



Influence of Headteachers' Resource Mobilization Strategies on the Implementation of Competency-Based Education in Public Primary Schools in Chepalungu Sub-County, Bomet, Kenya

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Abstract: *This study examined influence of headteachers on resource mobilization for implementation of Competency-Based Education (CBE) in Chepalungu Sub-County, in Bomet County, Kenya. The study employed a mixed methods descriptive survey research design to investigate influence of leadership practices on availability of resources for CBE implementation. The study population included headteachers, teachers, and learners, with a sample size of 175. Descriptive statistics were used to analyze the quantitative data, while thematic analysis was employed to analyze the qualitative data. Based on the Resource-Based Theory, the results suggest that headteachers select and apply customary resource allocation strategies to address needs-based resource challenges, leverage social capital, but do not exploit innovative resource allocation strategies and entrepreneurial initiatives related to school-based resource mobilization. The study concludes that low levels of entrepreneurial literacy among administrators and a reliance on the state budget are major barriers to building sustainable CBE practices. The study recommends that school leadership adopt an entrepreneurial stewardship approach and institutionalize curriculum specialists in the budgeting process to align pedagogical ideals and resource allocation. Additionally, it recommends professional development workshops for headteachers focused on educational entrepreneurship and the management of endowment funds, as a way to diversify income beyond government-supplied capitation grants*

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1. Introduction

People everywhere are starting to realize just how much school leadership matters when it comes to getting the right resources and making sure the curriculum actually works in practice. These days, finding and managing resources isn't just some side job for administrators, it's essential if schools want to deliver real quality and keep

things running smoothly (UNESCO, 2022). The [OECD], (2012) puts it plainly: school leaders aren't just managing budgets or buildings. They're the ones making sure money, staff, and facilities match up with what teachers and students really need in the classroom. Places like Finland, Singapore, or Canada, do well because their leaders have solid systems for making sure resources get to where they're needed most. Headteachers in those countries aren't just focused on teaching, they're out

there finding new funding, working with the local community, and building partnerships with businesses and other sectors. The broader perspective being, if you want any kind of curriculum change to succeed, you can't separate it from the resourcefulness and drive of the people running the school.

The developing regions of the world show different conditions which exist throughout Sub-Saharan Africa. Here, a lack of resources prevents even the most well-designed educational reforms from succeeding. The (World Bank [WB], 2016) shows that insufficient local support creates difficulties for teachers who try to implement their expected teaching duties. The headteachers who assume responsibility for their schools succeed in creating better learning environments because they secure funding and acquire materials and build community involvement. [UNICEF], 2022) reports that governments announce educational reforms while actual changes require schools both to obtain necessary resources and to learn effective partnership development methods. In this part of the world, Resource-Based Theory (RBT) helps make sense of what's happening. RBT says a school's success depends on how well it uses resources that are valuable, hard to copy, and tough to find elsewhere (Barney, 1991). For rural African schools, that's not just about money. It's about social ties, goodwill from the community, and even land. Headteachers can enhance learning through resource expansion when they establish community ties and build local partnerships and create school businesses. The existing funding system continues to determine our spending patterns because we find it hard to change our established methods which depend on government money. Making the jump from a culture of dependence to one where schools are more entrepreneurial a real struggle for a lot of African school leaders. For rural schools to survive in the 21st Century, educational leaders must have skills to handle leadership challenges through social entrepreneurship, (Muthoko, 2021).

