

**INFLUENCE OF HEADTEACHERS' RESOURCE MANAGEMENT PRACTICES  
ON IMPLEMENTATION OF COMPETENCY-BASED CURRICULUM  
IN PUBLIC PRIMARY SCHOOLS IN LOITOKTOK  
SUB-COUNTY, KAJIADO COUNTY, KENYA**

**ISAAC TWARARY**

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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.

Signature.....

Date.....21/6/2025

**Isaac Twarary**

**MED/2023/46282**

### Approval by the Supervisor

I confirm that the work in this research project has been carried out by the candidate under my supervision.

Signature.....

Date.....21/6/2025

**Dr. Ruth Thinguri**

**School of Education**

**Mount Kenya University**

## DEDICATION

I wish to dedicate this work to my wife, Lucy Simel and children, Roselyne Kilasho and Daisy Mosoni, for the continued support during my studies.



## ACKNOWLEDGEMENT

I would like to express my sincere thanks to Dr. Ruth Thinguri, my esteemed supervisor, whose outstanding leadership and unwavering commitment were crucial in the successful completion of this project. Her consistent support has been incredibly valuable, and I am truly grateful for her contributions. I also wish to extend my heartfelt appreciation to all my dedicated lecturers who have mentored and guided me throughout my academic journey. Mount Kenya University has given me the opportunity to pursue my academic goals, and I am deeply thankful for this platform. Additionally, I want to convey my gratitude to the numerous individuals who have played a role in the success of this study. Their continuous support and encouragement have been immeasurable. To everyone who has been part of this journey, I offer my thanks and best wishes.



## ABSTRACT

Headteachers' resource management practices play a crucial role in implementing the competency-based curriculum (CBC) in schools. However, the CBC's implementation in public primary schools has faced several challenges. A significant number of learners show inadequate competencies in key CBC areas. This study aimed to investigate how headteachers' resource management practices influence CBC implementation in public primary schools in Loitoktok Sub-county, Kajiado County, Kenya. The objectives of the study were to assess how headteachers' practices in resource mobilization, allocation, utilization, record-keeping, and monitoring and evaluation impact CBC implementation in these schools. The research was based on the resource-based theory and the curriculum implementation theory. A mixed-methods approach was used, incorporating a concurrent triangulation research design. The target population included 89 headteachers, 734 teachers, 89 BoM/PTA Chairs, 31,000 learners, and 2 County/Sub-county Auditors, making a total of 31,914 respondents. A sample size of 395 respondents was selected using Yamane's Formula, which included 27 headteachers, 180 teachers, 27 BoM/PTA chairs, 159 learners, and 2 County/Sub-county Auditors. Data collection methods included questionnaires for teachers, interviews for headteachers, BoM/PTA chairs, and County/Sub-county Auditors, focus group discussions with learners, and document analysis. A pilot study with 40 respondents from three public primary schools in Loitoktok Sub-county was conducted to assess validity, reliability, credibility, and dependability. Validity was determined through expert judgment, and reliability was measured using the test-retest method. A reliability index of  $r = 0.725$  was found using the Cronbach Alpha method, indicating strong internal reliability. Data credibility was confirmed through data triangulation, and dependability was ensured by documenting each stage of data collection. Qualitative data were analyzed thematically and presented in narrative form, while quantitative data were analyzed using descriptive statistics, including frequencies and percentages, and inferential statistics, including Pearson's Product Moment Correlation Analysis, with the Statistical Package for Social Sciences (SPSS Version 25), and presented in tables. The study revealed that the CBC implementation remains challenging, with many teachers struggling to complete the syllabus on time and classroom pedagogy failing to improve, resulting in low learning outcomes in key CBC areas. Many students are unable to perform basic mathematical operations, communicate fluently, read, write, or understand specific words. However, many learners exhibited high levels of creativity. These challenges were linked to headteachers' resource management practices, including mobilization, allocation, utilization, record-keeping, and monitoring and evaluation. The study recommends that headteachers continue to mobilize resources and build partnerships with donors and well-wishers, ensure equitable allocation of resources for academic activities aligned with CBC objectives, use resources prudently, maintain accurate records of resource use, and regularly evaluate resource utilization to identify areas that need improvement for future CBC implementation.

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## LIST OF ABBREVIATIONS AND ACRONYMS

<b>BoM</b>	Board of Management
<b>CBC</b>	Competency Based Curriculum
<b>CEB</b>	County Education Board
<b>FPE</b>	Free primary Education
<b>GOK</b>	Government of Kenya
<b>GPE</b>	Global Partnership for Education
<b>ICEM</b>	Induction Course in Educational Management
<b>KCSE</b>	Kenya Certificate of Secondary Education
<b>KEMI</b>	Kenya Education Management Institute
<b>KICD</b>	Kenya Institute of Curriculum Development
<b>NARC</b>	National Rainbow Coalition–Kenya
<b>PTA</b>	Parents Teachers Association
<b>SMC</b>	School Management Committee
<b>TSC</b>	Teachers Service Commission
<b>UNESCO</b>	United Nations Educational, Scientific and Cultural Organization

## **CHAPTER ONE**

### **INTRODUCTION**

#### **1.0 Introduction**

This chapter outlines the background of the study, the research problem, its purpose, objectives, research questions, rationale, significance, scope, limitations, delimitations, and assumptions. Additionally, it includes a list of operational definitions for key terms.

#### **1.1 Background to the Study**

Resource management is very significant in every jurisdiction. Secondary institutions heads are charged with the responsibility of managing resources whether tangible or intangible, consumable or non-consumable (School Management Guide, 1999). The aforementioned assets encompass money, materials, time, individuals, the institution's administration, and initiatives and services. Okumbe (1998) points out that, a school head is a resource manager who is in charge of everything that has to do with keeping the school operating smoothly. Thus, handling assets falls under the purview of the administration of the institution (School management Guide, 1999). Establishing and maintaining an adequate amount of dedicated competent workers to carry out the tasks required to accomplish the company's objectives is the responsibility of resource administration (Cole, 1999).

According to Okumbe (1998), resource management is a very vital ingredient as regards students' academic achievement. Hersey (1977) regards management as, collaborating alongside and via people along with organizations to achieve aims and objectives. The term was developed by Henri Fayol in 1860s who asserted that, management entails the function of planning, organizing, controlling, staffing, directing, coordinating, innovating, actualizing educational goals and objectives of institutions and country (Okumbe, 2008).

In Britain, Resources administration is a subset of managing or providing logistical assistance for instructional assets. According to Henshke (1986), this is also known as school business management. It is stated that a major component of education-related management is what is often known as the ownership and oversight of the institution's financial assets. According to research on the leadership strategies used by administrators at Hudson Middle School, they were ill-prepared for their positions, which contributed to their bad interactions with HR (Bulloch, 1988). For this reason, when it came to managing staffing, managers tended to use a linear model rather than a collaborative model. Inadequate academic achievement was linked to this absence of administrative procedures.

A comparable procedure that has an impact on KCSE outcomes have been seen in Nigeria (Education Master Plan, 1997). In an effort to increase instructors' inspiration, the Master Strategy suggested that the ministry of educational affairs create and execute standards for their career development. Administrators of schools are administrative staff tasked with implementing policies and initiatives that foster an atmosphere at place of employment that promotes staff fulfillment in addition to productivity and effectiveness (Okumbe, 2008). The most effective strategies that administrators can use to improve educational outcomes are employees and learners drive, giving staff members decision-making control and influence, upgrading resources to motivate them, and giving employees greater influence (Master Plan, 1972).

Learning is a crucial component of financial growth for each country at any time (Breen, 2014). The progress of the country is contingent upon the caliber of schooling provided. The fluid nature of the community and the increasing concern about acquiring technological and 21<sup>st</sup> century abilities, together with advancement, have an impact on how students are educated in the educational setting, it emphasizes the necessity of

ensuring that everyone acquires new skills to foster personal and professional development (Pamia, 2017). As a result, courses based on competencies have been suggested as a way to guarantee that the demands of the changing workforce are truly met. It is a logical step in the direction of schooling as it emphasizes the assessment of a person's capacity mastery and their ability to perform well in a certain culture (Savage, 1993). Since the USA initially constructed CBC in the beginning of the 1970s, it has become a topic of fascination and study (Richard & Rogers, 2001). The precision with which the understanding of learners, conduct, and analytical abilities are measured defines the objectives of learning. Learners must meet these quantifiable goals at every point in their academic journey. Wolf (2001) states that this was complemented by its expansion as an association throughout European countries, including Germany and the UK.

The Competence-Based Curriculum came into being to fill the gaps in education and training. The ministry proceeded to prepare the Sessional Paper (# 9 No. 2) of 2015 on Kenyan reforms in education in response to concerns that the educational system needed to be realigned with the goals established in Vision 2030 and the 2010 Constitution. Among its principal suggestions were; contemporary CBC, a nationwide system designed to address national evaluations, talented young people discovery and development, national values and cohesiveness development, and instructional learning and instruction. Furthermore, the three routes at the higher-up educational levels were given access under the brand-new syllabus.

Scientific research, inventiveness, and technologies have been given more weight in Kenya's Vision 2030 goals, as well as in the Sessional Paper No. 2 of 2015 on educational and training opportunities reforms. Since 1965, there have been several curricular revisions that have made creativity feasible.

Nevertheless, the 8.4.4 program has fallen short in providing organized guidelines, appropriate teaching methods, and sufficient materials to establish a more solid foundation for the advancement of developments, competencies, and abilities. (Muricho & Nyang'ach, 2013). The 8.4.4 framework was designed to ensure that people acquired the skills necessary to meet the requirements for the global labor market as well as to make educational opportunities responsive to those requirements (UNESCO, 2006). To support technical growth and creativity, this necessitates the implementation of an improved skills-based system of learning, like CBC.

Because CBC involves students in practical exercises, it is skills-based and introduces them to real-life scenarios. With the CBC structure, individuals can advance via courses after demonstrating satisfactory mastery of abilities and talents, in contrast to the 8-4-4 approach where students advance to an additional stage depending on assessment results. According to Amunga et al. (2020), the educational results of CBCs place a greater emphasis on skills, such as knowledge generation, implementation, developing abilities, and attitudes. In order to substitute the eight-four-four with the 2-6-3-3-3 method, Kenya's school system implemented the CBC in 2016. By emphasizing the software of hands-on experience as opposed to an excessive amount of material, it is seen as an approach to graduate recruitment problems.

The administration decided to introduce CBC to close the competencies gap between what is expected of students in the classroom and what employers want, determined by a requirements analysis conducted in 2016. When junior high school was introduced and new courses were added to primary education, educational officials had to modify their resource management strategies. This entails readjusting the participation of stakeholders and evaluation procedures, in addition to carrying out curriculum-based instructor foundation and infrastructural evaluations.

Koech (2019), nevertheless, contends that the nation is yet to completely attain this. Curriculum implementation hinges on resources management that is the ultimate predictors of students' academic achievement. Indeed, several studies show that inadequacy of resources affects curriculum implementation in educational institutions. However, Loitoktok Sub-county seems to have resource challenges since it is an agro-pastoralists communities with the region prone to drought, food security, and poor resource endowment. There is already evidence that several students' negative participation outcomes which are detrimental to curriculum implementation have been experienced in Loitoktok Sub-county, such as enrollment, attendance, transition, retention rates and academic performance. These have been associated with severe weather that causes impoverishment, shortages, and a nomadic existence as people seek for pasture and water. The predicament is complicated in regard to a resource-based for the households and institutions because of the distance to attend classes caused by the dispersed populace along with livelihoods like gathering sand and charcoal burning.

### **1.2 Statement of the Problem**

Proper management of school resources in public primary school plays a critical role in curriculum implementation, thus CBC. Curriculum implementation hinges on resources management that is the ultimate predictors of students' academic achievement. Indeed, several studies show that inadequacy of resources affects curriculum implementation in educational institutions. However, the reality in the state-funded primary schools in Loitoktok Sub-county, is that many administrators either lack prerequisite skills to properly manage school resources or the resources are not enough to sustain the school needs. This has led to several negative curriculum participation outcomes which are detrimental to curriculum implementation such as low enrollment, attendance, dropout rates transition, retention rates and academic performance in several schools in this

remote parts of Kajiado County. If this problem is not addressed, it will lead to poor implementation of CBC and at long last, high rate of drop outs, poor end year results and reduced transition rate from one grade to another. Past studies on CBC implementation have looked at CBC challenges, teacher factors, school financial management as well as headteachers' preparedness (Isaboke, Wambiri, Mweru, 2021, David, 2020, Momanyi, Thinguri & Ogochi 2022) but none of them have addressed the aspect of influence of resource management practices on CBC implementation prompting the researcher to fill this information vacuum, an examination of the impact of headteachers' resource management practices on CBC implementation is going to be carried out. The purpose was to give understanding of how chief educators' control over resources affects CBC adoption in the primary schools.

### **1.3 Purpose of the Study**

The purpose of this study was investigate the influence of headteachers' resource management practices on the CBC implementation in public primary schools in Loitoktok Sub-County, Kajiado County, Kenya.

### **1.4 Objectives of the Study**

The study was guided by the following objectives:

- i. To find out the influence of headteachers' resource mobilization practices on CBC implementation in public primary schools in Loitoktok Sub-county?
- ii. To establish the influence of headteachers' resource allocation practices on CBC implementation in public primary schools in Loitoktok Sub-county?
- iii. To assess the influence of headteachers' resource utilization practices on CBC implementation in public primary schools in Loitoktok Sub-county?
- iv. To evaluate the influence of headteachers' resource record keeping on CBC implementation in public primary schools in Loitoktok Sub-county?

- v. To establish the influence of headteachers' resource monitoring and evaluation on CBC implementation in public primary schools in Loitoktok Sub-county?

### **1.5 Research Questions**

The following research questions will anchor the study:

- i. What is the influence of headteachers' resource mobilization practices on CBC implementation in public primary schools in Loitoktok Sub-county?
- ii. How do headteachers' resource allocation practices influence CBC implementation in public primary schools in Loitoktok Sub-county?
- iii. To what extent do headteachers' resource utilization practices influence CBC implementation in public primary schools in Loitoktok Sub-county?
- iv. How do headteachers' resource record keeping influence CBC implementation in public primary schools in Loitoktok Sub-county?
- v. What is the influence of headteachers' resource monitoring and evaluation in CBC implementation in public primary schools in Loitoktok Sub-county?

### **1.6 Rationale of the Study**

This investigation was driven by the necessity to examine the mechanisms of funding accumulation and their impact on CBC execution. Adequate assets, particularly tangible assets such as classes and furnishings, are critical for the successful implementation of the CBC. The investigation aims to investigate the influence of administrators' control over resources methods on CBC execution in government-owned primary institutions, with possible consequences for policies related to education regarding the mobilization of resources and CBC acceptance. Learning how administrators handle funds is critical for closing the concepts deficit and adding to the research on CBC. The investigation is critical for instructors, legislators, and investors because it emphasizes the significance of both coursework and the social setting of execution.

It also intended to add to conversations about hybrid methodologies and theoretical frameworks, namely resource-driven and curriculum-based theories of learning. Finally, the investigation will provide helpful knowledge into local gathering of funds, which will influence successful CBC implementation.

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

The relevance of this investigation rests in its endeavor to delve into the intricate relationship between headteachers' resource management practices and the implementation of the CBC in public primary schools. By undertaking this investigation, the investigation attempts to give significant findings with ramifications for educational policymakers, administrators, teachers, and the community at large. Understanding how headteachers' resource management practices influences CBC implementation is crucial for making informed decisions at the policy level.

Policymakers may use the findings to tailor strategies that align with the specific cultural context of Loitoktok Sub-county, ensuring that curriculum initiatives resonate with the local ethos. This, in turn, contributes to more effective educational policies that are sensitive to the unique needs and dynamics of the region. For educators and school administrators, the study offers an opportunity to enhance the efficacy of CBC implementation by pinpointing cultural factors that may act as facilitators or barriers. This knowledge can inform targeted interventions and professional development initiatives, empowering teachers with the insights needed to navigate the cultural landscape and deliver the curriculum more effectively. The significance of this research extends to community engagement.

By unraveling the influence of headteachers' resource management practices, the study fosters a deeper understanding among parents, local communities, and school stakeholders about the dynamics shaping educational practices.

This understanding can pave the way for collaborative efforts, ensuring that CBC implementation is a shared endeavor with active involvement from all stakeholders. Furthermore, the investigation adds to the larger discipline of educational research by shedding light on the nuanced interplay between headteachers' resource management practices and curriculum implementation. It adds a valuable dimension contribute to the current corpus of information, giving foundation for future studies and inquiries into similar contexts. In essence, this investigation's relevance resides in its capacity for informing policy choices and drive methods of instruction, foster community collaboration, and contribute to the evolving landscape of educational research, all within the specific context of CBC implementation in public primary schools.

### **1.8 Scope of the Study**

The purpose of this study was to investigate the association between headteacher administration methods and CBC adoption in public primary schools in Loitoktok Sub-county, Kajiado County. The investigation used a mixed methodology and thus applied concurrent triangulation research design. Data were collected using questionnaires for teachers and interviews for headteachers, teachers, BoM/PTA chairs and County and Sub-county Financial Auditors as well as focus group discussions for learners. The research was guided by the resource-based theory and the curriculum implementation theory. The study was undertaken between May and July 2025.

### **1.9 Limitations of the Study**

Limitations encountered by the investigator were:

- i Some participants were hesitant to provide truthful information regarding resource management practices and CBC implementation in public primary schools due to fears of being victimized. They were assured that their responses would remain confidential.

- ii Access to critical information, such as learning outcome records, was challenging in several public primary schools, which made it difficult to assess the current state of CBC implementation. In such cases, the investigator clarified that the information was exclusively for educational purposes and that the study aimed to support efforts to improve CBC implementation.
- iii The findings of this study may not be applicable to all public primary schools, as factors other than headteachers' resource management practices could impact CBC implementation. The investigator recommended that further research be conducted on CBC implementation, focusing on factors beyond those addressed in this study.

#### **1.10 Delimitations of the Study**

The study was confined to the following delimitations:

- i The research focused solely on public primary schools in the Loitoktok Sub-county.
- ii The study involved teachers, headteachers, chairs of the BoM/PTA, learners, and County and Sub-county Financial Auditors.
- iii The research specifically examined how headteachers' resource management practices impact CBC implementation in public primary schools within Loitoktok Sub-county.

#### **1.11 Assumptions of the Study**

The study assumed that:

- i Public primary schools in Loitoktok Sub-county comply with educational policies, particularly those related to CBC implementation.
- ii Headteachers' resource management practices have an influence on CBC implementation.

- iii Headteachers' practices in resource mobilization, allocation, utilization, record-keeping, and monitoring and evaluation affect CBC implementation in public primary schools.
- iv Respondents would cooperate and provide accurate and dependable data.



## 1.12 Operational Definitions of Key Terms

**Headteachers' Resource Management Practices:** refer to the strategies and decisions made by school headteachers in managing various resources within a school. These resources can include financial resources, human resources (teachers and staff), physical infrastructure, and educational materials. Effective resource management is crucial for the overall functioning and success of a school.

**Competency-Based Curriculum Implementation:** CBC implementation is an educational approach that concentrates on defining certain abilities and knowledge that students should acquire rather than relying on traditional grade levels. In this model, the curriculum is designed around clearly defined competencies or learning outcomes.

**Financial Mobilization Practices:** refer to the strategies and methods used to raise funds or capital for various purposes, such as business operations, projects, or investments.

**Resource Allocation Practices:** involve the strategic distribution of resources, such as funds, time, personnel, and assets, to achieve specific objectives efficiently.

**Resource Utilization Practices:** involve the effectual utilization of available resources to maximize output and achieve organizational goals.

**Resource Record Keeping Practices:** involve the systematic documentation and management of information related to various resources within an organization.

**Resource Monitoring and Evaluation Practices:** are systematic processes used to track and assess the progress, performance, and impact of projects, programs, or policies. These practices are crucial for organizations, governments, and entities to ensure that their activities are on track, effective, and contributing to desired outcomes.



## **CHAPTER TWO**

### **LITERATURE REVIEW**

#### **2.0 Introduction**

This chapter highlights the literature review related to researcher's study area. The chapter is based on the concept of headteachers' resource management practices, the concept of competency-based curriculum implementation and the influence of resource mobilization, resource allocation, resource utilization, resource record-keeping as well as resource monitoring and evaluation practices on CBC implementation. It also presents the theoretical review of literature related to the study, theoretical framework and finally, the conceptual framework, research gap and summary of the literature.

#### **2.1 Empirical Literature Review**

Empirical literature includes concept of headteachers' resource management practices, the concept of competency-based curriculum implementation and the influence of resource mobilization, resource allocation, resource utilization, resource record-keeping as well as resource monitoring and evaluation practices on CBC implementation.

##### **2.1.1 Headteachers' Resource Management Practices**

Headteachers perform a vital part in assisting educators in understanding both the students and their surroundings, particularly their status in society and customs. These criteria assist educational administrators and school administrators to comprehend their youngsters. Nevertheless, issues in the administration of human resources have had an immediate and future impact on education and instruction. Insufficient managerial instruction for educators can cause problems with instructor hiring, the induction process, development, incentive, and evaluation, eventually hurting total school effectiveness.

Administrators have several problems in terms of curriculum delivery, school budgets, physical amenities, community connections, and staffing. Successful leadership requires collaboration with employees to accomplish corporate objectives. Okumbe (1998) describes administration as the procedure of establishing, growing, and executing goals, implying that administrators must collaborate with staff members and educators to achieve the goals of the institution. Achievement in every institution demands efficient leadership and relationships with others. Campbell (1991) defines the managerial cycle as preparing, arranging, leading, coordinating, enacting, and reviewing. HR management is concerned with the administration of employees within a company.

Employees are vital in every firm since they manage all additional assets in order to attain the established objectives. They give expertise, abilities, and energy that are critical components of business achievement. Even in a progressively technologically driven world, a company's efficiency and inefficiency are determined by the caliber and dedication of its people resources (Bush & Middlewood, 2004). Individuals are significant to schooling as they play a challenging and critical role in shaping the skills of young people. Educational institutions are people-centered since individuals are at the core of their operations (Elliot & Lall, 1994). Educator administration must take into account the different backgrounds as well as expertise levels of its teachers. Recruiting and maintaining educators is primarily dependent on the capacity of the government to offer consistent and equitable salary.

