriculum reforms and their implications for educational practices. By employing document analysis and interviews with stakeholders, the study concludes that resource management skills among principals are pivotal for the successful transition to CBC. It emphasizes the necessity of strategic planning and stakeholder engagement to address challenges in curriculum reform, underscoring the need for principals to actively manage resources to align educational objectives with national goals.

Moreover, Aduda (2019) highlights the importance of effective communication in school leadership, particularly in Kenya. Through a mixed-methods approach involving surveys and interviews with educators and parents, the study underscores that principals who communicate well can build trust and enhance collaboration among stakeholders. This is particularly crucial in ensuring that all parties remain engaged and informed during the

implementation of CBC. The research suggests that clear communication strategies facilitate effective resource allocation and management, further contributing to the successful adoption of CBC in public junior secondary schools.

The reviewed studies collectively underscore the vital role of principals' resource management skills in the successful implementation of CBC in public junior secondary schools across various countries. These skills not only facilitate effective communication and collaboration among stakeholders but also enable principals to navigate challenges and foster innovative teaching practices. As educational systems worldwide continue to evolve, the ability of school leaders to effectively manage resources will remain a key determinant of successful educational reforms.

## **2.2 Theoretical Framework**

This study examines the impact of a principal's managerial abilities on the execution of the Competency-Based Curriculum (CBC) in Kapsaret Sub County, Kenya. The theoretical framework is based on two main areas: effective school leadership and curriculum implementation theories. The Transformational Leadership Theory, proposed by Bass and Avolio in 1990, suggests that effective leaders have the ability to inspire and motivate their staff to accomplish ambitious objectives. Transformational leaders in the context of CBC have the ability to establish a common vision for implementing CBC, which encourages teachers to fully support and dedicate themselves to the cause (Leithwood et al., 2009). The Distributed Leadership Theory (Spillane, 2004) highlights the significance of implementing shared leadership practices in a school. Principals who efficiently delegate leadership responsibilities enable teachers to assume responsibility for implementing CBC, thereby promoting collaboration and innovation (Cheng, 2018). The Implementation Fidelity Framework (Fixsen et al., 2013) highlights the significance of adhering to the intended core components when implementing a curriculum. Principals have a crucial responsibility in

overseeing and assessing the implementation of CBC, making sure that it is carried out as planned (Scheirer et al., 2017). Efficient communication is essential for ensuring that stakeholders are well-informed about the goals and progress of CBC (Leithwood et al., 2009). Principals who possess effective communication skills can establish trust and promote collaboration, thereby creating a conducive environment for the implementation of CBC.

Principals can cultivate favorable relationships with teachers by possessing strong interpersonal skills (Robinson et al., 2008). This promotes an atmosphere of trust and cooperation, which makes teachers more open to the concept of CBC and encourages them to actively engage in its implementation (Cheng, 2018). Principals with proficient instructional leadership abilities can effectively lead and assist teachers in the development and implementation of effective CBC pedagogy (Robinson et al., 2008). This entails offering professional development opportunities and fostering collaboration among teachers to exchange best practices for the successful implementation of the CBC (Leithwood et al., 2009).

Efficient decision-making is vital for distributing resources, solving problems, and adjusting Implementation of CBC in public junior secondary schools strategies as required (Southworth, 2008). Principals who make informed decisions that take into account the needs of stakeholders and are in line with CBC goals can guarantee successful implementation. Principals have a crucial role in ensuring the acquisition and effective management of resources needed for the successful implementation of CBC (Southworth, 2008).

This entails efficiently overseeing the school's financial resources, procuring essential materials and technology, and utilizing external resources to bolster the achievement of CBC objectives.

This study aims to analyze the principal's managerial skills in the context of effective school

leadership and curriculum implementation theories. By doing so, it seeks to highlight the important role that principals play in ensuring successful implementation of the Competency-Based Curriculum (CBC) in Kapsaret sub county, Kenya.

### **2.2.1 The System theory**

The application of system theory provides a valuable perspective for analyzing how the managerial skills of principals impact the implementation of the Competency-Based Curriculum (CBC). Here is the practical application of this theory: Schools can be perceived as intricate systems with interrelated components (Fullan, 2008). The components encompassed in this category consist of educators, pupils, school officials, educational programs, materials, and the wider community. Every component of the system interacts with one another, exerting an influence on the overall efficiency of the system.

The principal assumes a pivotal role in guiding this intricate system. Their managerial skills have a direct influence on the efficiency of the different components of the school working in harmony (Leithwood et al., 2009). Competent principals establish a conducive atmosphere by utilizing their adept management abilities, promoting cooperation and effective communication throughout all tiers of the organization.

Effective implementation of CBC is highly dependent on the interconnectedness of different system components. Effective communication and collaboration among teachers, administrators, and other stakeholders are essential. Principals who possess proficient communication and collaboration skills can effectively promote this interdependence. Schools are considered open systems as they engage with and are impacted by the external environment, which includes parents, the community, and educational policies.

Principals who excel in managing external relationships are able to obtain resources, handle external pressures, and obtain support for the CBC from external stakeholders. An effective

implementation of CBC necessitates finding a harmonious equilibrium between differentiation, which allows for teacher autonomy and adaptation, and integration, which ensures a cohesive curriculum throughout the school. Principals who possess expertise in allocating resources and fostering professional growth can achieve this equilibrium by offering assistance tailored to individual requirements while maintaining alignment with the CBC framework. Feedback loops: Achieving successful implementation necessitates a constant flow of feedback and the ability to adapt accordingly. Principals who possess robust evaluation and assessment abilities can collect feedback on the effectiveness of the CBC and make necessary adjustments. This feedback loop guarantees that the system acquires knowledge and adjusts itself to achieve ongoing enhancement.

### **2.2.2 Transformational Leadership Theory**

Transformational Leadership Theory, developed by James MacGregor Burns in 1978 and further refined by Bernard M. Bass, emphasizes the role of leaders in inspiring and motivating their followers to achieve exceptional outcomes beyond their immediate self-interest (Burns, 1978; Bass, 1985). The theory identifies four essential components: idealized influence, inspirational motivation, intellectual stimulation, and individualized consideration. Transformational leaders serve as role models, articulating a compelling vision for the future, encouraging innovation, and providing personalized support to their followers (Bass & Avolio, 1994). This approach cultivates an environment of trust and collaboration, enabling organizations to adapt and thrive in the face of challenges. By prioritizing the personal and professional growth of their followers, transformational leaders foster a sense of shared commitment toward achieving collective goals.

In the context of public junior secondary schools in Kapsaret Sub County, Uasin Gishu County, Transformational Leadership Theory is particularly relevant to the implementation of

the Competency-Based Curriculum (CBC). Principals who adopt transformational practices can effectively motivate teachers and students by creating a supportive learning environment conducive to the successful adoption of CBC strategies. By fostering open communication and collaboration, principals can inspire teachers to embrace innovative instructional practices aligned with CBC objectives (Leithwood & Jantzi, 2000). Additionally, transformational principals can enhance teacher morale and collective efficacy, both of which are critical for overcoming potential obstacles to CBC implementation (Glickman, 2002). Thus, the application of this theory provides valuable insights into the ways principals' managerial practices can significantly impact educational outcomes.

The significance of Transformational Leadership Theory lies in its ability to enhance educational performance through effective leadership practices. By cultivating a culture of continuous improvement, transformational principals can encourage teachers to engage in professional development and collaborative planning (Kirkpatrick & Locke, 1996). This alignment between leadership practices and educational goals is vital for ensuring the effective implementation of CBC and for fostering student engagement and achievement. Therefore, this study's exploration of transformational leadership will contribute to a deeper understanding of how principals' managerial practices influence the successful implementation of CBC in public junior secondary schools, ultimately impacting academic performance and student outcomes.

### 2.3 Conceptual Framework

The following conceptual frame work shows the variables (dependent and independent) of the study.

#### Independent variable

#### Dependent Variable

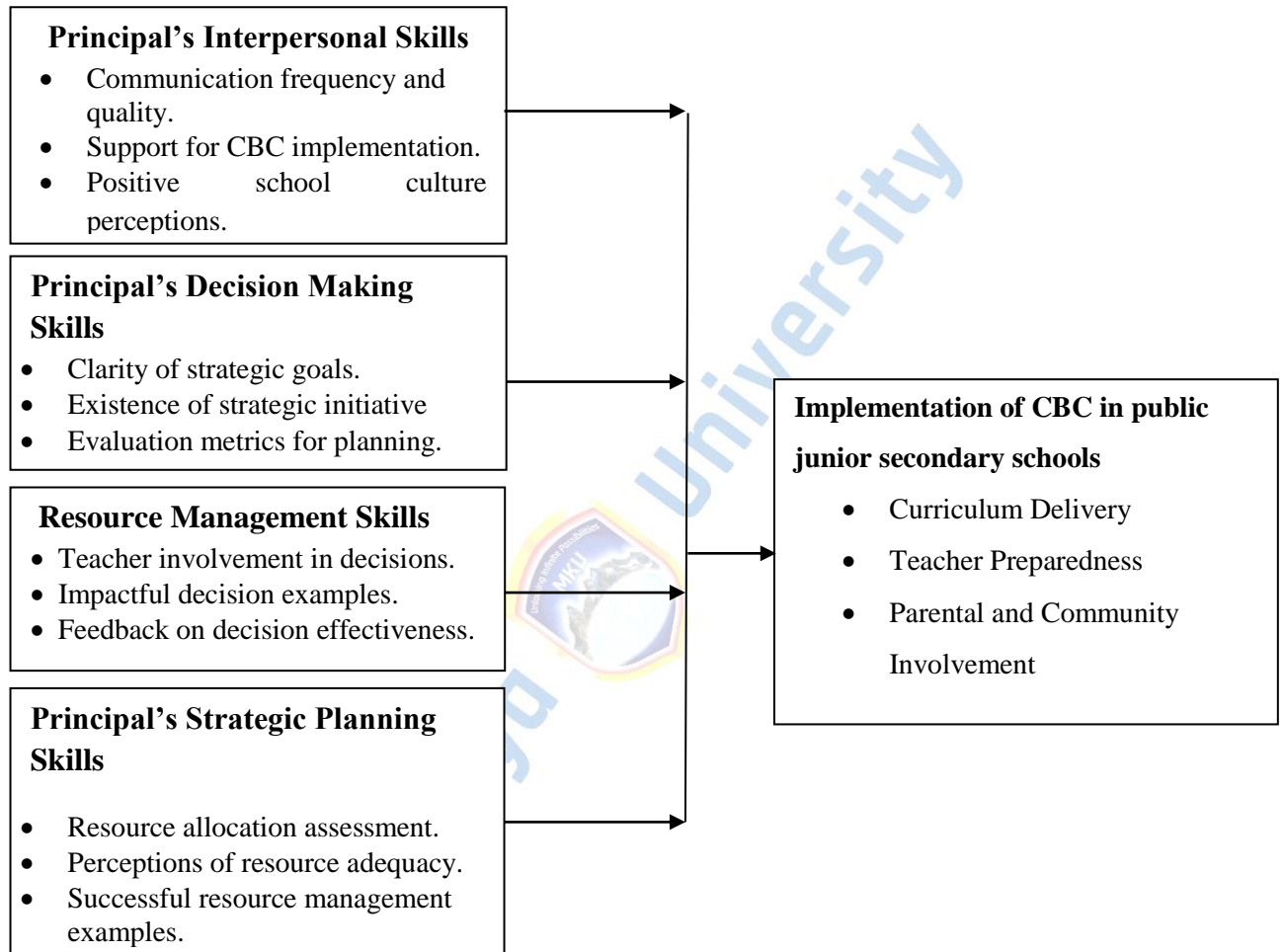


Figure 2.1 Conceptual framework

## 2.4 Research gaps

The successful implementation of the Competency-Based Curriculum (CBC) in public junior secondary schools necessitated an in-depth understanding of the various skills principals had to possess. While existing literature emphasized the importance of principals' interpersonal, strategic planning, decision-making, and resource management skills, significant research gaps remained. One notable gap was the need for empirical investigations into specific interpersonal strategies employed by principals in different educational contexts. Although studies highlighted the importance of interpersonal skills in fostering collaboration among stakeholders (Aduda, 2019; Akiba & LeTendre, 2017), the nuances of how these skills were applied in practice—such as negotiation, mediation, and active listening—remained underexplored. Research that delved into effective interpersonal techniques could have provided valuable insights into enhancing collaboration during CBC implementation.

Moreover, the existing body of research lacked longitudinal studies that assessed the sustained impact of principals' interpersonal skills on curriculum implementation over time. Many studies demonstrated that effective interpersonal communication led to improved stakeholder engagement (Vally & McGowan, 2022; Wanzare & Ward, 2021), but there was insufficient understanding of how these interpersonal dynamics evolved and their long-term effects on teacher morale and student outcomes. Longitudinal studies could have illuminated the trajectory of these relationships and their implications for continuous improvement in educational practices.

Another gap arose from the cultural context variability evident in current studies, which predominantly focused on specific countries such as Kenya, South Africa, Japan, and the USA. While these studies offered valuable insights, they may have limited the generalizability of findings across different cultural settings (Kadir et al., 2020; Wong &

Wong, 2020). Future research could have explored how cultural differences influenced the effectiveness of principals' skills in CBC implementation, thereby enriching the understanding of educational leadership in diverse contexts.

The integration of technology in enhancing principals' resource management skills was another area that warranted further investigation. As educational institutions increasingly relied on digital tools for management and communication, research exploring how principals could leverage technology to optimize resource allocation remained scarce (Rios et al., 2020). Understanding the role of technology in effective resource management could have provided actionable strategies for principals as they navigated the complexities of CBC implementation.

Additionally, while some studies highlighted the necessity for targeted professional development programs for principals (Bryman, 2017; Kipkorir et al., 2020), there was insufficient research on the effectiveness of specific training initiatives designed to enhance principals' skills related to interpersonal communication, strategic planning, decision-making, and resource management. Evaluating the outcomes of such professional development programs could have yielded best practices for improving leadership competencies in education.

