

**INFLUENCE OF SCHOOL MANAGEMENT PRACTICES ON IMPLEMENTATION
OF COMPETENCY-BASED CURRICULUM IN PUBLIC JUNIOR
SECONDARY SCHOOLS IN KURESOI NORTH
SUB-COUNTY, NAKURU COUNTY, KENYA**

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DECLARATION AND APPROVAL

Declaration by the Student

This research project is my original work and has not been presented in any other university or for any other award.

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DEDICATION

I would like to dedicate this project to my family, who have been my constant source of love, support, and inspiration throughout my academic journey. Your unwavering encouragement and belief in my abilities have been invaluable, and I am grateful for sacrifices you have made to help me pursue my dreams. To my Son Eddie, your constant encouragement and belief in me fuel my determination to see this project through.

I would also like to express my gratitude to my professors, whose guidance and expertise have challenged me to grow and develop as student. Your dedication to teaching and commitment to excellence have been a source of motivation and inspiration, and I am honoured to have had the opportunity to learn from you.

Finally, I would like to acknowledge my classmates and friends, whose camaraderie and support have made this journey all the more fulfilling. Your encouragement, collaboration and friendship have helped me to overcome obstacles and celebrate achievements, and I am grateful for the memories we have shared.

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Lastly we dedicate this project to the Almighty God for the guidance, strength, power of mind, protection and skills and for giving us a healthy life all these we offer to you.

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ABSTRACT

School management practices play a vital role in the successful implementation of competency-based curriculum (CBC) in junior secondary schools. However, in Kuresoi North Sub- County, there have been challenges in implementing CBC. Many students in public junior secondary schools in this area demonstrate low competencies in key CBC teaching areas. Therefore, the aim of this study was to investigate how school management practices impact the implementation of competency-based curriculum in public junior secondary schools in Kuresoi North Sub- County, Nakuru County, Kenya.. To guide the research, the study drew upon the systems theory and the curriculum implementation theory. A mixed methodology approach was adopted, combining both phenomenological and descriptive research designs. The target population for this study consisted of 171 respondents, including 20 headteachers, 149 junior secondary school teachers, and 2 Sub- County Directors of Education from the Teachers Service Commission (TSC) and the Ministry of Education (MoE). A sample size of 122 respondents were determined using Yamane's Formula. Stratified sampling was employed, dividing the population into four different strata based on the number of zones in Kuresoi North Sub-County. From each zone, two headteachers were be purposively selected. All Sub- County Directors of Education were also included in the study. Additionally, 28 junior secondary school teachers were randomly selected from each zone to ensure unbiased representation. This sampling technique resulted in a sample size of 8 headteachers, 112 junior secondary school teachers, and 2 Sub- County Directors of Education. Questionnaires were employed for the collection of quantitative data from teachers, while interview guides were utilized to gather qualitative data from headteachers and Sub- County Directors of Education. Furthermore, a document analysis guide was used by the investigator. To ensure the study's validity, reliability, credibility, and dependability, a pilot test was carried out with 13 respondents selected from a sample of public junior secondary schools in Kuresoi North Sub- County. The data analysis began by identifying common themes from the respondents' accounts. Qualitative data was thematically analyzed based on the study's objectives and presented in a narrative format. On the other hand, quantitative data was analyzed using descriptive statistics such as frequencies and percentages, as well as inferential analysis employing Pearson's Product Moment Correlation Analysis. The Statistical Package for Social Sciences (SPSS Version 25) was used for the analysis, and the findings were presented through tables and charts. There was a moderate positive and statistically significant correlation between management support services and CBC implementation in public junior secondary schools in Kuresoi North Sub- County ($r = 0.531$; $p < 0.05$). This then implies that management support services have a positive impact on CBC implementation in public junior secondary schools in Kuresoi North Sub- County.

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LIST OF ABBREVIATIONS AND ACRONYMS

CBC	Competency Based Curriculum
CSOs	Curriculum Support Officers
IEBC	Independent Electoral and Boundaries Commission
KICD	Kenya Institute of Curriculum Development
KNBS	Kenya National Bureau of Statistics
NACOSTI	National Commission for Science, Technology and Innovation
NASMLA	National Assessment System for Monitoring Learning Achievement
OECD	Organization for Economic Cooperation and Development
REB	Rwanda Education Board
SPSS	Statistical Package for Social Sciences
UNESCO	United Nations Educational, Scientific and Cultural Organization

CHAPTER ONE: INTRODUCTION

1.0 Introduction

The chapter delves into the study's background, research problem statement, objectives, purpose, research questions, rationale, significance, scope, limitations, delimitations, and study assumptions. Additionally, it includes operational definitions of key terms.

1.1 Background of the Study

Education has a positive effect on students' minds, personalities as well as their physical capacities. United Nations Educational, Scientific and Cultural Organization (2015) defines instruction to involve the deliberate transfer of information, expertise and morals across generations within a community. In the words of UNESCO (2015), schooling within educational environments today is comprised of a variety of school-related events which occur throughout a student's developmental stage and are intended to create a well-rounded, respectable member of the community. In order to fulfill this laudable responsibility, several nations throughout the globe implement student-focused curriculum changes that are tailored to the requirements, passions, and tastes of students as well as enable them to utilize their abilities and competences at anytime they want. As a result, competencies-based curricula have been adopted by several nations as the answer to the globe's educational problems.

A competency-based curriculum, outlined by Bondi and Wiles (2018), is one that places more emphasis on the intricate results obtained from the educational process, that is, the understanding, abilities, and mindsets that students will be able to apply than it does on the conventional topic material that students must acquire. The contributors go on to say that a curriculum based on competencies is often created upon a list of essential student skills, which may or may not be subject- or multidisciplinary. For instance, Edinger (2017) asserts that instructional officials opted to advocate for the formation of targets to improve the framework of instruction due to the prevalence of significant curriculum overloading in numerous schools

around the globe. Consequently, Edinger (2017) suggests that mastery remains the main option in this sense, with an emphasis on a course of study that outlines what students in elementary-school environments may accomplish depending on the knowledge they have acquired over time. Bennett, Swanson, Schaefer, and Falbe (2016) state that a great deal of academic work has been conducted in Finland, where competence-based curriculum (CBC) has been put into effect successfully, which includes putting into operation the legally established programs of learning, curricula, and topics.

Bennett et al. (2016) emphasize that competence-based application of curriculum occurs when the learner gains the designated or envisioned instances, information, abilities, perspectives, as well as attitudes that are supposed to allow the student in question operate competently in a social environment. Basically, scholars believe that the practical application of CBC involves how the approved or mandated program subject matter is conveyed by teachers into courses of study, programs of work, and material to be taught to students. Nevertheless, its execution has not gone spared of its fair portion of obstacles.

Hanushek and Luque (2018) report that just 23.9% of Latin American secondary schools remain able to put into effect CBC, and that just 20.8% of students have shown improvements in their fundamental math, language, science, life, and creative abilities. According to the investigators, a variety of approaches, notably school administration methods, have been blamed for the inability to adopt CBC. This corroborates the assertions Sturgis and Casey (2018) who stated that the transition from traditional curriculum to Competency-Based Curriculum (CBC) in educational institutions like junior secondary schools, necessitating effective practices implemented by school management. School management practices, as highlighted by Rasinki, Homan, and Biggs (2019), encompass a range of responsibilities and strategies employed by schools to guarantee the realization of the objectives and educational goals of any curriculum. These practices involve ensuring the availability and oversight of qualified teachers, curriculum

support resources, physical infrastructure, and promoting a positive change in the attitudes of staff members. The significance of school management practices as the foundation of a high-quality education system is exemplified in the Global Competitiveness Report (2021) by the World Economic Forum. A study conducted by the Islamia University of Bahawalpur in Pakistan reveals that prior to implementing a curriculum, school management is responsible for ensuring the presence of well-trained and motivated teachers, along with sufficient curriculum support materials (Javed & Hamid, 2019). These findings underscore the critical role of school management practices in the implementation of competency-based curriculum.

In Indonesia, Nederstigt together with Mulder (2019) assert that the implementation of CBC has shifted the roles of different stakeholders such as the teacher from being an education facilitator but one who engages and follows parents who must take part in activities such as material development and goal-setting for the children. Nevertheless, the introduction of CBC in Indonesia has encountered numerous obstacles. According to a survey conducted by Musiman, Sutopo, Muhammad, Madya, and Alivermana (2020), despite the efforts made by school administrators in Indonesia, a significant proportion of junior secondary school students, approximately 59.4%, continue to exhibit inadequate proficiency in essential subjects such as mathematics, languages, and sciences.

In Sub-Saharan African countries, the implementation of Competency-Based Curriculum (CBC) has encountered and continues to face numerous challenges. Despite the efforts made by stakeholders such as school management and the government, the implementation of CBC still suffers from various shortcomings. According to a study conducted by Ajibola (2018), the success rate of CBC application in Nigeria stands at only 39.5%. Ajibola (2018) further highlights that several aspects of CBC, including the enhancement of learner competencies, have not been fully achieved. Specifically, 67.3% of learners still struggle with language skills, 77.4% face difficulties in performing mathematical activities, 45.9% lack improved creativity,

and 35.9% lack the necessary skills for essential environmental tasks. Instances similar to the ones mentioned above have also been reported in schools located in the KwaZulu Natal Province of South Africa. According to Muraraneza and Ntombifikile (2018), the full implementation of the curriculum is still pending in these schools. Additionally, the authors argue that schools that have managed to provide curriculum support materials, adequate physical facilities, well-trained teachers, a change in staff attitude, and effective collaboration among stakeholders have witnessed significant improvements in the application of the Competency-Based Curriculum (CBC).

These assertions highlight the importance of teachers' training, supervision, and adherence to the curriculum's underlying belief system, as well as the availability of appropriate curriculum support materials and parental involvement, in ensuring the successful implementation of CBC. It is evident that the failure to achieve the objectives of CBC can be attributed to various factors, including the practices of school management. In Kenya, CBC was implemented in the country in an attempt to address the issues plaguing the 8.4.4 educational system. As stated by Ondimu (2019), the 8.4.4 system was overloaded with coursework material that was unable to meet the student's urgent demands.

According to Ondimu (2019), the implementation of CBC was centered around school administration and aimed to use the student's advantages and skills. The program was launched in 2018. In order to do this, the Ministry of Education started an initiative to increase the capacity of secondary schools. This included building more classrooms and other types of infrastructure, retraining instructors and supervising them using CBC principles, and providing curricular support resources to institutions. In order to reduce the anxiety alongside unsuccessful attempts of the CBC curriculum, an investigation carried out in Meru County by Kinoti and Njeru (2020) additionally showed that a great deal of preparation among interested parties is required with regards to thorough discussions, instructions of teachers along with

heads of schools, as well as the supply of materials to secondary schools. The adoption of competency-based educational programs is still beset with several obstacles in spite of these efforts. Karimi (2020) conducted a review in Nairobi County and found that there have been deficiencies in the implementation of the Common Core State Curriculum (CBC).

Specifically, low levels of competency in basic numeracy, creativity, and critical life skills like leadership and lifeskills were observed among students attending public junior secondary schools. This supports the research results of a previous study by Uwezo (2016), which also observed that numerous pupils between the ages of 4 and 8 continue to have below-average proficiency in mathematical concepts, a language, as well as scientific disciplines, amongst other subjects. Kuresoi North Sub- County faces a similar situation as the implementation of CBC is still not working well. Many students continue to demonstrate inadequate interpersonal skills, a shortage of imaginative thinking, difficulty identifying problems and solving them, difficulty completing tasks, impoverished peer collaboration, and low capacity for leadership.

According to a recent study conducted by the National Assessment System for Monitoring Learning Achievement (NASMLA) in 2020, the implementation of the Competency-Based Curriculum (CBC) in secondary schools has not been fully successful. The report indicates that in Kuresoi North Sub- County, only 19.4% of students in public junior secondary schools have shown improvement in literacy and communication skills, 11.9% are able to perform mathematics tasks, and just 16.3% have acquired essential life skills. The challenges with the implementation of CBC are evident in public junior secondary schools in this region, where teachers struggle to cover the syllabus within the allocated time frame. As reported by Kuresoi North Sub- County Education Office (2023) disclosed that only 43.8% of the teachers cover terms one and two in time which has occasioned many learners to register low competencies in designed learning areas. The study demonstrates that acquiring knowledge continues to be unsuccessful regardless of the arrival of junior secondary courses, with numerous pupils

demonstrating inadequate competences in business studies, mathematical concepts, languages, as well as scientific disciplines. The survey also reveals that in the first quarter of 2023, just 18.7% of students reported higher than expected proficiency in mathematical concepts, 21.7% shown enhanced language and communication abilities, and 20.1% demonstrated higher than expected proficiency in scientific disciplines.

In the term two assessments examinations, there was an identical pattern seen, with over 59.8% of junior secondary students performing below expectations. That is to say, students in public junior secondary schools continue to fall short of objectives when it comes to their grasp of important subject areas. The investigation was conducted because, to date, not many empirical investigations have examined the degree to which CBC implementation in public junior secondary schools is influenced by school management practices.

1.2 Statement of the Problem

Competencies-based curriculum is valuable because they enable students to utilize their skills and abilities, and school administration plays a critical role in the curriculum being implemented. But since CBC was implemented in public junior secondary schools, things haven't gone well enough in Kuresoi North Sub- County to achieve the desired results. Low educational results and capabilities are still common among students attending public junior secondary schools, particularly in subjects like math, languages, sciences, business courses, foreign languages, as well as life skills. As previously mentioned in the background, a study from the Kuresoi North Sub- County Education Office (2023) reveals that acquiring knowledge continues to be unsuccessful in spite of the establishment of junior secondary classrooms, with numerous pupils demonstrating inadequate capabilities in important subject areas.

The survey also reveals that in the first term of 2023, only 18.7% of students reported higher than expected proficiency in mathematics, 21.7% shown enhanced language and communication abilities, and 20.1% demonstrated higher than expected proficiency in scientific

subjects. Even in the second term evaluation examinations, that remain below expectations, students in public junior secondary institutions enrolled at a rate of around 59.8%, demonstrating a comparable trajectory. That is to say, students at public junior secondary schools continue to fall short of expectations when it comes to their grasp of ideas in important subject areas. In spite of this, there aren't many empirical studies that examine how school management practices influence implementation of CBC in public junior secondary schools.

1.3 Purpose of the Study

The purpose of the study was to assess the influence of school management practices on application of competency-based curriculum in public junior secondary schools in Kuresoi North Sub- County, Nakuru County, Kenya.

1.4 Objectives of the Study

The study was guided by the following objectives;

- i. To investigate the influence of financial mobilization on application of competency-based curriculum in public junior secondary schools in Kuresoi North Sub- County.
- ii. To determine the influence of requisition of specialized teachers on implementation of competency-based curriculum in public junior secondary schools in Kuresoi North Sub- County.
- iii. To determine the influence of provision of infrastructure on CBC implementation in Kuresoi North sub county.
- iv. To determine the influence of stakeholders' collaboration on implementation of competency-based curriculum in public junior secondary schools in Kuresoi North Sub- County.
- v. To interrogate the influence of management support services on CBC implementation in public junior secondary schools in Kuresoi North Sub- County.

