



Influence of Headteachers' Resource Management Practices on Implementation of Competency-based Curriculum in Public Primary Schools in Loitoktok Sub-County, Kajiado County, Kenya

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Abstract: Headteachers' resource management practices are significant in the implementation of the competency-based curriculum. However, CBC implementation in public primary schools has not come without its fair share of challenges. Many learners demonstrate inadequate competencies in essential CBC learning areas. Thus, the study examined the influence of headteachers' resource management practices on implementation of the CBC in public primary schools in Loitoktok Sub-County. The study adopted both quantitative and qualitative methods and thus applied a concurrent triangulation research design. Target population comprised 89 headteachers, 734 teachers, 89 BoM/PTA Chairs, 31000 learners and 2 County Auditors totaling 31914 respondents from which a sample of 395 respondents was determined using Yamane's Formula. This included 27 headteachers, 180 teachers, 27 BoM/PTA chairs, 159 learners and 2 County Auditors. Qualitative data were analyzed thematically based on the objectives and presented in narrative form. Quantitative data were analyzed descriptively using frequencies and percentages and inferentially using Pearson's Product Moment Correlation Analysis using the Statistical Package for Social Sciences (SPSS Version 25) and presented using tables. The study found that CBC implementation is still a challenge to schools with many teachers unable to cover syllabus in time, unimproved classroom pedagogy characterized by low learning outcomes of learners. Many pupils cannot perform basic number operations, cannot communicate fluently, cannot read, write or sound specific words or even state the meanings of words. However, many learners manifest good levels of creativity. This has been partly attributed to the inability of headteachers to mobilize adequate resources. Thus, the headteachers should continue mobilizing resources and develop links with different donors and well-wishers.

Keywords: Public, Primary schools, Resource mobilization practices, Implementation of CBC, Competency-based curriculum, Headteachers

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1. Introduction

Education constructively impacts learners' minds, character traits and physical abilities. According to the United Nations Educational, Scientific and Cultural Organization (2024), education is viewed as the process through which every society intentionally imparts

knowledge, skills and values from generation to generation. In modern systems of education worldwide, education in school settings consists of a set of academic activities which take place during learners' growth period and are aimed at producing an all-round and holistic individual who becomes responsible in society (UNESCO, 2024). To achieve this noble role, different

countries in the world continually change their education systems and undertake learner-centered curricula reforms to suit the needs, interests, preferences of learners and to tap into their talents and competencies at any given moment. This has seen many countries across the world adopt competency-based curriculum as a panacea to education challenges.

According to Bondi and Wiles (2023), competency-based curriculum is the form of a curriculum that emphasizes the complex outcomes of a learning process, that is, knowledge, skills and attitudes to be applied by learners rather than mainly focusing on what learners are expected to learn about in terms of traditionally defined subject content. The authors further opine that competency-based curriculum is usually designed around a set of key learner competencies that can be cross-curricular or subject-bound. For example, Edinger (2022) avers that, because of the existence of excessive programme overload in many educational institutions throughout the world, education policymakers decided to push for the formulation of objectives to better the structure of education. In this respect, therefore, Edinger (2022) posits that proficiency becomes the primary alternative with the focus on a training programme regarding what learners in primary school settings can do based on what they were taught over the years. In Finland, where the implementation of CBC has been successful, Bennett, Swanson, Schaefer and Falbe (2024) assert that much work has been done to put into practice the officially prescribed courses of study, syllabuses and subjects. According to Bennett et al. (2024), it is vital to note that implementation of competence-based curriculum takes place as the learner acquires the planned or intended experiences, knowledge, skills, ideas and attitudes that are aimed at enabling the same learner to function effectively in a society. In other words, researchers opine that the implementation of CBC entails how the planned or officially designed course of study is translated by teachers into syllabuses, schemes of work and lessons to be delivered to learners. However, its implementation has not been without its fair share of challenges.

