

**ADMINISTRATIVE MANAGEMENT AND JUNIOR SCHOOL LEARNERS'
ACHIEVEMENT OF COMPETENCY BASED EDUCATION CORE
COMPETENCIES IN LAIKIPIA COUNTY, KENYA**

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**A Thesis Presented to the Graduate School in Partial Fulfillment of the
Requirements for the Award of the Degree of Doctor of Philosophy in
Educational Management of Tharaka University**

THARAKA UNIVERSITY

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DECLARATION AND RECOMMENDATION

Declaration

This thesis is my original work and has not been presented to any university for the award of a diploma or conferment of a degree.

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DEDICATION

This work is dedicated to my supportive wife Charity Muthoni, and my beloved children: Edna, Lona, and Evans. To Mr. Laichena Mutabari for his continuous encouragement throughout my study period.

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I would like to thank the almighty God, since these efforts would have been fruitless without His help. His guiding mercy and secret providence, granted me the necessary strength, wisdom, and patience, helping me reach this milestone. May the name of the Lord be praised. My utmost sincere appreciation to the persons who contributed to completing of this thesis. First, I would like to express my gratitude to my supervisors: Dr. Luke Muriithi Kathenya, Dr. Joseph Muriungi Kirugua, and Dr. Shadrack Munanu Kithela, who have helped me in the pursuit of this inquiry with their advice, critical but constructive thoughts, and encouragement. Their academic proficiency and persistence, accompanied by high levels of precision, inspired me into diligence and the perfection of my arguments such that I could attain the scholarly principles needed. Likewise, I would like to express my gratitude to the respondents (heads of institutes, junior school teachers, and learners) who acted as volunteers and generously shared their knowledge, time, and provided frankness as a gift. The empirical basis of this research is the contributions that you have made, and without people such as you, this project would not have been completed. I am also indebted to the Department of Education of Tharaka University for providing the academic facilities and supportive environment in which the research was able to materialize. Last, but not least, I want to put a particular recognition to the Kisargei Comprehensive School staff, who gladly provided moral support and encouragement during my period of study. My colleagues and friends, it is a pleasure to note, up front, that the intellectual work of any researcher, including myself, is initiated and provided with perpetuity by a galaxy of contributors. As far as my thesis has contributed to the field, I am bound to thank the people who have helped me throughout my learning journey.

ABSTRACT

Effective administrative management has been instrumental in advancing the successful implementation of the Competency-Based Education (CBE) in junior schools across Kenya. Despite several studies highlighting administrative challenges in Kenya's education sector, barriers such as inadequate instructional resources, supervision by schools' management, resource mobilization, workloads of teachers, and limited parental involvement continue to hinder the effective achievement of core competencies in the competency-based curriculum. The purpose of the study was to evaluate the influence of administrative management in junior schools on the achievement of core competencies in the competency-based curriculum in Laikipia County Kenya. The Contingency Theory developed by Fiedler, Paul Lawrence and Jay Lorsch, and the Situated Learning Theory by Jean Lave and Etienne Wenger guided the study. The study utilized a descriptive survey design. A target population of 23067 from 242 junior schools comprising 242 headteachers, 21,425 junior school learners, 745 class representatives, 408 junior school teachers, and 5 sub-county directors was used in the study. A sample size of 302 respondents comprising 88 junior school teachers, 51 headteachers, and 160 junior school class representatives was proportionately and randomly sampled, while 3 sub-county directors were purposively sampled and used as respondents in the study. Questionnaires for headteachers, class representatives, and junior school teachers were used to collect data. An interview schedule was utilized to collect data from the Sub-County Directors. A pilot study was conducted in Samburu County, which shared characteristics like those of Laikipia County. Supervisors from the Department of Education at Tharaka University ascertained the instruments' validity. An alpha coefficient value of 0.855 was established, denoting reliability for the research instruments. Quantitative data was analysed using regression analysis, while Qualitative data obtained from the interview schedule was analysed descriptively and reported thematically in line with the research objectives. The null hypothesis was tested at a 0.05 significance level. Regression analysis established statistically significant influence of instructional resources, parents-teacher collaboration, staffing and BoM on the achievement of CBE core competencies in junior school learners. The p values were: Provision of instructional resources 0.040, parents-teacher collaboration 0.040, staffing 0.029, and 0.034 for BoM, all less than the critical value of 0.05. The study concluded that administrative management in junior schools influenced the achievement of core competencies in the competency-based education in Laikipia County, Kenya. The study recommended that the Government should equip all schools with enough instructional resources, organize induction workshops to sensitize all teachers, head teachers, and parents on the importance of teachers-parents collaboration in shaping learners in real-life situations. The study further recommends that the Teachers Service Commission should ensure staffing is not biased in terms of gender, and equitable distribution of teachers in consideration of their specialized learning areas. The study will be important to policymakers develop policies on restructuring the training of teachers to comply with the needs of Competency-Based Education, develop more strategies for increasing parental involvement. The study's findings will assist the Teacher Service Commission in ensuring factors such as teachers' competencies are considered in staffing and developing quality induction programs that will equip JS teachers and headteachers with the necessary skills and knowledge on the CBE. The study will be useful to the curriculum implementers by providing useful information to the management of schools to strengthen school management by BoM. The study provides a foundation for further studies.

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ABBREVIATIONS AND ACRONYMS

BoM:	Board of Management
CBA:	Competence-Based Assessment
CBE:	Competency-Based Education
CBET:	Competency-Based Education Training
DFID:	Department for International Development
AFA:	Education for All
ICT:	Information Communication Technology
JS:	Junior School
KICD:	Kenya Institute of Curriculum Development
LeAP:	Learning Assessment Platform
MoE:	Ministry of Education
NACOSTI:	National Commission for Science, Technology, and Innovation
NCES:	National Centre for Education Statistics
OECD:	Organization for Economic Co-operation and Development
PISA:	Programme for International Students' Assessment
PTC:	Parent Teacher Collaboration
REB:	Rwanda Education Board
UK:	United Kingdom
UNESCO:	United Nations Educational, Scientific and Cultural Organization
UNICEF:	United Nations Children Education Fund
US:	United States

CHAPTER ONE

INTRODUCTION

1.1 Background of the Study

The demand for quality education has been a priority globally as nations quest to prepare learners to meet the demands of 21st-century skills. Worldwide, there has been a compelling shift towards emphasizing the development of knowledge, skills, attitudes, and values necessary for learners to thrive in dynamic social, economic and technological environments that aim at developing core competencies among learners to cope with the changing world of work (Penprase 2018). The US shifted its educational approaches by implementing the No Child Left Behind Act (2001) and Every Student Succeeds Act (2015). The policies emphasized student achievement and competency mastery as central tenets of educational reform in the US. Penprase (2018) asserts that Administrative Management has a key focus on the achievement of competencies in learners in countries such as Finland, Singapore, China, Costa Rica and Canada, which has enabled these countries to register impressive economic and technological advancement by ensuring learners develop competencies during their schooling.

A comparative study to evaluate the achievement of digital literacy among students was conducted by Ertmer and Sendurur (2016) establishing that despite the significance of digital literacy competency, Ecuador, Chile, Mexico and Peru faced challenges in the teachers' ability to equip learners with the competency and readiness for remote learning. Only 40% were able to perform basic tasks. Junior schools are expected to positively impact the acquisition of digital literacy in learners by providing exposure to technology and fostering familiarity and comfort with digital tools. Failure to achieve the competencies of learners in these countries has been attributed to inadequate professional development and training. The situation should be sensitively managed in the junior schools in other countries. Thus, to foster competency of digital literacy in learners in junior schools, teachers are required to have digital competencies such as digital literacy of digital culture, ethics and digital safety.

Pakistan is one of the countries that has embraced Competency-Based Education and is committed to Education for All (EFA) and the Darkar Framework of Action (2000).

According to the country's National Education Policy of Pakistan (2009), the objective of education is the development of a self-reliant individual, capable of analytical and critical thinking, a responsible member of his community and in the present era, a global citizen. The Pakistan government had challenges of having sufficient teaching staff that are well-equipped with the prerequisite competencies in senior schools to help learners acquire the core competencies. Although the Pakistan government was on track, junior schools in Pakistan failed to record remarkable achievements in meeting the educational goal of competencies among learners. Smith and Pollard (2017) also emphasize the attainment of competencies among learners in the United Kingdom, which is based on their article of the evaluation of the issues regarding achieving competencies among senior school learners. The research concluded that the teacher-centered approach lacks opportunities to develop independent learning and inquiry-based learning and therefore encourages the competencies of critical thinking, communication and collaboration and self-efficacy amongst learners in senior schools. The paper concluded by advising teachers to be facilitators to allow the learners to attain the sense of the competency of creative thinking among other competencies. Despite these attempts to ensure junior school learners develop innovative thinking and innovation, failure has been observed in the teachers because they apply teaching approaches that fail to stimulate the learners to develop innovative thinking and innovation.

Brookfield (2017) acknowledges that teachers are found to struggle in modeling critical thinking in classroom activities because not only does this provide students a model, but it helps to build trust between teachers and students. In addition, some teachers still hold on to the traditional philosophy of teacher-centered teaching approach that does not facilitate critical reasoning. A study in Australia conducted by Churchward and Willis (2019) has repeatedly proved true in the academic community that the quality of teaching and the accessibility of helpful learning materials are the key issues in determining how competent students can become. In the perspective, teachers can be considered the key variable since they can offer that scaffold in terms of their professional knowledge on which learners develop the necessary skills. Similarly, Campbell (2018) highlights the administrative machine of schools, stating that the institutional leadership is to be blamed with directing funding to be given to the

educators as well as to coordinate the work of the parents and teachers to make sure that the pupils gain the necessary 21st-century skills.

The most fundamental level within the administrative management involves the coordination of all the educational resources, for example, materials to be used in instruction, learning spaces, and technology platforms that all contribute to the achievement of CBE core competencies. The finding in a study of higher education institutions in Australia conducted by MacDonald and Hartwig (2017) confirms that in cases where these resources suffice, learners are more likely to be exposed to favorable learning conditions, greater learning support is offered by instructors, and learners are more likely to be in a sturdy position to master competencies. However, in the same research, institutional variations associated with an insufficient supply of the above resources are also indicated to be marked, as well as the resultant imbalance in the extent to which learners attain these core competencies. In defining the quality of learning environments in their paper on primary and secondary schools, Brown and Keeley (2017) further emphasize that it is associated with better student performance: students have a significant experience of meaningful practical interaction with problems and an increase in engagement levels and activity on the scholarly level. According to the Organization to Economic Co-operation and Development report (2017) on school education funding and the relationship between Resources and Learning in Paris, effective management practices cannot be dispensed with when it comes to making the success of any learning institution.

Staffing as one of the administrative management elements of human resources, involves creating a reserve of staff and subjecting their employment to organizational objectives (Kanyonga & Wendt, 2019). The study by Sulley (2017) in Nigeria offers an insightful piece of information: the recruitment method should be such that it catches the attention of applicants whose experience, knowledge, skills, education, and proper attitude can help make them exceptionally fit. The investigation states that failure of getting such personnel is bound to affect the performance of the organization. In line with this, people should be correspondingly placed in a position where they show effectiveness. On the same note, teacher management as human resources under educational institutions must engage the same intense recruitment measures to

propagate its organizational goals. The importance of teachers and schools is further stressed in the paper by Udoh (2017) who describes them as places where the role of parents involves regular contact and information about available resources to help their children learn.

The Education Sector Strategic Plan 2018/2019-2023/24, formulated by the Government of Rwanda, is a blueprint in the sense that it enables Rwanda citizens to obtain all skills, competencies, knowledge, and attitudes needed to promote the social and economic transformation of the country and be competitive in the global market, something that any government must focus in its educational systems. However, the education sector in Rwanda has been facing a succession of problems that interfere with the acquisition of basic capacities by the learners. Top among these challenges is the increasing number of classes in the secondary school level which has caused the increase in demand and shortage of secondary school teachers. According to Nguyen (2019), researchers attribute such under-development to the lack of access to the quality training and incessant shortage of staff, which, in their turn, hinder the learning of core competencies five issues that should be addressed by governments in junior schools. Another recent study by Nsengimana and Nkundabakura (2021) supports the argument and proves that evaluating the quality of a teacher can be performed through the lens of nexus like teacher training and productivity, which refers to formal pre-service education in teacher education, in-service professional development of the teaching staff, and informal training based on on-the-job experience.

The partnership with parents and teachers is often considered a cornerstone of comprehensive education. A study by Mahuro and Hungi (2012) in Uganda shows that parents who rarely or never have any influence or involvement in the educational programme of their children are associated with a parallel decline in academic performance. The research implies that in the cases where parents are actively involved in the education of their children, the parents create a friendly home environment complementing the classroom efforts to develop the CBE core competencies by encouraging productive dialogue, affirming common academic goals and resolving challenges in a timely manner.

In research conducted in Mombasa, Kenya, Said (2018) argued that the Board of Management is the essential structure of school administration that undertakes responsibilities, including hiring competent educational leaders, ensuring adequate teaching facilities, and developing a learning environment that supports quality pedagogy. The roles directly influence the delivery of the curriculum and the learners' ability to achieve the CBE core competencies.

KICD (2022) highlights the importance of boards of management to work closely with parents, teachers and the government to ensure essential resources such as modern teaching aids, well-equipped classrooms and professional development opportunities for educators are enhanced in schools. Despite the important contributions of BoMs, Mwita and Yambo (2022) assert that challenges persist in many secondary schools where some BoMs face constraints such as inadequate training, limited financial resources and lack of clarity in their roles, which may hinder their effectiveness and equal opportunities for learners to acquire CBE core competencies. The BoMs are key in the administrative management of junior schools; however, the researcher assumes that there exists the challenge of acquiring enough and qualified teachers, supplying enough appropriate instructional materials and coordinating parents to work closely with teachers to enhance learners' achievement of CBE core competencies in junior school learners.

1.2 Statement of the Problem

Effective administrative management has been instrumental in advancing the successful implementation of the Competency-Based Education (CBE) in junior schools across Kenya. The government of Kenya has put effort into providing more junior school teachers, providing instructional materials and to some extent, facilitating the sensitization of BoM on their roles. However, despite these promising instances, disparities in administrative management effectiveness continue to pose challenges such as inadequate instructional resources, supervision by schools' management, resource mobilization, workloads of teachers and limited parental involvement which may be a barrier to the effective achievement of CBE core competencies. Several studies have highlighted administrative challenges in Kenya's education sector, however, there is limited empirical research on how specific aspects of administrative

management, such as the role of BoMs, teacher management, instructional resource allocation, and parental engagement directly influence the attainment of CBE core competencies at the junior school level. The knowledge gap poses concerns about the effectiveness of junior school administration management in facilitating the achievement of the CBE core competencies in learners and calls for a systematic investigation. The study, therefore, examined the influence of administrative management on the achievement of core competencies among junior school learners in Laikipia County and provide insights that can inform policy and practice to enhance the achievement of the CBE core competencies.

1.3 The Purpose of the Study

The purpose of the study was to establish the influence of administrative management on junior school learners' achievement of core competencies in the CBE in Laikipia County, Kenya.

1.4 Research Objectives

The following objectives guided the study:

- i. To establish the influence of instructional resource management on junior school learners' achievement of core competencies in the CBE in Laikipia County, Kenya.
- ii. To assess the influence of teacher-parent collaboration on junior school learners' achievement of core competencies in CBE in Laikipia County, Kenya.
- iii. To evaluate the influence of staffing on junior school learners' achievement of core competencies in CBE in Laikipia County, Kenya.
- iv. To examine the influence of the school board of management on junior school learners' achievement of core competencies CBE in Laikipia County, Kenya.

1.5 Research Hypotheses

The study was guided by the following hypothesis:

H₀₁: Instructional resources management has no statistically significant influence on junior school learners' achievement of core competencies in CBE in Laikipia County, Kenya.

- H₀2: Teacher-parent collaboration has no statistically significant influence on junior school learners' achievement of core competencies in CBE in Laikipia County, Kenya.
- H₀3: Staffing has no statistically significant influence on junior school learners' achievement of core competencies in CBE in Laikipia County, Kenya.
- H₀4: The school board of management has no statistically significant influence on junior school learners' achievement of core competencies in CBE in Laikipia County, Kenya.

1.6 Significance of the Study

The study is expected to generate valuable insights that will guide policymakers, educational planners, and administrators in designing and implementing evidence-based strategies to strengthen school management systems. By identifying key administrative factors that significantly affect learners' achievement of core competencies, the study will inform the development of targeted interventions and policies aimed at improving the efficiency and effectiveness of school administration. The findings will be beneficial to Boards of Management, head teachers, and teachers by providing practical guidance on how effective management and resource utilization can enhance teaching and learning processes. Understanding the influence of administrative management on CBE implementation will help school leaders to adopt best practices in supervision, teacher motivation, and parental involvement. This knowledge can also support capacity-building initiatives aimed at improving leadership and governance at the school level. In addition, the study contributes to the broader body of knowledge in educational administration and management by offering context-specific evidence from Laikipia County. The insights derived will not only advance theoretical understanding of the link between administrative management and competency-based learning but also serve as a reference point for future research in similar educational contexts within Kenya and beyond. Ultimately, the study will play a crucial role in promoting sustainable educational reforms and improving the quality of learning outcomes under the Competency-Based Education.

1.7 Scope of the Study

The study was conducted to evaluate the influence of instructional resource management, teacher-parent collaboration, staffing in junior schools and BoM on junior school learners' achievement of CBE core competencies in Laikipia County, Kenya. The study was conducted in junior schools in Laikipia County, Kenya, covering all the sub-counties in the region and targeting junior school teachers, junior school learners, and the Teachers Service Commission Sub-County directors in Laikipia County.

1.8 Limitations of the Study

The research was conducted in Laikipia County, which is sparsely populated, resulting in significant distances between schools. The inadequate road network leading to these schools posed challenges for data collection, potentially increasing both costs and time. To overcome the constraint, the use of motorbike riders for mobility and the integration of electronic data collection systems were used. Additionally, some regions face security threats that could hinder travel for data collection. To address such concerns, the researcher collaborated with security agencies to ensure a safe environment. There were bureaucratic hurdles in obtaining authorization and access to information. To navigate the concern, the researcher complied with the legal requirements by seeking a permit from NACOSTI and requesting letters of introduction from Tharaka University to present to the relevant offices to be allowed to conduct research. to collect data from schools, introduction letter obtained from the county director proved successful. Furthermore, mistrust from respondents regarding the use of their information could pose a limitation. To alleviate these concerns, the researcher assured the confidentiality of their responses.

1.9 Assumptions of the Study

The study was anchored on the following assumptions:

- i. The respondents would give accurate, truthful, and honest responses to items in the research tools.
- ii. That there was collaborative effort between the junior school teachers, parents, and the primary school teachers.
- iii. That board of management was active in junior schools.

- iv. That parents had been sensitized over their collaborative role in helping their children in the development of competencies.

1.10 Operational Definition of Terms

Achievement of Competencies:	The acquisition of expected educational outcomes of communication and collaboration, critical thinking and problem-solving, Imagination and creativity, citizenship, learning to learn, self-efficacy, and digital literacy.
Administrative Management:	Systems to manage and coordinate the operational aspects of educational institutions effectively, include staffing, management of instructional resources, Teachers-parents' collaboration, and management by BoM, to function smoothly and help in the achievement of CBE core competencies among Junior school learners.
Board of Management:	A group of members selected by the Ministry of Education from the local community, special interest groups, parents' representatives, and people living with disability and entrusted with the management of junior schools.
CBE Core Competencies:	Main abilities targeted to be achieved by learners by the end of the learning period. competencies are designed to prepare learners for personal and professional success in a dynamic world.
Citizenship:	The ability to comprehend and engage in civic responsibilities, having knowledge about the government, upholding the rule of law, and making positive contributions to the community.
Collaboration:	Working together between the teachers and parents to enhance the achievement of CBE core competencies among junior school learners.
Communication and Collaboration:	Ability to communicate effectively and embrace working together with others. it involved both verbal and written communication skills, as well as the ability to collaborate effectively in group settings.
Competency-Based Education:	An education approach whose emphasis is on competencies or skills rather than mastery of knowledge acquisition.

Critical Thinking and Problem-Solving:	The ability of learners to use creativity in coming up with solutions to any given problem.
Digital Literacy:	Ability to make use of a variety of digital tools in ways that are not only effective but also safe.
Instructional Resources:	Tools and materials used in the teaching and learning process are more effective and efficient.
Instructional Resource Management:	Strategic planning, allocation, and utilization of resources within the learning institution.
Junior School:	Educational after primary or elementary level and before senior school. Usually made up of grades 7,8 and 9.
Learning to Learn:	The ability of learners to take charge of their education and gain skills to learn on their own throughout their lives. This includes such skills as establishing objectives, managing time, and exploring new information.
Management:	The process of organizing, planning, directing, and controlling the activities within an educational institution to achieve its goals and objectives.
Parental Involvement:	Active participation by the parent in their child's education by taking part in activities of the school where their child is a learner and working closely with the teachers and the school to impart knowledge, skills, values, and attitudes to the child.
Self-Efficacy:	The aspect of learners believing in their abilities and maintaining a positive attitude toward learning.

CHAPTER TWO

LITERATURE REVIEW

2.1 Introduction

The chapter gives an overview of related literature under the following subheadings: The Concept of the Dependent Variable of the Achievement of Competencies, Resource Management in Junior Schools, Parent-Teacher Collaboration in Junior Schools, Staffing in Junior Schools, And Influence of BoM on junior school learners' achievement of CBE core competencies. The chapter ends with a theoretical framework and gives an illustration of the relevance to the study.

2.2 Learners' Achievement of Core Competencies in Junior Schools

A case study was conducted by Trilling and Fade (2019) in the United States, comprising a sample size of 43 respondents who were mainly teachers aged 19-23 years on developing assessments for competencies of collaborative, problem-solving skills, communication, and ICT literacy in learners in junior schools. The study established that the achievement of competencies in learners was influenced by the qualifications of teachers, ratios of learners to teachers and the availability of resources in the learning institutions. The study further revealed how a set of assessment of competencies standards for secondary school students in forty-one states across the US was to assess the competencies required in the workforce. The study recommended for establishment of the National Education Association and College, State Department of Education in partnership for 21st-century learning and to be responsible for the assessment of the achievements of learners' competencies in public schools at the national level. The findings of the study were like a study by Williams and Sawyer (2013) that affirmed that the assessment of achievement of competencies in learners had already taken shape and was founded in the development of detailed assessments for competencies in countries like the US, Australia, Finland, and Singapore. The study opined that the assessment of competencies primarily focused on skills such as collaborative problem-solving, communication, and ICT literacy (Williams et al., 2017). Although the study was comprehensive and added value to the study, it was biased in terms of age and the sample size was too small to rely on. The current study used a variety of respondents to justify the findings.

A qualitative study conducted in Ghana by Acquah and Kwame (2017) to explore the challenges of implementing competency-based training programs in training institutions using 18 respondents affirmed that, to help learners achieve competencies during the learning process, there is need to embark on highly skilled training of the teachers and that achievement of competencies in learners depends on the skills gained by the teachers during the training period. The results testify to the fact that strict, extremely competent teacher preparation programmes are required in case learners are to develop desirable competencies. Despite the effectiveness of the study, the data-collection part of the present study was deficient in terms of the variety of the presentations due to the limited sample it used, which makes the conclusions only valid in the context of teacher training institutions under study. It was therefore vital in the study to expand the question and examine the impacts of staffing and professional growth of teachers in junior schools on the acquisition of competence by the learners in Kenya. In the redesign of the study, a bigger sample was used as well as a more specific method of analysis to provide a more detailed explanation.

The scholarly report by Kinyuny (2020) explores the relationship between academic performance among teachers and the attainment of competencies by the students at the secondary school level, in which methods of case study, based on 142 participants of a cohort in the city of Arusha, are applied. The study revealed that to assess the achievement of the CBE core competencies, teachers need to have intensive and critical reasoning to produce competent learners in junior schools. As shown by the exploration, learning should entrench extensive elements of competency-based education to deliver the required competencies in lifelong learning. Additionally, it was determined that when students develop underpinning competencies in learning then it means they have the competencies they require in their disciplines of study, and they can be taken higher on their condition. Another hypothesis in the research was that most of the competence of teachers who monitor them at the school level would determine whether the learners achieve such competencies. In a supporting manner, Luambano (2018) indicated that competencies among learners are attained when teachers have a thorough understanding and knowledge of instructions. Then, the realization of competencies is a successful action that is left in the hands of the teachers to be able to pursue the learning activity responsibly and holistically. The study was applicable in

this study; but the conclusion was made concerning the senior school, and it failed to determine what each factor contributes to the failure or success of achievement of the competencies of the learners. This research work was particular on the junior secondary school and illustrated how the instructional facilities, provision of staff, and the participation of parents in achievement of competencies among learners is linked, particularly in a case scenario where junior schools have been placed in primary schools.

Nsengimana and Nkundabakura (2021) carried out a descriptive survey to examine the correlation between school profiles and learners' attainment of core competencies in Kigali, Rwanda, utilizing a sample size of 40 respondents. The study indicated that variations in the achievement competencies by the learners were caused by differences in the teachers' professional development, differences in the teaching and learning resources and differences in the infrastructural capacity of the different junior schools. A similar study by Ndayambaje (2018) conducted in Kigali township revealed that although there were efforts to train teachers and equip the junior schools with learning and teaching materials, it was not sufficient to fully support the learners' achievement of competencies. Further, the study affirmed that there was resistance to change in the use of the old teaching materials, pedagogies, and lack of knowledge of assessment of the learners' competencies, thus affecting the acquisition of competencies in learners. The study was conducted in an urban setup, which made it difficult to generalize the research findings to cover the rural areas. This study was based in a sub-region setup that has both urban and rural setups and therefore the findings of the study was appropriate and can be generalized to cover a larger area.

In a study by Ondimu (2018) a correlational research design was used to examine the existing limitations on the transition of grade six learners to junior secondary school in Nakuru, Kenya, when 180 participants were selected. The results indicated that there are still issues in addressing the core competencies of learners. The research found various explanatory factors, which include lack of proper supervision, poor preparation of the teachers to enact CBE, and improperly nuanced assessment procedures that measure the achievement of competencies. As a result, the research suggested specific professional development of educators and the increased funding to support the

sustainability of primary schools through CBE. Since the study focused on teacher-related variables only, it was necessary to redo it to evaluate the level of competency achievement along with the whole aspect of administrative managing.

2.3 Management of Instructional Resources in Junior Schools

UNESCO (2020) views quality education as the inclusion of proper skills development, provision of important school infrastructure, resources, and equipment as well as the teaching force. According to Leone and Wilson (2016), who conducted research in Washington DC, on the use of instructional resources in enhancing the achievement of arithmetic using short-term tools, a mixed-method design with 114 participants was utilized, observing that learners' engagement in lessons was influenced by the classroom environment's inclusiveness. The study further illustrated how the classroom environment related to the achievement of various competencies in learners and how active participation and collaboration in learners were seen to have been encouraged greatly by the classroom environment. Further, the study noted that the availability of a variety of instructional materials was an ingredient in the process of enhancing the attainment of a variety of competencies in the process of learning. The study affirms that the use of teaching and learning materials encouraged self-efficacy, the learner's confidence, and willingness to engage in classroom activities. The study made its findings in the general learning process and at all levels of education. The current study gave a more detailed result of how the provision and management of instructional materials influence the achievement of competencies specific to junior school learners.

A descriptive research design with 36 respondents was used by Kim (2015) to conduct a study on the input of teaching and learning resources on the learners' achievement in the Department of Library and Information Science College of Information of the University of North Texas. The study demonstrated that teachers supported the achievement of the learners by being provided with enough teaching and learning materials. The study also established that libraries played a supportive role in the provision of learning materials to enhance the learners' achievement in the competency of communication and collaboration skills. Although the study was relevant to this study, it used a small sample and in addition, data collection was biased as it was only through an observation schedule, therefore lacking elaborate findings. Further, the

study involved a higher level of learning, which could not apply to junior schools. This study deployed a larger sample that was collected from varied environments and involve a variety of respondents to ensure a better representation of the respondents.

According to the annual report by DFID (2017) the quality of facilities used to provide instruction is very instrumental in the achievement of the competencies by learners. As described in the report, levels of physical resources are unbalanced between schools form the basis of unequal performance in the competency outcomes. It also states that favorable learning experiences rely on the provision of proper and well-maintained facilities and it may be imagined that unappealing structures, congested rooms, restricted playgrounds, and areas that lack artistic worth may all compromise academic achievement. In that regard, Fonseca and Conboy (2016) argue that the current aspect on school infrastructure and organizational structure is also a barrier to building a success-oriented culture among the learners. The report lacks a methodological account of how the data were collected and even the level of education to which the outcomes should be applied, therefore, bringing the analysis too universal. This paper attempted to explain the connection between learning facilities and attainment of core competencies by junior-school learners.

A study by Pareek (2020) in the Rajasthan schools of India to evaluate how scientific courses are taught in secondary schools using mixed designs with 150 participants revealed that none of the participating educational institutions had separate scientific laboratories. The study also revealed that lack of science resources and crowded classrooms presented difficulties for most educators while completing science practical. Additional investigations confirmed that there was very little evaluation done on the practical activities in science labs as the facility did not have the required materials for the practical or they were not sufficient to match the population of the learners. The study further revealed that there was very little supply of the practical materials by the school administration which was established to be because of poor funding in the secondary schools. The study evaluated the performance of learners basing the findings on one learning resource, while the current study evaluated general learning resources and their influence on the achievement of the CBE core competencies.