1.5 Research Questions

This study was guided by the following research questions:

- i. What is the influence of financial mobilization on implementation of competency-based curriculum in public junior secondary schools in Kuresoi North Sub-county?
- ii. How does requisition of specialized teachers influence implementation of competency-based curriculum in public junior secondary schools in Kuresoi North Sub-county?
- iii. To what extent does provision of infrastructure influence implementation of competency-based curriculum in public junior secondary schools in Kuresoi North Sub-county?
- iv. To what extent does stakeholders' collaboration influence implementation of competency-based curriculum in public junior secondary schools in Kuresoi North Sub-County?
- v. What is the influence of management support services on CBC implementation in public junior secondary schools in Kuresoi North Sub- County?

1.6 Rationale of the Study

The introduction of CBC in public junior secondary schools in Kuresoi North Sub- County has not been without difficulties, which have ultimately resulted in inefficient instruction. As previously said, a large number of students in junior publicly funded high schools continue to have inadequate academic results and competence in areas of study that are intended for specific instruction, including business studies, foreign languages, scientific disciplines and life skills. As a result, by demonstrating how particular actions taken by school administration support the successful adoption of CBC in public junior secondary schools, the current investigation added to the body of understanding.

1.7 Significance of the Study

Learners in junior secondary educational institutions could potentially gain from the research as it could provide them with access to high-quality education that is based on a meticulously crafted curriculum. Principals may discover the research to be beneficial as it could offer guidance on effective management strategies to implement for a successful execution of the Competency-Based Curriculum (CBC). Additionally, school administrators may derive further advantages from the research by becoming informed about the potential obstacles that may arise during the CBC implementation process, thus enabling them to adequately prepare for addressing these challenges.

Educators may also benefit from this research by gaining a clearer understanding of their essential role in executing the competency-based curriculum. Stakeholders such as parents, communities, and the government may gain valuable insights into the importance of their involvement in the CBC implementation. By being actively engaged, they can ensure that their children receive the anticipated learning outcomes from the CBC, thereby fostering trust and confidence in its application. This, in turn, may alleviate the concerns and uncertainties that parents often experience during the academic terms when they are uncertain about the future of the CBC. Policy makers at the Kenya Institute of Curriculum Development (KICD) may find the research to be informative in comprehending the challenges faced by school administrators during the curriculum implementation process. Furthermore, researchers and scholars may find the research findings to be instrumental in establishing a solid groundwork for conducting future studies.

1.8 Scope of the Study

The study was undertaken in public junior secondary schools in the Kuresoi North Sub- County. The main concern of the research was on how school management practices such as financial

mobilization, requisition of specialized teachers, provision of infrastructure, involvement of stakeholders as well as management support services affect the implementation of CBC in public junior secondary schools. Because of the hybrid technique used in the investigation, both introspective and descriptive methodologies were used. In this investigation, heads of schools and Sub- County Directors of Education (TSC & MoE) were provided qualitative information using interview guides, while junior secondary instructors provided numerical information via surveys. A handbook for the examination of documents was additionally be available for the investigator to use. The research took place between May and July 2024.

1.9 Limitations of the Study

The investigator encountered the following shortcomings:

- i. In certain instances, individuals exhibited reluctance in disclosing truthful details pertaining to the progress of implementing CBC in their secondary schools due to concerns of potential repercussions. However, it is crucial to assure them that their identities will remain completely confidential.
- ii. Accessing critical documents such as records on learner competencies to measure the status of the implementation of CBC in public junior secondary schools posed a challenge. In this case, the investigator explained to them that the data was only to be used for educational reasons and that the aim of the study was to complement their efforts of improving implementation of CBC in public junior secondary schools.
- iii. The findings from this investigation might not apply to private junior secondary schools since management practices may not be the only activity influencing implementation of competency-based curriculum. In this instance, the researcher will advise conducting more research on the implementation of CBC, but with an emphasis on factors different than those being examined.

1.10 Delimitations of the Study

The investigation was designed around the following delimitations;

- i. The study focused on school management practices reflected through capacity financial mobilization, requisition of specialized teachers, provision of infrastructure, stakeholders' collaboration and management support services and such practices influence CBC implementation in government-owned junior secondary schools.
- ii. The data for this study was collected from headteachers, junior secondary teachers, Sub-County Directors of Education (TSC & MoE).
- iii. The study was only undertaken in government-owned junior secondary schools in Kuresoi North Sub- County.

1.11 Assumptions of the Study

The study assumed that;

- i. That implementation of CBC has been a challenge in many public junior secondary schools.
- ii. There accurate primary data on the status of implementation of CBC will be available and accessible in public junior secondary schools.
- iii. That school management practices play an important role in the implementation of CBC in public junior secondary schools.
- iv. That financial mobilization, requisition of specialized teachers, provision of infrastructure, stakeholders' collaboration as well as management support services contribute to CBC implementation in public junior secondary schools.
- v. That the participants will be cooperate to offer honest information.



1.12 Operational Definitions of Key Terms

Financial Mobilization: refers to a set of activities which school managers engage in to source for funds to facilitate smooth implementation of CBC in public junior secondary schools.

Implementation of Competency-based Curriculum: is the process of putting into practice the educational objectives of competency-based curriculum in secondary schools.

Management Support Services: refers to a collection of operations performed by school heads to ensure that CBC is effectively and smoothly implemented.

Requisition of Specialized Teachers: is process of hiring of teachers who are armed with information and abilities on how to implement competency-based curriculum in public junior secondary schools.

School Management Practices: refers to a set of activities which public junior secondary schools undertake to implement CBC by undertaking financial mobilization, requisition of specialized teachers, providing infrastructure, collaborating with stakeholders and providing management support services.

Stakeholders' Collaboration: refers to a process of partnering with different stakeholders such as parents, Public Benefits Organizations (PBOs) and governance agencies to ensure that CBC is effectively implemented in public junior secondary schools.

CHAPTER TWO: LITERATURE REVIEW

2.0 Introduction

In this chapter, literature related to this topic is being reviewed. The chapter is based on the concept of school management practices, concept of implementation of competency-based curriculum and the influence of financial mobilization practices, requisition of specialized teachers, provision of infrastructure, stakeholders' collaboration and management support services on implementation of competency-based curriculum. It also gives theoretical and conceptual frameworks including an overview of the literature indicating the gaps uncovered throughout the review.

2.1 Empirical Literature Review

Empirical literature was based on the concept of school management practices, concept of implementation of competency-based curriculum and the influence of financial mobilization practices, requisition of specialized teachers, provision of infrastructure, stakeholders' collaboration and management support services on implementation of competency-based curriculum.

2.1.1 The Concept of School Management Practices

School management practices are a set of factors in primary school which enable the process of curriculum application. They entail those factors which schools have set aside the necessary resources required to start the process of curriculum application. In the context of application of CBC, these practices include capacity building or training of teachers, availability of curriculum support materials, involvement of parents and support from school heads. In other words, Huff (2011) opines that school management practices are concerned with the operation of educational organizations through such management processes as planning, organizing and directing activities in a school and well utilization of resources available such as human and

materials so as to accomplish the schools' objectives. According to Huff (2011), poor productivity of education system around many educational systems in the world has failed to deliver the expected outcomes whereas massive resources have been allocated. These assertions corroborate the results of research conducted by Fatos as well as Hassan (2014) conducted an investigation on school managing preparedness in USA and Turkey. The study was intended to establish the connection amongst management systems, communicating amongst the staff, in-service capacity building of teachers, institutional infrastructure as well as teaching/learning resources.

Fatos and Hasan (2014) demonstrated that the centrally planned structure, low instructor orientation, and tight school financial resources contributed to the less successful school management readiness in Turkey, where institutions embraced Napoleonic organizational practices. Suto (2020) asserts that the techniques used in institutions are the most crucial component in the implementation of the CBC, supporting the facts mentioned above. Febriya and Nuryono (2014) also point out that the effectiveness of the educational material relies on the accessibility of qualified instructors to carry it out. To put it another way, teachers must be skilled in creating learning resources, approaches to learning, designs, as well as instruments, have a chance to apply creative and inventive approaches to learning, and possess an instructional strategy that fosters a positive and fulfilling atmosphere for learning. CBC needs to begin with excellent execution and preparation so as to be successful.

The implementation of the project involves a training program for teachers that follows the CBC execution approach, the provision of instructor and pupil manuals, the enhancement of teachers competency, the bolstering of administrators at schools capabilities, the creation of an instructional culture centered around locally relevant material, the coaching of teachers in the dissemination of the academic program to be put into effect, and the involvement of interested parties, including caregivers, which is the primary objective of this research project.

2.1.2 The Concept of Implementation of Competency-based Curriculum

It is significant to remember that competency-based curriculum cannot be implemented while the pupil obtains the anticipated or envisioned encounters, understanding, abilities, concepts and perspectives that are meant to allow the exact same student to operate efficiently in the community (Beane, 2010). Such assertions suggest that CBC implementation relates to how the anticipated or officially established course of instruction is transcribed by the instructional professional into courses, programs of work, along with information to be produced to participants.

Jeng'ere (2017) argues that competence involves enhancing learners' ability to effectively utilize educational materials, knowledge, attitudes, and skills in various real-life situations such as education, work, and personal development. The Competency Based Framework for Curriculum Development for Russia and Kazakhstan (2014) states that the implementation of CBC aims to ensure lifelong learning and student mobility, enhance the quality and efficiency of education and outcomes, promote equity and active citizenship, foster innovation and creativity, including entrepreneurship at all levels of education and training. In Bulgaria, the Organization for Economic Co-operation and Development (2020) asserts that the implementation of CBC is seen as a method of equipping learners with a range of abilities, skills, attitudes, and behaviors used to achieve outcomes in a specific professional role or within a particular organization.

These statements highlight the importance of the education system in developing new skills, adapting to the changing nature of emerging occupations, and enhancing the flexibility and employability of adults already in the workforce. The necessity for these changes is crucial in order to keep pace with the rapid transformations in the economy, industry, and social landscape.

In other words, the idea of competence is meant to think about these changes and necessities. For instance, outcomes-based education (OBE) was first implemented in South Africa in 1997, but it was rightly criticized for being convoluted and difficult to understand in its rhetoric (Christie, 2011). Its methods for creating educational programs were intricate and comprehensive. A portion of this was brought about by the hurried and shoddy application of the freshly introduced curriculum in secondary schools, which left instructors ill-prepared to use outcomes-based instructional design, which includes ongoing evaluation. The government backed down from its initial ambitions to introduce a competency-based educational program to Grade 1 due to the provinces' inability to accommodate the majority of institutes' big modifications.

Owing to these shortcomings, a review committee was formed to examine ways to improve Policy 2005. As a result, the National Policy Statement (NPS), an improved iteration of education centered around outcomes, was introduced (Christie, 2011). The curriculum based on competencies was not just put into practice by applying strategies in an obvious and clear manner. According to Gultig, Hoadley, and Jansen (2012), it constitutes a flexible system that changed periodically as a result of the interactions between the context of institutions, undertakings, objectives, and methodologies. Specifically, in Kuresoi North Sub-county, Kenya, Ondimu (2019) points out that implementing CBC requires making sure students get the necessary abilities to be able to complete educational assignments with little guidance from instructors. Amongst other subjects, these comprise life skills, business courses, foreign languages, math, science, and languages.

2.1.3 Financial Mobilization and Implementation of Competency-based Curriculum

The introduction and implementation of competency-based curricula need a significant mobilization of resources. Clough, Fang, Vissa, and Wu (2019) state that because of the vast

amount of resources required, CBC will need to create sustainable finance structures and use assets effectively. Al-Samarrai, Cerdan-Infantes, and Lehe (2019) conducted a study in the Netherlands to bolster this claim. The study found that implementing CBC is an expensive endeavor that necessitates massive accumulating resources for instruction for teachers, curriculum assistance materials provision, infrastructure, and other types of resources for learning. In some regions of the world, fiscal constraints and inadequate financial preparation at the institution level have made curriculum fulfillment less than ideal.

According to research done in the USA by Cobbold et al. (2015), there were a lot of difficulties in attempting to align the nation's 2009 curricular revisions with the present social and economic classes demands of the nation's scholars. These results demonstrate that it is impossible to overstate the significance of monetary assets for the effective implementation of any program. Aware of these claims, Banka and Bua (2015) carried out research in Austria that showed there has been an understanding of the necessity to guarantee that secondary schools have enough funding to run smoothly, but more significantly, that they fulfill their objectives of generating sufficient staff members to have an advantageous economic effect. These conclusions underline the notion that each and every institution needs individuals, economic as well as physical commodities for the purposes of fulfilling its aims along with purposes. Nevertheless, numerous legislatures have not simply proven equipped to pay the growing expense of schooling therefore exploring alternate means of financing learning.

This includes a range of sources of financing and efficiency-boosting initiatives that are necessary to offset the substantial expense outlays for improving accessibility and refining the competency-based curriculum method of application. Institutions in several Sub-Saharan African nations are required to create plans for raising money for resources. For example, an investigation carried out in Uganda by Kisige and Neema-Abooki (2017) found that

government entities needed to pull together and provide more funding to school systems in order to implement CBC in numerous institutions.

Kisige and Neema-Abooki (2017) further found that financial mobilization was necessary to get adequate resources to repair old classrooms, provide scholastic materials and re-train teachers. Such practices include seeking donor assistance, organizing fundraising activities, alternative activities that provide revenue, like farming or selling handcrafted products (Kisige & Neema-Abooki, 2017). Mgaya, Onyango, and Rupia (2022) carried out a study in Tanzania and found that secondary schools have used a variety regarding resource enlistment strategies, including grants from donors, revenue generated by different school-run revenue-generating operations, subscription fees from anyone who wanted them, and meticulous preparation, to gather money to aid in the implementation of CBC. Mgaya et al. (2022) discovered that in order to facilitate the implementation of CBC and the delivery of excellent instruction in junior secondary schools, governments as well as secondary schools should be capable of addressing the issue of a lack of physical assets and opportunities for instructional purposes.

According to an examination of governmental expenditures in Kenya, there are still significant financial shortages in the educational system, particularly in secondary schools category, which have not been filled by funding from the government. Gill and Karakulah (2019) contend that more funding must be found outside of general tax income in order to sufficiently support the CBC deployment procedures in junior secondary schools operated by the government. According to a report by the Institute of Policy Analysis and Research (IPAR) (2021), secondary schools still required funding in order to offer appropriate facilities and physical amenities, classroom supplies, retrain teachers, as well host seminars on CBC—even with Free Day Secondary Education (FDSE).

The capability of administrators to generate cash reserves is crucial for the effective implementation of CBC in the junior secondary schools in Kuresoi North Sub-county, and it ought not to be taken for granted.