Teacher management in Kenya is controlled at the national level by the Teachers Service Commission (TSC) and the Education Cabinet Secretary, while at the county level, teachers are managed by the County Director of MoE, the TSC, and the County Education Board. Headteachers, the School Management Committee (SMC), and the Parents Teachers Association (PTA) are in charge of school management.

Pursuant to the Teacher Proficiency Training Manual (2007), administrators are accountable for developing educators, skill enhancement, and employee fulfillment. They supervise trainee educators throughout teaching practice, coach fresh instructors, and guarantee proper introduction. According to Owojori and Asauri (2010), while administrators are in charge of allocating new staff assignments, these responsibilities might be assigned to assistant administrators, experienced educators, or departmental directors. Administrators are also responsible for recruiting personnel, particularly PTA instructors, and encouraging educators via appropriate salary and promotion. These are important areas of HR administration in institutions.

The Ministry of Education manages all elements related to education, with assistance from partially autonomous bodies at the province and district levels. At the educational institution level, the BoM is in charge of managing staff and other assets to guarantee uninterrupted operations, building improvements, and the supply of instructional materials. Headteachers are crucial to school administration since their oversight has a substantial impact on the achievement of an institution (MOE, 2008). They oversee a wide range of those involved, comprising learners, societies, and government entities, while serving as HR managers answerable to the BOM and TSC. Due to problems with leadership, administrators received required training from 2011 to 2012 financed by the state through KEMI, which provided them with abilities related to staff administration, planning projects, and executing the curriculum (KEMI, 2011).

Investigation on the efficacy of these instruction has yielded varied findings. Ongoto et al. (2019) discovered that the KEMI Induction Course in Educational Management (ICEM) received favorable feedback by administrators, which favorably influenced their leadership techniques. Nevertheless, Mang'eng'e (2018) stated that the instruction was inadequate to tackle motivation among educators.

Utilization of resources, an essential part of head development, entails acquiring and effectively using time, cash, facilities, and staff members to achieve academic goals (KEMI, 2011). Successful resource administration provides responsibility, eliminates negligence, and helps institutions accomplish their objectives while adjusting assets to fit unique requirements.

### **2.1.2 Competency-Based Curriculum Implementation**

Knowledge is critical to financial achievement (Breen, 2014). The standard of education is critical to a nation's progress. The requirement for modern abilities, knowledge about the internet, and urbanization has an influence on educational institutions, necessitating new capabilities for both individual and societal development (Pamia, 2017). The CBC meets these demands by emphasizing mastering abilities and guaranteeing that students can participate successfully within the community (Savage, 1993). CBC, which was created in the United States in the 1970s, focuses on quantifiable objectives for abilities, conduct, and understanding (Richard & Rogers, 2001). It is currently spreading to nations including the United Kingdom and Germany (Wolf, 2001).

In the 1990s, Australia implemented a CBC, which eventually extended internationally in response to global market needs and rising technology. Africa followed, with South Africa implementing it in 1998. The 1985 Presidential Working Party in Kenya implemented the 8-4-4 system, which was motivated by the principle of educating individuals for self-reliance. This system was examined in 1992, 1995, and 2002, with studies emphasizing curricular substance, topic exhaustion, and developments. Nevertheless, it placed little focus on training residents for economic expansion and progress. African countries were forced to take on the discriminatory educational structure, which required reconfiguration to the nation's sociological and customs. Curriculum revisions in the majority of African countries coincided with the adoption of

an educational or knowledge-driven strategy. Most countries quickly became unsatisfied with expertise-based curricula because their outputs were excessively intellectual, yet lacked the abilities and expertise necessary by workplace needs. Kenya and Tanzania established syllabus with the principle of preparing students for independent thinking, but owing to insufficiently educated instructors and scarce funds, it became too evaluated and lost its purpose. Pursuant to KIE (2009), the curriculum material and execution were too academic and exam-oriented. Numerous institutions suffered with overburdened curriculum, insufficient tools, and a lack of qualified instructors who could teach real-world abilities. Math and language skills were not properly upheld. Peterson and Peterson (2006) emphasize the importance of outstanding teachers in achieving excellent educational achievement and reforming education.

Instructors must be able to communicate with learners, establish reasonable standards, and use suitable educational resources (Zeiger, 2008). According to Kate (2002), youngsters require a variety of readily accessible educational materials to build arithmetic abilities, which will allow them to study practically in the future. Instructors' opinions and attitudes are vital when providing instruction and have an impact on students' outcomes (Egged and Sakha, 2000). The supply of advising services, the establishment of possibilities for employee growth, and the utilization of high-quality resources in the learning-teaching context are all guaranteed by the schooling technique's quality control.

Quality assurance professionals oversee and monitor Kenya's kindergarten curriculum to ensure that standards of excellence are maintained. At local scale, the identical situation is under the chief instructors' control. The Ministry of Education's QASO officials are experts in maintaining the standard of instruction in kindergartens. In accordance with (Ajuoga et al., 2000), the quality assurance department is required to

oversee the execution of the curriculum at institutions and make sure that instructors are effectively doing their jobs. In accordance with Gongera et al. (2013), the officers offer external assessments of the curriculum's effectiveness in various educational institutions. The Competency-Based Program was developed to close the knowledge and shortages in skills. The ministry proceeded to prepare the 2015 Kenyan education reforms in response to concerns that the education system needed to be realigned with the goals established in Vision 2030 and the 2010 Constitution. Its main proposals were the creation of a new curriculum for the curriculum, a national system for administering national evaluations, the discovery and development of ability at a young age, and the integration of national values and cohesiveness into education and instruction in the educational setting. Furthermore, the three routes at the higher-up levels of education were given access under the new syllabus.

### **2.1.3 Resource Mobilization Practices and CBC Implementation**

Implementation of CBC represents a fundamental shift in educational paradigms, emphasizing learner-centered approaches. The proper implementation of CBC depends greatly on effective resources mobilization practices across global, regional, and local levels. This comprehensive exploration delves into the intricate dynamics of resource mobilization and its profound influence on CBC implementation, drawing insights from diverse perspectives and scholarly research. The global setting is a crucial factor in influencing the resource mobilization landscape for CBC implementation.

International organizations, such as UNESCO, contribute significantly to global efforts by providing financial and technical support to countries undergoing educational reforms. UNESCO's commitment to reshaping education systems aligns with the principles of CBC, emphasizing the importance of global collaboration (UNESCO, 2018).

Moreover, the Global Partnership for Education (GPE) stands out as a key player in global resource mobilization for CBC implementation. Through its funding mechanisms and policy advocacy, GPE works towards enhancing educational quality in poor nations, aligning with the principles of competency-based approaches (GPE, 2020). These global initiatives serve as crucial catalysts for the development of curriculum materials, educator development programs, and the establishment of necessary infrastructure in public primary institutions, laying the groundwork for successful CBC implementation on a broader scale. Regionally, collaboration between national education authorities and regional organizations is paramount for effective resource mobilization.

Regional bodies, such as the African Union, actively promote CBC as part of broader education frameworks. For example, Agenda 2063 emphasizes competency-based education, illustrating the commitment of regional entities to shaping the educational landscape (African Union, 2015). These regional initiatives facilitate the sharing of best practices, coordination of efforts, and the creation of consistent CBC implementation strategies. As countries pool their resources and expertise, regional dynamics contribute significantly to the success of CBC implementation. Regional collaboration is fundamental to the successful implementation of CBC in public primary schools.

Regional organizations and bodies play a crucial role in coordinating efforts, disseminating best practices, and ensuring consistency in CBC implementation strategies. The African Union, for instance, has actively promoted CBC as part of its Agenda 2063 framework for education, showcasing a commitment to regional development (African Union, 2015). The sharing of resources and expertise among countries within a region becomes particularly significant. Regional initiatives contribute to the establishment of common standards, learning materials, and teacher

training programs, providing a framework for successful CBC implementation. By pooling their resources, countries in a region create a supportive environment for one another, fostering a collaborative approach to educational reform. While regional collaboration holds immense potential, it is not without its challenges. Inconsistencies in funding allocation, differences in educational policies, and varying levels of commitment among regional members can pose obstacles to effective resource mobilization. Addressing these challenges requires a nuanced understanding of regional dynamics and a commitment to overcoming barriers to collaboration. Research by Johnson and Smith (2022) underscores the need for transparent communication and coordinated efforts among regional stakeholders.

Regional bodies must work towards creating a shared vision for CBC implementation, aligning the goals of individual countries with broader regional aspirations. Additionally, establishing mechanisms for equitable resource distribution and mutual support can mitigate challenges associated with resource mobilization. To overcome resource mobilization challenges, regional entities can explore innovative strategies. One such strategy involves establishing regional funding mechanisms dedicated to CBC implementation. These mechanisms can provide a sustainable and predictable source of funding, ensuring that countries within the region have access to the financial resources required for successful CBC implementation.

Furthermore, the development of regional collaboration with foreign groups and funding organizations can improve the resource mobilization capacity of a region. Collaborative efforts can lead to the sharing of expertise, knowledge, and financial support, strengthening the collective resolve to implement CBC effectively. Research by Brown and Garcia (2021) highlights successful regional partnerships as a key factor in resource mobilization for educational reforms.

At the local level, the success of CBC implementation hinges on the resource mobilization practices of individual schools and education authorities. Adequate funding, teacher training, and the provision of learning materials are critical components that require attention. A study by Muthoni et al. (2021) sheds light on the difficulties confronting institutions in resource-constrained environments, emphasizing the need for targeted interventions to ensure equitable access to resources. Local resource mobilization also involves community engagement and partnerships. Schools that actively involve parents, local businesses, and community organizations in supporting CBC implementation tend to experience enhanced success (Okumu, 2019). This cooperative method cultivates a feeling of joint responsibility for education, ensuring that resources are mobilized not only from formal channels but also through community contributions.

Despite the potential benefits of resource mobilization practices, challenges persist at all levels of CBC implementation. Inconsistent funding, limited access to educational materials, and inadequate teacher training are common issues faced by public primary schools globally. To address these challenges, there is a need for improved coordination between global, regional, and local stakeholders. Furthermore, the implications of resource mobilization extend beyond the provision of tangible resources. Effective resource mobilization practices contribute to the creation of a conducive learning environment, enhanced teacher morale, and increased community involvement. Conversely, inadequacies in resource mobilization may result in disparities in educational quality, hindering the realization of the transformative potential of CBC.

#### **2.1.4 Resource Allocation Practices and CBC Implementation**

For every institution, notably schools, suitable assets are needed for excellent results. Research indicates that instructional materials have a big influence on how well students

succeed. Appropriate instructional assets are essential, as stressed by Kalundu (2002) and Marugu (2008), although Orodho (1996) pointed out that greater outcomes are achieved when resources are available and used. According to Orpwood (2001), well-utilized resources make learning easier. Although there are a few investigations on the usage of resources in elementary institutions, particularly in Gatundu North District, instructor skills and credentials also have an impact on productivity.

Fabunmi (1997) emphasized the significance of educators' effective use of assets by identifying learners, employees, amenities, and funds as the main assets. Managing time and physical amenities are also essential. Since qualified educators are more efficient, Abagi and Odipo (1997) urged the authorities to hire competent personnel to alleviate the instructor shortages, particularly in high student-teacher ratio institutions. Pritchett (2003) discovered that while lower student-teacher ratios decrease dropout and repeat rates, better instructor incomes increase achievement on tests via incentive. For affordability, the legislature ought to relocate instructors from overcrowded districts to understaffed areas. In addition to personnel, training hours, supplies, and physical spaces are essential components of an efficient educational and learning environment.

According to Eshiwani (1986), learning resources span from manuals to real-life items and mediums, facilitating seamless learning at various levels. His research, which examined educational assets in eastern and central Africa, discovered that media outlets, radio, and curriculum all have a big influence on students' educational results. To improve achievement in school, these resources must thus be used to their fullest potential. In research on the variables influencing scientific accomplishment at the secondary institutions in Kenya, Orodho (1996) found that making efficient use of methods of instruction including educational materials, lab gear, and other equipment consistently resulted in higher exam results.

Nevertheless, he did not consider the influence of tools along with additional educational assets in elementary institutions. Therefore, the present investigation attempted to quantify the accessibility of instructional and material assets in educational institutions, as well as the way they are used to improve productivity. Most research on educational curriculum stress the significance of instructional resources in ensuring high-quality instruction. More study is required in Kenya to determine how these resources influence learning results. The present investigation looked at the efficacy of teaching materials.

According to Abagi and Odipo (1997), the 8.4.4 system requires primary institutions to provide twenty-five hours of teacher-pupil interaction every working day for levels 4 through 8 as well as 20 hours for classes 1 to 3. Effective time management promotes syllabus completion on schedule, while extracurricular pursuits such as conferences and breaks sometimes waste time, particularly in rural locations. Institutions ought to handle their timetables more efficiently. Fisher et al. (2002) investigated structuring instruction beyond the classroom, promoting studies at home. Nevertheless, limited resources make this difficult in rural Africa, where youngsters frequently help their family rather than study and have restricted availability of energy sources to study at home. Timothy's (2003) research on educational results and expenses shows a constant relationship between the educational results of pupils and the span of time they can devote for studying.

Learners often understand more when instructors dedicate a longer period to instruction. In accordance with him, the proportion of classroom hours allotted to each topic, the standard duration of the instructional year in hours, and the sum of time wasted due to closures of schools, test branding, instructor and pupil absences, and other disruptions influence how many hours are allotted for studying.

The period of time may also be jeopardized by the amount of time allotted for administering and grading exams, as well as when instructors neglect to present new material because of learning absences. Cutting the number of learners is an expensive but efficient strategy to extend learning time. Fewer classrooms will enhance teacher/pupil interaction hours. Although this may raise unit prices, productivity may eventually be affected. To evaluate the existing student-teacher ratio in elementary schools and its effects on instruction and administration in the classroom, more study is required. The physical infrastructure of schools is essential to establishing a positive the educational setting.

In the words of Mungai (2010), the absence of proper infrastructure in Kandara Division's institutions resulted in overcrowding in classrooms and a shortage of restrooms, which affected pupil achievement and fatigue. Nevertheless, the investigation did not look at how resource consumption affects internal performance. Wanderi (2011) identified comparable difficulties in Thika West District, including a lack of science supplies and congestion, which hampered student performance. She advocated for additional federal funds to tackle these challenges. In a comparable investigation, Abagi and Odipo (1997) discovered that Kenyan schools do not have adequate physical amenities. The surroundings were decrepit, and the educational facilities needed some updating.

Training requires an instructional environment. Learners cannot study effectively in schools that are leaky and congested. Order reigns supreme at schools that have sufficient and well-maintained equipment and favorable atmospheres for learning, which reflects positive academic results. A sufficient supply with effective use of physical infrastructure would meet students' demands in institutions. The preceding evaluation demonstrates the value of educational materials within the classroom

offering services. The instructor traits the supply of physical amenities, efficiency in time management, and sufficient supply along with proper implementation of instructional materials have been identified as key factors influencing student achievement in elementary learning institutions and therefore must be utilized effectively for top-notch educational delivery.

### **2.1.5 Resource Utilization Practices and CBC Implementation**

Eshiwani (1996) highlighted that the coverage, quality, and effectiveness of education depend on both the level and use of resources. Various studies, both local and international, reveal inefficiencies in resource utilization in education due to factors such as adequate teaching staff, resource management, educational policies, and teacher support from the Ministry of Education (MoE). Mungai (2010) found that primary schools in Kenya are understaffed, with teachers handling up to 40 lessons, leaving little time for essential tasks like marking, lesson planning, and creating teaching aids. She recommended hiring more teachers to address the staffing shortage caused by the increase in pupil enrolment from free primary education.

Eshiwani (1996) also highlighted that a significant portion of the teaching workforce was untrained and recommended increased government investment in teacher training. Abagi and Odipo (1997) observed a teacher-pupil ratio of 40:1, suggesting efficiency in the system, but slum schools had a ratio of 60:1, reducing teachers' ability to give individual attention. They proposed double shifts, with some pupils attending in the morning and others in the afternoon, to improve access without compromising quality. To prevent quality from being compromised by increased access, the government needs to hire more teachers. Adayela (2000) emphasized the importance of efficient management of school facilities and resources, stating that school administrations must handle resources effectively, and teachers should be trained in resource management.

Mogeni (2005) found that few Kiswahili teachers in Transmara district had post-training sensitization on using instructional resources, despite recognizing their importance. He recommended that the Ministry of Education (MoE) regularly assess schools for resource availability, condition, and use. Similarly, Mungai (2010) noted that many teachers lacked management skills, especially for projected resources, and recommended regular in-service training on resource management. Abagai and Odipo (1997) highlighted time wastage in schools, leading to inefficiency, and suggested better time management to ensure timely syllabus completion. Effective resource management is necessary to achieve educational goals, with MoE policies guiding school operations to streamline learning processes.

Abagai and Odipo (1997) identified poor policies on resource allocation and distribution as a key issue in Kenya's education system, leading to inequalities in resource provision. They noted that while most of the budget went to teacher salaries, essential areas like learning materials were neglected. The study recommended clear policies to ensure that resource allocation reaches marginalized areas. Additionally, as knowledge and technology evolve, teaching methods should adapt accordingly. Teacher support services in Kenya, provided by bodies like KICD and TAC centers, are meant to assist with these changes. However, Ayot (1992) noted that TAC centers have been ineffective due to a lack of funds for materials and transport. The study highlighted the need for better funding to improve the effectiveness of teacher support services and ensure teachers stay updated on educational innovations.

#### **2.1.6 Resource Record-keeping Practices and CBC Implementation**

Educational records are official documents that include important details on the behavior, academic standing, and happenings in the school. For reference, administrators, instructors, professionals, and office staff keep these data up to date.

A few instances include student report sheets, visitor books, staff record books, logbooks, and attendance registers (Nwiyi, 2019). Maintaining accurate records of learners' academic achievement and activities at school is essential for long-term planning and management. These records serve as a basis for professional assistance, aid in evaluating progress of learners, and highlight strengths and shortcomings. To maintain efficient operations, administrators in schools in Nigeria are required under the country's national education policy to maintain accurate records (Amadi, 2014).

Non-statutory files are those that are not needed by law but are nevertheless essential to the functioning of schools; statutory records are those that are mandated by education legislation (Nigerian Educational Research and Development Council, 2004). Each institution is required to keep and submit statutory documents, such as accounting documents, records of attendance, and admissions records, upon request from the appropriate authorities. Records that are not required by law, such as staff minute books and discipline books, are kept for internal use only (Amie-Ogan & Tagbo, 2020). For effective leadership to help with goal-setting, tracking, and planning, academic records are essential. For records to hold value, they must be genuine, all-inclusive, attainable, and safe. Maintaining accurate records requires methodical control over how they are handled, stored, and safeguarded.

A primary school, which lasts six years and is offered to students aged six to twelve, is the starting point of formal schooling, pursuant to the National Policy on Education (2013). President Olusegun Obasanjo's Universal Basic Education (UBE) initiative, which was launched on September 30, 1999, makes primary education in Nigeria free and mandatory. Its primary goals are to equip kids for life and make it possible for those who have a strong foundation to continue on to secondary school. According to Amadi (2014), basic school serves as the cornerstone for higher learning, underscoring the need

of achieving good academic standards at this level. Parents and teachers may better address their children's learning requirements by using performance records, which offer insights into the advancement of the learners. In addition to guaranteeing accountability, records of attendance are shared with parents, providing insightful data on their children's development and assisting in identifying problems when performance is subpar. Ibara (2010) says that transparency is impractical without documentation, since they are crucial for high-quality work, task achievement, and quantifiable outcomes. School documents are defined by Ololube (2013) as any written materials—including reports, letters, memoranda, and journals—that provide important details regarding the operations of the school.

Both urban and rural schools kept important records such admission registers, attendance registers, staff minutes books, and educational records, according to Uzoho's (2006) study on record-keeping habits among secondary school administrators in the Umuahia Education Zone, Abia State. Book-keeping procedures include administrators assigning senior teachers daily administrative record chores, documenting events as they happen, making sure record materials are accurately disposed of, and double-checking every detail before signing. Uzoho's (2006) study indicated little distinction comparing urban as well as rural teachers' perspectives on record-keeping methods in secondary institutions in the Umuahia Education Zone.

The aforementioned research underscores the significance of school administrators in upholding efficient record-keeping practices, which furnish crucial data to educators, parents, employers, and students. Although there is little research on school record-keeping, the present study emphasizes how crucial it is to children' academic success and calls on school administration to preserve accurate records.

### **2.1.7 Resource Monitoring/Evaluation Practices and CBC Implementation**

Ballard et al. (2010) state that by employing objective data, monitoring and evaluation assist program developers in making defensible choices about program administration, service provision, and efficacy. While assessment looks at whether the program's goals, outputs, results, and impact are met, monitoring is the continuous gathering of data to evaluate resource usage and progress. To guarantee that project investments are profitable, investors and stakeholders frequently demand this procedure. According to Williams (2000), monitoring provides preliminary information into the possibility of attaining intended results and permits required modifications by informing executives and stakeholders about progress and budget use (Iranna, 2009).

As a component of the assessment process as a whole, monitoring is essential to evaluation. In its purest form, evaluation is the methodical, objective appraisal of a project, program, or policy with an emphasis on its conception, implementation, and outcomes. The purpose is to offer current information into the general advancements made toward the initial goals as well as the relevance, efficacy, efficiency, effect, and long-term viability of initiatives. The OECD (2009) states that teachers, school administrators, quality assurance organizations, and educational authorities all share accountability for monitoring and evaluating instruction. In order to gauge student involvement and learning, important activities that are tracked include instructors' preparatory materials, enrollment, reporting schedules, and student responses to lessons.

The efficacy of instruction, feedback systems, leadership positions, parental participation, and curricular experiences are among the other topics assessed. The rising concern regarding excellent schooling has led to greater attention on monitoring, assessment, oversight, and advancement of school instruction globally. Since basic schooling is widely recognized in numerous industrialized countries like the US and the

UK, there is a larger focus on institution monitoring and self-assess than on governmental control. Researchers have documented a variety of approaches, ranging from internal evaluations in locations such as Victoria, Australia, to an emphasis on external examinations in England (Gurr et al., 2004; Kennedy and Lee, 2008). This change is in line with movements toward greater instructional independence, academic decentralized management, and a concentration on counseling and service delivery (Yang and Guo, 2005).

