



Influence of Principals' Management of Assessment Resources on Students' Performance in Junior Secondary Schools in Tinderet Sub-County, Nandi County, Kenya

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Abstract: The introduction of Competency-Based Education (CBE) has not fully achieved its intended objectives, as it has yet to effectively promote critical thinking among all learners in public schools. In addition, not all students have acquired adequate problem-solving and digital literacy skills. Therefore, this study seeks to determine the influence of principals' management of assessment resources on students' performance in Junior Secondary Schools in Tinderet Sub-County, Nandi County, Kenya. The study was anchored on Kaufmann's Systems Theory of Educational Management and employed a descriptive survey research design. The target population was 74 public primary schools in Tinderet Sub-County. A sample of 62 public primary schools and 240 respondents were selected using stratified, simple random, and purposive sampling techniques. Data was collected using questionnaires and interviews. The study tested both content and face validity, while reliability was tested using Cronbach Alpha coefficient. Quantitative data collected was analysed using descriptive statistics, correlation, and regression analysis, while qualitative data was analysed using content analysis. The result was that principals' management of assessment resources has a positive and significant influence on students' performance in Junior Secondary Schools of ($\beta = .896, p < 0.05$). The study concluded that principals' management of assessment resources improves students' performance. The study recommended that the Ministry of Education should develop a policy to institutionalize resource sharing where cluster-based management guidelines are formulated which will allow junior schools in the neighborhood to pool assessment resources for offset deficits in schools which are underfunded.

Keywords: Assessment Resources, Students' Performance, Junior Secondary Schools, Kenya

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1. Introduction

Poor academic performance remains one of the major challenges facing the education sector globally (Pinto,

2020). For instance, in public schools in the United States, some schools record high academic achievement, while others continue to struggle with challenges such as learning loss and achievement gaps among learners (Ames et al., 2020). Similarly, public primary schools in Malaysia

experience persistent challenges, where some learners are unable to effectively solve problems, think critically, and practically apply acquired knowledge (Ali et al., 2019). In several European countries, concerns have also been raised over declining student performance in reading, Mathematics, and Science (Flecha, 2022). Likewise, public schools in Ghana continue to record poor academic performance among learners (Bonney et al., 2020). A similar trend is evident in junior Secondary schools in Kenya, where many learners still perform at the “approaching expectation” level despite the implementation of Competency-Based Education (CBE) (Njoroge & Nyabuto, 2021). Poor academic performance is attributed to a combination of interconnected factors, making it a complex and multifaceted issue (Korir & Kipkemboi, 2018).

In an effort to address this challenge, several countries restructured their education curricula, leading to the adoption of Competency-Based Education (CBE). Consequently, both Western and African countries such as France, Canada, United States, Rwanda, South Africa, Mozambique, Zambia, Zimbabwe, Tanzania, and Kenya embraced the CBE approach (Owoeye & Yara, 2021). In line with international education standards and the demands of the 21st-century economy, many nations have adopted Competency-Based Education to equip learners with relevant skills and competencies (Nyagosia & Waweru, 2023). At the center of school leadership is the principal, who plays a critical role in the implementation and assessment of CBE. School principals provide leadership, direction, guidance, and support to both teachers and learners to ensure effective curriculum delivery (Kigwilu & Mokoro, 2022). School principals are responsible for ensuring that the principles of CBE are effectively integrated into the school curriculum and daily teaching practices (Seo & Lee, 2022). They are also expected to provide teachers with the necessary training, professional support, and guidance to facilitate effective implementation of CBE assessments (Sifuna & Obonyo, 2019). Furthermore, principals guide the development of assessment tools, promote teachers’ professional development, and ensure the availability of adequate resources to support the implementation of the Competency-Based Education (CBE) (Modupe & Sunday, 2021). The variable adopted in this study was principals’ influence on assessment resource management. Principals are expected to model effective assessment practices and continuously monitor students’ academic progress (Saoudi et al., 2020). They are also responsible for managing assessment resources by providing leadership, ensuring adequate availability of resources, and creating a supportive environment for teachers (Mlangeni & Chiotha, 2023).