According to a Kiarie (2019) study conducted in Nakuru County, educational directors' revenue-generation strategies are crucial to the successful implementation of CBC. Much work nonetheless remains to be accomplished, though, as Kiarie (2019) and other evaluated research have not examined the degree to which school heads' syndication of resources strategies affect the enactment of CBC in public junior secondary schools.

2.1.4 Requisition of Specialized Teachers and Implementation of Competency-based Curriculum

A key component of successfully implementing competency-based curricula at secondary schools is training for teachers. In light of this claim, Armstrong (2011) believes that professional growth and instruction for teachers' aid in the acquisition of the expertise needed for them to better grasp many facets, that are essential for creative solutions to instructional design in the classroom. This suggests that the recruitment of specialized educators should be given priority in order to implement actual changes in the curriculum within the education system. The implementation of the Competency-Based Curriculum (CBC) has led to a shift in teaching and learning methods, as highlighted by Sturgis and Casey (2018), where the focus has moved from teacher-centered to learner-centered approaches.

In accordance with the views of Inandi and Gilic (2016), teachers are seen as facilitators who guide the learning process, emphasizing the importance of teacher training and specialization. This underscores the idea that teachers, as facilitators, need to adopt a perspective that recognizes the innate abilities of children and nurtures them accordingly. To achieve this, Zeiger (2018) argues that teachers must possess significant knowledge and skills, be able to

effectively engage with all students, establish high standards, and select appropriate instructional materials that cater to the needs of students at different levels. Karia and Ahmad (2010) found that teacher training on delivery of curricula competencies increases instructor ability and effectiveness in research done in Malaysia.

Put another way, instructor education may be viewed as simply assessing the degree to which teachers have picked up the necessary abilities to provide educational oversight in the classroom. In the same token, Stoll, Bolam and Collarbone (2011) carried out a Netherlands investigation that concluded strategic actions are necessary for change to improve requisition of specialized teachers to hasten application of curriculum. Stoll et al (2011) revealed that Ministry of Education responded by organizing training courses for teachers for periods ranging between one month, a fortnight or sometimes two months. Leithwood, Day, Sammons, Harris, and Hopkins (2013) discovered that in Estonia, aspiring teachers must complete a unique program that includes training in teaching methodologies in addition to a minimum of five years of classroom experience. For the curriculum to be implemented effectively, these instructors must possess strong intellectual, relationship-based, tactical, and psychological abilities.

In a nutshell, to ensure that competency-based curricula are implemented at secondary schools smoothly, instructors must be adequately prepared with the expertise they need to carry out their teaching responsibilities more efficiently. In other words, instructors are supposed to become more knowledgeable and to impart that information to other instructors. The legislature of South Africa prioritizes teacher preparation programs that focus on enhancing managerial expertise, standardizing and strengthening academic credentials, and offering assistance. The evidence supports the claims made by UNESCO (2015) that teacher training provides educators with the necessary skills to effectively implement the curriculum. Without these skills, many teachers may struggle with the demanding responsibilities of leadership within schools.

In Rwanda, the Rwanda Education Board (REB) (2018) states that schools conduct one-hour training sessions every Friday to ensure continuous improvement of the Competency-Based Curriculum (CBC) and to ensure its success. These training sessions are led by School Based Mentors and School Based Trainers who have been specifically trained by the Rwanda Education Board for this purpose. According to REB (2018), the exchange of best practices, successes, and lessons learned among teachers and headteachers is a practical approach to addressing challenges related to the implementation of CBC methods. In Kenya, Obuhatsa (2020) emphasizes that the recruitment of specialized teachers is a critical factor for the successful implementation of CBC in schools. Therefore, under CBC, teachers must consider the shift in responsibilities that focus on the relationship between the curriculum and the students during instruction. A study conducted in Nakuru County by Koskei and Chepchumba (2020) highlighted the importance of recruiting specialized teachers, as it allows educators to comprehend the underlying philosophy of any curriculum and how the new program may impact students, parents, school administrators, and other stakeholders.

Koskei and Chepchumba (2020) also discovered that instructors might find that the curriculum presents material that they are not acquainted with, haven't taught in a long time, or are accustomed but be laid out in a novel way. The investigation by also proved that instructors need to comprehend the objectives and content of a program of study thoroughly for them to execute it successfully. Nevertheless, a great deal of work remains to be done because neither Koskei and Chepchumba (2020) nor other reviewed studies have examined how instructional elements affect the delivery of CBC in junior secondary schools.

2.1.5 Provision of Infrastructure and Implementation of Competency-based Curriculum

Facilities are essential for the smooth implementation of curricula. Beynon (2012) listed office space, staff rooms, labs, and classes as additional educational amenities. In addition, they

consist of the school's grounds, staff homes, libraries, retail stores, and workshops. The facilities in question involve, among other things, education facilities, recreational areas, educational resources like libraries, and furniture when it comes to curriculum that utilizes competencies. The degree to which institutions are using competency-based curricula has been significantly impacted by those amenities. Taking this into consideration, research by Rivkin, Hanushek, and Kain (2011) was carried out in the USA to determine the connection between the open nature of instructional resources and the adoption of a competency-based curriculum. Rivkin et al. (2011) also pointed out that students' subpar educational achievement is caused by junior secondary institutions' lack of assets and amenities.

This was in line with the results of an investigation conducted in Indonesia by Amilia, Fauziah, Yusoff, Maziah, and Vitasari (2011), which showed that the accessibility of instructional structures that complies with the (NES) is a criterion for evaluating the accomplishment of academic objectives by means of instruction in establishments. These results show that the built environment has a crucial role in CBC application, in addition to other aspects that influence it. Stated differently, educational establishments that possess well-stocked resource centers, comfortable classrooms, hygienic restrooms, and outdoor play areas, along with a well-executed CBC program, tend to run more smoothly and their students demonstrate greater proficiency in language, imaginative thinking, fundamental mathematical skills, as well as ecological abilities.

Based on a Chicago research by Lunenburg (2011), more than 55.0% of the 597 institutions that were originally constructed were demolished because they were unfit for educational purposes. This indicates that enacting of CBC has proven to be difficult. According to Singh and Mallik (2016), secondary schools have a big impact on the way students learn in India because, as students' talents and mindsets develop, it becomes more important to make sure that adequate athletic surfaces are available for them to play on, and that seminars and testing

facilities are the apparatus needed for an effortless implementation of CBC. This suggests that both parties involved have to establish sufficient, relevant, and appropriate amenities in each school for CBC to be deployed successfully and produce the intended objectives and achievements. The accessibility and state of equipment is one of the primary foundations in the implementation of CBC across numerous Sub-Saharan African nations. For instance, Avery's (2012) study conducted in Ghana discovered that facilities have to be easily accessible and in excellent working order for CBC to be implemented in educational settings. The investigation also showed that students attending secondary schools with fully stocked educational resources such libraries, well-kept play areas, and comfortable classes saw remarkable achievements in learning when in contrast to learning facilities with none of these features.

This bolsters the claims made by Beynon (2012) that numerous parties devote additional funds to the building of new educational spaces and the purchase, upkeep, fixing, and replacing of equipment since physical assets plays a significant role in the application of CBC. These results therefore indicate that school administrators bear the responsibility of making sure that there are sufficient instructional spaces, secure school grounds, and educational centers to accommodate a sufficient quantity of students without causing a shortage of space all of which are necessary for a successful educational process. After the introduction of complimentary high schooling, Kenyan schools have experienced overcrowding, which has limited their financial capacity and affected the ability to adopt competency-based curricula (Onyango, 2010). Therefore, the authorities started building fresh educational facilities and buying new furnishings in order to adopt CBC.

Republic of Kenya (2015) likewise states that learning happens everywhere, but that the positive learning outcomes that secondary schools aim for must take place in favorable environments, hence learning environments should consist of first-rate pedagogical infrastructure. In order to bolster this claim, Kariuki and Ndani (2019) conducted research in

Nakuru County, which showed that a school's architecture has a critical role in determining how curriculum occurs and how well students ultimately achieve academically across many CBC learning areas. Kariuki and Ndani (2019) and other evaluated empirical research have not examined the degree to which adequate educational equipment influences the implementation of CBC in public junior secondary schools, thus there is still more work to be done.

2.1.6 Stakeholders' Collaboration and Implementation of Competency-based

Curriculum

One cannot wish away the function of interested parties in the delivery of curricula. Throughout the start of official schooling, households and secondary schools have collaborated to provide students with a high-quality education, as stated by Epstein (2009). In the beginning stages of life, households were in charge of equipping their young ones with the knowledge and abilities they needed, and institutions took over with little involvement from the households. Nevertheless, institutions and organizations have partnered and shared responsibility for children's schooling in more organized ways in light of the deployment of competency-based curricula, greater transparency, and requirements that students meet high academic standards.

According to Davis (2013), stakeholders have an interest in the creation of educational assets, practical support for students as they do their homework, and the creation of educational materials for students. In the words of Davis (2013), children's mastery of ideas and abilities as defined by CBC increases with the level of stakeholder participation in their schooling. An investigation conducted in the Netherlands by Domitrovich, Gest, Gill, Bierman, Welsh, and Jones (2012) found that being ready for secondary schools involves getting involved as stakeholders, such as volunteering, going to interest group days, going to educational clinics, and participating in secondary schools eating programs, in order to promote the schooling of their children. According to Domitrovich et al. (2012), parents can play an even greater part in

assisting their young ones in improving their academic performance by encouraging them, setting up an appropriate learning environment and time, modeling envisioned behavioral sequences such as perusing books for pleasure, supervising coursework, proactively teaching their young ones at home, and educating them for what is anticipated in achieving better marks. Similarly, an identical investigation carried out in Austria by Hartley, Rogers, Smith, Peters, and Carr (2010) found that interested parties could volunteer to assist with school-related events, contribute to the educational setting, or actively participate in the administration and making choices required for CBC organizing activities.

Parental participation is more significant than genealogical characteristics in influencing whether and in what manner trainees develop to grasp ideas under CBC, according to Hartley et al. (2010). Institutions have been forced to include sponsors to support their youngsters, enable them to create educational resources, and help them with assignment in situations where CBC has been successful. These results suggest that youngsters do better academically when players collaborate and engage with one another on a regular basis to enhance training. The US administration declared in a federal law passed in 1994 that it acknowledged the value of stakeholders' participation in performance. The 2000 Goals: Educate America Act, 1994, was the focus of the declaration. It stipulates that by 2000, all schools must encourage parent-school collaboration with the goal to raise the parents' engagement in their children's social, emotional, and academic development (Weiss, Caspe & Lopez, 2012).

This bolsters the claims made by the Utah Education Association (2008) that students do better academically when their parents are active in the learning process at their homes. This demonstrates even more how crucial it is to include stakeholders in school leadership initiatives. According to Conenzio and French's (2016) research conducted in Mozambique, players play a crucial role in the roll-out of CBC since they offer academic resources, serve as mentors to students, and assist students with their assignments. Conenzio and French (2016) discovered

that pupils exhibit improved academic results, increased intelligence, increased capacity to solve problems, higher secondary school performance, greater engagement and less behavioral issues at school in secondary schools where interested parties are routinely engaged in educational leadership programs. These results demonstrate that effective parent-school collaboration fosters constructive interactions and beneficial information exchange, which influences satisfaction among parents and could also help in the development of children and acclimatization to new curricular needs.

According to the Rwanda Education Board (2018), contributors play a crucial role in the implementation of the Common Core State curriculum in Rwanda through supplying physical amenities, teaching materials, and behavioral evaluations for pupils. Additionally, they volunteer for projects including creating educational resources, feeding students at schools, and going on field trips with students (REB, 2018). This suggests that the development of strong connections between parents and teachers is becoming more frequently recognized as a crucial element of methods to enhance both the CBC application procedure and the educational experiences of students.

In Kenya, stakeholder cooperation is crucial to the successful operation of CBC since it guarantees control of the mechanisms and allows them to voice opinions, particularly over how to effectively implement and maintain it. According to research done in Nairobi County by Ngaruiya (2017), stakeholders may have a significant impact on the design, execution, and administration of CBC in addition to providing and developing curricular resources for support. According to Njenga and Kabiru (2018), accomplishment examination outcomes for elementary school pupils serve as a reliable indicator of maternal involvement's impact on academic success. For instance, a republication of his investigations conducted in Uasin Gishu, Koech (2021) found that staff-family contact can support students' academic success. In the words of Koech (2021), parent-teacher involvement in the educational and instructional

adventures of elementary school students is essential to their achievement in terms of both academic achievement and their acquisition of interpersonal abilities. Koech (2021) also found that collaborations between parents and teachers assist elementary school-age children develop language, self-improvement interpersonal, motor, adaptable, and foundational school skills—all of which are important for achieving academic goals. These results suggest that parents who have regular, direct communication with instructors have elementary-aged children who connect well with peers, adults, and learning and, as a result, face less difficulties at school. Put differently, stakeholders have an impact on all of their children's academic journey. In accordance with an investigation done in Nakuru County by Muriuki (2023), when sponsors are involved in school operations, young people's participation, completion of assignments, behavior during learning, and even disciplinary behavior all enhance. This suggests that a significant factor in raising the caliber of instruction provided in schools is the participation of all parties involved in the educational experience of their children at home.

Muriuki (2023) argues that households and other stakeholders have a direct or indirect impact on the quality educational opportunities their children receive. Consequently, caregivers and other stakeholders must know how best to allocate their time and resources to help the secondary schools where their children attend provide an excellent educational experience. Muriuki (2023) and other evaluated empirical research have not, nonetheless, clarified how certain actions performed by participants affect the implementation of the curriculum of CBC in publicly accessible junior secondary, thus more work need to be done.

2.1.7 Management Support Services and Implementation of Competency-based Curriculum

In order to carry out competency-based curricula, managers are crucial. Zepeda (2017) asserts that the actions of the school's head, who must guarantee that there is a boost in education by building excellent the educational management on the part of the leadership, are crucial to the

effective implementation of the educational program in any secondary schools. Stated differently, the administration has to make absolutely certain that the qualified teaching staff has outlined the institution's instructional goals and the strategies for accomplishing them. According to 2017 Australian research by Tschannen-Moran and Woolfolk, the school head has a responsibility to choose and provide education assets that support teachers in carrying out their jobs more effectively and enhance instructions by means of successful educational administration. According to Tschannen-Moran and Woolfolk (2017), the management has a major role in how well an educational program is designed. To put it plainly, the administration of the school should encourage the needed modifications in the expert behavior of the instructors in order to enable instruction. These results show that professional teaching experience and keeping up with contemporary advancements in creating programs overall and course material monitoring specifically are prerequisites for successful leadership in education. Supervisors are responsible for a wide range of tasks related to the implementation of competency-based curricula, including arranging conferences on CBC, overseeing teachers, conducting observations in the classroom, and setting up seminars for instructor retraining. In accordance to a Lineburg (2015) study conducted in the Netherlands, a school head plays a critical role in making sure that curriculum course material is managed effectively, emphasizing students' understanding of essential abilities to learn and guaranteeing appropriate time allocation for instruction and ability mastery.