Four trends regarding educational supervision were noted by Glickman and Kanawati (1998): a movement from individualized to group focus; a change from inspection to development facilitation; a change from micro to macro conceptions; and the promotion of community both inside and outside of the institution. Techniques for tracking and assessing teachers have their roots in Western Australia, where continuing education for teachers was scarce until the 1950s. It started to grow by the 1970s, and by the 1980s, a rationalization phase had developed, highlighting the fact that classroom modifications are a key component of successful professional growth. Since then, initiatives to enhance education have included the implementation of competence frameworks, standards for educators, and the conversion of educational institutions into educational institutions (Fullan, 2001).

The Ministry of Science, Technology, and Education in Kenya is in charge of managing the educational system. Inspection-based supervision has long been a vital tool for assessing the caliber of education. Education in Kenya is based on "the inculcation of high-quality instruction" (Republic of Kenya, 1999), which is evaluated in accordance with strict guidelines. The availability of skilled and driven educators, a supportive atmosphere for teaching and learning, a suitable curriculum, sufficient facilities, and assessment instruments are important factors that determine the quality of education.

In Kenya, the responsibility for overseeing the educational system falls on the Ministry of Science, Technology, and Education. For many years, inspection-based supervision has been a crucial instrument for evaluating the quality of education. In Kenya, the foundation of education is "the inculcation of high-quality instruction" (Republic of Kenya, 1999), and assessments are conducted in compliance with stringent regulations. The availability of motivated and talented teachers, a welcoming environment for instruction, an appropriate curriculum, enough facilities, and tools for evaluation are all crucial elements that affect the overall standard of education.

In order to create educational initiatives, evaluate their successes, and increase their efficacy, monitoring and evaluation (M&E) are essential (Ainscow et al., 2016). They play a crucial role in assessing how successfully training initiatives accomplish their goals and benefit the intended audience (Disha, 2017). In addition to enhancing the quality of instruction for both students and instructors, data gathered through M&E also encourages the creation of fresh concrete information at the instructional level (Seashore Louis & Lee, 2016). Implementing managerial technologies can contribute to modifications in conduct and inventive solutions to troublesome situations by allowing for adaptations and modifications that generate novel educational experiences (Fullan, 2016).

Unfortunately, this feature is now absent from many institutions of learning. Enhancing instructors' educational skills—which are gained via the observation and evaluation of intervention programs—requires the implementation of capacity-building activities. The efficacy of educators is enhanced when all stakeholders are involved in building capacity activities, however these programs are frequently restricted to public elementary schools in Nairobi County. Efficient paperwork, keeping records, and knowledge tracking enable prompt retrieval, resulting in the required modifications to

the learning process. To accomplish the goals and yield favorable outcomes, this calls for a significant investment of time, energy, and effort (Philpott & Oates, 2017). As demonstrated by Ho and Lee (2016), cooperative efforts between educators and other important education sector players can result in beneficial results. Developing the capacity of stakeholders in M&E is especially important for initiatives that promote reading and numeracy. The efficacy of programs designed to improve teachers' comprehension and competency during refresher and in-service training has drawn criticism (Jepketer, Kisilu & Kyalo, 2015). Teacher capacity building strongly effects student achievement, as the standard of education relies greatly on instructors' educational abilities, knowledge, and methodologies obtained via these educational possibilities.

By taking part in these workshops, educators can gain knowledge and perspectives that support the growth of their students' character and flexibility in their teaching methods (Camburn & Han, 2016). Educational institutions frequently struggle with creating stakeholder capacity, especially when it comes to staff training. Nzweke, Olandenjo, and Emoh (2015) discovered a robust association between management and analysis of information in the effective implementation of training for teachers. By creating knowledge via activities, interaction with others, and experience, a framework for instructional capacity as an educational method empowers people to make informed decisions (Marsh & Farrell, 2015).

Learner achievements have improved once monitoring and assessment were included to literacy and numeracy programs as a means of increasing capacity (Ouko, 2015). The current study was necessary since earlier research did not discuss how much stakeholder capacity development influences math and language performance. This study looks at how the success of math and reading programs in public elementary schools in Nairobi

County, Kenya, is affected by the development of stakeholder capacity. H0: Stakeholder capacity building has no discernible impact on literacy and numeracy performance was the hypothesis that was put to the test. The findings showed a statistically significant correlation between program success and stakeholder capacity building.

## **2.2 Theoretical Literature Review**

The study was guided by two theories. Resource-based theory anchored the independent variable theme of the study which is headteachers' resource management practices while the curriculum implementation theory anchored the dependent variable theme of the study which is the competency-based curriculum implementation.

### **2.2.1 The Resource-Based Theory**

Penrose (2009) presented Resource-Based Theory (RBT), which centers on productive possibilities, diversification methods, and efficient resource management in organizations. It served as an anchor for the study's independent variable topic, which looks at chief instructors' resource management techniques. According to Penrose, a company is a well-coordinated collection of resources that work toward achieving its objectives and strategic conduct. This hypothesis suggests that headteachers' methods for managing resources greatly impact the implementation of the Competency-Based Curriculum (CBC) and can provide institutions with a competitive edge.

RBT is predicated on two main tenets: first, companies have different resource bundles, which produce different competitive benefits (Helfat & Peteraf, 2003). Businesses are able to carry out particular tasks more successfully because to this variety of resources. Second, resource immobility—a term used to describe the enduring inequalities in resources—is caused by the complexity of resource trade across enterprises.

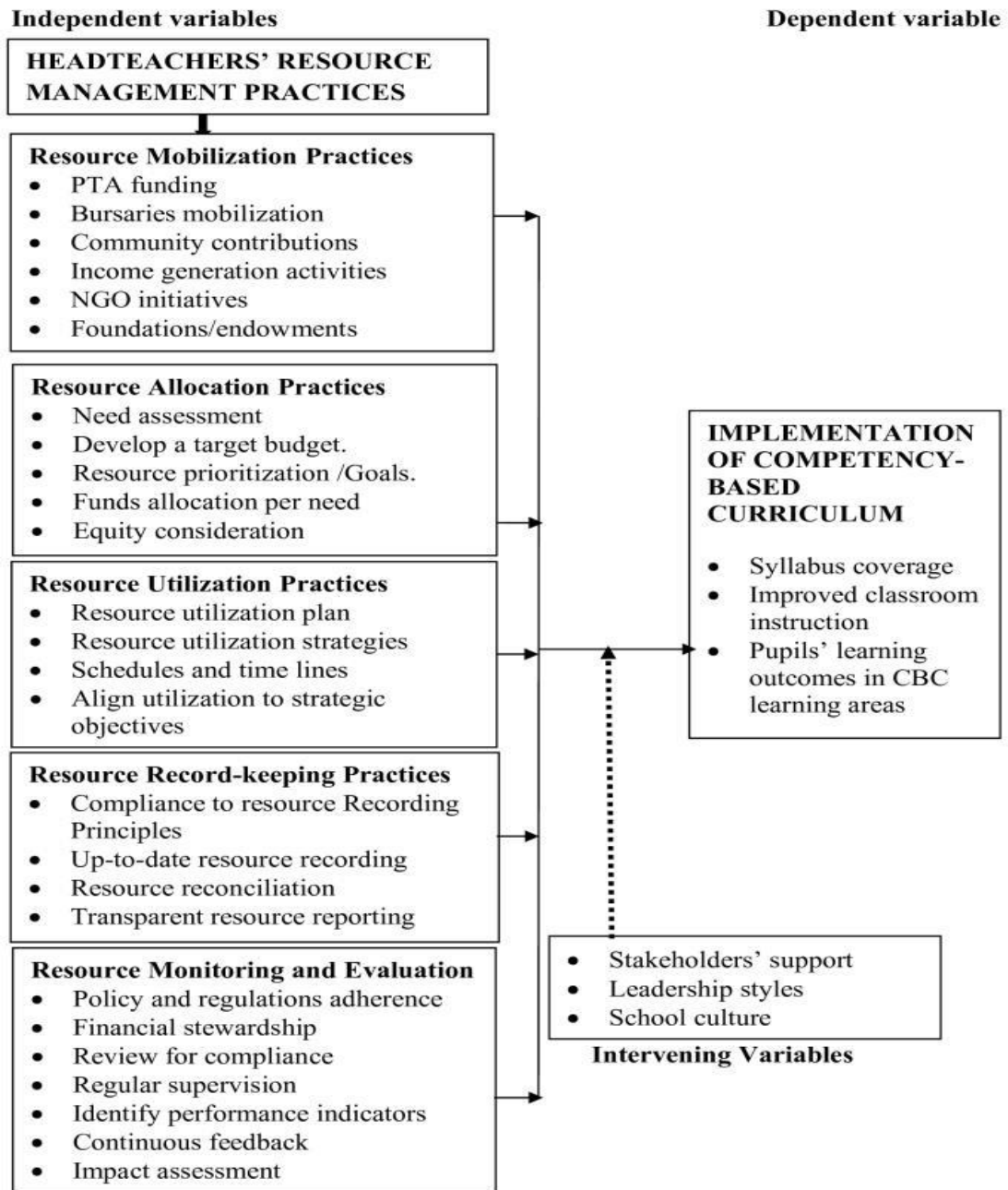
### **2.2.2 The Curriculum Implementation Theory**

The curriculum implementation theory developed by Gross (1971), which stresses the importance of teaching capacity, clarity, awareness, support from administration, and both educator and pupil mindsets, provided the foundation for the investigation's dependent variable topic. In the words of Gross, in order for instructors to properly execute the system, they need to be informed about modifications to the curriculum. Furthermore, Baumert et al. (2010) contended that teachers' subject-matter expertise has a major impact on how well students learn and how classes are run.

Given that this inquiry focuses on curricular implementation, this idea is pertinent. Adopting this approach suggests that highly qualified instructors with solid subject-matter expertise are necessary to ensure that educators are prepared to administer a CBC. Consequently, the theory will assist evaluate teacher preparation in expertise, technical abilities, and mindsets for CBC implementation, which fosters student cooperation and lifetime learning through the building of new understanding and competences.

### **2.3 The Conceptual Framework**

The conceptual framework focused on the resource management practices of headteachers, including resource mobilization, allocation, utilization, record-keeping, and monitoring and evaluation, which were considered the independent variables. The dependent variable was the implementation of a competency-based curriculum in public primary schools. Intervening variables comprised stakeholders' support, leadership styles, and school culture, as illustrated in Figure 1;



**Figure 1: The Conceptual Framework**  
**Source: Researcher (2025)**

## 2.4 Research Gaps

One significant challenge is the volatility of external funding sources. As highlighted by Smith and Johnson (2019), organizations often rely on a combination of public funding, grants, and donations. Another challenge in financial mobilization practices is the competition for limited resources. A significant challenge in implementing the Competency-Based Curriculum (CBC) in Kenya is the inadequate mobilization of

resources, which hampers the provision of essential teaching materials, infrastructure, and training for educators (Muthengi, 2023). Headteachers in Loitoktok Sub-county may not be managing resources effectively, which significantly hinders the successful implementation of the Competency-Based Curriculum (CBC). This mismanagement results in a shortage of necessary educational materials and poor school facilities. This issue is specifically discussed in the context of how headteachers' resource management practices influence the implementation of the CBC in public primary schools within that region, as outlined in the study by Muthoni (2022).

Challenges in resource record keeping, which affect the implementation of the CBC in public primary schools in Loitoktok Sub-county include the lack of proper documentation processes, insufficient training for headteachers on effective record-keeping practices, frequent loss or misplacement of records, and the absence of standardized systems for tracking and managing resources (Ondiek, 2021). In Loitoktok Sub-county, implementation of the Competency-Based Curriculum (CBC) in public primary schools faces several challenges with resource monitoring and evaluation.

These include the absence of standardized monitoring systems, which hampers effective tracking of resource utilization and its alignment with educational goals. Furthermore, inadequate training for educators on monitoring practices specific to the CBC results in limited oversight capabilities. Disparities in resource allocation among schools exacerbate these challenges, leading to inconsistencies in monitoring capabilities and outcomes. Issues with data management and feedback mechanisms further hinder the ability to gather and utilize insights for optimizing resource allocation and adapting implementation strategies. These challenges collectively impede efficient resource management and may affect the overall success of CBC implementation in the region (Tsai et al., 2020)

## **2.5 Summary of Literature Review**

In summary, the literature underscores the pivotal role of headteachers in resource management practices for the successful implementation of the Competency-Based Curriculum in public primary schools. Effective allocation of financial resources, human resource management, infrastructure considerations, and collaboration with stakeholders emerge as critical factors influencing the outcomes of CBC implementation. The cited research provides a comprehensive foundation for understanding the complexities and considerations involved in headteachers' resource management practices in the context of the CBC.



Mount Kenya University

## **CHAPTER THREE**

### **RESEARCH METHODOLOGY**

#### **3.0 Introduction**

This chapter outlines the research methodology employed in conducting the study. It covers aspects such as the research design, study location, target population, sampling techniques and procedures, research instruments, piloting of instruments, methods for ensuring validity, reliability, credibility, and dependability, as well as the procedures for data collection and analysis, along with ethical considerations.

#### **3.1 Research Methodology**

A mixed methodology, that is, both quantitative and qualitative methodologies was utilized in this study. This strategy was suitable since the research gathered and examined both quantitative and qualitative data in one investigation. The power of both quantitative and qualitative methodologies will be used by the researcher in this study to support one another. Creswell (2014) states that a quantitative approach involves the researcher posing targeted questions to a large number of participants in order to get quantifiable data. In this instance, questionnaires were used to gather data. Simultaneously, the perspectives of the participants were relied upon to gather qualitative data, which mostly consisted of participant words. In this instance, interview schedules were used to gather data.

#### **3.2 Research Design**

The study utilized a concurrent triangulation design, which is defined as a single-phase methodology that employed both quantitative and qualitative techniques simultaneously, giving equal weight to each. This approach was suitable as it produced strong and reliable results, ensuring that there is no overlap between participants filling out questionnaires and those participating in interviews.

Generally, this method involves the simultaneous yet separate collection and analysis of quantitative and qualitative data, providing a thorough understanding of the research topic (Creswell, 2014). The researcher merged the two data sets through triangulation. This design was useful for the research as it allowed for the collection of both data types. It involved the acquisition of quantitative data that could be arranged numerically along a spectrum. This strategy aided in gathering data that depicts events, which were subsequently organized, tabulated and visually represented through tables to improve the understanding of data distribution. Furthermore, it included comprehensive narrative descriptions of a select number of cases.

### **3.3 Location of Study**

The investigation was undertaken in Loitoktok Sub-county in Kajiado County, located in the southern part of Kenya. Kajiado County, characterized by its vast savannah grasslands and semi-arid climate, is home to diverse communities, primarily the Maasai people. Loitoktok Sub-county, one of the administrative units within Kajiado County, comprises a number of public primary schools that serve the educational needs of this predominantly pastoralist community. The choice of the location for this investigation is significant due to several factors. First, the region faces unique challenges in resource allocation and management within its education sector, influenced by both geographical and socio-economic conditions.

The semi-arid climate and remote nature of many schools in the area exacerbate difficulties in accessing educational resources, making it an ideal setting to explore the impact of headteachers' resource management endeavors on the implementation of the CBC. Secondly, Loitoktok Sub-county has been part of various governmental and non-governmental efforts to improve educational outcomes and infrastructure. This context provides a rich backdrop for examining how local educational leaders manage and

mobilize resources to implement new curriculum changes effectively. Lastly, the study's location in Loitoktok Sub-county allows for a focused investigation into the specific challenges and strategies employed by headteachers in a rural, resource-constrained setting. Understanding these dynamics can provide valuable insights and practical recommendations for similar contexts across Kenya and other regions facing comparable educational challenges.

### 3.4 Target Population

The target population included 31,914 respondents, comprising 89 headteachers, 734 primary school teachers, 89 BoM/PTA Chairs, 31,000 learners, and 2 County/Sub-county Auditors, as illustrated in Table 1:

**Table 1: Target Population of the Study**

<b>Respondents</b>	<b>Target Population</b>
Headteachers	89
Teachers	734
BoM/PTA Chairs	89
Learners	31, 000
County and <u>Sub-county</u> Auditors	2
<b>Total</b>	<b>31914</b>

**Source: Loitoktok Sub-county Education Office (2025)**

### 3.5 Sampling Procedures and Sample Size

The investigator employed Yamane's Algorithm for Sample Dimension Calculation to calculate the appropriate learner number of samples for this inquiry. The following is the procedure that was followed:

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

$N_0$  represents the expected sample dimension at a level of trust of 95%.  $N$  is a representative of the intended demographic, which represents 0.05 confidence level. As a result, the required quantity of samples may be determined using the formula below:

$$N_0 = \frac{31914}{1 + 31914(0.05)^2}$$

$$N_0 = 395 \text{ respondents}$$

Stratified sampling was employed to create three distinct strata based on the various zones within Loitoktok Sub County. This method ensured that the data collected is homogeneous, consistent, and accurately representative of the different zones. A 30% stratified random sampling technique will be utilized to select participants, which will include headteachers, teachers, Board of Management (BoM) chairs, learners, and County and Sub-county Auditors. According to Creswell (2014), this approach aims to thoroughly understand the variations in significant phenomena within the context while assessing evolving perspectives on the environment.

To mitigate bias, a selection of 9 headteachers, 60 teachers, 9 BoM/PTA chairs, and 53 learners were drawn from each zone through stratified random sampling. Conversely, all County and Sub-county Auditors will be purposefully selected for inclusion in the study. This approach realized a sample of 27 headteachers, 180 teachers, 27 BoM/PTA chairs, 159 learners, and 2 County/Sub-county Auditors, as detailed in Table 2;

**Table 2: Sampling Grid**

Categories	Target Population	Sample Size	Sampling Techniques
Headteachers	89	27	Stratified random sampling
Teachers	734	180	Stratified random sampling
BoM/PTA Chairs	89	27	Stratified random sampling
Learners	31000	159	Stratified random sampling
County and <u>Sub-county</u> Auditors	2	2	Purposive sampling
<b>Total</b>	<b>31914</b>	<b>395</b>	

**Source: Researcher (2025)**

### **3.6 Research Instruments**

The tools used to collect information on the specific research themes included a questionnaire for teachers, interview guides for headteachers, BoM/PTA Chairs, and County and Sub-county Auditors. Additionally, there was a focus group discussion guide for learners and a document analysis guide for the researcher.

#### **3.6.1 Questionnaire for Primary School Teachers**

Teachers filled out questionnaires with closed-ended questions so that the investigator can get quantitative information. This is due to the fact that a survey, as defined by Morse (2010), is a tool for study that consists of a set of inquiries together with other prompts to collect data from participants. It is frequently created with statistical analysis of the responses in mind. There were two components to the questionnaire. The demographic characteristics of the respondents were covered in the first portion and the study objectives were on the basis for the 5-point Likert Scale questions in the subsequent part.

#### **3.6.2 Interview Guide for the Headteachers, BoM/PTA Chairs and County/Sub-county Auditors**

The researcher used structured interview guides with both closed and open-ended questions to gather qualitative data from headteachers, as well as County and Sub-county Auditors, for this study. These planned interviews were essential for the investigation, as they provided the opportunity to ask follow-up questions and explore topics in more depth. The implementation of an interview is facilitated by a schedule for the interview. The interview was conducted more easily because the inquiries were previously planned in advance. It raised the possibility of gathering precise facts and figures. Preparation of the inquiries ahead of time ensures that they are focused and carefully planned, getting to the "heart of the matter" and guaranteeing precise or right

replies. Interview schedules can improve the validity and dependability of the data collected (Lindlof & Taylor, 2002).

### **3.6.3 Focus Group Discussion Guide for Learners**

Focus group discussions were organized with learners to collect qualitative insights aligned with the study's objectives. According to Creswell (2014), focus group discussions (FGDs) provide an effective platform for students to share their insights, experiences, and perceptions collectively, fostering a diverse range of viewpoints. This method is particularly advantageous as it encourages active participation and enables researchers to delve deeper into specific themes. Focus groups helped in identifying trends and commonalities among students regarding the adequacy and utilization of resources, as well as the effectiveness of the Competency-Based Curriculum (CBC). Consequently, this approach generates rich qualitative data essential for understanding educational practices. In this study, 27 groups were established based on the number of sampled schools, with each group consisting of at least 5 learners.

### **3.6.4 Document Analysis Guide for the Researcher**

In this research, the document analysis guide served as a primary data source to support the perspectives shared by various participants concerning the study's objectives. Specifically, the researcher analyzed school records to determine the degree to which primary school students exhibit varying levels of competency and the status of headteachers' resource management practices, including resource mobilization, allocation, utilization, and monitoring and evaluation (M&E).

### **3.7 Piloting of Research Instruments**

The pilot testing of the data collection tool occurred in Loitoktok Sub-county with forty participants, which accounted for ten percent of the 395 respondents from the primary study.

According to Kothari (2005), the test group should represent ten percent of the total sample size (10% of 395). The purpose of the test was to evaluate the clarity and relevance of the questions, the appropriateness of the information sought, and the language used in the tools. Additionally, the piloting data were used for pretesting to verify the reliability of the research instruments. The process also helped identify potential challenges, such as time management during data collection and interpreting the survey. Furthermore, the researcher conducted trial interviews to ensure that the questions were properly formulated and prompted the right kind of responses. This allowed the researcher to identify areas for improvement. Participants in the pilot study were not included in the official data collection process.

### **3.7.1 Validity**

To ensure the validity of the study tools, data triangulation was employed, gathering information through various methods to improve the internal validity of the tools. After each interview, the researcher transcribed the data and returned it to the participants for review. Peer debriefing was also used to ensure the accuracy of the results. Subject matter experts reviewed the data and raised questions about the process and findings. These professionals, with experience in school management, provided feedback that led to revisions in the research tools. The researcher also crafted statements aligned with the study's objectives to enhance the tools' statistical validity.

### **3.7.2 Reliability**

The reliability of the test items was evaluated using the test-retest method, which involved administering the test to participants on two separate occasions. The Cronbach Alpha method was used to calculate the reliability index for the two sets of scores. A Cronbach Alpha Coefficient close to 1 indicates high internal consistency among the test items.

In this study, a Cronbach Alpha Coefficient of  $r = 0.725$  was found, which is considered strong internal reliability and acceptable according to Kothari (2005), where any value between 0 and 1 reflects significant internal consistency.

### **3.7.3 Credibility**

To ensure the credibility of the research findings, the researcher used information triangulation through multiple analyses. The focus was on the quality rather than the quantity of data, as credibility is established by the reliability of the conclusions drawn (Kothari, 2005). According to Creswell (2014), credibility means ensuring that the study's results are trustworthy, prioritizing the quality over the quantity of the collected data.