Despite the significant role played by school principals in the assessment of CBE, schools continue to face numerous challenges in implementing effective assessment practices. These challenges include insufficient learning resources and facilities among others (Kigwilu & Mokoro, 2022). In Kenya, school principals also encounter challenges such as inadequate teacher training, shortage of teaching and learning resources, parental resistance to curriculum changes, management of large class sizes, insufficient instructional materials, and difficulties in ensuring effective assessment methods (Muchira et al., 2023). In Tinderet Sub County, as in many other sub-counties in Kenya, the average performance of learners in most junior Secondary schools remained at the “approaching expectation” level between 2021 and 2024. Evidence from Kapkoros Zone and Meteitei Zone, as shown in Appendices X and XI, indicates persistent low performance among learners. Following an analysis of the results, the Sub-County education office engaged school heads in discussions aimed at improving learners’ average performance (Jeptoo & Edabu, 2024). Tinderet Sub-County was selected for this study because it is categorized as a hardship area due to its geographical terrain, which poses significant transport challenges, hinders infrastructural development, and forces learners to travel long distances because of poor road networks. As a result, the area remained marginalized and warrants further educational research. Since school principals are at the center of school management and curriculum implementation, their role in the assessment of Competency-Based Education is critical. This therefore necessitated a study on the influence of principals’ role in the assessment of Competency-Based Education on students’ academic performance in junior secondary schools.

1.1 Statement of the Problem

The introduction of Competency-Based Education (CBE) was intended to shift the education system from rote learning and examination-oriented instruction to a more practical, learner-centered, and holistic approach. Despite this intention, public schools in Kenya continue to experience various challenges in the implementation of CBE (Ferdinandi & Kiwonde, 2023). According to Omondi and Achieng (2020), the implementation of Competency-Based Education has not fully succeeded in promoting critical thinking skills among all learners in public schools. Many students have not adequately acquired problem-solving abilities and digital literacy skills. In addition, some learners still struggle to develop essential life skills, an indication that the desired learning outcomes under CBE have not been fully achieved in public schools (Mackatiani et al., 2023).

Although ranking learners is not a major focus under the Competency-Based Education framework, a considerable number of students in public schools in Kenya continue to fall within the “approaching expectation” category (Kigwilu & Mokoro, 2022). This persistent trend requires urgent attention in order to enhance learners’ academic achievement and increase enrollment in STEM-related programs. One of the factors that may influence students’ performance in junior Secondary schools is the role played by school principals in the assessment of CBE resources (Kiragu, 2025). Moulin (2023) observes that effective execution of principals’ roles in the assessment of CBE contributes positively to improved students’ academic performance. However, the extent of improvement in learners’ performance resulting from principals’ influence in CBE assessment resources differs from one school to another and from one learner to another (Ndayisenga, 2025). Despite the growing interest in Competency-Based Education, the few existing studies conducted in junior Secondary schools in Nandi County have not specifically focused on the influence of principals’ roles in the assessment of CBE resources. Yet, challenges such as limited critical thinking, inadequate problem-solving skills, and difficulties in acquiring essential life skills among learners continue to persist in public junior Secondary schools in Tinderet Sub County. This situation therefore presented a research gap that the current study sought to address by providing recommendations that might have helped to improve learners’ academic performance in Tinderet Sub-County. Consequently, the purpose of this study was to determine the influence of principals’ roles in assessment resources on students’ academic performance in junior Secondary schools in Tinderet Sub-County, Kenya.

2. Literature Review

2.1 Principals’ Management of Assessment

Resource and Students’ Performance

Principals play a critical role in supporting teachers through the effective management of assessment resources. This responsibility includes conducting needs assessments, planning budgets, and ensuring the efficient utilization of available resources. It also involves integrating technology into assessment processes, engaging stakeholders, and continuously monitoring progress (Renihan & Noonan, 2022). Effective management of resources ensures that teachers are adequately equipped with the necessary tools and support required to implement effective assessment practices, which in turn enhances students’ learning outcomes (Mwikali, 2023).

It is the responsibility of school principals to carry out comprehensive needs assessments in order to identify the specific resources required for effective assessment (Kimario & Otieno, 2022). Such assessments help to reveal existing gaps in instructional materials, technological support, teacher training, and institutional support systems (Hallinger & Murphy, 2023). Once these needs are identified, principals are expected to plan and allocate school resources prudently within the available budget framework (Derrington & Alcoa, 2023). In addition, principals are required to prioritize assessment-related expenditures and ensure that resources are distributed equitably across classrooms. They are also expected to promote the optimal use of available resources by encouraging teachers to adopt cost-effective and innovative assessment strategies. This may include resource sharing, collaborative assessment practices, and the use of alternative approaches for data collection and analysis (Gaziel, 2021; Kraft & Gilmour, 2020).

