

## **Influence of Management Training Programs on Implementation of Competency Based Education in Public Secondary Schools in Tigania Central Sub-County, Meru County, Kenya**

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### **Abstract**

Curriculum development, change and transitioning are inevitable for the growth of any nation. To embrace the change of curriculum, educational stakeholders ought to be prepared so as to ensure a smooth curriculum transitioning. The preparedness of the school management will be one of the fundamental factors that will determine whether or not the competency-based curriculum (CBC) is implemented successfully at senior secondary schools. In order to guarantee that the students benefit from instruction and learning, school management has great responsibilities for implementing CBC once JSS transitions to senior secondary school. This study sought to assess the influence of teachers' training programs on the implementation of competency based education in public secondary schools in Tigania central sub-county. A questionnaire was used as the primary data collection instrument. Data were analyzed and presented using measures of central tendency, namely mean and standard deviation, and inferential statistics through simple linear regression. A sample of 148 participants (20 principals and 128 teachers) was selected, with a 91.9% response rate. The findings revealed that there is moderate engagement in training programs. Management training programs was a statistically significant predictor of the implementation of competency based education in public secondary schools in Tigania Central Sub-County. It recommends that the Ministry of Education and the Teachers Service Commission should institutionalize regular, targeted training programs for school managers to enhance their leadership capacity and align them with the dynamic demands of the CBC framework.

**Keywords:** *Management Training Programs, Implementation, Competency Based Education, Public Secondary Schools*

### **INTRODUCTION**

Curriculum development is a broad scope as it affects not only learners and teachers but the development of the community and society at large. According to Schweitzer (2019), curriculum development is defined as planned, a purposeful, progressive, and systematic process to create positive improvements in the educational system. Curriculum design can be termed as the plan of instruction provided to teachers on learning areas to be covered, responsibilities and the schedule to follow. On the other hand, the change from the current curriculum to adopting a new one is defined as curriculum transitioning (Zhang et al., 2016).

Societal transformation and economic changes warrant a society that is well equipped to handle changes in globalization, labour demands and technological advancements. Curriculum development, change and transitioning are inevitable for the growth of any nation (UNESCO, 2015). To embrace the change of curriculum, educational stakeholders ought to be prepared so as to ensure smooth curriculum transitioning.

Livingston et al. (2015) stated that in the field of education transitioning from one curriculum to another is a common phenomenon. Kenya Institute of Curriculum Development (KICD, 2017) stated that, teachers as instructors are required to deliver learning instructions using reflective lesson plans that address the needs and abilities of learners. Adequate preparation and conscious effort is needed to meet the demand of the Competence Based Curriculum (CBC) implementation. Jeng'ere (2017) pointed that, learning is bi-directional where teachers design activates to aid effective learning that are aimed to impart specific competencies. On the other hand, learning cannot be complete without learners actively participating by exploring and experiencing in the learning process (Jeng'ere, 2017).

School management preparedness in curriculum implementation has been found to have great significance in success of curriculum shift (Spacey, 2016). Teachers ought to be equipped with necessary skills, knowledge on scheming and preparing lesson plans, learning materials, availability of syllabus textbook and well equipped learning facilities such as laboratories. The preparations are the foundation of successful implementation of the curriculum (Waweru, 2018). Preparations helps the learners to acquire skills and competences especially in areas of communication and collaboration, critical thinking and problem solving, creativity and imagination, learning to learn, self-efficacy and digital literacy (Ndayambaje, 2018).

In USA, Nevenglosky et al (2020) embarked on research study to analyze barriers to effective curriculum implementation. The study reported school management encountered problem to fully implement new curriculum due to lack of curriculum fidelity to new phonic programme. The lack of preparedness created barriers that hindered successful curriculum implementation. Provisions of instructional materials, training of teachers, and teachers' professional development were mentioned as vital tools that aid in successful implementation of curriculum (Nevenglosky et al., (2020).

In Ghana, Mpuangnan & Adusei (2021) investigated the concerns of public basic school teachers about the implementation of the standard-based curriculum in Ghana. The study found that, curriculum implementation depended on factors such as teachers training, teachers' attitude and motivation and availability of syllabus learning materials. Thibaut et al (2019) concurred by stating that, teachers' attitude toward implementation of new curriculum had more weight than their experience.