Kenya's educational system transformation from the previous 8-4-4 system to Competency-Based Education (CBE) has brought about major changes in student learning methods. The current educational approach emphasizes the development of actual skills together with creative abilities while students are permitted to direct their own educational journey. But, honestly, making this work takes a lot—money, materials, people—way more than before (Ministry of Education [MoE], 2019). The CBE framework isn't cheap. Schools need special textbooks, computers, even new science labs just to keep up with the hands-on approach. When the Kenya Institute of Curriculum Development checked in during the CBC pilot, they found some pretty big problems: teachers weren't ready, textbooks were missing, and some counties just weren't prepared [KICD], 2021). Another review under the Secondary Education Quality Improvement Project (SEQIP) pointed out that poor infrastructure and social issues are slowing things down too [MoE], 2021). The Ministry's

2022 report didn't sugarcoat it—budget issues and lack of institutional muscle keep making things tough during this rollout [MoE], 2022)

Despite ambitious efforts to implement the Competency-Based Education (CBE) framework, rural sub-counties such as Chepalungu in Kenya have seen a disconnect between the objectives set out by policy makers and actual implementation in the classroom. While the CBE is built around providing innovative and learner-centered outcomes, many schools in rural areas are unable to achieve this due to being in a state of resource paralysis; having limited to no funding and lack of physical infrastructure. Literature on this transition has also documented multiple challenges facing the transition and the increasing pressure being placed on teachers in Bomet with regard to assessment procedures (Momanyi & Rop, 2019) and lack of operational ICT infrastructure in the Bomet Central area (Kibet, 2023).

However, the current research mostly centers on teacher readiness or policy barriers from a national level, leaving out much of the agency of school leaders who manage schools in marginalized areas. As a result, there is very little empirical evidence of how headteachers in resource constrained rural areas use local community assistance and informal networks to mitigate the shortfalls of funding from the Government. Unless we have an understanding of the resourceful, localized management strategies used by these rural schools, they will continue to become dependent on government funding, creating greater divide between urban and rural education. This in turn, will negatively impact their ability to develop self-sufficient citizens, which is the goal of the CBE

The main objective of this study is to address the discrepancy that exists between the intentions of a policy and what happens at a school. This study focuses on two aspects of school management in Chepalungu Sub-County, where it evaluates the headteachers' resource allocation efforts, as well as evaluating their ability to employ alternative means of mobilizing resources instead of relying solely on government funding. The analysis of these two variables will give the Ministry of Education a framework from which to transform a centrally managed funding approach to a more sustainable and proactive model of management in schools. The study concludes that the access of CBE is a result of the headteacher's effective management and creative sourcing of the resources necessary to operate an institution.

2. Literature Review

2.1 Theoretical Framework

Resource-Based Theory (RBT) sits at the heart of this study. Penrose kicked things off back in 1959, and Barney really put it on the map in 1991. RBT gives us a

solid way to look at how schools handle their assets, especially when they're dealing with big curriculum changes. The main idea being, Organizations thrive and keep up their performance, like nailing Competency-Based Education (CBE), when they use what they have inside: resources that are Valuable, Rare, Inimitable, and Non-substitutable (VRIN). Resources here are not just about money. In schools, resources mean things like buildings, skilled teachers, a strong school culture, and good relationships with partners. Now, with CBE, the old "one-size-fits-all" approach to budgeting just doesn't cut it. Competency-based learning eats up resources and the needs keep shifting. RBT tells us that when school leaders match their bundles of resources, whether that's funding or people, with what the curriculum actually demands, they set up something unique inside their schools. A headteacher who pours energy into ongoing teacher mentorship does something which is not just useful; but rather which can't easily be copied. If another school has fancy facilities but teachers who aren't growing, they just can't compete. RBT also pushes us to think about mixing up where resources come from. The theory says organizations can get ahead by creating special assets through entrepreneurial moves. This really matters for public primary schools in rural areas like Chepalungu. If headteachers work on building up local resources and tapping into the community's social ties, they're less at the mercy of unstable government funding. From the RBT angle, these locally built resources are "inimitable", they're tied to the trust and unique social fabric of the community, so other schools can't just copy them.

2.2 Headteachers' Resource Allocation Strategies and CBE Implementation

Headteachers play a huge role in making competency-based education (CBE) stick. It's not just about ticking boxes and handling paperwork; they need to blend smart financial planning with building up their team. Around the world, top-performing school systems stand out because they know how to use their resources wisely. The [OECD], 2012) points out that this "strategic logic" sets thriving schools apart from those just getting by. (Cobb-Clark & Jha, 2016) found that schools achieve better student performance results through their expenditure on hiring and training exceptional teachers and staff members. In the UK LMS system, the Head Teachers are allowed to manage their school budget under their discretion as per their needs. This freedom means they can react quickly, shifting money to teacher training right when new curriculum gaps show up.