Furthermore, principals should facilitate access to assessment technologies, such as digital platforms used for designing, administering, analyzing, and reporting assessments (Rogers & Grissom, 2018). They should also promote open communication and collaboration among teachers to ensure that assessment practices are aligned with school goals and learners’ needs (DeMatthews et al., 2021). Through effective resource management and continuous support, principals can empower teachers to implement high-quality assessment practices that ultimately improve students’ academic performance. Empirical evidence supported this perspective. For instance, Lomulen (2016) conducted a study on the influence of principals’ management of resources on students’ performance in the Kenya Certificate of Secondary Education (KCSE) in public schools in Samburu County. The study employed a survey research design targeting 480 respondents from 40 public secondary schools, with a sample size of 132 respondents selected through stratified random sampling. Data were collected using questionnaires and interview schedules and analyzed using both descriptive and inferential statistics. The findings revealed that principals’ management of resources significantly contribute to improved students’ academic performance at KCSE level. However, a conceptual gap was identified in the study, as the sharing of assessment resources was not adequately addressed. This study therefore sought to fill this gap by examining the influence of principals’ management of assessment resources on students’ academic performance, particularly within the context of Competency-Based Education in junior secondary schools.

3. Methodology

This study adopted a descriptive survey research design. A descriptive survey research design is a type of research design that enables the collection of data on the characteristics, opinions, and behaviours of a population without manipulating the study variables (Gupta & Gupta, 2022). The design allows the researcher to examine and describe a phenomenon comprehensively in its natural setting. It mainly involves the use of surveys, questionnaires, and other data collection instruments to describe the existing state of a situation or phenomenon (Mishra & Alok, 2022). In the current study, the descriptive survey research design was used to investigate the influence of principals in the assessment of CBE resources on students' academic performance in junior Secondary schools in Tinderet Sub County. This study was conducted in Tinderet Sub-County, located in Nandi County, Kenya, which is one of the four sub-counties within the county. Tinderet Sub-County is divided into four wards, namely Chemilil/Chemase, Kapsimotwa, Tinderet, and Songhor/Soba. The sub-county is situated approximately 40 kilometers from Kapsabet town. The main socio-economic activities practiced in the area include small-scale farming, dairy farming, and beekeeping. Geographically, Tinderet Sub-County lies at an approximate latitude of 0.00568 and longitude of 35.30777. The area is generally characterized by highland terrain, with an altitude exceeding 1,500 meters (4,921 feet) above sea level. The target population consisted of 74 junior Secondary schools in Tinderet Sub-County. Additionally, the study targeted a total of 593 respondents, comprising 74 head teachers, 518 teachers from the 74 junior Secondary schools in Tinderet Sub-County, Nandi County, Kenya, and one Sub-County Education Officer (Sub-County Education Office, 2024).

The sample size was 62 junior Secondary schools arrived at using the formula by Yamane's (1967);

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

Where;

n is the desired sample size

N is the target population

e is the margin of error that is, 0.05

n = 62 public primary schools and the sample size in terms of respondents will be as follows;

$$n = \frac{592}{1 + 592(0.05)^2} = 239 \text{ respondents plus 1 sub-county director of education.}$$

The sample size per strata was as follows based on Yamane 1967 sample size determination formula.

$$nh = n (Nh/N)$$

Where;

nh is the per stratum sample size

Nh is the per stratum population

N is the total population

e is the margin of error, i.e., 0.05

The respondents drawn from the sample was selected using stratified, simple random and purposive sampling techniques. The respondents were grouped into various strata's which were head teachers, teachers and Sub County director of education. Stratified random sampling technique was therefore used to stratify the respondents in groups, thereafter the respondents were selected randomly from the selected junior secondary schools. The junior Secondary schools were selected randomly. This helped to reduce the level of biasness and give all junior Secondary schools an equal chance of being used in the study. The sub-county director of education was selected purposively. In this study, both questionnaires and interviews were used as data collection instruments. Content validity was used where the researcher relied on expert judgment. The research instrument was reviewed by experts who assessed its clarity, relevance, and appropriateness. These experts included university supervisors, education officers, instructors, and school administrators. In addition, a pilot study was conducted in Chesumei Sub-County to help test and improve the validity of the research instruments before the actual data collection.

In this study, internal consistency reliability was adopted and assessed using Cronbach's alpha. A Cronbach's alpha value of 0.7 and above is generally considered acceptable, indicating good internal consistency, while values of 0.8 and above are regarded as very good or excellent. Therefore, in this study, the Cronbach's alpha coefficient was 0.741 which exceeded 0.7, implying that the research instruments were reliable and further analysis could be conducted. On data collection procedure, the researcher obtained the necessary research permit, conducted a reconnaissance visit to the study area, and carried out a pilot study prior to the actual data collection. Questionnaires were self-administered to the selected respondents, who were given sufficient time to complete them. After completion, the questionnaires were collected immediately to prevent loss or misplacement. This process was repeated in the selected public schools until the required sample size was achieved. After collecting data from teachers and head teachers, the researcher arranged

an appointment with the Sub-County Education Officer for an interview guided by an interview schedule.