Kuria (2022) found school management preparedness to have positive effect on curriculum implementation. Curriculum implementation was adversely affected by inadequate preparation especially teachers training of new curriculum approaches, infrastructural inadequacies in term of laboratories and classrooms and lack of human capital to carry on with the changes. To fulfill the educational goals of the learning institution, leadership entails offering professional and instructional supervision.

Soita & Khaemba (2021) did a research study investigating the preparedness of schools' management boards in curriculum implementation in public primary schools in Bungoma County. The study found that of the school management boards were not initially trained in curriculum implementation by Kenya Education Management Institute and they were unlikely to oversee successful curriculum implementation. However, Momanyi et al (2022) on study on the influence of schools' management financial preparedness on the implementation of competence based curriculum in public primary schools in Kirinyaga west sub-county found that, school management had a critical role to play in the successful

implementation of CBC. They observed that factors like teachers training, availability of financial and material resources and teachers' motivation positively influenced implementation of CBC.

### **Statement of the problem**

Effective and adequate preparation plays a critical role towards successful accomplishment of a given project. CBC was rolled out in 2016 amidst barrage of accusation that it was hurriedly implement without sufficient preparations. By providing teachers in their schools with essential effective leadership, school management plays a critical role in establishing the framework for the successful implementation of curriculum reforms. The purpose of instructional leadership, according to Brolund, L. (2016), is to have school management collaborate closely with teachers to raise student achievement as envisioned in the change of curriculum. When introducing the CBC primary school teachers received CBC training from the Ministry of Education in several phases. The needs of school management as instructional leaders, who are vital in spearheading the curriculum reform's implementation in schools, have not, however, been met (Muti, 2019). In addition to providing teachers with the appropriate retraining and tools, preparations for the curriculum's successful implementation should also strengthen the school leaders' ability to effectively deliver on their mandate (Amoli & Aghashahi, 2016).

There are studies detailing training and equipping primary school teacher on CBC implementation. The transition of the students in grades 6 to 9 at JSS is one of the most important milestones for implementing CBC. Junior Secondary school (JSS) is a stage of educational transition nested in most education systems between primary and senior secondary education. It ensures a safe, solid and consistent link between primary and secondary education for pupils of Years 7, 8 and 9 (Nyambura, 2022). Currently, preparation to receive JSS students to Senior Secondary School (SSS) ought to be in high geared since CBC has fully been rolled out in primary level and junior secondary levels.

The preparedness of the school management will be one of the factors that will determine whether or not the CBC is implemented successfully at senior secondary schools. In order to guarantee that the students benefit from instruction and learning, school management has a number of responsibilities. The school management is supposed to offer informative administration to the educators. There is no evidence that the previous or current CBC training targeted school management and teachers at senior secondary school level. School management in senior secondary schools are mandated with the responsibility of overseeing the implementation of CBC at SSS. It is against this background that this study sought to examine school management preparedness to implement the CBC in senior secondary schools.

### **Purpose of the Study**

The aim of the study was to examine the influence of management training programs on implementation of competency based education in public secondary schools in Tigania Central sub-county.

## **LITERATURE REVIEW**

### **Empirical literature**

In the world of business, management training programmes are tailored to enhance leadership skills, such as how to inspire and motivate employees to improve performance and productivity. Managers who are effective leaders can elevate team performance, leading to higher organizational productivity. School managers are better equipped to foster a positive work environment, set clear goals, and provide the support their teams need to excel in their roles (Rothwell, 2016). School management functions play a fundamental role in success of

school curricula and co-curriculum activities hence the need for school management training program.

In Turkey, Celik & Anderson (2021) conducted a research study to investigate the effect of faculty training and development on students' learning outcomes. The study comprehensively reviewed literatures on the impact of teachers training on students' academic outcomes. Celik & Anderson (2021) established that, teachers' training positively influenced students' academic achievements. The study recommended regular faculty professional training to enhance their skills. Ball, Lightfoot, & Val Hill, (2017) agreed with Celik & Anderson (2021) that, teachers in-service training was significant for successful curriculum implementation.

In Zambia, Simunthala (2019) established that the rate of teachers who attended in-service professional training before new curriculum was rolled out was 73%. Tuke and Olaitan, (2019) reiterated the importance of in-service teachers training to effectively implement school curriculum. The researchers recommended teachers training to be operational in areas concerning lesson planning and presentation, management of time and classroom and new pedagogy methods and use of modern teaching aids for digital instruction such as ICT empowered gadgets for effective administering new curriculum (Simunthala, 2019); Tuke and Olaitan, 2019).