Another critical gap was the lack of stakeholder perspectives in the current research. Much of the literature focused on principals' skills without adequately incorporating the views of teachers, parents, and students (Sahlberg, 2016). Future studies could have employed mixed methods to capture diverse stakeholder insights on how principals' skills impacted CBC implementation, fostering a more holistic understanding of the dynamics involved.

Additionally, there was a need for more comprehensive exploration of the specific challenges and barriers that principals faced in exercising their skills during CBC implementation. Identifying these obstacles was crucial for informing targeted interventions that could support principals in overcoming them (Aduda, 2019). Lastly, while qualitative impacts of principals' skills on CBC implementation were acknowledged, research focusing on quantifiable outcomes linked to effective leadership was lacking. Future studies should have established metrics that correlated specific leadership skills with student performance and overall school effectiveness, as highlighted by Harris and Jones (2021) and Oduro et al. (2020).

Addressing these research gaps would not only have contributed to a more nuanced understanding of the critical role principals played in the successful implementation of the CBC but also informed educational leadership practices across diverse contexts, ultimately enhancing educational outcomes for students.

## **CHAPTER THREE**

### **RESEARCH METHODOLOGY AND DESIGN**

#### **3.0 Introduction**

This chapter discusses how the researcher obtained data for the study and how this data was analyzed. It consists of the research design, area of study, sample size, sampling procedure, data collection instruments, validity and reliability of the research instruments, ethical considerations, data collection and analysis procedures.

#### **3.1 Research Design**

Descriptive study was adopted in the study to investigate influence of school based factors on implementation of CBC in public junior secondary schools in Kapseret Sub County, Kenya. According Creswell (2011), descriptive survey designs are employed in preliminary and exploration studies to allow the researcher to summarize, collect information, interpret and present the data for purposes of clarification. The descriptive research survey enables the researcher to collect both quantitative and qualitative data to investigate the status of existing variables of a population (Mugenda and Mugenda, 2003). According to (Creswell, 2009) overall strength of the study is greater when both qualitative and quantitative data are employed concurrently than either one of the two separately. The structured questionnaires were used in the collection of quantitative data while the interview schedule was used in collection of qualitative data. This kind of research was chosen because it answered questions concerning the status in this case, school based factors influencing public day secondary school's implementation of CBC in in Kapseret Sub County, Kenya.

#### **3.2 Target Population**

The target population for this study on the implementation of the Competency-Based Curriculum (CBC) in Kapseret Sub County comprised multiple stakeholders to ensure a

comprehensive evaluation of the curriculum's effectiveness. The inclusion of teachers, principals, and students allowed for triangulation of data, enhancing the validity of the findings.

The study included 568 teachers from 71 public junior secondary schools within Kapseret Sub County. Their experiences and perspectives provided valuable insights into the practical challenges and successes associated with implementing the CBC at the classroom level. The study also targeted 71 principals, one from each of the public junior secondary schools. The principals' managerial and leadership skills were critical independent variables influencing the implementation of the CBC. Their insights into strategic planning, decision-making, and resource management were essential for understanding the broader educational context. Furthermore, the study involved students from these schools. A representative sample of students was selected for focus group discussions, allowing their views and experiences with the CBC to be documented. This inclusion ensured that the perspectives of the learners, who are the primary beneficiaries of the curriculum, were captured.

**Table 1: The sampling frame of teachers from the chosen schools**

<b>Sub Counties</b>	<b>No of teachers</b>
Kipkenyo	83
Ngeria	114
Megun	87
Kapseret	66
Langas	111
<b>Total</b>	<b>568</b>

(Source: Kapseret Sub County Education Office, 2024)

### 3.3 Sample and Sampling Techniques

Sample can be defined as a predetermined statistical part of population whose properties are examined to acquire information about the whole. Sample is a procedure of selection of some

objects or individuals from a selected group of a population that contains representative component of the features found in the whole category (Orodho, 2015). The research aimed to gather a representative sample that included teachers, principals, and students from the public junior secondary schools within the area.

To achieve this, stratified random sampling was utilized, ensuring that different sub-groups of the population were adequately represented. Given the total of 71 public junior secondary schools and 568 teachers, the study aimed for a sample size of 226 participants. This sample size allowed for a comprehensive analysis while remaining manageable for data collection.

For the teachers, approximately 171 teachers were selected, which accounted for a significant portion of the total population. This selection ensured a mix of experiences and perspectives, enriching the data collected. Additionally, 10 principals from the sampled schools were chosen using purposeful sampling, which targeted those who had been directly involved in the implementation of the CBC and could provide valuable insights into leadership perspectives.

Furthermore, 45 students were included in the study, selected randomly from different classes to represent a range of experiences and opinions regarding the curriculum. This combination of participants aimed to capture diverse viewpoints on the CBC's implementation.

Prior to the main study, a pilot study was conducted with a smaller group of participants to test the effectiveness and clarity of the data collection instruments. This pilot involved 20 teachers, 2 principals, and 10 students from two different schools. Feedback from this pilot study was instrumental in refining the questionnaires, interview schedules, and focus group discussion prompts. Adjustments made based on the pilot study ensured that the instruments

were valid and reliable, ultimately contributing to the robustness of the final research findings.

**Table 2: The Sampling Frame from the Chosen Schools**

Sub Counties	Schools	Samples for schools	No of teachers	Sample
Kipkenyo	19	6	83	33
Ngeria	13	4	114	45
Megun	5	2	87	35
Kapseret	7	2	66	26
Langas	16	5	111	44
<b>Total</b>	<b>71</b>	<b>21</b>	<b>568</b>	<b>226</b>

(Source: Kapseret Sub County Education Office, 2024)

### 3.4 Instruments of Data Collection

The data collection for this study was conducted using three main instruments: questionnaires for teachers, interview schedules for principals, and focus group discussions for students. These tools were selected to gather comprehensive quantitative and qualitative insights on the implementation of the Competency-Based Curriculum (CBC).

#### 3.4.1 Questionnaire

A questionnaire is a research instrument designed to collect information through a set of structured questions from respondents. For this study, questionnaires were used to gather quantitative data from teachers about their experiences and perceptions of the CBC implementation. Each item in the questionnaire was carefully developed to align with the study's objectives and research questions. According to Mugenda and Mugenda (2003), questionnaires are an effective method for collecting large amounts of data in a short period. They are also cost-effective and convenient for respondents, as they allow standardized responses that can be easily analyzed. The questionnaires were administered to teachers to

obtain their views on the challenges and successes of implementing CBC in their classrooms, providing crucial data for the study's analysis.

### **3.4.2 Semi-Structured Interviews**

An interview schedule is a tool used in research to facilitate a series of verbal questions answered by respondents. For this study, interviews were conducted with principals to collect qualitative insights into their managerial practices and the challenges they encountered during CBC implementation. Kothari (2011) defines interview schedules as structured sets of questions that provide an opportunity for in-depth exploration of a topic. A standardized, open-ended interview format was used to allow principals to freely express their perspectives and experiences, providing rich, detailed data that could not be captured by questionnaires alone. These interviews offered valuable insights into the leadership roles of principals in guiding CBC implementation and navigating the associated challenges.

### **3.4.3 Focus Group Discussions**

To understand students' experiences with CBC, focus group discussions were conducted. Focus groups allow for interactive discussions where participants can share their thoughts, reactions, and experiences. In this study, focus groups or surveys were used to engage students directly, capturing their perceptions of the CBC and how it impacts their learning. This method provided an opportunity to gather qualitative feedback from students, who are the primary beneficiaries of the curriculum. Their responses offered a valuable perspective on how the curriculum is being experienced at the learner level, which is essential for assessing the overall effectiveness of its implementation.

### **3.5 Validity and Reliability of Research Instruments**

#### **3.5.1 Validity of Research Instruments**

Validity expresses the extent to which a measurement instrument gauges what it purports to evaluate (Cooper & Schindler, 2014). During the construction of research instruments, the researcher ensured that the instruments captures all the objectives adequately, the researcher also ensured that the language was appropriated to the target respondents. Once developed, the questionnaires, interview schedules and document analysis schedule was presented to research experts of Mount Kenya University department of Educational Management and Curriculum Studies. Suggestions given by the research experts were used to modify the research instruments.

#### **3.5.2 Reliability of the Research Instruments**

Reliability is the extent to which the obtained results by a procedure or measurement can be replicated. Variations between measurement instruments arise due to lack of reliability. The three reliability aspects are; stability, equivalence and homogeneity or internal consistency (Kember et al., 2008). After developing the research instruments, the researcher tested the research instruments in a pilot study that was conducted in 5 schools in Nandi County. The pilot study aimed at identifying the problems that participants might encounter while responding to the items on the questionnaire. This helped to establish whether the aims were clear or ambiguous. The response from questionnaires were subjected to Crobach's alpha coefficient analysis, a coefficient of 0.7 and above indicated that the data was reliable. According to (Cooper & Schindler, 2014) a Crobach's alpha coefficient of 0.7 and above is acceptable.

### **3.6 Data Collection Procedures**

Introductory letter obtained by the researcher from Mount Kenya University helped to facilitate permit acquisition from NACOSTI so that research commenced. The permit was

used to secure County Director of Education's (CDE) permission as well as permission from Principals of selected secondary schools which enabled the researcher access the target respondents from the Secondary Schools. The researcher notified the secondary school principals by means of letters of the researcher's intention to carry out research in their schools. Data was collected by means of a questionnaire for teachers, interview schedules for Head teachers and document analysis developed by the researcher for KPSEA results from 2013 to 2017. During data collection, the researcher explained to the respondents about the study and obtains informed consent verbally, once the respondent agreed to participate, the questionnaires were left with the respondents to answer at their convenient time and collected the following day. The appointment for interview with the principals was obtained earlier since they had busy schedule.

### **3.7 Data Analysis and Presentation**

The researcher ensured that the completed questionnaires had no mistakes in the marking of the responses. Questions which were open ended were categorized and coded. SPSS version 20 was used in analyzing data where percentages and frequencies were computed. Tables were used to present analyzed data and discussion was done in relation to literature review and research questions where conclusions and recommendation made were drawn. Information from document analysis was summarized and percentages and frequencies was computed and presented in tables. Qualitative procedures were applied to information from interviews where respondents' answers were summarized based on themes and presented in words and interpretations made. Multiple regression analysis was used as a quantitative method, to determine the effect of school- based factors on implementation of CBC. The regression model adopted is indicated below;

$$Y = \beta_0 + \beta_1X_1 + \beta_2X_2 + \beta_3X_3 + \beta_4X_4 + \mu$$

Where;

Y= implementation of CBC  $\beta_0$ = Constant

$\beta_1, 2, 3, 4$  = Coefficients

X1= Principal's interpersonal skills X2= Infrastructural facilities X3= Principal's decisions making skills

X4 = Principal's resource management skills

$\mu$  = error term

### **3.8 Ethical Considerations**

The researcher explained the study importance to the respondents and urged them to participate voluntarily. Verbal informed consent was obtained. The information given by the respondent was confidential. This was achieved by ensuring that the names of the respondents and the schools they were participating in were not indicated in the questionnaire. The researcher also provided respondents with findings from the study through publication after data had been collected and analyzed to clear any misconceptions that may have been developed (Fraenkel & Wallen, 2003). All the cited literature was acknowledged.

## CHAPTER FOUR

### DATA ANALYSIS AND DISCUSSION

#### 4.0 Introduction

This chapter gives the data analysis, presentation, interpretation and discussion of findings on the influence of principals' managerial skills on implementation of CBC in public junior secondary schools in Kapseret Sub County, Kenya. The chapter is organized as follows: response rate, back ground information, descriptive analysis, correlation analysis and multiple regression analysis.

#### 4.1 Response Rate

Data was collected from respondents drawn from different Public junior secondary schools in Kapseret Sub County. A total 226 questionnaires were issued from which 214 were filled and returned which represents a response rate of 94.7%. The response rate was considered satisfactory since Nyamjom, (2013) argues that a response rate of 75% of the participants was considered excellent and a representative of the population. The success rate was attributed to the self-administration of the questionnaires applied by the researcher. Follow-up calls to clarify queries were made thus enhancing the high response rate. The response rate is represented in Table 4.

**Table 3: Response Rate Questionnaire**

	Count	Percentage
Returned	214	94.7
Non-returned	12	5.3
<b>Total</b>	<b>226</b>	<b>100</b>

## 4.2 Demographic Information of the Respondents

The demographic information sought from the respondents included; gender, age, education level and working experience. All these were relevant in establishing the extent to which demographic information may influence principals' managerial skills Public junior secondary schools in Kapseret Sub County as summarized in Table 5. Majority of the respondents involved in the study were female. Of the 214 respondents, 60.3% (123) were female, while 39.7% (85) were male. This indicates that there was gender disparity in the implementation of CBC in public junior secondary schools, Kenya.

Regarding age, at least 102(47.7%) of the respondents were aged between 20 and 30 years, with 58(27.1%) aged between 31 and 40 years and 47(22%) aged between 41 and 50 years and the least 3.3% were over 51 years. The findings showed that majority of the employees were above 31 years of age and were actively involved in enhancing teaching in Public junior secondary schools in Kapseret Sub County, Kenya. With respect to education level at majority 190(88.8%) of the teachers had bachelor's degree qualification, with 20(9.3%) had master's qualification, and the least 4(1.9%) had diploma qualification.

The findings indicated that majority of the teachers teaching public junior secondary schools in Kapseret Sub County had at least a degree as the lowest level of education and were in good position to understand principals' managerial skills that affect performance. Regarding working experience possessed by respondents, the results showed that 99(46.3%) had below 5 years of teaching experience, with 58(27.1%) had between 5 and 10years' experience, while 48(22.4%) had above 15 years' experience and the least 9(4.2%) had between 11 and 15 years of experience. The findings showed that most of the teachers had more than 5 years teaching experience in Public junior secondary schools.