In Latin America, Hanushek and Luque (2023) note that only 23.9% of schools have been able to implement CBC with a paltry 20.8% of learners manifesting improved basic number work, language, sciences, life and creativity skills. The researchers opine that failure to implement CBC has been attributed to a multiplicity of practices including school management practices. This supports the observations of Sturgis and Casey (2023) that the change from the old curriculum to CBC in learning institutions such as primary schools requires high-level practices adopted by school management, which is tasked with the mandate of supervising the implementation of the curriculum and its eventual evaluation. According to Rasinki, Homan and Biggs (2022), resource mobilization practices entail a set of activities and approaches adopted by headteachers to acquire resources to aid the process of CBC

implementation. The World Economic Forum's Global Competitiveness Report (2021) exemplifies the concept of school management practices as the cornerstone for an excellent education system. A report drawn by the Islamia University of Bahawalpur shows that, in Pakistan, before embarking on the implementation process for curriculum, headteachers are tasked to ensure that resources are available and adequate (Javed & Hamid, 2022).

These assertions underscore the vitality of headteachers' resource mobilization practices in the implementation of competency-based curriculum. However, the implementation of CBC in Indonesia has not been devoid of a multiplicity of challenges. An assessment survey by Musiman, Sutopo, Muhammad, Madya and Alivermana (2020) found that, despite the activities undertaken by the management of schools in Indonesia, close to 59.4% of learners in junior secondary schools manifest low expectation competencies in key learning areas such as mathematics, languages and sciences among others. In many countries in Sub-Saharan Africa, the scenario is the same with the implementation of CBC faced with numerous challenges. For example, though stakeholders such as school management and the government have adopted a myriad of strategies to provide resources, the implementation of CBC is still not devoid of numerous shortcomings. An assessment undertaken by Ajibola (2023) revealed that, since the introduction of competency-based curriculum in Nigeria, the status of implementation still stands at 39.5% success rates. Ajibola (2023) indicates that many aspects of CBC such as the improvement of learner competencies have not been fully realized with 67.3% of the learners still not able to manifest excellent language skills, 77.4% cannot perform mathematics activities, 45.9% do not manifest improved creativity whereas 35.9% do not have skills to perform essential environmental tasks.

Similar instances are reported in schools in KwaZulu Natal Province in South Africa, where Muraraneza and Ntombifikile (2023) note that implementation is yet to be fully realized. Muraraneza and Ntombifikile (2023) further assert that, in schools where management has succeeded in providing curriculum support materials, physical facilities, trained teachers, change of staff attitude and stakeholders' collaboration, there have been remarkable improvements in the implementation of CBC. From these assertions, the role of teachers' training, their supervision as well as existing belief system, which is consistent with the philosophy of the curriculum, adequate curriculum support materials and parental involvement are crucial for successful CBC implementation. In other words, the failure of CBC to realize its objectives is attributed to many factors including school management practices. In Kenya, the competency-based curriculum has been introduced as a solution to the challenges which bedeviled the 8.4.4 education system. Ondimu (2019) notes that the 8.4.4 system had loaded syllabus content and did not respond to the immediate needs of the learners. Ondimu (2019)

asserts that CBC was rolled out in 2018 to tap into the talents and competencies of learners with headteachers' institutional being at the center of the implementation. To this effect, the Ministry of Education embarked on capacity building of schools through re-training and supervision of teachers on CBC models, supply of curriculum support materials to schools, the building of extra classrooms and other forms of infrastructure.