Lineburg (2015) went on to show that educational material is implemented effectively at secondary schools when the administration makes sure that proper student progress tracking, ongoing assessment, and feedback are provided. This supports the results of a study conducted in Pakistan by Javed and Hamid (2015), who found that effective managers are decisive and firm, select qualified teachers, foster agreement and a sense of purpose, share and assign obligations, and include each instructor in making decisions. Further research by Javed and

Hamid (2015) revealed that managers are in charge of teams of people who have an in-depth knowledge of educational facilities and how to enhance education and instruction. As a result, efficient managers run secondary schools effectively, allowing teachers as well as pupils to consistently offer feedback for enhancement. According to Javed and Hamid (2015), in educational settings where the CBC has been implemented successfully, the management has assumed responsibility for providing teachers with the right guidance, instructions, and control. In other words, they make sure that authority is exercised in relationships with staff members regarding goals, roles, and behaviors—both individually and collectively—as well as the development of positive relationships between ingenuity and consistency. Put another way, a manager's responsibility is to inform employees of their responsibilities and take appropriate action afterward. These results demonstrate how important management actions and the sorts of assistance they offer are to the efficient implementation of CBC in elementary schools.

In many Sub-Saharan African nations, managers are viewed as the most important educational leader and curricula executioner, and they must be enlisted as advocates if CBC is to be delivered satisfactorily. According to research by Mestry and Singh (2014) conducted in the KwaZulu Natal Province of South Africa, managers oversee whether instructors provide academic works such as instructional materials, schemes of work, criteria, and presentations in accordance with the curriculum based on competencies.

Mestry and Singh (2014) also discovered that in order for CBC deployment to be effective, managers need to make sure that the program manuals and lesson plans that are given to teachers adhere to the CBC structure. This suggests that school directors have a variety of responsibilities, such as monitoring all school-related activities and ensuring that successful educational strategies are implemented.

According to research conducted in Nigeria's Ondo State by Alimi and Akinflorin (2012), there is a strong correlation between individuals' note-book inspection practices and their academic success in the English language. The situation is the similar in Kenya, where secondary schools serve as the hub for the CBC process of execution. For instance, Mulatya (2022) found that successful administrators are thought to be those who oversee instructors and the work of pupils, ensure that summative and formative evaluations are covered in the curriculum, provide teachers launch and foster teamwork. This investigation was conducted in the Lower Yatta Sub-county. Kuresoi North Sub-county is not an exception, since its administration is seen as essential to the effective implementation of the CBC. For instance, research conducted in Nakuru County by Watoro (2011) found that the institution's head and good teaching practices are inextricably linked. Much work remains, nevertheless, since Watoro (2011) and other evaluated research have not examined the ways in which certain managerial assistance types affect the implementation of CBC in public junior secondary schools.

2.2 Theoretical Literature Review

This research will be anchored on two theories namely the systems theory as well as the curriculum implementation theory.

2.2.1 The Systems Theory

Luhmann's (2004) open systems theory will serve as the foundation for this investigation. A corporation is compared to a living thing with interconnected elements, all of which have a distinct purpose and corresponding duties, by the open-systems view of enterprises. Every component of the enterprise depends on every other component. As an institution, the school is a transparent structure that engages with its surroundings and is always evolving. Luhmann (2004) states that the theory may be applied to an organization such as a school, given that a school functions as an open-system that takes in inputs from its surroundings.

This suggests that although students from the wider community arrive at the institution with a variety of ideas, objectives, and aspirations, they leave with newfound perspectives and experiences that they get from interactions with instructors and the administration of the institution of learning. In the words of Luhmann (2004), monitoring actions carried out at secondary schools to make certain that educational activities occur in an appropriate setting are also a part of the relationship between school administrators, instructors, and students as well as the other parties involved. This implies, in the words of Luhmann (2004), that in order for the school as an organization to run institutions effectively, it must be aware of alterations in the outside world and take action to adapt in order to stay relevant. Changes in legislation, rules and regulations, and modifications to policies may all be relevant to this investigation and necessitate proper educational responses for a successful implementation of competency-based curricula, which may enhance student skills.

Open systems theory emphasizes the need of governance strategies or elements such as professional development for teachers establishing, curricular resources accessibility, parent participation, and enlisting the help of school leaders in order to accomplish these goals. Luhmann's (2004) theory is therefore relevant to the present investigation because it states that for competency-based curricula to achieve its instructional objectives, school administrators must gather every asset required, including enough and competent instructors, curriculum backing supplies, parent involvement, and headteacher assistance.

2.2.2 The Curriculum Implementation Theory

Additionally, Bobbit's 1918 curriculum implementation theory will serve as the foundation for this investigation. This theory is based on the idea that education should equip students for their responsibilities in the emerging technological age. It implies that educating students on topics in line with societal requirements should take the role of traditional disciplines. This idea holds that curriculums have to be customized to fit both the needs of the modern industrial society

and the individual students. It highlights the idea the same way that individuals ought to only receive talents that are pertinent to their tasks, resulting in early gender discrimination in schooling. Bobbit created five curriculum creation phases in order to do this. Sorting human experience into main fields is the first step. These disciplines are divided into more specialized operations at the second level. The third phase is all about setting goals according to the skills needed to do these tasks. The fourth phase is choosing the goals that will act as the cornerstone for organizing a student's actions. Lastly, creating the encounters, possibilities, and events required to meet the goals comprises the fifth phase.

Bobbit (1918) promoted doing away with standard academic courses and tests. He thought that society should receive what it requires from secondary schools, as decided by investigations into science. The idea in this study supports teaching and learning by taking learners' requirements, tastes, needs, and strengths into account. It also promotes modifications to instructional strategies that take into consideration students' skills and subject-matter mastery and exam performance.

2.3 The Conceptual Framework

The conceptual framework of the investigation will be centered on school management such as financial mobilization, requisition of specialized teachers, provision of infrastructure, stakeholders' collaboration and management support services. Implementation of competency-based curriculum in public junior secondary schools will be the dependent variable. Headteachers' management styles and government policy will be the intervening variables as shown in Figure 1:

Independent variables

SCHOOL MANAGEMENT PRACTICES

Financial Mobilization Practices

- Government capitation
- Organizing fundraising
- Donor funding
- Undertaking alternative income-generating activities

Requisition of Specialized Teachers

- Trained in CBC
- Experienced in CBC
- Attitude towards CBC

Provision of Infrastructure

- Conducive classrooms
- Resource centers
- Safe playgrounds
- Curriculum support materials

Stakeholders' Collaboration

- In learning material development
- Provision of instructional resources
- Assisting with homework activities
- In monitoring learner behaviour

Management Support Services

- Supervising teachers
- Organizing CBC workshops for teacher training
- Interpreting CBC for teachers

Dependent variable

IMPLEMENTATION OF COMPETENCY-BASED CURRICULUM

- Syllabus coverage
- Students' learning outcomes in CBC learning areas

Intervening Variables

- Government policy
- Headteachers' management styles

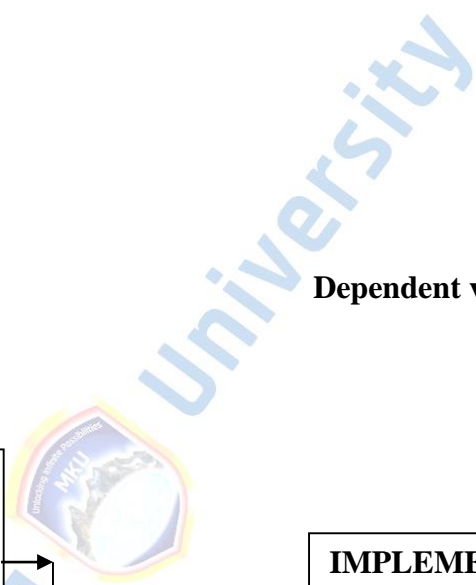


Figure 1: The Conceptual Framework: Source: Researcher (2024)

2.4 Research Gaps

It is clear from the literature study that school management practices have a significant impact on the application of competency-based curriculum. This is explained by the fact that school heads mobilize funds, hire skilled teachers, provide facilities, collaborate with stakeholders, and offer support services. A number of investigation gaps have been identified by the review, nevertheless. For instance, research by Kiarie (2019) on financial mobilization strategies and CBC implementation found that financial mobilization strategies used by school administrators are crucial to CBC adoption. Kiarie (2019) and other evaluated research, nevertheless, have not examined the degree to which specific financial mobilization strategies affect CBC implementation in government-owned junior secondary schools.

Regarding the requisition of qualified teachers and the implementation of CBC, research by Koskei and Chepchumba (2020) in addition to other evaluated investigations has not examined how instructor characteristics affect CBC execution in junior secondary schools. Regarding infrastructure provision and CBC deployment, research by Kariuki and Ndani (2019) as well as additional looked at empirical studies has not examined the degree to which adequate school facilities influences CBC delivery within public junior secondary institutions of learning.

Regarding stakeholders' collaboration and CBC implementation, research by Muriuki (2023) Moreover, other examined empirical investigations have not provided any clarification how particular activities carried out by stakeholders' impact curriculum implementation. On management support services and CBC implementation, Watoro's (2011) investigation and

other evaluated studies have not examined the ways in which particular types of management assistance impact CBC application in public junior secondary schools. This work aims to fill in these studies and understanding gaps.

2.5 Summary of Literature Review

It is clear from the research that effective school administration procedures are crucial to the actualization of competency-based curricula in public junior secondary schools. This is since they guarantee the mobilization and availability of financial resources, the availability of specialist teachers and infrastructure, the involvement of stakeholders, and the provision of crucial assistance to ease the process of implementing the CBC. Nevertheless, is still more work to be done to determine how much certain school management techniques affect the process of execution, which is why the study was conducted, considering the many difficulties that plague the roll-out of CBC within public junior secondary schools.

CHAPTER THREE

RESEARCH METHODOLOGY AND DESIGN

3.0 Introduction

This chapter explains the research approach that will be utilized to conduct the study. It outlines research design, study site, target population, sampling and sampling procedures, research instruments, instrument piloting, reliability and validity, data collection techniques, data analysis as well as ethical considerations.

3.1 Research Methodology

The research utilized a mixed methodology that combines qualitative and quantitative approaches. This strategy worked well since the research gathered and examined data from both sides in one investigation. The power of both qualitative as well as quantitative techniques was used by the investigator in the present investigation to support one another. Creswell (2014) states that a quantitative approach involves the investigator posing specific inquiries to a significant number of individuals in order to get data that can be measured. In this instance, surveys were used to gather data. Simultaneously, the perspectives of people taking part was relied upon in order to gather qualitative information which mostly consisted of respondent comments. In this instance, time frames for interviews were used to gather data.

3.2 Research Design

To cover qualitative as well as quantitative tools, the investigation employed two methodologies of investigation. Descriptive surveys and methods based on phenomenology were among them. The quantitative techniques were implemented using a descriptive questionnaire study design. This is since, in accordance with Creswell (2014), the method of descriptive research employs a method of quantitative investigation to gather evidence that can be measured that were utilized for the sample's statistical examination in order to meet the quantitiveness component. This study's design worked effectively since the quantitative results it produces was well-supported and vetted. In this instance, surveys utilized to collect information. But in order to put the technique of qualitative analysis into practice, the method of phenomenology was used. This is a form of qualitative investigation that emphasizes the similarities across life experiences within a certain group. Creswell (2014) states that describing the characteristics of the specific phenomena is the method's primary objective. Interviewees had the chance to share their opinions and personal perspectives about how educational leadership procedures affect the implementation of CBC in junior secondary schools that receive public funding, making the methodology of this investigation pertinent. In this instance, surveys was used to gather data. In order to give sufficient explanations of the factors under inquiry, the outcomes of the two approaches are going to be mixed and triangulated simultaneously.

3.3 Location of Study

Kuresoi North Sub-county in Nakuru County will be the site of the study. The Sub-county has a population density of 283 persons per km², that is, a total area of 618.1 km² and an approximate population of 175, 074 (KNBS, 2019). Commerce along with agriculture for subsistence are the main source of income in Kuresoi North Sub-county. To achieve the desired results, CBC's implementation in public junior secondary schools has not, however, gone as

smoothly as planned. Many students in public junior secondary schools continue to have poor educational results and competence in key language, innovative thinking, number work as well as life skills. According to a 2020 NASMLA study, just 19.4% of students have enhanced interpersonal interaction competence, only 11.9% are able to perform fundamental math work tasks, and only 16.3% are proficient in critical life skills, indicating that CBC execution continues at lower proficiency levels. Put another way, students at publicly financed junior secondary schools continue to fall short of expectation when it comes to their grasp of CBC ideas, which is why Kuresoi North Sub-county is the investigation's primary emphasis.

3.4 Target Population

Target population was 171 respondents consisting of 20 headteachers, 149 junior secondary (JSS) teachers as well as 2 sub-county directors of education (TSC & MoE), as indicated in Table 1:

Table 1: Target Population

Respondents	Target Population
Headteachers	20
JSS Teachers	149
Sub-county Directors of Education (TSC & MoE)	2
Total	171

Source: Kuresoi North Sub-County Education Office (2024)

3.5 Sampling Procedures and Sample Size

So as to ensure that the number of samples is sufficient for the objectives of the investigation, the investigator applied Yamane's Formula. Given that it is a calculation that utilizes the population to be investigated with a high degree of confidence, it was appropriate as it provided an exact and finite number of samples that was statistically significant. This is how it was used:

$$N_0 = \frac{N}{1 + N(e^2)}$$

where N_0 is the intended sample size at the interval of confidence of 95%, N is the target population, and e is the 5% confidence level (or 0.05 in decimal notation).

Therefore, the ideal sample was:

$$N_0 = \frac{171}{1 + 171(0.05)^2}$$

$N_0 = 122$ respondents

Four distinct strata was formed using stratified sampling based on the number of zones (Kamara, Sirikwa, Kaptororo and Nyota) in Kuresoi North Sub-county. Using purposive sampling, two (2) administrators were chosen from every zone. According to Creswell (2014), the purpose of purposive sampling is to test hypotheses that are being developed about the surroundings and to make sure that one knows the variance in the phenomena that are significant in the environment. Purposively, all Sub- County Directors of Education (TSC & MoE) was taken into account for the research. To prevent prejudices, a simple random selection technique was employed to pick 28 JSS instructors in every zone. As indicated in Table 2, a sample of 8 headteachers, 112 JSS teachers, and 2 Sub-county Directors of Education (TSC & MoE) will be obtained by these procedures.

Table 2: Sampling Grid

Categories	Target Population	Sample Size	Sampling Techniques
Headteachers	20	8	Purposive sampling
JSS Teachers	149	112	Simple random sampling
Sub-county Directors of Education	2	2	Purposive sampling
Total	171	122	

Source: Researcher (2024)

3.6 Research Instruments

These are the instruments that was employed to collect data about the particular predetermined subjects of the study goals. These was interviews for headteachers together with the Sub-County Directors of Education (TSC & MoE), as well as questionnaires for teachers. There was also be researcher's document analysis guide.