Israel's experience backs this up too. (Tamir & Arar, 2019) showed that principals who had the flexibility to adjust instruction time and tweak budgets on the fly made a real difference in how well new curriculum changes worked. So, no matter where you look,

headteachers end up acting as the "fiscal arbiters" of their schools.

In Africa, these strategies run into real roadblocks. In Sub-Saharan Africa, the ability of school leaders to manage resources is all over the map. Mvanda and his team discovered that Tanzanian headteachers lack necessary abilities for risk management and long-term financial planning according to their 2025 research. The school funds get spent on immediate emergency needs instead of supporting permanent development work. The Universal Primary Education (UPE) program in Uganda bears similar results as other interventions. [UNESCO], 2022) found that schools waste resources and produce poor student results because they lack proper leadership for managing their funds. Headteachers need control over school resources for their schools to improve, but they must possess the necessary abilities to manage these resources effectively.

The resource allocation practices of schools in Kenya have a direct impact on their transition progress toward Competency-Based Education (CBE). (Kamau, 2024) points out that public primary schools deal with some tough problems, most don't have enough teaching materials, and teacher retraining only happens in bits and pieces. Switching from the old content-based system to CBE isn't simple. It needs a lot more stuff; things like art supplies, farm tools, and tech gadgets. The problem is the way schools usually budget doesn't fit these new needs. Research keeps saying how important good resource allocation is, but there's still a big question: how do headteachers in rural areas like Chepalungu Sub-County make their budgets work for CBE? Are they finding smart ways to build capacity that really matches what CBE asks for, or just spreading money thin? RBT steps in here to help us see if these headteachers are just spending their funds or really investing in the valuable resources (the VRIN assets) that make CBE work.

2.3 Resource Diversification Strategies and CBE Implementation

When school leaders look for new ways to grow their resources, their efforts extend beyond financial resources because they work to establish partnerships. They reach out to parents, local businesses, and community groups, pulling them in to help. This kind of resource diversification isn't just a buzzword; it's how headteachers actually get things done, especially when they want to push forward with Competency-Based Education (CBE). You see it when schools rally their communities, set up local partnerships, or even start their own fundraising projects. There's plenty of proof which works. The World Bank points to Côte d'Ivoire, where teaming up with private companies made a real difference, those partnerships gave a boost beyond what the government could provide. IIEP-UNESCO is saying the same thing: schools should stop relying only on the government and open the door to all sorts of supporters.

Zooming in on Sub-Saharan Africa, the big wins come from projects that connect new facilities with better teacher training. Analysts like Frigenti push for fresh public-private partnership (PPP) models. They see these as the way to bring in enough resources without losing sight of public goals. But here's the reality: in rural Kenya, "PPP" doesn't mean big corporate deals. Most of the time, it's parents pitching in, neighbors volunteering, or small donations from the community, not major business investments. That's how schools get by.

Headteachers in Kenya face the challenge of managing limited resources which they must handle throughout their daily responsibilities. (Okumu, 2021) points out that they often end up rationing what little they have, just to keep things going. The situation presents a problem because teachers need training to use existing textbooks which schools already possess. That's because headteachers sometimes miss out on building up less obvious resources, like training teachers properly.

Lately, people are talking more about Educational Entrepreneurship as a key leadership skill. It's about headteachers running schools like little enterprises, growing food, running workshops, even setting up endowment funds to bring in money. (Mogere & Mbataru, 2023) argue that when headteachers take the lead and get the community involved, it really boosts teacher motivation. The drawback being, many headteachers in rural areas haven't had any formal training in this kind of entrepreneurial work. So, there's a real leadership gap here, an important resource that's just missing. Even though these ideas keep coming up, not much research digs into the specific strategies rural primary schools use to get creative with resources, especially where money is tight and the community isn't very involved. This study comes in right there, looking at how headteachers in Chepalungu Sub-County build local partnerships to pull in resources and support community-based education.