**Table 4: Demographic on Gender, Age and Education Level**

	Response	Frequency	Percent	Cumulative Percent
Gender	Male	85	39.7	39.7
	Female	129	60.3	100.0
	<b>Total</b>	<b>332</b>	<b>100.0</b>	
Age bracket	20-30 years	102	47.7	47.7
	31-40 years	58	27.1	74.8
	41-50 years	47	22.0	96.7
	51-60 years	7	3.3	100.0
	<b>Total</b>	<b>214</b>	<b>100.0</b>	
Highest level of education	Diploma	4	1.9	1.9
	Bachelor's degree	190	88.8	90.7
	Master's degree	20	9.3	100.0
	<b>Total</b>	<b>214</b>	<b>100.0</b>	
	Experience in the teaching profession	<5 years	99	46.3
5-10 years		58	27.1	73.4
11-15 years		9	4.2	77.6
>15 years		48	22.4	100.0
<b>Total</b>		<b>214</b>	<b>100.0</b>	

#### 4.3 Implementation of CBC in Public Junior Secondary Schools in Kapseret Sub County

The dependent variable during the study was implementation of CBC in public junior secondary schools in Kapseret Sub County, Kenya. Descriptive statistics such as frequency and percentage were used to summarize the responses as presented in the following section. The respondents were asked to rate on a five-point Likert scale their level of agreement on several statements describing the implementation of CBC in public junior secondary schools

in Kapseret Sub County and their response are summarized in Table 6. Most of the teachers 173(80.8%) agreed that school attain higher mean grade compared to the national mean grade in KPSEA and 41(19.2%) disagree.

Majority of the teachers 182(85%) disagreed that most of the students had an approaching expectation (A.E) grade and above in their KPSEA exams and 32(15%) agree. Most of the teachers 131(61.2%) disagreed that school records quality grades in all the subjects (approaching expectation and above) and 83(38.8%) agree. Majority of the teachers 111(51.9%) disagreed that students score better grades in KPSEA compared to their KCPE grades and 103(48.1%) agree.

**Table 5: Implementation of CBC in Public junior secondary schools in Kapseret Sub County**

	Strongly disagree		Disagree		Agree		Strongly agree	
	Freq	%	Freq	%	Freq	%	Freq	%
The majority of the students attained approaching expectation (A.E.) and above in the KPSEA exams	3	1.4	179	83.6	32	15.0	0	0.0
The school records quality grades in all the subjects (Approaching expectation and above)	9	4.2	122	57.0	83	38.8	0	0.0
The students score better grades in KPSEA compared to their KCPE grades.	41	19.2	70	32.7	77	36.0	26	12.1
The school attain higher mean grade compared to the national	20	9.3	21	9.8	88	41.1	85	39.7

mean grade in KPSEA.

The school is impressed with the school implementation of CBC in KPSEA	4	1.9	110	51.4	100	46.7	0	0.0
The school has maintained a positive deviation over the years	23	10.7	175	81.8	16	7.5	0	0.0
This school performs better than other schools in the same category.	8	3.7	142	66.4	64	29.9	0	0.0
The students are excited with their performance	4	1.9	106	49.5	104	48.6	0	0.0

Majority of the teachers 114(53.3%) disagreed that school is impressed with the school implementation of CBC in KPSEA and 100(46.7%) agree. Most of the teachers 198(92.5%) disagreed that school had maintained a positive deviation over the years and 19(7.5%) agree. Majority of the teachers 150(70.1%) disagreed that school performs better than other schools in the same category and 64(29.9%) agree. Most of the teachers 110(51.4%) disagreed that students were excited with their performance and 104(48.6%) agree.

From the study findings most of the schools had attained a higher mean grade compared to the national mean grade in KPSEA and students had attain C+ and above in their KPSEA exams. The school records quality grades in all the subjects (C+ and above) and students score better grades in KPSEA compared to their KCPE grades. The schools were impressed with the school implementation of CBC in KPSEA and school had maintained a positive deviation over the years. Most school performs better than other schools in the same category and students were excited with their performance. This concurs with Onyara (2013), that students' poor performance is due to lack of learning facilities and resources as well as poor

supervision of learning activities. Many studies have been conducted on school-based aspects that influence KPSEA examination performance in Kenya.

#### **4.4 Influence of principal's interpersonal skills on implementation of CBC**

The first objective of the study was to determine the influence of the principal's interpersonal skills on the implementation of the Competency-Based Curriculum (CBC) in public junior secondary schools in Kapseret Sub County, Kenya. Respondents were asked to evaluate the availability and adequacy of the principal's interpersonal skills, and their responses are summarized in Table 7.

The study findings indicate that a significant majority of respondents, 163 (76.2%), rated the principal's interpersonal skills related to fostering open communication and collaboration as adequate. Conversely, 44 respondents (22.6%) deemed these skills inadequate, while 7 (3.3%) reported that they were not available. This suggests that the ability to communicate openly and collaborate effectively is recognized as a strength among principals in the region, which is crucial for implementing the CBC.

In terms of building trust through active listening and empathy, the study found that 179 respondents (83.6%) rated these skills as adequate. Only 32 (15%) found them inadequate, and 3 (1.4%) indicated that these skills were not available. This underscores the importance of fostering a trusting environment in schools, as principals who engage in active listening and demonstrate empathy are more likely to support both teachers and students effectively during the curriculum implementation process.

However, the findings also revealed concerning gaps in certain interpersonal skills. For example, 122 respondents (57%) rated effective conflict resolution and maintaining a positive environment as inadequate, while only 83 (38.8%) considered these skills adequate, and 9 (4.2%) indicated they were not available. This highlights a significant area for improvement,

as effective conflict resolution is essential for creating a conducive learning environment, particularly during the transformative period of implementing the CBC.

Additionally, 115 respondents (53.7%) rated the principal’s ability to motivate stakeholders and build a supportive network as inadequate. Only 7 (3.3%) rated these skills as adequate, while a substantial portion, 92 (43%), indicated that these skills were not available. This points to a critical deficit in interpersonal skills that could hinder the engagement of parents, teachers, and community members, which is vital for the successful implementation of the CBC.

In conclusion, while certain interpersonal skills, such as fostering communication and building trust, were viewed as adequate, significant gaps exist in other essential areas, particularly in conflict resolution and stakeholder motivation. These findings suggest that enhancing the principal’s interpersonal skills is crucial for the successful implementation of the CBC in Kapseret Sub County. Targeted professional development programs focusing on these interpersonal competencies could contribute to better leadership practices and more effective curriculum delivery, ultimately improving educational outcomes for students.

**Table 6: Principal’s interpersonal skills**

	Non-available		Inadequate		Adequate	
	Frequency	Percent	Frequency	Percent	Frequency	Percent
Fostering open communication and collaboration	7	3.3	44	20.6	163	76.2
Building trust through active listening and empathy	3	1.4	32	15.0	179	83.6
Effective conflict resolution and maintaining a	9	4.2	122	57.0	83	38.8

positive environment						
Motivating stakeholders and building a supportive network	92	43.0	115	53.7	7	3.3
Leading by example with integrity and ethical conduct	110	51.4	78	36.4	26	12.1
Adapting to change and embracing diverse perspectives	133	62.1	73	34.1	8	3.7

The implementation of the Competency-Based Curriculum (CBC) in public junior secondary schools is significantly influenced by the interpersonal skills of school principals. This discussion analyzes key findings based on a total of 214 respondents, presenting results in terms of both percentages and counts.

A significant portion of respondents, specifically 172 (80.4%), agreed that effective communication fosters collaboration in implementing CBC. Meanwhile, only 42 (19.6%) disagreed. This indicates that principals who cultivate open dialogue are perceived as creating a collaborative culture, which is essential for the successful execution of CBC.

Trust is a cornerstone of effective leadership. Among the respondents, 151 (70.6%) indicated that their principals actively listen and demonstrate empathy towards staff and students. Conversely, 63 (29.4%) disagreed with this sentiment. This strong support suggests that principals who exhibit these qualities help create a supportive atmosphere necessary for the smooth implementation of CBC.

The ability of principals to manage conflicts effectively is crucial. In this study, 132 (61.7%) of respondents reported that their principals resolve conflicts well and maintain a positive environment. On the other hand, 82 (38.3%) disagreed. This indicates that effective conflict

resolution is a significant factor in fostering an environment conducive to implementing CBC, as it promotes harmony among stakeholders.

Motivational leadership plays a critical role in driving CBC implementation. The findings revealed that 143 (66.8%) of respondents felt that their principals effectively motivate stakeholders, while 71 (33.2%) disagreed. This suggests that a principal's ability to inspire and encourage both teachers and students is influential in fostering a supportive environment essential for changing curricula.

A strong majority, specifically 174 (81.2%), of respondents agreed that their principals lead by example with integrity and ethical conduct. In contrast, 40 (18.8%) disagreed with this assertion. This substantial support emphasizes that ethical leadership builds respect and trust among staff, leading to a unified effort toward the objectives of the CBC.

The adaptability of principals is essential in the context of implementing CBC. The survey revealed that 137 (64.0%) respondents agreed that their principals adapt well to change and embrace diverse perspectives, while 77 (36.0%) were either undecided or disagreed. This finding indicates that a principal's ability to navigate change and welcome diverse views significantly impacts the effectiveness of CBC implementation.

In conclusion, the interpersonal skills of principals play a crucial role in the successful implementation of the CBC in public junior secondary schools. The data suggests that principals who demonstrate strong communication, trust-building, conflict resolution, and motivational skills, along with ethical leadership and adaptability, create environments conducive to effective educational practices. Schools should consider focused initiatives to develop these interpersonal skills among school leaders, further enhancing the implementation of CBC and ensuring that educational reforms meet their intended outcomes.

This findings are supported by a study conducted by Leithwood and Jantzi (2016), which found that leadership emphasizing interpersonal relationships, including clear communication and emotional intelligence, was essential in fostering a school culture that supports curriculum changes. They concluded that principals who build trust and maintain open communication channels contribute to better staff morale and greater commitment to educational reforms.

The principals emphasized the importance of establishing and maintaining positive relationships with their teaching staff to support the implementation of the Competency-Based Curriculum (CBC). One principal shared, *“I believe that open communication is key. I hold regular meetings to listen to my teachers' concerns and suggestions.”* This approach fosters an environment of trust and collaboration. Another principal noted, *“I encourage team-building activities that allow teachers to connect on a personal level. This collaboration is crucial when we implement CBC strategies.”* In addressing conflicts, a principal stated, *“When misunderstandings arise, I prioritize mediation. It’s important to resolve issues quickly so we can remain focused on our goals.”* These insights highlight the critical role interpersonal practices play in facilitating CBC implementation.

The principal's interpersonal practices significantly influenced the implementation of the Competency-Based Curriculum (CBC). *For instance, one teacher noted, “My principal organized several workshops to help us understand the CBC framework better. She brought in experienced trainers, which was incredibly helpful.”* This support fostered a collaborative environment where teachers felt valued. Another respondent shared, *“I appreciate how our principal is always available for one-on-one discussions. She encourages us to share our challenges, and she helps us find solutions.”* The ability to express concerns was echoed by a third teacher who stated, *“He initiated a mentorship program where senior teachers guide us*

*on effective teaching methods under CBC, which has really boosted our confidence.*” These examples highlight the importance of strong interpersonal relationships in enhancing CBC implementation.

Students expressed varying opinions on the communication and support they received from their principal regarding their learning and the implementation of the Competency-Based Curriculum (CBC). One student noted, *“I feel like our principal is very approachable, and she encourages us to speak up about our concerns.”* This openness fostered a positive learning environment. Another student added, *“When our principal has good relationships with teachers, it makes learning more enjoyable because we see our teachers motivated.”* Reflecting on personal experiences, a student shared, *“There was a time when our principal organized a meeting to address our concerns about the CBC. It made us feel valued and showed that she cares about our learning.”* These insights highlight the importance of interpersonal practices in shaping the students' educational experiences.

#### **4.4.1 Extent principal’s interpersonal skills influence implementation of CBC**

The respondents were asked to rate the extent principal’s interpersonal skills influence implementation of CBC and their responses are summarized in Table 8. The study findings showed that most of the respondents 125(58.4%) rated principal’s interpersonal skills to a great extent influence implementation of CBC in public junior secondary schools in Kapseret Sub County, with 85(39.7%) to some extent and 4(1.9%) no extent. This indicated that principal’s interpersonal skills to a great extent influence implementation of CBC in public junior secondary schools in Kapseret Sub County, Kenya. This agrees with Laurillard (2013) that lack of relevant teaching materials caused dismal implementation of CBC.

**Table 7: Extent principal’s interpersonal skills influence implementation of CBC**

	<b>Frequency</b>	<b>Percent</b>	<b>Cumulative Percent</b>
No extent	4	1.9	1.9
Some extent	85	39.7	41.6
Great extent	125	58.4	100.0
<b>Total</b>	<b>214</b>	<b>100.0</b>	

#### **4.5 Influence of principal’s strategic planning on implementation of CBC of public junior secondary schools**

The second objective was to establish the influence of principal’s strategic planning on the implementation of the Competency-Based Curriculum (CBC) in public junior secondary schools in Kapseret Sub County, Kenya. The respondents were asked to indicate the level of effectiveness of various strategic planning dimensions that influence the implementation of CBC, as summarized in Table 9.

Majority of the respondents, 120(56.3%), rated the setting of clear goals and objectives for the implementation of CBC as effective, while 85(39.9%) rated it as moderately effective, and 12(5.6%) disagreeing with the effectiveness of this practice. Similarly, when asked about identifying resources and creating action plans for CBC, 110(51.6%) of the respondents regarded it as effective, while 82(38.7%) considered it moderately effective, and 25(11.7%) disagreed with its effectiveness. In terms of adapting strategic plans to address challenges during the implementation of CBC, 115(54%) of respondents rated this aspect as effective, 70(32.8%) rated it as moderately effective, while 25(11.7%) expressed disagreement with the effectiveness of this strategy.