3.6.1 Questionnaire for Junior Secondary School Teachers

Junior secondary school teachers were surveyed using a questionnaire that includes closed-ended test items. This method of data collection is chosen because, as Morse (2010) explains, a questionnaire is a research tool that consists of a series of questions and prompts designed to gather information from respondents.

It is commonly used for statistical analysis of the responses. The questionnaire was divided into two sections. The first section focused on gathering demographic information from the respondents, while the second section included 5-point Likert Scale questions that align with the research objectives. Additionally, there were some questions that do not require ratings but are expected to generate quantitative data from the teachers.

3.6.2 Interview Guide for Headteachers and Sub- County Directors of Education

The study utilized structured interviews with open-ended questions to gather qualitative data from headteachers and the Sub-County Directors of Education (TSC & MoE). This method was selected because, as Kothari (2005) pointed out, interviews are designed to clarify the meanings of important concepts in research. Therefore, the main goal of conducting interviews is to understand the significance of the responses provided by the interviewees. In this specific research, interviews are considered suitable as they enabled the researcher to obtain insights into the experiences of the participants regarding school management practices and how each practice influences the implementation of CBC in public junior secondary schools. Essentially, the interviews assisted the researcher in asking more detailed questions related to each research objective.

3.6.3 Document Analysis Guide

In this investigation, the document analysis guide provided primary data to corroborate the views expressed by different participants regarding the study objectives. In this case, the

investigator undertook an analysis of the school records to ascertain the extent to which junior secondary learners manifest different levels of competencies and status of school management practices in terms of financial mobilization, the number of teachers who have been trained on CBC, availability and adequacy of infrastructure, how often stakeholders are involved in CBC application and the kinds of support which management provides.

3.7 Piloting of Research Instruments

The tools were piloted among 13 respondents from a sample of public junior secondary schools in Kuresoi North Sub-county because, as per Kothari (2005), a pilot sample should make up 10% of the study sample (10.0% of 122). The goal of the pilot phase is to verify the efficacy and simplicity of the inquiries on the tools that were constructed, the significance of the responses looked for, and the correctness of the language used. The discoveries of the equipment controlling will additionally be utilized for pretesting the tools used for the study to attempt to verify their accuracy and find out their reliability. Additionally, it anticipates issues or challenges the interviewees may face, such as interpretive reading while filling out the survey responses and managing time for the gathering of information procedure. The interviewees in the experimentation did not receive any attention throughout the actual process of data acquisition; instead, the timetables for interviews underwent trial runs to make sure the inquiries are formulated properly and elicit an adequate range of replies, which helped the investigator identify sections that require change.

3.7.1 Validity

To ascertain the validity of the investigation's tools, university supervisors along with additional specialists in administration of education helped with the validation process. Suggestions made subsequently were taken into consideration as part of the investigation to further strengthen the validity of the findings that are to be produced. This is as a result of Kothari (2005) notes, expert

comments, views, and thoughts are crucial in amending the testing materials in the tools. Here, the investigator assessed the suitability of the devices' items in order to detect any unreliable items, which was updated to guarantee that the interviewees comprehended them. The investigator enhanced the gadgets' quality by substituting unclear queries with better-suited ones.

3.7.2 Reliability

The reliability of the test items was established using the test-retest approach, which entails giving the test items twice to a set of interview subjects. The Method of Cronbach Alpha was employed in calculating the reliability index with regard to both types of evaluations, which indicates the degree of internal consistency of the test items in the scale. In this investigation, a Cronbach Alpha Coefficient of $r \geq 0.75$ indicates high internal reliability, this is considered appropriate since strong internal consistency is indicated by any Cronbach Alpha score from zero to one. (Kothari, 2005).

3.7.3 Credibility

This was verified through data triangulation by involving multiple analysts, as it is the participants/readers who are best positioned to assess the credibility of the findings. As per Creswell (2014), credibility is linked to ensuring that the research results are deemed believable by focusing on the depth of the information collected rather than the sheer volume of data.

3.7.4 Dependability

In this research, ensuring dependability involves providing thorough documentation of each qualitative data collection process. This transparency allows for the replication of the study by external researchers, leading to consistent results. Kothari (2005) emphasizes that dependability is achieved through the rigorous conduct, analysis, and presentation of the research.

3.8 Data Collection Procedures

The researcher obtained an introductory letter from The School of Postgraduate Studies of Mount Kenya University, as well as an Authorization Letter and Research Permit from the National Commission for Science, Technology and Innovation. Additionally, the researcher required to secure an authorization letter from The County Commissioner and County Director of Education in Nakuru. Subsequently, appointments were scheduled with the respondents to distribute questionnaires and conduct interviews in order to gather essential data for the study. The questionnaires were distributed to the respondents to gather quantitative data, with the assistance of a research assistant who underwent a three-day training on the questionnaire contents. Once the questionnaires are completed, they were collected and stored securely for data analysis. Concurrently, the researcher conducted interviews with headteachers and Sub-County Directors of Education (TSC & MoE). Furthermore, document analysis was carried out as outlined in Table 3;

Table 3: Data Collection Procedures

Research Questions	Questionnaire Questions	Interview Guides	Document Analysis Guide
What is the influence of financial mobilization on implementation of competency-based curriculum in public junior secondary schools in Kuresoi North Sub- County?	Teachers	<ul style="list-style-type: none"> • Headteachers • SCDE (TSC & MoE) 	<ul style="list-style-type: none"> • Researcher
How does requisition of specialized teachers influence implementation of competency-based curriculum in public junior secondary schools?	Teachers	<ul style="list-style-type: none"> • Headteachers • SCDE (TSC & MoE) 	<ul style="list-style-type: none"> • Researcher
To what extent does provision of infrastructure influence implementation of competency-based curriculum in public junior secondary schools?	Teachers	<ul style="list-style-type: none"> • Headteachers • SCDE (TSC & MoE) 	<ul style="list-style-type: none"> • Researcher
To what extent does stakeholders' collaboration influence	Teachers	<ul style="list-style-type: none"> • Headteachers 	<ul style="list-style-type: none"> • Researcher

implementation of competency-based curriculum in public junior secondary schools in Kuresoi North Sub- County?		<ul style="list-style-type: none"> • SCDE (TSC & MoE)
What is the influence of management support services on CBC implementation in public junior secondary schools in Kuresoi North Sub- County?	Teachers	<ul style="list-style-type: none"> • Headteachers • SCDE (TSC & MoE)
		<ul style="list-style-type: none"> • Researcher

3.9 Data Analysis Procedures

Data analysis process began with the identification of common themes, followed by the categorization of relevant information into concise phrases or sentences that encapsulate a singular, specific idea. Closed-ended question responses was assigned codes and labels, with frequency counts utilized to provide insights into participant demographics and overall trends in the variables under investigation. Qualitative data underwent thematic analysis aligned with the study objectives and was presented in a narrative style. Quantitative data, on the other hand, was analyzed descriptively through frequencies and percentages, as well as inferentially using Pearson's Product Moment Correlation Analysis with the support of Statistical Packages for Social Science (SPSS Version 25). Autocorrelation Assumption Test, Normality, Assumptions Test, Multicollinearity Test, Homoscedasticity Test Results, Correlation, Analysis, Regression Analysis, ANOVA, Regression Coefficients Pearson's Product Moment Correlation Analysis is crucial in examining the relationship between independent and dependent variables in this study. The quantitative results were visually represented through tables and charts, such as those shown in Table 4;

Table 4: Data Analysis Procedures

Research Questions	Independent Variable	Dependent Variable	Quantitative Data Analysis	Qualitative Analysis
What is the influence of financial mobilization on implementation of competency-based curriculum in public junior secondary schools?	<ul style="list-style-type: none"> Financial mobilization practices 	<ul style="list-style-type: none"> Implementation of competency-based curriculum 	<ul style="list-style-type: none"> Descriptive statistics Pearson's Product Moment Correlation Analysis 	<ul style="list-style-type: none"> Thematic analysis
How does requisition of specialized teachers influence implementation of competency-based curriculum in public junior secondary schools?	<ul style="list-style-type: none"> Requisition of specialized teachers 	<ul style="list-style-type: none"> Implementation of competency-based curriculum 	<ul style="list-style-type: none"> Descriptive statistics Pearson's Product Moment Correlation Analysis 	<ul style="list-style-type: none"> Thematic analysis
To what extent does provision of infrastructure influence implementation of competency-based curriculum in public junior secondary schools?	<ul style="list-style-type: none"> Provision of infrastructure 	<ul style="list-style-type: none"> Implementation of competency-based curriculum 	<ul style="list-style-type: none"> Descriptive statistics Pearson's Product Moment Correlation Analysis 	<ul style="list-style-type: none"> Thematic analysis
To what extent does stakeholders' collaboration influence implementation	<ul style="list-style-type: none"> Stakeholders' collaboration practices 	<ul style="list-style-type: none"> Implementation of competency-based curriculum 	<ul style="list-style-type: none"> Descriptive statistics Pearson's Product Moment 	<ul style="list-style-type: none"> Thematic analysis

of competency-based curriculum in public junior secondary schools?				Correlation Analysis
What is the influence of management support services on CBC implementation ?	<ul style="list-style-type: none"> • Management support services 	<ul style="list-style-type: none"> • Implementation of competency-base curriculum 	<ul style="list-style-type: none"> • Descriptive statistics • Pearson's Product Moment Correlation Analysis 	<ul style="list-style-type: none"> • Thematic analysis

3.10 Ethical Considerations

Research ethics entail defining the study's objectives and participant requirements, obtaining informed permission, maintaining participant anonymity, and other related issues.

3.10.1 Confidentiality and Privacy

The investigator guaranteed the confidentiality of details provided by the interviewees on their identities or personal affairs. The interviewee guaranteed that no personally identifiable information will be disclosed in printed or other correspondence. The interviewees were reassured about confidentiality that the data they submit will only be utilized for the intended purpose.

3.10.2 Anonymity

The investigator ensured the Interviewee that his or her specific name will not be exposed whatever. Additionally, no personally identifiable data regarding the person being interviewed or the organization shall be divulged in printed or oral form.

3.10.3 Informed Consent

The investigator described the nature and goal of the study to the interviewees. In order for the interviewees to voluntarily engage, the investigator walked them through the steps that were

taken throughout the data gathering process. The interviewees were asked to sign informed consent documents (Appendix II) in order to give their consent to the investigator.

3.10.4 Storage of Data Collected

The gathered raw data was organized for convenient access. Computer copies were filed after the material had been examined, and electronic copies were kept on Discs and removable drives.



CHAPTER FOUR: RESEARCH FINDINGS AND DISCUSSION

4.0 Introduction

In the subsequent section, the findings of the study were presented, encompassing the response rate and socio-demographic characteristics of the research participants. A descriptive analysis was provided for each research objective, offering insights into the key variables under investigation and their respective distributions within the study population. This section serves to contextualize the research findings and lay the foundation for the subsequent discussions and interpretations presented in the study.

4.2 Return Rate

Response percentage equals the total number of people with whom study questionnaires were properly completed then divided by the total number of people in the entire study sample (Fowler, 2014). This particular study gave out 122 questionnaires for collection of data. However, at last 118 questionnaires were filled as required and returned. This in practice represented 80 % overall successful response rate. Respondents in this study were also assured of confidentiality of the information they provided. Trex (2018) did suggest that a response rate of at least 50% is adequate, that of 60% is good and 70% and above very good for analysis. This then implies that 80 percent response rate was recommendable for data analysis.

Table 4.2: Response Rate

Sampled respondents	No. of	No. of Returned	Questionnaires	Response Rate (%)
122		118		80

(Source field data, 2024)

4.2.1 Gender of the Respondents

The researcher while carrying out research sought to find out the gender of the respondents that were involved in the study. The findings were laid as indicated in table 4.3

Table 4.3: Gender of the Respondents

Gender	Frequency	Percentage (%)
Male	64	51
Female	60	49
Total	128	100

(Source field data, 2024)

As per the findings, 64(51%) of the respondents were male whereas 40 (49%) were female. This implies that many respondents were males.

4.2.2 Age of the Respondents

The researcher also sought to find out the age bracket of the respondents that were involved in the study. The study findings are as indicated in table 4.4.

Table 4.4: Age of the Respondents

Age	Frequency	Percentage (%)
18-25 Years	3	2.44
26-32 Years	57	48.78
33-39 Years	26	21.95
40- 46years	32	26.83
Total	118	100.0

Source field data, 2024

From the study findings 3(2.44%) of the respondents were in the bracket of 18-25 years, 57(48.78%) were in age of 26-32 years, 26(21.95%) were in age bracket of 33-39 years,

32(26.83%) were in age bracket between 40-46 years. This automatically implies that majority of those who responded who participated in the study on influence of school management practices on implementation of competency-based curriculum in public junior secondary schools in Kuresoi north sub-county, Nakuru county, Kenya were aged between 33-39 years.

4.2.3 Level of Education

The researcher further sought to find out the educational or call it academic qualification of the respondents. The findings then are as indicated in table 4.5.

Table 4.5: Education level

Education Level	Frequency	Percentage (%)
KCPE	00	00
KCSE	00	00
Certificate	00	00
Diploma	6	14.6
Bachelor	110	80.5
Post graduate	2	4.9
Total	118	100.0

(Source field data, 2024)

The study findings showed clearly that 00 (00%) of the respondents had attained KCPE level (Kenya certificate of primary Education) level. Those who had obtained KCSE (Kenya Certificate of Secondary Education) level qualification were 00 (00%) while those who had certificates comprised 00 (00%). Those who had acquired diploma were 6(14.6%) and those with bachelor's degrees from universities comprised of 110 (80.5%). Those who had gotten post graduate degree comprised the minority of 2(4.9%). These results did imply that majority

of the respondents were well schooled thus understanding and filling the questionnaire was done well.

4.2.4 Length of Service

The researcher further sought to find out the length service of the three categories of respondents, the findings are as indicated in table 4.6.

Table 4.6: Length of Service

Length in Years	Frequency	Percentage (%)
0-2 Years	83	68
3-5 Years	5	12.2
6-8 Years	12	29.9
Above 8 Years	18	43.9
Total	118	100.0

(Source field data, 2024)

From the above findings 83(68 %) of the respondents had worked for a period of 0-2 years, 5(12.2%) had worked for a period of 3-5 years, 12(29.9 %) had had worked for a period of 6-8 years and 18 (43.9%) had worked for a period above 8 years. This statistically implies that majority of the respondents who participated in the study had worked for a period of 0-2 years since majority were newly employed JSS Moguls.