During the interview, the researcher took notes and recorded responses with permission from the interviewee until all the questions are adequately addressed. The collected data was analysed using both descriptive and inferential statistical methods. Descriptive statistics included frequencies, percentages, means, and standard deviations, while inferential statistics involved correlation and regression analysis to determine relationships among variables. In addition, qualitative data obtained through the interview guide was analysed using content analysis to identify patterns, themes, and meanings from the responses. On ethical considerations, a research permit was sought from National Commission for Science, Technology and Innovation (NACOSTI) and a letter from Kabianga university was obtained prior to collection data from the public schools in Tinderet Sub County. The researcher sought for permission for data collection from

the education offices in the sub-county. Permission in writing was sought from the head teachers prior to collection of data from the schools. Informants were told that participation in the study was on voluntary basis and their consent was sought prior to being allowed to provide the information being sought. Confidentiality was upheld in the study and the researcher avoided acts of plagiarism.

4. Results & Discussions

4.1 Response Rate

The response rate of principals was 90% while for teachers it was 89.0%. The response rate was high which implied that a many participants completed the questionnaires and it proved that the findings of the study were not only highly representative but reliable as well. A summary of the response rate was provided in Table 1.

Table 1: Response Rate

Category	Questionnaires issued	Questionnaires returned	Response rate
Principals	30	27	90%
Teachers	209	186	89%

4.2 Background Information of the Respondents

The background information of the respondents provided the context within which the study results were interpreted. The background information of the respondents of

principals include gender, age range, highest education level and the duration as a principal at a school which were presented in Table 2.

Table 2: Demographic Information of the Principals (n=27)

Items	Categories	Frequency	Percent
Gender	Male	17	63.0
	Female	10	37.0
Age range	30-40	1	3.7
	41-50	15	55.6
	50 years and above	11	40.7
Highest level of education	Degree	17	63.0
	Masters	10	37.0
Duration as a principal at the school	Less than 3 years	5	18.5
	3 years and above	22	81.5

The study had sought to understand the distribution of respondents by gender, 63% were male while 37% were female. Gender inclusivity has not yet been achieved among head of institutions in Junior Secondary Schools in Tinderet Sub-County in Nandi County. Male dominance was still evident among principals which suggested that gender parity was still yet to be achieved among principals in Junior Secondary Schools in Tinderet Sub-County, Nandi County. Age distribution revealed that majority of

the principals (55.6%) were aged between 41 and 50 years which reflected a group of mature and experienced people who were well acquainted with principal's role on assessment of competence-based education and students' performance. Majority of the principals (63.0%) were degree holders and therefore were well educated and hence provided data of high quality, the respondents comprehended all the study concepts and educated respondents reduced response errors. On distribution of

principals based on the duration the principal had been at the school, majority of the respondents (81.5%) had been principals at the school for 3 years and above. This implies that the respondents had deeper knowledge, were more

reliable and provided data that was rich in context due to experiential knowledge. Table 3 presents demographic information of the Teachers which included gender, age range, highest level of education and duration.

Table 3: Demographic Information of the Teachers (n=186)

Items	Category	Frequency	Percent
Gender	Male	115	61.8
	Female	71	38.2
Age range	30-40	90	48.4
	41-50	57	30.6
	50 years and above	39	21.0
Highest level of education	Certificate	97	52.2
	Post graduate diploma in education	38	20.4
	Degree	47	25.3
	Masters	4	2.2
Duration	Less than 3 years	36	19.4
	3 years and above	150	80.6

The distribution of the teachers based on gender revealed that majority of the teachers (61.8%) were male. This implies that gender inclusivity had not yet been achieved among teachers in Junior Secondary Schools in Tinderet Sub-County. Male dominance is still evident among teachers which suggested that gender parity was still yet to be achieved among teachers in Junior Secondary Schools. The distribution of teachers by age range revealed that majority of the teachers (48.4%) in Junior Secondary Schools in Tinderet Sub-County were aged between 30 to 40 years and therefore had diverse experience on CBE assessments and students' performance in Junior Secondary Schools in Tinderet Sub-County. On highest level of education, majority of the teachers (52.2%) had certificate level of education, which implies that they were educated and were in a position to understand CBE assessments and provided information sought by the questionnaires from a knowledgeable view point. The distribution of the teachers by duration revealed that

majority of the teachers (80.6%) had served so far, a period of 3 years and above at the schools. This implies that the respondents provided answers that were context specific and hence the quality of the findings and the study as a whole was enhanced.