A study conducted in Meru County by Kinoti and Njeru (2020) also revealed that there is a need for much preparedness among stakeholders in terms of extensive consultations, training of the implementers and headteachers as well as provision of resources to schools are mandatory so as minimize stress and failures of CBC curriculum. Despite these initiatives, the implementation of competency-based curriculum is still facing numerous challenges. An assessment undertaken in Nairobi County by Karimi (2020) revealed that implementation of CBC has not been devoid of shortcomings with many learners in public primary schools showing low levels of competencies in basic numeracy, creativity and essential skills such as lifeskills and leadership. This further lends credence to the findings of an earlier report by Uwezo (2022) which also noted that many learners aged between 4-8 years still manifest competencies in mathematics, languages and sciences among others which are below expectations. In Loitoktok Sub- County, the situation is not different since the implementation of CBC is still ineffective with many learners still showing the inability to complete tasks, inability to identify problems and solve them, poor communicative competency, lack of creativity, poor team building with peers and low leadership skills. For example, a report by the National Assessment System for Monitoring Learning Achievement (NASMLA) (2024) shows that, despite the introduction of CBC in primary schools, its implementation is still at lower levels since only 19.4% of learners in public primary schools in Matungulu Sub-county manifest improved literacy and communicative competency, 11.9% can undertake mathematics activities while only 16.3% have mastered essential life skills. In other words, mastery of concepts in key learning areas among learners in public primary schools is still below expectations. However, few empirical studies have interrogated the extent to which headteachers' institutional leadership practices influence implementation of competency-based curriculum in public primary schools, hence the study.

1.1 Research Objectives

The study sought to address the following objectives:

1. To assess the status of implementation of competency-based curriculum in public primary schools in Loitoktok Sub- County.
2. To examine the influence of headteachers' resource mobilization practices on implementation of competency-based curriculum in public primary schools in Loitoktok Sub- County.

2. Literature Review

Roll out and implementation of competency-based curriculum require huge resource mobilization. According to Clough, Fang, Vissa and Wu (2021), the huge resources needed means that CBC will require effective resources utilization and adoption of sustainable financing mechanisms. To support this assertion, Al-Samarrai, Cerdan-Infantes and Lehe (2021) undertook a study in the Netherlands which revealed that implementation of CBC is a high-cost activity that requires huge resource mobilization for training of teachers, provision of curriculum support materials, physical facilities and other forms of scholastic materials. In other parts of the world, curriculum implementation has not been all smooth sailing due to budgetary issues and resource ill-preparedness at schools' level. A study carried out in the United States of America by Cobbold, Johnson and Mason (2022) revealed that curriculum reforms which took place in 2009 encountered a number of challenges as the country was trying to align the learners' education needs with current socio-economic needs. These findings point to the fact that the importance of resource resources in effective implementation of any curriculum cannot be underrated.

Cognizant of these assertions, Banka and Bua (2022) conducted a study in Austria which established that there has been a realization of the need to ensure that schools have sufficient resource resources for smooth operations but most importantly to ensure that they meet their goals of positively impacting the economy by producing the required human resources. These findings affirm the fact that every school requires human, resource and material resources for the purpose of achieving its goals and objectives. However, many governments have not been able to meet the rising cost of education hence seeking alternative ways of funding education. This include diversity of funding sources and efficiency enhancing measures which are required to cover the significant resource investments for expanding access and improving the process of implementing competency-based curriculum. In many countries in Sub-Saharan Africa, schools have been forced to develop resource mobilization strategies. For example, a study carried out in Uganda by Kisige and Neema-Abooki (2023) established that, to roll out CBC in many schools, the government had to mobilize and allocate more resource resources to the education sector. Kisige and Neema-Abooki (2023) further found that resource mobilization was necessary to get adequate resources to repair old classrooms, provide scholastic materials and re-train teachers. Such practices include seeking donor assistance, organizing fundraising activities, alternative income-generating activities such as farming or sale of handicrafts (Kisige & Neema-Abooki, 2023). In a study carried out in Tanzania, Mgaya, Onyango and Rupia (2022) established that, to raise funds to help in the implementation of CBC, schools have adopted a multiplicity of methods for resource mobilization such as