Milligan and Tikly (2019) provide a comparative perspective on the learning outcomes provided by the instructional materials in South Africa and Rwanda. The analytical sample used was 24 respondents and the purpose of the study was to explain how teaching and learning resources can affect the process of learning and its result. It was established in the research that resource centers were available since it was considered a priority in teaching and learning. The materials could be used to aid learners and teachers in their daily instructional areas hence promote competencies geometric in the general primary school. Data collection practices took the form of unstructured questionnaire and group discussions but these practices diverted the objectives of the study hence obtaining limited analytical value in the findings of the study. To do away with these constraints, the current research undertakings use tailored questionnaires and a significantly higher sample size to come up with credible findings.

In a study conducted by Machaba (2015) on the utilization of teaching and learning materials in the teaching of mathematics in public pre-primary schools in South Africa, a descriptive design with 331 respondents was employed, showing that learning in pre-primary schools is hampered by insufficient learning which was associated with lack of relevant instructional learning facilities. Jojo (2019) echoed these findings by observing that in South Africa, scarcity or unavailability of important school instructional materials was associated with poor educational results in Mathematics. The study only focused on the contribution of teaching and learning resources to one learning area and in a pre-primary school setup. This study evaluated the achievement of varying competencies in junior secondary school through many learning areas to give more concrete and reliable results that can be generalized.

The impact of instructional resource management on the academic performance of junior school learners in River State, Nigeria was the subject of research undertaken by (Amie-ogan, 2020). In the study, a correlational research design with 394 respondents was employed, demonstrating that while libraries and classrooms were inadequate, so were other types of facilities. High academic improvement was found to be associated with enough instructional resources. Physical resources were positively correlated with performance in the psychomotor, emotional, and cognitive domains. The research findings also revealed that learners' academic performance can only be attained when

resources are carefully planned for, acquired, used and maintained. Although the cited study significantly advanced the current investigation, its conclusions were based on the responses of a single type of responder, leaving out the perspectives of other stakeholders, like instructors, in the academic attainment chain. This study might be more trustworthy because included gathering data from a variety of responses.

Nasara and Agbo (2019) conducted a descriptive study in Nigeria using 58 respondents to investigate the comparative stages of competencies needed by learners and lecturers in computer-use-aided design for pattern drifting. The study underscored the significant effect of the inputs of the teaching and learning materials deployed in the achievement of competencies in learners in the state university. The results of the study have agreed with the findings obtained by Ahmadi and Lukman (2020) regarding the problems and opportunities of successful approaches to the development of competencies among secondary school learners in Nigeria. Researchers argue that, recently, governmental efforts in the form of in-service training programmes are aimed at developing pedagogical skills that help teachers to incorporate and use effective teaching and learning materials and thus, maximize learner performance. However, the above results are still being hindered by the constant lack of funding. The presence of overcrowded classrooms, insufficient laboratories, poorly endowed libraries, inadequate toilet facilities among others, develop inappropriate learning conditions and breed increased dissatisfaction of teaching personnel. Consequently, Ahmadi and Lukman (2020) illustrate that those conditions limit the actual individually achieved successful competencies in learners as well as prevents the feat of learners to meet their goals and objectives of the curriculum line-ups of the schools. The study compared achievement of competencies between lecturers and learners whereas, this study also investigated the achievement of competencies in learners assuming that, the teachers have the competencies that would enable them to develop and nurture the competencies in the learners.

In Adalikwu (2016), the researcher developed a comparative study in the south eastern part of Nigeria consisting 100 learners and aimed at supporting the teaching of chemistry and to enhance academic performance. It showed that students that were taught using the instructional materials with the help of the taught materials made

significant higher educational results compared to students that might be taught without the instructional material presented to them. The above conclusion was validated by the value of Pearson product-moment correlation coefficient, which was +0.67 and able to indicate a considerable effect of the well-organized combining of the instructional material on the school performance and encouraged conceptual knowing. Although the given earlier study was helpful in providing relevant pieces of its findings, the study was still limited, specifically focusing on one domain of learning. This limitation was aimed to be eliminated in the present study extending the analysis in a variety of learning contexts and, in the course of it, forming a more adequate picture of the interdependence between meeting the CBE core competency constraints and using learning resources.

A qualitative study design was applied by Kanyonga and Wendt (2019) to observe 86 participants and evaluate the role of competency-based materials on instruction in Competency-Based Education Training (CBET) in the faculty staff at the Arusha Technical Colleges in Tanzania. Prior empirical evidence has indicated large deficiency of skills and knowledge among students in Tanzania and this has led some vocational and technical training programs to move towards competency-based and performance-based models. The current study replenishes the research trend with the use of upper-level learners who study junior school grades in Kenya, thus bringing in the first CBET program of the sort.

Based on a study conducted by Sitienei (2020) who examined the factors affecting the implementation of the competency-based Curriculum in the public primary schools at Wareng, Uasin Gishu county, Kenya, under the correlational research design with 36 respondents, the sharing of textbooks in the classrooms was found rather excessive, which meant textbooks did not suffice, thus, preventing competencies being attained by learners. Likewise, in an earlier study conducted by Jidamva (2015) about teaching and learning resources utilized in CBE delivery results indicated that bigger percentages of schools lack sufficient teaching and learning resources and teachers were not trained well enough to use the resources, thus making the classroom implementation and the application of the teaching and learning materials preceding the CBE program challenging. Despite the relevancy of the findings of the study to this

one, the study did not collect data of a diverse number of respondents. The purposive sampling was biased and it did not provide an equal opportunity to the target population with 36 headteachers not being enough to represent the entire county hence the study cannot be depended on. The research used a greater sample and it represented diverse population of respondents who were given equal chances of answering the questionnaire.

Ondimu (2018) conducted a descriptive survey with 135 respondents in on the preparedness of teachers in the implementation of competence-based curriculum in private pre-schools in Dagoretti North Sub County, Nairobi County Kenya. The study noted that the failure of teachers to effectively develop and nurture the learners' competencies resulted from lack of information communication technology competency among teachers and inadequate instructional materials to be utilized for the benefit of learners. The study formed a base for this study, although it fell short of a variety of respondents and only used one method of data collection. This study utilized a variety of data collection tools that were used to give a more elaborate finding that can be relied on.

The quantitative study of Agnetta and Kiende, (2022) on Makueni secondary schools is dependent on a total of 263 participants who aim to investigate the influence of instructional resources on academic outcomes of students. They establish that there is a moderate relationship between resource usage and the achievement of the pupils using multiple regression. Generally, there are various themes that they record in their qualitative analysis of their results: effective utilization of instructional materials, school facilities that are functional, easy access to teacher resources and the existence of acceptable textbooks lead to increased academic achievements. Although the given study determines these positive implications, it does not reveal the direct dependence between resource usage and achievement, which is another research question in the current study. The findings match with a previous study conducted by Ntubiri (2015) in Meru County, Kenya, to evaluate the influence of instructional infrastructure on educational achievements in government primary institutions, which opined that there was a correlation between the provision of resources in primary schools and the learners' academic performance. The results illustrated that instructional resources did

not match the population of the learners and their conditions were wanting. This was found to have negatively affected the learner's performance. The findings further revealed that the classrooms were not well equipped with the necessary learning and teaching materials. Despite the relevance of the study, it was conducted in a small geographical area, which may not be generalized to represent a County. The current research was conducted in a larger area, hence giving more reliable findings while utilizing both descriptive and inferential statistics to analyze the findings to provide more detailed findings.

In their study, Akala (2021) cites Momanyi and Rop (2019) and states that the researchers interviewed 76 teachers at 10 schools in Bomet East Sub-County in Kenya to investigate the process of implementing the competency-based education. Their findings pointed to several setbacks: a lag within the process of writing course material, then publishing the material, and finally getting libraries to acquire the books so that they can be used in the classrooms and which frustrated the learning process of the students to achieve the core competencies. The same findings were supported by Amunga and Ashioya (2020) who reported a massive lack of other teaching material at Kenyan schools, hence jeopardizing the students to achieve the desired competence. The same study found out that, due to the 100 percent transition programme and introduction of free education, a lot of classes were beyond the ideal student-teacher ratio recommended by the Ministry of Education. As the competency-based curriculum is organized around personal learning, providing necessary individual support to each of the learners will be practically impossible. This research used a small sample as well as the use of a single research design. They were conducted in primary-level schools and, accordingly, its findings cannot be projected to junior schools but in the present research, investigations were conducted at the junior school level; the findings can be more directly relevant at that level.

Using a comparative study, Naisianoi and Marima (2020) in Kenya analysed how instructional resources influence performance in private and public schools in Karunga region of Gilgil sub-county using 143 respondents, revealing that students from public schools did not acquire the competencies as their peers in secondary schools, which the study attributed to a lack of resources and teachers. According to Onderi and Makori

(2018), instructional materials have the potential to impart learners with basic knowledge and skills, as well as the ability to develop, support and equip students with competencies of problem-solving and critical analytical thinking. These findings provided valuable insights to the current study; however, it made comparisons between private and public schools, which may not be generalized to suit junior schools. This study looked at how the learning resources influenced the achievement of competencies while being specific to junior schools.

Livumbaze and Achoka (2017) used a descriptive survey research design only to investigate the level of effect of teaching and learning resources on academic performance of learners in secondary schools in Hamisi Sub-County, Kenya because they sampled 278 research participants. The results supported the evidence that school whose performance is far below optimal, need sufficient pedagogical resources to use to improve on their performance. The paper also noted that adequate classrooms, libraries, and laboratories in basic schools are highly imperative in facilitating academic achievement. Further evidence on Njenga (2023) points out that most schools fail to utilize the available resources to their full potential because resource utilization is demonstrated to be more significant over resource adequacy. Based on these studies was apparent that even as making the school processes better such as good usage of resources and good instructional leadership was necessary, now there was an urgent need to focus on providing adequate physical resources and instructors. Neither of the two research directions, nevertheless, clarifies what competencies are most impacted by a lack of resources, which the present paper aimed to define.

A case study with 68 respondents by Nkonge and Nderitu (2021) in Maara, Kenya to evaluate the Principals' goal Setting Skills on Students' academic performance refuted the findings of the previous studies and found that, even though learning outcomes should not be comparable for all students in all schools, the principle of educational opportunity and equality requires that differences in the quality of physical resources in schools should not be linked to students' academic performance and that vital instructional resources should be allocated fairly. Additionally, some empirical studies support the idea that improved learning outcomes are not always the result of public instructional resource provision; this is especially true if the resources are not used to

enhance teacher-learner interaction and speed up the learning process (Pervin, Ferdowsh & Munni, 2021). The studies were relevant to the current study but contradicted by some empirical studies thus there was need for further study to illustrate the relationship between the instructional facilities and the learners' achievement of CBE core competencies.

2.4 Teacher-Parent Collaboration in Junior Schools

Parents' attributes such as age, status and educational background have an impact on the support that the parents give to their children's education as affirmed by a study by Koch (2018) in a correlational research design that surveyed 53 respondents on factors hindering parental contribution in the learners' academic achievements in United States of America. The study illustrated how the age and level of education of the parents, the older parents may have learned through experience the importance of support for their Children's education. The time allocated to be involved in the children's education was also seen to have been affected by the parents' status. In the view of the study by Koch (2018), some parents have very little time at their disposal to attend to their children's educational issues. The study noted that inflexible work schedules for parents can also result in hindering the parent's involvement in their children's achievement especially in cases for those with busy work schedules. Early childhood teachers and administrators should encourage parents to create time for their Children's education. This study gave reasonable findings for what may hinder good parental involvement and collaboration with teachers. However, the study was concerned with parents who had children at the preschool. This study sought to establish such conditions in the set-up of the junior school.

Hill and Taylor (2014) in US studied the impact of parental school involvement on children's academic achievement. Using a descriptive survey with a sample of 121 the study affirms that there is an impact of parental involvement on school children's academic performance and that school parent partnerships and the collaboration of parents and teachers can enhance student success academically. The study provides insights into the benefits of parental engagement in the educational process. In support of these findings Christenson and Reschly (2015) affirms that collaboration between parents and teachers is a powerful tool for addressing behavioral challenges. The study

suggests that when teachers and parents work together to attend to and respond to learners' issues, it results in a consistent and supportive approach to reinforcing behavioral norms and expectations.

In view of Epstein (2018) in a correlational study that utilized a sample of 230 in the United Kingdom on the parents-teacher collaboration and its influence on the academic achievement of learners, involvement of the parents in their children's education starts at home with the parents offering a safe and healthy environment, support appropriate learning experiences and ensuring that they give a positive attitude towards the school. The current research provided findings similar to those of the Hornby and Lafaele (2018) study, in which the researchers argued that parental involvement is a critical aspect of education and it should be best achieved when teachers and parents achieve collaboration. At home, these practices include such involvement of parents as their reading with their children, helping with them in their homework, and taking them to school in those events like parent meetings, education workshops and so forth. Moreover, the research states that the participation of parents is spread also on sport involvement of their children thus increasing the development of competencies and giving them extra incentive to succeed in general.

The level of parental involvement and the development of the teacher-parent partnerships in the United Kingdom have always been recognized as the significant forces of impact on the educational career of children. Further, drawing on the same conclusions, Sapungan and Sapungan (2014) in their research design that concerns a mixed research approach with 288 respondents report that the collaboration of the instructional staff with the guardians in a variety of school-based endeavors makes the former feel that they are included in the educational institution. The researchers also indicate that such collaborative working relation complements the performance of pupils, not only academically, but also physically. Based on this, school administrators are being called upon to establish programs which are open to engaging the parents and to appreciate the role that the involvement plays in achieving institutional goals. Though the results of the study provided a rather convincing image of parent-teacher partnership, it should be viewed through the prism of building up the competencies, but not the cognitive achievements.

A Cross-Sectional study that used 114 respondents in Norway by Trzcinska-Krol (2022) on the evaluation of parent-teacher collaboration portrays that a successful parent-teacher collaboration (PTC) in schools has a positive effect on newcomer pupils' academic and cognitive development. While studying the collaboration of immigrant parents in Norwegian schools the study demonstrates that PTC has a positive effect on immigrant pupils' social competence, motivation and well-being. The study further affirms that the successful PTC provides teachers with better insight into pupils' strengths and needs and forms the basis for adapting teaching to pupils. The study provided useful insights to this study but the findings were inadequate. Thus, there was a need for this study to establish the achievement of competencies in learners.

Faugstad and Jenssen (2019) conducted a qualitative study to examine the role of school administration in fostering collaboration between educators and learners' caregivers in Norway. Using a sample size of 158 respondents the study revealed that there was very little effort by the teachers to cultivate positive collaboration with the parents and that Norwegian teachers largely rely on their own experiences in developing practices for PTC. The study informs that teachers receive little support from the country's education system and their schools. Further, the study asserts that Parent-teacher conferences are largely characterized by formalities that seem to hinder genuine and meaningful collaboration. The study concentrated on the new parents joining the elementary school due to the influx of immigrants in Norway. Although the study formed a base for this study, it was hard to generalize to fit in the Kenyan situation where in most cases the parents in the junior schools focused in this study come from a common locality and therefore do not face the same challenges in the endeavor to collaborate with the children's teachers.

A descriptive survey by Ule and du Bois-Reymond (2015) in Europe to explore parental involvement in children's educational trajectories using 71 respondents affirms that parents were aware that the future of their children did not solely depend upon teachers' work but to a larger extent on parents as co-educators. In addition, the study observed that parental and family collaborations with teachers has an impact on literacy outcomes for their children. The study concluded that Schools should build a trusting collaborative relationship among parents, teachers, families and the community in

Early Childhood Education. In support of the study, MacDonald, et al. (2017) opined that teachers and schools must provide activities fostering engagement and involvement such as communicating to parents and providing or giving guidance on resources to be used. Although the study was useful to this study it capitalized on a descriptive survey to support its findings. In addition, the sampling method did not offer the opportunity to collect data from a larger sample which could be more reliable. Thus, this study used a combination of sampling methods to eliminate biases and involve the collection of data from learners who are the main respondents in this study.

An evaluation on parental involvement in matters assisting the children with home-based assignments given by teachers in South Africa, descriptive study that used 74 respondents was conducted by (Singh & Mbokodi, 2016). The empirical findings have shown that even children whose parents take either minimum role or no roles at all in school-based activities of learning have low levels of scholastic performance. The given conclusion is supported by the study conducted by Fagbeminiyi (2023) who conducted a descriptive survey in the Nigerian primary schools with the aim to study the role of school home links in the achievement of the learners and proves that a more favorable the environment where the learner teaches and learns is (at school and at home), the better academic results the student can achieve. The research also advises that the teachers should provide families with ideas and suggestions on how they can assist students at home by giving them homework and doing other related issues, choices and plans in the curriculum. In line with such results, Epstein (2018) states that families need to know about the skills needed by learners in any subject at any grade, the policy regarding homework, the policy related to learning how to check and talk unofficially about school assignments at home. Also, parents should be well-informed about the means to help some students increase in proficiency in different courses and in school tests. Obidike (2015) asserts that for the learners to have full success in their education and acquire the full benefit of their schooling, their parents must be fully involved. The need for teacher-parental partnership is also emphasized by Morrison (2017) who notes that parents' involvement in children's learning positively affects the children's performance at school. The study made a prudent contribution to the current study, although there was need to get data from the main target group, who are the learners, which this study did.

A cross-sectional study was conducted by Mahuro and Hungi (2016) in the rural schools of Uganda on teacher-parent collaboration and its contribution to students' performance. Using 363 students as respondents, the study found out that there was relationship between family structure and the learners' academic achievement, confirming that parents who played little or no role in their children's homework and their study programs contributed to their children's poor performance in their educational pursuits. Further, the study established that parental involvement led to significantly increased numeracy and literacy scores of their children. The study also affirmed that lack of time to take part in home-school activities is consistent with other studies on challenges facing parents in home-school partnerships. Evidence in support is further proved by the related literature that shows the lack of sufficient time to be available to parents reduces their ability to meet their obligations in the home-school relationship, and the result is the reduction of the educational performance of their children. Important as the research was, its validity could not be placed on a high scale considering that it was approaching the subject matter through one type of respondent and therefore caution should be exercised in drawing conclusions. Adequate future investigations are required to include both parents and teachers along with learners in their study to provide a strong foundation on which any research on the matter would be conducted. In addition, the present study has been conducted with solely a cognitive achievements goal; it would prove beneficial to investigate the degree to which parent-teacher cooperation in teachers cultivates the rulings reaching beyond criterions on the test scores in children.

In a qualitative study conducted by Amunga and Ashioya (2020), using exploratory research design, a small sample of 56 respondents found that parents are supposed to serve as co-educators of the teachers and provide learning contents of practical lessons, but this was not the case. The results underscore the fact that one of the strongest and most central barriers to good educational performance is insufficient support on part of parents. The paper also demonstrated that most parents and guardians of learners schooling under the competence-based education are the products and the results of the 8-4-4 Curriculum and, therefore, they have minimal awareness of the new curriculum. The only people who do not have to receive training are those who work in the education sector and have received it as a part of their employment requirements. These

situations cause these parents to have a hard time situating themselves in learning that the new education entails and thus the students cannot effectively help them with their schoolwork and supervise them effectively. Since the sample size was limited, more research with a broader population is required to get more elaborate results.

Balouch and Amiri (2015) conducted a cross-sectional survey to reveal the main factors that hamper parent-teacher cooperation throughout the educational process in Kenya on two regions: Nairobi and Nyeri counties. Their results proved that poor communication turned out the most widespread barrier because plenty of parents claimed to have received neither timely nor systematic invitations proposing the actions to be included in the school activities. Also notable was the feelings as expressed by teachers that they had a negative attitude towards parental involvement which consequently left them to believe that they were not part of the team. Parents also recognized the significance of parent-teacher collaboration but blamed its depreciation on time, inadequate training on Competency-Based Curriculum, lack of related skills and knowledge in addition to resources.

Additional facts show that the age of the learners is also one of the barriers to parent involvement in the education sector. The older children tend to have an adverse attitude towards the involvement of parents in the school-based activities and almost never encourage direct involvement in cases where the involvement is to happen. Murray and Cheng (2014) further prove that language serves as a major obstacle to successful teacher-parent partnership. Those parents who do not speak the official language would at times be embarrassed and therefore, will not be willing and able to engage in such an undertaking. Balouch and Amiri (2015) relate the evidence with the level of education the parents have and state that it can limit communication and give rise to sense of intimidation in the school setting. The study in reference used a cross-sectional design combining features within different geographic areas hence making the findings not generalizable. To overcome this shortcoming in the present study, the study was only performed in one region that had homogeneous characteristics.

Kagochi (2022) conducted a study to determine the influence of parent-teacher collaboration in monitoring school attendance on pupils' academic performance in

public pre-primary schools in Kieni East and West Sub Counties Nyeri County, using a descriptive survey with 88 respondents. The study established that teacher-parent collaboration in monitoring the attendance of pupils at school significantly influenced pupils' academic performance. The study recommended that parents and teachers establish effective collaboration in monitoring the learners' attendance to ensure their consistency in school attendance, therefore improving their academic performance. The study formed a foundation for the current study, although it targeted to establish only one area of collaboration of monitoring the learners' school attendance. The current study strived to establish varying collaborative areas and investigated how they influenced the achievement of the learners' CBE core competencies.

According to KICD (2017), Parental collaboration with teachers on activities of the learning process is one of the guiding principles of Competency Based Education (CBE) in Kenya. Teachers are expected to work cooperatively and closely with the parents to achieve the CBE mission of nurturing every learner's potential. Even before the enactment of the CBE in Kenya, parental involvement in children's education was greatly emphasized as parents are the first important caregivers and educators of their children. According to KICD (2019), caregivers need good training on knowledge, attitudes and skills regarding parents' roles and responsibilities in the education of their children, where schools are responsible.

2.5 Staffing in Junior Schools

Staffing of teachers has been a focal point of research in the United States laying focus on teacher recruitment, quality, and retention. Leone et al (2016) conducted a study using a quantitative research design on teacher quality and its impact on student achievement with a response of 485 schools revealing certification and preparations as critical factors influencing effectiveness of staffing and learners' outcome. The study also observed disparities in staffing due to biasness in funding across school districts, leading to challenges in attracting and retaining qualified teachers in underserved areas. Further findings indicated that professional development opportunities, workload, insufficient pay, and lack of career progression as primary reasons for staffing challenges. The study formed a good base for this research although there was need to

evaluate other factors of staffing such as areas of specialization and how they influenced junior school learners' achievement of CBE core competencies.

Studies focusing on evaluation of correlation between staffing and the learners' goal attainment shows its impact on learners' academic achievement. For instance, Dijkslag (2019) conducted a quantitative study in the Netherlands with 200 teachers and found out that an increase in teacher shortage at the school level by 10 percent led to reduced student test scores with approximately 0.06 standard deviations. The study also observed that there was a shortage of teachers in the learning institutions posing a serious obstacle to the attainment of the learning outcomes in learners. The pressure of the shortage of teachers increased further by adding more responsibilities including handling overcrowded classrooms. Moreover, the study indicated that when the teachers were overloaded, they gave little attention to learners making it hard to get learners' feedback and assist them develop and nurture their talents. Despite the significance of the study, it was difficult to generalize the findings to other levels of learning like junior schools since it only involved learners at grade eight. This study involved learners in more classes thus making the results more reliable.

According to a survey by the Parliamentary Institute of Cambodia (2016) on the progress and challenges in Basic education, there were teacher shortages and absenteeism in rural and remote areas which resulted in a serious impact on grade stagnation and dropout in learners. The survey established that in the school year 2015-2016, the dropout rate in the lower secondary was 19.2 percent which was a decrease from 21 percent in the 2014-2015 school year. The survey noted that although this was a decrease, the numbers of dropout rates were still high. According to the survey, some areas in Cambodia had a grade repetition rate that was more than 10 percent in schools in the year between 2011-2012. The survey attributed this to the fact that More teachers were exiting the job by retiring than those who were starting teacher training while other teachers exited the profession for better pastures. The shortage of teachers across the country led to overcrowding in rural schools thus creating a poor teacher-learner interaction. The study elaborated on the influence of staffing on the stagnation of learners in classes and dropout rate in rural schools but failed to elaborate on how

staffing could have an impact on the learners' achievement of competencies in a mixed set up of rural and urban, which was a major interest of this study.

In a review of education achievement status by the public expenditure on education in Jamaica with joint efforts of the World Bank and UNICEF (2021), it was found that when the pupil-teacher ratio was correlated to the academic performance of the learners, it was found to be 25:1 a ration that was far higher compared to the neighboring Caribbean countries. From the correlational analysis view, an addition of a student per teacher lowered the chances of attaining an advanced level in mathematics and English language by 1 percent point. The evaluation done on 14 administrators and 28 teachers illustrated that the presence of a qualified teacher with a bachelor's degree correlated to improved academic performance of students. Further, the review found that the ratio of pupils to teachers with bachelor's degrees was as high as 100: 1 which was attributed to inequitable distribution of teachers. This meant that learners in rural schools had very low chances of excelling academically due to large class sizes that suggested heavy workloads for teachers. The study was relevant to the current study but failed to relate the qualification of the teachers with the attainment of competencies in learners but rather it evaluated the influence of the teachers' qualification on cognitive achievement in learners thus there was need for more study on this area.

A report by UNICEF (2019) opined that the shortage of teachers in Madagascar was so rampant that the average class size had over 68 students. The shortage had a negative impact on the academic achievements and completion rates of learners. The report established that more than 50 percent of learners in primary school could not attain basic skills in mathematics and French language. The data analysis in the report reflected that Out of 100 children who enrolled in primary school, just 40 completed the cycle, 20 completed middle school and 10 completed secondary school. René and Machyo (2019) in an earlier study in Madagascar found that the large class sizes were hard for teachers to handle, leading to poor learning outcomes. Subsequently, children with low test scores were forced to repeat classes by manipulating the system, thus affecting the completion rates. Further, the study revealed that primary school teachers had low qualifications as they were only high school leavers, thus lacking competence in teaching which affected the content delivery. The study could not link the shortage

of teachers with the learners' achievement of competencies but instead linked the shortage with dropout rates and repetition in classes. This study illustrated the linkage between staffing considering the quality of the staff, the learner ratio to that of teachers, the teachers' competencies and their influence on the achievement of competencies.

According to the latest report on the state of education provided by the Ministry of Education (2017), it is seen that in addition to the dire shortages in skilled human capacities that have been observed throughout Eritrea at the rural level, the country is still unable to overcome the acute shortages in terms of skilled staff at the local level, which inhibits the performance of students at the secondary level. According to the report, the shortage has been caused by poor preparation and long-standing shortage in the hiring of teachers, which were compounded by low retention rates, especially in the rural employees. Such trends are graphically represented; in the school year 2012/13, 1,306 teachers surrendered, and between 2013 and 2017, the shortage escalated to the number of 1,865 teachers around the lower-secondary system. Comparatively, urban settings, post-alliances had low attritions and, therefore, high retentions, due to better social amenities. The study also ascertains that in the rural schools, relative number of unqualified teachers was not only exaggerated, but many the incompetent unqualified teachers in the teaching subjects they were not trained in and therefore instructional quality and the related human performance were being compromised.

In research by Otiende and Boisvert (2017), a qualitative mixed-methods research study was carried out and conducted in Kenya to understand the implications of perception of secondary school administrators in the connection between teacher professional development and academic performance of students. These findings demonstrate that under-prepared, dimmed, and discouraged instructors cannot bring any positive change to the economic, cultural and moral reconstruction envisaged with the help of the free secondary education nationwide program. At the same time, the influx of students into the school system has also increased the burden on teachers and on school heads especially because this influx has been largely facilitated due to the abolishment of school fees. The authors note, the unequal allocation of the teaching staff is one of the problematic aspects of the Kenyan teacher governance. Such a finding is supported by Williams (2021), whose qualitative description of 30 respondents'

records discrimination in teacher placement and biased staff-student ratios that limit fair access to and quality of education. The paper also unraveled that what contributes to such inequalities is, at least, the decision of Boards of Management to select and hire teachers who have not been trained, thus lowering standards of teaching. Though the work of Otiende and Boisvert is truly applicable, it is based on a previously applicable assessment regime; therefore, a revision seeking the effects of the teacher quality, deployment, and workload on the junior-secondary competencies was opportune.

In their study, Cheloti and Maithya (2018) considered the association between the pattern of teaching staff distribution and the results of learners in Kathiani Sub-County. They followed the usage of a descriptive design where they sampled 90 respondents, mainly principals. The study found a positive relationship between teacher adequacy and academic achievement to be significant. Most principals thought that schools were adequately staffed, but there was unequal distribution of subject specialists. Sufficient staffing resulted in control of small classes, enabled personal tutoring, improved discipline, and made the learners more attentive. A correlational study showed that with an added teacher in a school there was a 0.6-unit increase of student performance proving the direct effect of adequate staffing on the performance of the students. Although the study can provide very useful information, its findings were inconsistent with some previous researches and therefore subject to question.

A quantitative study by Waita and Kalai (2016) in Machakos county on the impact of teacher-pupil ratios on learners' performance in primary schools with 102 respondents illustrated that there was -0.323 correlation (R) between pupil-teacher ratio and test scores. The inversive relationship between the ratios indicated by the negative index translates into a significant predictor of pupils' performance, thus illustrating that an increased pupil-teacher ratio hinders effective interaction, which adversely affects students' performance in national examinations. The findings supported the survey by the Government of Kenya (2015), which affirmed that variation in pupil-teacher ratio across the country has a negative effect on national examination performance in public primary schools. The study was also supported by a submission by Musyoka (2018) on a study to establish school-based factors influencing students' performance in the Kenya Certificate of Secondary Education (KCSE) in public secondary schools in

Kathiani Sub-County, which asserted that teaching resources are critical in determining the academic performance of schools. The study was, however contradicted and criticized by scholars such as Konstantopoulos (2019), who argue that reducing class size and teacher-pupil ratios does not automatically guarantee improvements in student performance. The study formed a foundation for the current study. However, it was based on cognitive achievement, while this study based its findings on the achievement of the CBE competencies. Further, there was a need to do further study to seal the gap caused by varying findings.