4.3 Students' performance

Students' performance data for Grade 9 students in Junior Secondary Schools in Tinderet Sub-County were sourced from the KJSES examination records for 2025. The summary of the results provided in figure 4.1 is both for Metetei Zone and Kapkoros Zone. Average score for each subject is provided and subsequently in the interpretation further details are provided as to whether the average score for each subject was either below average, approaching expectations, meeting expectation or exceeding expectations.

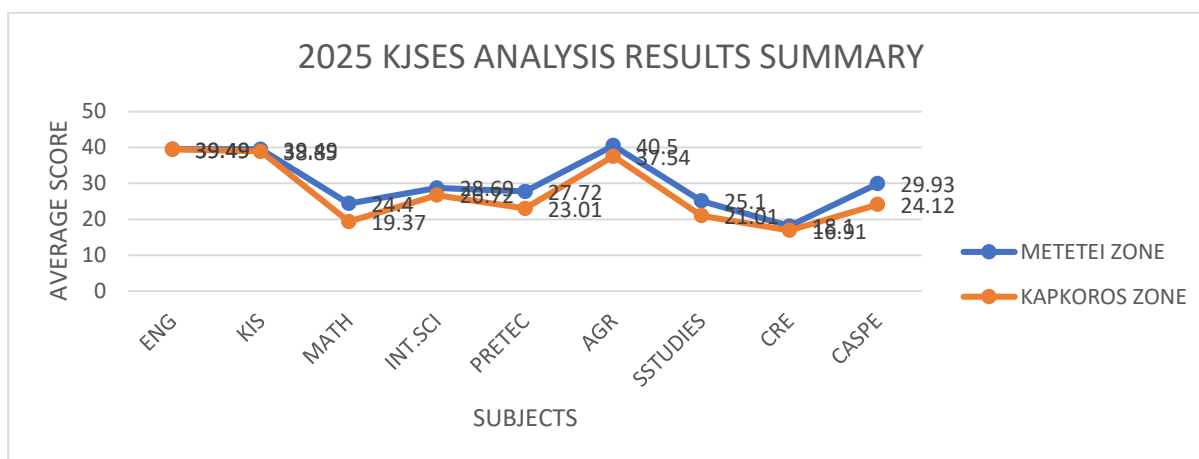


Figure 1: Tinderet Sub County 2025 KJSES Analysis Results Summary

English score was Below Expectation (BE), 39.49 and 39.49 respectively for both Metetei Zone and Kapkoros Zone, Kiswahili score was Below Expectation (BE), 37.52 and 38.85 for Metetei Zone and Kapkoros Zone respectively. Math score was Approaching Expectation (AE), 24.4 and 19.37 respectively for Metetei zone and Kapkoros Zone. Integrated Science score was Below Expectation (BE) with an average score of 28.69 and 26.72 respectively for both Metetei Zone and Kapkoros Zone respectively. PRETEC subject score was Meeting Expectation (ME) for Metetei Zone and Approaching Expectation (AE) for Kapkoros Zone, as represented by an average score of 27.72 and 23.01 respectively. Agriculture score was Meeting Expectation (ME) for Metetei Zone and Below Expectation (BE) for Kapkoros Zone, as backed up by an average score of 40.50 and 37.54 for Metetei and Kapkoros Zone respectively. Social Studies score was Meeting Expectation (ME) for Metetei Zone and Below Expectation (BE) for Kapkoros Zone, substantiated by average score of 25.10 and 21.01 respectively for Metetei and Kapkoros Zone. Christian Religious Education (CRE) score was Meeting Expectation (ME) for both Metetei Zone and Kapkoros Zone, substantiated by average score of 18.10 and 16.91 respectively. CASPE score was Meeting Expectation (ME) for both Metetei and Kapkoros

Zone, substantiated by average score of 29.93 and 24.12 respectively. Analysis of performance pattern in Figure 4.1 shows that performance per subject kept varying mostly from one a subject to another with students from Kapkoros Zone recording low performance than those from Metetei Zone. Agriculture subject recorded the highest mean score equivalent to Meeting Expectation (ME) for students from Metetei Zone while for Kapkoros Zone it was English at an average score of 39.49 which was equivalent to Meeting Expectation (ME). CRE subject recorded the least mean score, 18.10 equivalent to Meeting Expectation (ME) for students from Metetei Zone which also was the least for Kapkoros Zone which an average score of 16.91 equivalent to Meeting Expectation (ME) as well.