2.4 Summary and Identification of Research Gaps

A lot of research points to something pretty clear: school leaders play a huge role in making curriculum reform work. When you look at studies from around the world, and closer to home, too, it's obvious that managing resources isn't just a boring paperwork job anymore. Now, it's a real strategy for helping teachers and making things fairer for everyone. These days, school leaders need to get creative with finding resources, especially when state funding just doesn't cover everything that project-based learning (like CBE) demands.

Even though there's plenty written about education funding in general, some important things are still missing. For one, global research talks a lot about flexible budgets and leaders who think like entrepreneurs, but there's not much out there showing

how those ideas work in rural Kenyan primary schools, where money's tight and the context is unique. Also, most Kenyan studies just count the resources ("what" schools have), but don't dig into the thinking behind how headteachers decide to use or stretch those resources as they move toward CBE. There's another problem: almost nobody checks if what headteachers say matches what teachers and students experience day-to-day.

The research aims to fill existing research gaps through its current investigation on how school leaders from Chepalungu Sub-County handle resource shortages which affect both teachers and students. The researchers want to study how leadership affects organizational performance during times when resources are limited.

3. Methodology

3.1 Research Design

A descriptive survey with mixed methods was used in this study since the researchers wanted to capture what's really happening in schools and organizations right now, without getting in the way (Orodho, 2012). The researchers used both quantitative and qualitative methods to identify numeric patterns while examining personal experiences. The Resource-Based Theory (RBT) implementation required asset measurement through actual headteacher resource management observations. The design selection process aimed to establish a precise detailed understanding of resource distribution during schools' transition to Competency-Based Education (CBE).

3.2 Population and Sampling Procedures

The researchers carried out their study in 50 public primary schools within Chepalungu Sub-County in Bomet County. Purposive and simple random sampling methods were used by the researchers to select 175 participants from various groups. Purposive sampling helped select 25 headteachers and 50 teachers, these deal directly with running schools and teaching, so they know a lot about the challenges schools face. Then, 100 upper primary students (from Grades 6 and 7) were picked at random to make sure the main users of these resources, the students themselves, had a voice. This layered approach meant the study didn't just rely on one perspective. Hence, one began to gather insights at every level in the schools which brought a fuller and all-encompassing view on how resources are managed.

3.3 Instrumentation, Validity, and Reliability

The researchers employed two primary research instruments which included structured questionnaires that targeted both teachers and learners as well as semi-structured interviews which they conducted with headteachers. The questionnaires came with Likert-type scales, so people could rate how adequate and valuable they found the resources. The interviews, on the other hand, gave headteachers space to dig into those resource mobilization strategies that can't really be captured with numbers, like the unique or hard-to-copy approaches. To keep the study solid, experts at Mount Kenya University took a close look at the tools, to ensure every question lined up with the ideas behind resource stewardship. For reliability, a pilot study was conducted in five schools in Bomet Central Sub-County, which has similar social and economic conditions to those of Chepalungu. Using data from the pilot, Cronbach's alpha was calculated to see if the questions hung together well. The result was an alpha of 0.70, which, according to (Fraenkel et al., 2019), is good enough for educational research.

3.4 Data Analysis Plans

The study took a two-pronged approach to data analysis to cover both the numbers and the stories behind them. For the quantitative side, the questionnaire data was cleaned up, everything coded and run through SPSS (Version 27.0). Basic stats were looked at; frequencies, percentages, mean scores, to spot patterns in how resources were allocated and diversified. When it came to testing links between leadership strategies and CBE outcomes, Chi-square tests were used to see what connected. Qualitative data from the semi-structured interviews were first transcribed before hunting for repeating ideas, grouped into codes, and built bigger themes to make sense of the "strategic logic" guiding headteachers' decisions (Creswell & Poth, 2018). By bringing together the numbers and the personal stories, the study didn't just crunch data, it captured what really matters for educational policy and practice.