4.3 Pilot Test Results

A pilot study of this particular study was conducted in one of the junior public secondary schools in Kuresoi North, in order to determine the precision and reliability of the research tool. It used 13 respondents, this then did represent a 10% of the total sample size, which was 10% of 122. Then, Statistical Package for the Social Sciences (SPSS) software was applied to analyze the data. Reliability test of the instruments was then determined using Cronbach Alpha. The findings henceforth were as indicated in Table 4.1

Table 4.1: Reliability Test Results

Variable	N	Cronbach's Value	Alpha
Financial mobilization on application of CBC	13	.765	
Requisition of specialized teachers on implementation of CBC	13	.703	
Provision of infrastructure on CBC implementation	13	.718	
Management support services on CBC implementation	13	.720	

(Source field data, 2024)

The questionnaires then were carefully coded and Cronbach's Alpha Test was conducted afterwards. All the 4 study variables gave out Cronbach's Alpha threshold values that was greater than 0.7. From the pilot study the Cronbach Alpha values were 0.765, 0.703, 0.718, 0.720 and 0.744. This implies that the instruments were very reliable.

4.4 Influence of financial mobilization on application of competency-based curriculum in public junior secondary schools in Kuresoi north sub-county.

4.4.1. Descriptive statistical analysis

4.4.2. Inferential statistical analysis

4.2.3. Thematic analysis

4.4.4 Triangulation of quantitative and qualitative analysis

The respondents then were asked to rate extent of the influence of financial mobilization on application of competency-based curriculum in public junior secondary schools in Kuresoi north sub-county, the value of the mean indicated the level of agreement ranging as scale of 1 to 5, with 01 denoting no impact, 02 low, 03 moderate, 04 great, and 05 very great. These are the findings are as indicated in Table 4.5.1

Table 4.7: Extent of influence of financial mobilization on application of competency-based curriculum

	5	4	3	2	1	Mean	Std
Statements	%	%	%	%	%		
Government capitation	30	39	19	10	2	4.46	0.81
Organizing fundraising	34	48	13	4	1	3.57	0.64
Donor funding	31	38	17	12	2	4.17	0.88
Undertaking alternative income-generating activities	53	36	16	9	4	4.38	0.81

(Source field data 2024)

The research findings revealed that majority of the respondents which is (30%) to a very great extent was 39 % agreed to a great extent while those who averagely agreed were at 19 %. Those who did agree to a low extent at 10% whilst those at no extent at all were at 02 % with an arithmetic mean of 4.46 and its standard deviation of 0.81 that the research findings revealed that many of the respondents (34%) to a very great level 48 % agreed to a great extent that Government capitation influenced of financial mobilization on application of competency-based curriculum while those who moderately agreed were at 12 %. Those who agreed to a low extent at 4 % while those at no extent were at 01 % with a mean of 3.57 and the standard deviation of 0.64.

The findings showed that majority of the respondents (31%) to a very great extent 38 % did agree to a great extent while those who averagely agreed were at 17 %. Those who also agreed to a low extent were at 12 % while those at no extent at all were at 02 % with an arithmetic mean of 4.17 and the standard deviation of 0.88 that Organizing fundraising influenced financial mobilization on application of competency-based curriculum. The research findings revealed that majority of the respondents (35%) to a very great extent 36 % agreed to a great extent while those who moderately agreed were at 16 %. Those who agreed to low extent at 09 % while those at no extent were at 04 % with a mean of 4.38 and the standard deviation of 0.81 that Donor funding influenced financial mobilization on application of competency-based curriculum.

The research outcomes revealed that majority of the respondents (30%) to a very great extent 34 % agreed to a great extent while those who moderately agreed were at 23 %. Those who agreed to a low extent at 07 % while those at no extent were at 06 % with a mean of 3.34 and the standard deviation of 1.48 that Undertaking alternative income-generating activities influenced financial mobilization on application of competency-based curriculum. The general results indicated that financial mobilization influenced on application of competency-based curriculum in public junior secondary schools in Kuresoi north sub-county.

4.5 To determine the influence of requisition of specialized teachers on implementation of competency-based curriculum in public junior secondary schools in kuresoi north sub-county.

The respondents here were supposed to indicate the level of agreement on the influence of requisition of specialized teachers on implementation of competency-based curriculum in public junior secondary schools in Kuresoi north sub-county. The findings are as indicated in Table 4.5.2.

Table 4.8: Level of Agreement on the influence of requisition of specialized teachers on implementation of competency-based curriculum in public junior secondary schools in Kuresoi north sub-county.

Level of Agreement	Frequency(n)	%
Trained in CBC	26	22
Experienced in CBC	75	67
	16	11
Attitude towards CBC		
Total	118	100

(Source field data, 2024)

The results pinpointed that majority of the respondents agreed at a moderate degree that they were aware that trained in CBC influenced requisition of specialized teachers on implementation of competency-based curriculum in public junior secondary schools in Kuresoi north sub-county at 75(67%), those who agreed at a high degree at 26(22%) while those who agreed at low degree comprised of 16(11%). This then implies that the most of the respondents agreed that they were very much aware that requisition of specialized teachers on implementation of competency-based curriculum in public junior secondary schools in Kuresoi north sub-county.

4.6 To determine the influence of provision of infrastructure on cbc implementation in kuresoi north sub county.

The respondents were also to rate the influence of provision of infrastructure on CBC implementation in Kuresoi north sub county on a scale of 01 to 05, 01 -no impact, 02 -low, 03 moderate, 04- great, and 05- extremely high. The findings then are as indicated in Table 4.8.



Table 4.9: The Influence of provision of infrastructure on CBC implementation in kuresoi north sub county.

	5	4	3	2	1	Mean	Std
Statements	%	%	%	%	%		
Conducive classrooms	39	31	18	8	4	4.49	0.97
Resource centers	38	44	13	4	1	3.57	0.64
Safe playgrounds	31	38	17	10	4	4.72	0.88
Curriculum support materials	36	35	15	9	5	4.38	0.81

(Source Field Data 2024)

The outcomes of the research findings on the impact of Conducive classrooms on CBC implementation in kuresoi north sub county showed majority of the respondents (39%) agreed the impact was at a very high extent (31 %) agreed to a great extent while those who moderately agreed were at 18 %. Those who agreed to a low extent at 8% while those at no

extent at all were at 4 % with a mean of 4.49 and the standard deviation of 0.97. The findings on the impact of Resource centers

showed majority of the respondents (38%) agreed on the impact was at a very great level (44 %) agreed to a great level while those who mediumly agreed were at 13 %. Those who agreed to a low level at 04% while those at no extent at all were at 01 % with a mean of 3.57 and the standard deviation of 0.64.

The findings on Safe playgrounds indicated many respondents (31%) agreed the impact was at a very great level (38 %) agreed to a great level while those who averagely agreed were at 17 %. Those who agreed to it was low at 10% while those at no extent at all were at 04 % with an arithmetic mean of 4.72 and the standard deviation of 0.88.

The findings on the impact of Lack of finances indicated that majority of the respondents (36%) agreed very much the impact was at a very great extent (35 %) agreed to a great extent while those who averagely agreed were at 15 %. Those respondents who agreed to a low extent at 9% while those at no extent at all were at 5 % with a mean of 4.38 and the standard deviation of 0.81.

The findings on the impact of Curriculum support materials indicated that majority of the respondents (36%) agreed very much the impact was at a very great extent (35 %) agreed to a great extent while those who averagely agreed were at 15 %. Those respondents who agreed to a low extent at 9% while those at no extent at all were at 5 % with a mean of 4.38 and the standard deviation of 0.81.

4.7 To determine the influence of stakeholders' collaboration on implementation of competency-based curriculum in public junior secondary schools in kuresoi north sub-county

The respondents also were to evaluate the influence of stakeholders' collaboration on implementation of competency-based curriculum in public junior secondary schools in Kuresoi north sub-county. The findings are as indicated in Table 4.10.

Table 4.10: Evaluation of Influence of stakeholders' collaboration on implementation of competency-based curriculum in public junior secondary schools in Kuresoi north sub-county

Evaluation of Influence of stakeholders' collaboration	Frequency(n)	%
Very good	9	6
Good	16	12
Fair	38	35
Poor	55	47
Total	118	100

(Source field data, 2024)

The results of the study upon analysis indicated that majority at 55(47%) showed that it was poor. This was followed by those who showed that it was very good. The minority 9(6%) showed that it was very good. These results did indicate that the influence of stakeholders' collaboration on implementation of competency-based curriculum in public junior secondary schools in Kuresoi north sub-county was impactful.

4.8 To interrogate the influence of management support services on cbc implementation in public junior secondary schools in kuresoi north sub-county.

The respondents were also to rate the influence of management support services on CBC implementation in public junior secondary schools in kuresoi north sub-county on a scale of 01 to 05, 01 -no impact, 02 -low, 03-moderate, 04- great, and 05- extremely high. The findings then are as indicated in Table 4.10.



Table 4.9: The influence of management support services on CBC implementation in public junior secondary schools in Kuresoi north sub-county

	5	4	3	2	1	Mean	Std
Statements	%	%	%	%	%		
Supervising teachers	39	31	18	8	4	4.49	0.97
Organizing CBC workshops for teacher training	38	44	13	4	1	3.57	0.64
Interpreting CBC for teachers	31	38	17	10	4	4.72	0.88

(Source Field Data 2024)

The outcomes of the research findings on the influence of Supervising teachers on CBC implementation in public junior secondary schools in Kuresoi north sub-county showed majority of the respondents (39%) agreed the impact was at a very high extent (31%) agreed to a great extent while those who moderately agreed were at 18%. Those who agreed to a low extent at 8% while those at no extent at all were at 4% with a mean of 4.49 and the standard deviation of 0.97. The findings on the impact of Organizing CBC workshops

for teacher training on CBC implementation in public junior secondary schools in Kuresoi north sub-county showed majority of the respondents (38%) agreed on the impact was at a very great level (44 %) agreed to a great level while those who mediumly agreed were at 13 %. Those who agreed to a low level at 04% while those at no extent at all were at 01 % with a mean of 3.57 and the standard deviation of 0.64.

The findings on the impact of Interpreting CBC for teachers indicated many respondents (31%) agreed the impact was at a very great level (38 %) agreed to a great level while those who averagely agreed were at 17 %. Those who agreed to it was low at 10% while those at no extent at all were at 04 % with an arithmetic mean of 4.72 and the standard deviation of 0.88.

4.6 Diagnostic Test

4.6.1 Autocorrelation Assumption Test

The general research results of the test of autocorrelation assumption are presented in Table 4.11 **Management Support Services**

Table 4.11: Autocorrelation Assumption Test Results

Variable	Durbin-Watson
Financial Mobilization Practices	1.632
Requisition of Specialized Teachers	2.435
Provision of Infrastructure	2.448
Stakeholders' Collaboration and Management Support Services	1.390

(Source, field 2024)

The research results as indicated in Table 4.11 showed that the Durbin- Watson statistic value of Financial Mobilization Practices was 1.632. Also, the Durbin-Watson statistic value of Requisition of Specialized Teachers was 0.2435. Further, the results indicated that the Durbin-Watson statistic value for Provision of Infrastructure was 0.2448 and for Stakeholders' Collaboration and Management Support Services was 0.1390. This implies that the study variables had the independence of errors because it meets the threshold of Durbin-Watson between 0-4. The Durbin-Watson test reports a test statistic, with a value from 0.00 to 4.00, where: 0.00-2.5 denotes no autocorrelation. In final conclusion, the data collection instruments were found to be very valid and reliable and therefore can be used for data collection in the main study good, 0.05(12%) showed that it was good.

4.6.2 Normality Assumptions Test

The study then afterwards conducted a normality test to find out whether the data is normally distributed. The final outcome or results of the normality test is indicated in Table 27

Table 4.12: Normality Assumption Test Results

Variable	Kolmogorov- Smirnov	Sig
Financial Mobilization Practices	.362	.523
Requisition of Specialized Teachers	.370	.741
Provision of Infrastructure	.245	.860

(Source, field 2024)

Normality assumption test results in the table showed that the data was distributed normally since the significance values for Kolmogorov-Smirnov were greater than 0.05. The final findings indicated that Financial Mobilization Practices had a Kolmogorov-Smirnov significance value of $p=.523 > 0.05$, Requisition of Specialized Teachers had a Kolmogorov-Smirnov significance value of $p=.741 > 0.05$. Provision of Infrastructure had a Kolmogorov-Smirnov significance value of $p=.860 > 0.05$. Stakeholders' Collaboration and Management Support Services had a Kolmogorov-Smirnov significance value of $p=.609 > 0.05$. Since the p-values were greater than the significance level (0.05), this then implies that the data were normally distributed.

4.6.3 Multicollinearity Test

Multicollinearity happens when two or more independent variables are very highly correlated with each other. When multicollinearity is available in a regression model, it can be very much difficult to find out the unique contributions of each independent variable to the outcomes. The study outcomes are presented in Table 4.13

Table 4.13: Multicollinearity Assumption Test Results

Variables	Tolerance	VIF
Financial Mobilization Practices	.528	1.722

Requisition of Specialized Teachers	.511	1.774
Provision of Infrastructure	.613	1.535
Stakeholders' Collaboration and Management Support Services	.764	1.402

(Source, field 2024)

From the findings the tolerance and variance value for Financial Mobilization Practices (tolerance=0.528 and VIF=01.722), (Financial Mobilization Practices =00.511 and VIF=01.774), Requisition of Specialized Teachers (tolerance=00.608 and VIF=01.595). Provision of Infrastructure (tolerance=00.764 and VIF=01.402). The study results imply that all tolerance values for the variables under study were all above 00.10 and VIF values all less than ten, this implies clearly that the data that was used had no Multicollinearity.

4.6.4 Homoscedasticity Test Results

Homoscedasticity gives a description of the homogeneity of disturbances between independent and dependent variables all across the values of the independent variables. It shows constant residual terms across the observations. Conversely, unequal errors can lead to heteroscedasticity challenge. Heteroscedasticity contributes to inefficient parameter approximate and incorrect confidence intervals. When the value of the dependent variable fluctuates, the error term must not to differ much. For homoscedastic data, p-value is greater than 00.05. Homoscedasticity test results are shown in Table 4.14.

Table 4.14: Homoscedasticity Test Results

Model	Unstandardized		Standardized	t	Sig.
	Coefficients				
	B	Std. Error	Beta		
(Constant)	.036	.209		.153	.819
Financial Mobilization Practices	.020	.054	.048	-.169	.857
Requisition of Specialized 1 Teachers	.056	.059	.272	1.013	.350
Provision of Infrastructure	.039	.034	.073	.220	.853
Stakeholders' Collaboration and Management Support Services	.030	.045	.097	-.370	.744

The results in Table 4.14 shows that, Financial Mobilization Practices, Requisition of Specialized Teachers, Provision of Infrastructure, Stakeholders' Collaboration and Management Support Services had p-values 00.857, 00.350, 00.853 and 00.744 respectively. All these numerical values are greater than 00.05, showing that the data was homoscedastic and there was no heteroscedasticity challenge. The results assisted the researcher to validate the appropriateness of the linear regression analysis.

4.7 Inferential Statistics

4.7.1 Correlation Analysis

4.7.1.1 The influence of financial mobilization on application of competency-based curriculum in public junior secondary schools in kuresoi north sub-county.