4.4 Descriptive Statistics

The analysis relates on assessment resources that was measured on a five-point Likert scale (5=Strongly Agree, 4=Agree, 3=Undecided, 2 Disagree, 1=Strongly Disagree). Descriptive statistics comprising frequencies, means, percentages and standard deviations were summarized in Table 4 and Table 5 for principals and teachers' response respectively.

Table 4: Assessment Resources (Principal responses, n=27)

Statements					S. D	D	U	A	S. A	Mean	Std. Dev
Principals	allocate	all	the	F	3	4	2	8	10	3.2593	1.34715
resources needed for CBE assessment.					%	11.1	14.8	7.4	29.6	37.0	
Principals	allocate	all	the	F	4	4	5	2	12	3.6296	1.27545
resources needed for CBE assessment on time.					%	14.8	14.8	18.5	7.4	44.4	
Principals	always	share	CBE	F	4	3	1	5	14	3.3333	1.51911
assessment resources when need arises.					%	14.8	11.1	3.7	18.5	51.9	
Principals	have	sufficient		F	3	5	2	10	7	2.5556	1.08604
resources useful for CBE assessment in the school.					%	11.1	18.5	7.4	37.0	25.9	
Principals	have	integrated		F	4	4	5	9	5	3.1852	1.66496
technology in our CBE program at the school.					%	14.8	14.5	18.5	33.3	18.5	
Integrated	CBE	assessment		F	4	3	2	8	11	3.2963	1.53960
technology improves CBE assessment process in the school.					%	14.8	11.1	7.4	29.6	40.7	
Aggregate										3.2099	1.40539

The findings in Table 4 indicate that principals allocate all the resources needed for CBE assessment as supported by a mean of 3.2593 and a standard deviation (SD=1.34715). This hinted a consistent and positive perception among respondents that principals allocate all the resources needed for CBE assessment. The statement, principals allocate all the resources needed for CBE assessment on time recorded a mean of 3.6296 and a standard deviation of 1.27545. This suggested that principals allocate all the resources needed for CBE assessment on time. Findings concur with that of Hahn and Leslie (2021) that school heads allocate all the resources needed for CBE assessment on time. This happens so for disruptions preventions, closure of policy versus reality gaps and it is done with the intention to guarantee successful achievement of learning objectives.

The statement, principals always share CBE assessment resources when need arises had a mean of 3.3333 and a standard deviation of 1.51911. This meant that principals always share CBE assessment resources when need arises. The study by Henri et al. (2020) also established that principals always share CBE assessment resources when need arises. This is done to maximize efficiency and ensure there is equity across learning environments. It also helps to uphold accountability standards which the current study is in agreement with as well. The statement, principals have sufficient resources useful for CBE assessment in the school had a mean of 2.5556 and a

standard deviation of 1.08604. The results hinted that principal do have sufficient resources useful for CBE assessment in the schools. Findings concur with that of Al-Mawee (2024) that principals do not sufficient resources useful for CBE assessment in the schools. Principals face financial challenges and also resource availability is not always sufficient for CBE assessment.

The statement, principals have integrated technology in their CBE program at the school recorded a mean of 3.1852 and a standard deviation of 1.66496. The results hinted that principal have integrated technology in their CBE program at the schools. The findings concur with that of Valenzuela et al. (2022) that principal have integrated technology in their CBE program at the schools. This is done to enhance learning that is learner centered, monitor skills mastery among learners and equip the students with digital literacy required for the 21st century. The statement, integrated CBE assessment technology improves CBE assessment process in the school had a mean of 3.2963 and a standard deviation of 1.53960. This implies that integrated CBE assessment technology improves CBE assessment process in the schools. In the study by Lowe et al. (2021), integrated CBE assessment technology was also found to improve CBE assessment process in the schools. Integrated CBE assessment technology improves evaluation through data collection automation, learning paths personalization and ensuring grading that is consistent.