Githiari (2017) established that on the job training, in-service training and pre-service training were the ways through which school management acquired competencies. Principals were exposed to management and administration unit courses during training which was instrumental in their leadership responsibilities.

Soita & Khaemba (2021) did a research study in Bungoma County to investigate the preparedness of schools' management boards in curriculum implementation in public primary schools. The study found that of the school management boards were not initially trained in curriculum implementation by Kenya Education Management Institute and they were unlikely to oversee successful curriculum implementation. However, Momanyi et al (2022) on study on the influence of schools' management financial preparedness on the implementation of competence based curriculum in public primary schools in Kirinyaga west sub-county found that, school management had a critical role to play in the successful implementation of CBC. They observed that, factors like teachers training, availability of financial and material resources and teachers' motivation positively influenced implementation of CBC.

In Machakos county Kenya, Kilonzo et al. (2020) noted that, in-house and seminars held to train teachers and educators played significant role in building their capacity and significantly improving had a positive impact on students' academic performance. Khanyi and Naidoo (2020) agreed with Kilonzo et al. (2020) that, principals' professional development and encouraging teachers to attend trainings and seminars contributed positively to curriculum implementation. Khanyi and Naidoo (2020) research was on how secondary school teachers' professional development was influenced by the principals in South Africa.

Isaboke (2021) established that, school management preparedness had a significant impact on the implementation of CBC in primary schools. Teachers training had the greatest influence on the implementation of CBC ( $p=0.000<0.05$ ) while the teachers' ability to implement CBC had a significance value of ( $p=0.603>0.05$ ). Additionally, the study found significance between teachers' technological skills and implementation of CBC.

### **Theoretical framework**

This research was based on the Human Capital Theory (HCT). Human Capital Theory (HCT) was authored by Becker 1964. The human capital theory postulates that, education and training improves workers' productivity through impartation of set of skills and knowledge. According to the theory government expenditure on education is an investment to improve

the value on human capital which in turn increases the nation productivity and global competitiveness. Knowledge, skills, intelligence and sound judgments are some of the stock in the human capital which are developed through education and training.

According to OECD (2019), effective curriculum designing and implementation demands a clear vision and change both in theory, policy, techniques and instructional methods to ensure curriculum change achieves its desired results. Providing teachers with skills and knowledge through training programs can effectively enhance overall success in CBC implementation in senior secondary schools since teachers who undergo training are better equipped to self-manage, understand curriculum needs, coordinate and motivate stakeholders and implement best practices in curriculum implementation.

According to Khanyi and Naidoo (2020) human capital theory stresses the importance of education and training programmes as trained teachers are highly motivated, are able to develop their own competencies (self-efficacy) and can foster a culture of continuous improvement in teaching learning practices. Therefore, investing in human capital through formal and informal education and training programmes such as in-service teachers training, workshops and seminars is valuable stock for increase in efficiency and rise in productivity.

### Conceptual framework

#### Dependent Variable

##### Management training programs

- Seminars/ conferences
- In-service teachers' training programs
- Staff capacity building

#### Independent Variable

##### Successful Implementation of CBC in public secondary schools

- Ability to implement CBC

**Figure 1: Conceptual Framework**

Source: Researcher, (2024)

## RESEARCH METHODOLOGY

### Research Design

The researcher used a descriptive design method to collect information by administering questionnaires to the study participants. The researcher opted to use the descriptive design as it revealed the relationship between the dependent and independent variables, which were school management preparedness and the implementation of the competency-based curriculum, respectively.

### Study Location

The research location was Tigania Central Sub-County in Meru County. Senior secondary schools in Tigania West Sub-County formed the study site.

### Target Population

The population in this study consisted of all the 26 public secondary schools in Tigania Central. The respondents comprised principals, deputy principals, and teachers in senior secondary schools in Tigania Central Sub-County.

### Sampling Techniques and Procedures

The researcher opted to adopt a simple random sampling method, which enabled the selection of participants with desired characteristics in relation to the study objective without bias. The participants were drawn from schools within Tigania Central Sub-County.

The researcher used Slovin's formula to calculate the sample size, as cited by Sekaran (2007).