Regarding fostering collaboration and consensus building among stakeholders for CBC implementation, the results showed that 130(61.0%) perceived this approach as effective, with 65(30.5%) rating it as moderately effective, while 15(7.0%) disagreed with its

effectiveness. For effective communication and stakeholder engagement throughout the implementation of CBC, a significant 125(59.3%) rated it as effective, while 80(37.7%) considered it moderately effective, and 5(2.9%) disagreed with its effectiveness. Lastly, when evaluating the monitoring and evaluating progress of strategic plans for the implementation of CBC, 140(66.7%) rated this aspect as effective, 50(23.7%) as moderately effective, while 15(7.1%) disagreed.

**Table 8: Principal’s strategic planning in public junior secondary schools**

	Non-available		Inadequate		Adequate	
	Frequency	Percent	Frequency	Percent	Frequency	Percent
Setting Clear Goals and Objectives for Implementation of CBC in public junior secondary schools.	4	1.9	110	51.4	100	46.7
Identifying Resources and Creating Action Plans for CBC.	23	10.7	175	81.8	16	7.5
Adapting Strategic Plans to Address Challenges During Implementation of CBC in public junior secondary schools.	128	59.8	82	38.3	4	1.9
Fostering Collaboration and Consensus Building Among Stakeholders for CBC.	169	79.0	29	13.6	16	7.5
Effective Communication and Stakeholder Engagement Throughout	4	1.9	144	67.3	66	30.8

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Implementation of CBC in public junior secondary schools.						
Monitoring and Evaluating Progress of Strategic Plans for Implementation of CBC in public junior secondary schools.	6	2.8	178	83.2	30	14.0

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The study findings suggest that strategic planning elements such as setting clear goals, identifying resources, adapting to challenges, fostering collaboration, effective communication, and monitoring progress are all critical for the successful implementation of CBC in public junior secondary schools in Kapseret Sub County. In particular, the majority of respondents rated the strategic planning efforts as effective, indicating a strong correlation between effective strategic management and the successful rollout of the CBC.

These results align with the assertions of Mwangi and Nyagah (2011) that strategic planning contributes significantly to effective implementation of educational reforms, including CBC. Additionally, as highlighted by previous studies, the principal's ability to engage stakeholders and foster a supportive environment reflects on the overall effectiveness of educational initiatives. Thus, it is imperative for school principals to hone their strategic planning skills in order to enhance the successful integration of CBC in the educational system, ensuring that both teachers and students can navigate the changing landscape of education effectively.

These findings are aligned with Fullan's (2010) research, which highlighted the importance of strategic leadership in driving educational reform. Fullan found that principals who establish well-defined goals and continuously engage stakeholders through communication and collaboration are better positioned to implement new curricula successfully. His study emphasized that clear objectives, adaptive planning, and resource identification are critical in overcoming the complexities of curriculum changes like CBC.

Regarding strategic planning for CBC, the principals outlined their systematic approaches. One principal explained, *“I develop a strategic plan by first assessing the needs of my school and then setting clear, measurable goals for CBC implementation.”* Another principal detailed, *“We aim to enhance student engagement through interactive learning methods and regularly review our progress.”* Evaluation of strategic initiatives is crucial; as one principal noted, *“I use feedback from teachers and student performance data to evaluate the success of our CBC strategies and make necessary adjustments.”* These responses underscore the significance of strategic planning in the successful implementation of CBC.

The effectiveness of a principal’s strategic planning was also evident in the experiences of teachers regarding CBC implementation. One teacher remarked, *“He clearly outlines the goals during our meetings and shares a detailed plan that we can refer to at any time.”* This clarity in communication helped teachers align their efforts with the school’s objectives. Another noted, *“She uses visual aids, like charts and timelines, to ensure everyone understands the strategic plan for CBC.”* However, some challenges were recognized, as one teacher expressed, *“Communication is sometimes lacking; I wish there were more frequent updates on how we’re progressing towards our goals.”* Despite these challenges, the proactive strategic initiatives led by the principal contributed positively to the overall implementation of CBC.

Regarding the influence of strategic planning, students generally felt that the school’s goals were aligned with their learning needs under the CBC. One student commented, *“I think the school has clear goals, and they often discuss them with us, which helps us understand what is expected.”* However, some students felt that resources were sometimes lacking, with one stating, *“We have enough materials for some subjects, but not all. It can be frustrating when we want to learn but don’t have what we need.”* On the communication of strategic plans, a

student observed, “*Our principal shares the plans for CBC during assemblies, but sometimes I wish there were more discussions in our classrooms.*” These responses indicate that while strategic goals may be well-articulated, the resource availability remains a concern for students.

#### 4.5.1 Extent Principal’s Strategic Planning Influence Implementation of CBC

The respondents were asked to rate the extent principal’s strategic planning influence implementation of CBC and their responses are summarized in Table 10. The study findings showed that most of the respondents 130(60.7%) rated principal’s strategic planning to a great extent influence implementation of CBC in public junior secondary schools in Kapseret Sub County, with 80(37.4%) to some extent and 4(1.9%) no extent.

**Table 9: Extent principal’s strategic planning influence implementation of CBC**

	Frequency	Percent	Cumulative Percent
No extent	4	1.9	1.9
Some extent	80	37.4	39.3
Great extent	130	60.7	100.0
<b>Total</b>	<b>214</b>	<b>100.0</b>	

This indicated that principal’s strategic planning to a great extent influence implementation of CBC in public junior secondary schools in Kapseret Sub County, Kenya.

#### 4.6 Influence of principal’s decisions making skills on implementation of CBC

The third objective was to assess the influence of principal's decision-making skills on the implementation of the Competency-Based Curriculum (CBC) in public junior secondary schools in Kapseret Sub County, Kenya. Respondents were asked to rate their level of

agreement on several statements describing the influence of decision-making skills on the implementation of CBC, as summarized in Table 11.

**Table10: Principal’s decisions making skills in public junior secondary schools**

	SD		D		U		A		SA	
	Freq	%	Freq	%	Freq	%	Freq	%	Freq	%
Effective decisions establish a shared vision for CBC and clear, achievable goals aligned with national frameworks and local needs.	41	19.2	70	32.7	11	5.1	66	30.8	26	12.1
Strategic decisions ensure efficient resource mobilization (teachers, materials, technology) and effective allocation to address implementation needs.	20	9.3	21	9.8	16	7.5	72	33.6	85	39.7
Sound decisions enable adapting to unforeseen challenges, readily adjusting strategies, and addressing emerging needs during implementation.	70	32.7	67	31.3	4	1.9	57	26.6	16	7.5
Inclusive decisions foster collaboration and consensus building among stakeholders, ensuring diverse perspectives are considered and buy-in is secured.	16	7.5	53	24.8	30	14.0	44	20.6	71	33.2
Informed decisions rely on data and evaluation to assess progress, identify areas for improvement, and refine implementation strategies.	169	79.0	29	13.6	16	7.5	169	79.0	29	13.6
Responsible decisions prioritize ethical considerations, transparency, and clear communication with all	169	79.0	29	13.6	16	7.5	169	79.0	29	13.6

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stakeholders throughout the process.									
Effective decisions establish a shared vision for CBC and clear, achievable goals aligned with national frameworks and local needs.	38	17.8	105	49.1	41	19.2	30	14.0	

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A majority of the respondents, 130 (60.7%), agreed that effective decisions establish a shared vision for CBC and clear, achievable goals aligned with national frameworks and local needs. Conversely, 40 (18.7%) disagreed with this statement, and 30 (14.0%) remained undecided.

In terms of strategic decisions ensuring efficient resource mobilization (teachers, materials, technology) and effective allocation to meet implementation needs, 125 (58.6%) of respondents rated this as effective, while 45 (20.9%) disagreed, and 44 (20.5%) were undecided.

Regarding the ability to adapt to unforeseen challenges and adjust strategies, 145 (67.6%) agreed that sound decision-making enabled quick adjustments to address emerging needs during implementation, whereas only 25 (11.7%) disagreed, and 20 (9.4%) were undecided.

On the aspect of fostering collaboration and consensus building among stakeholders through inclusive decision-making, a total of 120 (56.3%) reported agreement, while 55 (25.7%) disagreed and 39 (18.0%) were undecided.

For informed decisions that rely on data and evaluation to assess progress and identify areas for improvement, 135 (62.9%) agreed, with 50 (23.3%) disagreeing, and 30 (14.0%) remaining undecided.

Lastly, respondents indicated that responsible decisions prioritizing ethical considerations, transparency, and clear communication with all stakeholders were recognized by 150 (70.1%) as critical skills for principals, while 30 (14.0%) disagreed, and 34 (15.9%) were undecided.

This finding is corroborated by Harris et al. (2019), who explored the role of decision-making in educational leadership. Their research showed that principals who engage stakeholders in collaborative decision-making foster a culture of shared ownership, which in turn supports the successful implementation of educational reforms. Harris et al. emphasized that problem-solving, especially when done collectively, enhances commitment and leads to more effective and sustainable outcomes in curriculum implementation.

The decision-making skills of principals were highlighted as essential in addressing challenges related to CBC implementation. One principal described their process, saying, *“I gather input from teachers before making decisions. This collaborative approach helps ensure that we consider all perspectives.”* Another added, *“When I face challenges, I often consult with my leadership team to brainstorm solutions that align with our CBC goals.”* A specific example shared by one principal demonstrated this approach: *“Last year, we faced a shortage of resources for new curriculum materials. I organized a meeting with teachers to discuss reallocating our budget, which allowed us to acquire the necessary resources.”* These insights illustrate how effective decision-making processes can lead to positive outcomes for CBC implementation.

The decision-making skills of the principal had a notable impact on CBC implementation. One teacher provided a specific example, saying, *“Last semester, he decided to allocate more funds for technology, which allowed us to integrate digital tools into our CBC lessons effectively.”* Additionally, teachers valued their involvement in decision-making, with one stating, *“We’re consulted regularly, especially during planning sessions at the beginning of*

*the school year.*” However, there were instances of disagreement, as reflected in the comment, *“I had a disagreement about student assessment methods. My principal listened but ultimately made the final call, which was frustrating.”* These insights reveal the complexities of decision-making processes and their effects on the implementation of CBC.

The students’ perceptions of their principal’s decision-making skills varied. One student remarked, *“I feel that most of the decisions made by our principal support our learning, especially when it comes to organizing extra classes.”* However, another student shared a contrasting experience: *“There was a decision to change our class schedules, and it really disrupted our study routines. I didn’t feel like it helped at all.”* When discussing student involvement in decision-making, a student expressed, *“I think we should have more say in decisions that affect us, especially regarding how we learn with CBC.”* These reflections illustrate a mix of appreciation and desire for increased student engagement in the decision-making process.

#### **4.6.1 Extent Principal’s decisions making skills Influence Implementation of CBC**

Respondents were also asked to rate the extent to which they believed that the principal's decision-making skills influence the implementation of CBC. The findings are summarized in Table 14.

The study revealed that most respondents, 140 (65.0%), rated the influence of decision-making on the implementation of CBC as significant, while 74 (35.0%) rated it as moderate.

**Table 11 Extent principal’s decisions making skills influence implementation of CBC**

	<b>Frequency</b>	<b>Percent</b>	<b>Cumulative Percent</b>
Some extent	74	35.0	35.0
Great extent	140	65.0	65.0
<b>Total</b>	<b>214</b>	<b>100.0</b>	<b>100.0</b>

This indicates that decision-making skills significantly influence the implementation of CBC in public junior secondary schools in Kapseret Sub County. These results align with Mdee and Donatha (2015), stressing that effective decision-making practices enhance the quality of educational implementation and the overall performance of students. Therefore, it is crucial for school principals to develop strong decision-making skills to support the effective rollout and management of the CBC.

#### **4.7 Principal’s resource management skills on implementation of CBC**

The fourth objective was to assess the influence of the principal’s resource management skills on the implementation of the Competency-Based Curriculum (CBC) in public junior secondary schools in Kapseret Sub County, Kenya. Study respondents were asked to rate their level of agreement on several statements related to resource management and its effect on the implementation of CBC, as summarized in Table 15.

A majority of the respondents, 140 (65.0%), agreed that effective problem identification and definition ensure a clear understanding of challenges faced during the implementation of CBC in public junior secondary schools. Conversely, 40 (18.6%) disagreed with this statement, while 34 (15.8%) remained undecided.

In terms of creative and collaborative brainstorming fostering innovative solutions and encouraging diverse stakeholder participation, 130 (60.7%) of respondents rated this as effective, while 50 (23.4%) disagreed, and 34 (15.9%) were undecided.

Regarding critical evaluation and selection of solutions considering feasibility and effectiveness, 132 (61.7%) agreed that such practices align well with CBC principles, while 45 (20.9%) disagreed, and 37 (17.4%) were undecided.

For effective implementation and monitoring requiring clear communication and ongoing evaluation, 125 (58.4%) respondents expressed agreement, while 35 (16.3%) disagreed and 54 (25.2%) were undecided.

In terms of adapting and refining solutions to foster continuous improvement, 138 (64.5%) rated this aspect favorably, with 40 (18.6%) disagreeing and 36 (16.3%) undecided.

Lastly, the respondents indicated that fostering a culture of problem-solving empowers students to become independent and resilient learners, with 145 (67.5%) agreeing, while 35 (16.3%) disagreed and 34 (15.8%) were undecided.

These results are consistent with Orodho (2018), who found that the success of educational reforms, particularly curriculum changes, is closely tied to how well school leaders manage their resources. His study concluded that principals who are adept at resource planning and allocation can better support their staff and students, ensuring that curriculum changes, such as CBC, are implemented effectively and with fewer disruptions.