### **3.7.4 Dependability**

To maintain dependability, the researcher documented every step of the qualitative data collection process, enabling future researchers to replicate the study and obtain similar results. Dependability, as described by Kothari (2005), ensures that the research outcomes are reliable and reproducible. The detailed documentation of the process helped the researcher understand the methods and their effectiveness.

## **3.8 Data Collection Procedures**

The researcher obtained an introductory letter from the School of Postgraduate Studies at Mount Kenya University, along with an Authorization Letter and Research Permit from the National Commission for Science, Technology, and Innovation. An authorization letter was also obtained from the County Commissioner and the County Director of Education in Kajiado. After these approvals, meetings were arranged with participants to distribute questionnaires and conduct interviews for data collection. A research assistant, who was trained for three days on the questionnaire's content, supported the administration of the questionnaires.

After completion, the questionnaires were securely stored for future analysis. At the same time, the researcher conducted interviews, focus group discussions, and document analysis to gather qualitative data.

### **3.9 Data Analysis Procedures**

The data analysis process began by identifying key themes. Relevant information was divided into phrases or sentences that conveyed a clear idea. Responses to closed-ended questions were coded and categorized systematically. Frequency counts were used to analyze trends and insights from the respondents. The qualitative data underwent thematic analysis, which was presented narratively according to the study's objectives. Quantitative data were analyzed descriptively using frequencies and percentages, and inferentially using linear regression analysis, with support from Statistical Packages for Social Science (SPSS Version 25). Correlation analysis helped evaluate the relationship between the independent and dependent variables. The quantitative results were displayed in tables.

### **3.10 Ethical Considerations**

Ethical issues in the research included clearly stating the study's objectives, obtaining informed consent, protecting participant anonymity, and other related concerns.

#### **3.10.1 Intellectual Ownership and Plagiarism**

To ensure the dissertation's originality, the researcher used the TURNITIN tool to check for plagiarism before each defense. The plagiarism index remained below 15%, including citations. If the plagiarism rate exceeded this threshold, the dissertation was revised and rechecked for originality. The final originality score was appended at the end of the thesis.

### **3.10.2 Confidentiality and Privacy**

The researcher ensured that any personal or private information provided by participants remained confidential. Participants were assured that their data would not be disclosed in any written or other forms of communication, and their information would only be used for the study's purposes.

### **3.10.3 Participants' Right to Privacy**

To address confidentiality concerns, the researcher made it clear in all surveys and interview guides that participants were not required to provide identifying information. Participants were informed that their personal details would be used solely for educational purposes to respect their privacy (Sanjari et al., 2014).

### **3.10.4 Anonymity**

Participants were assured that their identities would remain confidential and that no personal or identifying information would be disclosed in any report or communication.

### **3.10.5 Informed Consent**

The researcher explained the study's purpose and scope to participants, ensuring they understood what would happen during the data collection process. Participants were required to sign an informed consent form to participate knowingly.

### **3.10.6 Manner and Decorum**

Throughout the study, the researcher maintained professionalism by presenting and behaving appropriately during interactions with participants and adhering to social and research norms.

### **3.10.7 Freedom from Coercion**

The researcher ensured that no deceptive or unreasonable pressure was applied to participants, maintaining transparency about the study's purpose and not making misleading promises.

### **3.10.8 Storing Collected Data**

Data were stored in both physical and digital formats for easy access. Printed copies were securely stored after analysis, and digital copies were saved on devices such as CDs and flash drives.

### **3.10.9 Data Security**

To protect sensitive information, the researcher created a password-protected computer system to prevent unauthorized access to raw and processed data.



## CHAPTER FOUR

### RESEARCH FINDINGS AND DISCUSSIONS

#### 4.0 Introduction

This chapter outlines the study's findings. To enhance clarity and follow the research's timeline, it is structured around the four research questions the study aimed to address. However, the first section presents demographic details of the respondents, as this information may be useful in analyzing the data they provided.

#### 4.1 Response Rate

A total of 180 questionnaires were distributed to teachers, with 156 completed and returned. Additionally, the researcher conducted interviews with 21 headteachers, 21 BoM/PTA Chairs, and 2 County and Sub-county Auditors, along with focus group discussions involving 147 learners. The response rates are summarized in Table 3;

**Table 3: Response Rates**

<b>Respondents</b>	<b>Sampled Respondents</b>	<b>Those Who Participated</b>	<b>Achieved Return Rate (%)</b>
Headteachers	27	21	77.8
Teachers	180	156	97.5
BoM/PTA Chairs	27	21	77.8
County/ <u>Sub-county</u> Auditors	2	2	100.0
Learners	159	147	92.5
<b>Total</b>	<b>395</b>	<b>347</b>	<b>87.8</b>

**Source: Field Data (2025)**

Table 3 reveals that headteachers had a response rate of 77.8%, teachers had a response rate of 97.5%, and BoM/PTA Chairs also recorded a response rate of 77.8%. On the other hand, all County and Sub-county Auditors (100.0%) participated in the study. Learners had a response rate of 92.5%. This resulted in an overall average response rate of 87.8%, which aligns with Creswell's (2018) recommendation that a response rate

above 75.0% is sufficient. This information was crucial as it enabled the researcher to generalize the study results to the entire target population.

## 4.2 Respondents' Demographic Information

The research instruments gathered demographic details from the respondents, including gender and education level. This was important because these variables could impact their ability to provide reliable information relevant to the research objectives.

### 4.2.1 Gender of the Respondents

Data on the gender distribution of the respondents was collected, with the results displayed in Table 4:

**Table 4: Distribution of the Respondents by Gender**

Gender	HTRs		TRs		CSCAs		BoM/PTA Chairs		Learners	
	f	%	f	%	f	%	f	%	f	%
Male	16	76.2	51	32.7	1	50.0	17	81.0	115	78.2
Female	5	23.8	105	67.3	1	50.0	4	19.0	32	21.8
<b>Total</b>	<b>21</b>	<b>100</b>	<b>156</b>	<b>100</b>	<b>2</b>	<b>100</b>	<b>21</b>	<b>100</b>	<b>147</b>	<b>100</b>

**Key:** HTRs-Headteachers; TRs-Teachers; CSCAs-County/Sub-county Auditors

**Source:** Field Data (2025)

Table 4 indicates that a significant majority, 16 (76.2%), of the headteachers were male, while 5 (23.8%) were female. In contrast, most teachers, 105 (67.3%), were female, with male teachers making up 51 (32.7%). Similarly, the majority of the BoM/PTA Chairs were male, 17 (81.0%), with female Chairs accounting for 4 (19.0%). On the other hand, the distribution of County/Sub-county Auditors was balanced between genders. Among the learners, 115 (78.2%) were male, and 32 (21.8%) were female. These figures suggest that there was gender balance across all levels of the study, and the impact of headteachers' resource management practices on the implementation of the competency-based curriculum in primary schools is a matter of concern for both

male and female stakeholders. This indicates that gender can play a significant role in shaping perspectives and experiences, influencing how individuals perceive leadership practices and resource allocation. In educational settings, gender dynamics may affect the interactions between headteachers, teachers, and students, influencing the outcomes of CBC implementation. For example, female and male teachers might have different experiences and challenges related to the resources provided by headteachers, such as training, teaching materials, or classroom infrastructure. By considering gender, the study can identify whether there are gender-based disparities in resource distribution and utilization.

Additionally, gender can impact the leadership styles and decision-making processes of headteachers. Research shows that male and female leaders may approach resource management differently, which could influence their effectiveness in implementing CBC. Collecting gender data was key in enabling the researcher to examine whether headteachers' gender correlates with the success or challenges faced during CBC implementation. Finally, gender data enhances the study's inclusivity and helps ensure that findings are relevant to all stakeholders. Understanding gender-related factors can provide a more nuanced understanding of the influence of resource management practices on CBC implementation.

#### **4.2.2 Respondents' Level of Education**

The research tools also gathered data on the educational background of headteachers, teachers, and BoM/PTA Chairs. The findings are presented in Table 5;

**Table 5: Respondents' Level of Education**

Level of Education	Headteachers		Teachers		County/Sub-county Auditors		BoM/PTA Chairs	
	f	%	f	%	f	%	f	%
Certificate	2	9.5	48	30.8	0	0.0	5	22.8
Diploma	6	28.6	86	55.1	0	0.0	9	42.9
Bachelors' Degrees	9	42.9	17	10.9	1	50.0	2	9.5
Postgraduate	4	19.0	5	3.2	1	50.0	5	24.8
<b>Total</b>	<b>21</b>	<b>100.0</b>	<b>156</b>	<b>100.0</b>	<b>2</b>	<b>100.0</b>	<b>21</b>	<b>100.0</b>

**Source: Field Data (2025)**

Table 5 presents data on the educational qualifications of various school leaders. Among headteachers, 9 (42.9%) held Bachelor's Degrees, 6 (28.6%) had Diplomas, 4 (19.0%) possessed postgraduate qualifications, and 2 (9.5%) had certificate qualifications. For teachers, 86 (55.1%) had Diplomas, 48 (30.8%) held certificates, 17 (10.9%) had Bachelor's Degrees, and a small number, 5 (3.2%), had postgraduate qualifications. Meanwhile, the County/Sub-county Auditors both had a Bachelor's Degree and postgraduate qualifications, respectively. As for the BoM/PTA Chairs, 9 (42.9%) had Diplomas, 5 (22.8%) held certificates, 2 (9.5%) had Bachelor's Degrees, and 5 (24.8%) possessed postgraduate qualifications.

This data is important because the level of education is often linked to one's ability to understand complex concepts, such as curriculum changes and resource management. Headteachers with higher education may have a better grasp of the Competency-Based Curriculum (CBC), potentially influencing their decision-making and resource management approaches. Understanding the educational qualifications of respondents enables a deeper analysis of how this factor affects CBC implementation. Additionally, the educational level of headteachers could impact how effectively they manage

resources. Those with higher qualifications might be more adept at allocating resources and developing staff, both of which are crucial for successful CBC implementation. On the other hand, headteachers with lower educational qualifications may struggle to meet the demands of the new curriculum. Moreover, examining the educational levels helps identify trends in resource management across schools, providing insights into whether there is a significant connection between a headteacher's educational background and their CBC implementation success. This could inform future training and policy recommendations. Including educational level as a variable adds depth to the study, giving a clearer view of the factors that influence CBC implementation. Essentially, this information indicates that the respondents have the necessary educational qualifications, reinforcing the expectation that they were capable of addressing questions regarding the influence of headteachers' resource management practices on CBC implementation in primary schools.

#### **4.3 Status of CBC Implementation in Public Primary Schools**

The study aimed to evaluate the status of CBC implementation in public primary schools within Loitoktok Sub-county. This was assessed by examining records of students' demonstration of competencies in key learning areas aligned with the CBC rubrics, such as basic numeracy, language, creativity, and essential life and environmental skills. The results are presented in Table 6;

**Table 6: Status of Implementation of Competency-based Curriculum in Public Primary Schools**

Manifestation of Learning Competencies	Exceeding	Approaching	Below
	Expectations	Expectations	Expectations
	%	%	%
Learner competencies in number work skills such as number recognition, ordering and basic operations	31.3	17.9	50.8
Learners can undertake language tasks such as reading, writing and oral activities	29.5	20.5	50.0
Competencies in creativity activities such as drawing, coloring, etching, painting and pattern formation	45.5	25.9	28.6
Learners can undertake tasks in essential environmental or life activities	33.8	27.3	38.9

**Source: Field Data (2025)**

Table 6 reveals that just under a third (31.3%) of learners demonstrate basic numeracy skills such as number recognition, ordering, and basic operations that surpass expectations. Meanwhile, 17.9% are approaching expectations, and slightly more than half (50.8%) fall below expectations. In Table 8, it is shown that only 29.5% of learners excel in language skills such as reading, writing, and speaking, with 20.5% approaching expectations, and half (50.0%) displaying language skills below expectations. Additionally, Table 6 shows that 45.5% of primary school learners exhibit creativity skills like drawing, coloring, etching, painting, and pattern formation that exceed expectations. Meanwhile, 25.9% approach expectations, and 28.6% are below expectations.

Regarding essential environmental or life skills, slightly over a third (33.9%) of primary school learners can perform tasks related to environmental or life activities. 27.7% are approaching expectations, and 38.4% are below expectations. These findings align with the National Assessment System for Monitoring Learning Achievement (NASMLA)

(2020) report, which indicated that the implementation of CBC remains limited, with only 19.4% of learners in lower primary schools in Loitoktok Sub-county demonstrating improved literacy and communication skills, 11.9% showing competency in mathematics, and just 16.3% mastering essential life skills like team building and leadership. This suggests that despite efforts by various stakeholders to improve learning outcomes, the CBC implementation faces significant challenges, with many primary school learners still achieving low scores in crucial areas such as basic numeracy, language, creativity, and essential environmental or life skills.

#### **4.3.1 Thematic Analysis**

During interviews, headteachers, BoM/PTA Chairs, and County/Sub-county Auditors echoed the view that many teachers do not complete the syllabus on time, which contributes to the low learning outcomes in key CBC thematic areas. Headteacher H1 remarked:

*In my primary school, teachers rarely complete their syllabi on time. Sometimes, learners are rushed through the content just to cover the syllabus. This has hurt the learning outcomes of learners in public primary schools*

During focus group discussions with learners, the researcher found that many primary school learners struggle with basic number-related tasks, such as number recognition, counting, and basic operations like addition and subtraction. The researcher observed:

*The majority of the primary school learners recognize numbers from slabs, but they struggle with adding or subtracting with ease and cannot state the values of numbers*

Additionally, the researcher observed significant challenges in the ability of primary school learners to communicate fluently. Many learners struggled with reading, writing, pronouncing specific words, or even understanding word meanings. However, as noted by headteachers and teachers, the researcher found that many learners displayed strong creativity.

They could color shapes, form patterns, draw diagrams easily, and perform crayon etching with minimal difficulty. These observations, consistent with the quantitative findings, further highlight the low proficiency of learners in basic numeracy and language skills, although their creativity and innovation are more developed.

#### 4.4 Headteachers' Resource Mobilization Practices and Implementation of Competency-Based Curriculum in Public Primary Schools

The study aimed to explore how headteachers' resource mobilization practices affect the implementation of the competency-based curriculum in public primary schools. Descriptive data were collected from teachers, and the results are presented in Table 7;

**Table 7: Teachers' Views on the Influence of Resource Mobilization Practices on Implementation of Competency-based Curriculum in Public Primary Schools**

Test Items	Ratings				
	SA %	A %	U %	D %	SD %
In public primary schools, the headteachers rely on PTA funding to facilitate CBC implementation process	51.8	11.5	5.8	5.8	25.1
To supplement efforts by the government, headteachers always rely on bursaries to support CBC implementation	54.0	14.4	5.8	11.5	14.4
Headteachers rely on community contributions which has not improved CBC implementation	57.6	9.4	7.2	9.4	16.4
By engaging in alternative income-generating activities, headteachers have often raised enough resources to support CBC implementation	48.2	8.6	5.8	20.9	16.4
In public primary schools, the headteachers have depended on NGO initiatives and donations from foundations to raise funds for CBC implementation	66.5	11.3	3.3	5.4	13.5

**Source: Field Data (2025)**

Table 7 reveals that 80 (51.8%) of teachers strongly agreed that, in public primary schools, headteachers depend on PTA funding to support the CBC implementation, while 19 (11.5%) agreed, 10 (5.8%) were undecided, 10 (5.8%) disagreed, and 40

(25.1%) strongly disagreed. This suggests that PTAs play a crucial role in aiding the CBC implementation in Kenyan public primary schools. As Muthoni (2021) noted, PTAs are responsible for raising funds through events like fundraisers, community drives, and school contributions. These findings align with Muthoni's (2021) argument that the PTA is often the most accessible support for headteachers, especially in rural areas with limited government funding. However, this reliance has limitations. These findings also back Ochieng and Odhiambo's (2020) claim that while PTAs significantly contribute to school infrastructure and resources, the funds raised are often insufficient to meet the broader needs of CBC, particularly for teacher training, learning materials, and infrastructure.

The study also found that slightly more than half of the teachers (85, 54.0%) strongly agreed that headteachers consistently rely on bursaries to assist with CBC implementation, while 23 (14.4%) agreed. On the other hand, 10 (5.8%) were undecided, 18 (11.5%) disagreed, and 23 (14.4%) strongly disagreed. This shows that bursaries have long been a funding tool in Kenyan schools, mainly used to support disadvantaged students. Headteachers rely on bursaries to ensure students can access the necessary resources for the curriculum.

This finding aligns with Gikunda's (2020) research, which indicated that headteachers in public primary schools often request bursaries from government departments and local authorities to help finance parts of the curriculum, particularly for underprivileged students. However, bursaries, while helpful, are not a sustainable or comprehensive solution, as they are often small and may not cover all the costs required for effective CBC implementation. The study also found that 90 (57.6%) of teachers strongly agreed that headteachers rely on community contributions, but these have not improved CBC implementation, while 15 (9.4%) agreed.

In contrast, 12 (7.2%) were undecided, 15 (9.4%) disagreed, and 26 (16.4%) strongly disagreed. This highlights that community contributions are another important avenue for funding CBC implementation. Supporting research by Oketch and Lobo (2021) shows that in rural areas, where government support is often insufficient, communities are called upon to provide resources like building materials, volunteer labor, or financial contributions. Despite these efforts, however, these contributions have not notably improved CBC implementation in many schools.

The study also found that 76 (48.2%) of the teachers strongly agreed that headteachers often generate enough resources to support CBC implementation through alternative income-generating activities (IGAs), while 14 (8.6%) agreed, 10 (5.8%) were undecided, 33 (20.9%) disagreed, and 26 (16.4%) strongly disagreed. This finding supports Kihara and Ndirangu's (2022) research, which found that headteachers often engage in IGAs such as agricultural projects, selling school products, or leasing school facilities to generate additional income for educational needs. While IGAs can be a useful source of supplementary funding, their reliability is often uncertain due to fluctuating income, lack of management skills, and challenges in effectively managing the funds.

A majority of teachers, 104 (66.5%), strongly agreed that headteachers in public primary schools depend on NGO initiatives and donations from foundations to raise funds for CBC implementation, while only 18 (11.3%) agreed. At the same time, 6 (3.3%) were undecided, 9 (5.4%) disagreed, and 27 (13.5%) strongly disagreed. This indicates that NGOs and international foundations have played a role in supporting CBC implementation in Kenyan schools. Mutai and Gakuu (2019) similarly highlighted that many schools benefit from donations and projects led by NGOs aimed at enhancing education quality and supporting curriculum reforms, such as providing learning

materials, funding teacher training, and improving infrastructure. However, the impact of such initiatives is often limited by the short-term nature of many NGO projects and reliance on external funding, which may not be sustainable. In conclusion, these findings affirm that the implementation of CBC in Kenyan public primary schools depends heavily on various funding sources, including PTA contributions, bursaries, community contributions, income-generating activities, and donations from NGOs and foundations. While these funding mechanisms provide some assistance, they are often insufficient and unreliable for comprehensive CBC implementation.

#### **4.4.1 Inferential Analysis**

To assess the influence of headteachers' resource mobilization practices on CBC implementation in public primary schools, data were gathered from 21 headteachers of the sampled schools regarding their frequency of resource mobilization activities and the average competency levels of grade III learners in the 2023 national assessment. These were measured as follows: Below Expectations = 1, Approaching Expectations = 2, Meeting Expectations = 3, and Above Expectations = 4, as shown in Table 8:

**Table 8: How Often Headteachers Undertake Alternative Resource Mobilization Activities and Implementation of CBC Public Primary Schools**

<b>How Often Headteachers Undertake Alternative Resource Mobilization Activities</b>	<b>Levels of Competencies among Grade III Learners in 2023 National Assessments</b>
2	3
3	2
3	4
3	2
1	2
3	4
2	2
1	1
2	4
3	3
2	2
3	4
2	3
3	4
2	3
3	3
1	2
1	1
2	3
3	2
3	4

**Source: Field Data (2025)**

Table 8 demonstrates that headteachers, who frequently gather resources from various sources to support CBC activities, lead schools that experience a relatively enhanced CBC implementation process, as reflected in the competencies displayed by students in these schools. This indicates that headteachers' leadership extends beyond administrative duties to mobilizing resources from diverse sources, such as government allocations, donors, parent contributions, and partnerships with local organizations. These resources are vital for creating an enabling environment for CBC activities, which focus on developing learners' competencies rather than just academic knowledge. A headteacher's proactive involvement in resource mobilization significantly impacts

the quality of CBC implementation in their school. By frequently securing funding for infrastructural development, learning materials, and specialized training for teachers, headteachers facilitate an effective teaching and learning environment. For instance, they might ensure that classrooms are well-equipped with digital tools or interactive learning materials, which are essential for competency-based approaches. Furthermore, headteachers are instrumental in fostering a collaborative culture, where teachers are encouraged to share best practices, attend professional development workshops, and innovate in the classroom.

Evidence of improved CBC implementation can be observed through the competencies that learners manifest. In schools with headteachers who actively and frequently engage in resource mobilization, learners tend to demonstrate stronger problem-solving skills, critical thinking, and creativity, as these are key components of the CBC. The data in Table 8 were analyzed using Pearson's Product Moment Correlation, with the findings presented in Table 9:

**Table 9: Relationship between Headteachers' Resource Mobilization Practices and Implementation of Competency-based Curriculum in Public Primary Schools**

		Resource Mobilization Practices	Implementation of CBC
Resource Mobilization Practices	Pearson Correlation	1	.548*
	Sig. (2-tailed)		.025
	N	21	21
Implementation of CBC	Pearson Correlation	.548*	1
	Sig. (2-tailed)	.027	
	N	21	21

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

Table 9 presents the results of Pearson's Product Moment Correlation Analysis, which reveals a positive correlation between resource mobilization practices and the

implementation of the competency-based curriculum in public primary schools ( $r(21) = 0.548$ ,  $p = 0.027$  at  $\alpha = 0.05$ ). This suggests that resource mobilization practices have a statistically significant impact on the implementation of the competency-based curriculum, as reflected in low learning outcomes in national CBC assessments. This further implies that inadequate resource mobilization practices hinder the successful implementation of CBC, leading to poor learning outcomes as seen in national CBC assessments. Resources in this context encompass physical infrastructure, learning materials, teacher training, and financial support.

When these resources are not adequately mobilized, teachers struggle to effectively deliver competency-based lessons, which in turn affects student performance in assessments. For instance, lack of appropriate learning materials such as textbooks, teaching aids, and digital tools can impede teachers' ability to engage students in interactive learning, a cornerstone of the CBC framework. Similarly, insufficient teacher training on the principles of CBC and how to adapt to its methodologies can lead to a disconnect between curriculum objectives and classroom practice.