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



Where:

$n$ - sample size

$N$ -population size which is 215

$C$ - Confidence level will be 95%

$e$ – Error margin which is 5%

The sample size was 148 respondents.

**Table 1: Sample Size**

Category	Population	Sample Size
Principals	26	20
Teachers	189	128
<b>Total</b>	<b>215</b>	<b>148</b>

**Source:** Researcher, (2025)

### **Research Instruments**

The researcher used questionnaire as the data collection instrument.

The researcher used the drop-and-pick method of questionnaire collection to give respondents enough time to complete the questionnaires in a free-form setting.

### **Data Analysis method and Presentation**

Data was transferred to SPSS for coding and editing in order to simplify the computation of inferential statistics to build generalization from sampling population. Data was analyzed using measures of central tendency (mean), distribution (percentages), and means of variation (standard deviation). Thematic analysis was utilized to find recurring themes in the answers to the open-ended questions.

### **Ethical Considerations**

The researcher explained the purpose of the study to the respondents and information given by the respondents treated as confidential with non-disclosure of respondents' identities. The researcher gave ample time to clarify the purpose of the research to the participants. Research permit was acquired and consent from all the participants obtained while keeping the objectives as the greatest consideration throughout the research period.

## **FINDINGS AND DISCUSSIONS**

### **Response Rate**

Out of the 148 questionnaires issued to principals, deputy principals, and teachers, 136 were correctly completed and returned, yielding a response rate of **91.9%**. This high response rate is attributed to the researcher's effort in administering the tools personally and providing clarification where needed. According to Babbie (2020), a response rate above 70% is considered very good in social science research, enhancing the reliability and validity of the study findings.

### **Descriptive Analysis**

#### **Management Training Programs**

**Table 2: Management Training Programs**

Statement	SD	D	N	A	SA	Mean	Std. Dev
Seminars held to prepare for CBC improve curriculum implementation	6	10	18	62	40	3.89	1.02
In-service teacher training programs are necessary for CBC success	4	9	15	66	42	3.98	0.97
Capacity building improves CBC implementation	3	7	12	72	42	4.04	0.89
Seminars and conferences prepare teachers on CBC	5	13	20	65	33	3.74	1.05

Teachers are undergoing in-service training for CBC implementation	8	17	23	59	29	3.53	1.13
Staff capacity-building activities are ongoing in CBC implementation	7	11	21	61	36	3.79	1.06

**Source:** Field Data, 2025

The findings from Table 2 illustrate the perceptions of respondents regarding the role of management training programs in the implementation of the Competency-Based Curriculum (CBC) in public secondary schools within Tigania Central Sub-County. This section presents an analytical interpretation of the collected data on a Likert scale that measured levels of agreement from 1 (Strongly Disagree) to 5 (Strongly Agree). The sample size for this analysis was 136 participants.

The statement with the highest mean ( $M = 4.04$ ,  $SD = 0.89$ ) was “Capacity building improves CBC implementation.” This finding suggests that school management and teachers place a high level of importance on continuous professional development. The relatively low standard deviation indicates that responses were closely clustered around the mean, reflecting a high level of consensus among respondents. This aligns with assertions by Komba and Nkumbi (2021), who emphasized that capacity building is essential in enhancing instructional competency and enabling smooth curriculum transitions.

“In-service teacher training programs are necessary for CBC success” also received a high mean score of 3.98 ( $SD = 0.97$ ), indicating that most respondents agree or strongly agree with this sentiment. The consistency in responses points to a shared recognition that in-service training plays a significant role in ensuring that educators are equipped with the requisite skills and pedagogical knowledge needed to effectively implement CBC. Such views are reinforced by Wanjala et al. (2020), who highlighted the positive impact of structured in-service training on pedagogical innovation adoption in Kenyan secondary schools.

The statement “Seminars held to prepare for CBC improve curriculum implementation” had a mean of 3.89 ( $SD = 1.02$ ). Although the agreement level remains high, the higher standard deviation reflects a slightly wider spread of opinions. Some respondents may have had varied experiences or exposure to seminar quality and relevance, leading to differing views on their impact. Nonetheless, the data suggest that seminars, when well-organized and content-driven, are perceived as instrumental in fostering curriculum reform readiness.