donor funding, earned income from various income-generating activities by schools, membership fees, general public and careful planning. In doing so, Mgaya et al (2022) further found that the government and schools as well will be able to solve the problem of shortage of physical resources and teaching and learning facilities in order to simplify the implementation of CBC as well as the provision of quality education in primary schools. In Kenya, an analysis of the government funding reveals that the education sector specifically in the secondary school category still has large resource gaps which have not been met through government funding. According to Gill and Karakulah (2022), to adequately fund the process of implementation of CBC in public primary schools, extra resources away from general tax revenue need to be sought. A report by the Institute of Policy Analysis and Research (IPAR) (2021) indicated that even with Free Primary Education (FPE), schools still needed money to provide adequate teaching and learning materials, infrastructure and physical facilities, re-train teachers and organize seminars on CBC. In Loitoktok Sub- County, resource resources are key to successful implementation of CBC in primary schools and thus, the ability of school heads to mobilize the same cannot be wished away. A study carried out in Loitoktok Sub- County by Kiarie (2023) revealed that resource mobilization practices adopted by school heads play a key role in the implementation of CBC. However, much still needs to be done since Kiarie (2023) as well as other reviewed studies have not interrogated the extent to which resource mobilization practices adopted by school heads influence implementation of CBC in public primary schools.

1.2 Theoretical Framework

The study was guided by the resource-based view theory which was proposed by Penrose (2009) and focused on how organizations leverage their internal resources to gain competitive advantage. It posits that a firm's resources, whether tangible or intangible, are key to achieving sustained competitive advantage. These resources, which are heterogeneous across firms, are critical for a firm's unique strategies and can serve as barriers to imitation. The RBV suggests that schools, like businesses, can enhance their ability to implement CBC effectively by ensuring that these resources are valuable, rare, difficult to imitate, and organized in ways that promote their full utilization. For example, a headteacher who develops strong relationships with the local community might mobilize additional resources like volunteer support or donations, which are invaluable for implementing the CBC. The implementation of CBC requires a shift from traditional teaching methods to more student-centered approaches that emphasize skills and competencies. This requires significant resource allocation in terms of teacher training, curriculum materials, infrastructure, and time.

Headteachers' ability to mobilize resources, whether through budget management, stakeholder engagement,

or partnerships with external organizations, determines how effectively the curriculum is rolled out. For example, a headteacher's resource mobilization strategy might involve forming partnerships with non-governmental organizations (NGOs) for training teachers or acquiring educational materials, thereby improving the school's capacity to meet CBC requirements. Thus, Penrose's RBV theory offers valuable insight into how headteachers can leverage internal and external resources to drive successful CBC implementation in primary schools. This study was also guided by the curriculum implementation theory proposed by Bobbit (1918). This theory is founded on the belief that a curriculum should prepare learners for their future roles in the new industrial society.

According to this theory, a curriculum should be tailored to meet the needs of individuals and the demands of the new industrial society. It emphasizes that people should only be taught skills that are relevant to their tasks, leading to early differentiation in education for boys and girls. To achieve this, Bobbit developed five steps for curriculum development. The first step involves categorizing human experience into major fields. The second step breaks down these fields into more specific activities. The third step focuses on defining objectives based on the abilities required to perform these activities. The fourth step involves selecting objectives that will serve as the foundation for planning activities for learners. Finally, the fifth step entails designing activities, experiences, and opportunities necessary to achieve the objectives. Bobbit (1918) argued for the elimination of traditional school subjects and examinations. He believed that schools should provide society with what it needs, as determined through scientific analysis. In this study, the theory aligns with the implementation of curriculum by considering learners' strengths, weaknesses, needs, and preferences. It also advocates for changes in teaching methods, taking into account learners' competencies and mastery of subjects and examinations.

3. Methodology

This research adopted both quantitative and qualitative methods and thus applied a concurrent triangulation research design. The target population comprised 89 headteachers, 734 teachers, 89 BoM/PTA Chairs, 31000 learners and 2 County Auditors totaling 31914 respondents from which a sample of 395 respondents was determined using Yamane's Formula. This included 27 headteachers, 180 teachers, 27 BoM/PTA chairs, 159 learners and 2 County Auditors. Data collection involved questionnaires for teachers, interviews for headteachers, BoM/PTA chairs and County Auditors, and focus group discussions with learners. Additionally, a document analysis guide was utilized by the researcher. Data analysis began by identification of recurring themes. Qualitative data were analyzed thematically based on the research objectives and presented in narrative form. For quantitative data analysis, descriptive statistics,