2.6 The School Board of Management and Learners' Achievement of Core Competencies

A descriptive research design was conducted in the US by Mascitti Miller (2014) on boards of management practices in resource allocation and practices in Urban Elementary Schools using 70 school board members as respondents in the study. The study findings illustrated that sound management practices in schools by boards of management significantly benefit student performance. Further, the findings established that effective allocation of school funds by Boards of Management fosters an environment conducive to learning, which positively affects students' academic achievement. The findings were contradicted by Abeson (2021) who noted that although the finances foster positive academic achievement in learners, they are sometimes mismanaged and embezzled by those in authority. Although the study illustrated the positive achievement of learners triggered by effective management by the board of management, the study focused mainly on academic achievement, while the current study revealed the influence of the BOM on the achievement of CBE core competencies. The contradictory findings call for further research in this area which this study endeavored to do.

In a study that was carried out as a correlational study in United States and involving 36 respondents on the prospects and challenges that the board of management face in improving student performance, Carpenter (2015) asserts that, lack of clarity with the roles and responsibilities of the School Boards compromised the effectiveness of board of management in terms of achieving its objectives on helping learners improve in the course of their studies. The case study has revealed that the school boards have had to go through enormous challenges due to their reduced understanding of their roles and

responsibilities. The findings attributed the shortcomings on the fact that there is limited understanding on governance and management activities by some members of the School Board and the lack of effective quality training and orientation on the exact role of the School Board member. Moreover, low echelon of educational qualifications among the board members was also revealed as another challenge, which affected their capability of helping students in realization of their education goals.

The cross-sectional design was used in the study by O Connor (2020), the investigation of trust in Competency-Based Education in the United States and included 84 participants. The results confirmed that the leadership style adopted in a school plays an important role regarding performance at the school. Fine grained analysis showed that there are unique forms of governance strategies that are exercised by headteachers and boards of management. However, when sufficient financial means are provided, a poor performance may significantly persist in case of schools that have no effective leadership that is able to inspire and teach their staff. The researcher did not deny that the incorporation of further research designs would lead to obtaining stronger results.

In the context of South Africa, Madikela (2016) carried out a study on 38 participants that encompassed an exploration of challenges associated with Boards of Management (BoMs) in educational institutions. His results pointed out that these entities are faced with challenges in school budget preparation, developing financial statements and policies as well as school management of finances. The research also found out that newest BoM members face challenges in managing the school. Their competence may be undermined by such factors as inadequate induction into their work, lack of education level, and lack of exposure to practice. In the report, the best solution was well-rounded training of BoM members. In as much as the study by Madikela provided a dependable depiction of the situation, the present investigation aims to confirm and extend these findings by talking to an alternative group of participants, which is composed of JS learners, junior school instructors, headteachers, and TSC Sub County Directors. In this way, the research might help shed light into how board operations are linked to the achievement of learners especially in terms of core competencies.

By using a sample size of 170 made up of 80 board members and 90 headteachers, correlational research by Mestry (2016) in South Africa on the influence of the Board of Management role in the provision of learning resources on learners' achievement maintained that effective utilization of school facilities and ensuring effective financial monitoring contribute to the provision of quality teaching and learning thus improving learners' academic achievement. The study maintained that quality teaching and learning are influenced by the ability of the school board to manage the financial resources by preparing annual budgets, keeping financial records and arranging the school expenditures based on school needs and priorities. In support of the findings of the study, Tabu and Lekule (2016) argue that the school boards are crucial organs that contribute to students' achievements by ensuring effective management of the discipline of students and teachers. The findings add that effective monitoring of discipline matters may lead students and teachers to focus on teaching and learning activities, hence improving the quality of teaching and learning. Although the studies gave significant input to the current study, the current study may use a variety of respondents which included the representation of learners, to give more elaborate findings on how the board of management influences the achievement of CBE core competencies among learners.

A study by Hooge and Honing (2016) that focused on how school boards influence the academic performance of learners in Nigeria proved that such school boards impact the teaching and learning quality through provisions and renovation of the tangible material they control. The study concluded that availability and effective marshalling of facilities, which are classrooms, furniture, laboratory equipment, and other teaching/learning resources provide the environment that favors effective learning and therefore improved scholastic work. These conclusions are also confirmed by Asiabaka (2016) who outlines physical facilities management as a critical factor in the domain of typical school administration. What this means is that the responsible discharge of mandates by the School Board may have a positive bearing on the quality of teaching and learning and consequently, the student achievement. However, the findings define the role of the board when it comes to the provision of physical facilities only. In the given study, it is aimed at extrapolating on these observations by evaluating the Board of Management in relation to other functions, that is, the support of teacher,

collaboration with parents and expression of certain competencies, which also might condition the achievement of core competencies in learners in the junior school.

A descriptive survey by Sulley (2017) in Tanzania with a sample of 250 respondents on board of management practices on students' academic performance in community secondary schools indicated that the provision of incentives for motivation by BoM was a successful strategy that influenced students' performance. The findings of the study also established that rewarding good discipline was also being used by BoM as a strategy for improvement of the students' academic performance and was done mostly after an appraisal year. Sulley's findings similarly contended that the allocation and provision of teaching/learning resources was also approved by most of the respondents as a strategy that can be used by BoM to influence students' performance. The study informed the strategies used by BoM on the improvement of academic performance and failed to illustrate the management of BoM and how it influences students' performance. This study was specific to the BoM roles and reveal how the roles can trigger the achievement of the CBE core competencies.

While evaluating the responsibilities of boards of management, parents' associations, and teachers' associations, Onderi and Makori (2018) conducted a qualitative study using a sample size of 90, affirming that school BoM and PTA have a responsibility to identify development projects and maintain school facilities to facilitate students' academic achievement. The study gave insight into the role of BoM on the academic achievement of learners by suggesting improvement in planning and strategies. The study further suggested that school boards must forecast their human resource needs promptly to identify any vacancies in their institution. In support of the findings, Wangu et al (2020) opined that the secondary school boards must notify the County Education Boards about the school's staffing requirements. To gain a deeper understanding of the role of BoM in management roles and how they affect academic performance among public secondary school students in Laikipia County, the current study used a mixed research technique to allow the researcher to collect both qualitative and quantitative data.

Using 130 respondents, Said (2018) used a descriptive survey to examine the relationship between the academic success of students under BoM School Management and their performance in the KCSE within Mombasa County. The study illustrated that the Board of Management (BoM) conducted regular inspections of the schools' physical infrastructure. Additionally, the majority of respondents agreed that the BoM's frequent inspections of the schools' physical elements contributed to creating an environment conducive to learning, thereby improving the children's performance. The findings asserted that there were limited numbers of BoM who followed up the performance of learners in their schools. The study concentrated on academic achievement as influenced by the BoM while the current study sought to establish the influence of BoM on the achievement of CBE core competencies in Laikipia County Kenya.

Boards of Management have a significant influence on how schools are run, including how resources are allocated and how policies are created. The findings were established by Said (2017) in research on how the financial practices of the Board of Management affected the academic performance of pupils in public secondary schools in Nyamira which used mixed methods with 58 respondents. The study concluded that there was a significant correlation between student academic achievement and the financial practices of the Board of Management. The investigation also found that pupils' academic performance suffered because of the Board of Management's poor use of school funds. The study suggested that the Ministry of Education should ensure that the appointed school board members have a rudimentary understanding of financial management and can work with the government to accomplish this execution. The study was significant to the current study, although it used limited factors of the management by BoM. The current study included other factors such as the BoM involvement in resource supply and mobilization, facilitation of the collaboration of the parents and teachers to evaluate how BoM influences the achievement of the CBE core competency in junior school learners. This study was specific to the sample size and sampling procedure; thus, the findings of the current study may be considered more reliable findings.

2.7 Theoretical Framework

This study was guided by two theories namely the Contingency Theory and the Situated Learning Theory

2.7.1 Contingency Theory

The issue of administration management was placed in the analytical plane of contingency theory which was developed in the 1960s. Based on the statements of Fiedler, Paul Lawrence and Jay Lorsch, in its essence, the theory argues that there exists no monolithic style of management that can be classified as a universal anodyne, on the contrary, the competent manager adapts the practice to the dynamics of variables and the conditions of the situation. The framework allows the institution, in the education sector, to choose and adjust the administrative methods based on the teacher and student dispositions, the needs of the curriculum, existence of resources, institutional goals and the environment at large. By doing that, the contingency perspective enables the educator to embrace complexity, uncertainty, and diversity with more confidence. It can also instruct the use of resources, both equitable and efficient allocation of personnel, material etc. if it is sufficiently grounded, this can be instructive. When a crisis or some other form of unexpected shift pops up, the Contingency Theory provides with a conceptual toolkit of quick and effective action. As a result, implementing this theory among school leaders creates organizational agility and enhances the state of being able to react to the changing and complex nature of teaching and learning environments thus creating institutions that can yield significant output of learner achievements.

The contingency theory is considered as an important model through which staffing procedures in schools can be brought into accordance with the context of every school. By doing this, when it comes to staffing it is not only based on size of a school, if the learners are at a certain level or even constantly changing in certain learning areas. In addition, the contingency theory allows one to connect teachers' capacity and dictation of the anticipated success by learners, which secures compliance of the skills provided by teaching personnel and those needed. According to the predetermined theory, complex work requires highly professional personnel; hence, cooperation between the teachers and parents must be arranged in working groups. Additionally, the contingency

theory explains that the contingencies involve staffing processes needing to consider the dynamic interaction of a team so that the diversities in skills and personalities need to complement each other to increase group performance. Lastly, teachers act as one entity to help students achieve their competencies adequately.

2.7.2 Situated Learning Theory

“Situated Learning Theory” by Jean Lave and Etienne Wenger (1991) was used address the achievement of competencies in junior school learners. The Situated Learning Theory by Jean Lave and Etienne Wenger (1991) states that learning is not an isolated, abstract process but rather a social one that takes place through engagement in genuine, real-world activities within a community of practice. The theory is important in the study as it can guide the study by recognizing that learning is contextual in that it occurs when learners work together on real-world projects as opposed to learning through abstract teaching.

Situated Learning Theory also aims to develop social interaction and collaboration, which, in its turn, is especially relevant when it comes to directing parental involvement and relationship between a teacher and a parent. According to the Theory, learning is always a social and a collaborative process and does not just imply a collection of facts on the other hand, learning implies an assimilation of people into parties that have shared inclinations. Within this theoretical framework, the accomplishment of the competencies by learners is promoted by several key strategies, e.g. Learning in real-world contexts implies the intention to create the task (instructional activity) that resembles a real one, e.g. authentic experiments and community service projects, and social learning projects. Based on the theory, the strategies allow learners to develop, rehearse, and master skills in real-life contexts, thus training their capability to use. Situated Learning theory provides a relevant framework in the modern competency based education context when it comes to the promotion of the acquisition of key competencies such as collaboration, self-efficacy, communication, critical thinking, and problem-solving. The Theory strongly applies to junior school learners since it allows teachers to come up with genuine tasks that are realistic. The shared practices, which the students might engage in through such tasks, include working in groups, role

plays, peer-to-peer learning, opportunities to develop collaborative, communication, and interpersonal skills, and emotional intelligence.

2.8 Conceptual Framework on Dependent and Independent Variables

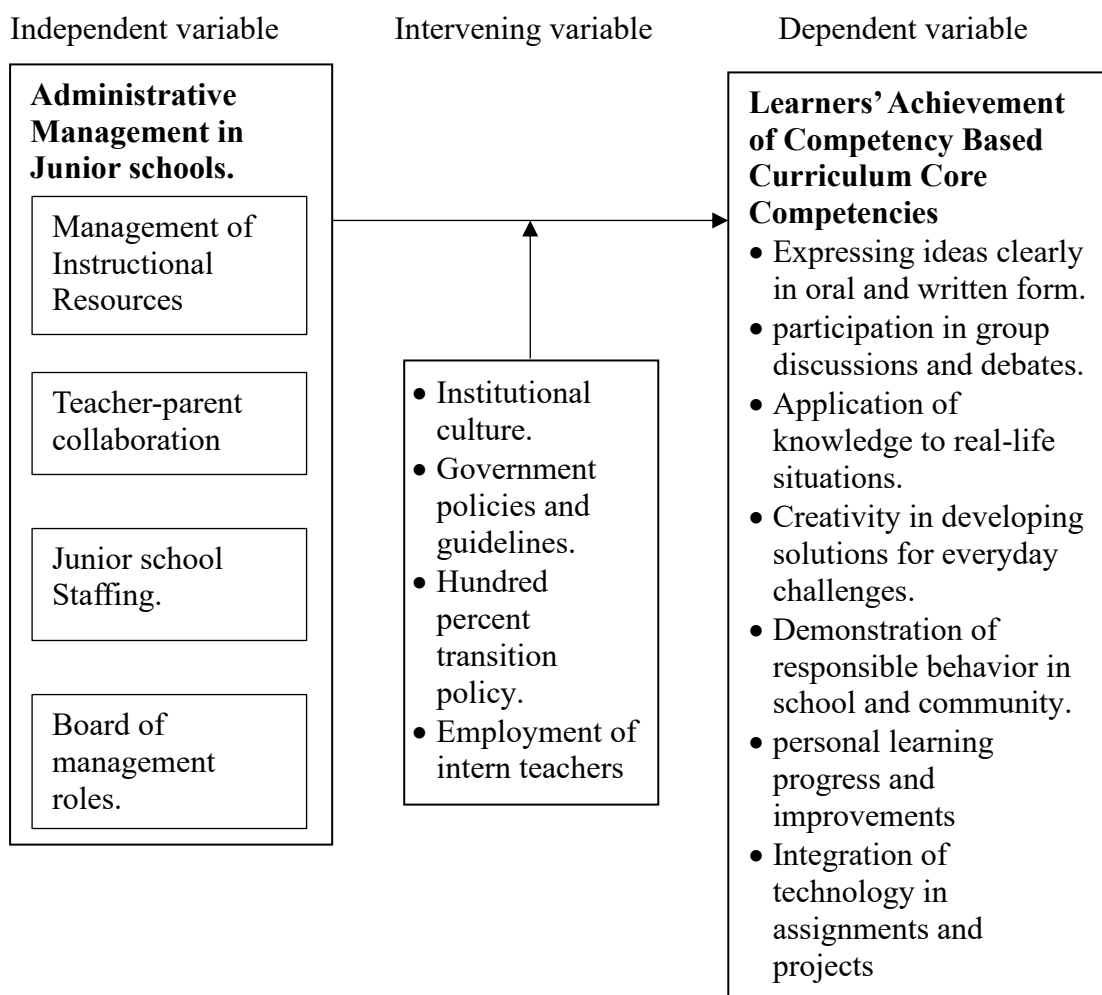


Figure 1: Conceptual Framework

The study was guided by the conceptual framework that illustrated how the independent variable of administrative management influences the achievement of CBE core competencies among junior school learners in Laikipia County, Kenya. The aspects of administrative management investigated in the conceptual frameworks are in terms of the institutional resource allocation and management, teacher-parent collaboration, the staffing of teachers and the roles of BoM. The conceptual framework helped to guide in the evaluation these the administrative management aspects to establish the extent to which they influence the achievement of CBE core competencies among learners in junior schools. The aspect of institutional resource management focused on classrooms,

fields, laboratories, textbooks, and connectivity to network and illustrated how they influence achievement of competencies.

The framework guided the researcher to establish the influence of the aspect of staffing with consideration of subject specializations, student-teacher ratios, and the learners' achievement of CBE core competencies. The framework also illustrated how the parent and teacher engagement and BOM influence the achievement of CBE core competencies. The achievement of CBE core competencies was illustrated and evidenced by indicators such as learners' ability to express ideas clearly in oral and written form and the ability of learners to participate in group discussions and debates. Learners being able to apply knowledge to real-life situations, Creativity in developing solutions for everyday life challenges, demonstration of responsible behavior in school and community, ability of personal learning progress and make improvements and integration of technology in assignments and projects. The framework guided the researcher to be aware of the probable intervening variable that may have influenced the research outcomes, which included a hundred percent transition policy, institutional culture, deployment of primary school teachers to junior schools and the employment of intern teachers. The outcomes of the study were influence by the government policy of 100% transition that increased the learners' population thus the teacher pupil ration was high. thus, affecting the staffing and sufficiency of instructional there were teachers that were employed by TSC through internship programme. This was a temporally relieve of the staffing that improved the achievement of the CBE core competencies in junior school learners. However, the situation may change when their internship period expires.

CHAPTER THREE

METHODOLOGY

3.1 Introduction

The chapter outlines the methodology that guided the study. The chapter contains the location of the study, research design, population and sample size, techniques of sampling, the research instruments, the instrument validity and reliability, data collection procedure, data analysis, and ethical considerations.

3.2 Location of the Study

The study was conducted in junior schools in Laikipia county, Kenya. The County neighbors Samburu, Meru, Nakuru and Nyeri counties. It is approximately 157 kms from Nairobi. The choice of the location was because challenges in the administrative management aspect such as resource allocation and utilization, staffing, parental involvement, and their collaboration with teachers were reported, thus making it suitable for assessing their impact on competency achievement among learners in junior school.

3.3 Research Design

Descriptive Survey Research design was used for the study. Descriptive survey design is a suitable approach for this study because provided a structured and reliable way to analyze the influence of administrative management on CBE core competencies in junior school learners. Flick (2018) highlights descriptive surveys as being able to gather both numerical data for statistical analysis and qualitative insights for an in-depth understanding, making it appropriate for the study. According to Silverman (2020), the descriptive survey research method is particularly appropriate when the goal is to address specific contexts, like administrative management's influence on the achievement of core competencies by capturing the real-world scenarios in which such variables operate. Using a descriptive survey will provide factual data that can inform decisions that are evidence-based by helping stakeholders develop appropriate policies and interventions.

3.4 Population of the Study

The target population was 23067, comprising 242 headteachers from 242 junior schools, 21425 junior school learners with 745 junior school learners class representatives, 408 junior school teachers and five sub-county directors.

Table 1: Laikipia County Junior Schools' Statistical Data.

Sub Counties	Schools	Js Learners	Js Teachers	Js Class Reps	Headteachers	Sub-County Directors	Totals
Laikipia Central	64	5880	106	196	64	1	6311
Kirima	32	2755	49	95	32	1	2964
Laikipia East	42	3782	85	122	42	1	4074
Laikipia West	48	3744	76	144	48	1	4061
Nyahururu	56	5264	92	188	56	1	5657
Totals	242	21425	408	745	242	5	23067

Source: Laikipia County TSC and Ministry of Education Offices 2025

3.5 Sampling Procedure and Sample Size

From the target population of 23067, an accessible population of 1400 comprising of 242 headteachers derived from 242 junior schools, 745 class representatives, 408 junior school teachers and five sub county directors was established. A sample size of 302 from an accessible population of 1400 was obtained using the Krejcie and Morgan's distribution table. The table was valued for its simplicity and efficiency, making it an appropriate choice as it provides a reliable method for calculating valid and significant minimum samples. The sample size was distributed proportionately to determine the number of respondents in each category. Thus, a percentage of 745 out of 1400 which is 53% representing 160 class representatives, 29% representing 88 junior school teachers, representing 17%; headteachers, 17%, was selected as respondents of the study. A proportion of 1% representing 3 TSC Sub- County directors was purposefully sampled. The samples from each category of respondents were distributed per Sub County proportionately by obtaining a percentage of the sub county and the total population of the county for every category of respondents. The percentage was used to distribute respondents per each sub county to avoid biasness. Further, the distributed

samples from each sub-county were randomly sampled and used as the respondents for the study.

Table 2: Sampling Matrix

Respondents. Sub counties	Headteachers.		JS teachers.		JS Learners' Class Reps.		Sub-County Directors	
	Accessible population	Sample size	Accessible population	Sample size	Accessible population	Sample Size	Accessible population	Sample size
Laikipia Central	64	17	106	28	196	52	1	0
Kirima	32	4	49	6	95	13	1	0
Laikipia East	42	7	85	18	122	20	1	1
Laikipia West	48	10	76	15	144	28	1	1
Nyahururu	56	13	92	21	188	47	1	1
Total	242	51	408	88	745	160	5	3

3.6 Research Instruments

Questionnaires and interview schedules were used to collect data in the study. There were questionnaires for junior school learners class representatives, junior school teachers and headteachers. The interview schedules were used to collect views from the TSC sub-county directors. Items in the questionnaires were formulated by the researcher, guided by the objectives of the study and the variables that were investigated.

3.6.1 Questionnaires

According to Mugenda and Mugenda (2010), questionnaires are most appropriate and generally preferred in descriptive research since they do provide information on the current situation and inquiries into opinions and views. The ability of the instrument to provide the researcher with the significant amounts of the data of teachers, students, parents, class representatives and headteachers justifies this choice. Besides, the target respondent population is literate, hence, the right filling in of the questionnaire. The instrument also allows the researcher to have access to a great variety of issues in the variables of the study and because of its efficiency collect large amounts of data over a very short period.

3.6.1.1 Questionnaire for Junior School Class Representatives

The questionnaire for junior school class representatives was divided into sections A, B, C, D & E. Section A comprised structured questions concerning respondents' demographic variables on gender and grade. Section B contained information related to respondents' views on the achievement of core competencies in junior school learners. Section C contained respondents' view on the influence of the management of instructional resources on junior school learners' achievement of CBE core competencies. Section D established the respondents' view on the influence of teachers-parents collaboration on junior school learners' achievement of CBE core competencies. Section E contained responses on the influence of staffing in junior schools on junior school learners' achievement of CBE core competencies, while section F contained information on the influence of BoM on junior school learners' Achievement of CBE core competencies. Performance levels on items in sections B, C, D, E and F had have a five Likert scale that ranged from SA-SD where SD=Strongly Disagree, D=Disagree, U=Undecided, A=Agree, and SA= Strongly Agree.

3.6.1.2 Questionnaire for Junior School Teachers

The questionnaire for junior school teachers was divided into sections A, B, C, D & E. Section A comprised structured questions concerning respondents' demographic variables, namely gender, age, educational levels, areas of specialization and work experience. Section B contained information related to respondents' views on the achievement of core competencies among junior school learners. Section C contained respondents' views on the influence of the management of instructional resources on junior school learners' achievement of CBE core competencies. Section D established the respondents' view on the influence of teachers-parents collaboration on junior school learners' achievement of CBE core competencies. Section E contained responses on the influence of staffing in junior schools on junior school learners' achievement of CBE core competencies, while section F had information on the influence of BoM on junior school learners' Achievement of CBE core competencies. Performance levels of items in sections B, C, D, E, and F had have a five Likert scale that ranged from SA-SD where SD=Strongly Disagree, D=Disagree, U=Undecided, A=Agree, and SA= Strongly Agree.

3.6.1.3 Questionnaire for Headteachers

The questionnaire for headteachers was divided into sections A, B, C, D & E. Section A comprised of structured questions concerning respondents' demographic variables, namely gender, age, educational levels, areas of specialization and work experience. Section B contained information related to respondents' views on the achievement of core competencies among junior school learners. Section C contained respondents' views on the influence of the management of instructional resources on junior school learners' achievement of CBE core competencies. Section D established the respondents' view on the influence of teachers-parents collaboration on junior school learners' achievement of CBE core competencies. Section E contained responses on the influence of staffing in junior schools on junior school learners' achievement of CBE core competencies, while section F had information on the influence of BoM on junior school learners' Achievement of CBE core competencies. performance levels of items in sections B, C, D, E, and F had a five Likert scale that ranged from SA-SD where SD=Strongly Disagree, D=Disagree, U=Undecided, A =Agree, and SA= Strongly Agree.

3.6.2 Interview Schedule for TSC Sub-County Directors

The study used structured interviews carrying specific questions based on the objectives of the study. The interview schedule guided the researcher in collecting views from the TSC sub-county directors. The researcher formulated an interview schedule based on the dependent variable of junior school learners' achievement of core competencies. The interview schedule was organized into sections A, B, C, D, E, and F. Section A comprised respondents' demographic variables, namely gender, age, educational levels, areas of specialization and work experience. Section B contained information related to respondents' views on the achievement of core competencies among junior school learners. Section C contained respondents' view on the influence of the management of instructional resources on junior school learners' achievement of CBE core competencies. Section D established the respondents' view on the influence of teachers-parents collaboration on junior school learners' achievement of CBE core competencies. Section E contained responses on the influence of staffing in junior schools on junior school learners' achievement of CBE core competencies, while

section F had information on the influence of BoM on junior school learners' Achievement CBE core competencies.

3.7 Piloting of the Research Instruments

Babbie, (2020) regards piloting as testing data collection tools to identify and correct issues related to clarity, validity, identifying ambiguity, evaluating feasibility, and improving data collecting procedures to minimize errors and enhance response rates. The pilot study was carried out in the neighboring Samburu County. The choice of the pilot area was based on the fact that it shared characteristics like those of Laikipia County. According to Connelly (2008), a pilot study sample should be 10% of the sample projected for the larger parent study. In support of the suggestion Kistin and Silverstein (2015) recommend an appropriate sample for pilot studies to be 10% of the projected sample. Thus, the researcher adhered to use 10% of the sample of 302. Therefore, a sample of 30 respondents was used for the piloting of the study. Questionnaires were proportionately distributed and administered to 16 junior school representatives, 9 junior school teachers and 5 headteachers.

3.7.1 Reliability of the Research Instruments

To test the internal consistency of the items in the questionnaires, the questionnaires were administered to sampled respondents consisting of junior school class representatives, junior school teachers and headteachers in Samburu County. Internal consistency reliability was determined using Cronbach's Alpha coefficient (α) to ascertain how well items in the test measured the same construct. The junior school class representatives' questionnaire had 35 items that produced an alpha coefficient of 0.782; the junior school teachers' questionnaire included 35 items that yielded a coefficient of 0.908. The questionnaire for headteachers had 30 items that established an alpha coefficient of 0.892. A mean alpha coefficient value of 0.855 was obtained, surpassing the recommended reliability threshold of 0.7, affirming that the items in the questionnaire were reliable for the study.

3.7.2 Validity of Research Instruments

In view of Babbie (2020), a validity test is done to confirm how well a test or instrument measures what it is intended to measure in terms of the meaningfulness, accuracy, and

degree to which results obtained from the data analysis represent the phenomenon under the study. The opinion of the supervisors from the Department of Education of Tharaka University was sought to ascertain the instruments' Content Validity by ensuring items cover all aspects of the construct being measured. The supervisors ensured the instruments were relevant for what they intend to measure, appropriate for the respondents and adequate for the intended purpose. Criterion validity was sought through the statistical test results.

3.8 Data Collection Procedure

The researcher obtained the authorization and a clearance letter of the Ethics Review Committee of the Tharaka University. These documents helped in acquisition of a research permit at the National Commission of Science, Technology, and Innovations (NACOSTI). The permit was then produced before the County Director of Education in the County of Laikipia to secure an introduction letter which enabled the researcher to gain entry to the schools where the research was to be carried out. The researcher then notified the TSC Sub-County directors of the plan of conducting the research in their areas. The researcher distributed questionnaires manually and electronically to the sampled junior school teachers, junior school class representatives, and headteachers. Analysis of the questionnaires was done after one week. Sub-County Directors were interviewed through physical visit and phone call.

3.9 Data Analysis

After data collection, the researcher engaged in an intense verification of all research tools to determine whether there are any data points that are either inaccurate or incomplete. In cases of deficiency, the fundamental tools were therefore enhanced taking care of the discovered errors and omissions. Subsequently, the arising data was coded based on the objectives of the study and the code was sent into the statistical analysis program Statistical Package of Social Sciences (SPSS) (V 29.0). Analysis of the subsequent results included descriptive and inferential procedures that were based on frequencies, means, percentages, and standard deviations to give a clear interpretation. Regression analysis was utilized to analyze to determine whether there was an influence of the dependent variable on the independent variables.

To illustrate this, the researcher compared an interview schedule fixed with interpretation and triangulation, the researcher compared the findings realized in the research with the findings that was obtained using questionnaires to strengthen verification. To perform a descriptive analysis of the findings of the qualitative study, the analysis included the interview data transcribed into text form, or the audio, the text was re-read multiple times to spot common phrases or keywords and selective coding was done to identify any themes of related matters to answers of particular questions. Interpretation of the data was provided in Table 3.

Table 3: Likert Scale Interpretation of Data Analysis

Likert Scale	Mean Interpretation
Strongly disagree	1.00-1.79
Disagree	1.80-2.59
Undecided	2.60-3.39
Agree	3.40-4.19
Strongly agree	4.20- 5.0

Source: Experts

The table from the guidance of the experts shows how the means of responses obtained from five-point Likert responses of the respondents are cross-checked to give an accurate interpretation of the responses. It shows interpretations of the results of means from one to five.

Table 4: Data Analysis Matrix.