“Staff capacity-building activities are ongoing in CBC implementation” had a mean of 3.79 ( $SD = 1.06$ ), further suggesting that most schools are undertaking proactive efforts to engage their teaching and management staff in CBC preparatory programs. The level of agreement also indicates that teachers acknowledge the importance of such institutional initiatives. The presence of ongoing capacity-building efforts could signify that CBC adoption is not being approached as a one-time transition but rather as a continuous process requiring periodic reinforcement, as proposed by Gachahi and Wanjiru (2021).

Interestingly, the statement “Seminars and conferences prepare teachers on CBC” recorded a mean of 3.74 ( $SD = 1.05$ ), reflecting moderate agreement. This may imply that while these forums exist, their effectiveness in actual skill and knowledge transfer may vary. The range of responses could be due to disparities in access, duration, content quality, or follow-up mechanisms in different schools. As Musyoka and Kithinji (2022) argue, professional development must be structured, needs-driven, and outcome-oriented to be truly effective.

The lowest-rated item was “Teachers are undergoing in-service training for CBC implementation” with a mean of 3.53 and a standard deviation of 1.13. Although the mean still lies above the midpoint of the Likert scale, indicating a general agreement, the higher standard deviation shows less agreement among participants. This may signal disparities in actual implementation across different schools, where some institutions may have actively

rolled out in-service training while others have not fully embraced the process. According to Mwaura and Odundo (2023), such inconsistencies often stem from uneven funding, logistical barriers, or policy delays.

Overall, the means across all six indicators were above 3.5, suggesting that management training programs are generally viewed positively in terms of their role in preparing schools for CBC. However, the slight variations in mean scores and standard deviations suggest that while the concept of training is universally supported, the actual implementation and effectiveness of these training programs vary from one school to another.

The findings support the Human Capital Theory, which underscores the role of investment in people—through training and education—as critical to improved performance (Becker, 1994). Through the lens of this theory, enhancing the skill set of school management and teachers through targeted training programs is a vital step toward effective curriculum implementation.

### **Inferential Analysis**

Inferential statistics were employed to examine the statistical significance and relationships between the independent variables (management training programs) and the dependent variable (preparedness of school management in implementing the CBC). The analysis performed was simple linear regression.

### **Model Summary**

The model summary provides the R-value,  $R^2$ , and adjusted  $R^2$ , indicating how well the independent variables collectively explain the variance in school management preparedness.

**Table 3: Model Summary**

<b>Model</b>	<b>R</b>	<b>R Square</b>	<b>Adjusted R Square</b>	<b>Std. Error of the Estimate</b>
1	0.701	0.491	0.464	0.389

**Source:** Field Data, 2025

The model yielded an R value of 0.701, indicating a strong positive correlation between the independent variable and school management preparedness for CBC implementation. The  $R^2$  value of 0.491 suggests that approximately 49.1% of the variance in preparedness can be explained by the independent variable. The adjusted  $R^2$  of 0.464 confirms the robustness of the model after accounting for the number of predictors.

### **Regression Coefficients**

**Table 4: Regression Coefficients**

<b>Variable</b>	<b>B</b>	<b>Std. Error</b>	<b>Beta</b>	<b>t</b>	<b>Sig.</b>
(Constant)	1.103	0.246		4.485	.000
Management Training	0.362	0.078	0.342	4.641	.000

**Source:** Field Data, 2025

Management training programs was statistically significant predictor of preparedness ( $p < 0.05$ ,  $\beta = 0.342$ ). The positive coefficients imply that improvements in any of the management training programs positively influence school management preparedness for CBC implementation.

### **ANOVA**

The ANOVA assesses the overall significance of the regression model.

**Table 5: ANOVA**

<b>Model</b>	<b>Sum of Squares</b>	<b>df</b>	<b>Mean Square</b>	<b>F</b>	<b>Sig.</b>
Regression	8.801	1	8.801	58.20	.000
Residual	19.832	134	0.148		
Total	28.633	135			

**Source:** Field Data, 2025



The results indicate that the regression model is statistically significant ( $F(1,134) = 58.20, p < 0.001$ ), confirming that the independent variable has a significant effect on the preparedness of school management.

### **Discussion of Findings**

The discussion of findings in relation to existing literature and theoretical perspectives provides deeper insights into the influence of management training programs on the implementation of the Competency-Based Curriculum (CBC) in Tigania Central Sub-County. This discourse evaluates points of agreement, disagreement, and comparison with prior research.