including frequencies and percentages, were employed, along with inferential analysis using Pearson’s Product Moment Correlation Analysis, using the Statistical Package for Social Sciences (SPSS Version 25) and presented using tables. In this study, an ethical clearance certificate was obtained from Mount Kenya Ethical Review Committee (MKU ERC) before embarking on data collection processes. The researcher undertook to keep private any information given by the respondents that touched on their personal life. The researcher assured the respondents that no private information would be divulged to a third party. The nature and the purpose of the research were explained to the respondents by the researcher. The researcher explained to the respondents the procedure that would be followed during the data collection so that they could participate willingly. The raw data collected were filed for easy reference. Once the data were analyzed, computer

printouts were filed while soft copies were stored in storage devices such as CDs and flash discs.

4. Results and Discussion

In this section, findings of the study as per the objectives of the study are outlined besides highlighting presentation of findings as well as discussions.

4.1 Response Rates

In this study, 180 questionnaires were administered to teachers out of which 156 questionnaires were filled and returned. The researcher interviewed 21 headteachers, 21 BoM/PTA Chairs and 2 County and Sub- County Auditors as well as focus group discussions with 147 learners. This yielded response rates shown in Table 1;

Table 1: Response Rates

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

Source: Field Data (2025)

Table 1 shows that headteachers registered a response rate of 77.8%, teachers registered 97.5% whereas BoM/PTA Chairs registered a response rate of 77.8%. However, all (100.0%) of the County and Sub- County Auditors took part in the study. Learners registered a response rate of 92.5%. This yielded an average response rate of 87.8%, which is consistent with the assertions of Creswell (2018) that a response rate above 75.0% is adequate. This information was important since it allowed the researcher to generalize the study outcomes to the target population.

4.2 Status of Implementation of Competency-based Curriculum in Public Primary Schools

The study sought to assess the status of implementation of competency-based curriculum in public primary schools in Loitokitok Sub- County. This was measured by analyzing records of learners’ manifestation of competencies in key learning areas in line with the CBC rubrics such as basic numeracy, language, creativity skills and essential life and environmental skills. Results are shown in Table 2;

Table 2: Status of Implementation of Competency-based Curriculum in Public Primary Schools

Manifestation of Learning Competencies	Exceeding Expectations	Approaching Expectations	Below 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 2 shows that slightly less than a third (31.3%) of learners manifest basic numeracy skills such as number recognition, ordering and basic operations which exceed expectations, 17.9% indicated approaching expectations whereas slightly more than half (50.8%) indicated below expectations. Table 8 also shows that only 29.5% of learners exceed expectations in language skills such as reading, writing and speaking, 20.5% approach expectations whereas half (50.0%) of the learners' manifest language skills which are below expectations. Table 2 further indicates that 45.5% of the primary school learners manifest creativity skills such as drawing, coloring, etching, painting and pattern formation which exceed learning expectations, 25.9% approach expectations whereas 28.6% are below expectations. On essential environmental or life skills, slightly more than a third (33.9%) of primary school learners can undertake tasks in essential environmental or life activities, 27.7% approach expectations whereas 38.4% are below expectations. These findings support those of a report done by National Assessment System for Monitoring Learning Achievement (NASMLA) (2024) which showed that implementation of CBC is still at lower levels since only 19.4% of learners in lower primary schools in Loitoktok Sub-county manifest improved literacy and communicative competency, 11.9% can undertake mathematics activities while only 16.3% have mastered essential life skills such as team building and leadership competencies. This implies that, despite the efforts by different stakeholders to improve the learning outcomes of learners in public primary schools, implementation of CBC is still dogged with numerous challenges with many primary school learners registering low grades in key learning areas under CBC, that is, basic numeracy, language, creativity and essential environmental or life skill activities.

4.3 Thematic Analysis

During the interviews, the headteachers, BoM/PTA Chairs and County Auditors also responded in favour of the view that many teachers rarely cover syllabus in time

with many learners registering low learning outcomes in key CBC thematic areas. Headteacher, H1, noted:

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 also observed that many primary school learners have challenges with solving basic number work tasks such as number recognition, counting and basic operations like addition and subtraction. The researcher observed:

The majority of primary school learners recognize numbers from slabs, however, cannot add or subtract operations with ease nor are they able to state the values of numbers.