Table 5: Assessment Resources (Teacher responses, n=186)

Statements		S. D (1)	D (2)	U (3)	A (4)	S. A (5)	Mean	Std. Dev
Our principal allocates all the resources needed for CBE assessment.	F	21	14	26	55	70	3.2527	1.33381
	%	11.3	7.5	14.0	29.6	37.6		
Our principal allocates all the resources needed for CBE assessment on time.	F	29	14	35	82	26	3.6667	1.26349
	%	15.6	7.5	18.8	44.1	14.0		
The principals always share CBE assessment resources when need arises.	F	35	29	21	46	55	3.3065	1.50231
	%	18.8	15.6	11.3	24.7	29.6		
The principal distributes sufficient resources for CBE assessment in the school.	F	29	95	21	35	6	2.5699	1.06439
	%	15.6	51.1	11.3	18.8	3.2		
The principal ensures that we use integrated technology in our CBE program at the school.	F	21	35	14	49	67	3.1559	1.63489
	%	11.3	18.8	7.5	26.3	36.0		
We use integrated CBE assessment technology to improve CBE assessment process in the school.	F	34	26	29	35	62	3.3172	1.50725
	%	18.3	14.0	15.6	18.8	33.3		
Aggregate							3.2115	1.38436

The findings in Table 5 indicate that assessment resources were highly valued and principals must manage assessment resources in Junior Secondary Schools as reflected by an aggregate mean of 3.2115 and a low standard deviation ($SD=1.38436$). The results hinted a consistent and positive perception among respondents that principals' management of assessment resources influence students' performance in Junior Secondary Schools. The finding is consistent with that of Du and Hu (2018) that principals' management of assessment resources influence students' performance. Principals' management of assessment resources that is effective enables instruction that is driven by data, targeted remediation and tracking academic in a continuous manner. The statement, our principal allocates all the resources needed for CBE assessment recorded a mean of 3.2527 and a standard deviation of 1.33381. The results hinted a consistent and positive perception among respondents that their principal allocates all the resources needed for CBE assessment in Junior Secondary Schools. The finding echoes that of Greenwald et al. (2025) that principal allocates all the resources needed for CBE assessment in Junior Secondary Schools. This enables the school to be run smoothly as execution of duties will be effective and timely done to all stakeholders.

The statement, our principal allocates all the resources needed for CBE assessment on time recorded a mean ($M=3.6667$) and a standard deviation ($SD=1.26349$). The results implied a consistent and positive perception among respondents that principals allocate all the resources needed for CBE assessment on time. The statement, the principals always share CBE assessment resources when need arises recorded a mean of 3.3065 and a standard deviation of 1.50231. This implied that the principals always share CBE assessment resources when need arises. The study by Lee and Zuze (2021) also established that principals always share CBE assessment resources when need arises otherwise, the schools will not function as anticipated. If that is not done, the performance of the students is adversely affected. When need arises, all the resources meant to address the need should be shared immediately to avert a crisis. The statement, the principal distributes sufficient resources for CBE assessment in the school recorded a mean of 2.5699 and a standard deviation of 1.06439. This meant that the principals did not distribute sufficient resources for CBE assessment in the schools. The study concurs with that of Ludwig and Bassi (2019) that principals did not distribute sufficient resources for CBE assessment in the schools as they lack sufficient resources to even distributes in the schools. The share of funds that schools receive from the government is not adequate to all learning needs of the students and therefore

they can not distribute in adequacy what they don't have in the first place.

The statement, the principal ensures that teachers use integrated technology in their CBE program at the school recorded a mean of 3.1559 and a standard deviation of 1.63489. The results hinted a consistent and positive perception among respondents that the principal ensures that teachers use integrated technology in their CBE program in Junior Secondary Schools. The study by Hanushek (2020) also established that principals ensure that teachers use integrated technology in their CBE program in schools. This happens so that flexible pacing is enabled and it helps to in the alignment of classroom instruction with current reforms in education. The statement, teachers use integrated CBE assessment technology to improve CBE assessment process in the school recorded a mean of 3.3172 and a standard deviation of 1.50725. The results hinted a consistent and positive perception among respondents that teachers use integrated CBE assessment technology to improve CBE assessment process in the schools in Junior Secondary Schools. This assertion corroborates Mudulia (2022) who established that teachers use integrated CBE assessment technology to improve CBE assessment process in the schools. The use of integrated CBE assessment technology replaces the rigid, one-time tests with the one that is continuous, that tracks practical skills and learners understanding. They automate grading, minimizes bias and provides insights into a learners' proficiency that is deep and hence it improves CBE assessment process in the schools. The sub county director of education interviewed stated that;

"The respondent stated that principals influence assessment resource management through strategic allocation, instructional supervision as well as capacity building. The principals dictate whether digital infrastructure, text books and employees are mobilized in an effective manner for students learning outcomes improvement as well as maintenance of accountability of the schools."