Null Hypotheses	Independent Variables	Dependent Variables	Test statistics
H ₀₁ : Instructional resources management has no statistically significant influence on junior school learners' achievement of core competencies in CBE in Laikipia County, Kenya.	Junior School Administrative Management	Learners' Achievement of CBE core Competencies	Regression Analysis
H ₀₂ : Teacher-parent collaboration has no statistically significant influence on junior school learners' achievement of core competencies in CBE in Laikipia County, Kenya	Junior School Administrative Management	Learners' Achievement of CBE core Competencies	Regression Analysis
H ₀₃ : Staffing has no statistically significant influence on junior school learners' achievement of core competencies in CBE in Laikipia County, Kenya.	Junior School Administrative Management	Learners' Achievement of CBE core Competencies	Regression Analysis
H ₀₄ : The school board of management has no statistically significant influence on junior school learners' achievement of core competencies in CBE in Laikipia County, Kenya	Junior School Administrative Management	Learners' Achievement of CBE core Competencies	Regression Analysis

3.10 Ethical Considerations

The study was guided by ethical principles of voluntary participation, autonomy, and confidentiality. The independence had to be preserved during the administration of the research instruments. According to Cohen and Morrison (2019), it was necessary that the researcher regarded each of the participants as an individual who could make an informed choice on whether to participate in the research or not. Based on the established principles of good scholarly practice, informed consent was accomplished either orally or by means of writing. A sense of confidentiality and anonymity was upheld during the investigation. During the analysis, data was made anonymous using codes, or pseudonyms in such a way that no single reply was traced. Data gathering operation was carried out within an officially recognized framework. The data collected was secured physically, i.e. using lockable storage facilities, and electronically by using password-encrypted data files to block unauthorized access of the data by unauthorized individuals. Ethical approval was sought before data collection by seeking clearance from the Ethical Committee of Tharaka University. The researcher ensured the research was conducted with the highest level of integrity and objectivity. The researcher

avoided bias in data collection, reporting, and analysis to ensure the credibility of the research findings

CHAPTER FOUR

RESULTS AND DISCUSSIONS

The chapter presents the findings from the data collected through questionnaires and interview schedule. The chapter presents the response rates of the study tools, the demographic information of the respondents in terms of gender distributions, levels of education, work experience, and terms of service of the employed respondents. It presents the view of the respondents on the dependent variable of the achievement of CBE core competencies, and analyzes data from respondents' management of instructional resources, teachers-parents' collaboration, staffing and the roles of the school Board of management.

4.1 Response Rate

The respondents of the study were junior school class representatives, junior school teachers, their head teachers, and teacher service commission sub-county directors in Laikipia County. The total respondents were 302 individuals all from Laikipia County.

Table 5: Response Rate

Description	Number targeted	Number that responded	%
JS class representatives	160	156	97.5
JS teachers	88	79	89.8
JS head teachers	51	48	94.1
TSC sub-county directors	3	3	100.0
Total	302	286	94.7

The 299 questionnaires were distributed to JS class representatives, JS teachers, and JS head teachers. Out of 299 questionnaires distributed, 283 questionnaires were completed and successfully returned. All TSC sub-county directors sampled successfully responded to interview conducted. Therefore, the overall response rate was 94.7%, which was a sufficient representative of total population.

4.2 Tests of Normality for the questionnaires.

Table 6: Normality Test

	Statistic	Shapiro-Wilk	
		Df	Sig.
Management of instructional resources	0.473	283	0.000
Teacher-parents collaboration	0.391	283	0.000
Junior school staffing	0.542	283	0.000
Board of management roles	0.307	283	0.000
Learners' achievement of core competencies	0.485	283	0.000

The p-values of Shapiro-Wilk test for Management of instructional resources, teacher-parents collaboration, junior school staffing, board of management roles and learners' achievement of core competencies in junior schools were all 0.000. The data significantly deviated from normal distribution since the p-values were less than 0.05 hence not normally distributed, justifying the use of regression analysis for study hypothesis. The regression analysis gave influence of administrative management in junior schools on learners' achievement of core competencies.

4.3 Demographic Information of the Respondents

The researcher established general information and characteristics of all respondents. The overall data collected was based on gender distribution, level of education, work experience, and terms of service in Laikipia County.

4.3.1 Gender Distribution of Respondents

The researcher determined the gender distribution of the sample population. The data collected was presented in Table 7.

Table 7: Gender Distribution of Respondents

	Male		Female		Total	
	f	%	f	%	f	%
JS class representatives	85	54.5	71	45.5	156	100.0
JS teachers	32	40.5	47	59.5	79	100.0
JS head teachers	29	60.4	9	18.8	48	100.0
TSC sub-county directors	2	66.7	1	33.3	3	100.0
Total	148	51.7	128	44.8	286	100.0

The data presented in Table 7 indicate that out of 286 respondents, 51.7% were male and 44.8% female, which presents a relatively balanced gender representation in

general. However, disparities existed between the different respondent groups. In the case of Junior Secondary (JS) class representatives, males accounted for 54.5% and females 45.5%, which presents near gender parity at the learner level. Conversely, (59.5%) of the JS teachers were women, indicating that the teaching staff in this level is greatly dominated by women. Notably, male dominance was hugely increasing in leadership and administrative positions, standing at 60.4% for the JS head teachers position and 66.7% for the TSC Sub-County directors' position. This trend indicates a persistent decline of the female presence as the administrative level increases, revealing a gender imbalance in school leadership. The trend shows that gender parity has been achieved up to a point in teacher coverage and learner enrollment but there are clear disparities in upper managerial positions. The findings underscore the need for deliberate policy intervention and capacity-building actions to increase women's engagement and progress into educational leadership.

4.3.2 Highest Level of Education of Respondents in Laikipia County

JS class representatives, JS teachers, JS head teachers, TSC sub-county directors were asked to indicate level of education attained. The researcher sought to determine various level of education believed to be important in the management of learners' core competences.

Table 8: Highest Level of Education of Respondents

	JS class Representative		JS teachers		JS Head teachers		TSC sub-county directors	
	f	%	f	%	f	%	f	%
Primary certificates	156	100.0	-	-	-	-	-	-
Ordinary certificate	-	-	-	-	13	27.0	-	-
Diploma	-	-	27	34.2	26	54.2	-	-
Degree	-	-	52	65.8	9	18.8	2	66.7
Masters	-	-	-	-	-	-	1	33.3
PhD	-	-	-	-	-	-	-	-
Total	156	100.0	79	100.0	48	100.0	3	100.0

Table 8 presents the educational level of junior school class representatives, teachers, head teachers, and TSC sub-county directors. The findings reveal clear disparities in levels of academic qualifications among categories of respondents. The junior school class representatives all (100%) had acquired primary education certificates, which is

expected of learners who have completed primary school and escalated to the junior secondary level. Among the junior school teachers, 65.8% possessed diploma qualifications, with 34.2% possessing ordinary teaching certificates. This indicates that most teachers have obtained the minimum qualifications to teach under the CBE, albeit with a high percentage not receiving additional training in innovative pedagogical practices in addition to CBE standards.

For junior school head teachers, more than half, 54.2% held diploma qualifications, followed by 27.0% holding ordinary certificates, and only 18.8% holding university degrees. This trend suggests that while most head teachers have vast teaching experience, relatively few hold higher qualifications that can enhance their instructional leadership and ability to guide teachers effectively in embracing the CBE model. On the other hand, TSC sub-county directors were more educated, with 66.7% holding bachelor's degrees and 33.3% holding master's degrees. The implication is that administrative leadership at the sub-county level is adequately qualified to lead, monitor, and provide policy direction to effect CBE.

In relation to the development of CBE core competencies among junior school learners, the results show that even though leadership and management roles are held by highly trained persons, the school heads and teachers who are immediate implementers of the curriculum themselves have predominantly moderate qualifications. This could limit their capacity to make useful use of learner-centered instructional strategies, competency-based assessments, and integration of cross-cutting skills, including critical thinking, communication, and creativity. Hence, heterogeneity in the levels of teacher and school leader qualifications can result in mixed success in the development of the needed CBE core competencies within schools. Therefore, the findings underscore the need for continuous professional development and capacity-building exercises aimed at strengthening the pedagogical and assessment competencies of teachers. Teachers and head teachers' academic and professional standards must be enhanced to support consistent, effective, and sustainable impartation of the Competency-Based Education Design, in the long run, improving the acquisition of CBE core competencies among junior school learners.

4.3.3 Work Experience of Employed Respondents in Laikipia County

The researcher sought to establish work experience of JS teachers, JS head teachers, and TSC sub-county directors. Work experience was reviewed as a factor that would determine the effectiveness of learners' achievement of core competencies. The summary of the findings was shown in Table 9.

Table 9: Work Experience of Respondents in Laikipia County

	JS teachers		JS Head teachers		TSC sub-county directors	
	f	%	f	%	f	%
Below 10 years	79	100.0	-	-	-	-
11-20 years	-	-	17	34.4	1	33.3
Above 20 years	-	-	31	65.6	2	66.7
Total	79	100.0	48	100.0	3	100.0

The findings in table 9 show the work experience distribution for the junior school teachers, head teachers, and TSC sub-county directors in Laikipia County. The results display noteworthy differences in experience levels among the three respondent groups with implications for effective execution of Competency-Based Education (CBE). All the junior school teachers (100%) reported having less than ten years of teaching experience. This means junior school teacher cadres are largely comprised of newly employed or relatively young teachers who have entered service after the introduction of the Competency-Based Education (CBE). The reality that they have recently entered the profession ensures that they must have received training that is founded on the current curriculum reforms, equipping them with contemporary pedagogies to support CBE core competencies such as creativity, communication, collaboration, and problem-solving. However, their lack of practice experience in classroom management, learner diversity, and long-term curriculum implementation could be a challenge to sustaining effective CBE practices without mentorship and professional support.

Among the head teachers, 65.6% had over 20 years of work experience, while 34.4% had between 11-20 years of experience. This indicates that most of the school leaders are experienced in school management and classroom teaching. This experience level is ideal for mentoring junior teachers, guiding instructional planning, and fostering consistency in implementing CBE principles at the school level. There may be deficiencies, however, in their understanding of modern learner-centered and

technology-rich approaches emphasized in the CBE model, especially for those trained under the former 8-4-4 system. Continuing retooling and capacity building of these school leaders are therefore necessary to align the management and supervisory practice of these leaders with the philosophy of competency-based learning. Administratively, two-thirds 66.7% of the TSC sub-county directors had more than 20 years of experience, while one-third 33.3% had between 11-20 years of experience. This shows that the county's education management organ is led by highly experienced officers who are well-versed in the dynamics of the education system and policy implementation. Their experience positions them well to guide, monitor, and offer support to schools in the effective implementation of the CBE curriculum.

4.3.4 Terms of Service for Employed Respondents

The researcher sought information on the age of the respondents. The information was illustrated in Table 10.

Table 10: Terms of Service for employed Respondents

	JS teachers		JS Head teachers		TSC sub-county directors	
	f	%	f	%	f	%
Internship	9	11.4	--	--	--	--
Probation	58	73.4	--	--	--	--
Permanent	12	15.2	48	100.0	3	100.0
Total	79	100.0	48	100.0	3	100.0

The findings on terms of service among working respondents show a broad distinction between teaching and administrative cadres in junior secondary schools. The findings show that the majority of Junior Secondary (JS) teachers at 73.4 percent are on probation, 11.4 percent are interns, while only 15.2 percent have achieved permanent status. This indicates that most JS teachers are still in the early stages of their professional engagement, with minimal employment security and career stability. On the contrary, all the JS head teachers (100%) and TSC sub-county directors (100%) are full-time employed, indicating administrative and leadership positions are entirely rooted and stable within the education system. These results suggest that while administrative posts are institutionalized and stable, the junior secondary teaching cadre is consolidating, and most likely reflecting the transition period of CBE introduction and staffing newly formed junior schools.

4.4 Learners' Achievement of Core Competencies in Junior Schools in Laikipia County

The researcher established from teachers, junior school teachers, head teachers, and TSC sub-county directors' issues regarding learners' achievement of CBE core competencies in junior school in Laikipia County. The findings from teachers regarding learners' achievement of core competencies in junior school in Laikipia County were presented in Table 11.

Table 11: Junior School Class Representatives Responses on Learners' Achievement of CBE Core Competencies in Junior Schools in Laikipia County

Statements	N	SA f (%)	A f (%)	U f (%)	D f (%)	SD f (%)	Mean	Std Dev	Interpretation
School management has helped me creatively express ideas verbally and writing.	156	52 (33.3)	39 (25.0)	26 (16.7)	20 (12.8)	19 (12.2)	2.91	1.368	Undecided
School management supervises the development of our core competencies.	156	24 (15.4)	61 (39.1)	27 (17.3)	23 (14.7)	21 (13.5.0)	4.43	1.333	Strongly agree
The way the school manage has helped me creatively d express ideas verbally and in writing, and helped me develop critical thinking and problem-solving skills in day-to-day challenges.	156	53 (34.0)	29 (18.6)	33 (21.2)	21 (13.5)	20 (12.8)	2.74	1.305	Undecided
The administration of the school has helped me develop good citizenship in my community.	156	17 (10.9)	33 (21.2)	57 (36.5)	16 (10.3)	33 (21.2)	3.92	1.060	Agree
The school administrators assist me in improving self-efficacy in real life situation	156	17 (10.9)	43 (27.6)	23 (14.7)	25 (16.0)	48 (38.8)	3.48	1.424	Agree
School management monitors our ability to apply knowledge in learning how to learn.	156	24 (15.4)	16 (10.3)	67 (42.9)	12 (7.7)	37 (23.7)	2.58	1.324	Disagree
The school management ensures there is conducive learner environment for development of learners' core competencies.	156	51 (32.7)	13 (8.3)	19 (12.2)	59 (37.8)	14 (9.0)	3.50	1.318	agree
My school administration has helped me develop digital literacy in learning situation	156	45 (28.8)	31 (19.9)	15 (9.6)	18 (11.5)	47 (30.1)	3.46	1.483	Agree

The findings from Table 11 showed that 33.3% of class representatives strongly agreed that school management had helped them creatively express ideas verbally and in writing, 25.0% agreed, 16.7% remained neutral, while only 12.2% strongly disagreed on the same idea. The idea was supported by mean of 2.91. The findings were in alignment with a study by Williams and Sawyer (2013) who established that the assessment of competencies was primarily on competencies such as collaborative problem-solving skills, communication, and ICT literacy. 15.4% of the class representatives strongly agreed while 39.1% agreed that school management supervised development of learners' core competencies, 17.3% were undecided while 13.5.0% strongly disagreed. The study findings correlated with Ondimu (2018) correlational study conducted in Nakuru using a sample size of 180 to establish constraints likely to be experienced during the transition from grade six to junior secondary school; who revealed that there were difficulties in achieving the CBE core competencies of learners due to lack of adequate supervision of teachers, poorly trained teachers to handle CBE and methodologies of assessment of achievement of competencies in learners. 21.2% were undecided when it came to the idea that school management had promoted learners' critical thinking and problem-solving skills in day to day challenges, 13.5% disagreed while 18.6% agreed. 21.2% of class representatives agreed that administration of the school had helped them develop good citizenship in their community, 10.3% disagreed while only 21.2% strongly agreed.

38.8% of the junior school teachers strongly disagreed that the school administrators assisted them improve self-efficacy in real life situation, 14.7% were undecided while 27.6% agreed the same. Majority of class representatives (42.9%) remained neutral that school management monitored learners' ability to apply knowledge in learning how to learn, 10.3% agreed and 23.7% strongly disagreed. 8.3% of the class representatives agreed that the school management ensured conducive learner environment for development of learners' core competencies, 32.7% strongly agreed, 12.2% were undecided and 9.0% strongly disagreed. The study findings concurred with a descriptive study on the use of instructional resources in enhancing the achievement of arithmetic using short-term tools, by Leone and Wilson (2016), who stressed that learners' engagement in lessons was influenced by the classroom environment's inclusiveness. The study further illustrated how the classroom environment related to

the achievement of various competencies in learners and how active participation and collaboration in learners were seen to have been encouraged greatly by the classroom environment. Several class representatives 28.8% strongly agreed that school administration had helped learners develop digital literacy in learning situation, 19.9% agreed and 9.6% remained neutral.

The researcher established from junior school teachers' issues regarding learners' achievement of core competencies in junior schools in Laikipia County. The findings were displayed in Table 12.

Table12: Junior School Teachers' Responses on Learners' Achievement of Core Competencies in Junior Schools in Laikipia County

Statements	N	SA f (%)	A f (%)	U f (%)	D f (%)	SD f (%)	Mean	Std Dev	Interpretation
The school management ensures there is conducive learner environment for development of learners' core competencies.	79	10 (12.7)	28 (35.4)	9 (11.4)	11 (13.9)	21 (26.6)	4.38	1.503	Strongly agree
School administrators have helped learners develop digital literacy in learning situation.	79	32 (40.5)	11 (13.9)	18 (22.8)	17 (21.5)	1(1.3)	3.42	1.347	Agree
In my school, the school managers monitor learner safety in and out of school for efficient development of communication and collaboration skills.	79	16 (20.3)	13 (16.5)	29 (36.7)	14 (17.7)	7(8.9)	2.07	1.182	Disagree
School management supervises all learning activities in school for proper development of core competencies.	79	2 (2.5)	12 (15.2)	14 (17.2)	13 (16.5)	38 (48.1)	3.51	1.388	Agree
The administration of the school has helped learners develop good citizenship in the community.	79	5 (6.3)	6 (7.6)	42 (53.2)	16 (20.3.9)	10 (12.7)	3.34	1.164	Undecided
School management supervises learner behavior in learning situation for proper development of core competencies.	79	26 (32.9)	17 (21.5)	13 (16.5)	16 (20.3)	9 (11.4)	3.47	1.077	Agree
The way our school is managed has promoted learners' critical thinking and problem-solving skills in day to day challenges.	79	13 (16.5)	31 (39.2)	11 (13.9)	8 (10.1)	16 (20.3)	2.28	1.267	Disagree

Table 12 analysed how the junior school teachers responded on their view on the achievement of CBE core competencies among junior school learners. The results established that 12.2% strongly agreed while 35.4% of junior school teachers agreed that the school management ensures there is conducive learner environment for development of learners' core competencies, 11.4% were undecided, 13.9% disagreed while 28.8% strongly disagreed. The findings related with study of Leone and Wilson (2016), who stressed that learners' engagement in lessons was influenced by the classroom environment's inclusiveness. The study further illustrated how the classroom environment related to the achievement of various competencies in learners and how active participation and collaboration in learners were seen to have been encouraged greatly by the classroom environment. The majority of junior school teachers 40.5% strongly agreed that school administrators has helped learners develop digital literacy in learning situations, 22.8% were undecided, while 21.5% disagreed the same. The findings agreed with a survey study by Ule and du Bois-Reymond (2015) in Europe who observed that parental and family collaborations with teachers had an impact on literacy outcomes for their children.

Responses to establish the monitoring of the management on monitoring of learner's safety in the school, 36.7% remained neutral that in their school, the school managers monitor learner safety in and out of school for efficient development of communication and collaboration skills, 17.7% disagreed while 20.3% strongly agreed. only 2.07% strongly disagreed. On the quest to establish whether school management supervise all learning activities in junior school, 20.1% strongly disagreed that school management supervises all learning activities in school for proper development of core competencies, 2.5% strongly agreed while only 17.2% were undecided. The results concurred with Ondimu (2018) correlational study ideas who claimed that there were difficulties in achieving the core competencies of learners due to lack of adequate supervision of teachers, poorly trained teachers to handle CBE and methodologies of assessment of achievement of competencies in learners. Majority of junior school teachers 53.2% were undecided when it came to idea that the administration of the school has helped learners develop good citizenship in the community, 7.6% agreed while 20.3% disagreed the same.

Several junior school teachers (32.9%) strongly agreed that school management supervises learner behavior in learning situations for proper development of core competencies, 21.5% agreed while only 11.4% strongly disagreed. Several junior school teachers (39.9%) agreed the way their schools were managed promoted learners' critical thinking and problem-solving skills in day-to-day challenges, 13.9% remained neutral and 16.5% strongly agreed.

Analysis to establish views of headteachers on the achievement of CBE core competencies among junior school learners, the data was analysed as shown in table 13.

Table 13: Junior School Head Teachers Responses on Learners' Achievement of Core Competencies in Junior Schools in Laikipia County

Statements	N	SA f (%)	A f (%)	U f (%)	D f (%)	SD f (%)	Mean	Std Dev	Interpretation
I help my learners develop good citizenship in the community	48	6 (12.5)	7 (14.6)	18 (37.5)	9 (18.8)	8 (16.7)	3.53	1.446	Agree
The way I manage my school has promoted learners' critical thinking and problem solving skills in day to day challenges.	48	15 (31.3)	8 (16.7)	7 (14.6)	9 (21.8)	9 (16.8)	2.57	1.538	Disagree
I supervise learner behavior in learning situation for proper development of core competencies.	48	7 (14.6)	10 (20.8)	16 (33.3)	6 (12.5)	9 (18.8)	3.19	1.374	Undecided
I co-ordinate all learning activities in school for efficient development of core competencies.	48	19 (39.6)	12 (20.0)	6 (12.5)	8 (15.1)	3 (6.3)	3.46	1.129	Agree
In my school, I monitor learner safety in and out of school for efficient development of communication and collaboration skills.	48	4 (8.3)	6 (12.5)	24 (50.0)	5 (10.4)	9 (18.8)	3.32	1.123	Undecided
I walk around the school monitoring teachers' effort in impacting core competencies in teaching situation.	48	5 (10.4)	16 (33.3)	12 (25.0)	6 (12.5)	9 (18.8)	3.09	1.244	Undecided
I help learners develop digital literacy in learning situation in my school.	48	7 (14.6)	13 (27.1)	8 (16.7)	10 (20.8)	10 (20.8)	3.40	1.345	Agree
I ensure there is conducive learner environment for proper development of core competencies.	48	2 (3.8)	13 (34.0)	9 (24.5)	19 (11.3)	5 (26.4)	2.57	1.281	Disagree

The findings from Table 13 indicated that 12.5% of head teachers strongly agreed that they helped learners develop good citizenship in the community, 14.6% agreed while 21.8 and 16.8% disagreed and strongly disagreed respectively. It was supported by mean of 3.28. The illustration further showed that 31.3% of head teachers strongly agreed that they managed their school to promote learners' critical thinking and problem-solving skills in day-to-day challenges, 14.6% were undecided while 18.8% disagreed. The findings agreed with Williams and Sawyer (2013) study who concluded that the assessment of competencies was primarily on competencies such as collaborative problem-solving skills, communication, and ICT literacy. A good number of head teachers (33.3 %) remained neutral on issue that they supervised learner behavior in learning situation for proper development of core competencies, 20.8% agreed. The results were in line with Ondimu (2018) correlational study conducted in Nakuru using a sample size of 180 to establish constraints likely to be experienced during the transition from grade six to junior secondary school; who revealed that there were difficulties in achieving the core competencies of learners due to lack of adequate supervision of teachers, poorly trained teachers to handle CBE and methodologies of assessment of achievement of competencies in learners. 20.0% of head teachers agreed that they coordinated all learning activities in school for efficient development of core competencies, 39.6% strongly agreed while only 12.5% remained neutral.

12.5% of the head teachers agreed that in their school, they monitor learner safety in and out of school for efficient development of communication and collaboration skills, 50.0% remained neutral, while 18.8% strongly disagreed. The findings interrelated with an investigation by a descriptive survey by Ule and du Bois-Reymond (2015) in Europe who observed that parental and family collaborations with teachers had an impact on literacy outcomes for their children. Majority of head teachers (33.3%) agreed that they walked around the school monitoring teachers' effort in impacting core competencies in teaching situation, 25.0% were undecided while 12.5% disagreed. The findings were in line with Kim (2015) study on the input of teaching and learning resources on the learners' achievement in the Department of Library and Information Science College of Information of the University of North Texas, who concluded that teachers supported the achievement of the learners by being provided with enough teaching and learning materials.

27.1% of the head teachers agreed the idea that they helped learners develop digital literacy in learning situation in their school 20.8% strongly disagreed while 20.8% disagreed. Findings were in line with a survey study by Ule and du Bois-Reymond (2015) in Europe who observed that parental and family collaborations with teachers had an impact on literacy outcomes for their children. Several head teachers (34.0%) agreed that they ensured conducive learner environment for proper development of core competencies, 24.5% were undecided while 11.3% disagreed. The findings were similar to the earlier findings by Nsengimana and Nkandabakula (2021) that indicated variations in the achievement of competencies in learners to have been influenced by the difference in the teachers' professional development differences in teaching and learning resources and differences in the infrastructural capacities in learning institutions. Further, the study findings were supported by study of Leone and Wilson (2016), who argued that learners' engagement in lessons was influenced by the classroom environment's inclusiveness.

4.5 Management of Instructional Resources in Laikipia County

The first objective of the study sought to determine influence of management of instructional resources on learners' achievement of core competencies in Junior Schools in Laikipia County. The data was qualitatively and quantitatively analysed and findings recorded. The teachers were given questionnaires and responses obtained were analysed in Table 14. The responses were rated as: Strongly agree (SA) Agree (A) Undecided (U) Disagree (D) and strongly disagree (SD).

Table 14: Junior School Class Representatives Responses on Management of Instructional Resources in Laikipia County

Statements	N	SA f (%)	A f (%)	U f (%)	D f (%)	SD f (%)	Mean	Std Dev	Interpretation
Management of learning resources such as smart phones, laptops classrooms and text books has helped me achieve core competences effectively.	156	45(28.8)	34(21.8)	26(16.7)	17(10.9)	34(21.8)	3.44	1.448	Agree
Well managed learning resources help me collaborate better with my classmates in group activities.	156	41(26.3)	28(17.9)	51(32.7)	26(16.7)	10(6.4)	2.83	1.558	Undecided
Our administrators guide us on how to use available instructional resources to achieve desired core competencies.	156	38(24.4)	21(13.5)	12(7.7)	62(39.7)	23(14.7)	3.81	1.124	Agree
Management of digital devices in our school facilitates my digital literacy.	156	54(34.6)	30(19.2)	9(5.8)	28(17.9)	35(22.4)	3.21	1.092	Undecided
We are trained by our administrators on how to handle instructional resources during learning.	156	27(17.3)	14(9.0)	52(33.3)	17(10.9)	46(29.5)	3.18	1.513	Undecided
We search on internet for video clips on use, care and maintenance of available instructional resources for effective achievement of core competencies.	156	66 (42.3)	19 (12.2)	22 (14.1)	28 (17.9)	21 (13.5)	3.75	1.324	agree
I frequently use supervised teaching/learning resources to do and complete my assignment and project in learning.	156	24 (15.4)	49 (31.4)	43 (27.6)	21 (13.5)	19 (12.2)	3.74	1.305	Agree
Instructional resources provided by school administrators are relevant, sufficient and appropriate for achievement of our core competencies.	156	57 (36.5)	23 (14.7)	17 (10.9)	16(10.3)	43 (27.6)	3.92	1.060	Strongly Agree

According to findings shown in Table 14, 28.8% and 21.8% of class representatives agreed and strongly agreed respectively that management of learning resources such as smart phones, laptops classrooms and text books helped them achieve core competences effectively. 16.7 % was undecided while 10.9% and 21.8 % disagreed and strongly disagreed. A mean of 3.44 was established. The findings concurred the views of Kim (2015) study on the input of teaching and learning resources on the learners' achievement in the department of library and information science college of information of the University of North Texas, who concluded that teachers supported the achievement of the learners by being provided with enough teaching and learning materials.

26.3% of class representatives strongly agreed that a well-managed learning resources helped them collaborate better with their classmates in group activities, 16.7% and 6.4% disagreed and strongly disagreed respectively. 32.7 % was undecided. The idea was supported by mean of 2.83. A total of 7.7% class representatives were undecided that their administrators guided them on how to use available instructional resources to achieve desired core competencies, 39.7% disagreed. The findings concurred with view of Milligan and Tickly (2019) on understanding the role of learning and teaching materials between South Africa and Rwanda made a comparison between the two countries and showed that there were so much of assumptions about the contribution of teaching and learning resources on the learning process and its outcome in the two countries. The study found out that the learning resource centers were availed as they were regarded as vital for the process of teaching and learning. The resources were found to assist both the learners and the teachers in daily learning areas to enhance the development of competencies in learners in public primary schools.

A good number of teachers (34.6%) strongly agreed that management of digital devices in our school facilitates my digital literacy, 19.2% agreed, while 17.9% and 22.4% disagreed and strongly disagreed respectively. 5.8 remained undecided. As to whether they were trained on the handling of instructional resources during learning, 33.3% of the teachers remained neutral that class representatives were trained by their administrators on how to handle instructional resources during learning, 17.3% and 9.0% strongly agreed and agreed respectively. 42.3% and 12.2% of the class

representatives strongly agreed and agreed respectively with the idea that class representatives searched on internet for video clips on use, care, and maintenance of available instructional resources for effective achievement of core competencies, whereas 13.5% strongly disagreed. Class representatives totaling to 15.4% strongly agreed that they frequently used supervised teaching/learning resources to do and complete their assignment and projects in learning, 31.4 % s agreed while 27.6% were undecided. The study findings were in line with Ondimu (2018) correlational study who revealed that there were difficulties in achieving the core competencies of learners due to lack of adequate supervision of teachers, poorly trained teachers to handle CBE and methodologies of assessment of achievement of competencies in learners. A very good number of class representatives 36.5% agreed that instructional resources provided by school administrators were relevant, sufficient, and appropriate for achievement of our core competencies, 10.3% disagreed while only 10.9% remained neutral.

The researcher utilized regression analysis to determine influence of management of instructional resources on learners' achievement of core competencies in junior school in Laikipia County, as per responses of junior school class representatives. The results were analysed in Table 15.

Table 15: Regression Analysis of Management of Instructional Resources and Learners' Achievement of CBE Core Competencies in Junior Schools for Junior School Class Representatives

R-square	Adjusted	R	R-square	F	df1	df2	Sig. F
		square	change	change			change
.114a	.013	0.11	.013	4.082	1	155	0.047

F (1,155) = 4.082, P<0.05 (Hypothesis rejected)

a predictor: (Constant) Management of instructional resources

In table, 15 A simple regression analysis was conducted to determine the influence of the management of instructional resources on learners' achievement of Competency-Based Education (CBE) core competencies among junior school learners as established from respondents of junior school class representatives. The results established an R-square (R^2) value of 0.11, implying that approximately 11.0% of the variation in learners' achievement of CBE core competencies could be explained by the management of instructional resources. The Adjusted R-square value of 0.013 affirming

a minimal reduction when adjusted for the number of predictors in the model, thus confirmed a weak but positive predictive relationship between the two variables.