The study again sought to establish the correlation between Financial Mobilization Practices influence on application of competency-based curriculum in public junior secondary schools in kuresoi north sub-county. The findings of the study are as shown in Table 4.14.

Table 4.15: The influence of financial mobilization on application of competency-based curriculum in public junior secondary schools in kuresoi north sub-county

Application of CBC		
Financial mobilization	Pearson Correlation	.531**
	Sig. (2-tailed)	.000
	N	41

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

As indicated in Table 4.15, the study showed that there was a moderate positive and statistically significant correlation between financial mobilization influence on application of competency-based curriculum in public junior secondary schools in kuresoi north sub-county ($r = 0.531$; $p < 0.05$). This showed that financial mobilization raised application of competency-based curriculum in public junior secondary schools in kuresoi north sub-county.

4.7.1.2 Influence of requisition of specialized teachers on implementation of competency-based curriculum in public junior secondary schools in Kuresoi north sub-county.

The study determined to establish the correlation between Influence of requisition of specialized teachers on implementation of competency-based curriculum in public junior secondary schools in Kuresoi north sub-county. The findings of the study are as shown in Table 4.16.

Table 4.16: Requisition of specialized teachers on implementation of competency-based curriculum in public junior secondary schools in Kuresoi north sub-county

		Implementation of CBC
Requisition of specialized teachers	Pearson Correlation	.591**
	Sig. (2-tailed)	.000
	N	41

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

As indicated in Table 4.16, the study showed that there was a moderately positive and statistically significant correlation between requisition of specialized teachers on implementation of competency-based curriculum in public junior secondary schools in Kuresoi north sub-county ($r = 0.591$; $p < 0.05$).

4.7.1.3 The influence of provision of infrastructure on CBC implementation in Kuresoi North sub county

The study once again sought to establish the correlation between the provision of infrastructure and CBC implementation in Kuresoi North sub county. The findings of the study are as shown in Table 4.17.

Table 4.17: The influence of provision of infrastructure on CBC implementation in Kuresoi North sub county

	CBC Implementation
Pearson Correlation	.589**
Sig. (2-tailed)	.000
Provisionof infrastructure	
N	41

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

As indicated in Table 32, the study showed that there was a moderate positive and statistically significant correlation between *provision of infrastructure and CBC implementation in Kuresoi North sub county* ($r = 0.589$; $p < 0.05$).

4.7.1.4 To Establish the Influence of stakeholders' collaboration on implementation of competency-based curriculum in public junior secondary schools in Kuresoi North Sub-County.

The study again sought to establish the correlation between stakeholders' collaboration and implementation of competency-based curriculum in public junior secondary schools in Kuresoi North Sub-county. The findings of the study are as shown in Table 32. The findings of the study are as shown in Table 4.18.

Table 4.18: The influence of stakeholders' collaboration on implementation of competency-based curriculum in public junior secondary schools in Kuresoi North Sub-County.

	CBC Implementation
Pearson Correlation	.690**
Sig. (2-tailed)	.000
Stakeholder collaboration	
N	171

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

As indicated in Table 4.18, the study indicates that there was a moderate positive and statistically significant correlation between stakeholders' collaboration on implementation of competency-based curriculum in public junior secondary schools in Kuresoi North Sub-County. ($r = 0.690$; $p < 0.05$). This implies again that stakeholders' collaboration has a positive implementation of competency-based curriculum in public junior secondary schools in Kuresoi North Sub- County.

4.7.1.5 To Establish the influence of management support services on CBC implementation in public junior secondary schools in Kuresoi North Sub- County.

The study again sought to establish the correlation between stakeholders' collaboration and implementation of competency-based curriculum in public junior secondary schools in Kuresoi North Sub- County. The findings of the study are as shown in Table 33. The findings of the study are as shown in Table 4.19.

Table 4.19: The influence of management support services on CBC implementation in public junior secondary schools in Kuresoi North Sub- County.

		CBC Implementation
Management support	Pearson Correlation	.690**
	Sig. (2-tailed)	.000
	N	171

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

As indicated in Table 4.19, the study indicates that there was a moderate positive and statistically significant correlation between management support on implementation of competency-based curriculum in public junior secondary schools in Kuresoi North Sub-County. ($r = 0.690$; $p < 0.05$). This implies again that management support has a positive implementation of competency-based curriculum in public junior secondary schools in Kuresoi North Sub- County.

4.7.2 Regression Analysis

The study once again carried out a regression analysis to evaluate the combined influence of Financial Mobilization Practices, Requisition of Specialized Teachers, Provision of Infrastructure, Stakeholders' Collaboration, Management Support Services, was established. The model summary was shown in table 4.19

Table 4.19: Model Summary

Model	R	R Square

			Adjusted Square	RStd. Error of the Estimate	Sig. Change	F
1	.867a	.752	.759	.3561	.000	

The R-Squared is the proportion of variance in the dependent variable which can be given by the independent variables. The R-squared in this study was 0.752, which shows that the four independent variables can explain on the implementation of competency-based curriculum in public junior secondary schools in Kuresoi North Sub- County 75.2 % of, while other factors explain 24.8%.

Table 4.20: ANOVA

ANOVAa

Model		Sum Squares	ofdf	Mean Square	F	Sig.
	Regression	28.54	4	6.193	100.308	.000b
1	Residual	8.444	173	.1002		
	Total	36.498	171			

a. Dependent Variable: implementation of competency-based curriculum in public junior secondary schools in Kuresoi North Sub- County

b. Predictors: (Constant), Financial Mobilization Practices, Requisition of Specialized Teachers, Provision of Infrastructure, Stakeholders' Collaboration, Management Support Services.

The analysis again of variance in this study was used to find out whether the model is a good for the data. From the findings, the p-value was 0.000 which is less than 0.05 and hence this model is good in predicting how the four independent variables. Further, the F-value was (100.308) which shows that the model was good in predicting the influence of the independent variables on the dependent variable.

Table 4.21: Regression Coefficients

Model	Unstandardized		Standardized	t	Sig.
	Coefficients		Coefficients		
	B	Std. Error	Beta		
(Constant)	.071	.103		.280	.717
Financial Mobilization Practices	.363	.165	.656	5.540	.018
Requisition of Specialized Teachers	.206	.121	.249	2.823	.021
Provision of Infrastructure	.379	.152	.186	2.216	.076
Stakeholders' Collaboration	.298	.161	.234	3.027	.019

Table 4.21 shows the overall significant test results for the hypothesized research model. The interpretations of the findings indicated follow the following regression model.

$$Y = \beta_0 + \beta_1 X_1 + \beta_2 X_2 + \beta_3 X_3 + \beta_4 X_4$$

Therefore,

$$Y = 0.071 + 0.363X_1 + 0.206X_2 + 0.379X_3 + 0.298$$

X_4

According to the intercept (β_0), when the four independent variables are held constant, implementation of competency-based curriculum in public junior secondary schools in Kuresoi North Sub- County is 00.071. In addition, holding all the other independent variables constant, a unit increase in Financial Mobilization Practices influence would lead to a 00.363 implementation of competency-based curriculum in public junior secondary schools in Kuresoi North Sub- County. Further, holding on the other independent variables constant, a unit increase in Requisition of Specialized Teachers would result to a 00.206 improvement in implementation of competency-based curriculum in public junior secondary schools in Kuresoi North Sub- County.

In addition, holding all the other variables constant, a unit raise in Provision of Infrastructure would lead to a 000.379 increase in implementation of competency-based curriculum in public junior secondary schools in Kuresoi North Sub- County. Lastly, holding all the other variables constant, a unit increase in Stakeholders' Collaboration would lead to a 00.298 improvement in implementation of competency-based curriculum in public junior secondary schools in Kuresoi North Sub- County.

CHAPTER FIVE: SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

5.0 Introduction

This particular chapter provides a detailed summary of the major findings of the actual study; it then draws conclusions and discusses implications that come from these findings. Very finally, it makes some recommendations and suggestions on areas to do further study. The very purpose of the study was to establish the influence of school management practices on implementation of competency-based curriculum in public junior secondary schools in Kuresoi north sub-county, Nakuru county, Kenya.

5.1 Summary of Major Findings

The study again sought to determine the summary of key major findings of the study. The summary was categorized in form of specific objectives.

5.1.1 The influence of financial mobilization on application of competency-based curriculum in public junior secondary schools in Kuresoi North Sub- County.

From the general analysis the study findings revealed that financial mobilization had highest impact on application of competency-based curriculum in public junior secondary schools in Kuresoi North Sub- County. The research findings revealed that the more finances are mobilized, the more CBC is implemented. The overall results revealed that financial mobilisation influence increases the application of competency-based curriculum in public junior secondary schools in Kuresoi North Sub- County.

5.1.2 The influence of requisition of specialized teachers on implementation of competency-based curriculum in public junior secondary schools in Kuresoi North Sub- County.

The study findings showed that requisition of specialized teachers increases implementation of competency-based curriculum in public junior secondary schools in Kuresoi North Sub-County. The research findings showed that the more specialized teachers are requisite, the more CBC is implemented. The overall results showed that the influence of requisition of specialized teachers had a positive impact on implementation of competency-based curriculum in public junior secondary schools in Kuresoi North Sub- County.

5.1.3 The Influence of provision of infrastructure on CBC implementation in Kuresoi North sub county.

Based on the analysis, the findings on provision of infrastructure, indicated that they led to an increase in CBC Implementation. The more the infrastructure, the more or efficient the CBC is implemented.

5.1.4 The Influence of stakeholders' collaboration on implementation of competency-based curriculum in public junior secondary schools in Kuresoi North Sub- County.

The research findings showed that there was an impact of stakeholders' collaboration on implementation of competency-based curriculum in public junior secondary schools in Kuresoi North Sub- County. Elevated stakeholders' collaboration increased implementation of competency-based curriculum in public junior secondary schools in Kuresoi North Sub-County.

5.1.5 The Influence of management support services on CBC implementation in public junior secondary schools in Kuresoi North Sub- County.

The research findings showed that there was an impact of management support services on CBC implementation in public junior secondary schools in Kuresoi North Sub- County. Elevated management support services led to increased CBC implementation in public junior secondary schools in Kuresoi North Sub- County.

5.2 Conclusions of Study

Based on the findings therefore, the study concluded that the study indicates that was a moderate positive and statistically significant correlation between financial mobilization and application of competency-based curriculum in public junior secondary schools in Kuresoi North Sub-County, ($r = 0.531$; $p < 0.05$). This means that financial mobilization has an influence in application of competency-based curriculum in public junior secondary schools in Kuresoi North Sub- County The study showed that there was a moderate positive and statistically significant correlation between requisition of specialized teachers and implementation of competency-based curriculum in public junior secondary schools in Kuresoi North Sub-County. ($r = 0.591$; $p < 0.05$). This means that requisition of specialized teachers had an influence on the implementation of competency-based curriculum in public junior secondary schools in Kuresoi North Sub- County.

The study showed that there was a moderate positive and statistically significant correlation between provision of infrastructure and CBC implementation in Kuresoi North sub county. ($r = 0.589$; $p < 0.05$). This showed that provision of infrastructure had a positive influence on CBC implementation in Kuresoi North sub county. The study showed that there was a moderate positive and statistically significant correlation between stakeholders' collaboration and implementation of competency-based curriculum in public junior secondary schools in Kuresoi North Sub- County. ($r = 0.690$; $p < 0.05$). This implies that stakeholders' collaboration has a positive influence on implementation of competency-based curriculum in public junior secondary schools in Kuresoi North Sub- County.

There was a moderate positive and statistically significant correlation between management support services and CBC implementation in public junior secondary schools in Kuresoi North Sub- County ($r = 0.531$; $p < 0.05$). This then implies that management support services have

a positive impact on CBC implementation in public junior secondary schools in Kuresoi North Sub- County.

5.3. Recommendations for further study

Based on the findings of the study, the researcher recommended that Teachers service commission should to take upon themselves the duty of requisition of specialized teachers. The ministry of education should also Provide necessary Infrastructure.

The study also recommends that school management should encourage Stakeholders' Collaboration and encourage Management Support Services.

5.4 Suggestion for Further Studies

This study suggests that future studies should be done to establish challenges facing requisition of specialized teachers. Studies should also be done on the influence of Management Support Services on teacher retention. This study suggests that future studies should be done to establish challenges facing Stakeholders' Collaboration in schools.

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APPENDICES

APPENDIX I: LETTER OF INTRODUCTION

May 2024

Dear Sir/Madam,

RE: PERMISSION TO CARRY OUT RESEARCH

I'm enrolled in a Master of Education program at Mount Kenya University studying educational administration, leadership, and management. My research topic is: **Influence of School Management Practices on Implementation of Competency-based Curriculum in Public Junior Secondary Schools in Kuresoi North Sub-county, Nakuru County, Kenya**. To accomplish this, you have been chosen to take part in the investigation. I respectfully ask that interviewees participate completely in the investigation. The details collected is going to be utilized exclusively for educational purposes, and the final product will not include your identity. Study findings will be provided to you on demand.

Your input and help will be greatly valued.

Thank you in advance.

Yours faithfully,

Chepkemoi Joyce

APPENDIX II: INFORMED CONSENT FORM

Dear Respondent,

I'm enrolled in a Master of Education program at Mount Kenya University studying educational administration, leadership, and management. My topic of investigation is: **Influence of School Management Practices on Implementation of Competency-based Curriculum in Public Junior Secondary Schools in Kuresoi North Sub-county, Nakuru County, Kenya**. I'll ask you a few inquiries during this research, so please be patient with me. I promise to keep all of your data private and secure. No content will bear your identity, and the sole individual having access to your data will be the person conducting the investigation. You have complete control over your involvement and are free to stop at any point prior to and throughout the research. I won't provide any amenities or money in exchange for your involvement. Please sign the following form to indicate your interest in taking part in the investigation.

Participant:

-----	-----	-----
Code of Participant	Signature	Date

Researcher:

-----	-----	-----
Name of Researcher	Signature	Date

**APPENDIX III: QUESTIONNAIRE FOR JUNIOR SECONDARY SCHOOL
TEACHERS**

Dear respondent,

The individual conducting the study is a student at Mount Kenya University pursuing a master's degree in educational management, leadership, and administration. My area of study is:

Influence of School Management Practices on Implementation of Competency-based Curriculum in Public Junior Secondary Schools in Kuresoi North Sub-county, Nakuru County, Kenya.

Section A: Demographic Information

Instructions: Please check the box next to the best response you can think of and fill in the blanks.