4.5 Inferential Statistics

4.5.1 Correlation Analysis

Correlation analysis was adopted to examine whether there existed a relationship between assessment resources and students' performance. The outcome of correlation analysis was presented in Table 6.

Table 6: Correlation analysis

n=213		Performance	Assessment resources
Performance	Pearson Correlation	1	
	Sig. (2-tailed)		
Assessment resources	Pearson Correlation	.663*	1
	Sig. (2-tailed)	.000	

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

The correlation analysis was conducted to ascertain the association between assessment of Competence Based Education and students' performance. The results ($r=0.663$, $p<0.05$) indicated a strong positive and statistically significant relationship between principals' management of assessment resources on students' performance in Junior Secondary Schools. This implies that effective principals' management of assessment resources is associated with improved students' performance. Findings align with Nshimiyimana and

Andala (2024) that effective principals' management of assessment resources improves students' performance.

4.5.2 Regression analysis

Regression analysis was conducted to evaluate the influence of predictor variables on the outcome variable. Regression results presented include model summary, ANOVA and regression coefficients as presented in Table 7, 8 and 9.

Table 7: Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.861 ^a	.742	.739	2.85791

a. Predictor: (Constant), assessment resources

Table 7 presents the regression model summary, which indicates that the independent variable, namely, assessment resources, explained 74.2% variance in students' performance in Junior Secondary Schools as indicated by

R² which is the coefficient of determination. Therefore, this meant that 25.8% of student's performance was explained by other factors not within the scope of this study.

Table 8: Analysis of Variance (ANOVA)

Model		Sum of Squares	Df	Mean Square	F	Sig.
1	Regression	2113.591	1	704.530	51.881	.000 ^b
	Residual	2471.532	211	13.580		
	Total	4585.124	212			

a. Dependent Variable: Performance

b. Predictor: (Constant), assessment resources

Table 8 shows a significance level of 0.000 which was less than 0.05 level of significance ($p=0.000<0.05$). This insinuated that the model was suitable for assessing the influence of assessment of resources on students' performance in Junior Secondary Schools. The value of F

test was $F(1, 211) = 51.881$, $p<0.05$. This suggested that the regression model significantly predicted the dependent variable.

Table 9: Regression co-efficient

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		β	Std. Error	Beta		
1	(Constant)	5.420	1.932		2.806	.006
	Assessment resources	.896	.187	.472	4.800	.000

a. Dependent Variable: Performance

Table 9 shows that principals' management of assessment resources has a positive and significant influence on students' performance in Junior Secondary Schools of ($\beta = .896$, $p < 0.05$). This implied that when there is an improvement in how principals manage assessment resources, students' performance improves as well by 0.896 when assessment evaluation and assessment projects are held constant. The study by Mudulia (2022) also established that principals' management of assessment resources improves students' performance. The regression model was therefore presented as:

$$Y = 5.420 + 0.896X_1, \text{ where } X_1 = \text{Management of}$$

Assessment Resources;

5. Conclusion & Recommendations

5.1 Conclusion

The study conclusion on the objective which had sought to examine the influence of principals' management of assessment resources on students' performance in Junior Secondary Schools in Tinderet Sub-County was that principals' management of assessment resources improves students' performance in Junior Secondary Schools. In Junior Secondary Schools, principals allocate all the resources needed for CBE assessment, allocates all the resources needed for CBE assessment on time. The principals always share CBE assessment resources when need arises and they did not have sufficient resources useful for CBE assessment in the schools. In Junior Secondary Schools, principals have integrated technology in their CBE program which improves CBE assessment process and principals ensure teachers use integrated technology in their CBE program.

5.2 Recommendations

Policy recommendations by the Ministry of Education include:

1. Targeted and timely capitation where specific ring-fenced financial guidelines that link junior schools' capitation to assessment and practical subjects. This well to ensure monies meant for specialized materials like science laboratory equipment, ICT resources are disbursed prior to assessment periods.
2. Institutionalized resource sharing where cluster-based management guidelines are formulated which will allow junior schools in the neighborhood to pool assessment resources for offset deficits in schools which are underfunded.

3. There should be a policy on mandatory capacity building of headteachers for them to undergo routine, continuous professional development on how to manage finances, procurement and good instructional supervision that will lead to use of assessment resources in a manner that is not only equitable but effective as well. Junior Secondary
4. School principals should continue to allocate all the resources needed for CBE assessment on time. The principals should always share CBE assessment resources when need arises.
5. School principals should continue to integrate technology in their CBE program and should always ensure that teachers use integrated technology in their CBE program continuously.

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