The F-change value of 4.082 with (1, 155) degrees of freedom and a significance level (Sig. F change) of 0.047 indicates that the regression model was statistically significant at the 0.05 level. This implied that management of instructional resources had a significant, influence on the learners' achievement of CBE core competencies. The findings were supported by UNESCO (2020) which viewed quality education as the inclusion of proper skills development, provision of important school infrastructure, resources, and equipment as well as the teaching force.

The researcher sought to investigate the influence of management of instructional resources on management of curriculum implementation in Laikipia County from junior school teachers. The responses received were analysed and presented in Table 16. The rewarding scores of junior school teachers' questionnaires were. The responses were rated as: Strongly agree (SA) Agree (A) Undecided (U) Disagree (D) and strongly disagree (SD).

Table 16: Junior School Teachers Responses on Management of Instructional Resources in Laikipia County

Statements	N	SA f (%)	A f (%)	U f (%)	D f (%)	SD f (%)	Mean	Std Dev	Interpretation
School administrators train us on how to care, operate and monitor digital devices for effective development of digital literacy in learners.	79	24 (30.4)	18 (22.8)	8 (10.1)	10 (12.7)	19 (20.1)	3.40	1.557	Agree
We search on internet for video clips on use, care and maintenance of available instructional resources for effective achievement of learners' core competencies.	79	17 (21.5)	19 (24.1)	28 (35.4)	10 (12.7)	5 (6.3)	3.36	1.002	Undecided
The instructional resources are enough to help learners achieve core competencies in learning.	79	3 (3.8)	10 (12.7)	15(19.0)	39 (49.4)	12 (15.2)	2.92	1.398	Undecided
Instructional resources provided by school administrators are relevant, sufficient and appropriate for achievement of learners' core competencies.	79	9 (11.4)	47 (59.5)	6 (7.5)	15 (19.0)	2 (2.5)	2.58	1.473	Disagree
School managers' direct learners to share self-digital experiences and collaborate in group activities in class.	79	13(16.5)	10 (12.7)	44 (55.7)	4 (5.1)	8(10.1)	3.87	0.921	Agree
Junior school teachers are competent to utilize the instructional resources to enhance learners' attainment of core competencies.	79	8 (10.1)	50 (63.2)	6 (7.6)	7 (8.9)	8 (32.1)	2.55	1.435	Disagree
School managers comfortably organize use of smart phones, laptops, computers and other physical instructional resources for effective development of learners' core competencies.	79	12 (15.2)	38 (48.1)	13 (16.5)	2 (2.5)	14 (17.2)	3.75	1.281	Agree

In Table 16, the analysis of responses from 79 junior school teachers revealed varying perceptions regarding the management of instructional resources and their contribution to the achievement of learners' core competencies. A considerable proportion of respondents (30.4% strongly agreed and 22.8% agreed) indicated that school administrators train teachers on how to care for, operate, and monitor digital devices, yielding a mean score of 3.40 (SD = 1.557), which was interpreted as Agree. This suggests that training on digital literacy is moderately emphasized in most schools, though a notable proportion (32.8%) either disagreed or remained uncertain, implying inconsistency in implementation across institutions.

Regarding teachers' independent initiatives to enhance instructional effectiveness, 21.5% strongly agreed and 24.1% agreed that they search the internet for video clips related to the use and maintenance of instructional resources. However, 35.4% were undecided, producing a mean of 3.36 (SD = 1.002), interpreted as Undecided. This indicates limited or uneven integration of digital self-learning practices among teachers. On the adequacy of instructional resources, responses were largely negative, with only 16.5% agreeing and a majority (64.6%) disagreeing or strongly disagreeing. The mean score of 2.92 (SD = 1.398) reflected an Undecided interpretation, pointing to teachers' dissatisfaction with the sufficiency of available resources. Similarly, when asked whether the resources provided were relevant, sufficient, and appropriate, 70.9% of respondents disagreed or strongly disagreed, resulting in a mean of 2.58 (SD = 1.473), interpreted as Disagree. This underscores a perceived inadequacy and misalignment of instructional resources with the requirements for achieving core competencies.

In contrast, 29.2% of teachers strongly agreed and agreed, respectively, that school managers direct learners to share digital experiences and collaborate in group activities, yielding the highest mean of 3.87 (SD = 0.921), interpreted as Agree. This suggests that collaborative and experiential learning practices are effectively promoted in many junior schools. However, teacher competency in utilizing instructional resources received mixed responses. While 73.3% of teachers agreed or strongly agreed, a relatively high standard deviation (SD = 1.435) and a mean of 2.55, interpreted as Disagree, indicate variation in teachers' confidence or actual ability to employ instructional tools effectively.

Finally, 63.3% of respondents agreed or strongly agreed that school managers effectively organize the use of digital and physical instructional resources such as smartphones, laptops, and computers, with a mean of 3.75 (SD = 1.281), interpreted as Agree. This suggests a generally positive perception of administrative efforts in resource organization, despite concerns about adequacy and relevance.

The findings agreed with Milligan and Tikly (2019) on understanding the role of learning and teaching materials between South Africa and Rwanda made a comparison between the two countries and showed that there were so much of assumptions about the contribution of teaching and learning resources on the learning process and its outcome in the two countries. The study found out that the learning resource centers were availed as they were regarded as vital for the process of teaching and learning. The resources were found to assist both the learners and the teachers in daily learning areas to enhance the development of competencies in learners in public primary schools. Further, the findings related with Machaba (2015) study on the utilization of teaching and learning materials in the teaching of mathematics in public pre-primary schools in South Africa, which established that learning in pre-primary schools was hampered by insufficient learning which was associated with lack of relevant instructional learning facilities.

According to responses from junior teachers in Laikipia County, the researcher used Regression analysis to find the influence of management of instructional resources on learners' achievement of core competencies in junior schools. The results were analysed in Table 17.

Table 17: Regression Analysis of Management of Instructional Resources and Learners' Achievement of Core Competencies in Junior Schools for Junior School Teachers.

R-square	Adjusted R square	R-square change	F change	df1	df2	sig. F change
.121a	.015	0.12	.015	4.061	1 78	0.063

F (1, 78) = 4.061, P<0.05 (Hypothesis accepted)

a predictor: (Constant) Management of instructional resources

From Table 17, a simple regression analysis was undertaken to evaluate and determine the influence of management of instructional resources on learners' achievement of core

competencies as perceived by junior school learner. The analysis output produced an R-square (R^2) value of 0.121, pointing out that approximately 12.1% of the variation in learners' achievement of CBE core competencies could be explained by the management of instructional resources. The Adjusted R-square value of 0.015 suggests that, after adjusting for the number of predictors, the explanatory power of the model slightly reduces, indicating a weak predictive relationship between the two variables.

The result of the F-change value of 4.061 with (1, 78) degrees of freedom and a significance level (Sig. F change) of 0.063 shows that the model was not statistically significant at the 0.05 critical level. This revealed that, although there is a positive relationship between the management of instructional resources and learners' achievement of core competencies, the effect is not strong enough to be considered statistically significant. The findings therefore, suggest that the management of instructional resources alone does not significantly predict learners' achievement of core competencies among junior school teachers in Laikipia County. The findings contradicted with ideas of UNESCO (2020) which viewed quality education as the inclusion of proper skills development, provision of important school infrastructure, resources, and equipment as well as the teaching force.

To assess the influence of management of instructional resources on learners' achievement of core competencies in junior school in Laikipia County. The researcher gave the descriptions of junior school head teachers' responses and reflected the results in Table 18.

Table 18: Junior School Head Teachers Responses on Management of Instructional Resources in Laikipia County.

Statements	N	SA f (%)	A f (%)	U f (%)	D f (%)	SD f (%)	Mean	Std Dev	Interpretation
I search on internet for video clips on use, care and maintenance of available instructional resources for effective achievement of learners' core competencies.	48	7 (14.6)	10 (20.8)	18 (37.5)	11 (22.9)	3 (6.3)	2.75	1.335	Undecided
Instructional resources I provided are relevant, sufficient and appropriate for achievement of learners' core competencies	48	19 (39.6)	12 (25.0)	3 (6.3)	8 (16.7)	7(14.6)	3.76	1.400	Agree
The instructional resources are enough to help learners achieve core competencies in learning my school.	48	8 (16.7)	7 (14.6)	10 (20.8)	16 (33.3)	8 (16.7)	2.81	1.554	Undecided
I train learners on how to care, operate and monitor digital devices for effective development of digital literacy.	48	5 (10.4)	17 (35.4)	13 (27.1)	6 (12.5)	7 (14.6)	3.65	1.120	Agree
I direct learners to share self-digital experiences and collaborate in group activities in class	48	8 (16.7)	3 (6.3)	14 (29.2)	8 (16.7)	15(31.3)	2.37	1.077	Disagree
I have competencies to utilize the instructional resources to enhance learners' attainment of core competencies.	48	16 (33.3)	14 (29.2)	4 (8.3)	4 (8.3)	10(20.8)	3.06	1.458	Undecided

As illustrated in Table 18, The study investigated Junior School Head Teachers' perceptions concerning the management of instructional resources in Laikipia County. The analysis focused on six statements that probed into different dimensions of utilization, adequacy, and competency of instructional resources. Respondents' responses were analysed using frequencies, percentages, means, and standard deviations to ascertain trends and attitudes prevailing among the respondents. The findings showed a generally moderate perception on the management and utilization of instructional resources. In the first statement that assessed whether head teachers searched the internet for video clips on use, care, and maintenance of instructional resources, 35.4% agreed (Strongly Agree = 14.6%, Agree = 20.8%), whereas 29.2% disagreed (Disagree = 22.9%, Strongly Disagree = 6.3%). A relatively high percent, 37.5%, were undecided. The computed mean score of 2.75 (SD = 1.335) indicated an "Undecided" interpretation. This implies that while some head teachers see the value of digital resources in enhancing instruction, quite a large number are not sure or do not frequently access online platforms to support professional and instructional needs. Such uncertainty could be due to either lack of sufficient digital skills, lack of access to the internet, or lack of institutional encouragement regarding integration of digital resources.

The research sought to probe whether the instructional resources in schools were relevant, sufficient, and appropriate for achieving learners' core competencies. A majority of 64.6% (Strongly Agree = 39.6%, Agree = 25.0%) agreed with the statement, while 31.3% (Disagree = 16.7%, Strongly Disagree = 14.6%) disagreed. Only 6.3% were undecided. The mean score of 3.76 (SD = 1.400) corresponded to an "Agree" interpretation, signifying that most head teachers viewed the resources as suitable for competency-based learning. However, the notable minority expressing disagreement signals disparities in the distribution and quality of instructional resources across schools within the county.

On the statement that investigated the sufficiency of instructional resources, analysis obtained an average of 2.81 with a standard deviation of 1.554, which is interpreted as "Undecided." Only 31.3% of the respondents affirmed that the instructional resources were adequate to assist learners in attaining the core competencies, while half of the

respondents disagreed. This means that most of the schools have a shortage of instructional materials, which may limit the implementation of CBC effectively. Further, some of these respondents who expressed uncertainty could be due to inconsistencies regarding the supply of resources or differences in school contexts, such as enrollment size and funding levels. On training learners to take care of, operate, and monitor digital devices, 45.8% of the head teachers agreed (Strongly Agree = 10.4%, Agree = 35.4%), 27.1% disagreed, and another 27.1% were undecided. An interpretation of "Agree" was denoted by a mean score of 3.65 (SD = 1.120). This result shows that there are several head teachers who do train their learners on digital literacy, but there are also many schools where digital training is sporadic or not happening at all. This could be owing to a lack of access to digital devices, proper training mechanisms, or ill-prepared teachers themselves.

While seeking to explore whether head teachers encouraged learners to share self-digital experiences and collaborate in group activities, the results showed weak engagement in digital collaboration, with only 23.0% (Strongly Agree = 16.7%, Agree = 6.3%) agreeing, and 48.0% (Disagree = 16.7%, Strongly Disagree = 31.3%) disagreeing. The mean score of 2.37 (SD = 1.077) corresponded to a "Disagree" interpretation. This finding implies that collaborative digital learning practices are yet to be fully integrated into classroom experiences. The fact that this was the lowest ranked of all the items assessed suggests that insufficient ICT infrastructure, limited exposure to the pedagogies involved, or a lack of institutional frameworks supportive of group-based technology learning may sustain low levels of engagement. Finally, the sixth statement examined teachers' competencies in using instructional resources. A majority of 62.5% (Strongly Agree = 33.3%, Agree = 29.2%) of head teachers regarded themselves as competent, while 29.1% (Disagree = 8.3%, Strongly Disagree = 20.8%) disagreed. The mean score of 3.06 (SD = 1.458) was interpreted as "Undecided." While the greater number of respondents seemed to express confidence in their competencies, a high standard deviation reflects large variability in the levels of competency among the head teachers. This large variability shows that, although several head teachers are highly competent in resource utilization, others still need further professional development if they are to support learners toward achieving set core competencies.

The study findings concur with those of Kim (2015) study on the input of teaching and learning resources on the learners' achievement in the department of library and information Science college of Information of the University of North Texas, who concluded that teachers supported the achievement of the learners by being provided with enough teaching and learning materials. additionally, the findings concurred with Machaba (2015) study on the utilization of teaching and learning materials in the teaching of mathematics in public pre-primary schools in South Africa, who established that learning in pre-primary schools was hampered by insufficient learning which was associated with lack of relevant instructional learning facilities

The researcher utilized Regression analysis to determine management of instructional resources on learners' achievement of core competencies in junior school in Laikipia County, as per junior school head teachers. The results were analysed in Table 19.

Table 19:Regression Analysis of Management of Instructional Resources and Learners' Achievement of Core Competencies in Junior Schools for Junior School Head Teachers.

R-square	Adjusted R square	R-square change	F change	df1	df2	sig.	F change
.116a	.013	0.16	.013	3.091	1	47	0.023

F (1, 47) = 3.091, P<0.05 (Hypothesis rejected)

a predictors (Constant) Management of instructional resources

From table 19, Basic regression analysis was conducted in a quest to establish the extent to which the management of instructional resources predicts learners' development of basic skills as perceived by head teachers in junior schools in Laikipia County. The regression equation had an R-square (R^2) of 0.116, which accounts for 11.6% of variation in learners' achievement for core competencies resulting from the management of instructional resources. This is a moderate relationship, implying that while learners' competency achievement has a relationship with the management of instructional resources, 88.4% of variation results from other factors.

The Adjusted R-square value of 0.013 reduces the model's explanatory power slightly after adjustment for sample size and number of predictors, confirming that the relationship, while present, is reasonably weak. The F-change value of 3.091 with (1, 47) degrees of freedom and the significance level of (Sig. F change) 0.023 indicates

that the model is significant at the 0.05 level. That is, instructional resource management significantly has a positive influence on learners' acquisition of CBE core competencies, according to head teacher. the results therefor revealed that effective instructional resource management significantly enhances students' achievement of CBE core competencies in junior school learners. However, the moderately low R-square value shows that instructional resource management alone cannot fully explain students' competency outcomes.

The findings correlated with ideas of UNESCO (2020) which viewed quality education as the inclusion of proper skills development, provision of important school infrastructure, resources, and equipment as well as the teaching force. The researcher established descriptive data from the sub-county directors on the management of instructional resources on learners' achievement of core competencies in Junior Schools in Laikipia County. The responses were described in excerpt 1.

Excerpt 1

Researcher: What are the interventions taken to ensure instructional resources are enough, appropriate and effective to support the achievement of the core competencies in learners in junior schools?

Respondent 1: *Some school administrators integrate in learning programmes the current digital devices such as computers and smart phones to apply digital literacy skills for communication and learning. The study findings related with concepts of Machaba (2015) study on the utilization of teaching and learning materials in the teaching of mathematics in public pre-primary schools in South Africa, who established that learning in pre-primary schools was hampered by insufficient learning which was associated with lack of relevant instructional learning facilities.*

Respondent 2: *Teachers are trained on how to improvise learning resources from locally available materials, handle digital devices to monitor learning and use computer based presentations when co-coordinating learning programmes in learning. The study findings related with the Kim (2015) study on the input of teaching and learning resources on the*

learners' achievement in the Department of Library and Information Science College of Information of the University of North Texas, who concluded that teachers supported the achievement of the learners by being provided with enough teaching and learning materials.

Researcher: What are the challenges and strengths in provision and utilization of instructional resources within the sub county?

Respondent 3: *Delayed learner capitations from national government to buy learners instructional materials remain a great challenge.* The findings concurred with a study of Machaba (2015) study on the utilization of teaching and learning materials in the teaching of mathematics in public pre-primary schools in South Africa, who established that learning in pre-primary schools was hampered by insufficient learning which was associated with lack of relevant instructional learning facilities.

Researcher: What is the level of provision and use of technology in junior schools in the sub county?

Respondent 1: *Some junior schools are well equipped with technological advancement in learning processes.* The findings were in line with view of Ondimu (2018) descriptive study who noted that the failure of teachers effectively develop and nurtured the learners' competencies due to lack of information communication technology competency among teachers and inadequate instructional materials t utilized for the benefit of learners.

Most of the data analysis results implied that management of instructional resources had influence on learners' achievement of core competencies in Laikipia County.

4.5.1 Hypothesis Testing on Influence of Management of Instructional Resources on Learners' Achievement of Core Competencies in Laikipia County

The first objective was to determine influence of management of instructional resources on learners' achievement of core competencies in junior schools in Laikipia County. The null hypothesis one stated that in Laikipia County, there was no statistically significant influence of management of instructional resources on learners' achievement of core competencies.

Table 20: Overall Regression analysis of Management of Instructional Resources and Learners' Achievement of Core Competencies

R-square	Adjusted R square	R-square change	F change	df1	df2	sig. F change	
.118a	.018	0.12	.017	4.071	1	285	0.040

F (1, 285) = 4.071, P<0.05 (Hypothesis rejected)

a predictors: (Constant) Management of instructional resources

As indicated in Table 20, a general simple regression test was conducted to determine the influence of instructional resources management on the acquisition of core competencies among all the respondent groups (class representatives, junior school teachers, and head teachers) in Laikipia County junior schools. The result yielded an R-square (R^2) of 0.118, suggesting that approximately 11.8% of learners' variance in attaining the core competencies is accounted for by instructional resources management. This indicates a weak but positive relationship between the two variables. Adjusted R-square of 0.018 is clear evidence that even after sample size and number of predictors have been adjusted, the model maintains a trivial explanatory power, pointing to other determining factors as well for CBE core competency attainment. The significance of 4.071 for F-change with (1, 285) degrees of freedom and a significance level (Sig. F change) of 0.040 indicates that the model is significant at the 0.05 level. This indicates that instructional resource management significantly contributes to learners' acquisition of CBE core competencies in junior schools. The findings correlated with ideas of UNESCO (2020) which viewed quality education as the inclusion of proper skills development, provision of important school infrastructure, resources, and equipment as well as the teaching force.

4.6 Teachers-parents Collaboration and Learners' Achievement of Core Competencies in Junior Schools in Laikipia County.

The second objective of the study sought to determine the influence of teachers-parents Collaboration on learners' achievement of core competencies in junior schools in Laikipia County. The data were qualitatively and quantitatively analysed and findings were recorded. The researcher sought to establish junior school class representatives' responses on influence of Teachers-parents Collaboration on learners' achievement of core competencies in Junior Schools in Laikipia County. The data was analysed and findings recorded in Table 21. The responses were rated as: Strongly agree (SA) Agree (A) Undecided (U) Disagree (D) and Strongly disagree (SD).

Table 21: Junior School Class Representatives' Responses on Teachers-parents Collaboration in Laikipia County

Statements	N	SA f (%)	A f (%)	U f (%)	D f (%)	SD f (%)	Mean	Std Dev	Interpretation
School administration organizes teachers-parents collaboration to monitor our achievement of core competencies.	156	18 (11.5)	60 (38.5)	56 (35.9)	12 (7.7)	10 (6.4)	2.55	1.435	Disagree
There is regular communication between parents and teachers to support my learning at home	156	71 (20.8)	17 (13.2)	47 (18.9)	11 (20.8)	10 (26.4)	3.81	1.494	Agreed
My parent and teachers often discuss and monitor my progress at school to help me achieve core competencies.	156	15 (9.6)	56 (35.9)	25 (16.0)	39 (25.0)	21 (13.5)	2.77	1.717	Undecided
My parents help me to do school projects and homework for effective achievement of core competencies.	156	22 (3.8)	18 (34.0)	47 (24.5)	46 (11.3)	23 (26.4)	2.47	1.281	Disagreed
School administrators coordinate with parents in immediate environment for provision of learning materials to enable us achieve desired core competencies.	156	35 (22.4)	37 (23.7)	10 (6.4)	20 (12.8)	54 (34.6)	3.54	1.581	Agreed
School administrators under the role of teachers-parents collaboration, develop and supervise our core competences like self-efficacy and creativity.	156	31 (19.9)	16 (10.3)	26 (16.7)	40 (25.6)	43 (27.6)	2.01	1.345	Disagree

In Table 21, findings on teachers–parents collaboration reveal mixed perceptions among junior school class representatives in Laikipia County. Regarding whether the school administration organizes teachers–parents’ collaboration to monitor learners’ achievement of core competencies, most respondents were non-committal, with 38.5% agreeing and 35.9% remaining undecided. A smaller proportion, 14.1%, disagreed,

resulting in a mean score of 2.55 ($SD = 1.435$), which indicates a general disagreement. This suggests that although some schools make efforts to engage parents in monitoring learners' progress, such collaboration is not consistent across institutions. The findings were in line with a survey study conducted by Hornby and Lafaele (2018), who opined that parental participation is an important element in education that can only be achieved through teacher-parent collaboration, such as parents getting involved in issues such as listening to the child as they read, helping them in completing their homework as well as school-based activities

On the statement that there is regular communication between parents and teachers to support learning at home, a majority of learners agreed (20.8%) strongly agreed and 13.2% agreed, leading to a mean of 3.81 ($SD = 1.494$). This reflects that effective communication between teachers and parents exists in some schools, facilitating learner support at home and enhancing achievement of core competencies. The study findings related with a descriptive-survey study by Ule and du Bois-Reymond (2015) in Europe who observed that parental and family collaborations with teachers had an impact on literacy outcomes for their children.

When asked whether parents and teachers often discuss and monitor learners' progress to help achieve core competencies, responses were more varied. While 45.5% agreed, a considerable proportion (38.5%) either disagreed or strongly disagreed, and 16% were undecided. In relation to parental support with school projects and homework, 34% of learners agreed that their parents assist them, while 37.7% disagreed or strongly disagreed. The mean score of 2.47 ($SD = 1.281$) suggests general disagreement, implying that parental involvement in homework and projects remains limited. This could hinder the full realization of competency-based learning outcomes, which rely heavily on home-school collaboration. The findings concurred with views of Koch (2018), which established that some parents have very little time at their disposal to attend to their children's educational issues. The study also noted that inflexible work schedules for parents can also result in hindering the parents' involvement in their children's achievement, especially in cases of those with busy work schedules.

Concerning the coordination between school administrators and parents in the provision of learning materials, most learners agreed (46.1%), while 47.4% disagreed or remained undecided. The mean score of 3.54 (SD = 1.581) shows an overall agreement, suggesting that in many cases, school administrators work collaboratively with parents to provide resources that support the development of the CBE core competencies in junior school learners. Finally, on whether school administrators, through teachers–parents’ collaboration, develop and supervise learners’ core competencies such as self-efficacy and creativity, the responses leaned toward disagreement. Only 30.2% agreed, while a majority (53.2%) disagreed or strongly disagreed. The mean score of 2.01 (SD = 1.345) indicates a general disagreement, suggesting that the role of administrators in supervising the development of specific competencies through parent–teacher partnerships remain weak.

The researcher utilized Regression analysis to determine influence of teachers-parents’ collaboration on learners’ achievement of core competencies in junior school in Laikipia County, as per responses of class representatives. The results were analysed in Table 22.

Table 22: Regression Analysis of Teachers-Parents Collaboration and Learners’ Achievement of Core Competencies in Junior Schools for Class Representatives

R-square	Adjusted R square	R-square change	F change	df1	df2	sig.	F change
.122a	.016	0.12	.016	4.041	1	155	0.071

F (1, 155) = 4.041, P<0.05 (Hypothesis accepted)

a predictors: (Constant) Teachers-parents collaboration

From Table 22, regression analysis for determining the influence of teachers–parents’ collaboration on students’ acquisition of key competencies in junior schools according to class representatives’ reports. The findings indicate that the model displayed an R-square of 0.122, indicating that teachers–parents collaboration accounted for approximately 12.2% of the variability in students’ acquisition of key competencies. This means that while teacher-parent cooperation facilitates learners’ attainment of competency, its impact is usually small, and other factors are responsible for the remaining 87.8% of the variance.

The adjusted R-square value of 0.016 gives a further adjustment of the model by taking into consideration both the sample size and the number of predictors. This small value indicates that after adjusting for potential estimation bias, teachers–parents collaboration explains only about 1.6% of the variation in students' development of core competencies. The F-change statistic of 4.041 with (1, 155) degrees of freedom and corresponding significance (p-value) of 0.071 indicates that the model was not significant at the 0.05 confidence level.

These findings imply that, although there is a positive relationship of teachers–parents' collaboration with students' acquisition of key competencies, the relationship is weak and not statistically significant. This can suggest that parent-teacher collaboration practices in junior schools are either sporadic or not sufficiently structured to have a strong measurable impact on students' competency attainment. It may also mean that there are additional home-related or school-level variables such as administrative leadership, instructional materials, or student motivation that exert a more pervasive impact on achievement in the Competency-Based Education (CBE) framework. The findings opposed the ideas of Hill and Taylor (2014) in US on impact of parental school involvement on children's academic achievement who affirmed that collaboration of parents and teachers could enhance student success academically.

The researcher sought to determine teachers' responses on the influence of teachers–parents' collaboration on the achievement of learners' core competencies in Laikipia County. The data were analysed and findings recorded in Table 23. The responses were rated as: Strongly agree (SA) Agree (A) Undecided (U) Disagree (D) and strongly disagree (SD).

Table 23: Junior School Teachers Responses on Teachers-parents Collaboration in Laikipia County

Statements	N	SA f (%)	A f (%)	U f (%)	D f (%)	SD f (%)	Mean	Std Dev	Interpretation
There is regular communication between parents and teachers to support development of learners' key core competences at home.	79	8 (10.1)	18 (22.8)	24 (30.4)	19 (20.1)	10 (12.7)	3.62	1.513	Agree
School administrators coordinate with parents in immediate environment for provision of learning materials to enable them achieve desired core competencies.	79	9 (11.4)	47 (59.5)	6 (7.5)	15 (19.0)	2 (2.5)	3.74	1.448	Agree
Collaboration between parents and teachers encourage learner participation in co-curricular activities which contributes significantly in holistic development of CBE competencies.	79	3 (3.8)	10 (12.7)	15 (19.0)	39 (49.4)	12 (15.2)	3.42	1.418	Agree
Parent and teachers often discuss learners' progress at school to help them achieve core competencies.	79	50 (63.2)	6 (7.6)	8 (10.1)	5 (6.3)	10 (12.7)	2.83	1.558	Undecided
School administrators under the role of teachers-parents collaboration, develop and supervise their core competences like self-efficacy and creativity.	79	8 (10.1)	6 (7.6)	50 (63.2)	7 (8.9)	8 (10.1)	2.62	1.200	Undecided
School administration organizes teachers-parents collaboration to monitor learners' achievement of core competencies.	79	17 (21.5)	19 (24.1)	28 (35.4)	10 (12.7)	5 (6.3)	3.61	1.205	Agree
Parents take part in values and life skills development of their children to facilitate achievement of core competencies in learners.	79	3 (3.8)	10 (12.7)	15 (19.0)	39 (49.4)	12 (15.2)	2.83	1.558	Undecided
Learners whose parents are actively involved in their children education tend to achieve higher in CBE core competencies.	79	13 (16.5)	10 (12.7)	44 (55.7)	4 (5.1)	8 (10.1)	3.43	1.418	Agree

The findings in Table 23 established mixed perceptions among junior school teachers in Laikipia County regarding the influence of teachers–parents’ collaboration on the learners’ achievement of CBE core competencies. About whether there is regular communication between parents and teachers to support the development of learners’ key competencies at home, 10.1% of teachers strongly agreed, 22.8% agreed, while 30.4% were undecided. However, 20.1% disagreed and 12.7% strongly disagreed. The statement recorded a mean of 3.62 (SD = 1.513), denoting that respondents generally agreed that there was some level of communication between teachers and parents. The study findings correlated with views of Hornby and Lafaele (2018) who emphasized that parental participation is an important element in education that can only be achieved through teacher-parent collaboration, such as parents getting involved in issues such as listening to the child as they read, helping them in completing their homework, as well as school-based activities.

On whether school administrators coordinate with parents in the immediate environment to provide learning materials to help learners achieve desired core competencies, (59.5%) of the teachers agreed, and 11.4% strongly agreed. Meanwhile, 7.5% were undecided, 19.0% disagreed, and 2.5% strongly disagreed. This item had a mean of 3.74 (SD = 1.448), illustrating an agreement that administrators engage parents in resource provision to enhance learners’ competencies. To evaluate whether collaboration between parents and teachers encourages learner participation in co-curricular activities contributing to holistic development of CBE competencies, 12.7% agreed, 3.8% strongly agreed, while a significant portion—49.4%—disagreed, and 15.2% strongly disagreed. Only 19.0% were undecided. With a mean of 3.42 (SD = 1.418), this reflects moderate agreement, though responses were divided, suggesting the need for stronger collaboration in co-curricular engagement. The findings were interrelated with a survey study conducted by Hill and Taylor (2014) in US on impact of parental school involvement on children's academic achievement who affirmed that collaboration of parents and teachers could enhance student success academically.