The researcher also observed that the ability of primary school learners to communicate fluently is a real problem. That is, many primary school learners could not read, write or sound specific words or even state the meanings of words. However, just as indicated by headteachers and primary school teachers, the researcher noted that many primary school learners manifest good levels of creativity. They could colour shapes, form patterns, draw diagrams with ease and undertake crayon etching with little difficulty. As noted in quantitative findings, these views further point to the fact that primary school learners still register low grades in basic numeracy and language skills, though their level of creativity and innovativeness is good.

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

The study sought to examine how headteachers' resource mobilization practices influence implementation of competency-based curriculum in public primary schools. Descriptive data were collected from teachers and results are shown in Table 3:

Table 3: 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 3 shows that 80(51.8%) of teachers strongly agreed with the view that, in public primary schools, the headteachers rely on PTA funding to facilitate CBC implementation process as did 19(11.5%) who agreed, 10(5.8%) were undecided, 10(5.8%) disagreed whereas 40(25.1%) strongly disagreed. These findings indicate that Parent-Teacher Associations (PTAs) play a pivotal role in supporting the implementation of the CBC in Kenyan public primary schools. As observed by Muthoni (2021), PTAs are responsible for raising funds through activities such as fundraisers, community drives, and school contributions. According to Muthoni (2021), the PTA is often the most accessible form of support for headteachers, particularly in rural areas where government funding is limited. However, this reliance has its limitations. These findings also support the assertions of Ochieng and Odhiambo (2020) that, while PTAs contribute significantly to the infrastructural and resource needs of the school, the funds raised are often insufficient to meet the more extensive demands of the CBC, particularly in terms of teacher training, learning materials, and infrastructure. The study also found that slightly more than half, 85(54.0%) of the teachers strongly agreed with the view that, to supplement efforts by the government, headteachers always rely on bursaries to support CBC implementation while 23(14.4%) agreed. However, 10(5.8%) were undecided, 18(11.5%) disagreed whereas 23(14.4%) strongly disagreed. This implies that bursaries have long been used as a funding mechanism in Kenyan schools, primarily to support students from disadvantaged backgrounds. For CBC implementation, headteachers

rely on bursaries to ensure that students have access to the necessary materials and equipment required for the curriculum. This is consistent with the findings of a study carried out by Gikunda (2020), which revealed that headteachers in public primary schools frequently request bursaries from government departments and local authorities to finance part of the curriculum's execution, especially for underprivileged students. This indicates that, while bursaries provide crucial support, they are not a sustainable or comprehensive solution to the needs of the CBC, as they are often disbursed in small amounts and may not cover the full extent of the costs involved in effective implementation. The study found that 90(57.6%) of the teachers strongly agreed with the view that headteachers rely on community contributions which has not improved CBC implementation while 15(9.4%) agreed. However, 12(7.2%) were undecided, 15(9.4%) disagreed whereas 26(16.4%) strongly disagreed. These findings underscore the fact that community contributions are another critical avenue through which schools seek to fund CBC implementation. This supports the findings of research carried out by Oketch and Lobo (2021), which found that, in rural areas, where the government's financial support may be insufficient, communities are often called upon to contribute resources such as building materials, volunteer labor, or financial donations. However, despite the good intentions, these contributions have not significantly improved the implementation of CBC in many schools.