Without the necessary resources, the curriculum's intended outcomes of nurturing critical thinking, creativity, and practical skills are not achieved, manifesting in low student performance in national assessments. Furthermore, financial constraints in many public schools limit the possibility of investing in these resources, leading to a vicious cycle of underachievement. The impact of poor resource mobilization is thus clear, with schools unable to fully implement CBC as envisioned, resulting in statistically significant lower learning outcomes in assessments.

#### **4.4.2 Thematic Analysis**

During the interviews, the headteachers and BoM/PTA Chairs also posited that headteachers adopt a multiplicity of resource mobilization approaches to facilitate CBC implementation. Headteacher, H2, indicated;

*In my school, besides the government capitation, I rely on PTA funding, bursaries county and national governments, community contributions, alternative income-generating activities as well as NGO initiatives and donations from foundations to raise funds for CBC implementation.*

On their part, learners and the County and Sub-county Auditors stated that headteachers mobilize resources from different sources to bridge budget deficits occasioned by inadequate capitation from government. This has somehow helped implement CBC in many public primary schools. During FGDs with learners, they intimated that their parents are often required to pay some levies in the form of PTA and activities fees to help them learn different aspects under CBC.

Just like quantitative findings, these views further underscore the critical role of school heads in mobilizing resources to facilitate CBC implementation. As noted earlier, these findings affirm the fact that implementation of the CBC in public primary schools is heavily reliant on various funding mechanisms, including PTA contributions, bursaries, community contributions, income-generating activities, and donations from NGOs and foundations. While these sources of funding have provided some relief to headteachers in terms of facilitating curriculum delivery, they are insufficient and often unreliable.

#### **4.5 Headteachers' Resource Allocation Practices and Implementation of Competency-based Curriculum in Public Primary Schools**

The research aimed to evaluate the impact of headteachers' resource allocation practices on the implementation of the competency-based curriculum in public primary schools.

Descriptive data were gathered from teachers, organized, and summarized into key insights. The findings are presented in Table 10;

**Table 10: Teachers’ Views on the Influence of Headteachers’ Resource Allocation Practices on Implementation of Competency-based Curriculum in Public Primary Schools**

Test Items	Ratings				
	SA %	A %	U %	D %	SD %
Equity is frequently maintained when distributing resources among various CBC activities	41.1	13.6	7.2	26.6	11.5
In public primary schools, stakeholders consistently participate in the resource allocation process for CBC activities	50.4	14.4	5.8	20.1	9.3
Allocation of resources for CBC activities at public primary schools is typically determined by established priorities	48.2	6.5	4.3	14.4	26.6
When distributing resources for CBC activities, the needs and interests of learners are frequently prioritized	63.3	12.9	7.2	13.7	2.9
Headteachers consistently maintain transparency in the distribution of financial resources for various CBC activities	50.4	10.8	3.6	33.1	2.1

**Source: Field Data (2025)**

Table 10 illustrates that 65 teachers (41.1%) strongly agreed that equity is often maintained when distributing resources for various CBC activities, while 22 (13.6%) agreed, 12 (7.2%) were undecided, 42 (26.6%) disagreed, and 18 (11.5%) strongly disagreed. This suggests that one of the core principles of the CBC model is the fair distribution of resources. In this context, equity means ensuring that all schools, regardless of location or socio-economic conditions, have equal access to resources essential for effective CBC implementation. These results align with those of Kiboss et al. (2022), who found that equity is often upheld during the allocation of resources for CBC activities in public primary schools.

According to Kiboss, Ndirangu, and Nganga (2022), the goal is to provide all learners with the tools and opportunities they need to succeed, promoting inclusive education. Magoha (2021) states that government efforts and local education authorities have aimed to reduce disparities in access to learning materials, teacher training, and infrastructure, ensuring that no child is left behind because of their school's location or financial limitations. However, challenges remain in maintaining equity, as Kinyanjui (2023) highlights that rural and underserved areas still struggle to access modern teaching materials and specialized instructors. Despite these challenges, consistent efforts continue to ensure more equitable access, particularly through targeted interventions from both national and local stakeholders.

More than half of the teachers, 79 (50.4%), strongly agreed that stakeholders are consistently involved in the resource allocation process for CBC activities in public primary schools, while 23 (14.4%) agreed. However, 10 (5.8%) were undecided, 32 (20.1%) disagreed, and 15 (9.3%) strongly disagreed. This suggests that stakeholder participation is a crucial element in resource allocation for CBC activities. Key stakeholders, such as teachers, school administrators, parents, and local education authorities, play an active role in determining how resources are distributed. This participatory approach is vital in ensuring that resources meet the unique needs of each school and its learners.

These findings support the research by Wambua and Njiru (2020), which found that schools increasingly involve stakeholders in decision-making, leading to more responsive and contextually relevant resource allocation. Teachers, for example, are often consulted about the learning materials and professional development they need to implement CBC effectively. Additionally, the Ministry of Education (MoE) has established channels for stakeholder consultations to guide decisions on resource

distribution. Mugo and Wambui (2022) note that these participatory models ensure that resource allocation aligns with the school community's needs and that all voices are considered in the decision-making process. The study also showed that 76 (48.2%) teachers strongly agreed that resource allocation for CBC activities in public primary schools is typically guided by established priorities, while 11 (6.5%) agreed, 7 (4.3%) were undecided, 23 (14.4%) disagreed, and 42 (26.6%) strongly disagreed. Table 10 further reveals that a majority, 99 (63.3%) teachers strongly agreed that, when distributing resources for CBC activities, the needs and interests of learners are often prioritized, while 21 (12.9%) agreed, 12 (7.2%) were undecided, 22 (13.7%) disagreed, and 5 (2.9%) strongly disagreed. Over half of the teachers, 79 (50.4%), strongly agreed that headteachers consistently ensure transparency in the distribution of financial resources for CBC activities, with 17 (10.8%) agreeing, 6 (3.6%) undecided, 52 (33.1%) disagreeing, and 4 (2.1%) strongly disagreeing.

This suggests that resource allocation in public primary schools is typically guided by established priorities that consider the schools' needs, available budgets, and long-term CBC objectives. These findings are consistent with Njeru (2021), who found that these priorities generally address the most urgent needs for CBC implementation, such as curriculum materials, teacher training, and infrastructure. For instance, the government's initial priorities focused on ensuring schools had adequate teaching materials and trained staff for effective CBC delivery.

Koech et al. (2022) also observed that these priorities have expanded over time to include digital resources and the development of learner-centered teaching environments. According to Ogonda (2022), schools and education authorities increasingly prioritize resources that directly benefit learners, such as textbooks, ICT tools, and personalized learning aids, with special attention given to learners with

disabilities or other specific needs. Ogonda (2022) emphasizes that resource allocation reflects a commitment to addressing the needs of every learner and ensuring that resources are distributed to maximize student engagement and success. These findings confirm that equitable resource distribution for CBC activities, active stakeholder involvement, prioritization based on needs, and a learner-centered approach are consistently reflected in recent research. Although challenges persist, especially in underserved areas, the focus on equity and participation ensures that CBC implementation continues to evolve to meet the diverse needs of learners.

#### **4.5.1 Inferential Analysis**

To assess the impact of headteachers' resource allocation practices on the implementation of the competency-based curriculum, data was gathered from 21 headteachers of the sampled public primary schools. The study examined how often (Very Often = 5, Often = 4, Sometimes = 3, Rarely = 2, Never = 1) they prioritize allocating resources for CBC activities and the average competency levels of grade III learners in the 2023 national assessment, which was rated as Below Expectations = 1, Approaching Expectations = 2, Meeting Expectations = 3, and Above Expectations = 4, as shown in Table 11:

**Table 11: How Often Headteachers Prioritize Allocation of Resources for CBC Activities and Implementation of CBC Public Primary Schools**

<b>How Often Headteachers Prioritize Allocation of Resources for CBC Activities</b>	<b>Levels of Competencies among Grade III Learners in 2023 National Assessments</b>
1	3
3	2
2	4
3	2
3	2
5	4
2	2
2	1
5	4
3	3
4	2
5	4
4	3
5	4
4	3
2	3
2	2
3	1
3	3
4	2
2	4

**Source: Field Data (2025)**

Table 11 illustrates that headteachers who prioritize resource allocation for CBC activities see better performance from their students in national assessments. In other words, headteachers who regularly allocate resources for CBC activities tend to have students in primary schools demonstrating higher-level competencies and mastery of skills as intended by the CBC framework. This indicates that, when headteachers allocate resources effectively and frequently, they ensure that learners have access to relevant learning materials, facilities, and extracurricular activities that complement the CBC framework. When these learners undergo national assessments, their ability to critically analyze problems, work collaboratively, and communicate their ideas is

reflected in their performance. Thus, headteachers who often prioritize resources for CBC activities not only empower teachers but also contribute significantly to their learners' success in national assessments, ensuring they are prepared for the demands of the modern world. The data in Table 11 were analyzed using Pearson's Product Moment Correlation, and the findings are presented in Table 12:

**Table 12: Relationship between Headteachers' Resource Allocation Practices and Implementation of Competency-based Curriculum in Public Primary Schools**

		Resource Allocation Practices	Implementation of CBC
Resource Allocation Practices	Pearson Correlation	1	.515*
	Sig. (2-tailed)		.041
	N	21	21
Implementation of CBC	Pearson Correlation	.515*	1
	Sig. (2-tailed)	.041	
	N	21	21

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

Table 12 presents the results of Pearson's Product Moment Correlation Analysis, revealing a positive relationship between headteachers' resource allocation practices and the implementation of the competency-based curriculum (CBC) in public primary schools ( $r(21) = 0.515$ ,  $p = 0.041$  at  $\alpha = 0.05$ ). This suggests that effective resource allocation is vital for achieving the desired outcomes of CBC. Headteachers are instrumental in deciding the distribution of resources such as teaching materials, personnel, and time. Their decision-making processes influence how well teachers can implement the CBC and meet its goals. By ensuring that adequate resources are available, such as textbooks, teaching aids, and digital learning tools, headteachers provide the foundation for effective instruction. When teachers have access to well-organized materials and proper professional development, they are more likely to teach in ways that align with the competencies outlined in the curriculum.

Moreover, resource allocation also extends to how classrooms are organized and how time is managed. Headteachers who prioritize equitable distribution of resources ensure that all students, regardless of background, have equal opportunities to benefit from the CBC. This practice enhances student engagement and achievement, particularly in a system where learners are encouraged to master skills at their own pace. Additionally, headteachers' ability to support teacher professional development is paramount. By investing in training programs and workshops, headteachers equip educators with the necessary skills to deliver competency-based instruction effectively. The positive relationship between resource allocation and CBC implementation is thus evident, as well-managed resources enable teachers to foster skill development in students, ensuring the curriculum's success in public primary schools.

#### **4.5.2 Thematic Analysis**

During the interviews, headteachers and BoM/PTA Chairs, just like a fair majority of the teachers, also stated that headteachers adopt different resource allocation practices to enhance implementation of CBC in public primary schools. Headteacher, H3, noted;

*In my school, despite the inadequacy of resources, I always ensure that there is equity in resource allocation, involve stakeholders, there is prioritization of needs and interests of learners as a way of implementing CBC*

Similar views were expressed by the learners and County and Sub-county Auditors who stated that school heads are required to allocate resources in key learning areas which enhance CBC implementation. Just like quantitative findings, these views further point to the fact that equitable distribution of resources for CBC activities in public primary schools, active stakeholder involvement, prioritization based on established needs, and a learner-centered approach are consistently observed in recent research. While challenges remain, particularly in underserved areas, the emphasis on equity and participation ensures that CBC implementation continues to evolve in ways that address

the diverse needs of learners. These mixed findings underscore the fact that, despite the often-inadequate resources in schools, headteachers play a crucial role in ensuring that there is equity in resource allocation, involving stakeholders, and prioritizing the needs and interests of learners when implementing CBC in schools.

#### 4.6 Headteachers’ Resource Utilization Practices and Implementation of Competency-based Curriculum in Public Primary Schools

The research aimed to investigate how headteachers’ resource utilization practices impact the implementation of CBC. Descriptive data was gathered from teachers, then organized and summarized into key insights. The findings are displayed in Table 13;

**Table 13: Teachers’ Views on the Influence of Headteachers’ Resource Utilization Practices on Implementation of Competency-based Curriculum in Public Primary Schools**

Test Items	Ratings				
	SA %	A %	U %	D %	SD %
In public primary schools, the headteachers sometimes design resource utilization plan which has improved CBC implementation	49.6	5.0	4.3	33.8	7.2
Public primary schools have not recruited more human resource personnel to ensure effective CBC implementation	52.5	12.2	2.9	26.6	5.8
Public primary schools have ensured effective utilization of infrastructural resources for CBC implementation to encourage more allocation towards the same	44.6	15.8	4.3	28.8	6.5
In public primary schools, the headteachers rarely set timelines for using resources which has improved CBC implementation	59.7	7.9	5.8	21.6	5.0
Headteachers always ensure that use of resources is aligned to CBC objectives	54.7	8.6	3.6	26.6	6.5

**Source: Field Data (2025)**

Table 13 reveals that 78 teachers (49.6%) strongly agreed with the statement that, in public primary schools, headteachers occasionally create resource utilization plans that have improved the implementation of the CBC. Additionally, 8 teachers (5.0%) agreed, 7 (4.3%) were undecided, 53 (33.8%) disagreed, and 12 (7.2%) strongly disagreed. A majority, 82 teachers (52.5%), strongly agreed that public primary schools have not hired more staff to ensure effective CBC implementation, with 20 teachers (12.2%) agreeing, 5 (2.9%) undecided, 42 (26.6%) disagreeing, and 10 (5.8%) strongly disagreeing.

The study also showed that 70 teachers (44.6%) strongly agreed that public primary schools have effectively used infrastructural resources to support CBC implementation, encouraging more allocation in this area. Meanwhile, 25 teachers (15.8%) agreed, 7 (4.3%) were undecided, 45 (28.8%) disagreed, and 11 (6.5%) strongly disagreed. Over half, 94 teachers (59.7%), strongly agreed that in public primary schools, headteachers rarely establish timelines for resource use, which has improved CBC implementation. In contrast, 13 teachers (7.9%) agreed, 10 (5.8%) were undecided, 33 (21.6%) disagreed, and 8 (5.0%) strongly disagreed.

The study further found that 86 teachers (54.7%) strongly agreed that headteachers always ensure that resource use aligns with CBC objectives, while 11 teachers (6.5%) strongly disagreed. These results highlight that effective resource utilization is a key factor in achieving CBC goals. Headteachers play a critical role in managing resources—human resources, infrastructure, and financial allocations—ensuring they are utilized efficiently to support CBC implementation. A common strategy among headteachers in public primary schools is the creation of resource utilization plans, which have proven to enhance CBC implementation. These findings support Wambugu's (2020) research, which concluded that headteachers who are proactive in

designing and executing resource utilization plans can make the most of available resources, ensuring alignment with CBC needs. Such plans allow for strategic allocation of resources, helping to achieve the desired learning outcomes under the CBC framework. As Mutua and Okech (2021) stated, the headteacher's role in resource management is crucial in creating an environment conducive to successful CBC delivery. Despite this, many public primary schools have not recruited additional staff to meet the demands of the curriculum.

According to Kinyanjui (2022), while there has been an emphasis on resource allocation, the recruitment of more teaching staff remains a challenge. This gap in human resources has hindered the full implementation of CBC, as the curriculum requires more personalized attention to students, which is often impossible with the current teacher-student ratios. The shortage of teachers also limits the ability of headteachers to implement innovative teaching methods that are essential in the CBC model. In terms of infrastructural resources, public primary schools have generally ensured effective utilization, which has encouraged more allocation of these resources towards CBC implementation.

These findings also support the findings of a study conducted by Kogo (2021), which revealed that many headteachers have prioritized infrastructural improvements, such as upgrading classrooms, enhancing sanitation facilities, and expanding learning spaces to accommodate the needs of CBC. These infrastructural developments are vital as the CBC requires a more interactive and resource-intensive approach to teaching and learning. Ensuring that schools have the appropriate infrastructure in place supports a more engaging and learner-centered environment, which is crucial for the success of CBC. These findings also support the assertions of Nyambura (2023) that another area of resource utilization is the setting of timelines for resource usage, which has not been

a common practice in many public primary schools. While setting timelines can help in ensuring that resources are used in a timely manner, headteachers rarely implement this practice. However, (2023) indicates that where timelines are set for resource allocation and use, CBC implementation tends to be more efficient, as it prevents wastage and ensures that resources are used when needed most. This practice also fosters accountability, ensuring that the resources allocated for CBC are fully utilized within the specified period. Finally, ensuring that resource usage aligns with the objectives of the CBC is a key responsibility of headteachers.

Research carried out by Odinga (2022) reveals that headteachers who consistently ensure that the use of resources aligns with CBC goals are more likely to achieve successful implementation. This alignment helps in maintaining focus on the educational objectives of CBC, ensuring that every resource used contributes to fostering the intended competencies in learners. These findings affirm the fact that effective utilization of resources, including human resources, infrastructure, and financial allocations, plays a crucial role in the successful implementation of CBC in public primary schools.

This indicates that, while there are some challenges, such as the insufficient recruitment of teaching staff and the lack of timelines for resource use, headteachers who design resource utilization plans and align resources with CBC objectives contribute significantly to the success of the curriculum.

#### **4.6.1 Inferential Analysis**

To assess the impact of headteachers' resource utilization practices on the implementation of the competency-based curriculum in public primary schools, data was gathered from 21 headteachers of selected public primary schools.

This data focused on the frequency with which they developed resource utilization plans for CBC activities (rated as Very Often = 5, Often = 4, Sometimes = 3, Rarely = 2, and Never = 1), as well as the average competency levels of grade III learners in the 2023 national assessment, which were categorized as Below Expectations = 1, Approaching Expectations = 2, Meeting Expectations = 3, and Above Expectations = 4. The results are presented in Table 14:

**Table 14: How Often Headteachers Design Resource Utilization Plan for CBC Activities and Implementation of CBC Public Primary Schools**

<b>How Often Headteachers Design Resource Utilization Plan for CBC Activities</b>	<b>Levels of Competencies among Grade III Learners in 2023 National Assessments</b>
3	3
2	2
5	4
1	2
4	2
4	4
1	2
2	1
4	4
3	3
4	2
5	4
2	3
3	4
2	3
2	3
1	2
1	1
2	3
3	2
2	4

**Source: Field Data (2025)**

Table 14 reveals that in public primary schools where headteachers regularly create plans for utilizing resources for CBC activities, students achieve high scores in their CBC assessments. This suggests that when headteachers actively develop and apply strategies for resource allocation to support Competency-Based Curriculum (CBC) activities, students typically perform better in their CBC assessments.

The role of a headteacher is pivotal in creating an environment conducive to effective learning by ensuring that resources such as teaching materials, learning spaces, and teaching staff are well-organized and aligned with the goals of CBC. By understanding the curriculum's emphasis on practical, skills-based learning, headteachers can tailor resource allocation to enhance students' ability to apply knowledge in real-life contexts.

Effective resource management facilitates interactive and engaging teaching methods, which are fundamental to the CBC. For instance, dedicating funds to hands-on learning resources like educational kits, multimedia tools, or field trips can enhance students' experiences and comprehension. Additionally, headteachers who prioritize the professional development of teachers ensure that educators are equipped with the necessary skills to implement the CBC successfully. This strategic approach has a positive effect on students' learning outcomes, resulting in better performance in CBC assessments. Ultimately, the link between headteachers' resource planning and students' academic success highlights the significance of strong leadership in educational institutions. The data in Table 14 were analyzed using Pearson's Product Moment Correlation, with the findings presented in Table 15;

**Table 15: Relationship between Headteachers' Resource Utilization Practices and Implementation of Competency-based Curriculum in Public Primary Schools**

		Frequency of Resource Utilization Practices	Implementation of CBC
Frequency of Resource Utilization Practices	Pearson Correlation	1	.587*
	Sig. (2-tailed)		.017
	N	21	21
Implementation of CBC	Pearson Correlation	.587*	1
	Sig. (2-tailed)	.017	
	N	21	21

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

Table 15 presents the results of Pearson's Product Moment Correlation Analysis, which reveals a positive correlation between resource utilization practices and the implementation of the competency-based curriculum in public primary schools ( $r(21) = 0.587$ ,  $p = 0.017$  at  $\alpha = 0.05$ ). This suggests that resource utilization practices significantly impact the successful implementation of the competency-based curriculum in public primary schools. Therefore, the effective and sufficient use of resources, such as teaching materials, trained staff, infrastructure, and financial support, is essential for the successful adoption of the CBC.

In many public primary schools, limited resources can hinder the efficient execution of this curriculum, which is designed to focus on developing students' competencies rather than just completing content. When resources such as textbooks, teaching aids, and digital tools are scarce or underutilized, teachers may struggle to deliver lessons that align with the CBC's objectives of fostering critical thinking, creativity, and problem-solving skills. Additionally, insufficient professional development for educators in understanding and applying CBC further exacerbates the challenge, as teachers may not be fully equipped to employ innovative teaching methodologies. Moreover, inadequate classroom infrastructure, including overcrowded classrooms and insufficient space for interactive activities, can limit the effectiveness of competency-based teaching approaches.

#### **4.6.2 Thematic Analysis**

During the interviews, headteachers and BoM/PTA Chairs also stated that headteachers adopt different approaches on how to use resources in a manner that enhances CBC implementation. One headteacher, H4, noted;

*I often design plans on how to utilize resources, lobby for recruitment of human resource such as teachers, encourage prudent allocation of resources to CBC, setting timelines for using resources as well as aligning the available resources to CBC objectives. This has made it easy to enhance CBC implementation.*

On their part, the learners and County and Sub-county Auditors noted that effective implementation of CBC depends on prudent use of the available resources. Despite these contradictions, these views underscore the vitality of prudent use of resources to realize CBC objectives in schools. This further lends credence to the viewpoints held by Wambugu (2020) who noted that headteachers who actively engage in designing and executing resource utilization plans can maximize available resources, ensuring that they align with the needs of the CBC.

These plans ensure that resources are distributed efficiently and strategically, contributing to the achievement of the desired learning outcomes within the CBC framework. The mixed findings highlight the importance of effectively utilizing resources, such as human resources, infrastructure, and financial allocations, in successfully implementing CBC in public primary schools.