Concerning whether parents and teachers often discuss learners' progress to help them achieve core competencies, 63.2% strongly agreed, 7.6% agreed, while 10.1% were undecided. In contrast, 6.3% disagreed and 12.7% strongly disagreed. Despite the majority's positive responses, the mean of 2.83 ($SD = 1.558$) was established. The results revealed an undecided stance, implying that there were inconsistent communication practices across schools. In assessing whether school administrators, under teachers–parents' collaboration, develop and supervise learners' core competencies such as self-efficacy and creativity, 10.1% strongly agreed, 7.6% agreed, while most respondents (63.2%) were undecided. About 8.9% disagreed, and 10.1% strongly disagreed. The mean score of 2.62 ($SD = 1.200$) shows that teachers were uncertain, suggesting limited awareness or weak implementation of such collaborative supervision.

Regarding whether school administration organizes teachers–parents' collaboration to monitor learners' achievement of core competencies, 21.5% strongly agreed and 24.1% agreed, while 35.4% were undecided. However, 12.7% disagreed and 6.3% strongly disagreed. The mean of 3.61 ($SD = 1.205$) indicates agreement, implying that most schools attempt to organize collaborative monitoring of learner progress. For the item stating that parents take part in values and life skills development of learners to enhance achievement of core competencies, 3.8% strongly agreed, 12.7% agreed, 19.0% were undecided, 49.4% disagreed, and 15.2% strongly disagreed. The mean of 2.83 ($SD = 1.558$) indicates an undecided perception, highlighting weak parental involvement in value-based education and life skills development. The findings were in line with views of Christenson and Reschly, 2015 affirmed that collaboration between parents and teachers was a powerful tool for addressing behavioral challenges for effective learning.

Finally, as to whether learners whose caregivers are actively involved in their education tend to achieve higher in CBE core competencies, 16.5% strongly agreed, 12.7% agreed, 55.7% were undecided, 5.1% disagreed, and 10.1% strongly disagreed. With a mean of 3.43 ($SD = 1.418$), respondents generally agreed that parental involvement positively influences learners' achievement of CBE competencies. The study findings were supported by a descriptive-survey study

Koch (2018) who noted that some parents have very little time at their disposal to attend to their children's educational issues. The study also established that inflexible work schedules for parents could also result in hindering the parents' involvement in their children's achievement, especially in cases of those with busy work schedules.

Generally, the results show that teachers agree that collaboration between teachers and parents contributes to learners' achievement of CBE core competencies in Laikipia County. However, the percentages of undecided responses (ranging from 19% to 63%) across the administered questionnaires suggest that this collaboration is inconsistent or insufficiently institutionalized in many schools. The mean scores (ranging from 2.62 to 3.74) indicate a moderate level of agreement overall, implying that while collaboration initiatives exist, their implementation and impact vary across schools. The researcher utilized Regression analysis to determine the influence of teachers-parents collaboration on learners' achievement of core competencies in junior school in Laikipia County, as per the responses of teachers. The results were analysed in Table 24.

Table 24: Regression Analysis of Teachers-Parents Collaboration and Learners' Achievement of Core Competencies in Junior Schools for Junior Teachers

R-square	Adjusted R square	R-square change	F change	df1	df2	sig. F change
.112a	.012	0.11	.012	4.036	1 78	0.032

F (1, 78) = 4.036, P<0.05 (Hypothesis rejected)

a predictors: (Constant) Teachers-parents collaboration

From Table 24, the regression results show that teachers–parents collaboration accounted for 11.2% ($R^2 = 0.112$) of variation in junior school teachers' acquisition of CBE core competencies by learners. However, by altering the sample size and number of predictors, the adjusted R^2 reduced to 0.012, implying that 1.2% of the variation in learners' attainment can be explained by teachers–parents' collaboration consistently. The F-change of 4.036 with $df(1,78)$ and $p = 0.032$ (<0.05) shows that statistically, the model was significant. This implies that teachers–parents' collaboration has a weak positive but significant effect on learners' achievement of basic competencies. Despite the low magnitude of the relationship, it shows that enhancing coordination between parents and teachers has the ability to considerably enhance learners' uptake of the

Competency-Based Education (CBE) basic competencies in junior schools. The findings correlated with ideas of Hill and Taylor (2014) in US on impact of parental school involvement on children's academic achievement who affirmed that collaboration of parents and teachers could enhance student success academically. The researcher intended to investigate the influence of teachers-parents collaboration on Learners' achievement of core competencies in Junior Schools in Laikipia County. The findings from junior school teachers were analysed and recorded in Table 25: The responses were rated as: Strongly agree (SA) Agree (A) Undecided (U) Disagree (D) and Strongly disagree (SD)

Table 25: Junior school Head Teachers Responses on Teachers-Parents Collaboration in Laikipia

Statements	N	SA f (%)	A f (%)	U f (%)	D f (%)	SD f (%)	Mean	Std Dev	Interpretation
I and learners volunteer in coordinating community service delivery to effectively instill in them key core competencies.	48	5 (10.4)	16 (33.3)	12 (25.0)	6 (12.5)	9 (18.8)	3.64	1.424	Agreed
I co-ordinate teachers-parents collaboration to monitor learners' problem solving skills.	48	19 (39.6)	12 (20.0)	6 (12.5)	8 (15.1)	3 (6.3)	3.08	1.415	Undecided
I organize learners in sensitizing community and families on activities that promote their critical thinking and creativity.	48	7 (14.6)	10 (20.8)	16 (33.3)	6 (12.5)	9 (18.8)	2.04	1.458	Disagreed
I guide Parents to help learners' do school projects and homework for effective achievement of core competencies	48	15 (31.3)	8 (16.7)	7 (14.6)	9 (18.8)	9 (18.8)	3.36	1.258	Undecided
Parents take part in values and life skills development of their children to facilitate achievement of core competencies in learners.	48	4 (8.3)	6 (12.5)	24 (50.0)	5 (10.4)	9 (18.8)	4.19	1.164	Agreed
Learners whose parents are actively involved in their children education tend to achieve higher in CBE core competencies.	48	5 (10.4)	13 (27.1)	17 (35.4)	6 (12.5)	7 (14.6)	4.02	1.580	Agreed

From findings in Table 25 several junior school head teachers (33.3%) agreed that they volunteered learners in coordinating community service delivery to effectively instill in them key core competencies, 12.5% disagreed, 25.0% were undecided and 18.8% strongly disagreed. Several junior school head teachers (39.6%) agreed that they coordinated teachers-parents collaboration to monitor learners' problem-solving skills, 12.5% were undecided while 20.0% agreed. The findings were in agreement with views of Hill and Taylor (2014) in US on impact of parental school involvement on children's academic achievement who affirmed that collaboration of parents and teachers could enhance student success academically. Some junior school teachers (20.8%) agreed that junior school head teachers organized learners in sensitizing community and families on activities that promote their critical thinking and creativity, 33.3% were undecided while 12.5% disagreed.

A good number of junior school teachers (24.6%) strongly agreed that junior school head teachers guided parents to help learners' do school projects and homework for effective achievement of core competencies, 18.6% were undecided while 7.6% strongly disagreed. The study findings were in agreement with Ule and du Bois-Reymond (2015) in Europe who observed that parental and family collaborations with teachers had an impact on literacy outcomes for their children. Majority of junior school teachers 31.3% strongly agreed that parents took part in values and life skills development of their children to facilitate achievement of core competencies in learners, 14.6% were undecided while 16.7% agreed. The findings concurred with study of Koch (2018) who came to conclusion that some parents had very little time at their disposal to attend to their children's educational issues. The study also noted that inflexible work schedules for parents could also result in hindering the parent's involvement in their children's achievement especially in cases for those with busy work schedules. Some junior school teachers (27.1%) agreed that learners whose parents are actively involved in their children education tend to achieve higher in CBE core competencies, 35.4% were undecided while 12.5% disagreed.

Table 26: Regression Analysis of Teachers-Parents Collaboration and Learners' Achievement of Core Competencies in Junior Schools for Head Teachers

R-square	Adjusted R square	R-square change	F change	df1	df2	sig. F change
.113a	.013	0.15	.013	3.981	1 47	0.039

F (1, 47) = 3.981, P<0.05 (Hypothesis rejected)

a predictors: (Constant) Teachers-parents collaboration

From Table 26, since p-value (0.039) is less than critical value (0.05), researcher rejected the null hypothesis and retained alternative hypothesis. Therefore, the researcher established that there was significant influence of teachers-parents collaboration on learners' achievement of core competencies in junior schools. The findings were in line with view of Hill and Taylor (2014) in US on impact of parental school involvement on children's academic achievement who affirmed that collaboration of parents and teachers could enhance student success academically.

4.6.1 Hypothesis Testing on Influence of Teachers-parents Collaboration on Learners' Achievement of Core Competencies in Junior Schools in Laikipia County

The second objective was to determine whether teachers-parents collaboration influence learners' achievement of core competencies in junior schools in Laikipia County. The second null hypothesis established that there was no statistical significance influence of teachers-parents collaboration on management of primary school curriculum implementation, in Laikipia County. The researcher utilized Regression analysis to determine overall influence of teachers-parents collaboration on learners' achievement of core competencies in junior school in Laikipia County. The results were analysed in Table 27.

Table 27: Overall Regression Analysis of Teachers-Parents Collaboration and Learners' Achievement of Core Competencies

R-square	Adjusted R square	R-square change	F change	df1	df2	sig. F change
.116a	.019	0.14	.019	3.058	1 285	0.040

F (1, 285) = 3.058, P<0.05 (Hypothesis rejected)

a predictors: (Constant) Teachers-parents collaboration

From Table 27, the overall regression analysis indicated that 11.6% ($R^2 = 0.116$) of the variance in students' achievement of CBE core competencies in junior schools was explained by teachers-parents' collaboration. After adjusting for the number of predictors and sample size, the adjusted R^2 decreased to 0.019, indicating that about

1.9% of the variance in students' achievement can be explained with confidence by teachers–parents' collaboration. F-change value of 3.058 with $df(1,285)$ and a significance level of 0.040 ($p < 0.05$) shows that the model is statistically significant. The implication is that teachers–parents' collaboration has a significant positive impact on learners' acquisition of core competencies. The findings imply that while teacher-parent partnership accounts for improved learner results under the Competency-Based Education (CBE), other factors can account for the overall acquisition of learners' core competencies to a larger extent.

The researcher established descriptive data from the sub county directors on teacher-parent collaborations on learners' achievement of core competencies in Junior Schools in Laikipia County. The responses were described in excerpt 2.

Excerpt 2

Researcher: What is the importance of parent-teacher collaboration in relation to achievement of learners' core competencies in junior schools in the sub county?

Respondent 1: *Teachers-parents collaboration promotes management of curriculum implementation, by encouraging them to work voluntarily in school activities to develop key core competencies.* The study findings were supported by a study of Hornby and Lafaele (2018) who opined that parental participation is an important element in education that can only be achieved through teacher-parent collaboration, such as parents getting involved in issues such as listening to the child as they read, helping them in completing their homework as well as school-based activities.

Respondent 2: *Teacher-parent collaboration helps learners apply their learning experiences in community service-delivery and observe individual safety measures in a community setup so as to develop learners' core competences like self-efficacy and creativity in learning processes.* The findings interrelated with views of Ule and du Bois-Reymond (2015) in Europe who observed that parental and family collaborations with teachers had an impact on literacy outcomes for their children.

Researcher: What challenges do parents face to collaborate with teachers in assisting the learners to achieve the core competencies?

Respondent 3: *Some parents are uncooperative in issues related to learner project work that may significantly influence achievement of core competencies.*

Researcher: What strategies have your office put in place to ensure effective parental involvement in various school activities?

Respondent 1: *We have involved both teachers and parents in induction workshops to sensitize them of their roles and need to work as team to boost learner education.* The findings concurred the view of Hill and Taylor (2014) in US on impact of parental school involvement on children's academic achievement who affirmed that collaboration of parents and teachers could enhance student success academically.

Researcher: What strategies has the office used to ensure the parents assist learners in the assignments, molding their children's characters and be the first educators considering their low literacy levels?

Respondent 2: *We direct school administrators to involve parents in disciplining learners and guide them on how to assist learners where necessary to do their assignment.* The findings were supported by ideas of Hornby and Lafaele (2018) who opined that parental participation is an important element in education that can only be achieved through teacher-parent collaboration, such as parents getting involved in issues such as listening to the child as they read, helping them in completing their homework as well as school-based activities.

4.7 Staffing in Junior School and Learners' Achievement of Core Competencies

The third objective of the study sought to determine influence of staffing in junior school on learners' achievement of core competencies in Junior Schools in Laikipia County. The data were qualitatively and quantitatively analysed and findings recorded. The researcher sought to establish influence of staffing in junior school on learners' achievement of core competencies in Junior Schools from class representative in Laikipia County. The responses were rated as: Strongly agree (SA) Agree (A) Undecided (U) Disagree (D) and Strongly disagree (SD). The results were analysed in Table 28.

Table 28: Junior School Class Representatives Responses on Staffing of Junior School in Laikipia County

Statements	N	SA f (%)	A f (%)	U f (%)	D f (%)	SD f (%)	Mean	Std Dev	Interpretation
My school has enough teachers to cover all the CBE learning areas.	156	17 (10.9)	33 (21.2)	57 (36.5)	16 (10.3)	33 (21.2)	4.50	1.318	strongly Agreed
School administrators have organized avenue for free teacher-learner interaction for effective development of our core competencies.	156	51 (32.7)	13 (8.3)	19 (12.2)	59 (37.8)	14 (9.0)	2.65	1.483	Undecided
Our teachers ensure manageable class sizes that allow effective interaction with us.	156	53 (34.0)	29 (18.6)	33 (21.2)	21 (13.5)	20 (12.8)	3.83	1.483	Agreed
Our teachers identify and monitor what we can learn and how best we can achieve core competencies after normal school hours remedial.	156	24 (15.4)	61 (39.1)	27 (17.3)	23 (14.7)	21 (13.5.0)	2.55	1.139	Disagreed
Our teachers evaluate our different ideas to conform and monitor our limit of making correct decisions in problem solving in real life situation.	156	17 (10.9)	43 (27.6)	23 (14.7)	25 (16.0)	48 (38.8)	3.50	1.318	Agreed
Our teachers organize self-learner individualized learning activities like free play for effective development of our core competencies.	156	24 (15.4)	16 (10.3)	67 (42.9)	12 (7.7)	37 (23.7)	3.10	1.483	Undecided
Our teachers support us in co-curriculum activities to enhance our core competent skills like teamwork, leadership and innovation	156	45 (28.8)	31 (19.9)	15 (9.6)	18 (11.5)	47 (30.1)	3.15	1.330	Undecided

The findings on class representatives' beliefs regarding junior schools' staffing in Laikipia County show varying views on the sufficiency of teachers and involvement in developing students' core competencies in CBE. In response to whether or not the schools have enough teachers to manage all CBE learning areas, 32.1% (10.9% SA, 21.2% A) agreed, while a large majority (36.5%) were not sure and 31.5% disagreed (10.3% D, 21.2% SD). Although the mean score of 4.50 ($SD = 1.318$) has a "strongly agreed" meaning, the high percentage of uncertainty shows that most learners might not be certain about staffing adequacy. The response findings differed with those of UNICEF (2019) which noted that the shortage of teachers in Madagascar was so rampant that the average class size had over 68 students. The shortage had a negative impact on the academic achievements and completion rates of learners.

Regarding channels for teacher–learner dialogue, 41% (32.7% SA, 8.3% A) of the participants agreed that administrators have given such channels, whereas 46.8% (37.8% D, 9.0% SD) disagreed, providing a mean of 2.65 ($SD = 1.483$), interpreted as uncertainty. This implies that learners perceive few structured opportunities for interaction in addition to standard instruction. For effective class sizes statement, 52.6% (34.0% SA, 18.6% A) agreed that teachers conduct classes that favor proper interaction and 26.3% (13.5% D, 12.8% SD) disagreed, which gave a mean of 3.83 ($SD = 1.483$) indicating overall agreement. It indicates most students feel that their teachers have effective class sizes for individual attention. When asked if instructors acknowledge and monitor pupils' progress beyond class hours through remedial lessons, 54.5% (14.7% D, 13.5% SD, and 17.3% U) disagreed or were undecided, but a paltry 54.5% agreed (15.4% SA, 39.1% A). The mean of 2.55 ($SD = 1.139$), equivalent to disagreed, suggests little post-class academic support.

On whether teachers evaluate students' ideas to guide decision-making in real-life contexts, 38.5% (10.9% SA, 27.6% A) agreed compared to 54.8% disagreeing or uncertain. The mean of 3.50 ($SD = 1.318$) shows moderate agreement, implying that teachers do so to some degree but not necessarily. Regarding the planning of personal activities such as free play, 25.7% (15.4% SA, 10.3% A) agreed, 31.4% (7.7% D, 23.7% SD) disagreed, and 42.9% were uncertain. The average of 3.10

(SD = 1.483), which is to be uncertain, indicates uncertainty among students about such personalized approaches. Finally, concerning teacher support for co-curricular activities, 48.7% (28.8% SA, 19.9% A) agreed that the teachers support them to learn teamwork, leadership, and innovation skills, while 41.6% disagreed (11.5% D, 30.1% SD). The mean of 3.15 (SD = 1.330), interpreted as undecided, shows that teacher support for co-curricular participation is perceived as inconsistent.

In general, the findings suggest that despite moderately well controlled class sizes, staffing sufficiency, intended teacher learner interaction, customized learning, and regular co-curricular follow-up have notable gaps in them. This suggests that staffing capacity improvement and ensuring greater teacher involvement can assist in promoting CBE core competencies in junior schools. The study findings related with ideas of Leone et al (2016) quantitative study on teacher quality and its impact on student achievement who observed that disparities in staffing due to biasness in funding across school districts, led challenges in attracting and retaining qualified teachers in underserved areas. The researcher utilized Regression analysis to determine Influence of Staffing in junior school on learners' achievement of core competencies in junior school in Laikipia County, as per responses of class representatives. The results were analysed in Table 29.

Table 29: Regression Analysis of Staffing in Junior School and Learners' Achievement of Core Competencies in Junior Schools for Class Representative

R-square	Adjusted R square	R-square change	F change	df1	df2	sig.	F change
.116a	.012	0.15	.012	4.054	1	155	0.045

F (1, 155) = 4.054, P<0.05 (Hypothesis rejected)
a predictors: (Constant) Staffing in junior school

From Table 29, since p-value (0.045) is less than critical value (0.05), researcher rejected the null hypothesis and retained alternative hypothesis. Therefore, the researcher established that there was influence of staffing in junior school on learners' achievement of core competencies in junior schools. The findings correlated with ideas of Leone et al (2016) quantitative study on teacher quality and its impact on student achievement who observed that disparities in staffing due to biasness in funding across school districts, led to challenges in attracting and retaining qualified teachers in underserved areas.

To illustrate the influence of staffing on the achievement of core competencies among junior school learners. the research presented analysis as recorded in Table 30. The responses were rated as: Strongly agree (SA) Agree (A) Undecided (U) Disagree (D) and Strongly disagree (SD).

Table 30: Junior School Teachers Responses on Staffing in Junior School in Laikipia County

Statements	N	SA f (%)	A f (%)	U f (%)	D f (%)	SD f (%)	Mean	Std Dev	Interpretation
We teach the learning area we were trained in universities or colleges for effective development of learner core competencies.	79	11(13.9)	21 (26.6)	9 (11.4)	10 (12.7)	28 (35.4)	2.78	1.453	Undecided
Appropriate teacher-student ratio is maintained in our school to facilitate achievement of learner CBE competencies.	79	16(20.3)	17 (21.5)	13 (16.5)	26 (32.9)	9 (11.4)	3.52	1.489	Agreed
Staff professional development is organized and aligned with needs of CBE to enhance development of learners' core competencies.	79	1(1.3)	11 (13.9)	18 (22.8)	17 (21.5)	32 (40.5)	3.07	1.356	Undecided
We organize learner engagement in collaborative learning activities like debating, club and societies for effective development of core competencies.	79	16(20.3)	13 (16.5)	29 (36.7)	14 (17.7)	7 (8.9)	3.18	1.415	Undecided
The current staffing level is adequate to support achievement of CBE core competencies.	79	5(6.3)	6(7.6)	42 (53.2)	16 (20.3)	10 (12.7)	3.87	1.458	Agree
We ensure manageable class sizes that allow effective interaction with the learners for proper development of core competences.	79	2 (2.5)	12 (15.2)	14 (17.2)	13 (16.5)	38 (48.1)	2.57	1.356	Disagreed
We identify and organize what a learner can learn and how best can do it after normal school hours remedial for effective development core competencies.	79	9(11.4)	17 (21.5)	13 (16.5)	16 (20.3)	26 (32.9)	3.47	1.258	Agreed
We evaluate different learners' ideas to conform and monitor their limit of the knowledge in making correct decisions in problem solving.	79	8 (10.1)	16 (20.3)	11 (39.9)	13 (16.5)	31 (39.2)	3.58	1.164	Agreed

In Table 30, The results concerning staffing of junior schools in Laikipia County, as they have been presented by the junior school teachers, indicate that divergent sentiments prevail regarding teachers' qualification, sufficient staffing level, and involvement in enhancing learners' core competences as envisaged by the Competency-Based Education (CBE). With respect to whether teachers teach the learning areas they were taught in universities or colleges, less than half (40.5%) of junior school teachers (13.9 SA and 26.6 A) agreed, while over half 48.1% (12.7 D, 35.4 SD) were in disagreement. 11.4 were, however, undecided on this matter. The mean of 2.78 (SD = 1.453) indicates an undecided situation, thus implying that many teachers teach subjects outside their area of specialization, which must necessarily limit their sphere of effectiveness to such an extent as not to enhance the core competences of learners.

The findings were supported by a case study by Trilling and Fade (2019) in the United States comprising a sample size of 43 respondents who were mainly teachers aged 19-23 years on developing assessments for competencies of collaborative, problem-solving skills, communication, and ICT literacy in learners in junior schools who established that achievement of competencies in learners was influenced by the qualifications of teachers, ratios of learners to teachers and the availability of the resources in the learning institutions. Regarding whether an appropriate teacher–learner ratio is maintained, the result showed that 41.8% (20.3% SA, 21.5% A.) approved, while somewhat larger proportions (44.3%) (32.9% D, 11.4% SD) disapproved. Those undecided with respect to this question were 16.5%. In terms of the mean of 3.52 (SD = 1.489), which is interpreted as "agreed", a moderately favorable impression is created and means that in some schools, some classes are in reasonably manageable units for effective teaching-learning.

In terms of professional progress opportunity for teachers relative to those presented by the needs of CBE, only a moderate proportion of 15.2% (1.3% SA, 13.9%A) agreed, while a large majority of 62% (21.5% D, 40.5% SD) disagreed, and the remaining undecided 22.8.%. The mean of 3.07 (SD = 1.356), considered undecided, meant that teachers saw little or no opportunity for continued

professional development oriented toward the active operation of CBE. The findings were in line with Nsengimana and Nkundabakura (2021) descriptive survey study to examine the correlation between school profiles and learners' attainment of core competencies in Kigali, Rwanda, utilizing a sample size of 40 respondents who indicated that variations in the achievement competencies by the learners were caused by differences in the teachers' professional development, differences in the teaching and learning resources and differences in the infrastructural capacity of the different junior schools. Regarding the organization of co-operative learning activities such as clubs and debates, the proportion in agreement were 36.8% (20.3% SA and 16.5% A.) the majority of 26.6% (17.7% D and 8.9% SD) were in disapproval whereas a substantial 36.7% were still undecided. The mean (3.18, SD = 1.415) again undecided, suggests that while some schools encourage participation in co-operative learning on the part of learners, this factor is not constant with respect to the institutions concerned.

With respect to the adequacy of the present staffing level, only 13.9 (6.3% SA and 7.6% A) could agree, while a large number (33%) (20.3% D and 12.7% SD) could not and consequently those remaining undecided were the large number of professionals, 53.2% again undecided. Mean result for the item was 3.87 (SD = 1.458) considered indicates where dissatisfaction exists. The findings were supported by UNICEF (2019) which noted that the shortage of teachers in Madagascar was so rampant that the average class size had over 68 students. The shortage had a negative impact on the academic achievements and completion rates of learners. The findings were further supported by Dijkslag (2019) quantitative study in the Netherlands which stressed that an increase in teacher shortage at the school level by 10 percent led to reduced student test scores with approximately 0.06 standard deviations.

The researcher utilized Regression analysis to determine the influence of staffing in junior school on learners' achievement of core competencies in junior school in Laikipia County, as per responses of Competence-Based Curriculum junior school teachers. The results were analysed in Table 31.

Table 31: Regression Analysis of Staffing in Junior School and Learners' Achievement of Core Competencies in Junior Schools for Junior School Teachers

R-square	Adjusted R square	R-square change	F change	df1	df2	sig. F change
.115a	.016	0.18	.016	3.043	1 47	0.027

F (1, 47) = 3.043, P<0.05 (Hypothesis rejected)
a predictors: (Constant) Staffing in junior school

From Table 31, The regression analysis results indicate that junior school staffing explained 11.5% ($R^2 = 0.115$) of the variability in students' acquisition of core competencies among junior school teachers in Laikipia County. Upon adjustment for the number of predictors and sample size, the adjusted R^2 decreased to 0.016, indicating that only 1.6% of the variation in learners' achievement can be validly explained by staffing variables such as teacher adequacy, subject specialization, and teacher–student ratio. The F-change value of 3.043 with $df(1,47)$ and a significance level of 0.027 ($p < 0.05$) indicates that the model is statistically significant. This implies that staffing has a positive but weak influence on the acquisition of CBE core competencies by learners. The findings suggest that while staffing is crucial in enhancing the performance of learners, other factors such as instructional resources, teacher–parent engagement, and school management practices can also be crucial in junior schools' overall competencies development among learners. The findings correlated with the ideas of Leone et al (2016) quantitative study on teacher quality and its impact on student achievement, who observed that disparities in staffing due to biasness in funding across school districts, led challenges in attracting and retaining qualified teachers in underserved areas.

Researcher sought to determine from the head teachers, the influence of staffing in junior school on learners' achievement of core competencies in Junior Schools in Laikipia County. The findings were analysed in Table 32. The responses were rated as: Strongly agree (SA) Agree (A) Undecided (U) Disagree (D) and Strongly disagree (SD).

Table 32: Junior School Head Teachers Responses on Staffing in Junior School in Laikipia County

Statements	N	SA f (%)	A f (%)	U f (%)	D f (%)	SD f (%)	Mean	Std Dev	Interpretation
I evaluate different learners' ideas to conform and monitor their limit of the knowledge in making correct decisions in problem solving.	48	19 (39.6)	12 (25.0)	3 (6.3)	8 (16.7)	6 (12.5)	2.92	1.463	Undecided
I identify and organize what a learner can learn and how best can do it after normal school hours remedial for effective development core competencies	48	8 (16.7)	7 (14.6)	10 (20.8)	16 (33.3)	7 (14.6)	3.46	1.489	Agreed
I teach the learning area I was trained in universities or colleges for effective development of learner core competencies.	48	5 (10.4)	13 (27.1)	17 (35.4)	6 (12.5)	7 (14.6)	3.07	1.356	Undecided
The current staffing level is adequate to support achievement of CBE core competencies.	48	8 (16.7)	3 (6.3)	14 (29.2)	8 (16.7)	15 (31.3)	2.62	1.415	Undecided
I ensure manageable class sizes that allow effective interaction with the learners for proper development of core competences.	48	16 (33.3)	14 (29.2)	4 (8.3)	10 (20.8)	4 (8.3)	3.69	1.458	Agree
I organize staff professional development and aligned it with needs of CBE to enhance development of learners' core competencies.	48	10 (20.8)	18 (37.5)	6 (12.5)	5 (10.4)	9 (18.8)	2.09	1.356	Disagreed

According to findings in Table 32, The findings on junior school staffing in Laikipia County, as reported by head teachers, reveal mixed views on teacher capacity, staffing

adequacy, and professional development in enabling students to achieve core competencies in the Competency-Based Education (CBE).

As to whether head teachers evaluate learners' thinking to monitor their knowledge and decision making when resolving problems, 64.6% (39.6% SA, 25.0% A) agreed, 29.2% (16.7% D, 12.5% SD) disagreed, and 6.3% were undecided. The mean score of 2.92 (SD = 1.463), which was interpreted as undecided, suggests that although most head teachers indicated to be evaluating learners' thinking, the practice is not regularly carried out in schools. To address efforts to screen and offer remedial learning outside regular school hours, 31.3% (16.7% SA, 14.6% A) agreed, and 47.9% (33.3% D, 14.6% SD) disagreed, with 20.8% undecided. A mean of 3.46 (SD = 1.489), which was taken to agree, indicates that while some schools provide extended learning opportunities, others cannot sustain programs, possibly through teacher workload or lack of suitable staffing.