1. Sex: Male Female
2. Educational attainment Certificate Diploma Degree Post-graduate
3. Duration of teaching
Below 1 year 1-5 years 6-10 years Over 10 years

Section B: Implementation of Competency-based Curriculum in Public Junior Secondary Schools

1. In a scale of 1-3, please rate how often you complete your syllabus in time
Often (3) Rarely (2) Never (1)
2. On a scale of 1-4, please indicate the level of implementation of CBC in your school

No.	Test Items	Great Extent	Fair	Low Extent	Not Sure
		4	3	2	1
1	Improved learner competencies in mathematics and language tasks				
2	Learners are able to competently undertake science activities				
3	Improved competencies in technical subjects				

4	Learners are able to undertake tasks in life or environmental activities				
---	--	--	--	--	--

Section C: Financial Mobilization and Implementation of Competency-based Curriculum in Public Junior Secondary Schools

1. Please, mark some of the financial mobilization practices your school engages in

Government capitation []

Organizing fundraising []

Donor funding []

Undertaking alternative income-generating activities []

2. Evaluate the degree to which you concur with the provided assertions regarding the impact of financial mobilization practices on CBC implementation in your school

Key: **SA**-Strongly Agree **A**-Agree **U**-Undecided **D**-Disagree **SD**-Strongly Disagree

No.	Test Items	SA	A	U	D	SD
		5	4	3	2	1
1	In my school, the headteacher relies on government capitation to provide resources which has slowed CBC implementation process					
2	To supplement efforts by the government, my school always organize fundraising activities to support CBC implementation					
3	My school relies on donor funding which has not improved CBC implementation					
4	By engaging in alternative income-generating activities, my school has often raised enough resources to support CBC implementation					
5	Financial mobilization practices adopted by my headteacher have not realized enough resources for CBC implementation					

Section D: Requisition of Specialized Teachers and Implementation of Competency-based Curriculum in Public Junior Secondary Schools

1. Have you ever undergone CBC training? Yes [] No []

2. Please, marks some of the factors your headteacher considers while sourcing for specialized teachers in your school?

Trained in CBC []

Experienced in CBC [] Attitude towards CBC []

3. Assess the extent to which you agree with the following statements concerning the influence of requisition of specialized teachers on CBC implementation in your school

No.	Test Items	SA	A	U	D	SD
		5	4	3	2	1
1	In my school, the headteacher consider training on CBC while sourcing for specialized teacher					
2	By considering the experience of teachers in CBC, my school has been able to implement CBC					
3	My attitude towards CBC was a factor which was considered before being posted					
4	In my school, the headteacher considers level of education before sourcing for a teacher for CBC classes					
5	In my school, there are no specialized CBC teachers which has made the implementation process difficult					

Section E: Provision of Infrastructure and Implementation of Competency-based Curriculum in Public Junior secondary Schools

1. Please, state some of the available infrastructures to help implement CBC in your school

Conducive classrooms [] Safe playgrounds []

Well-stocked resource centers []

Well-conditioned sanitary facilities [] Others (Specify).....

2. How would you rate the levels of adequacy of infrastructure for CBC implementation in your school?.....

3. Please indicate your level of agreement with the statements regarding the impact of infrastructure provision on CBC implementation in your junior secondary school

No.	Test Items	SA	A	U	D	SD
		5	4	3	2	1
1	Inadequate classroom facilities at my junior secondary school have posed challenges to the successful implementation of CBC					
2	Lack of sufficient safe playgrounds has hindered the progress of implementing CBC in my junior school					

3	In my junior secondary school, there is a lack of adequately equipped resource centers to facilitate the implementation of CBC					
4	My junior secondary school lacks sufficient and properly maintained sanitary facilities in order to enhance the implementation of CBC					
5	Insufficient allocation of physical infrastructure has undermined students' acquisition of knowledge and concepts under CBC					

Section F: Stakeholders' Collaboration and Implementation of Competency-based

Curriculum in Public Junior Secondary Schools

- Please, mark the specific activities with which you collaborate with stakeholders in your school with regard to CBC implementation

In learning material development

Provision of instructional resources

In volunteering activities

Assisting learners with homework activities

In monitoring learner behaviour

- Please indicate the frequency with which your school engages with stakeholders to implement CBC on a scale of 1 to 3.

Often (3) Rarely (2) Never (1)

- Rate to what extent you agree with the following statements on the influence of stakeholders' collaboration practices on the implementation of CBC in your school

No.	Test Items	SA	A	U	D	SD
		5	4	3	2	1
1	In my junior secondary school, stakeholders are often involved development of learning materials for learners as a way of improving CBC implementation					
2	My junior school usually involves stakeholders to provide instructional materials for the learners					
3	In my junior secondary school, stakeholders usually volunteer to undertake activities such as school					

	feeding programmes to support CBC implementation					
4	To improve learners' mastery of concepts under CBC, stakeholders are always involved in assisting learners with their homework activities					
5	Involving stakeholders in monitoring learners' behaviour has hastened CBC implementation in my school					

Section G: Management Support Services and Implementation of Competency-based Curriculum in Public Junior Secondary Schools

1. Please, state some of the forms of support and activities which your school provides or undertakes towards implementation of CBC in your school

Supervising teachers []

Organizing CBC workshops for teacher training []

Interpreting CBC guidelines for teachers []

Others (Specify).....

2. Rate to what extent you agree with the following statements on the influence of your school's support on implementation of CBC in your junior secondary school

No.	Test Items	SA	A	U	D	SD
		5	4	3	2	1
1	In my school, the headteacher usually supervises how I undertake my teaching activities which has improved CBC implementation					
2	In my school, the headteacher rarely organizes workshops for teacher training which negatively affected implementation of CBC					
3	My school always takes time to interpret CBC guidelines and what is expected of me which has improved CBC implementation of CBC					
4	My school has ensured that I have adequate teaching and learning materials to make my instruction smooth					
5	In my school, the headteacher has often facilitated me to attend conferences on how to effectively implement CBC					

Thank you, Chepkemai Joyce

APPENDIX IV: INTERVIEW GUIDE FOR HEADTEACHERS

Dear Interviewee,

Section A: Demographic Information

1. Gender:.....
2. What is the highest level of education?.....
3. For how long have you been a school head?.....

Section B: Implementation of Competency-based Curriculum in Public

Junior Secondary Schools

1. How often do junior secondary school (JSS) teachers in your school cover syllabus in time?
2. How would you rate the extent to which CBC has been implemented in your junior secondary school in terms improving learner competencies in key learning areas?
3. How would you evaluate the degree to which CBC has been integrated into your junior secondary school to enhance learner competencies in essential learning areas.

Section C: Financial Mobilization and Implementation of Competency-based

Curriculum in Public Junior Secondary Schools

1. What are some of the financial mobilization practices you adopt to effect CBC implementation?
2. How have your financial mobilization practices influenced implementation of competency-based curriculum in your school?

Section D: Requisition of Specialized Teachers and Implementation of

Competency-based Curriculum in Public Junior Secondary Schools

1. How many specialized teachers in CBC do you have in your school?
2. Have teachers in your school undergone CBC training?

3. Which factors do you always consider when undertaking requisition of teachers for CBC?
4. To what extent has your practices for requisition of specialized teachers influenced implementation of competency-based curriculum in your school?

Section E: Provision of Infrastructure and Implementation of Competency-based

Curriculum in Public Junior Secondary Schools

1. What are some of the available infrastructures to help implement CBC in your school?
2. How would you rate the levels of adequacy of infrastructure for CBC implementation in your school?.....
3. What is the extent to which provision of infrastructure influenced implementation of competency-based curriculum in your junior secondary school?

Section F: Stakeholders' Collaboration and Implementation of Competency-based

Curriculum in Public Junior Secondary Schools

1. Which specific activities do you collaborate with stakeholders in your school with regard to CBC implementation?
2. How often do you collaborate with stakeholders to implement CBC?
3. What is the influence of stakeholders' collaboration practices on the implementation of CBC in your school?

Section F: Management Support Services and Implementation of Competency-based

Curriculum in Public Junior Secondary Schools

1. Which kinds of support do you often provide towards implementation of CBC in your school?
2. To what extent has the support you provide influenced implementation of CBC in your junior secondary school?

Thank you, Chepkemai Joyce

APPENDIX V: INTERVIEW GUIDE FOR SUB-COUNTY DIRECTORS OF EDUCATION (TSC & MoE)

Dear Interviewee,

Section A: Demographic Information

1. Gender.....
2. What is the highest level of education?.....

Section B: Implementation of Competency-based Curriculum in Public

Junior Secondary Schools

1. How often do junior secondary school (JSS) teachers in your sub-county cover syllabus in time?
2. How would you rate the extent to which CBC has been implemented in public junior secondary schools in your sub-county?

Section C: Financial Mobilization and Implementation of Competency-based

Curriculum in Public Junior Secondary Schools

1. What are some of the financial mobilization practices adopted by headteachers to effect CBC implementation?
2. How have headteachers' financial mobilization practices influenced implementation of competency-based curriculum in public junior secondary schools in your sub-county?

Section D: Requisition of Specialized Teachers and Implementation of

Competency-based Curriculum in Public Junior Secondary Schools

1. How many specialized teachers in CBC do public junior secondary schools in your sub-county have?
2. Have teachers in public junior secondary schools in your sub-county undergone CBC training?
3. Which factors do school heads always consider when undertaking requisition of teachers for CBC?

4. To what extent has practices for requisition of specialized teachers adopted by headteachers influenced implementation of competency-based curriculum in public junior secondary schools in your sub-county?

Section E: Provision of Infrastructure and Implementation of Competency-based

Curriculum in Public Junior Secondary Schools

1. What are some of the available infrastructures to help implement CBC in public junior secondary schools in your sub-county?
2. How would you rate the levels of adequacy of infrastructure for CBC implementation in public junior secondary schools in your sub-county?.....
3. What is the extent to which provision of infrastructure influenced implementation of competency-based curriculum in public junior secondary schools in your sub-county?

Section F: Stakeholders' Collaboration and Implementation of Competency-based

Curriculum in Public Junior Secondary Schools

1. Which specific activities do schools collaborate with stakeholders with regard to CBC implementation?
2. How often do public junior schools collaborate with stakeholders to implement CBC?
3. What is the influence of stakeholders' collaboration practices on the implementation of CBC in public junior secondary schools in your sub-county?

Section F: Management Support Services and Implementation of Competency-based

Curriculum in Public Junior Secondary Schools

1. Which kinds of support does management of public junior secondary schools in your sub-county often provide towards implementation of CBC?
2. To what extent has the support provided by school management influenced implementation of CBC in public junior secondary schools in your sub-county?

Thank you, Chepkemai Joyce

APPENDIX VI: DOCUMENT ANALYSIS GUIDE FOR THE RESEARCHER

A. Mathematics Skills

Aspects of Basic Numeracy Skills	Levels of Learner Competencies			
	Excellent 4	Good 3	Fair 2	Below Average 1
Number recognition				
Counting and sequencing				
Rote counting				
Basic operations				
Number value				

B. Language Skills

Aspects of Language Skills	Levels of Learner Competencies			
	Excellent 4	Good 3	Fair 2	Below Average 1
Phoneme awareness, phonetics, vocabulary, image reading, and identification are examples of reading skills.				
Writing abilities include word formation, syllable joining, and sentence composition.				
Oral skills such as storytelling, news telling				

C. Science and Creativity Skills

Aspects of Science and Creativity Skills	Levels of Learner Competencies			
	Excellent 4	Good 3	Fair 2	Below Average 1
Human health				
Food and nutrition skills				
Consumer education				
Textile and clothing				
Caring for the family				

D. Essential Environmental Skills

Aspects of Essential Environmental Skills	Levels of Learner Competencies			
	Excellent 4	Good 3	Fair 2	Below Average 1
Ability for personal management				
Community service learning				
Interpersonal relationship				
Decision-making skills				
SCHOOL MANAGEMENT PRACTICES				
Variables	Often	Sometimes	Rarely	Never
Financial Mobilization Practices				
• Government capitation				
• Organizing fundraising				
• Donor funding				
• Undertaking alternative income-generating activities				
Requisition of Specialized Teachers				
• Number of trained teachers				

• Number of experienced teachers				
• Nature of teachers' attitude towards CBC				
Provision of Infrastructure				
• Conducive classrooms				
• Safe playgrounds				
• Resource centers				
• Sanitary facilities				
Stakeholders' Collaboration Practices				
• In learning material development				
• Provision of instructional resources				
• In volunteering activities				
• Assisting learners with homework activities				
• In monitoring learner behaviour				
Management Support Services				
• Number of teacher supervision headteachers undertake				
• Number of CBC workshops for teacher training organized by headteachers				
• How often headteachers interpret CBC guidelines for teachers				

Thank you

Chepkemoi Joyce

APPENDIX VII: WORK PLAN

Work Plan for the Study from April 2019 to August 2024

Activities	APRIL 2019 TO APRIL 2020				MAY 2020 TO AUGUST 2024			
Theoretical Study and Literature Review	■	■	■	■	■	■	■	■
Proposal Development and Submission			■	■				
Proposal Presentation					■			
Field work and Data Collection						■		
Data Processing and Analysis, Project Writing, Defense and Submission							■	■



APPENDIX X: RESEARCH APPROVAL LETTER



DIRECTORATE OF GRADUATE STUDIES

MED/2019/60698

20th August, 2024

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

Dear Sir/Madam,


RE: CHEPKEMOI IOYCE- REGISTRATION NO. MED/2019/60698

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 School Management Practices on Implementation of Competency -Based Curriculum in Public Junior Secondary Schools in Karesoi North Sub- County, Nakuru 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 August, 2024 and October, 2024.

Any assistance accorded to the student will be highly appreciated.

Thank you.


Dr. Samuel M. Karanja, Ph.D.
Director, Graduate Studies
Enc.

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Office of the Director
Graduate Studies

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Chartered and ISO 9001 : 2015 Certified Institution.
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APPENDIX XI: RESEARCH APPROVAL



Dear Sir/Madam,

RE: INFLUENCE OF SCHOOL MANAGEMENT PRACTICES ON IMPLEMENTATION OF COMPETENCY-BASED CURRICULUM IN PUBLIC JUNIORSECONDARY SCHOOLS IN KURESOI NORTH SUB-COUNTY, NAKURU COUNTY, KENYA

This is to inform you that **Mount Kenya University** has reviewed and approved your above research proposal. Your application approval number is **3020**. The approval period is **19/08/2024 - 18/08/2025**.

This approval is subject to compliance with the following requirements:

- i. Only approved documents including informed consents, study instruments, MTA 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



APPENDIX XII: NACOSTI PERMIT


REPUBLIC OF KENYA


**NATIONAL COMMISSION FOR
SCIENCE, TECHNOLOGY & INNOVATION**

Ref No: **733830** Date of Issue: **15/October/2024**

RESEARCH LICENSE



This is to Certify that Miss.. JOYCE CHEPKEMOI 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 Nakuru on the topic: INFLUENCE OF SCHOOL MANAGEMENT PRACTICES ON THE IMPLEMENTATION OF COMPETENCY- BASED CURRICULUM IN PUBLIC JUNIOR SECONDARY SCHOOLS IN KURESOI NORTH SUB-COUNTY, NAKURU COUNTY KENYA for the period ending : 15/October/2025.

License No: **NACOSTI/P/24/41005**

733830
Applicant Identification Number


Director General
**NATIONAL COMMISSION FOR
SCIENCE, TECHNOLOGY &
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