To yield to findings with real weight and relevance, all subjects were thoroughly briefed on the purpose of the research, the procedures to be used and the potential risks and benefits of participation before being asked to participate. Informed consent was given freely, without any coercion, using lay language, so that the participants could fully access all the facts they needed to make informed decision. The research also provided confidentiality protection for the participants that included secure encryption of all data collected, as well as use of pseudonyms throughout all stages of report development, to ensure that no private or sensitive personal identifiers would ever be disclosed.

4. Results and Discussion

4.1 Introduction to Findings

The study zeroed in on how school leadership shapes the rollout of Competency-Based Education (CBE). It leaned on Resource-Based Theory (RBT), basically, because it says a school's success depends on how well it uses what it has, especially the stuff that's rare and tough to copy. To really get the full picture, the researcher mixed numbers from teachers and students with stories and insights from headteachers. This way, to see both the hard facts and the human side, how leaders handle physical resources and the less visible but powerful social networks in their schools, to push through the changes CBE demands. The discussion that follows, breaks down what all this means, connects it to what other researchers have found, and keeps in mind what makes rural primary schools in Bomet County different from the rest.

4.2 Efficacy of Resource Allocation Strategies

The study examined how headteachers distributed resources according to their internal processes which matched their CBE requirements. Table 1 summarizes the teachers' perceptions of these administrative actions.

Table 1: Teachers' Perceptions of Resource Allocation Strategies (n = 50)

Strategic Action	% Agree	Mean (M)
Prioritization based on critical institutional needs	70	3.74
Comprehensive assessment of pedagogical needs	64	3.68
Equitable distribution of resources across grades	66	3.58
Allocation aligned with identified CBE requirements	64	3.58
Development of CBE-focused institutional budgets	60	3.54
Exploration of flexible or innovative funding streams	52	3.30

Note. Mean scores are based on a 5-point Likert scale where 5 is the highest.

The quantitative data shows that headteachers from Chepalungu Sub-County possess essential

administrative skills which enable them to prioritize needs according to the needs-based requirements (M =

3.74). The school leaders demonstrate their ability to diagnose institutional gaps which they need to fix. The headteachers confirmed through qualitative interviews that schools developed a systematic method to allocate their budget according to their school improvement plans and their performance evaluations. The headteachers established an intentional program which focused on the requirements of the Competency-Based Education (CBE) framework by establishing a plan to acquire digital equipment and operational teaching resources.

Stakeholder participation determines how well allocation strategies function because they affect their effectiveness. Some headteachers worked together with teacher committees to create better decision-making processes while others limited their consultation work to their senior team members. The different ways of involvement, result in different resources which shows through lower mean scores recorded in the exploration of new funding methods (M = 3.30). Which highlights the heavy reliance many institutions had on traditional state funding, resulting in a missed opportunity to generate more resources proactively. From a Resource Dependence Theory perspective, these conditions demonstrate how resources can be developed less proactively through the use of resource dependence strategies (Pfeffer & Salancik, 1978) by developing and maintaining resource exchange networks and reducing organizations' dependent on their external environments and constraints due to the influence of their communities in resource development. For example, the transition of Chepalungu Sub-County from a passive recipient of state funding to a proactive independent resource developer would be dependent on moving from a limited form of consultation with their community to a much greater extent if involvement in governance and resource development.

According to (Barney, 1991) organizations can achieve competitive advantages through their resources only

Table 2: Teachers' Perceptions of Headteachers' Resource Diversification (n = 50)

Strategic Leadership Action	% Agree	Mean (M)	χ^2	p
Community and stakeholder engagement	60	3.58	6.77	.15
Mobilization of parental contributions	52	3.42	4.88	.30
Solicitation of donor funding	46	3.22	3.07	.55
NGO and foundation partnerships	46	3.20	1.77	.78
Private sector collaborations	38	3.08	3.23	.52
School-based entrepreneurial ventures	30	2.84	3.07	.55
Establishment of endowment funds	16	2.34	8.95	.06

Note. $p > .05$ indicates no significant variation in strategies across sampled schools.