In ascertaining whether head teachers teach the learning areas they were trained in, 37.5% (10.4% SA, 27.1% A) agreed, 27.1% (12.5% D, 14.6% SD) disagreed, and a notable 35.4% were undecided. The mean of 3.07 (SD = 1.356), which was interpreted as undecided, indicates that some head teachers are teaching out of their specialization areas, which can encroach on the full actualization of CBE competencies. As to whether the current level of staff is adequate to support the achievement of core competencies, a minority 23% (16.7% SA, 6.3% A) agreed, while a majority 47.9% (16.7% D, 31.3% SD) disagreed, and 29.2% were undecided. The mean of 2.62 (SD = 1.415), which is interpreted as undecided, suggests that some head teachers perceive staffing to be inadequate to the detriment of instruction quality and individualized learner attention. In the provision of manageable class sizes to enable effective interaction among learners, 62.5% (33.3% SA, 29.2% A) agreed, 29.1% (20.8% D, 8.3% SD) disagreed, and 8.3% were undecided. The mean of 3.69 (SD = 1.458), interpreted as agree, reveals that most head teachers recognize the imperative of ensuring class sizes that enable individualized learning, in spite of the fact that there are issues in certain schools.

Finally, in planning staff professional development according to CBE requirements, 58.3% (20.8% SA, 37.5% A) agreed, 29.2% (10.4% D, 18.8% SD) disagreed, and

12.5% were undecided. The mean of 2.09 (SD = 1.356), which was seen to have disagreed, contradicts the high agreement percentages, suggesting discrepancies in practice, perhaps professional development sessions are planned but implemented ineffectively or according to CBE requirements. The findings concurred with the views of Leone et al (2016) quantitative study on teacher quality and its impact on student achievement who observed that disparities in staffing due to bias in funding across school districts led to challenges in attracting and retaining qualified teachers in underserved areas

Overall, the findings indicate that while head teachers in Laikipia County are aware of the worth of manageable class sizes and some efforts towards professional development, staffing deficiencies, subject mismatch, and limited remedial learning opportunities are some of the principal issues. These issues suggest that the teachers service commission needs to rationalize the deployment of teachers, align professional development with CBE goals, and ensure equitable staffing to enhance the achievement of learners' core competencies in junior schools.

Table 33: Regression Analysis of Staffing in Junior School and Learners' Achievement of core Competencies in Junior Schools for Head Teachers

R-square	Adjusted R square	R-square change	F change	df1	df2	sig.	F change
.117a	.013	0.19	.013	4.001	1	47	0.015

F (1, 47) = 4.001, P<0.05 (Hypothesis rejected)
a predictors: (Constant) Staffing in junior school

From Table 33, the results of the regression analysis indicate that staffing at the junior schools contributes to explaining 11.7% ($R^2 = 0.117$) of variation in learners' acquisition of fundamental competences from head teachers' reports in Laikipia County. Once sample size and number of predictors are controlled for, the adjusted R^2 dropped to 0.013, meaning only 1.3% variation in learners' performance can be explained by staffing factors with reliability. F-change value of 4.001 with $df(1,47)$ and significance level of 0.015 ($p < 0.05$) confirms that the regression model is statistically significant. This confirms that staffing has a significant but weak positive influence on learners' achievement of CBE core competencies. Although the size of the effect is small, the statistically significant association implies that effective staffing through the assignment of suitably qualified teachers, maintaining pupil-to-teacher ratios within

reasonable limits, and providing continuous professional development has a critical role to play in shaping learners' competency levels. But since explained variance is limited, it means while staffing is important, instructional management, school leadership practices, and teacher–parent cooperation is likely to have a collective stronger effect on students' overall development of the key competencies in junior schools. The findings correlated with the ideas of Leone et al (2016) quantitative study on teacher quality and its impact on student achievement, who observed that disparities in staffing due to bias in funding across school districts led to challenges in attracting and retaining qualified teachers in underserved areas.

4.7.1 Hypothesis Testing on Influence of Staffing in Junior School on Management of Curriculum Implementation in Laikipia County

The third objective was to determine whether the staffing in junior school and the learners' achievement of core competencies in junior school in Laikipia County had any statistically significant influence. The third null hypothesis indicated that there was no statistically significant influence of staffing in junior school on learners' achievement of core competencies in junior school in Laikipia County.

Table 34: Overall Regression Analysis of Staffing in Junior School and Learners' Achievement of Core Competencies

R-square	Adjusted R square	R-square change	F change	df1	df2	sig.	F change
.113a	.016	0.11	.016	3.099	1	285	0.029

F (1, 285) = 3.099, P<0.05 (Hypothesis rejected)

a predictors: (Constant) Staffing in junior school

From Table 34, The overall regression analysis provided insight into the influence of staffing in junior schools on learners' achievement of CBE core competencies. The results showed that the R-square was 0.113, indicating that the staffing variables accounted for about 11.3% of the variation in the learners' achievement of core competencies. The adjusted R-square of 0.016 showed a low level of explanatory power when the number of predictors in the model was taken into account. The F-change of 3.099 with the degrees of freedom (1, 285) and significance of 0.029 ($p < 0.05$) indicated that it was statistically significant. This indicated that the staffing variables like teacher qualifications, specialization and adequacy contribute meaningfully and positively to the learners' development of core competencies under the CBE

framework. In summary, although the relationship is statistically significant, the fact that the R-square values are relatively low indicates that staffing by itself does not explain much of the learners' achievement, so it is suggested that other variables like instructional materials, school administration, and parental cooperation may be important factors in facilitating the development of the core competencies. The findings correlated with the ideas of Leone et al (2016) quantitative study on teacher quality and its impact on student achievement, who observed that disparities in staffing due to bias in funding across school districts led to challenges in attracting and retaining qualified teachers in underserved areas. The researcher gave the descriptions of responses on the influence of staffing in junior school on learners' achievement of core competencies in junior school in Laikipia County. The responses were indicated in excerpt 3 as per interview guides for TSC sub-county directors.

Excerpt 3

Researcher: How do you organize teachers' professional development in junior schools?

Respondent 1: *Teachers' professional development in junior schools is organized through retooling junior school teachers to update them of current teaching methodologies.* The study findings are consistent with those of Ahmadi and Lukman (2020) study on issues and prospects of effective strategies for achievement of competencies in learners in secondary schools in Nigeria; who asserted that the government had put forward in-service courses to professionally develop strategies to effectively develop and utilize teaching and learning materials to help learners achieve the potential of developing their competencies.

Researcher: Briefly inform on the staffing in the sub-county in terms of learner-teacher ratio, balancing of teachers in schools and gender balance.

Respondent 2: *Learner-teacher ratio in junior schools, is relatively low to an extent of negatively affecting the intended learner core competences.*

Researcher: Teachers have different training at diploma colleges and universities, what challenges does this pose in the learners' achievement of core competencies in junior schools in the sub-county since learning areas are more than what they were trained in?

Respondent 3: *Teachers should encourage learner to engage in collaborative learning. School administrators should create avenue and monitor for free teacher-learner interaction after normal school hours.*

Researcher: What strategies are put in place to ensure different schools have equal opportunities in getting enough teachers handling varies subject combinations?

Respondent 1: *We encourage school administrators to employ qualified BoM teachers so as to get enough teachers to handle varies subject combinations.* The findings were in agreement with views of Ahmadi and Lukman (2020) study on issues and prospects of effective strategies for achievement of competencies in learners in secondary schools in Nigeria; who asserted that the government had put forward in-service courses to professionally develop strategies to effectively develop and utilize teaching and learning materials to help learners achieve the potential of developing their competencies.

4.8 Board of Management and Learners' Achievement of Core Competencies in Junior School in Laikipia County

The fourth objective of the study sought to determine influence of Board of Management on management of curriculum implementation in junior schools in Laikipia County. The data were qualitatively analysed and findings were recorded in Table 35. The responses were rated as: Strongly agree (SA) Agree (A) Undecided (U) Disagree (D) and strongly disagree (SD). The researcher sought to determine class Representatives responses on influence of board of management on management of curriculum implementation in junior schools in Laikipia County. The findings were analysed in Table 35. The responses were rated as: strongly agree (SA) Agree (A) Undecided (U) Disagree (D) and Strongly disagree (SD)

Table 35: Junior School Class Representatives Responses on Board of Management in Laikipia County

Statements	N	SA f (%)	A f (%)	U f (%)	D f (%)	SD f (%)	Mean	Std Dev	Interpretation
Board of management is a source of authority and therefore involved in directing decision making in our school.	156	15 (9.6)	21 (13.5)	25 (16.0)	39 (25.0)	56 (35.9)	3.19	1.322	Undecided
Board of management organizes our teaching/learning resources from locally available materials for effective development of core competences.	156	23 (14.7)	18 (11.5)	47 (30.1)	46 (29.5)	22 (14.2)	2.22	1.347	Disagree
Our school BOM ensures that classrooms, libraries and play areas are well organized for proper attainment of CBE core competencies.	156	10 (6.4)	37 (23.7)	35 (22.4)	20 (12.8)	54 (34.6)	3.07	1.182	Undecided
The BoM works together with our parents to create conducive environment for efficient achievement CBE core competencies.	156	18 (11.5)	12 (7.7)	10 (6.4)	60 (38.5)	56 (35.9)	3.65	1.120	Agreed
Our school BoM regularly checks on physical facilities to ensure safety, availability and suitability for the achievement of core competencies.	156	47 (30.1)	17 (10.9)	71 (45.5)	11 (7.1)	10 (6.4)	3.96	1.516	Agreed
Board of management is engaged in resolving and monitoring conflicts in our school	156	31 (19.9)	16 (10.3)	26 (16.7)	40 (25.6)	43 (27.6)	3.53	1.160	Agreed

According to findings in Table 35, Junior School Class Representatives' responses on 'the role of Board of Management (BoM) at Laikipia County' had a mix of views on its effectiveness and visibility or prominence on issues of managing schools and

implementing Competency-Based Education (CBE). Results from this research used percentage, means, and SD on responses from a population of 156 learners.

On whether the Board of Management was a source of authority and was participating in decision-making as far as schools are concerned. Findings indicated that only 9.6 percent of the respondents strongly agreed, and 13.5 percent of them agreed, resulting in a total of 23.1 percent who considered the BoM as participating in decision-making. On the other hand, 25.0 percent disagreed, and 35.9 percent strongly disagreed, indicating a total of 60.9 percent who did not see the BoM participating openly in decision-making, while 16.0 percent of them remained undecided. The calculated mean score was 3.19, and the standard deviation was 1.322, indicating that its interpretation is 'Undecided.' It is most likely that most learners are not aware or have not been convinced of its participation in deciding some issues, possibly because these decision-making instances occur at an administrative level that is not easily accessible for observation by learners themselves. The study findings agreed with a cross-section study by O'Connor (2020) in the United States, involving sample size of 84, indicated that the leadership styles adopted by schools have a significant effect on students' academic performance in that head teachers and boards of management employed varied strategies in the governance of their schools.

In determining whether the BoM was able to organize teaching and learning resources from local materials to facilitate the growth of learners' core competencies, a total of 60.4 percent of the respondents strongly agreed and agreed, while about 15.1 percent disagreed and strongly disagreed, indicating that a total of 15.1 percent of the respondents disagreed, and 24.5 percent of the respondents remained undecided. Although there was a high rate of agreement, the mean score of this statement was 2.22, with a standard deviation of 1.347, indicating that this statement was interpreted as "Disagree." It can be inferred that despite the efforts made by some respondents to agree that their growth as learners is supported by the BoM, they still have a generally negatively perceived role of the BoM regarding teaching and learning resources, as it is not entirely consistent and limited. The study findings agreed with a survey study by Hooge and Honing (2016) who highlighted that school boards contributed to quality teaching and learning by ensuring the availability and improvement of

physical resources such as classes, furniture, laboratory equipment, and other teaching and learning materials of the school they govern; created a favorable condition for the students to learn effectively and improve their academic performance. The study findings are interrelated with the study of Sulley (2017) findings who contended that the allocation and provision of teaching/learning resources was seen as a strategy that could improve the learners' performance.

The research also sought to investigate whether the BoM made sure that the classrooms, libraries, and playing grounds are organized for improved learning. Findings showed that 6.4 percent of the respondents strongly agreed and 23.7 percent agreed, making up 30.1 percent of the respondents who showed support for the statement. On the other hand, 12.8 percent of the respondents disagreed and 34.6 percent strongly disagreed, contributing towards a total of 47.4 percent of the disagreeing responses, while 22.4 percent of the respondents remained undecided. The score of 3.07 and a standard deviation of 1.182 was interpreted as "Undecided." Findings from this research indicated that though some of the students understood or realized that the BoM was responsible for maintaining infrastructure, more than half of them remained unconvinced that this was always and continuously done, possibly due to varied efforts of infrastructure management within these institutions.

On whether the BoM collaborated with parents to facilitate a favorable learning environment, 11.5 percent strongly agreed and 7.7 percent agreed, contributing a total of 19.2 percent of respondents who felt there was positive cooperation between the BoM and parents. However, a larger number held divergent views, with 38.5 percent disagreeing and 35.9 percent strongly disagreeing, contributing a total of 74.4 percent disagreement, while 6.4 percent had no response. The mean score was 3.65, with a standard deviation of 1.120 and was interpreted as 'Agree.' Even though the mean score indicated agreement, it is evident that most of the students did not feel that there was cooperation between the BoM and parents. This could be an indication that any efforts towards cooperation between the school's executive and parents may not have reached the students directly or through earlier publicity or notification. The findings were in line with ideas of Fagbeminiyi (2023) in primary schools in Nigeria on the influence of school-home linkages on student achievement that affirmed that the

more conducive the learning environment of the child results to higher the educational performance.

The research additionally aimed to determine if the Board of Management made efforts and regularly checked physical facilities on a consistent basis to ascertain their safety, accessibility, and functionality for learning. Some 18.9 percent of respondents strongly agreed and 13.2 percent of them agreed, translating into a total of 32.1 percent who felt that this was done regularly. On the other hand, 20.8 percent of them disagreed, and 26.4 percent strongly disagreed, making up a total of 47.2 percent who had opposing views, with 20.8 percent of them being undecided. The score of 3.96 had a standard deviation of 1.516, and its meaning was that of “Agree.” Even though its average showed that more than half of them had a positive view, the percentage indicated that fewer than half of them had observed this occurring regularly.

The research was concerned with whether the BoM is involved in conflict resolution and monitoring inside the school setting. Of this, it was indicated that 19.9 percent strongly agree and 10.3 percent agree, making a total of 30.2 percent of respondents who agree that the BoM is involved in conflict resolution. But not all agree on this notion, as 25.6 percent disagree and 27.6 percent strongly disagree, making a total of 53.2 percent, and of these, 16.7 percent are undecided. Also, on this issue, the mean score is 3.53, and its standard deviation is 1.160, which stands for “Agree.” There is quite a difference between this and its percentage distribution because, though some learners acknowledge that the BoM is involved in conflict resolution, many may not actually know because this kind of intervention is administered on an administrative setting

The researcher utilized Regression analysis to determine influence of board of management on learners’ achievement of core competencies in junior school in Laikipia County, as per responses of junior school class representatives. The results were analysed in Table 36.

Table 36: Regression Analysis of Board of Management, and Learners' Achievement of Core Competencies in Junior Schools for Junior School Class Representatives

R-square	Adjusted R square	R-square change	F change	df1	df2	sig. F change
.137a	.015	0.13	.015	3.824	1 155	0.031

F (1, 155) = 3.824, P<0.05 (Hypothesis rejected)

a predictors: (Constant) Board of Management

From Table 36, since the p-value (0.031) is less than the critical value (0.05), the researcher rejected the null hypothesis and retained the alternative hypothesis. Therefore, the researcher established that there was a significant influence of Board of Management on learners' achievement of core competencies in junior schools. The findings correlated with ideas of Mascitti Miller (2014) on boards of management practices in resource allocation and practices in Urban Elementary Schools using 70 school board members as respondents who established that sound management practices in schools by boards of management significantly benefit student performance.

The researcher sought to determine junior school teachers' responses on the influence of the board of management on the management of curriculum implementation in junior schools in Laikipia County. The findings were analysed in Table 37. The responses were rated as: strongly agree (SA) Agree (A), Undecided (U) Disagree (D) and Strongly disagree (SD).

Table 37: Junior School Teachers Responses on Board of Management in Laikipia County

Statements	N	SA f (%)	A f (%)	U f (%)	D f (%)	SD f (%)	Mean	Std Dev	Interpretation
BoM guarantees learner access to sufficient learning resources to support their attainment of the CBE core competencies.	79	12 (15.2)	39 (49.4)	15 (19.0)	10 (12.7)	3 (3.8)	3.18	1.421	Undecided
The way CBE core skills are incorporated into regular learning activities is heavily influenced by BoM leadership.	79	9 (11.4)	47 (59.5)	6 (7.5)	15 (19.0)	2 (2.5)	2.58	1.324	Disagree
The decisions made by BoM positively impact teaching and learning strategies used to achieve CBE core competencies.	79	8 (10.1)	10 (12.7)	44 (55.7)	4 (5.1)	13 (16.5)	3.89	1.450	Agreed
The BoM works together with our parents to create conducive environment for efficient achievement CBE core competencies.	79	47 (59.5)	9 (11.4)	6 (7.5)	15 (19.0)	2 (2.5)	3.92	1.060	strongly agreed
Orientation and training of BoM is done to effectively cope and monitor learners' achievement of core competencies.	79	4 (5.1)	10 (12.7)	44 (55.7)	13 (16.5)	8 (10.1)	3.28	1.424	Undecided

As illustrated in Table 35, findings analysis on teachers' perception of Boards of Management (BoMs) influence on junior schools' contribution to Laikipia County's CBE core competencies revealed diverse perceptions of governance effectiveness in empowering learners to achieve CBE core competencies. The findings are indicative of

interactional complexity among institutional leadership, resource allocation, and curriculum effectuation at the school level.

For the question of whether the BoM guarantees provision of adequate learning facilities by the students, 64.6% of the teachers (15.2% strongly agreed, 49.4% agreed) agreed and 16.5% (12.7% disagreed, 3.8% strongly disagreed) disagreed and 19.0% remained uncertain. A mean rating of 3.18 ($SD = 1.421$), which is in the undecided range, indicates moderate belief that the BoM can provide needed resources. This ambivalence suggests difference among schools in the distribution of resources, possibly due to differential fiscal resources, administrative competence, and community support networks.

To whether or not BoM leadership has any real impact on CBE core skills integration into learning activities, 70.9% (11.4% SA, 59.5% A) agreed, 21.5% (19.0% D, 2.5% SD) disagreed, and 7.5% did not know. Despite the vigorous consensus, the mean of 2.58 ($SD = 1.324$) or as disagree implies inconsistencies between the general presence of BoM impact and teachers' perception in making pedagogic decisions. This may indicate that while teachers acknowledge the BoM influence at policy levels, it is captive or latent at competence assimilation at classroom levels. The study findings were supported by concepts of O'Connor (2020) in the United States, involving sample size of 84, indicated that the leadership styles adopted by schools have a significant effect on students' academic performance in that head teachers and boards of management employed varied strategies in the governance of their schools.

On whether decisions by BoM improve pedagogy and learning approaches, 22.8% (10.1% SA, 12.7% A) agreed, 21.6% (5.1% D, 16.5% SD) disagreed, and 55.7% didn't know. Having a mean of 3.89 ($SD = 1.450$), meaning agreed, it shows that teachers think that BoM decisions support competency-based pedagogic reforms, albeit partially, and hesitantly. A prevalence of such a high level of indecision could suggest low teacher involvement in governance processes or inadequate communication of BoM strategic plans.

The statement that the BoM collaborates with parents to build an enabling learning environment received very high agreement, at 70.9% (59.5% SA, 11.4% A) agreeing, 21.5% (19.0% D, 2.5% SD) disagreeing, and a mere 7.5% undecided. Mean of 3.92 (SD = 1.060) translated in terms of strongly agreed reflects parents' and BoM's synergy to enable enhancements in CBE results. This kind of high level of agreement signifies that participatory governance, via parent involvement, still stands as one of the strongest levers for driving learner-centered education within the CBE model. The study findings agreed with a survey study by Fagbeminiyi (2023) in primary schools in Nigeria on the influence of school-home linkages on student achievement that affirmed that the more conducive the learning environment of the child results to higher the educational performance.

Finally, regarding the orientation and training of BoM members if they are to effectively monitor learners' achievement in terms of competency, 17.8% (5.1% SA, 12.7% A) agreed, 26.6% (16.5% D, 10.1% SD) disagreed, and 55.7% remained undecided. The mean score of 3.28 (SD = 1.424) for undecided responses shows uncertainty regarding BoM preparedness for competency-based monitoring. This ambiguity implies possible loopholes in professional development and capacity building for school governance institutions that are essential to the success of CBE reforms. The idea was supported by Madikela, (2016) study with 38 respondents on the challenges of BoMs in the management of learning institutions who revealed that school management bodies experience many challenges including problems in drafting school budgets, writing financial statements and financial policies, as well as control of finances and therefore newly elected BoM members need orientation and training.

Generally, research shows that while BoMs in Laikipia County are seen to play a central role in influencing parental collaboration and provision of resources, their input towards pedagogy practice and achieving CBE is crippled by low levels of training and lack of clear working guidelines. Technically improving the BoM's understanding of CBE, improving teachers' participatory decision-making, and constant training on institution-level governance can significantly improve their capacity to drive the holistic development of learners' core competencies.

The researcher utilized Regression analysis to determine influence of board of management on learners' achievement of core competencies in junior school in Laikipia County, as per responses of junior teachers.

Table 38: Regression Analysis of Board of Management, and Learners' Achievement of CBE Core Competencies for Junior School Teachers

R-square	Adjusted R square	R-square change	F change	df1	df2	sig. F change
.118a	.014	0.11	.014	4.007	1 47	0.076

F (1, 47) = 4.007, P<0.05 (Hypothesis rejected)
a predictors: (Constant) Board of Management

From Table 38, The regression analysis that explored the influence of the Board of Management (BoM) on achieving Competency-Based Education (CBE) core competency among junior school teachers indicates a significant though small relationship between competency development and effective governance. Findings show an R-square value of 0.118, which signifies that approximately 11.8% of the variance in learners' acquisition of CBE core competencies can be statistically attributed to the functions and role of the BoM. Such a figure, although not impressive, signifies that issues pertaining to the BoM such as decision-making, leadership practices, resource availability, and stakeholder engagement, have a measurable effect on learners' learning outcomes and competency achievement. The Adjusted R-square measure of 0.014 more accurately approximates this in its adjustment for possible sampling variation, that about 1.4% of variance in the dependent variable (learners' attainment of CBE competencies) is accounted for reliably by BoM effectiveness after statistical control. While this is a small effect size, it is large for the education governance context, where a range of interacting factors (including teacher capability, parental involvement, and instructional resources) all influence learners' achievement of CBE core competencies.

The F-change of 4.007 on (1, 47) degrees of freedom with a $p = 0.076$ significance level shows that the regression model is just below the conventional cutoff for statistical significance ($p < 0.05$). In this case, the hypothesis was accepted, thus there was no statistically significant influence of BoM on the achievement of CBE competencies among junior school learners. This implies that, although the impact of the BoM on students' achievement of competency is positive, it is not sufficiently

strong to be classed as statistically significant at the 95% confidence level, but potentially interpreted as being marginally significant at the 90% confidence interval. In practice, this would mean that the BoM plays a substantive role in ensuring education quality is assured and policy is implemented, but its impact can be constrained by factors like low capacity, inadequate training, or spasmodic operating frameworks in schools. The findings contradicted with ideas` of Mascitti Miller (2014) on boards of management practices in resource allocation and practices in Urban Elementary Schools using 70 school board members as respondents who established that sound management practices in schools by boards of management significantly benefit student performance.

Generally, the statistical power of the relationship between the BoM and the students' acquisition of CBE core competencies is low, but the implications of the results are significant from a policy point of view. They suggest that there is a need for capacity-building programs for BoM members, the establishment of accountability and monitoring systems, and enhancing collaborative decision-making processes that directly influence teaching and learning practices. Strengthening these areas of governance would likely support the BoM's strategic role in facilitating CBE implementation and holistic achievement of learner competencies in the junior school in Laikipia county.

The researcher sought to investigate junior head teachers' responses on influence of board of management on learners' achievement of core competencies in Laikipia County. The results were analysed in Table 39. The responses were rated as: Strongly agree (SA) Agree (A) Undecided (U) Disagree (D) and Strongly disagree (SD).

Table 39: Junior School Head Teachers Responses on Boards of Management in Laikipia County

Statements	N	SA f (%)	A f (%)	U f (%)	D f (%)	SD f (%)	Mean	Std Dev	Interpretation
The decisions made by BoM positively impact teaching and learning strategies used to achieve CBE core competencies.	48	6 (12.5)	12 (20.0)	19 (39.6)	8 (15.1)	3 (6.3)	3.87	0.921	Agreed
School BoM regularly checks on physical facilities to ensure safety, availability and suitability for the achievement of core competencies	48	9 (18.8)	15 (31.3)	7 (14.6)	9 (18.8)	8 (16.7)	3.00	1.345	Undecided
BoM guarantees learner access to sufficient learning resources to support their attainment of the CBE core competencies	48	17 (35.4)	13 (27.1)	5 (10.4)	6 (12.5)	7 (14.6)	3.62	1.096	Agreed
Orientation and training of BoM is done to effectively cope and monitor learners' achievement of core competencies.	48	7 (14.6)	10 (20.8)	16 (33.3)	6 (12.5)	9 (18.8)	3.62	1.096	Agreed
The way CBE core skills are incorporated into regular learning activities is heavily influenced by BoM leadership.	48	4 (8.3)	5 (10.4)	24 (50.0)	6 (12.5)	9 (18.8)	3.28	1.459	Undecided

The results in Table 39, Results of Junior School Head Teachers' Analysis of responses on the role of Board of Management (BoM) in Laikipia County showed some mixed impressions on their contributions towards implementing Competency Based Education (CBE).

Findings showed that 12.5 percent of the respondents strongly agreed, and 20.0 percent agreed that policy choices made by BoM helped influence teaching and learning

policies geared towards attaining CBE competencies, as compared to 15.1 percent who disagreed, 6.3 percent strongly disagreed, and 39.6 percent had not made up their minds on this issue. Since a score of 3.87, measured with a standard deviation of 0.921, was considered agreed, this indicated that choices made by BoM had managed to influence teaching and learning, though there was a high number of undecided respondents on this issue, indicating that all schools are not equal when it comes to involvement of BoM in teaching and learning processes.

Regarding whether BoM made regular checks on physical facilities regarding their safety, availability, and functionality for the development of core competencies, 18.8 percent strongly agreed, 31.3 percent agree, 14.6 percent are undecided, 18.8 percent disagree, and 16.7 percent strongly disagree. The mean score is 3.00, and the standard deviation is 1.345, indicating that these respondents are undecided. It is observed that though half of these respondents are aware of the involvement of BoM in supervising physical facilities, some have shown uncertainty or disagreement, possibly because of inconsistencies in the involvement of BoM in these schools. The study findings related with a survey study by Sulley (2017) findings who contended that the allocation and provision and supervision of teaching/learning resources was seen as a strategy that could be used by BoM to influence students' performance.

Responding to whether the BoM ensured that students have adequate learning resources that would help them master CBE core competencies, most participants strongly agreed, agreed, were undecided, disagreed, and strongly disagreed, by a percentage of 35.4, 27.1, 10.4, 12.5, and 14.6, respectively. With a mean score of 3.62 and a standard deviation of 1.096, the score was interpreted as 'agreed,' indicating that most of the participants' responses, that is, head teachers, reflected that the BoM was playing an active role in ensuring that adequate learning resources required for mastery of CBE competencies are available.

To answer whether orientation and training of BoM members was effectively carried out for them to be able to supervise learners' development of basic competencies, 14.6 percent strongly agreed, 20.8 percent generally agreed, 33.3 percent remained undecided, 12.5 percent disagreed, and 18.8 percent strongly disagreed. The score

obtained was 3.62, and its standard deviation was measured at 1.096, indicating that they generally agree, though most participants felt that orientation and training of BoM members was adequate, and many remained undecided, indicating that such training may not be consistent across all schools within the county. The study findings interrelated with a cross-section study by O'Connor (2020) in the United States, involving sample size of 84, indicated that the leadership styles adopted by schools have a significant effect on students' academic performance in that head teachers and boards of management employed varied strategies in the governance of their schools.

To answer whether the integration of CBE core skills into learning is affected by BoM leadership, 8.3 percent strongly agreed, 10.4 percent generally agreed, 50.0 percent of respondents were undecided, while 12.5 percent and 18.8 percent disagreed and strongly disagreed, respectively. The average score is 3.28, while its standard deviation is 1.459, meaning that people are undecided, indicating that most of the head teachers surveyed had a feeling that the influence on classroom teaching is not coming from the BoM but perhaps from other quarters or the teachers themselves and other authorities within their institutions. The study findings agreed with a study of correlational research by Mestry (2016) in South Africa on the influence of the Board of Management role in the provision of learning resources on learners' achievement maintained that effective utilization of school facilities and ensuring effective financial monitoring contribute to the provision of quality teaching and learning thus improving learners' academic achievement.

Theoretically, the findings are consistent with the Contingency Theory of Educational Management in that it postulates that leadership system effectiveness depends upon how closely management practice adheres to contextual conditions. Partial deployment of BoMs for CBE implementation may also reflect structural and capacity constraints limiting their overall role to play in facilitating curriculum reforms. Similarly, from the perspective of human capital, development of BoMs also becomes a critical determinant in their performance. Enhancing the professional competence of BoM members through specific capacity-building programs would enhance their engagement in decision-making mechanisms and their contribution towards competency-based education outputs.

The researcher utilized Regression analysis to determine influence of board of management on learners' achievement of core competencies in junior school in Laikipia County, as per responses of Competence Based Curriculum junior school teachers. The results were analysed in Table 40.