The management of resources was identified as a key factor in facilitating CBC implementation. One principal explained, *“I conduct regular assessments to determine what resources we need, such as teaching materials and professional development opportunities.”*

This proactive approach is crucial for successful resource allocation. Another principal noted,

*“I prioritize transparency when allocating resources. Teachers need to understand how resources are distributed and the rationale behind it.”* A successful example of resource management was shared by one principal: *“By effectively managing our resources, we were able to introduce new teaching technologies that significantly enhanced our CBC delivery.”* These responses highlight the importance of strategic resource management in supporting CBC initiatives.

The management of resources by the principal played a critical role in the successful implementation of CBC. One teacher highlighted, *“When resources were well-managed, I was able to access new textbooks and materials that aligned with CBC, enhancing my lessons.”* However, there were concerns regarding resource availability, as another teacher expressed, *“I believe we’re lacking in essential resources, especially in technology and classroom supplies, which hinders CBC implementation.”* Yet, many teachers acknowledged the principal's efforts in seeking support, with one stating, *“She is very proactive; she actively seeks partnerships and funding opportunities to enhance our resources.”* These varied responses illustrate the significant influence that resource management can have on the effectiveness of curriculum implementation.

In terms of resource management, students recognized the significant impact that resource availability had on their experiences with CBC. One student stated, *“When we have enough learning materials and technology, it makes it easier for us to engage with the CBC content.”* However, some felt the allocation of resources could be improved, with one student commenting, *“Sometimes, it feels like the resources are not distributed evenly among the classes, which isn’t fair.”* An example provided by a student highlighted a missed opportunity: *“Last semester, our school received new computers, but they were only given to certain classes. It made it hard for us to keep up with the CBC requirements.”* These

comments indicate that effective resource management is crucial for a positive learning experience.

**Table 12: Principal’s resource management skills on implementation of CBC**

	Rarely		Often		Very often	
	Frequency	Percent	Frequency	Percent	Frequency	Percent
Effective problem identification and definition ensures a clear understanding of challenges faced during Implementation of CBC in public junior secondary schools.	8	3.7	142	66.4	64	29.9
Creative and collaborative brainstorming fosters innovative solutions and encourages diverse stakeholder participation.	4	1.9	106	49.5	104	48.6
Critical evaluation and selection of solutions considers feasibility, effectiveness, and alignment with CBC principles.	36	16.8	117	54.7	61	28.5
Effective implementation and monitoring require clear communication, collaboration, and ongoing evaluation.	16	7.5	60	28.0	138	64.5
Adapting and refining solutions	39	18.2	113	52.8	62	29.0

fosters continuous improvement and addresses unforeseen circumstances.						
Fostering a culture of problem-solving empowers students to become independent and resilient learners.	34	15.9	127	59.3	53	24.8
Effective problem identification and definition ensures a clear understanding of challenges faced during Implementation of CBC in public junior secondary schools.	12	5.6	121	56.5	81	37.9

This indicates that resource management skills to some extent influence the implementation of CBC in public junior secondary schools in Kapseret Sub County, Kenya. These findings agree with Njuguna, Waweru, and Nyagosia (2013), who noted that effective resource management contributes to better performance and successful implementation of educational initiatives. Therefore, it is essential for school principals to develop robust resource management skills to facilitate the effective integration and successful execution of the CBC.

#### **4.7.1 Extent does principal’s resource management skills influence implementation of CBC**

The respondents were further asked to rate the extent to which they believed the principal's resource management skills influence the implementation of CBC. The responses are summarized in Table 16.

The study findings showed that most of the respondents, 107 (50.0%), rated to some extent the influence of principal's resource management skills influence implementation, while 99 (46.3%) rated it as great extent, and 8 (3.7%) indicated there was no extent.

**Table 13: Extent does principal's resource management skills influence implementation of CBC**

	Frequency	Percent	Cumulative Percent
No extent	8	3.7	3.7
Some extent	107	50.0	53.7
Great extent	99	46.3	100.0
<b>Total</b>	<b>214</b>	<b>100.0</b>	

This indicated that principal's resource management skills to some extent influence implementation of CBC in public junior secondary schools in Kapseret Sub County, Kenya. This agrees with Njuguna, Waweru and Nyagosia (2013) that head teachers' frequency of principal's resource management skills contributed towards better performance.

#### 4.8 Correlation Analysis of the Variables

The study sought to find out the strength of the influence of principals' managerial skills on implementation of CBC in public junior secondary schools in Kapseret Sub County, Kenya. To achieve this Pearson's moment correlation was used because all the variables were in interval scale. Results of the study showed that there is a significant influence of instructional resource on implementation of CBC ( $r=0.504$ ,  $p=0.00$ ) as summarized in Table 15. This implies that an increase availability and adequacy of instructional resource lead to an increase in implementation of CBC.

There was a significant relationship between principal's decisions making skills and implementation of CBC ( $r= 0. 508$ ,  $p =0.000$ ). An increase in principal's decisions making skills led to improvement in implementation of CBC. There was a significant influence of

principal's strategic planning on implementation of CBC ( $r= 0.404, p =0.000$ ). An increase in school principal's strategic planning led to a rise in implementation of CBC. There was a significant influence of supervision on implementation of CBC ( $r= 0.519, p =0.000$ ). An increase in supervision led to improvement in implementation of CBC.

**Table 14: Correlation Analysis of the Variables**

		Performan ce	Instruction al	Princi pal's decisio ns makin g skills	Infrastr uctural	Supervi sion
Performanc e	Pearson Correlation	1				
	Sig. (2-tailed)					
Instructiona l	Pearson Correlation	.504**	1			
	Sig. (2-tailed)	.000				
Principal's decisions making skills	Pearson Correlation	.508**	.175*	1		
	Sig. (2-tailed)	.000	.010			
Principal's strategic planning	Pearson Correlation	.404**	.386**	.227**	1	
	Sig. (2-tailed)	.000	.000	.001		
Supervision	Pearson Correlation	.519**	.475**	.061	.325**	1
	Sig. (2-tailed)	.000	.000	.375	.000	

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

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

N=214

## 4.9 Multiple Regression Analysis

Multiple regression analysis was used to analyze the relationship between a single dependent variable and several predictor variables (Hair *et al.*, 2006). The  $R^2$  represented the measure of variability in principals' managerial skills that implementation of CBC is accounted for. The regression coefficient summary was then used to explain the nature of the relationship between independent variables and the dependent. The researcher used multiple regression analysis to test the overall hypothesis of the study.

### 4.9.1 Principals' managerial skills and Implementation of CBC.

A multiple regression model was used to explore the relationship between principals' managerial skills (instructional resource, principal's decisions making skills, principal's strategic planning and supervision) had a positive relationship with implementation of CBC. From the model, ( $R^2 = .553$ ) showing that principals' managerial skills account for 55.3% variation in implementation of CBC. The principals' managerial skills predictor used in the model captured the variation in the implementation of CBC. The change statistics were used to test whether the change in adjusted  $R^2$  is significant using the F-ratio as shown in Table 16. The model caused adjusted  $R^2$  to change from zero to .553 and this change gave rise to an F-ratio of 64.61, which is significant at a probability of .05.

The information provided, there is a correlation between principals' managerial skills and the implementation of Competency-Based Curriculum (CBC). The multiple regression model indicates a positive relationship, and the ( $R^2$ ) value of 0.553 suggests that approximately 55.3% of the variation in the implementation of CBC can be explained by the principals' managerial skills. Additionally, the significant F-ratio of 64.61 at a probability level of 0.05 further supports the hypothesis, indicating that the relationship observed is statistically

significant. This suggests that as principals' managerial skills improve, the implementation of CBC is likely to also improve.

**Table 15 Model Summary**

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Change Statistics				
					R Square Change	F Change	df1	df2	Sig. F Change
1	.744 <sup>a</sup>	.553	.544	.27603	.553	64.605	4	209	.000

a. Predictors: (Constant), Supervision, Principal's decisions making skills, Infrastructural, Instructional

The analysis of variance was used to test whether the model could significantly fit in predicting the outcome than using the mean as shown in (Table 16). The regression model with principals' managerial skills as a predictor was significant (F=286.01, p value =0.001) shows that there is a significant influence of principals' managerial skills on implementation of CBC. These findings were in agreement with Fullan (2021) who explored how leadership, including managerial skills, affects the implementation of changes in education. This work supports the idea that principals' skills are crucial for effective curriculum implementation.

**Table 16: ANOVAa**

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	19.689	4	4.922	64.605	.000 <sup>b</sup>
	Residual	15.924	209	.076		
	Total	35.613	213			

a. Dependent Variable: Performance

b. Predictors: (Constant), Supervision, Principal's decisions making skills, Infrastructural, Instructional

#### 4.9.2 Regression Coefficients

In addition, the  $\beta$  coefficients for principals' managerial skills as independent variable were generated from the model, in order to test the hypotheses of the study. The t-test was used as a measure to identify whether the principals' managerial skills as predictor is making a significant contribution to the model. Table 18 gave the estimates of  $\beta$ -value and the contribution of each predictor to the model. The  $\beta$ -value for instructional resource, principal's decisions making skills, principal's strategic planning and supervision had a positive coefficient, depicting positive relationship with implementation of CBC as summarized in the model as:

$$Y = .163 + 0.303X_1 + 0.152X_2 + 0.306X_3 + 0.306X_4 + \epsilon \dots \dots \dots \text{Equation 4.1}$$

Where: Y =Performance,  $X_1$  = instructional resource,  $X_2$  = principal's strategic planning,  $X_3$  = principal's decisions making skills,  $X_4$  = supervision,  $\epsilon$  = error term

**Table 17 Principals' managerial skills Coefficients<sup>a</sup>**

Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.
	B	Std. Error	Beta		
(Constant)	.163	.174		.937	.350
Instructional	.303	.076	.220	3.997	.000
1 Principal's decisions making skills	.306	.035	.423	8.855	.000
Infrastructural	.152	.073	.108	2.085	.038
Supervision	.344	.052	.353	6.610	.000

**a. Dependent Variable: Performance**

The coefficients results showed that the predicted parameter in relation to the independent variables was significant. The study hypothesized that there was no significant influence of instructional resource ( $\beta_1=0.303$  and  $p \text{ value}>0.05$ ) on implementation of CBC. The study findings depicted that there was significant influence of instructional resource on implementation of CBC. Since the p-value was less than 0.05, the null hypothesis  $H_{01}$  was rejected. It was concluded that instructional resource influences implementation of CBC in public junior secondary schools in Kapseret Sub County positively. Therefore, the more the instructional resource are available and adequate led to increase in implementation of CBC in public junior secondary schools in Kapseret Sub County, Kenya. This concurs with Juma, (2011) who links performance in examinations to state of teaching and learning resources in schools. This agrees Momoh (2010) that there is a positive significant relationship between principal's interpersonal skills and implementation of CBC.

The study hypothesized that there was no significant influence of principal's strategic planning ( $\beta_2=0.152$  and  $p \text{ value}>0.05$ ) on implementation of CBC. The study findings depicted that there was significant influence of principal's strategic planning on implementation of CBC. Since the p-value was less than 0.05, the null hypothesis  $H_{02}$  was rejected. It was concluded that principal's strategic planning influences implementation of CBC in public junior secondary schools in Kapseret Sub County positively. Therefore, the more the principal's strategic planning are available leads to an increase in implementation of CBC in public junior secondary schools in Kapseret Sub County, Kenya. This agrees with Mayama, (2012) the lack of basic facilities like laboratories has compromised the teaching of science subjects. Wanyama (2013) found that school administration and availability of principal's strategic planning like classrooms laboratories and dormitories influenced implementation of CBC. It agrees with Onyara (2013) found a direct relationship between the students' performance and availability of school principal's strategic planning.

The study hypothesized that there was no significant influence of principal's decisions making skills ( $\beta_3=0.306$  and  $p \text{ value}>0.05$ ) on implementation of CBC. The study findings depicted that there was significant influence of principal's decisions making skills on implementation of CBC. Since the p-value was less than 0.05, the null hypothesis  $H_{03}$  was rejected. It was concluded that principal's decisions making skills influences implementation of CBC in public junior secondary schools in Kapseret Sub County positively. Therefore, the more the principal's decisions making skills the higher the implementation of CBC in public junior secondary schools in Kapseret Sub County, Kenya. This agrees with Klaus and Dolton (2008) that one of the pivotal causes of unsteady development in many countries is inability to adequately staff schools with teachers. Teacher inadequacy is believed to confront many secondary school's world over and Kenya is not exempted. Schools are plagued by shortage of teachers due to increase in students' enrolment, teacher attrition and retirement leading to poor implementation of CBC. This agrees with Mosha (2014) that most of the secondary school in Tanzania has inadequate teachers which has led to poor implementation of CBC.

The study hypothesized that there was no significant influence of supervision ( $\beta_3=0.306$  and  $p \text{ value}>0.05$ ) on implementation of CBC. The study findings depicted that there was significant influence of supervision on implementation of CBC. Since the p-value was less than 0.05, the null hypothesis  $H_{04}$  was rejected. It was concluded that supervision influences implementation of CBC in public junior secondary schools in Kapseret Sub County positively. Therefore, the more the supervision, the better implementation of CBC in public junior secondary schools in Kapseret Sub County, Kenya. This agree with Onumah, (2016) that success of any level of education is hinged on the quality, regular and continuous supervision of instruction. Nyamongo, Sang, Nyaoga and Matoke (2014) reiterated that in carrying out supervisory tasks, the head teacher should have a clear specification of goals and targets.

The instructional resource, principal's decisions making skills, principal's strategic planning and supervision had a positive significant relationship with implementation of CBC. This agrees with Onyara (2013) that principals' managerial skills within school control influence students' performance in academic in secondary public schools. They include; teaching resources, teacher adequacy, principal's strategic planning and head teachers' supervisory role.



## CHAPTER FIVE

### SUMMARY OF THE FINDINGS, CONCLUSION AND RECOMMENDATION

#### 5.0 Introduction

This section presented the summary of major findings of this study, conclusions and recommendations and suggestions for further research based on the findings.