#### **4.7 Headteachers' Resource Record-Keeping Practices and Implementation of Competency-Based Curriculum in Public Primary Schools**

The study aimed to examine the impact of headteachers' resource record-keeping practices on the implementation of the competency-based curriculum in public primary schools. Descriptive data was gathered from teachers, organized, and summarized into key points. The results are presented in Table 16;

**Table 16: Teachers’ Views on the Influence of Resource Record-keeping Practices on Implementation of Competency-based Curriculum in Primary Schools**

Test Items	Ratings				
	SA %	A %	U %	D %	SD %
In public primary schools, the headteachers often complies with resource recording principles which has improved CBC implementation	55.4	14.4	5.8	16.5	7.9
Headteachers rarely keep up-to-date records for resources which has slowed CBC implementation	59.7	7.2	3.6	26.6	2.9
Headteachers rarely undertake resource reconciliation as a way of improving CBC implementation to encourage more allocation towards the same	53.2	8.6	4.3	21.6	12.3
In public primary schools, the headteachers has often upheld transparent resource reporting to improve CBC implementation	51.8	13.7	3.6	27.3	3.6
Headteachers always ensure that records of resources used in CBC implementation are well-kept	45.3	6.4	2.2	42.5	3.6

**Source: Field Data (2025)**

Table 16 indicates that 97 teachers (55.4%) strongly agreed that headteachers in public primary schools generally follow resource recording principles, which has enhanced CBC implementation, while 23 (14.4%) agreed, 10 (5.8%) were undecided, 26 (16.5%) disagreed, and 13 (7.9%) strongly disagreed. The study also found that 94 teachers (59.7%) strongly agreed that headteachers seldom maintain up-to-date resource records, which has hindered CBC implementation, with 12 (7.2%) agreeing, 6 (3.6%) undecided, 42 (26.6%) disagreeing, and 5 (2.9%) strongly disagreeing. Additionally, 83 teachers (53.2%) strongly agreed that headteachers infrequently engage in resource reconciliation, which would otherwise help improve CBC implementation by encouraging more resource allocation, while 14 (8.6%) agreed, 7 (4.3%) were

undecided, 34 (21.6%) disagreed, and 20 (12.3%) strongly disagreed. Despite these findings, the majority (81 teachers or 51.8%) strongly agreed that headteachers in public primary schools consistently uphold transparent resource reporting to support CBC implementation, with 22 (13.7%) agreeing, 6 (3.6%) undecided, 43 (27.3%) disagreeing, and 6 (3.6%) strongly disagreeing. The study also revealed that 71 teachers (45.3%) strongly agreed that headteachers always ensure the proper maintenance of resource records used for CBC implementation, while 10 (6.4%) agreed, 4 (2.2%) were undecided, 67 (42.5%) disagreed, and 6 (3.6%) strongly disagreed.

These findings suggest that effective management of school resources is a key factor in the success of educational reforms, including CBC, in public primary schools. In other words, practices such as adhering to resource recording principles, keeping current records, performing resource reconciliation, ensuring transparent reporting, and maintaining well-kept resource records are crucial for CBC implementation. These findings support the assertions of Mbiti (2022) that, when headteachers comply with these principles, it improves the overall implementation of CBC. Compliance with resource recording involves documenting and tracking educational resources like textbooks, teaching materials, and equipment, ensuring that they are appropriately allocated and accessible to teachers and students.

However, despite the positive outcomes linked to adherence to recording principles, there are instances where headteachers fail to maintain up-to-date records, which hampers CBC implementation. According to a study carried out by Nyaboga (2023), many headteachers rarely keep their records current, which has been identified as a significant challenge in ensuring that resources are optimally distributed and effectively used in CBC. This delay in updating records results in a mismatch between the available resources and the actual needs of the CBC framework. As a consequence, teachers may

struggle to deliver the curriculum effectively, and students may not receive the necessary learning materials, slowing down the intended progress of CBC. Another critical aspect of resource management is resource reconciliation. Reconciliation refers to the process of verifying the resources available against the records to ensure that they are appropriately allocated and accounted for. This is in line with the outcomes of a study conducted by Ochieng (2022), which revealed that headteachers in many schools rarely undertake resource reconciliation, and this lack of oversight has negatively affected the implementation of CBC.

Without regular checks and balances, discrepancies between actual resources and recorded resources remain unchecked, resulting in inefficiency and underutilization of available resources. Reconciliation, therefore, plays a significant role in ensuring that resources are allocated effectively, encouraging more investments in educational materials and facilitating a smoother implementation of the CBC framework. These findings also support the findings of a study conducted by Karanja (2020), who found that transparent reporting of resources ensures that stakeholders, including parents and government agencies, are well informed about how resources are being used. According to Karanja (2020), when headteachers uphold transparent reporting practices, it not only enhances accountability but also helps improve the allocation of resources.

This implies that transparency in reporting fosters trust among stakeholders and encourages additional resource allocation for CBC implementation. Consequently, schools with clear, transparent resource reporting systems tend to have better support from the community and the government, which translates into improved resource provision for CBC activities. Kibe and Mumbi (2021) also revealed that, when records are diligently maintained, it provides a clear audit trail of resources used, which is vital for monitoring and evaluating the effectiveness of CBC implementation. Headteachers'

attention to this detail enhances the school's ability to respond promptly to resource shortages and plan for future needs, thereby promoting the continuous development of CBC. This also indicates that headteachers play a crucial role in managing resources within public primary schools, and their practices significantly influence the implementation of CBC. While compliance with resource recording principles and transparent reporting has contributed to successful CBC implementation, failure to keep up-to-date records and the lack of resource reconciliation have hindered progress. It is therefore imperative that headteachers continuously improve their resource management strategies to fully realize the potential of CBC.

#### **4.7.1 Inferential Analysis**

To examine the impact of headteachers' resource record-keeping practices on the implementation of the competency-based curriculum in public primary schools, data was gathered from 21 headteachers of selected public primary schools. The data focused on the frequency with which they follow record-keeping practices, rated on a scale (Very Often = 5, Often = 4, Sometimes = 3, Rarely = 2, Never = 1). Additionally, the average competency levels of Grade III learners in the 2023 national assessment were measured, with ratings ranging from Below Expectations = 1, Approaching Expectations = 2, Meeting Expectations = 3, and Above Expectations = 4, as shown in Table 17;

**Table 17: How Often Headteachers Adhere to Record-keeping Practices and Implementation of CBC Public Primary Schools**

<b>How Often Headteachers Adhere to Record-keeping Practices</b>	<b>Levels of Competencies among Grade III Learners in 2023 National Assessments</b>
2	3
1	2
2	4
3	2
2	2
4	4
4	2
2	1
3	4
3	3
2	2
4	4
2	3
3	4
2	3
3	3
1	2
2	1
4	3
3	2
4	4

**Source: Field Data (2025)**

Table 17 demonstrates that headteachers who consistently follow record-keeping practices tend to have schools where the implementation process is notably improved, as reflected in the competency levels displayed by students in their schools. In other words, headteachers who consistently adhere to effective record-keeping practices often observe significant improvements in the implementation processes within their schools. This structured approach to documentation allows for better tracking of student progress, staff performance, and overall school activities. Record-keeping practices provide an organized way to review and evaluate the educational strategies employed, ensuring that both teachers and students are held accountable for their roles in the learning process.

Through systematic record-keeping, headteachers are better positioned to identify areas that require improvement, allocate resources efficiently, and make informed decisions that directly impact teaching quality. This fosters a more conducive learning environment where strategies can be adjusted based on real-time data and insights gathered from these records. As a result, schools that emphasize proper record-keeping tend to experience an increase in the competencies demonstrated by their students. Learners benefit from targeted interventions, tailored support, and an overall better-aligned curriculum.

Teachers are also able to track individual student needs more effectively, enabling them to employ more personalized and effective teaching methods. Over time, this organized and thoughtful approach to education results in enhanced academic performance and broader student growth, highlighting the beneficial effect of headteachers' dedication to meticulous record-keeping on their institutions' success. The data in Table 17 were analyzed using Pearson's Product Moment Correlation, with the outcomes presented in Table 18;

**Table 17: Relationship between Headteachers' Resource Record-keeping Practices and Implementation of Competency-based Curriculum in Public Primary Schools**

		Resource Record-keeping Practices	Implementation of CBC
Resource Record-keeping Practices	Pearson Correlation	1	.511*
	Sig. (2-tailed)		.028
	N	21	21
Implementation of CBC	Pearson Correlation	.511*	1
	Sig. (2-tailed)	.028	
	N	21	21

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

Table 18 presents Pearson's Product Moment Correlation Analysis, revealing a positive correlation between resource record-keeping practices and the implementation of a competency-based curriculum in public primary schools ( $r(21) = 0.511$ ,  $p = 0.028$  at  $\alpha = 0.05$ ). This suggests that effective record-keeping is crucial in facilitating the successful execution of a competency-based curriculum, which emphasizes students acquiring specific skills and competencies at their own pace. In public primary schools, maintaining resource records allows teachers and school administrators to track and evaluate the availability and use of instructional materials. This documentation allows for the efficient allocation of resources, ensuring that students have access to the tools and materials needed to meet the desired competencies.

Moreover, keeping accurate records of students' learning achievements helps in tailoring instruction to individual needs, which is a core feature of a competency-based approach. It also facilitates the identification of gaps in learning and areas where additional support may be required. Thus, schools that practice meticulous resource record-keeping are better positioned to manage and implement competency-based curricula, fostering a more effective learning environment. The practice ensures both teachers and students remain aligned with the curriculum's objectives, contributing significantly to improved educational outcomes.

#### **4.7.2 Thematic Analysis**

During the interviews, the headteachers, learners, BoM/PTA Chairs, and County/Sub-county Auditors expressed the opinion that headteachers generally follow resource recording principles, which has contributed to the successful implementation of CBC.

Headteacher H5 stated:

*I always follow the recording principles, maintain current records for resources, conduct resource reconciliation, and ensure transparent resource reporting as a way of enhancing CBC implementation in my school*

Despite some discrepancies, these findings highlight that the effective management of school resources is a key factor in the success of educational reforms, including the CBC, in public primary schools. In other words, practices like adhering to resource recording principles, keeping up-to-date records, performing resource reconciliation, ensuring transparent reporting, and maintaining accurate records of resources used in CBC implementation are vital. Similar to the quantitative findings, these perspectives align with Mbiti (2022), who emphasized that when headteachers comply with these principles, the overall implementation of CBC improves.

Compliance with resource recording involves documenting and tracking educational materials such as textbooks, teaching aids, and equipment, ensuring their proper allocation and accessibility to both teachers and students. These mixed findings thus highlight that headteachers play a critical role in managing resources within public primary schools, and their actions significantly affect the success of CBC implementation.

#### **4.8 Headteachers' Resource Monitoring/Evaluation Practices and CBC Implementation in Public Primary Schools**

This section examines how headteachers' resource monitoring and evaluation practices influence the implementation of the competency-based curriculum in public primary schools. Descriptive data were gathered from teachers, organized, and summarized into specific insights. The results are shown in Table 19;

**Table 19: Teachers' Views on the Influence of Resource Monitoring/Evaluation Practices on Implementation of Competency-based Curriculum in Primary Schools**

Test Items	Ratings				
	SA %	A %	U %	D %	SD %
Headteachers often set policy and regulations for M&E which has improved CBC implementation	55.4	14.4	5.8	16.5	7.9
In public primary schools, the headteachers always reviews procedures of compliance with M&E practices which has improved CBC implementation	59.7	7.2	3.6	26.6	2.9
Headteachers undertake regular supervision of M&E activities which has improved CBC implementation	53.2	8.6	4.3	21.6	12.3
In public primary schools, the headteachers always identifies performance indicators during M&E as a way of improving CBC implementation process	51.8	13.7	3.6	27.3	3.6
Headteachers rarely provide continuous feedback for CBC implementation which has compromised the process	45.3	6.4	2.2	42.5	3.6

**Source: Field Data (2025)**

Table 19 demonstrates that 87 (55.4%) of the teachers strongly agreed that headteachers frequently set policies and regulations for Monitoring and Evaluation (M&E), which has improved the implementation of the Competency-Based Curriculum (CBC). Meanwhile, 23 (14.4%) agreed, 10 (5.8%) were undecided, 26 (16.5%) disagreed, and 13 (7.9%) strongly disagreed. Additionally, the study showed that 94 (59.7%) of the teachers strongly agreed that headteachers consistently review procedures for M&E compliance, contributing to the improvement of CBC implementation. In contrast, 12 (7.2%) agreed, 6 (3.6%) were undecided, 42 (26.6%) disagreed, and 5 (2.9%) strongly disagreed. Moreover, 82 (53.2%) of the teachers strongly agreed that headteachers regularly supervise M&E activities, which has had a positive impact on CBC implementation.

Conversely, 14 (8.6%) agreed, 7 (4.3%) were undecided, 34 (21.6%) disagreed, and 20 (12.3%) strongly disagreed. The majority of teachers, 81 (51.8%), strongly agreed that headteachers always identify performance indicators during M&E to improve CBC implementation, while 22 (13.7%) agreed, 6 (3.6%) were undecided, 43 (27.3%) disagreed, and 6 (3.6%) strongly disagreed. Lastly, 71 (45.3%) of the teachers strongly agreed that headteachers rarely provide continuous feedback on CBC implementation, which has hindered the process. On the other hand, 10 (6.4%) agreed, 4 (2.2%) were undecided, 67 (42.5%) disagreed, and 6 (3.6%) strongly disagreed.

These findings suggest that headteachers play a crucial role in the successful implementation of CBC by establishing policies, reviewing procedures, supervising activities, identifying performance indicators, and providing feedback for M&E. They often take on the responsibility of setting M&E policies and regulations, which significantly impacts CBC implementation. This aligns with research by Wanjiru (2022), which found that strong leadership in defining clear M&E policies can enhance CBC delivery. According to Wanjiru (2022), when headteachers establish guidelines that focus on assessing competencies and learning outcomes, they create a structured environment that fosters effective CBC adoption.

This structured approach enables teachers and staff to align their teaching strategies with the desired learning outcomes, thus improving the implementation of CBC (Kariuki, 2021). A critical aspect of M&E is the regular review of procedures to ensure compliance with set policies. Headteachers are often tasked with reviewing these procedures, ensuring that the practices align with the prescribed curriculum frameworks. Research conducted by Kimani (2020) showed that, when headteachers regularly evaluate adherence to M&E practices, CBC implementation is more likely to succeed. This review process allows headteachers to identify gaps in compliance and take

corrective actions, ensuring that the school remains focused on achieving the goals of CBC. It also provides an opportunity to assess the effectiveness of teaching methods and adapt them accordingly to meet the competencies required by the curriculum. In the same token, research conducted by Mwangi and Njeru (2023) found that supervision is another essential aspect of M&E that contributes to the success of CBC implementation. The study further found that headteachers often engage in direct supervision of teaching and learning activities, monitoring both the teaching strategies and student engagement. This active supervision fosters an environment of accountability, where teachers are motivated to align their practices with the goals of CBC (Mwangi & Njeru, 2023).

The presence of headteachers in classrooms, monitoring teaching practices and providing immediate feedback, enhances the quality of instruction. Such supervision ensures that teaching strategies are not only in line with the curriculum but also that students are being assessed in ways that reflect the competency-based approach. An equally important role of headteachers is the identification of performance indicators during M&E. These indicators serve as benchmarks for evaluating the effectiveness of CBC implementation. By defining clear performance indicators, headteachers can track the progress of students and teachers in meeting the objectives of CBC.

According to research carried out by Ochieng (2021), identification and use of specific performance indicators during M&E helps in diagnosing areas that require improvement, thus improving the overall process of CBC implementation. These indicators serve as tools for feedback, guiding both teachers and students toward achieving the desired competencies. Despite these positive contributions, headteachers rarely providing continuous feedback for CBC implementation. Feedback is vital for reinforcing effective teaching practices and ensuring that students are on the right track to achieving the desired competencies.

However, a significant gap exists in the frequency and quality of feedback provided by headteachers to teachers and students (Mutisya, 2022). The absence of continuous feedback may undermine the effectiveness of CBC implementation, as it hinders timely modifications to teaching methods or learning strategies. These results confirm that headteachers are crucial in ensuring the successful rollout of CBC in public primary schools. Their involvement in establishing policies, reviewing adherence, overseeing M\&E activities, identifying performance indicators, and providing feedback plays a key role in the overall success of the curriculum. Nonetheless, issues such as insufficient feedback mechanisms persist, which could limit the full potential of CBC implementation.

#### **4.8.1 Inferential Analysis**

To assess the impact of headteachers' monitoring and evaluation practices on the implementation of the competency-based curriculum in public primary schools, data was gathered from 21 headteachers of the selected public primary schools regarding how frequently (Very Often = 5, Often = 4, Sometimes = 3, Rarely = 2, and Never = 1) they conduct monitoring and evaluation of CBC activities. The average levels of competencies among grade III learners in the 2023 national assessment were also considered, which were categorized as Below Expectations = 1, Approaching Expectations = 2, Meeting Expectations = 3, and Above Expectations = 4, as shown in Table 20;

**Table 20: How Often headteachers Undertake M&E of CBC Activities and Implementation of CBC Public Primary Schools**

<b>How Often headteachers Undertake M&amp;E of CBC Activities</b>	<b>Levels of Competencies among Grade III Learners in 2023 National Assessments</b>
4	3
2	2
3	4
3	2
5	2
2	4
2	2
1	1
5	4
2	3
4	2
3	4
4	3
4	4
2	3
5	3
1	2
3	1
3	3
2	2
5	4

**Source: Field Data (2025)**

Table 20 demonstrates that headteachers who frequently engage in the monitoring and evaluation of CBC activities tend to see better implementation outcomes in their schools, as reflected in the competencies exhibited by their learners. This further highlights the crucial role headteachers play in enhancing the overall CBC implementation process through their regular involvement in monitoring and evaluation activities. Their active involvement ensures that the curriculum is being effectively applied and that teaching practices align with the intended educational goals. When headteachers monitor CBC activities, they are able to identify areas where teachers may need additional support or resources, allowing them to address challenges early on. Such consistent oversight also allows headteachers to track the progress of learners,

noting their levels of competency and understanding. Schools with headteachers who prioritize monitoring and evaluation often observe an improvement in the way students develop practical skills and demonstrate the competencies the CBC seeks to foster. Learners in these schools are more likely to exhibit a higher level of engagement and proficiency in their studies, as they benefit from a curriculum that is regularly assessed for effectiveness and relevance. Furthermore, this level of involvement by headteachers fosters a culture of accountability and continuous improvement among the staff. Teachers are more likely to refine their instructional approaches when they know their work is being regularly assessed. As a result, the overall quality of education improves, benefiting both learners and educators alike. The data presented in Table 20 underwent Pearson's Product Moment Correlation Analysis, with the outcomes shown in Table 21;

**Table 21: Relationship between Headteachers' Resource Record-keeping Practices and Implementation of Competency-based Curriculum in Public Primary Schools**

		Headteachers' Monitoring and Evaluation Practices	Implementation of CBC
Headteachers' Monitoring and Evaluation Practices	Pearson Correlation	1	.529*
	Sig. (2-tailed)		.043
	N	21	21
Implementation of CBC	Pearson Correlation	.529*	1
	Sig. (2-tailed)	.043	
	N	21	21

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

Table 21 presents the results of Pearson's Product Moment Correlation Analysis, revealing a positive relationship between headteachers' monitoring and evaluation practices and the implementation of the competency-based curriculum in public primary schools ( $r(21) = 0.529$ ,  $p = 0.043$  at  $\alpha = 0.05$ ). This suggests that effective monitoring and evaluation are essential for the successful delivery of the competency-based

curriculum, which focuses on enhancing students' skills and practical abilities. Headteachers, as the key administrative figures in schools, play a central role in overseeing the application of this curriculum. Their practices of monitoring lesson plans, assessing teaching methods, and evaluating student progress directly affect the curriculum's success. When headteachers actively engage in regular classroom observations, feedback sessions, and performance assessments, they provide critical guidance to teachers, ensuring that instructional methods align with the desired learning outcomes. The act of monitoring also helps to identify challenges or gaps in the curriculum's delivery, allowing for timely interventions.

Furthermore, the data collected through evaluations allows for evidence-based decision-making, which enhances the quality of instruction. It is this consistent and targeted oversight that ensures the competency-based curriculum is not only implemented but also continuously improved. Thus, the relationship between effective headteacher monitoring and the successful application of the competency-based curriculum is indeed a positive one, fostering an environment where both educators and students thrive.

#### **4.8.2 Thematic Analysis**

During the interviews, the headteachers, learners, BoM/PTA Chairs and County/Sub-county Auditors (CSOs) also stated that headteachers always undertake monitoring and evaluation of CBC activities. Headteacher, H6, stated;

*I always monitor the progress of how resources are used to realize CBC objectives in my school. I often set policy and regulations for M&E, review procedures of compliance with M&E practices, identify performance indicators during M&E as well as provide continuous feedback for CBC implementation*

Similar to quantitative results, these viewpoints also emphasize the critical role headteachers play in ensuring the successful execution of CBC. They contribute by creating policies, reviewing procedures, supervising activities, identifying performance

indicators, and offering feedback for monitoring and evaluation (M\&E). Headteachers often have the responsibility of developing policies and regulations for M\&E within the school system, which significantly affects the implementation of CBC. These mixed results indicate that headteachers are pivotal to the effective deployment of CBC in public primary schools. Their involvement in policy formation, compliance checks, overseeing M\&E processes, identifying performance indicators, and giving feedback is essential to the overall success of the curriculum. However, challenges such as inadequate feedback mechanisms still persist, potentially hindering the full effectiveness of CBC implementation.



Mount Kenya University

## CHAPTER FIVE

### SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

#### 5.0 Introduction

This chapter provides a summary of the key research findings, conclusions, recommendations, and suggestions for future research based on the research objectives.

#### 5.1 Summary of Research Findings

This section summarizes the findings related to the research objectives, which included evaluating the current status of implementing the competency-based curriculum (CBC) in public primary schools and examining how headteachers' practices in resource mobilization, allocation, utilization, record-keeping, and monitoring and evaluation affect CBC implementation.

##### 5.1.1 Status of CBC Implementation in Public Primary Schools

The study revealed that the implementation of the CBC remains a significant challenge in public primary schools in Loitoktok Sub-county. Many teachers are unable to cover the syllabus within the required time, and classroom teaching methods have not improved, resulting in low student performance in key areas of CBC. The findings showed that many students in public primary schools struggle with basic math operations, lack fluency in communication, and are unable to read, write, or pronounce specific words or define their meanings. However, many primary school students demonstrate creativity, excelling in activities such as coloring shapes, forming patterns, drawing diagrams, and doing crayon etching with minimal difficulty. This was reflected in the low performance of learners in the Grade III national assessment.