The ability of headteachers to deal with the limitations caused by limited government funding for schools in Chepalungu Sub-County is increasingly depended on their ability to use social capital effectively as a mechanism for financing. Qualitative evidence indicates that school leaders are using bridging social networks

when they create specific organizational structures which enable effective resource management. The Chepalungu region faces a critical obstacle because of its existing "Volume-Utility Gap" which remains unsolved. Although headteachers successfully handle resource quantities students expressed decreased contentment with CBE-specific materials which received a satisfaction rating of (M= 3.36). The qualitative feedback shows that procurement processes which follow curriculum guidelines face two challenges because they face both delayed government funding and insufficient budget resources which force headteachers to become "firefighters." This describes a management approach which requires organizations to choose between essential operational expenses and the demanding needs of experiential learning activities.

Resource-Based Theory explains this situation as an important challenge that needs to be solved through effective Resource Orchestration practices. According to (Barney, 1991) resource value achieves its highest point when resources get combined with their essential complementary assets. The headteachers face difficulties in resource allocation because their schools need immediate funding for essential teacher resources and specialized educational materials. (Kamau, 2024) demonstrated that academic resources need to be timed and allocated according to specific educational goals in order to achieve teaching improvements through physical infrastructure development.

4.3 Resource Mobilization and Diversification Strategies

Further, the second phase of the analysis investigated the degree to which school managers go beyond government capitation to keep their institutions in operation

(development agencies, alumni and partnerships with the community) as reliable sources of support, rather than just as potential sources of funding. This reliance on these types of networks is consistent with (Woolcock, 2001)'s assertion that social networks can be converted to assets that can be exchanged for economic or human

capital. A critical aspect of this approach is the use of voluntary human resources (retired teacher, parents, interns) to buffer against chronic teacher shortages by supporting student centered educational processes through a collective agency. (Orodho et al., 2013) argue that community participation is not simply an addition to the school system. Still, it is also essential for successfully implementing resources-intensive curricula such as the Competency-Based Education (CBE) model.

As successful as social partnerships are, there remains an entrepreneurial shortfall examined through the schools' internal revenue-generating capacity. In addition to showing a great contrast between social networkings- the schools' system of networking- and the ability to sustain financial viability through both school-based ventures (M=2.84) and endowment funds (M=2.34), these quantitative assessments illustrate a disconnection between the two systems. The threshold level below which the two systems operate seamlessly is the threshold for institutional autonomy, or vulnerability defined by (Pfeffer & Salancik, 1978). Organizations that choose to limit the diversity of their resource base run the risk of losing their access to that resource through reliance on one external source of funds; in this case, the national government. Qualitative feedback from headteachers highlights donor fatigue and lack of technical proposal writing capacity as the main barriers preventing them from expanding their operations. While leadership has a capacity for informal social capital, leadership's inability to effectively navigate these systems implies that they have not received the necessary managerial and technical type of training to create efficient productive units (school farms or technical shops).

The internal ventures that rural Bomet County schools have created from their communities' trust can be developed further. However, this potential is currently under-utilized because there is a gap between the traditional methods of administering schools (through a central government entity) and the new way of running educational businesses (through entrepreneurial models). In addition, at present, funding from the central government for rural schools is sporadic and insecure; therefore, it will likely be very difficult for schools to implement new curricula over the long term. This issue is exacerbated by the fact that, as described by (Mvanda et al., 2025), a shift away from reactive management styles towards more proactive entrepreneurial-style management systems is required to meet the new curriculum requirements. Therefore, school leaders should shift from being dependent on government funding to becoming strategic managers who are capable of creating professional development opportunities for school personnel and establishing their schools as economically viable units at the local level through the effective use of their community's resources.