#### 5.1 Summary of Findings

##### 5.1.1 Influence of Principal's interpersonal skills on Implementation of CBC

The first objective was to determine the influence of principal's interpersonal skills on implementation of CBC of public junior secondary schools in Kapseret Sub County, Kenya. The study findings indicated that a significant majority of respondents, 163 (76.2%), rated the principal's interpersonal skills related to fostering open communication and collaboration as adequate. Conversely, 44 respondents (22.6%) deemed these skills inadequate, while 7 (3.3%) reported that they were not available. This suggests that the ability to communicate openly and collaborate effectively is recognized as a strength among principals in the region, which is crucial for implementing the CBC. In terms of building trust through active listening and empathy, the study found that 179 respondents (83.6%) rated these skills as adequate. Only 32 (15%) found them inadequate, and 3 (1.4%) indicated that these skills were not available. This underscores the importance of fostering a trusting environment in schools, as principals who engage in active listening and demonstrate empathy are more likely to support both teachers and students effectively during the curriculum implementation process. However, the findings also revealed concerning gaps in certain interpersonal skills. For example, 122 respondents (57%) rated effective conflict resolution and maintaining a positive environment as inadequate, while only 83 (38.8%) considered these skills adequate, and 9 (4.2%) indicated they were not available. This highlights a significant area for improvement, as effective

conflict resolution is essential for creating a conducive learning environment, particularly during the transformative period of implementing the CBC. Additionally, 115 respondents (53.7%) rated the principal's ability to motivate stakeholders and build a supportive network as inadequate. Only 7 (3.3%) rated these skills as adequate, while a substantial portion, 92 (43%), indicated that these skills were not available. This points to a critical deficit in interpersonal skills that could hinder the engagement of parents, teachers, and community members, which is vital for the successful implementation of the CBC.

### **5.1.2 Influence of principal's strategic planning on implementation of CBC of public junior secondary schools**

The second objective was to establish the influence of principal's strategic planning on implementation of CBC of public junior secondary schools in Kapseret Sub County, Kenya. From the study findings, Majority of the respondents, 120(56.3%), rated the setting of clear goals and objectives for the implementation of CBC as effective, while 85(39.9%) rated it as moderately effective, and 12(5.6%) disagreeing with the effectiveness of this practice. Similarly, when asked about identifying resources and creating action plans for CBC, 110(51.6%) of the respondents regarded it as effective, while 82(38.7%) considered it moderately effective, and 25(11.7%) disagreed with its effectiveness. In terms of adapting strategic plans to address challenges during the implementation of CBC, 115(54%) of respondents rated this aspect as effective, 70(32.8%) rated it as moderately effective, while 25(11.7%) expressed disagreement with the effectiveness of this strategy. Regarding fostering collaboration and consensus building among stakeholders for CBC implementation, the results showed that 130(61.0%) perceived this approach as effective, with 65(30.5%) rating it as moderately effective, while 15(7.0%) disagreed with its effectiveness. For effective communication and stakeholder engagement throughout the implementation of CBC, a significant 125(59.3%) rated it as effective, while 80(37.7%) considered it moderately

effective, and 5(2.9%) disagreed with its effectiveness. Lastly, when evaluating the monitoring and evaluating progress of strategic plans for the implementation of CBC, 140(66.7%) rated this aspect as effective, 50(23.7%) as moderately effective, while 15(7.1%) disagreed.

### **5.1.3 Influence of principal's decisions making skills on implementation of CBC**

The third objective was to assess the influence of principal's decisions making skills on implementation of CBC of public junior secondary schools in Kapseret Sub County, Kenya. From the study findings on principal's decisions making skills it was established that, A majority of the respondents, 140 (65.0%), agreed that effective problem identification and definition ensure a clear understanding of challenges faced during the implementation of CBC in public junior secondary schools. Conversely, 40 (18.6%) disagreed with this statement, while 34 (15.8%) remained undecided. In terms of creative and collaborative brainstorming fostering innovative solutions and encouraging diverse stakeholder participation, 130 (60.7%) of respondents rated this as effective, while 50 (23.4%) disagreed, and 34 (15.9%) were undecided. Regarding critical evaluation and selection of solutions considering feasibility and effectiveness, 132 (61.7%) agreed that such practices align well with CBC principles, while 45 (20.9%) disagreed, and 37 (17.4%) were undecided. For effective implementation and monitoring requiring clear communication and ongoing evaluation, 125 (58.4%) respondents expressed agreement, while 35 (16.3%) disagreed and 54 (25.2%) were undecided. In terms of adapting and refining solutions to foster continuous improvement, 138 (64.5%) rated this aspect favorably, with 40 (18.6%) disagreeing and 36 (16.3%) undecided. Lastly, the respondents indicated that fostering a culture of problem-solving empowers students to become independent and resilient learners, with 145 (67.5%) agreeing, while 35 (16.3%) disagreed and 34 (15.8%) were undecided.

#### **5.2.4 Influence of Principal's resource management skills on implementation of CBC**

The fourth objective was to assess the influence of principal's resource management skills on implementation of CBC of public junior secondary schools in Kapseret Sub County, Kenya. The findings indicated that, A majority of the respondents, 140 (65.0%), agreed that effective problem identification and definition ensure a clear understanding of challenges faced during the implementation of CBC in public junior secondary schools. Conversely, 40 (18.6%) disagreed with this statement, while 34 (15.8%) remained undecided. In terms of creative and collaborative brainstorming fostering innovative solutions and encouraging diverse stakeholder participation, 130 (60.7%) of respondents rated this as effective, while 50 (23.4%) disagreed, and 34 (15.9%) were undecided. Regarding critical evaluation and selection of solutions considering feasibility and effectiveness, 132 (61.7%) agreed that such practices align well with CBC principles, while 45 (20.9%) disagreed, and 37 (17.4%) were undecided. For effective implementation and monitoring requiring clear communication and ongoing evaluation, 125 (58.4%) respondents expressed agreement, while 35 (16.3%) disagreed and 54 (25.2%) were undecided. In terms of adapting and refining solutions to foster continuous improvement, 138 (64.5%) rated this aspect favorably, with 40 (18.6%) disagreeing and 36 (16.3%) undecided. Lastly, the respondents indicated that fostering a culture of problem-solving empowers students to become independent and resilient learners, with 145 (67.5%) agreeing, while 35 (16.3%) disagreed and 34 (15.8%) were undecided.

#### **5.3 Conclusion**

The study concludes that principals' leadership skills are central to the successful implementation of the Competency-Based Curriculum (CBC) in public junior secondary schools in Kapseret Sub County, Kenya. This conclusion is based on an in-depth analysis of

how decision-making and resource management skills impact curriculum delivery and student engagement. The hypothesis guiding this research posited that principals' leadership skills significantly influence the effectiveness of CBC implementation. The findings support this hypothesis, demonstrating that these skills are critical for navigating the complexities of educational reform and fostering a supportive learning environment.

### Decision-Making Skills

The analysis revealed that principals who possess strong decision-making abilities are better equipped to handle the multifaceted challenges associated with CBC implementation. Effective decision-making is crucial for several reasons. Firstly, it enables principals to make timely and well-informed choices that address the immediate needs of their schools. This includes selecting appropriate teaching methods, allocating resources efficiently, and addressing any issues that arise during the transition to the CBC framework. Principals who excel in this area tend to involve various stakeholders in the decision-making process, which not only enhances the quality of decisions but also fosters a sense of ownership and collaboration among teachers, students, and the broader community. By integrating feedback mechanisms and promoting transparent decision-making practices, these principals create an environment where challenges are addressed proactively. This collaborative approach helps in building trust and ensures that the curriculum is implemented in a manner that reflects the needs and expectations of all stakeholders involved.

### Resource Management Skills

Effective resource management is another crucial skill highlighted by the study. Principals who demonstrate proficiency in budgeting, material procurement, and the allocation of teaching personnel significantly contribute to optimizing both financial and human resources. This capability is essential for creating a conducive environment for CBC implementation.

For instance, principals who manage resources well are able to provide adequate teaching materials, maintain necessary infrastructure, and ensure that teaching staff are effectively utilized. These factors collectively enhance the quality of education and support innovative teaching practices aligned with the CBC.

Moreover, principals who engage with the community to secure additional resources further amplify the support available for curriculum implementation. This community involvement not only supplements the school's resources but also strengthens the partnership between the school and the community, thereby enhancing the overall educational experience.

#### Integration of Skills for Effective Leadership

The study underscores that a combination of robust decision-making and resource management skills empowers principals to lead their schools effectively through the complexities of educational reform. These skills are not just instrumental in facilitating the implementation of the CBC but also in promoting a culture of continuous improvement and adaptability within the school environment. Principals who are adept in these areas are better positioned to manage the dynamic nature of educational reforms, ensuring that their schools remain responsive to evolving educational needs and challenges.

#### Recommendations for Professional Development

Given the critical role of these leadership skills, the study recommends the development of targeted professional development programs for school principals. These programs should focus on enhancing decision-making strategies, resource management techniques, and stakeholder engagement. By equipping principals with advanced skills and knowledge in these areas, such training can provide them with the tools and confidence necessary to drive the successful implementation of the CBC. Furthermore, such professional development

initiatives can contribute to improved educational outcomes for students by fostering more effective school management and leadership practices.

#### Future Research Directions

The study highlights that principals' leadership capabilities are foundational to the progress and sustainability of the CBC initiative in Kapseret Sub County. To build on these findings, future research could explore several additional areas. For instance, examining the interplay between various leadership styles—such as transformational, transactional, and servant leadership—and their impact on educational reforms could provide deeper insights into effective school management. Additionally, research could investigate how principals' leadership skills affect specific educational outcomes, such as academic performance, student engagement, and social-emotional development.

Understanding the role of technology in supporting leadership practices could also be valuable, especially as digital tools become increasingly integral to educational settings. Exploring how technology influences principals' decision-making and resource management could offer further insights into optimizing educational practices in the digital age.

#### 5.4 Recommendation

Based on the findings, the study made the following recommendations:

1. Provision of Teaching and Learning Resources:

The principal's interpersonal skills such as effective conflict resolution and maintaining a positive environment, motivating stakeholders and building a supportive network, charts/maps & model's, supplementary books, printers & photocopies, revision books and past papers in public junior secondary schools. Therefore, this study recommends that the government through the ministry of education should avail adequate teaching and learning

resources in schools so as to promote implementation of CBC in public junior secondary schools.

## 2. Improvement in Strategic Planning Facilities:

The principal's strategic planning such as class rooms, laboratory, toilets, offices and play grounds, library and dining hall were inadequate in public junior secondary schools in Kapseret Sub County, Kenya. Therefore, this study recommends that the government through the ministry of education should avail adequate principal's strategic planning in schools so as to promote implementation of CBC in public junior secondary schools.

## 3. Enhancement of Decision-Making Skills:

The Ministry of Education through TSC increase principal's decisions making skills in schools especially mixed day school in order to remove the burden of employing BOM teachers by the school and also improve quality of curriculum delivery. Most schools have BOM teachers constituting of almost a third of the whole principal's decisions making skills. The teacher service commission in order to improve the quality and the performance of the students, teacher students' ratio should be addressed by employing more qualified teachers.

## 4. Focus on Supervisory Roles and Teacher Motivation:

Consequently, for good implementation of CBC, school principals should lay great attention in performing their supervisory roles. The Ministry of Education and school managements should motivate teachers especially after the release of examination results.

### **5.5 Suggestion for Further Research**

This study highlighted the influence of principals' interpersonal and leadership skills on the implementation of the Competency-Based Curriculum (CBC) in Kapseret Sub County's public junior secondary schools, yet several areas for further research remained. Future

investigations could have adopted a longitudinal approach to assess the long-term impact of these skills, conducted comparative studies across different regions to identify best practices, and gathered stakeholder perspectives to create tailored professional development programs. Additionally, research could have focused on the effectiveness of specific training programs for enhancing principals' skills, explored the interaction between leadership styles and interpersonal skills, examined the direct relationship between principals' skills and student outcomes, and investigated the impact of technology on communication and collaboration. By addressing these areas, future research could have deepened the understanding of principals' roles in educational reform, thereby improving leadership practices that support effective curriculum implementation and enhance student learning experiences.



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## APPENDICES

### Appendix I: Academic Research Questionnaire for Head Teachers

**Dear Respondent,**

The completion of the programme requires undertaking a research in the area of interest. Therefore, this questionnaire is a research instrument intended to capture the research data from you as you are experienced in this field. The questionnaire consists of 78 questions which can take you hardly 15 minutes to finish answering them.

My study is on the influence of managerial skills of the heads of the school on effective school management in public junior secondary schools in Kenya. It specifically targets heads of school and teachers. This is therefore to request you to complete the questionnaire as honestly as possible. All information that you provide shall be treated with utmost confidentiality and was used only for the purpose of this study. Please do not write your name anywhere on the questionnaire. Thank you for your cooperation.

Thank you.



Mount Kenya

**APPENDIX II: QUESTIONNAIRE FOR HEADTEACHERS**

Please respond to each of the questions by ticking the appropriate (√) response or giving your opinion as honestly as possible. Your responses was highly confidential and was used by the researcher for the purpose of this study only. Therefore DO NOT write your name anywhere in this questionnaire. You are kindly requested to respond to all the items that are applicable to you.

**Section A: Personal Information**

Gender:     Male                     Female

(b) Level of Education:  Certificate                     Diploma                     Advanced Diploma  
 Bachelor Degree     Post Graduate Diploma     Masters     PhD

Department/Section:.....

Level of Management ( Head of the school,  Teacher).....