### **5.1.2 Headteachers' Resource Mobilization Practices and Implementation of Competency-based Curriculum in Public Primary Schools**

The research discovered that headteachers engage in various resource mobilization strategies to improve the implementation of the Competency-Based Curriculum (CBC) in public primary schools. However, the process has not been as seamless as expected, despite the efforts made by school leaders to gather the required resources. One of the major obstacles to fully implementing the CBC is the lack of sufficient resources at the school level. Although headteachers have attempted to raise funds locally, form partnerships, and involve the community, essential resources such as teaching materials, infrastructure, and trained staff are still lacking.

Despite their best efforts, many schools continue to face shortages of crucial materials for the new curriculum, including CBC-aligned textbooks, hands-on learning tools, and specialized equipment for subjects like science and technology. This shortage negatively impacts the quality of education available to students. Consequently, even though headteachers have worked hard to mobilize resources for CBC, its implementation in public primary schools has been slow and challenging. Limited resources, inadequate teacher training, and resistance to change are ongoing issues affecting the curriculum's effective integration.

In support of this, Pearson's Product Moment Correlation Analysis showed a positive correlation between the resource allocation practices of headteachers and the implementation of the CBC in public primary schools ( $r(21) = 0.548$ ,  $p = 0.027$  at  $\alpha = 0.05$ ). This indicates that the successful implementation of the curriculum is closely linked to the effectiveness of headteachers in mobilizing resources to meet its objectives.

### **5.1.3 Headteachers' Resource Allocation Practices and Implementation of Competency-based Curriculum in Public Primary Schools**

This research established that CBC implementation in schools hinges significantly on the resource allocation practices by headteachers. Effective resource management, including the distribution of physical, human, and financial resources, plays a pivotal role in determining how well the curriculum is executed and whether its goals are met. Headteachers, who are responsible for managing the overall operations of a school, are at the forefront of making critical decisions that directly influence the success of CBC implementation. The role of headteachers in resource allocation is multifaceted. Firstly, they are tasked with ensuring that adequate teaching and learning materials are available for both teachers and students.

The study found that CBC emphasizes a shift from traditional rote learning to a more interactive and learner-centered approach, which demands specialized resources such as textbooks, digital tools, and practical learning equipment. Headteachers must, therefore, allocate these resources effectively, ensuring that both teachers and students have access to the materials necessary for the delivery of the curriculum. When resources are poorly allocated or inadequate, it undermines the implementation process, as teachers may struggle to adopt the teaching methodologies envisioned by the CBC framework. Secondly, human resource allocation is another critical aspect. Headteachers must assign qualified and adequately trained teachers to various subjects, ensuring they possess the necessary skills to teach in line with CBC principles.

This is particularly important as the curriculum encourages personalized learning, where teachers need to engage students actively, monitor their progress, and adjust teaching strategies accordingly. The success of CBC is, therefore, influenced by the headteacher's ability to place teachers where their expertise is most needed, as well as

to foster an environment of continuous professional development to keep staff updated on new teaching methodologies. Financial resource management is also a significant determinant in the success of CBC implementation. Headteachers must strategically manage the school's budget to ensure that adequate funds are allocated for curriculum implementation activities. This includes providing for teacher training, purchasing learning resources, and maintaining infrastructure. When the financial resources are allocated inefficiently or mismanaged, the impact on CBC implementation can be detrimental, leading to substandard learning environments and hindered educational outcomes.

These findings confirm that the practices used by headteachers in allocating resources in public primary schools are crucial in determining the success of CBC implementation. Aligning resources with the needs of the curriculum, teachers, and students is key to ensuring a smooth and effective transition to this innovative educational approach. Proper resource allocation practices are essential for the success of CBC and will ultimately help develop the competencies of learners as outlined in the curriculum framework. Pearson's Product Moment Correlation Analysis further supported this, showing a positive correlation between resource mobilization practices and CBC implementation in public primary schools ( $r(21) = 0.515, p = 0.041$  at  $\alpha = 0.05$ ).

#### **5.1.4 Headteachers' Resource Utilization Practices and CBC Implementation in Public Primary Schools**

The study revealed that the way headteachers utilize resources significantly impacts the implementation of CBC in public primary schools. Effective resource management and allocation are crucial for the success of the curriculum. The role of the headteacher in optimizing available resources, such as teaching materials, human resources, and infrastructure, has been identified as one of the most significant factors in ensuring the

smooth implementation of CBC in primary schools. This indicates that headteachers' ability to allocate and distribute resources effectively has a profound impact on the delivery of the CBC. Given that CBC is focused on developing learners' competencies rather than solely emphasizing rote learning, it requires a shift from traditional methods of teaching. For this transformation to occur, headteachers must ensure that both physical and pedagogical resources are available. This includes ensuring that classrooms are equipped with the necessary materials such as textbooks, computers, and practical tools that support hands-on learning activities.

Schools with headteachers who understand the importance of investing in the right teaching resources have demonstrated better outcomes in implementing the CBC effectively. Moreover, human resources management is also a key factor in successful CBC implementation. Headteachers are responsible for assigning tasks to teachers based on their competencies and ensuring that they receive proper professional development. Teachers who are well-trained in the CBC approach are more likely to engage in innovative teaching strategies and adapt to the learner-centered focus that the curriculum demands.

The findings suggest that headteachers who prioritize continuous professional development for their staff contribute significantly to the success of the curriculum's implementation. This focus on teacher capacity building helps educators understand the shifts in educational delivery required by CBC and ensures they can meet the diverse needs of students. The study also found that proper management of school infrastructure and learning environments also plays an essential role in supporting the CBC. Headteachers who ensure that school facilities are conducive to collaborative, interactive, and practical learning allow learners to thrive in the competency-based setting.

This includes ensuring that classrooms are appropriately arranged to support group work and interactive activities. Schools with well-maintained infrastructure that supports innovative learning practices tend to achieve higher success rates in CBC implementation. This implies that practices of headteachers in managing resources—ranging from physical materials to human capital and infrastructure—have a significant impact on the effectiveness of CBC implementation in public primary schools. Effective resource utilization is not just about having adequate resources but also about using them efficiently and strategically to enhance learning outcomes.

Headteachers who are proactive in resource management play an essential role in making the CBC a success. To back up these findings, Pearson's Product Moment Correlation Analysis showed a significant impact of school-parent collaboration strategies on the implementation of competency-based curriculum in public primary schools ( $r(21) = 0.587$ ,  $p = 0.017$  at  $\alpha = 0.05$ ). This reinforces the fact that prudent utilization of resources is key in enhancing CBC implementation in schools.

#### **5.1.5 Headteachers' Resource Record-keeping Practices and Implementation of Competency-based Curriculum in Public Primary Schools**

The study found that effective resource recordkeeping practices are essential for the successful implementation of the Competency-Based Curriculum (CBC) in public primary schools. The study further found that the role of headteachers in resource management and record-keeping has become increasingly significant as schools work to integrate this new curriculum model. Their practices in recording and managing educational resources directly influence the success of CBC implementation in public primary schools. One of the most notable findings is that headteachers who maintain meticulous records of instructional materials, equipment, and learning resources are better equipped to ensure that the CBC's practical and hands-on approach is effectively

implemented. The curriculum encourages students to engage with learning materials, experiment, and solve real-world problems, which necessitates the availability of appropriate resources. Headteachers who adopt effective recordkeeping practices can monitor the availability, condition, and usage of these resources, ensuring that teachers have the necessary tools to facilitate the CBC's diverse learning activities. Another key finding is the relationship between recordkeeping and resource allocation. Headteachers who keep accurate and up-to-date records of resources are more adept at making informed decisions about resource distribution. They are able to identify gaps in resource availability and prioritize the allocation of materials to the classrooms that require them the most.

In schools where resource allocation is well-managed, the implementation of the CBC is smoother because teachers are not hindered by shortages or the lack of necessary materials. Conversely, in schools where resources are poorly tracked and allocated, teachers may struggle to deliver the curriculum effectively, leading to suboptimal student outcomes. Moreover, headteachers who engage in regular monitoring and updating of resource records can quickly respond to emerging challenges in the implementation of the CBC. Whether it is the need for additional materials, equipment repairs, or modifications to the learning environment, headteachers with robust record-keeping practices are better positioned to address these challenges promptly.

This proactive approach is crucial for ensuring schools stay flexible and responsive to the evolving needs of the curriculum. The findings highlight that the record-keeping practices of headteachers significantly influence the successful implementation of the CBC in public primary schools. By managing resources effectively, allocating them appropriately, and consistently monitoring their use, headteachers foster an environment that supports efficient curriculum delivery.

This, in turn, enhances teaching and learning outcomes for students, contributing to the overall success of the CBC framework in public primary education. Pearson's Product Moment Correlation Analysis further confirms this, showing a meaningful connection between headteachers' record-keeping practices and the implementation of a competency-based curriculum in public primary schools ( $r(21) = 0.511$ ,  $p = 0.028$  at  $\alpha = 0.05$ ).

#### **5.1.6 Headteachers' Resource Monitoring/Evaluation Practices and Implementation of Competency-Based Curriculum in Public Primary Schools**

The study underscores that the headteacher's role in resource management is not just important, but central to ensuring the successful and sustained implementation of CBC. Their duties go beyond administrative tasks, involving active guidance and oversight of resource usage, which directly influences the success of the CBC framework. Headteachers who implement effective resource monitoring and evaluation strategies significantly aid the smooth execution of CBC. Resource monitoring involves assessing and managing the allocation, distribution, and use of resources like instructional materials, learning facilities, and staff. Evaluation, in turn, consists of continually assessing the effectiveness and impact of these resources on student learning outcomes and overall development.

When headteachers systematically engage in these practices, they can quickly identify and address any inefficiencies or gaps in resource usage, preventing disruptions in the teaching-learning process. One of the key findings is that headteachers who closely monitor resource usage and conduct regular evaluations are better positioned to identify areas of need and implement targeted interventions. For instance, when teaching resources such as textbooks, digital tools, and learning aids are adequately distributed

and maintained, teachers are more likely to effectively deliver the CBC, which emphasizes hands-on, student-centered learning. Furthermore, headteachers who are proactive in evaluating how these resources are being utilized can adjust strategies to ensure that teachers have the support they need to adopt innovative teaching methods aligned with CBC objectives. Moreover, headteachers' involvement in resource monitoring and evaluation fosters an environment of accountability and continuous improvement within the school. Teachers, guided by headteachers' leadership, become more motivated to embrace the CBC's requirements, knowing that there is a robust system in place to ensure that the necessary resources are available and properly utilized.

The feedback loop created through monitoring and evaluation allows for timely adjustments, which ultimately enhances the quality of education. This implies that practices of resource monitoring and evaluation by headteachers have a significant and direct influence on the successful implementation of CBC in public primary schools.

These practices help to ensure that resources are used efficiently and that any shortcomings in resource allocation are quickly addressed.

To back up these findings, Pearson's Product Moment Correlation Analysis revealed a significant link between the headteachers' resource monitoring and evaluation practices and CBC implementation in public primary schools ( $r(21) = 0.529$ ,  $p = 0.043$  at  $\alpha = 0.05$ ). This further indicates that regular monitoring and evaluation of how resources are used in CBC plays an important role in enhancing CBC implementation in schools.

## **5.2 Conclusions**

Based on the study's findings, implementing CBC remains a challenge in public primary schools in Loitoktok Sub-county.

Many teachers fail to complete the syllabus on time, and classroom teaching methods remain underdeveloped, resulting in poor learning outcomes in key subjects under CBC. A significant number of pupils struggle with basic math operations, lack fluency in communication, and are unable to read, write, pronounce specific words, or understand their meanings. Nevertheless, many primary school students demonstrate a high degree of creativity. This situation has been linked to the headteachers' resource management practices, including mobilization, allocation, utilization, record-keeping, and monitoring and evaluation. The study revealed that headteachers play a crucial role in securing resources, both financial and human, to ensure effective teaching and learning. However, despite these efforts, resource allocation often does not adequately meet the needs of CBC, which requires a more interactive, student-focused approach.

Headteachers are also responsible for keeping accurate and timely records of students' progress and the overall functioning of the school. While these records are well maintained, the findings show that they are not always used effectively to inform instructional strategies, nor are they always aligned with the goals of the CBC. The management of these records does not seem to directly influence or improve the educational outcomes that CBC aims to achieve. When it comes to monitoring and evaluation, it was found that headteachers perform these tasks regularly. They track the performance of teachers and students, and assess the implementation of the curriculum. However, the monitoring and evaluation processes have been observed to lack a clear focus on the specific competencies that CBC emphasizes.

This lack of targeted evaluation does not facilitate the necessary adjustments or improvements in teaching methods, which affects the overall success of CBC implementation. In conclusion, the findings indicate that while headteachers engage in vital administrative and managerial tasks such as resource mobilization, record-keeping,

and monitoring, these efforts have not significantly contributed to the successful implementation of CBC in public primary schools. The gap appears to be in the alignment of these practices with the specific demands of CBC.

### **5.3 Recommendations for Practice**

This section outlines the study recommendations in terms of practice, policy and further research.

#### **5.3.1 Recommendations for Practice**

The study makes the following recommendations;

- i. Regarding the headteachers' practices in resource mobilization and the implementation of the competency-based curriculum (CBC), the study advises that headteachers should persist in seeking resources and establishing partnerships with various donors and well-wishers to guarantee the availability of sufficient resources for effective CBC implementation.
- ii. Concerning the headteachers' resource allocation practices and the execution of the CBC, the study suggests that headteachers should ensure the fair distribution of resources across critical academic activities to meet the objectives of CBC.
- iii. In relation to the headteachers' resource utilization practices and CBC implementation, the study recommends that headteachers should make sure that the available resources are used wisely to fulfill the educational goals of CBC.
- iv. With regard to headteachers' record-keeping practices for resource management and CBC implementation, the study proposes that headteachers should maintain accurate records detailing how resources have been allocated and used for CBC implementation.
- v. On headteachers' monitoring and evaluation practices concerning resource use and CBC implementation, the study recommends that headteachers should

continuously evaluate how resources are being utilized for CBC, identifying gaps that need to be addressed in the future.

### **5.3.2 Recommendations for Policy**

The Ministry of Education need to formulate and develop a framework to equip headteachers with skills to ensure prudent use of resources allocated for CBC implementation.

### **5.3.3 Recommendations for Further Research**

- i A study should be conducted to evaluate how the experience of headteachers affects the implementation of CBC in public primary schools.
- ii Research could be conducted to explore the impact of teacher resources on the implementation of the competency-based curriculum in public primary schools.
- iii A study should be carried out to investigate how headteachers' financial management skills influence the implementation of CBC in public primary schools.

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## APPENDICES

### APPENDIX I: LETTER OF INTRODUCTION

Dear Sir/Madam,

#### RE: PERMISSION TO CARRY OUT RESEARCH

At Mount Kenya University, I am a student enrolled in a master's program in educational administration, leadership, and management. My topic is: **INFLUENCE OF HEADTEACHERS' RESOURCE MANAGEMENT PRACTICES ON CBC IMPLEMENTATION IN PUBLIC PRIMARY SCHOOLS IN LOITOKTOK SUB- COUNTY, KAJIADO COUNTY, KENYA**. You have been chosen to take up an investigation in order to do this. I respectfully ask that all responders engage completely in the research. Your identity won't appear in report; this data will only be used for educational purposes. You will get access to the investigation's results on demand.

Your input and backing will be honored and greatly valued.

Thank you in advance.

Yours faithfully,

ISAAC TWARARY





## APPENDIX IV

### QUESTIONNAIRE FOR PRIMARY SCHOOL TEACHERS

Dear respondent,

The researcher is a student undertaking a degree course in Master of Education in Educational Management, Leadership and Administration at Mount Kenya University.

My research topic is: **INFLUENCE OF HEADTEACHERS' RESOURCE MANAGEMENT PRACTICES ON THE CBC IMPLEMENTATION IN PUBLIC PRIMARY SCHOOLS IN LOITOKTOK SUB- COUNTY, KAJIADO COUNTY, KENYA.**

#### Section A: Demographic Information

*Instruction: Please tick against your most appropriate answer and fill the spaces provided.*

1. Gender: Male  Female
2. Level of education  
Certificate  Diploma  Degree  Post-graduate

#### Section B: Implementation of Competency-based Curriculum in Public Primary 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. In a scale of 1-4, how would you rate the extent to which your learners manifest the following competencies in your school?

No.	Test Items	Great Extent	Fair	Low Extent	Not Sure
		4	3	2	1
1	Improved learner competencies in number work activities				
2	Learners are able to competently undertake language activities				
3	Improved competencies in creativity activities				
4	Learners are able to undertake tasks in life or environmental activities				

**Section C: Resource Mobilization Practices and Implementation of Competency-based Curriculum in Public Primary Schools**

1. Please, mark some of the resource mobilization practices your headteacher engages in

PTA funding [ ]

Bursaries mobilization [ ]

Community contributions [ ]

Income generation activities [ ]

NGO initiatives [ ]

Foundations/endowments [ ]

2. Rate the degree to which you concur with the following statements regarding the impact of headteacher's resource mobilization practices on implementation of CBC 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 PTA funding to facilitate CBC implementation process					
2	To supplement efforts by the government, my headteacher always relies on bursaries to support CBC implementation					
3	My headteacher relies on community contributions which has not improved CBC implementation					
4	By engaging in alternative income-generating activities, my headteacher has often raised enough resources to support CBC implementation					
5	In my school, the headteacher has depended on NGO initiatives and donations from foundations to raise funds for CBC implementation					

**Section D: Resource Allocation Practices and Implementation of Competency-based Curriculum in Public Primary Schools**

1. Please, rate how often your headteacher undertakes the following resource allocation activities

<b>Resource Allocation Practices</b>	<b>VO</b>	<b>O</b>	<b>S</b>	<b>R</b>	<b>N</b>
Need assessment					
Develop a target budget.					
Resource prioritization /Goals.					
Funds allocation per need					
Equity consideration					

Key: **VO**-Very Often    **O**: Often    **S**: Sometimes **R**: Rarely **N**: Never

2. Rate the extent to which you agree with the statements on influence of your headteacher's resource allocation practices on CBC implementation

<b>No.</b>	<b>Test Items</b>	<b>SA</b>	<b>A</b>	<b>U</b>	<b>D</b>	<b>SD</b>
		<b>5</b>	<b>4</b>	<b>3</b>	<b>2</b>	<b>1</b>
1	Equity is frequently maintained when distributing resources among various CBC activities					
2	In my primary school, stakeholders consistently participate in the resource allocation process for CBC activities					
3	Allocation of resources for CBC activities at my primary school is typically determined by established priorities					
4	When distributing resources for CBC activities, the needs and interests of learners are frequently prioritized					
5	My headteacher consistently maintains transparency in the distribution of financial resources for various CBC activities					

**Section E: Resource Utilization Practices and Implementation of Competency-based Curriculum in Public Primary Schools**

1. Please, rate how often your headteacher undertakes the following resource utilization activities

<b>Resource Utilization Practices</b>	<b>VO</b>	<b>O</b>	<b>S</b>	<b>R</b>	<b>N</b>
Resource utilization plan					
Resource utilization strategies					
Schedules and timelines					
Align utilization to strategic objectives					

Key: **VO**-Very Often **O**: Often **S**: Sometimes **R**: Rarely **N**: Never

2. Rate the extent to which you agree with the statements on influence of your headteacher's resource utilization practices on implementation of CBC in your school

<b>No.</b>	<b>Test Items</b>	<b>SA</b>	<b>A</b>	<b>U</b>	<b>D</b>	<b>SD</b>
		<b>5</b>	<b>4</b>	<b>3</b>	<b>2</b>	<b>1</b>
1	In my school, the headteacher often designs resource utilization plan which has improved CBC implementation					
2	My school has recruited more human resource personnel to ensure effective CBC implementation					
3	My school has ensured effective utilization of infrastructural resources for CBC implementation to encourage more allocation towards the same					
4	In my school, the headteacher has often set timelines for using resources which has improved CBC implementation					
5	My headteacher always ensures that use of resources is aligned to CBC objectives					

### Section F: Resource Record-keeping Practices and Implementation of Competency-based Curriculum in Public Primary Schools

1. Please, rate how often your headteacher undertakes the following resource record-keeping activities

<b>Resource Record-keeping Practices</b>	<b>VO</b>	<b>O</b>	<b>S</b>	<b>R</b>	<b>N</b>
Compliance to resource recording principles					
Up-to-date resource recording					
Resource reconciliation					
Transparent resource reporting					

Key: **VO**-Very Often **O**: Often **S**: Sometimes **R**: Rarely **N**: Never

2. Rate the extent to which you agree with the statements on influence of headteacher’s resource record-keeping practices 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 often complies with resource recording principles which has improved CBC implementation					
2	My headteachers rarely keeps up-to-date records for resources which has slowed CBC implementation					
3	My headteacher rarely undertakes resource reconciliation as a way of improving CBC implementation to encourage more allocation towards the same					
4	In my school, the headteacher has often upheld transparent resource reporting to improve CBC implementation					
5	My headteacher always ensures that records of resources used in CBC implementation is well-kept					

**Section G: Resource Monitoring/Evaluation Practices and Implementation of Competency-based Curriculum in Public Primary Schools**

1. Please, rate how often your headteacher undertakes the following resource monitoring and evaluation activities

M&E Practices	VO	O	S	R	N
Policy and regulations adherence					
Review for compliance					
Regular supervision					
Identification of performance indicators					
Providing continuous feedback					
Undertaking impact assessment					

Key: VO-Very Often O: Often S: Sometimes R: Rarely N: Never

2. Rate the extent to which you agree with the following statements on the influence of your headteacher’s monitoring and evaluation practices on implementation of competency-based curriculum in your school



No.	Test Items	SA	A	U	D	SD
		5	4	3	2	1
1	My headteacher often sets policy and regulations for M&E which has improved CBC implementation					
2	In my school, the headteacher always reviews procedures of compliance with M&E practices which has improved CBC implementation					
3	My headteacher undertakes regular supervision of M&E activities which has improved CBC implementation					
4	In my school, the headteacher always identifies performance indicators during M&E as a way of improving CBC implementation process					
5	My headteacher rarely provides continuous feedback for CBC implementation which has compromised the process					

Thank you

Isaac Twarary



## APPENDIX V

### INTERVIEW GUIDE FOR HEADTEACHERS

Dear respondent,

The researcher is a student undertaking a degree course in Master of Education in Educational Management, Leadership and Administration at Mount Kenya University. My research topic is: **INFLUENCE OF HEADTEACHERS' RESOURCE MANAGEMENT PRACTICES ON THE CBC IMPLEMENTATION IN PUBLIC PRIMARY SCHOOLS IN LOITOKTOK SUB- COUNTY, KAJIADO COUNTY, KENYA.** The information you provide will be treated with confidentiality and used for this study.