The high level of agreement on the statement “Capacity building improves CBC implementation” is consistent with several studies in Kenya and beyond. For instance, research by Wanjohi (2021) found that the successful implementation of CBC in Kenyan schools is highly dependent on well-structured training and mentorship programs. Similar findings were reported by Okoth and Musili (2020), who observed that regular capacity-building workshops significantly improve teachers’ confidence and ability to deliver CBC-aligned content. These findings affirm the proposition of Human Capital Theory (Becker, 1994), which posits that the knowledge, skills, and competencies acquired through training lead to enhanced productivity—in this case, effective curriculum implementation.

The observed high mean score for “In-service teacher training programs are necessary for CBC success” is also in alignment with international educational reforms, where professional development is a pillar of transformative change. For instance, a study conducted by UNESCO (2021) emphasized that for countries transitioning into competency-based models, continuous in-service teacher training is not a luxury but a necessity. This aligns with findings in this study, where respondents overwhelmingly agreed that such programs are critical for CBC implementation.

The statement “Seminars held to prepare for CBC improve curriculum implementation” received mixed ratings. While the majority agreed, some respondents expressed reservations. This aligns with the findings of Mutua and Njogu (2022), who noted that some seminars offered in Kenya lack practical orientation and may be too theoretical. Thus, while seminars are crucial, their effectiveness is subject to quality, duration, and contextual relevance. This divergence calls for an evaluation of training modules to ensure they are interactive, up-to-date, and contextually aligned with CBC goals.

In contrast, the lower score observed in the statement “Teachers are undergoing in-service training for CBC implementation” reflects inconsistencies in access to training. This agrees with the observations by Muthoni (2020), who documented that schools in more rural settings—such as Tigania Central—often face logistical and infrastructural barriers that hinder consistent training. These may include lack of transport, limited internet access, or financial constraints. The Gross Curriculum Implementation Theory (1971) suggests that for effective implementation to occur, conditions such as training, communication, and support must be adequately met. The inconsistent training landscape reported in this study may reflect gaps in fulfilling these conditions.

Another interesting comparison is drawn from a study by Mwangi and Kiruja (2023), which emphasized the importance of leadership involvement in training programs. Their study concluded that the level of school leadership engagement in seminars, conferences, and mentorship directly influences how seriously teachers embrace CBC. The relatively high mean score for “Staff capacity-building activities are ongoing in CBC implementation” ( $M = 3.79$ ) suggests that schools in Tigania Central may already recognize this, as efforts are being made to involve both teachers and administrators in ongoing preparation programs.

Moreover, the perception that seminars and conferences are useful ( $M = 3.74$ ) is in partial contrast with assertions by Kimeu (2022), who argued that many such initiatives are conducted sporadically and without proper evaluation mechanisms. This critique implies that while seminars and conferences are conceptually valuable, their delivery often requires standardization and follow-up support to be truly impactful.

The comparative analysis suggests a consensus on the importance of management training for CBC readiness, but a divergence exists in terms of actual implementation. Schools with better funding, proximity to training centers, and proactive leadership are more likely to have benefited from robust training programs. On the other hand, schools facing resource constraints may be lagging behind, hence the varied perceptions among respondents.

This study's findings agree with prior literature on the importance of training but expose the variability in its actual implementation. Addressing these disparities will require a concerted effort from the Ministry of Education, teacher training colleges, and individual school leadership to ensure equitable access to high-quality, continuous professional development tailored to CBC needs.

### **Conclusion**

The implementation of the Competency-Based Curriculum in Kenya requires a multifaceted approach, with school management playing a central role in ensuring institutional preparedness. This study has illustrated that school management preparedness in Tigania Central Sub-County is shaped by the interplay of several critical factors: management training, learning resources, physical facilities, and teachers' efficacy. The research concludes that training is influential variable, with school leaders who undergo frequent and targeted professional development demonstrating higher levels of readiness. This reinforces the idea that transformational leadership begins with knowledge acquisition and capacity building. Without this, school leaders may struggle to interpret and operationalize CBC principles effectively.

### **Recommendations**

The Ministry of Education and Teachers Service Commission should institutionalize regular, targeted training programs for school managers to enhance their leadership capacity and align them with the dynamic demands of the CBC framework.

Future research could conduct longitudinal assessments of CBC implementation readiness over time, capturing changes in management practices, resource availability, and teacher efficacy.

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