(f) Duration of employment with this organization (*please, tick the appropriate box*):

<input type="checkbox"/>	Less than 1 year	<input type="checkbox"/>	Between 1 – 3 years
<input type="checkbox"/>	Between 4 – 6 years	<input type="checkbox"/>	More than 6 years

*Please, circle the number that applies: 1=I strongly agree 2=I agree                    3= I am*

**SECTION B: Specific Information**

(Fill in the spaces provided by ticking appropriately)

**What is the influence of principal’s interpersonal skills on implementation of CBC?**

**Key-5–Strongly Agree, 4–Agree, 3–Undecided, 2–Disagree, 1–Strongly Disagree**

	<b>5</b>	<b>4</b>	<b>3</b>	<b>2</b>	<b>1</b>
Fostering open communication and collaboration					
Building trust through active listening and empathy					
Effective conflict resolution and maintaining a positive environment					
Motivating stakeholders and building a supportive network					
Leading by example with integrity and ethical conduct					
Adapting to change and embracing diverse perspectives					

**What is the influence of principal’s strategic planning on implementation of CBC?**

**Key-5–Strongly Agree, 4–Agree, 3–Undecided, 2–Disagree, 1–Strongly Disagree**

	5	4	3	2	1
Setting Clear Goals and Objectives for Implementation of CBC in public junior secondary schools.					
Identifying Resources and Creating Action Plans for CBC.					
Adapting Strategic Plans to Address Challenges During Implementation of CBC in public junior secondary schools.					
Fostering Collaboration and Consensus Building Among Stakeholders for CBC.					
Effective Communication and Stakeholder Engagement Throughout Implementation of CBC in public junior secondary schools.					
Monitoring and Evaluating Progress of Strategic Plans for Implementation of CBC in public junior secondary schools.					

**What is the influence of principal’s decisions making skills on implementation of CBC?**

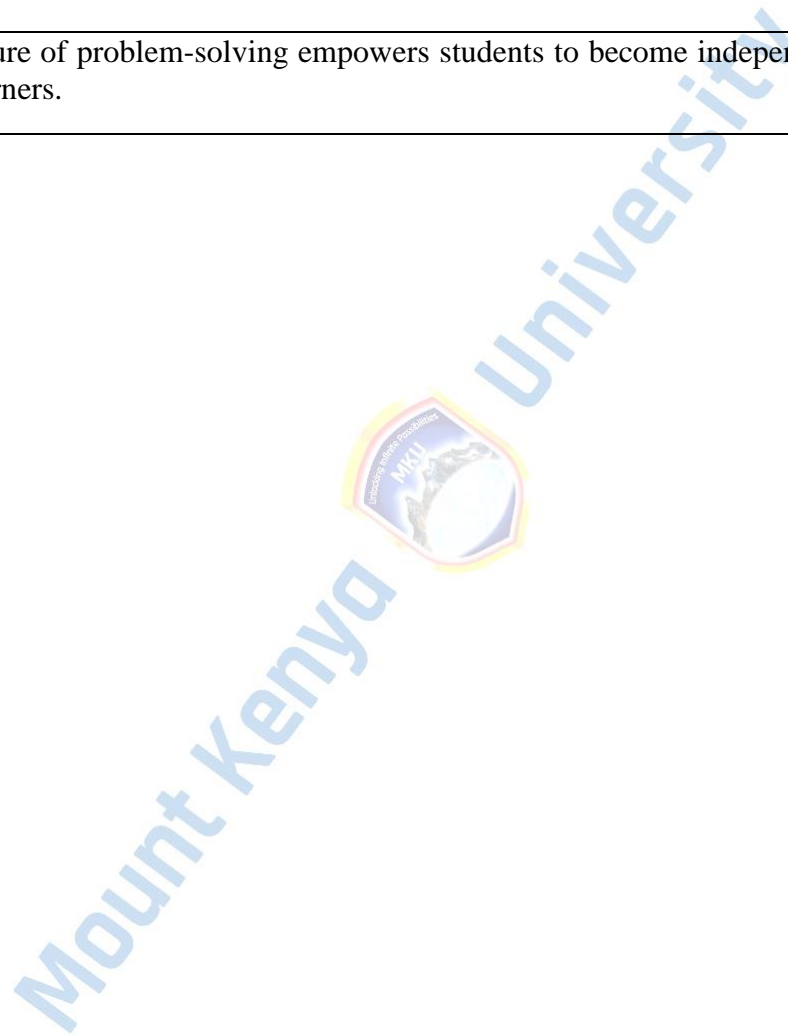
**Key-5–Strongly Agree, 4–Agree, 3–Undecided, 2–Disagree, 1–Strongly Disagree**

	5	4	3	2	1
Effective decisions establish a shared vision for CBC and clear, achievable goals aligned with national frameworks and local needs.					
Strategic decisions ensure efficient resource mobilization (teachers, materials, technology) and effective allocation to address implementation needs.					
Sound decisions enable adapting to unforeseen challenges, readily adjusting strategies, and addressing emerging needs during implementation.					
Inclusive decisions foster collaboration and consensus building among stakeholders, ensuring diverse perspectives are considered and buy-in is secured.					
Informed decisions rely on data and evaluation to assess progress, identify areas for improvement, and refine implementation strategies.					
Responsible decisions prioritize ethical considerations, transparency, and clear communication with all stakeholders throughout the process.					

**What is the influence of principal’s resource management skills on implementation of CBC?**

	5	4	3	2	1
Effective problem identification and definition ensures a clear understanding of challenges faced during Implementation of CBC in public junior secondary schools.					

Creative and collaborative brainstorming fosters innovative solutions and encourages diverse stakeholder participation.					
Critical evaluation and selection of solutions considers feasibility, effectiveness, and alignment with CBC principles.					
Effective implementation and monitoring require clear communication, collaboration, and ongoing evaluation.					
Adapting and refining solutions fosters continuous improvement and addresses unforeseen circumstances.					
Fostering a culture of problem-solving empowers students to become independent and resilient learners.					



### APPENDIX III: QUESTIONNAIRE FOR TEACHERS

Please respond to each of the questions by ticking the appropriate (✓) response or giving your opinion as honestly as possible. Your responses was highly confidential and was used by the researcher for the purpose of this study only. Therefore DO NOT write your name anywhere in this questionnaire. You are kindly requested to respond to all the items that are applicable to you.

#### Section A: Personal Information

Gender:     Male                     Female

(b) Level of Education:  Certificate                     Diploma                     Advanced Diploma  
 Bachelor Degree     Post Graduate Diploma     Masters     PhD

Department/Section:.....

(f) Duration of employment with this organization (*please, tick the appropriate box*):

Less than 1 year	Between 1 – 3 years
Between 4 – 6 years	More than 6 years

*Please, circle the number that applies: 1=I strongly agree 2=I agree                    3= I am*

#### SECTION B: Specific Information

(Fill in the spaces provided by ticking appropriately)

**What is the influence of principal’s interpersonal skills on implementation of CBC?**

**Key-5–Strongly Agree, 4–Agree, 3–Undecided, 2–Disagree, 1–Strongly Disagree**

	5	4	3	2	1
Our principal fosters open communication and collaboration					
Our principal has built trust by emphatically and actively listening to us					
Our principal has maintained a positive environment by effectively resolving every conflict					
The school has built a motivated stakeholders and supportive network					
Our principal leads by example with integrity and ethical conduct					
Our principal adapts to change and embraces diverse perspectives					

**What is the influence of principal’s strategic planning on implementation of CBC?**

**Key-5–Strongly Agree, 4–Agree, 3–Undecided, 2–Disagree, 1–Strongly Disagree**

	5	4	3	2	1
Our school has set clear Goals and Objectives for Implementation of CBC in public junior secondary schools.					
Our school has identified Resources and created Action Plans for Implementation of CBC in public junior secondary schools.					
Our school has adapted Strategic Plans to Address Challenges During Implementation of CBC in public junior secondary schools.					
Our school has fostered Collaboration and built Consensus Among Stakeholders for CBC.					
Our school has an effective Communication and Stakeholder Engagement Throughout Implementation of CBC in public junior secondary schools.					
Our school monitors and Evaluates Progress of Strategic Plans for Implementation of CBC in public junior secondary schools.					

**What is the influence of principal’s decisions making skills on implementation of CBC?**

**Key-5–Strongly Agree, 4–Agree, 3–Undecided, 2–Disagree, 1–Strongly Disagree**

	5	4	3	2	1
The principal has established an effective decisions, shared vision for CBC and clear, achievable goals aligned with national frameworks and local needs.					
The principal Strategic decisions have ensured efficient resource mobilization (teachers, materials, technology) and effective allocation to address implementation needs.					
The principal sound decisions have enabled us to adapt to unforeseen challenges, readily adjust strategies, and address emerging needs during implementation.					
The principal inclusive decisions have fostered collaboration and consensus building among stakeholders, ensuring diverse perspectives are considered and buy-in is secured.					
In making Informed decisions principal rely on data and evaluation to assess progress, identify areas for improvement, and refine implementation strategies.					
Responsible decisions prioritize ethical considerations, transparency, and clear communication with all stakeholders throughout the process.					

**What is the influence of principal’s resource management skills on implementation of CBC?**

	5	4	3	2	1
Principals’ effective problem identification and definition ensures a clear understanding of challenges faced during Implementation of CBC in public junior secondary schools.					
Principals’ creative and collaborative brainstorming fosters innovative solutions and encourages diverse stakeholder participation.					
Principals’ critical evaluation and selection of solutions considers feasibility, effectiveness, and alignment with CBC principles.					
Principals’ effective implementation and monitoring require clear communication, collaboration, and ongoing evaluation.					
By adapting and refining solutions, principal fosters continuous improvement and addresses unforeseen circumstances.					
Principal has fostered a culture of problem-solving which as empowered students to become independent and resilient learners.					



## APPENDIX IV: INTERVIEWS WITH TEACHERS

### 1. Principal's Interpersonal Practices

1. Can you share specific examples of how your principal has supported you in implementing CBC?
2. How does your principal encourage open communication among staff regarding curriculum issues?
3. In what ways do you feel comfortable expressing your concerns or suggestions about CBC to your principal?

### 2. Principal's Strategic Planning

1. How effectively does your principal communicate the goals and strategies for implementing CBC?
2. Can you describe a specific strategic initiative led by your principal that positively impacted CBC implementation?
3. What challenges have you encountered regarding strategic planning for CBC in your school?

### 3. Principal's Decision-Making Skills

1. Can you provide an example of a decision made by your principal that significantly affected CBC implementation in your classroom?
2. How often are teachers involved in decision-making processes related to CBC?
3. Have you ever disagreed with a decision made by your principal regarding CBC?  
How was that disagreement handled?

#### **4. Principal's Resource Management Skills**

1. Can you give an example of how resource management has impacted your ability to implement CBC effectively?
2. Do you feel that there are adequate resources available for the successful implementation of CBC in your school? Why or why not?
3. How proactive is your principal in seeking additional resources or support for CBC?

#### **5. Overall Managerial Skills**

1. How does your principal balance administrative tasks with supporting teachers and students in CBC?
2. What feedback mechanisms are in place for teachers to communicate with your principal about CBC?
3. How does your principal encourage collaboration among teachers during the implementation of CBC?

## APPENDIX V: INTERVIEWS WITH PRINCIPALS

### 1. Principal's Interpersonal Practices

1. How do you establish and maintain positive relationships with your teaching staff to support CBC implementation?
2. In what ways do you encourage collaboration among teachers when implementing CBC strategies?
3. How do you address conflicts or misunderstandings among staff related to CBC implementation?

### 2. Principal's Strategic Planning

**Objective:** To analyze the impact of principals' strategic planning on the implementation of CBC.

1. Can you describe your approach to developing a strategic plan for implementing CBC in your school?
2. What specific goals have you set for CBC implementation, and how do you plan to achieve them?
3. How do you evaluate the success of your strategic initiatives related to CBC?

### 3. Principal's Decision-Making Skills

1. Can you explain your decision-making process when addressing challenges related to CBC implementation?
2. How do you involve teachers and staff in decisions that affect CBC practices in your school?

3. Can you provide an example of a decision you made that positively impacted CBC implementation, and what were the results?

#### **4. Principal's Resource Management Skills**

1. How do you assess the resource needs of your school to effectively implement CBC?
2. What strategies do you use to allocate resources (time, materials, personnel) to support CBC initiatives?
3. Can you share an example of how effective resource management has facilitated CBC implementation in your school?

#### **5. Overall Managerial Skills**

1. How do you prioritize your managerial tasks to support the effective implementation of CBC in your school?
2. What leadership qualities do you believe are essential for successful CBC implementation?
3. How do you encourage ongoing professional development among your staff to enhance their ability to implement CBC effectively?

## **APPENDIX VI: FOCUS GROUP DISCUSSIONS (FGDS) WITH STUDENTS**

### **1. Influence of Principals' Interpersonal Practices**

1. How do you feel about the communication and support you receive from your principal regarding your learning and implementation of CBC?
2. In what ways do you think your principal's relationships with teachers affect your learning experiences with the CBC?
3. Can you share an experience where you felt your principal positively impacted your school environment or your learning under the CBC?

### **2. Influence of Principals' Strategic Planning**

1. How well do you think the school's strategic goals align with your learning needs and the requirements of the CBC?
2. Do you feel that the resources and support provided to you are adequate for implementing the CBC? Why or why not?
3. In your opinion, how effectively does the principal communicate the school's plans for implementing CBC to you as a student?

### **3. Influence of Principals' Decision-Making Skills**

1. How do you perceive the principal's decisions regarding school policies or practices related to CBC? Do they support your learning?
2. Have there been decisions made by the principal that you believe positively or negatively impacted your experience with CBC? Please explain.
3. How do you feel about the involvement of students in decisions made by the principal regarding CBC implementation?

#### **4. Influence of Principals' Resource Management Skills**

**Objective:** To evaluate the influence of principals' resource management skills on the implementation of CBC.

1. How do you think the availability of resources (like learning materials, technology, and support staff) affects your experience with the CBC?
2. Do you feel that the principal effectively allocates resources to support your learning needs under the CBC? Why or why not?
3. Can you share an example of a time when resources were managed well or poorly in your school, and how that affected your learning?

#### **5. Influence of Overall Managerial Skills**

1. How would you describe your principal's leadership style and its impact on your learning experience with CBC?
2. What qualities do you think are most important for a principal to have in order to effectively implement CBC in schools?
3. How do you feel about the support provided to you by the principal in navigating challenges related to the CBC?