#### Section A: Demographic Information

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

#### Section B: Implementation of Competency-based Curriculum in Public Primary Schools

1. How often do teachers in your school cover syllabus in time?
2. How would you rate the extent to which CBC has been implemented in your primary school in terms improving learner competencies in key learning areas?

#### Section C: Resource Mobilization Practices and Implementation of Competency-based Curriculum in Public Primary Schools

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

**Section D: Resource Allocation Practices and Implementation of Competency-based Curriculum in Public Primary Schools**

1. Which are some of the resource allocation activities you engage in?
2. To what extent have the resource allocation activities you adopt influenced implementation of CBC in your school?

**Section E: Resource Utilization Practices and Implementation of Competency-based Curriculum in Public Primary Schools**

1. State some of the resource utilization activities you undertake in your school?
2. How have your resource utilization practices influenced implementation of competency-based curriculum in your primary school?

**Section F: Resource Record-keeping Practices and Implementation of Competency-based Curriculum in Public Primary Schools**

1. What are some of the resource record-keeping you engage in?
2. How have your resource record-keeping practices influenced CBC implementation in your school?

**Section G: Monitoring/Evaluation Practices and Implementation of Competency-based Curriculum in Public Primary Schools**

1. What are some of the resource monitoring and evaluation activities you undertake in your school?
2. How often do you undertake M&E for CBC implementation activities in your school?
3. To what extent have your resource monitoring and evaluation practices influenced implementation of competency-based curriculum in your school?

Thank you, Isaac Twarary

**APPENDIX VI  
INTERVIEW GUIDE FOR BoM/PTA CHAIRS**

Dear respondent,

The researcher is a student undertaking a degree course in Master of Education in Educational Management, Leadership and Administration at Mount Kenya University. My research topic is: **INFLUENCE OF HEADTEACHERS' RESOURCE MANAGEMENT PRACTICES ON THE CBC IMPLEMENTATION IN PUBLIC PRIMARY SCHOOLS IN LOITOKTOK SUB- COUNTY, KAJIADO COUNTY, KENYA.** The information you provide will be treated with confidentiality and used for this study.

**Section A: Demographic Information**

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

**Section B: Implementation of Competency-based Curriculum in Public Primary Schools**

1. How often do teachers in your school cover syllabus in time?
2. How would you rate the extent to which CBC has been implemented in your primary school in terms improving learner competencies in key learning areas?

**Section C: Resource Mobilization Practices and Implementation of Competency-based Curriculum in Public Primary Schools**

1. What are some of the resource mobilization practices your headteacher adopts to enhance CBC implementation?
2. How have headteacher's resource mobilization practices influenced implementation of competency-based curriculum in your school?

**Section D: Resource Allocation Practices and Implementation of Competency-based Curriculum in Public Primary Schools**

1. Which are some of the resource allocation activities headteacher engages in?

2. To what extent have resource allocation activities your headteacher adopts influenced implementation of CBC in your school?

**Section E: Resource Utilization Practices and Implementation of Competency-based Curriculum in Public Primary Schools**

1. State some of the resource utilization activities your headteacher undertakes in your school?
2. How have headteacher's resource utilization practices influenced implementation of competency-based curriculum in your primary school?

**Section F: Resource Record-keeping Practices and Implementation of Competency-based Curriculum in Public Primary Schools**

1. What are some of the resource record-keeping your headteacher engages in?
2. How has your headteacher resource record-keeping practices influenced CBC implementation in your school?

**Section G: Monitoring/Evaluation Practices and Implementation of Competency-based Curriculum in Public Primary Schools**

1. What are some of the resource monitoring and evaluation activities the headteacher undertakes in your school?
2. How often does your headteacher undertake M&E for CBC implementation activities in your school?
3. To what extent have headteacher's resource monitoring and evaluation practices influenced implementation of competency-based curriculum in your school?

Thank you,

Isaac Twarary

Dear respondent,

The researcher is a student undertaking a degree course in Master of Education in Educational Management, Leadership and Administration at Mount Kenya University. My research topic is: **INFLUENCE OF HEADTEACHERS' RESOURCE MANAGEMENT PRACTICES ON THE CBC IMPLEMENTATION IN PUBLIC PRIMARY SCHOOLS IN LOITOKTOK SUB- COUNTY, KAJIADO COUNTY, KENYA.** The information you provide will be treated with confidentiality and used for this study.

**Section A: Demographic Information**

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

**Section B: Implementation of Competency-based Curriculum in Public Primary Schools**

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

**Section C: Resource Mobilization Practices and Implementation of Competency-based Curriculum in Public Primary Schools**

1. What are some of the resource mobilization practices headteachers adopt to enhance CBC implementation in public primary schools in your sub-county?
2. How have headteachers' resource mobilization practices influenced implementation of competency-based curriculum in public primary schools in your sub-county?

**Section D: Resource Allocation Practices and Implementation of Competency-**

### **based Curriculum in Public Primary Schools**

1. Which are some of the resource allocation activities headteachers engage in?
2. To what extent have resource allocation activities headteachers adopt influenced implementation of CBC in public primary schools in your sub-county?

### **Section F: Resource Utilization Practices and Implementation of Competency-based Curriculum in Public Primary Schools**

1. State some of the resource utilization activities headteachers undertake in public primary schools in your sub-county?
2. How have headteachers' resource utilization practices influenced implementation of competency-based curriculum in public primary schools in your sub-county?

### **Section F: Resource Record-keeping Practices and Implementation of Competency-based Curriculum in Public Primary Schools**

1. What are some of the resource record-keeping headteachers in public primary schools in your sub-county engage in?
2. How have your resource record-keeping practices influenced CBC implementation in your school?

### **Section G: Monitoring/Evaluation Practices and Implementation of Competency-based Curriculum in Public Primary Schools**

1. What are some of the resource monitoring and evaluation activities headteachers undertake in public primary schools in your sub-county?
2. How often do headteachers undertake M&E for CBC implementation activities in public primary schools in your sub-county?

3. To what extent have headteachers' resource monitoring and evaluation practices influenced implementation of CBC in public primary schools in your sub-county?

Thank you,

Isaac Twarary



## APPENDIX VIII

### FOCUS GROUP DISCUSSION GUIDE FOR LEARNERS

Dear respondent,

The researcher is a student undertaking a degree course in Master of Education in Educational Management, Leadership and Administration at Mount Kenya University. My research topic is: **INFLUENCE OF HEADTEACHERS' RESOURCE MANAGEMENT PRACTICES ON THE CBC IMPLEMENTATION IN PUBLIC PRIMARY SCHOOLS IN LOITOKTOK SUB- COUNTY, KAJIADO COUNTY, KENYA**. The information you provide will be treated with confidentiality and used for this study.

#### **Section B: Implementation of Competency-based Curriculum in Public Primary Schools**

1. Do teachers in your school cover syllabus in time?
2. How has your ability to master concepts in number work, language, creativity, environment issues improved since the introduction of CBC?

#### **Section C: Resource Mobilization Practices and Implementation of Competency-based Curriculum in Public Primary Schools**

1. What are some of the resource mobilization practices your headteacher adopts to enhance CBC implementation?
2. How have headteacher's resource mobilization practices influenced implementation of competency-based curriculum in your school?

#### **Section D: Resource Allocation Practices and Implementation of Competency-based Curriculum in Public Primary Schools**

1. Which factors does your headteacher consider when allocating resources for CBC activities?

2. To what extent have resource allocation activities your headteacher adopts influenced implementation of CBC in your school?

**Section E: Resource Utilization Practices and Implementation of Competency-based Curriculum in Public Primary Schools**

1. How have the resources allocated for CBC activities been utilized?
2. In your opinion, how have headteacher's resource utilization practices influenced implementation of competency-based curriculum in your primary school?

**Section F: Resource Record-keeping Practices and Implementation of Competency-based Curriculum in Public Primary Schools**

1. What are some of the resource record-keeping your headteacher engage in?
2. How has your headteacher's resource record-keeping practices influenced CBC implementation in your school?

**Section G: Monitoring/Evaluation Practices and Implementation of Competency-based Curriculum in Public Primary Schools**

1. Does your headteacher do a follow-up to know whether you have mastered concepts under CBC or not?
2. To what extent have headteacher's resource monitoring and evaluation practices influenced implementation of competency-based curriculum in your school?

Thank you,

Isaac Twarary

## APPENDIX IX

### DOCUMENT ANALYSIS GUIDE FOR THE RESEARCHER

#### A. Number Work 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
Reading skills such as phoneme awareness, phonetics, vocabulary, picture reading or recognition				
Writing skills such as forming words, joining syllable to make words and sentence construction				
Oral skills such as storytelling, news telling				

#### C. Creativity Skills

Aspects of Creativity Skills	Levels of Learner Competencies			
	Excellent 4	Good 3	Fair 2	Below Average 1
Coloring				
Pattern writing				
Drawing and tracing				
Printing, e.g. hand, leaf and potato printing				
Crayon and pencil etching				

#### D. Essential Environmental Skills

Aspects of Essential Environmental Skills	Levels of Learner Competencies			
	Excellent 4	Good 3	Fair 2	Below Average 1
Ability to tell their names for identity				
Identify their sex for self-awareness				
Identify their body parts (heads, hands, legs etc.)				
Identify objects within their environment (home and school)				
HEADTEACHERS' RESOURCE MANAGEMENT PRACTICES				
Variables	Often	Sometimes	Rarely	Never

<b>Resource Mobilization Practices</b>				
• PTA funding				
• Bursaries mobilization				
• Community contributions				
• Income generation activities				
• NGO initiatives				
• Foundations/endowments				
<b>Resource Allocation Practices</b>				
• Undertaking needs assessment				
• Develop a target budget				
• Resource prioritization /Goals				
• Funds allocation per need				
• Equity consideration				
<b>Resource Utilization Practices</b>				
• Resource utilization plan				
• Resource utilization strategies				
• Schedules and time lines				
• Align utilization to strategic objectives				
<b>Resource Record-keeping Practices</b>				
• Compliance to resource Recording Principles				
• Up-to-date resource recording				
• Resource reconciliation				
• Transparent resource reporting				
<b>Resource Monitoring and Evaluation Practices</b>				
• Policy and regulations adherence				
• Review for compliance				
• Regular supervision				
• Identification of performance indicators				
• Providing continuous feedback				
• Undertaking impact assessment				

Thank you

Isaac Twarary

## APPENDIX X

### ETHICAL CLEARANCE FROM MOUNT KENYA UNIVERSITY



REF: MKU/ISERC/4891  
TO: ISAAC TWARARY

Date: 01 April 2025

REG: MED/2023/46282

Dear Sir/Madam,

**RE: INFLUENCE OF HEADTEACHERS' RESOURCE MANAGEMENT PRACTICES ON IMPLEMENTATION OF COMPETENCY-BASED CURRICULUM IN PUBLIC PRIMARY SCHOOLS IN LOITOKTOK SUB-COUNTY, KAJIADO COUNTY, KENYA**

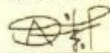
This is to inform you that **Mount Kenya University** has reviewed and approved your above research proposal. Your application approval number is **3613**. The approval period is **01/04/2025 - 31/03/2026**.

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 XI

INTRODUCTION LETTER FROM THE SCHOOL OF POSTGRADUATE  
STUDIES OF MOUNT KENYA UNIVERSITY



**DIRECTORATE OF GRADUATE STUDIES**

MED/2023/46282

2<sup>nd</sup> April, 2025

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

Dear Sir/Madam,


**RE: ISAAC TWARARY – REGISTRATION NO. MED/2023/46282**

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 Headteachers’ Resource Management Practices on Implementation of Competency Based Curriculum in Public Primary Schools in Loitoktok Sub -County, Kajiado 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 **April, 2025 and June, 2025**.

Any assistance accorded to the student will be highly appreciated.

Thank you.

  
**Dr. Samuel M. Karenga Ph.D**  
**Director, Graduate Studies**  
Enc.

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

Main Campus, General Kago Road, P.O. Box 342-01000 Thika.  
Tel: +254 20 287 8000, Cell: +254 709 153 000  
Email: info@mku.ac.ke, Web: www.mku.ac.ke  
Chartered and ISO 9001 : 2015 Certified  
**Unlocking Infinite Possibilities**


APPENDIX XII

AUTHORIZATION LETTER FROM NATIONAL COMMISSION FOR SCIENCE, TECHNOLOGY AND INNOVATION

Republic of Kenya  
National Commission for Science, Technology and Innovation

Ref No: 432753

**RESEARCH LICENSE**




This is to Certify that Mr. ISAAC SIMEL TWARARY 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 Kajiado on the topic: INFLUENCE OF HEADTEACHERS' RESOURCE MANAGEMENT PRACTICES ON IMPLEMENTATION OF COMPETENCY-BASED CURRICULUM IN PUBLIC PRIMARY SCHOOLS IN LOITOKTOK SUB-COUNTY, KAJIADO COUNTY, KENYA for the period ending : 08/April/2026.

License No: NACOSTI/P/25/418100

432753  
Applicant Identification Number

W. Mwangi  
Director General  
NATIONAL COMMISSION FOR SCIENCE, TECHNOLOGY & INNOVATION

Verification QR Code



NOTE: This is a computer generated License. To verify the authenticity of this document, Scan the QR Code using QR scanner application.

See overleaf for conditions

**APPENDIX XIII**

**RESEARCH AUTHORIZATION FROM COUNTY COMMISSIONER,  
KAJIADO**



**OFFICE OF THE PRESIDENT  
MINISTRY OF INTERIOR AND NATIONAL ADMINISTRATION  
COUNTY COMMISSIONER, KAJIADO**

Telephone: 0203570295  
Fax: 0202064416  
Email: kajiadocc2012@gmail.com  
When replying please quote

County Commissioner  
Kajiado County  
P.O. Box 1-01100  
KAJIADO

**Ref. KJD/CC/ADM/45 VOL. V (44)**

**24<sup>th</sup> April, 2025**

ISAAC TWARARY  
MOUNT KENYA UNIVERSITY  
P.O BOX 342-0100  
THIKA

**RE: RESEARCH AUTHORIZATION: ISAAC TWARARY**

Following the request made on your behalf by National Commission for Science, Technology and Innovation vide letter **Ref. No. NACOSTI/P/25/418100** dated 8<sup>th</sup> April, 2025.

You are hereby granted authority to carry out research on **"Influence of Head teachers' Resource Management Practices on Implementation of Competency-Based Curriculum In Public Primary Schools in Loitokitok Sub County in Kajiado County"**, Kenya: for the period ending: 8<sup>th</sup> April, 2026.

It is expected that you adhere to research ethics in doing your study

A handwritten signature in blue ink, appearing to read 'Milka Theuri'.

Milka Theuri  
FOR: COUNTY COMMISSIONER  
KAJIADO COUNTY

CC:

Deputy County Commissioner  
LOITOKITOK SUB COUNTY

County Director of Education  
KAJIADO COUNTY

APPENDIX XIV

RESEARCH AUTHORIZATION FROM COUNTY DIRECTOR OF  
EDUCATION, KAJIADO



REPUBLIC OF KENYA  
MINISTRY OF EDUCATION  
STATE DEPARTMENT FOR BASIC EDUCATION

Email: [kajiadocde@gmail.com](mailto:kajiadocde@gmail.com)  
When replying please quote

County Director of Education  
Kajiado County  
P.O BOX 33-01100  
**KAJIADO**

Ref: KJD/C/R.3/III/123

24<sup>th</sup> April, 2025

**ISAAC TWARARY**  
MOUNT KENYA UNIVERSITY  
P.O. Box 342-0100  
**THIKA**

**RE: RESEARCH AUTHORIZATION**

Reference is made to the letter from National Commission for Science Technology and innovation License No: **NACOSTI/P/25/418100** dated 24<sup>th</sup> April, 2025.

Authority is hereby granted for you to conduct your research on **"Influence of Head teachers' Resource Management Practices on Implementation of Competency- Based Curriculum In Public Primary Schools in Loitokitok Sub County in Kajiado County, Kenya"**, for the period ending 24<sup>th</sup> April, 2026.

On completion of the research, kindly share major highlights of the findings (thesis) with the County Director of Education's office.

  
**DR. SAWEGA WALALA**  
**FOR; COUNTY DIRECTOR OF EDUCATION**  
**KAJIADO COUNTY**



**CC: SUB COUNTY DIRECTOR**  
**LOITOKITOK**

APPENDIX XV

RESEARCH AUTHORIZATION FROM COUNTY GOVERNMENT OF  
KAJIADO



COUNTY GOVERNMENT OF KAJIADO  
P.O BOX 11 -01100  
KAJIADO  
TEL: 0202043075



Email : [csoffice@kajiado.go.ke](mailto:csoffice@kajiado.go.ke)

OFFICE OF THE COUNTY SECRETARY

REF: CGK/CS/ Research/vol.1/2025 (3)

Date: Wednesday 30<sup>th</sup> April 2025

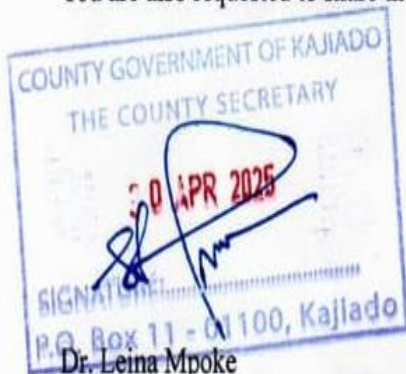
Isaac Twarary  
Mount Kenya University  
Nairobi

**RE: AUTHORITY TO CARRY OUT RESEARCH IN KAJIADO COUNTY.**

Reference is made to your letter dated 2<sup>nd</sup> April, 2025 reference no. MED/2023/46282 on the above subject.

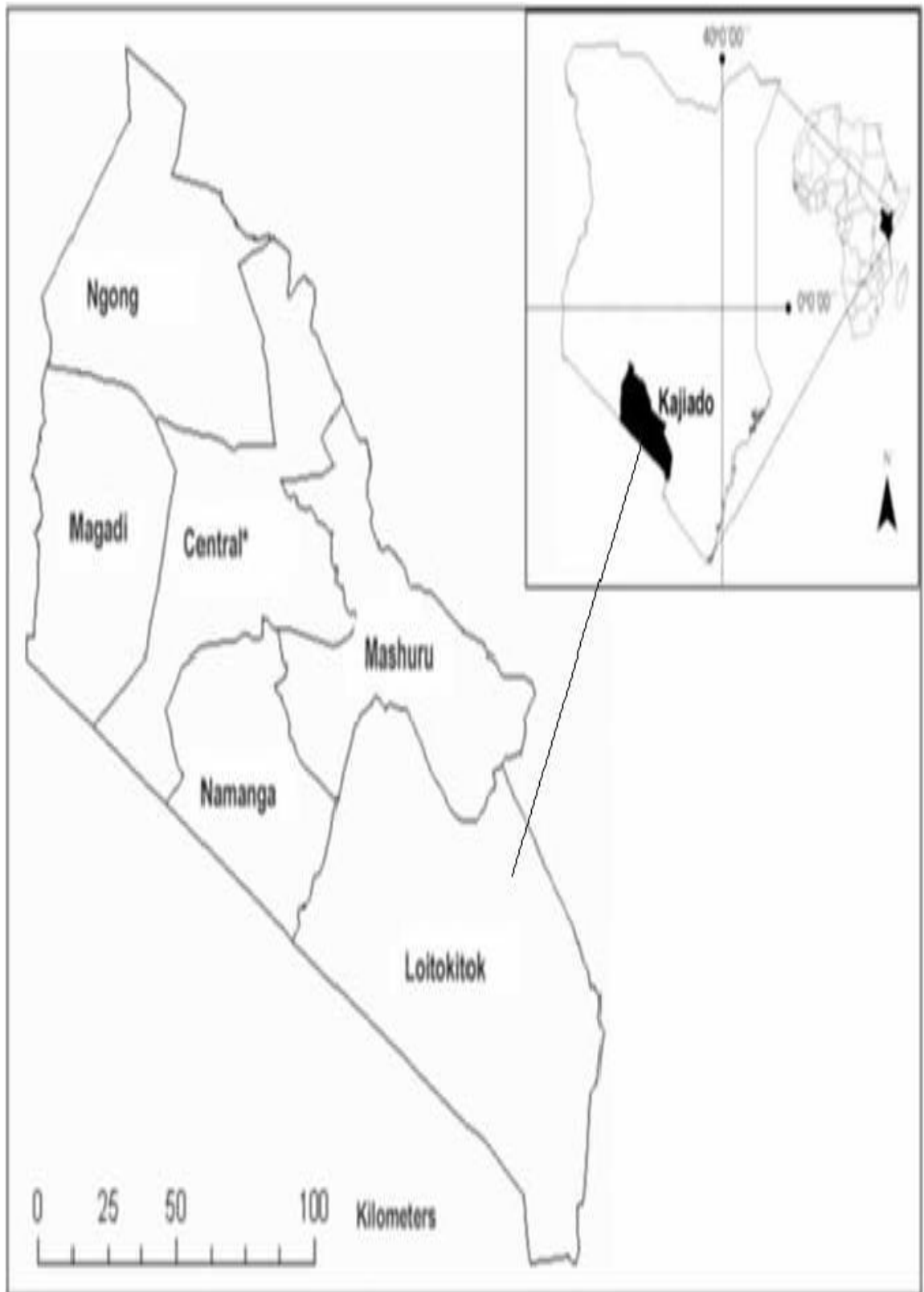
This is to inform you that authority is hereby granted to allow you to conduct research on *Influence of Headteachers' Resource Management Practices on Implementation of Competency Based Curriculum in Public Primary Schools* in Loitoktok Sub-County, Kajiado County.

You are also requested to share the findings with the undersigned after the end of your research.



Dr. Leina Mpoke  
**Ag. County Secretary and Head of Public Service**

**APPENDIX XVI**  
**THE MAP OF LOITOKTOK SUB-COUNTY**



Source: IEBC (2012)