4.4 Synthesis of Implications for Educational Innovation

The research results establish three major consequences which will affect educational innovation efforts in Kenya. First, there is a clear imperative for a paradigm shift from administrative management to entrepreneurial stewardship. The "Efficacy Gap" identified in this study indicates that traditional administrative oversight is no longer sufficient to meet the demands of modern curriculum reforms. School leaders must learn financial and entrepreneurial skills which enable them to develop essential resources that protect their institutions from dependency on government funding.

The findings demonstrate that pedagogical alignment needs to be established as the primary standard for all upcoming resource distribution efforts. The identified "Resource Adequacy Gap" suggests that schools frequently possess assets that do not directly serve the technical requirements of the curriculum. The development of allocation techniques needs to be redesigned so that CBE learning outcomes become the main standard used to determine procurement decisions while ensuring every expense leads to educational benefits.

The study demonstrates that institutional resilience depends on organizations developing multiple revenue sources. Schools that successfully mobilized community social capital demonstrated a higher perceived efficacy in CBE implementation. Organizations need to understand that social capital and financial capital maintain equal importance when they handle budget variability during curriculum changes. The Resource-Based Theory shows that sustainable implementation of CBE depends on school leadership developing distinctive institutional advantages instead of following established government administrative practices.

5. Conclusions and Recommendations

5.1 Conclusions

Based on the empirical evidence and the discussion that followed, the following conclusions are reached:

5.1.1 Efficacy of Resource Allocation Strategies

The study shows that headteachers in Chepalungu Sub-County have developed administrative management skills but still need to advance their ability to use teaching materials as educational resources. The institutions demonstrate effective control over traditional funding methods which require analysis of needs but they show resistance to testing new funding approaches.

The existing resource distribution system continues to allocate resources based on quantity instead of aligning resources with Competency-Based Education (CBE) standards. The internal distribution system becomes effective only when stakeholders participate because schools that consult only with senior staff members experience greater operational deficiencies. The existence of physical infrastructure does not ensure teaching quality because students show lower utility scores in practical subject areas.

5.1.2 Adoption of Diverse Resource Mobilization Strategies

The study found that school leadership teams use social capital as an essential intangible resource to keep their institutions operating. The partnerships between schools and alumni and community organizations and development agencies create dependable support networks which rely on the voluntary human resources provided by these partnerships. The sub-county faces a critical shortage of entrepreneurial skills which affects all its business operations. The educational system depends heavily on state funding and parental contributions while schools lack sufficient income-generating activities which leads to financial instability. Qualitative insights reveal that this deficit is exacerbated by donor fatigue and a specific lack of proposal development skills among headteachers. Without a strategic shift toward entrepreneurial stewardship, the long-term sustainability of the CBE framework remains at risk.

5.2 Recommendations

Considering the aforementioned conclusions, the study proposes the following recommendations:

5.2.1 Regarding Resource Allocation Strategies

The Ministry of Education together with the School Board of Management should establish regulations which require schools to include curriculum specialists and senior teachers as formal members of their budget development teams. The new organizational structure enables financial priorities to extend beyond essential infrastructure needs towards particular CBE materials which will serve high-value educational purposes.

5.2.2 Regarding Resource Mobilization Strategies

The Teachers Service Commission needs to create and execute dedicated professional growth programs for school leaders who want to become educational entrepreneurs. The training program needs to teach participants how to manage resources from basic

accounting skills until they reach advanced capabilities which include developing sustainable school projects and understanding endowment fund regulations and learning grant writing techniques to address issues with donor burnout and government financial dependence.

5.2.3 Suggestions for Further Research

To build upon the findings of this study, the following areas are suggested for future investigation:

1. A longitudinal study on the correlation between school-based income-generating activities and learner performance in CBE practical assessments.
2. A comparative analysis of resource mobilization strategies between public and private schools in rural sub-counties.
3. An investigation into the impact of digital resource allocation on the implementation of ICT competencies in marginalized regions.

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