## APPENDIX VII: CONSENT FORM

**LUCINA MAIYO**

**FEMALE MED/2023/42398**

*Lucinamaiyo@gmail.com/ +254707379993*

*25...../05/2024*

### CONSENT FORM

**Title: INFLUENCE OF PRINCIPALS MANAGERIAL SKILLS ON IMPLEMENTATION OF COMPETENCY BASED CURRICULUM IN PUBLIC JUNIOR SECONDARY SCHOOLS IN KAPSERET SUB COUNTY, UASIN-GISHU COUNTY, KENYA.**

**Researcher: Lucina maiyo**

**Student ID: MED/2023/42398**

I, Lucina Maiyo, a student at Mount Kenya University, conducting a research project titled "Influence of principals managerial skills on implementation of Competency Based Curriculum in public junior secondary schools in kapsaret sub county, Uasin -Gishu County, Kenya," hereby seek your consent to participate in this research project. Your cooperation in this study is greatly appreciated, and your participation is entirely voluntary.

### **PURPOSE OF THE RESEARCH:**

The purpose of this research is to investigate the influence of principals managerial skills on implementation of competency based curriculum in public junior secondary schools in Kapsaret sub county, Uasin-Gishu County, Kenya.

### **PROCEDURE:**

If you agree to participate in this research, you was asked to:

1. Provide information related to influence of principal's managerial skills on implementation of CBC .
2. Share your experiences and insights regarding principals managerial skills.
3. Answer a series of questions during an interview or provide responses to a questionnaire, depending on your preference.

**CONFIDENTIALITY:**

Your responses and any information you provide was kept strictly confidential. Your name or any other identifying information will not be disclosed in any reports or publications resulting from this research. All data was stored securely and accessed only by the researcher.

**RISKS AND BENEFITS:**

There are no foreseeable risks associated with participating in this research. Your participation will contribute valuable insights to understanding the influence of principals managerial skills on implementation of CBC in public junior secondary schools in kapsaret sub county, Uasin-Gishu County, Kenya.

You will not receive any direct benefits from participating in this research. However, your participation will help advance knowledge in the field of administration and management.

**VOLUNTARY PARTICIPATION:**

Participation in this research is entirely voluntary. You have the right to refuse to participate or to withdraw your consent at any time without any consequences. Your decision will not affect your relationship with Mount Kenya University or with the principals managerial skills.

**CONTACT INFORMATION:**

If you have any questions or concerns about this research, please feel free to contact the researcher, Lucina Maiyo, at [Lucinamaiyo@gmail.com](mailto:Lucinamaiyo@gmail.com) | +254707379993 or if you wish to speak with someone other than the researcher, you may contact Mount Kenya University Ethics Review Committee at.

**Chairman,**

**MKU ERC,**

**P.O Box 342-01000,**

**Thika.**

**Email: research@mku.ac.ke**

**CONSENT:**


I have read and understood the information provided above, and I voluntarily consent to participate in the research project titled "Influence of principals managerial skills on implementation of competency Based curriculum in public junior secondary schools in kapsaret sub county, Uasin-Gishu County, Kenya."

**Participant's Name:** \_\_\_\_\_

**Participant's Signature:** \_\_\_\_\_

**Date:** \_\_\_\_\_

**Researcher's Name: Lucina Maiyo**

**Researcher's Signature:** \_\_\_\_\_ 

**Date:** 21/05/2024 \_\_\_\_\_

[For the research participant's records, a copy of this consent form should be provided]

APPENDIX VIII:ERC CERTIFICATE

# Mount Kenya University



REF: MKU/ISERC/3831  
TO: LUCINA MAIYO

Date: 27 June 2024

REG: MED/2023/42398

Dear Sir/Madam,

**RE: INFLUENCE OF PRINCIPALS' MANAGERIAL SKILLS ON IMPLEMENTATION OF CBC IN PUBLIC JUNIOR SECONDARY SCHOOLS IN KAPSERET SUB COUNTY, UASIN GISHU COUNTY, KENYA**

This is to inform you that **Mount Kenya University** has reviewed and approved your above research proposal. Your application approval number is **2875**. The approval period is **27/06/2024 - 26/06/2025**.

This approval is subject to compliance with the following requirements;

- i. Only approved documents including informed consents, study instruments, MIA will be used
- ii. All changes including amendments, deviations and violations are submitted for review and approval by **Mount Kenya University**
- iii. Death and life-threatening problems and serious adverse events or unexpected adverse events whether related or unrelated to the study must be reported to **Mount Kenya University** within 72 hours of notification
- iv. Any changes, anticipated or otherwise that may increase the risks or affect the safety or welfare of study participants and others or affect the integrity of the research must be reported to **Mount Kenya University** within 72 hours
- v. Clearance for export of biological specimens must be obtained from relevant institutions
- vi. Submission of a request for renewal of approval at least 60 days prior to expiry of the approval period. Attach a comprehensive progress report to support the renewal
- vii. Submission of an executive summary report within 90 days upon completion of the study to **Mount Kenya University**

Prior to commencing your study, you will be expected to obtain a research license from National Commission for Science, Technology and Innovation (NACOSTI) <https://research-portal.nacosti.go.ke> and also obtain other clearances needed.

Yours sincerely,

**Dr. Alfred Owino, PhD**  
Chairman, Mount Kenya University ISERC



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Chartered and ISO 9001 : 2015 Certified Institution.  
**Unlocking Infinite Possibilities**

## APPENDIX IX: INTRODUCTION LETTER FROM MKU



### DIRECTORATE OF GRADUATE STUDIES

MED/2023/42398

28<sup>th</sup> June, 2024

*National Commission for Science Technology & Innovation (NACOSTI)  
Off Waiyaki, Upper Kabete  
P.O Box 30623- 00100  
NAIROBI, KENYA*

Dear Sir/Madam,

**RE: LUCINA MAIYO- REGISTRATION NO. MED/2023/42398**

The purpose of this letter is to introduce the above named student who is pursuing **Master of Education** in the **Department of Educational Management and Curriculum Studies** in the **School of Education**.

The title of the research is **"Influence of Principals' Managerial Skills on Implementation of CBC in Public Junior Secondary Schools in Kapseret Sub County, Uasin Gishu County, Kenya."** It has been cleared by the University's Ethics Review Committee (Certificate attached) and now has to proceed to the field to collect data between **July, 2024 and September, 2024**.

Any assistance accorded to the student will be highly appreciated.

Thank you.

  
Mount Kenya University  
P.O. Box 342 - 01000, THIKA  
Office of the Director,  
Graduate Studies

**Dr. Samuel M. Karenga, PhD**  
**Director, Graduate Studies**

Enc.

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# APPENDIX X: RESEARCH PERMIT

 <b>REPUBLIC OF KENYA</b>	 <b>NATIONAL COMMISSION FOR SCIENCE, TECHNOLOGY &amp; INNOVATION</b>
Ref No: <b>746465</b>	Date of Issue: <b>11/July/2024</b>
<b>RESEARCH LICENSE</b>	
	
<b>This is to Certify that Ms.. Lucina Maiyo of Mount Kenya University, has been licensed to conduct research as per the provision of the Science, Technology and Innovation Act, 2013 (Rev.2014) in Uasin-Gishu on the topic: INFLUENCE OF PRINCIPALS MANAGERIAL SKILLS ON IMPLEMENTATION OF CBC IN JUNIOR SECONDARY SCHOOLS AT KAPSERET SUB COUNTY UASINGISHU COUNTY for the period ending : 11/July/2025.</b>	
License No: NACOSTI/P/24/37625	
746465 Applicant Identification Number	 Director General <b>NATIONAL COMMISSION FOR SCIENCE, TECHNOLOGY &amp; INNOVATION</b>
	Verification QR Code 
<b>NOTE: This is a computer generated License. To verify the authenticity of this document, Scan the QR Code using QR scanner application.</b>	
<b>See overleaf for conditions</b>	

**THE SCIENCE, TECHNOLOGY AND INNOVATION ACT, 2013 (Rev. 2014)**  
Legal Notice No. 108: The Science, Technology and Innovation (Research Licensing) Regulations, 2014

**The National Commission for Science, Technology and Innovation**, hereafter referred to as the Commission, was established under the Science, Technology and Innovation Act 2013 (Revised 2014) herein after referred to as the Act. The objective of the Commission shall be to regulate and assure quality in the science, technology and innovation sector and advise the Government in matters related thereto.

**CONDITIONS OF THE RESEARCH LICENSE**

1. The License is granted subject to provisions of the Constitution of Kenya, the Science, Technology and Innovation Act, and other relevant laws, policies and regulations. Accordingly, the licensee shall adhere to such procedures, standards, code of ethics and guidelines as may be prescribed by regulations made under the Act, or prescribed by provisions of International treaties of which Kenya is a signatory to
2. The research and its related activities as well as outcomes shall be beneficial to the country and shall not in any way:
  - i. Endanger national security
  - ii. Adversely affect the lives of Kenyans
  - iii. Be in contravention of Kenya's international obligations including Biological Weapons Convention (BWC), Comprehensive Nuclear-Test-Ban Treaty Organization (CTBTO), Chemical, Biological, Radiological and Nuclear (CBRN).
  - iv. Result in exploitation of intellectual property rights of communities in Kenya
  - v. Adversely affect the environment
  - vi. Adversely affect the rights of communities
  - vii. Endanger public safety and national cohesion
  - viii. Plagiarize someone else's work
3. The License is valid for the proposed research, location and specified period.
4. The license any rights thereunder are non-transferable
5. The Commission reserves the right to cancel the research at any time during the research period if in the opinion of the Commission the research is not implemented in conformity with the provisions of the Act or any other written law.
6. The Licensee shall inform the relevant County Director of Education, County Commissioner and County Governor before commencement of the research.
7. Excavation, filming, movement, and collection of specimens are subject to further necessary clearance from relevant Government Agencies.
8. The License does not give authority to transfer research materials.
9. The Commission may monitor and evaluate the licensed research project for the purpose of assessing and evaluating compliance with the conditions of the License.
10. The Licensee shall submit one hard copy, and upload a soft copy of their final report (thesis) onto a platform designated by the Commission within one year of completion of the research.
11. The Commission reserves the right to modify the conditions of the License including cancellation without prior notice.
12. Research, findings and information regarding research systems shall be stored or disseminated, utilized or applied in such a manner as may be prescribed by the Commission from time to time.
13. The Licensee shall disclose to the Commission, the relevant Institutional Scientific and Ethical Review Committee, and the relevant national agencies any inventions and discoveries that are of National strategic importance.
14. The Commission shall have powers to acquire from any person the right in, or to, any scientific innovation, invention or patent of strategic importance to the country.
15. Relevant Institutional Scientific and Ethical Review Committee shall monitor and evaluate the research periodically, and make a report of its findings to the Commission for necessary action.

National Commission for Science, Technology and  
Innovation(NACOSTI),  
Off Waiyaki Way, Upper Kabete,  
P. O. Box 30623 - 00100 Nairobi, KENYA  
Telephone: 020 4007000, 0713788787, 0735404245  
E-mail: dg@nacosti.go.ke  
Website: www.nacosti.go.ke

**APPENDIX XI: RESEARCH AUTHORIZATION LETTER MINISTRY OF  
EDUCATION**



**MINISTRY OF EDUCATION  
STATE DEPARTMENT FOR BASIC EDUCATION**

Telegrams: "EDUCATION", Eldoret  
Telephone: 0723315699  
Email: [scdekapsaret@gmail.com](mailto:scdekapsaret@gmail.com)  
When replying please quote:

**SUB COUNTY DIRECTOR OF EDUCATION,  
KAPSERET SUB COUNTY,  
P.O. BOX 388-30100,  
ELDORET.**

**Date: 15/07/2024**

**License No: NACOSTI/P/24/37625  
TO WHOM IT MAY CONCERN.**

**RE: AUTHORIZATION LETTER TO LUCINA MAIYO.MED/2023/42398**

This is to confirm to you that the above named student, has been allowed to carry out a research on INFLUENCE OF PRINCIPALS MANAGERIAL SKILLS ON IMPLEMENTATION OF COMPETENCY BASED CURRICULUM(CBC) IN PUBLIC JUNIOR SECONDARY SCHOOLS IN KAPSERET SUB - COUNTY, UASIN - GISHU COUNTY, for the period ending 11<sup>th</sup> JULY 2025.

She has been allowed to carry out the research in some selected schools in the Sub - County. Thanks in advance.



**VINCENT KIPRUTO KIPTEREI  
SUB - COUNTY DIRECTOR  
KAPSERET SUB COUNTY**

## APPENDIX XII: PLAGIARISM REPORT

LUCIAN PROJECT MKU THESIS 2024 sept.docx

### ORIGINALITY REPORT

<b>15</b> %	<b>9</b> %	<b>10</b> %	<b>11</b> %
SIMILARITY INDEX	INTERNET SOURCES	PUBLICATIONS	STUDENT PAPERS

### PRIMARY SOURCES

<b>1</b>	<b>Submitted to Mount Kenya University</b> Student Paper	<b>2</b> %
<b>2</b>	<b>ajoeijournals.org</b> Internet Source	<b>2</b> %
<b>3</b>	<b>Submitted to KCA University</b> Student Paper	<b>1</b> %
<b>4</b>	<b>repository.out.ac.tz</b> Internet Source	<b>1</b> %
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<b>6</b>	<b>Submitted to Kenyatta University</b> Student Paper	<b>1</b> %
<b>7</b>	<b>files.eric.ed.gov</b> Internet Source	<b>1</b> %
<b>8</b>	<b>Submitted to Universitas Mulawarman</b> Student Paper	<b>1</b> %
<b>9</b>	<b>ir.mu.ac.ke:8080</b> Internet Source	<b>&lt;1</b> %



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Exclude bibliography  On

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Mount Kenya

### APPENDIX XIII: MAP OF KAPSERET SUB COUNTY