The study revealed that 76(48.2%) of the teachers strongly agreed with the view that, by engaging in alternative income-generating activities, headteachers have often raised enough resources to support CBC implementation whereas 14(8.6%) agreed, 10(5.8%) were undecided, 33(20.9%) disagreed and 26(16.4%) strongly disagreed. These findings corroborate the findings of research carried out by Kihara and Ndirangu (2022), which revealed that, in an effort to raise funds for CBC implementation, many headteachers engage in alternative income-generating activities (IGAs) such as agricultural projects, selling school products, or leasing school facilities. These activities have allowed some schools to generate extra income that can be directed towards various educational needs. However, the extent of success varies, with some schools benefiting more than others depending on location and available resources. In other words, while IGAs are a good supplementary source of funding, they are not always reliable due to fluctuating income, lack of skills among school management in business ventures, and challenges in managing the funds effectively. The majority, 104 (66.5%), of the teachers strongly agreed with the view that, in public primary schools, the headteachers have depended on NGO initiatives and donations from foundations to raise funds for CBC implementation whereas a paltry 18(11.3%) agreed. At the same time, 6(3.3%) were undecided, 9(5.4%) disagreed whereas 27(13.5%) strongly disagreed. This implies that Non-governmental Organizations (NGOs) and international foundations have also played a role in funding the implementation of the CBC.

This is consistent with the assertions of Mutai and Gakuu (2022) that many schools in Kenya have benefited from

donations and projects led by NGOs aimed at enhancing education quality and supporting curriculum reforms. These initiatives have included providing learning materials, funding teacher training, and improving school infrastructure. However, the impact of such interventions is often limited by the short-term nature of many NGO projects and the dependency on external funding, which may not always be sustainable (Mutai & Gakuu, 2022).

These findings affirm the fact that implementation of the CBC in public primary schools in Kenya 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 Inferential Analysis

To verify the influence of headteachers' resource mobilization practices on implementation of competency-based curriculum in public primary schools, data were collected from 21 headteachers of the sampled public primary schools on how often they undertake alternative resource mobilization activities and the average levels of competencies among grade III learners in 2023 national assessment, which was measured in terms of Below Expectations = 1, Approaching Expectations = 2, Meeting Expectations = 3 and Above Expectations = 4) as shown in Table 4:

Table 4: How Often Headteachers Undertake Alternative Resource Mobilization Activities and Implementation of CBC Public Primary Schools

How Often Headteachers Undertake Alternative Resource Mobilization Activities	Levels of Competencies among Grade III Learners in 2023 National Assessments
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

Table 4 shows that headteachers, who often mobilize resources from different sources to facilitate CBC activities, have their schools witness relatively improved CBC implementation process evidenced in the levels of competencies manifested by learners in their 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 results in Table 4 were subjected to Pearson's Product Moment Correlation Analysis and the results are shown in Table 5:

Table 5: 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 5 shows Pearson's Product Moment Correlation Analysis which indicates a positive correlation between resource mobilization practices and implementation of competency-based curriculum in public primary schools ($r(21) = 0.548, p = 0.027$ at $\alpha = 0.05$). This indicates that there is a statistically significant influence of resource mobilization practices on implementation of competency-based curriculum in public primary schools, manifested through low learning outcomes in national CBC assessments. This further implies that, in many public primary schools, 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.

4.6 Thematic Analysis

During the interviews, the headteachers and BoM/PTA Chairs also responded in favour of the view that headteachers adopt a multiplicity of resource mobilization approaches to facilitate the implementation of CBC in public primary schools. Headteacher, H2, stated:

In my primary 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.

5. Conclusion and Recommendations

5.1 Conclusion

The implementation of CBC is still a challenge in public primary schools in Loitoktok Sub-County. Many teachers do not cover syllabus in time, unimproved classroom pedagogy characterized by low learning outcomes of learners in key learning areas under CBC. Many pupils cannot perform basic number operations, cannot communicate fluently, cannot read, write or sound specific words or even state the meanings of words. However, many primary school learners manifest good levels of creativity. This has been attributed to headteachers' resource management practices such as mobilization, allocation, utilization, record-keeping as well as monitoring and evaluation practices. Headteachers generally play an essential role in mobilizing resources, whether financial or human, to ensure that teaching and learning activities are effectively carried out.

5.2 Recommendations

As a practice, headteachers should continue mobilizing resources and develop linkages with different donors and well-wishers to ensure that adequate resources are available for effective CBC implementation in public primary schools. As a policy, the Ministry of Education should formulate and develop a framework to equip headteachers with skills to ensure prudent use of resources allocated for CBC implementation.

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