Table 40: Regression Analysis of Board of Management and the Achievement of CBE Core Competencies in Junior Schools for Head Teachers

R-square	Adjusted R square	R-square change	F change	df1	df2	sig. F change
.139a	.014	0.13	.014	3.874	1 47	0.016

F (1, 47) = 3.874, P<0.05 (Hypothesis rejected)
a predictors: (Constant) Board of Management

From table 40, The regression model for the effect of the Board of Management (BoM) on junior school students' achievement of Competency-Based Education (CBE) core competencies from the perspective of head teachers had an R^2 of 0.139. This indicates that the BoM accounts for 13.9% of variance in students' achievement of CBE core competencies. Although the described proportion of variance is not substantial, it indicates that the administrative and regulatory function of the BoM, i.e., policy implementation, decision-making, and monitoring, allows a non-trivial impact of these functions on realizing CBE outcomes at the school level.

Adjusted R^2 value of 0.014 signifies a rather negligible adjustment with model complexity and sample size accounted for, meaning that the predicative potential of BoM activities towards competency achievement is relatively stable. The negligible reduction means that while measurable factors can be identified in the implementation of BoM practices, a considerable level of CBE achievement variance likely resides in other interdependent variables like teacher professionalism, parental engagement, and facility adequacy in learning.

The model's F-change value of 3.874 (df1 = 1 and df2 = 47) and corresponding significance level of $p = 0.016$ show that the regression model is significant at the 0.05 level. In this case the null hypothesis was rejected and the alternative hypothesis adapted thus there was statistically significant influence of the BoM management on the achievement of CBE core competencies in junior school

learners. This confirms to us that the contribution made by the BoM significantly predicts variation in attainment of CBE competencies, and it provides empirical support for the argument that school governance is a quality determinant of the CBE system. The BoM's role in instructional supervision, resource mobilization, and coordination of stakeholders can thus foster a context for competency development. The findings were in line with view of Mascitti Miller (2014) on boards of management practices in resource allocation and practices in Urban Elementary Schools using 70 school board members as respondents who established that sound management practices in schools by boards of management significantly benefit student performance.

Overall, the results emphasize that although the BoM explains a moderate amount of CBE competency attainment variation, its effect is statistically significant and practically significant. Boosting BoM capacity in evidence-informed decision-making, financial stewardship, and instructional monitoring may therefore optimize their impact on effective CBE objective implementation, ultimately enhancing learner outcomes through enhanced institutional governance.

4.8.1 Hypothesis Testing on the Influence of Board of Management on Management of Curriculum Implementation in Laikipia County

The fourth objective was to determine if there was influence of board of management on learners' achievement of core competencies in junior school in Laikipia County. The fourth null hypothesis was that there was no statistically significant influence of Board of Management, on learners' achievement of core competences in Laikipia County. The researcher utilized regression analysis to determine overall influence of board of management on learners' achievement of core competencies in junior school in Laikipia County. The results were analysed in Table 41.

Table 41: Overall Regression Analysis of the Board of Management and the Achievement of CBE Core Competencies in Junior Schools in Laikipia County

R-square	Adjusted R square	R-square change	F change	df1	df2	sig. F change	
.117a	.019	0.17	.019	3.981	1	285	0.034

F (1, 285) = 3.981, P<0.05 (Hypothesis rejected)

a predictors: (Constant) Board of Management

From table 41, The overall regression analysis assessing the influence of the Board of Management (BoM) and junior schools' attainment of Competency-Based Education (CBE) core competencies in Laikipia County resulted in an R^2 value of 0.117. This imply that approximately 11.7% of the variation in attainment of CBE core competencies by students is accounted for by the performance and activity of the BoM. Even though this ratio of explained variance is relatively low, it signifies that BoM activities particularly in areas such as administrative leadership, governance, and resource management are distinctly influence the educational outcomes within the CBE.

The Adjusted R^2 measure of 0.019 indicates that once the model is adjusted for sample size and the number of predictors, the explanatory power of the BoM decreases marginally, suggesting that even though BoM influence is statistically significant, it co-occurs with other pedagogical, institutional, and other variables such as teacher effectiveness, school infrastructure, and community participation. This decrease also suggests that BoM governance alone cannot account for differences in the competency achievement of learners. The F-change value of 3.981, with degrees of freedom ($df1 = 1$, $df2 = 285$) and $p = 0.034$ level of significance, indicates that the regression model is significant at the 0.05 level. This suggests that the contribution of BoM to explain variability in CBE achievement is not likely to occur by chance.

In conclusion, the regression findings show that even though the BoM accounts for a reasonable share of the variation in learners' achievement of key competencies, its statistically significant effect highlights the necessity to empower boards with training, policy understanding, and management capacity.

The researcher gave the descriptions of responses on the influence of board of management on learners' achievement of core competencies in junior school in Laikipia County. The responses were reflected in excerpt 4 as per interview guides for TSC sub-county directors.

Excerpt 4

Researcher: In what areas have BoM trained or inducted on the competency-based curriculum management if any?

Respondents 1: *Boards of management are trained on effective management of finance and physical facilities like classrooms and other learning resources to enhance effective achievement of learners' core competencies.* The study findings were related with correlational research by Mestry (2016) in South Africa on the influence of the Board of Management role in the provision of learning resources on learners' achievement maintained that effective utilization of school facilities and ensuring effective financial monitoring contribute to the provision of quality teaching and learning thus improving learners' academic achievement

Respondents 2: *Boards of management are trained on proper financial management.* The study findings were in line with a view of Said (2017) study who suggested that the Ministry of Education should ensure that the appointed school board members have a rudimentary understanding of financial management and can work with the government to accomplish their execution.

Respondents 3: *Boards of management are trained on good management of varies human resources in junior schools.* The findings correlated with ideas of O'Connor (2020) in the United States, involving sample size of 84, indicated that the leadership styles adopted by schools have a significant effect on students' academic performance in that head teachers and boards of management employed varied strategies in the governance of their schools.

Researcher: What barriers do you think the BoM faces in ensuring learners achieve the CBE core competencies in school?

Respondents 1: *Board of management face challenge of delayed learner capitations from national government.* The study findings were related with correlational study by Mestry (2016) in South Africa on the influence of the Board of Management role in the provision of learning resources on learners' achievement who maintained that effective utilization of school facilities and ensuring effective financial monitoring contribute to the provision of quality teaching and learning thus improving learners' academic achievement.

Respondents 2: *un cooperative parents are challenging to Board of management.*

Respondents 3: *Limited number of skilled human resources in junior schools and new BoM members affects Board of management operations.* The study findings were supported by Madikela, (2016) study with 38 respondents on the challenges of BoMs in the management of learning institutions who revealed that school management bodies experience many challenges including problems in drafting school budgets, writing financial statements and financial policies, as well as control of finances and therefore newly elected BoM members need orientation and training.

CHAPTER FIVE

SUMMARY, CONCLUSION, AND RECOMMENDATIONS

5.1 Summary of the Findings.

The section gives a summary of the research findings based on the research objectives.

5.1.1 Influence of Instructional Resource Management on Junior School Learners' Achievement of Core Competencies in the CBE in Laikipia County, Kenya.

The study determined the influence of management of instructional resources on learners' achievement of core competencies in Junior Schools in Laikipia county. The first null hypothesis stated that there was no statistically significant influence of management of instructional resources on learners' achievement of core competencies in junior school in Laikipia County. The regression analysis was performed to investigate whether there was influence of management of instructional resources on learners' achievement of CBE core competencies in junior schools for, junior school class representatives, teachers and head-teachers. The p-value was established to be (0.040). Since p-value was less than critical value 0.05, the first hypothesis was rejected and first alternative hypothesis taken which stated that there was a statistically significant influence of management of instructional resources on learners' achievement of core competencies in junior school in Laikipia County. The research therefore concluded that there was influence of management of instructional resources on learners' achievement of core competencies in junior school in Laikipia County. Majority of TSC sub-county directors revealed that several school administrators integrated in learning activities the current instructional resources, like classrooms, computers, and smart phones to support achievement core competencies in all learners.

5.1.2 Influence of Teacher-Parent Collaboration on Junior School Learners' Achievement of Core Competencies in CBE in Laikipia County, Kenya.

The second null hypothesis stated that there was no statistically significant influence of teachers-parents collaboration on the learners' achievement of core competencies in junior school in Laikipia County. Regression analysis was also performed to investigate whether there was influence of teachers-parents collaboration on learners' achievement of core competencies in junior schools for all the groups including teachers, junior school teachers, and head teacher. Analysis established that p-value was (0.040) is less than critical value (0.05). affirming that there was influence of teachers-parents

collaboration on learners' achievement of core competencies in junior school in Laikipia County. Majority of TSC sub-county directors revealed that Teacher-parent collaboration helped learners apply their learning experiences in community service-delivery and observe individual safety measures in a community setup so as to develop learners' core competences like self-efficacy and creativity in learning processes.

5.1.3 Influence of Staffing on Junior School Learners' Achievement of Core Competencies in CBE in Laikipia County, Kenya

The third null hypothesis stated that there was no statistically significant influence of staffing in junior schools on the learners' achievement of core competencies in junior school in Laikipia County. The regression analysis was performed to investigate whether there was influence of staffing in junior on learners' achievement of core competencies in junior schools for teachers. The study indicated that there was influence of staffing in junior on learners' achievement of core competencies in junior schools for teachers. Regression analysis was performed to investigate whether there was statistically significant influence of learners' support program on learners' achievement of core competencies in junior schools for all the groups including teachers, junior school teachers and head teachers. Analysis established that p-value (0.029) is less than critical value (0.05), thus the third null hypothesis was rejected and third alternative hypothesis taken which stated that there was a statistically significant influence of staffing in junior school on learners' achievement of core competencies in junior school in Laikipia County. Majority of TSC sub-county directors revealed that teachers' professional development in junior schools was organized through retooling junior school teachers to update them of current teaching methodologies.

5.1.4 Influence of the School Board of Management on Junior School Learners' Achievement of Core Competencies CBE in Laikipia County, Kenya.

The fourth null hypothesis stated that there was no statistically significant influence of board of management on the learners' achievement of core competencies in junior school in Laikipia County. Regression analysis was also performed to investigate whether there was significant influence of board of management on learners' achievement of core competencies in Junior Schools for all the groups including teachers, junior school teachers and head teachers. Results of the analysis indicated that the p-value (0.034) is less than critical value (0.05). The study indicated that there was

a statistically significant influence of board of management on learners' achievement of core competencies in junior school in Laikipia County. Majority of TSC sub-county directors suggested that boards of management are trained on effective management of finance and physical facilities like classrooms and other learning resources to enhance effective achievement of learners' core competencies.

5.2 Conclusion

Based on the findings of the study, the researcher made the following conclusions:

The study revealed that administrative management exerted a statistically significant influence on learners' acquisition of CBE core competencies in junior schools within Laikipia County. Empirical evidence demonstrated that the management of instructional resources constituted a critical predictor of learners' competency attainment, underscoring the pivotal role of effective resource mobilization and utilization in enhancing achievement of the CBE core competencies. Furthermore, the analysis established that teacher-parent collaboration significantly contributed to learners' achievement of CBE core competencies, signifying the importance of synergistic partnerships between educational institutions and households in fostering holistic learner development. The findings also indicated that staffing adequacy and distribution exerted a measurable effect on competency acquisition, thereby emphasizing the need for optimal human resource deployment in junior schools. Additionally, the study ascertained that the Board of Management had a statistically significant influence on learners' achievement, reflecting the influence of governance structures and institutional leadership on the realization of competency-based educational goals.

5.3 Recommendations

The study made the following recommendations:

- i. Government should equip all schools with enough instructional resources and ensure their effective management for efficient achievement of learners' core competencies in junior schools.
- ii. The Ministry of Education should organize induction workshops to sensitize all teachers and head teachers and parents on the importance of teachers-parents collaboration in shaping learners in real-life situations.

- iii. The Teachers Service Commission should ensure staffing is not biased in terms of gender, and equitable distribution of teachers in consideration of their specialized learning areas.
- iv. The Ministry of Education should sensitize school administrators on roles of the board of management in facilitating the achievement of learners' core competencies.

5.4 Suggestions for Further Research

The researcher was concerned with influence of administrative management on learners' achievement of core competencies in junior schools in Laikipia County. Following the study findings, the researcher recommended further study in the following key areas:

- i. A study should be conducted on influence of information and communication technology on management and development of learning resources in Laikipia County.
- ii. A study should be done on relationship between teachers-parents collaboration and learners' discipline in junior schools. Such a study should give a clearer picture on the findings of the study that was conducted in Laikipia County.
- iii. A study should be conducted on relationship between staffing in junior school and teacher professionalism in Laikipia County, Kenya.
- iv. A study should be carried out on role Boards of Management on finance management in Laikipia County. The investigation should use a qualitative methodology.

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APPENDICES

Appendix I: Questionnaire for Junior School Learners Class Representatives

I am a Phd candidate at Tharaka University, carrying out academic research for a PhD degree in Educational Management. Kindly fill in the questionnaire below as per the instructions given. All information will be treated as confidential and will only be used for academic purposes. Be free to share and express your views.

Section A: Bio data

1. Gender Male ☐ Female ☐
2. What is your highest level of education?
Masters ☐ BEd ☐ Diploma ☐ Certificate ☐

Section B: Learners' Achievement of Competency-Based Curriculum Core Competencies.

Indicate the extent to which you disagree or agree with the statement in the given indicators Tick 1: Strongly Agree 2: Agree 3: Undecided 4: Disagree 5: Strongly Disagree

No	Statement	1	2	3	4	5
1	School management has helped me creatively express ideas verbally and writing.					
2	School management supervises development of our core competencies					
3	The way School management has helped me creatively express ideas verbally and writing, and also helped develop critical thinking and problem-solving skills in day to day challenges.					
4	The administration of the school has helped me develop good citizenship in my community.					
5	The school administrators assist me improve self-efficacy in real life situation					
6	School management monitors our ability to apply knowledge in learning how to learn.					
7	The school management ensures there is conducive learner environment for development of learners' core competencies.					
8	My school administration has helped me develop digital literacy in learning situation					

Section C: Influence of Management of Instructional Resources on the Junior School Learner's Achievement of CBE Core Competencies.

Indicate the extent to which you agree or disagree with the following fact of management of instructional resources and achievement of core competencies among learners in junior schools. Tick 1: Strongly Agree 2: Agree 3: Undecided 4: Disagree 5: Strongly Disagree.

No	Statement	1	2	3	4	5
1	Management of learning resources such as smart phones, laptops classrooms and text books has helped me achieve core competences effectively.					

2	Well managed learning resources help me collaborate better with my classmates in group activities.					
3	Our administrators guide us on how to use available instructional resources to achieve desired core competencies.					
4	Management of digital devices in our school facilitates my digital literacy.					
5	We are trained by our administrators on how to handle instructional resources during learning					
6	We search on internet for video clips on use, care and maintenance of available instructional resources for effective achievement of core competencies.					
7	I frequently use supervised teaching/learning resources to do and complete my assignment and project in learning.					
8	Instructional resources provided by school administrators are relevant, sufficient and appropriate for achievement of our core competencies.					

Section D: Teachers-parents' collaboration on the achievement of CBE core competencies in learners in junior school.

Indicate the extent to which you agree or disagree with the following aspects of collaboration between parents and teachers and the achievement of core competencies in junior school learners. Tick 1: Strongly Agree 2: Agree 3: Undecided 4: Disagree 5: Strongly Disagree

No	Statement	1	2	3	4	5
1	School administration organizes teachers-parents collaboration to monitor our achievement of core competencies.					
2	There is regular communication between parents and teachers to support my learning at home					
3	My parent and teachers often discuss and monitor my progress at school to help me achieve core competencies.					
4	My parents help me to do school projects and homework for effective achievement of core competencies					
5	School administrators coordinate with parents in immediate environment for provision of learning materials to enable us achieve desired core competencies.					
6	School administrators under the role of teachers-parents collaboration, develop and supervise our core competences like self-efficacy and creativity					

Section E: Influence of Staffing in Junior School on the achievement of CBE core competencies.

Indicate the extent to which you agree or disagree with the following aspects of staffing and achievement of core competencies among learners in junior schools. Tick 1: Strongly Agree 2: Agree 3: Undecided 4: Disagree 5: Strongly Disagree

No	Statement	1	2	3	4	5
1	My school has enough teachers to cover all the CBE learning areas.					

2	School administrators have organized avenue for free teacher-learner interaction for effective development of our core competencies.					
3	Our teachers ensure manageable class sizes that allow effective interaction with us.					
4	Our teachers identify and monitor what we can learn and how best we can achieve core competencies after normal school hours remedial.					
5	Our teachers evaluate our different ideas to conform and monitor our limit of making correct decisions in problem solving in real life situation.					
6	Our teachers organize self-learner individualized learning activities like free play for effective development of our core competencies.					
7	Our teachers support us in co-curriculum activities to enhance our core competent skills like teamwork, leadership and innovation					

Section F: Influence of BoM Junior Secondary School on the learners' achievement of CBE core competencies.

Indicate the extent to which you agree or disagree with the following facts about the influence of BoM on the achievement of core competencies among learners in junior schools. Tick 1: Strongly Agree 2: Agree 3: Undecided 4: Disagree 5: Strongly Disagree

No	Statement	1	2	3	4	5
1	Board of management is a source of authority and therefore involved in directing decision making in our school.					
2	Board of management organizes our teaching/learning resources from locally available materials for effective development of core competences.					
3	Our school BOM ensures that classrooms, libraries and play areas are well organized for proper attainment of CBE core competencies.					
4	The BoM works together with our parents to create conducive environment for efficient achievement CBE core competencies					
5	Our school BoM regularly checks on physical facilities to ensure safety, availability and suitability for the achievement of core competencies.					
6	Board of management is engaged in resolving and monitoring conflicts in our school					

THANK YOU FOR DEVOTING YOUR TIME

Appendix II: Questionnaire for Junior School Teachers

I am a PhD candidate at Tharaka University conducting academic research for a PhD degree in educational management. Complete the questionnaire below as per the instructions given. All information will be treated with confidentiality and will only be used for academic purposes. Feel free to share and express your views.

Section A: Bio Data

1. Gender: Male ☐ Female ☐
2. Duration of service.
Below 5 years ☐ 5-10 ☐ 11-15 ☐ 16-20 ☐ 21- 25 ☐ over ☐
3. What is your highest level of education?
Masters ☐ B/Ed ☐ Diploma ☐ Certificate ☐
3. Specify your current terms of service.
Internship ☐ Attachment ☐ Probation ☐ Permanent ☐

Section B: Learners' achievement of competency-based Curriculum Core Competencies.

Indicate the extent to which you disagree or agree with the statement in the given indicators

Tick 1: Strongly Agree 2: Agree 3: Undecided 4: Disagree 5: Strongly Disagree

No	Statement	1	2	3	4	5
1	The school management ensures there is conducive learner environment for development of learners' core competencies.					
2	School administrators have helped learners develop digital literacy in learning situation.					
3	In my school, the school managers monitor learner safety in and out of school for efficient development of communication and collaboration skills.					
4	School management supervises all learning activities in school for proper development of core competencies.					
5	The administration of the school has helped learners develop good citizenship in the community					
6	School management supervises learner behavior in learning situation for proper development of core competencies.					
7	The way our school is managed has promoted learners' critical thinking and problem-solving skills in day to day challenges.					

Section C: Influence of Management of Instructional Resources on the junior school learner' Achievement of CBE Core Competencies.

Indicate the extent to which you agree or disagree with the following fact of management of instructional resources and achievement of core competencies among learners in junior schools. Tick 1: Strongly Agree 2: Agree 3: Undecided 4: Disagree 5: Strongly Disagree.

No	Statement	1	2	3	4	5
1	School administrators train us on how to care, operate and monitor digital devices for effective development of digital literacy in learners.					

2	We search on internet for video clips on use, care and maintenance of available instructional resources for effective achievement of learners' core competencies.					
3	The instructional resources are enough to help learners achieve core competencies in learning.					
4	Instructional resources provided by school administrators are relevant, sufficient and appropriate for achievement of learners' core competencies.					
5	School managers direct learners to share self-digital experiences and collaborate in group activities in class.					
6	Junior school teachers are competent to utilize the instructional resources to enhance learners' attainment of core competencies.					
7	School managers comfortably organize use of smart phones, laptops, computers and other physical instructional resources for effective development of learners' core competencies.					

Section D: Influence of Teachers - parents' collaboration on achievement of CBE core competencies in learners in junior school.

Indicate the extent to which you agree or disagree with the following aspects of collaboration between parents and teachers and the achievement of core competencies in junior school learners. Tick 1: Strongly Agree 2: Agree 3: Undecided 4: Disagree 5: Strongly Disagree

No	Statement	1	2	3	4	5
1	There is regular communication between parents and teachers to support development of learners' key core competences at home.					
2	School administrators coordinate with parents in immediate environment for provision of learning materials to enable them achieve desired core competencies.					
3	Collaboration between parents and teachers encourage learner participation in co-curricular activities which contributes significantly in holistic development of CBE competencies.					
4	Parent and teachers often discuss learners' progress at school to help them achieve core competencies.					
5	School administrators under the role of teachers-parents collaboration, develop and supervise their core competences like self-efficacy and creativity.					
6	School administration organizes teachers-parents collaboration to monitor learners' achievement of core competencies.					
7	Parents take part in values and life skills development of their children to facilitate achievement of core competencies in learners.					
8	Learners whose parents are actively involved in their children education tend to achieve higher in CBE core competencies.					

Section E: Influence of Staffing in Junior School on the achievement of CBE core competencies.

Indicate the extent to which you agree or disagree with the following aspects of staffing and achievement of core competencies among learners in junior schools. Tick 1: Strongly Agree 2: Agree 3: Undecided 4: Disagree 5: Strongly Disagree

No	Statement	1	2	3	4	5
1	We teach the learning area we were trained in universities or colleges for effective development of learner core competencies					
2	Appropriate teacher-student ratio is maintained in our school to facilitate achievement of learner CBE competencies.					
3	Staff professional development is organized and aligned with needs of CBE to enhance development of learners' core competencies.					
4	We organize learner engagement in collaborative learning activities like debating, club and societies for effective development of core competencies.					
5	The current staffing level is adequate to support achievement of CBE core competencies.					
6	We ensure manageable class sizes that allow effective interaction with the learners for proper development of core competences.					
7	We identify and organize what a learner can learn and how best can do it after normal school hours remedial for effective development core competencies.					
8	We evaluate different learners' ideas to conform and monitor their limit of the knowledge in making correct decisions in problem solving.					

Section F: Influence of BoM in Junior Secondary School on the learners' achievement of CBE core competencies.

Indicate the extent to which you agree or disagree with the following facts of the influence of BoM on the achievement of core competencies among learners in junior schools. Tick 1: Strongly Agree 2: Agree 3: Undecided 4: Disagree 5: Strongly Disagree

No	Statement	1	2	3	4	5
1	BoM guarantees learner access to sufficient learning resources to support their attainment of the CBE core competencies.					
2	The way CBE core skills are incorporated into regular learning activities is heavily influenced by BoM leadership.					
3	The decisions made by BoM positively impact teaching and learning strategies used to achieve CBE core competencies					
4	The BoM works together with our parents to create conducive environment for efficient achievement CBE core competencies.					
5	Orientation and training of BoM is done to effectively cope and monitor learners' achievement of core competencies.					

THANK YOU FOR DEVOTING YOUR TIME

Appendix III: Questionnaire for Headteachers

I am a PhD candidate at Tharaka University conducting academic research for a PhD degree in Educational Management. Please complete the questionnaire below according to the instructions provided. All information will be treated with confidentiality and will only be used for academic purposes. Feel free to share and express your views.

Section A: Bio Data

1. Gender: Male ☐ Female ☐
2. Duration of service. Below 5 years ☐ 5-10 ☐ 11-15 ☐ 16-20 ☐ 21- 25 ☐ over ☐
3. What is your highest level of education?
Masters ☐ B/Ed ☐ Diploma ☐ Certificate ☐
4. Specify your specialized area of study ----- subject combination -----
5. Specify the learning areas you are currently teaching-----
6. Specify your current terms of service.
Internship ☐ Attachment ☐ Probation ☐ Permanent ☐

Section B: Learners' achievement of competency-based Curriculum Core Competencies.

Indicate the extent to which you disagree or agree with the statement in the given indicators (Tick 1: Strongly Agree 2: Agree 3: Undecided 4: Disagree 5: Strongly Disagree)

No	Statement	1	2	3	3	4
1	I help my learners develop good citizenship in the community					
2	The way I manage my school has promoted learners' critical thinking and problem-solving skills in day to day challenges.					
3	I supervise learner behavior in learning situation for proper development of core competencies.					
4	I co-ordinate all learning activities in school for efficient development of core competencies.					
5	In my school, I monitor learner safety in and out of school for efficient development of communication and collaboration skills.					
6	I walk around the school monitoring teachers' effort in impacting core competencies in teaching situation					
7	I help learners develop digital literacy in learning situation in my school.					
8	I ensure there is conducive learner environment for proper development of core competencies.					

Section C: Influence of Management of Instructional Resources on the Junior School Learner's Achievement of CBE Core Competencies.

Indicate the extent to which you agree or disagree with the following fact of management of instructional resources and achievement of core competencies among learners in junior schools. Tick 1: Strongly Agree 2: Agree 3: Undecided 4: Disagree 5: Strongly Disagree

No	Statement	1	2	3	4	5
1	I search on internet for video clips on use, care and maintenance of available instructional resources for effective achievement of learners' core competencies.					

2	Instructional resources I provided are relevant, sufficient and appropriate for achievement of learners' core competencies					
3	The instructional resources are enough to help learners achieve core competencies in learning my school.					
4	I train learners on how to care, operate and monitor digital devices for effective development of digital literacy.					
5	I direct learners to share self-digital experiences and collaborate in group activities in class					
6	I have competencies to utilize the instructional resources to enhance learners' attainment of core competencies.					

Section D: Influence of Teachers - Parents' Collaboration on Achievement of CBE Core Competencies in Learners in Junior School.

Indicate the extent to which you agree or disagree with the following aspects of collaboration of parents and teachers in the achievement of core competencies in junior school learners. Tick 1: Strongly Agree 2: Agree 3: Undecided 4: Disagree 5: Strongly Disagree

No	Statement	1	2	3	4	5
1	I and learners volunteer in coordinating community service delivery to effectively instill in them key core competencies.					
2	I co-ordinate teachers-parents collaboration to monitor learners' problem-solving skills.					
3	I organize learners in sensitizing community and families on activities that promote their critical thinking and creativity.					
4	I guide Parents to help learners' do school projects and homework for effective achievement of core competencies					
5	Parents take part in values and life skills development of their children to facilitate achievement of core competencies in learners					

Section E: Influence of Staffing in Junior School on achievement of CBE core competencies.

Indicate the extent to which you agree or disagree with the following aspects of staffing and achievement of CBE core competencies among learners in junior schools. Tick 1: Strongly Agree 2: Agree 3: Undecided 4: Disagree 5: Strongly Disagree

No	Statement	1	2	3	4	5
1	I evaluate different learners' ideas to conform and monitor their limit of the knowledge in making correct decisions in problem solving.					
2	I identify and organize what a learner can learn and how best can do it after normal school hours remedial for effective development core competencies					
3	I teach the learning area I was trained in universities or colleges for effective development of learner core competencies.					
4	The current staffing level is adequate to support achievement of CBE core competencies.					

5	I ensure manageable class sizes that allow effective interaction with the learners for proper development of core competences.					
6	I organize staff professional development and aligned it with needs of CBE to enhance development of learners' core competencies.					

Section F: Influence of BoM in Junior Secondary School on the Learners' Achievement of CBE Core Competencies.

Indicate the extent to which you agree or disagree with the following facts of influence of BoM on the achievement of core competencies among learners in junior schools.

Tick 1: Strongly Agree 2: Agree 3: Undecided 4: Disagree 5: Strongly Disagree

No	Statement	1	2	3	4	5
1	The decisions made by BoM positively impact teaching and learning strategies used to achieve CBE core competencies					
2	School BoM regularly checks on physical facilities to ensure safety, availability and suitability for the achievement of core competencies					
3	BoM guarantees learner access to sufficient learning resources to support their attainment of the CBE core competencies					
4	Orientation and training of BoM is done to effectively cope and monitor learners' achievement of core competencies.					
5	The way CBE core skills are incorporated into regular learning activities is heavily influenced by BoM leadership.					

Thank you for Devoting your Time

Appendix IV: Interview Guide for Sub-County Directors

I am a PhD candidate at Tharaka University carrying out academic research for PhD degree in educational management. Kindly respond to the questions of this interview as asked. All information herein will be treated as confidential and will only be used for academic purposes. Be free to share and express your views.

Section A: Biodata

1. Gender?
2. What is your duration of service in the profession?
3. What is your length of stay in the sub-county?

Section B: View of the Achievement of Competency-Based Curriculum Core Competencies

1. What mechanisms do you put in place to ensure learners achieve the CBE core competencies?
2. In your view what are the gaps in the achievement of core competencies in junior school learners?
3. What would you consider as strengths in the achievement of core competencies in junior school learners.

Section C: View on Influence of Instructional Resource Management on Junior School Learners' Achievement of CBE Core-Competencies

1. What are the interventions in place to ensure instructional resources are enough, appropriate and effective to support the achievement of the core competencies in learners in junior school learners?
2. What are the challenges and strengths in provision and utilization of instructional resources within the sub county?
3. Use and integration of ICT in learning is common in CBE. What is the level of provision and use of technology in junior schools in the sub county?

Section D: Influence of Teachers - parents' collaboration on achievement of CBE core competencies in learners in junior school.

1. What is your view on the parent-teacher collaboration in the in junior schools in the sub county?
2. What challenges do parents face to collaborate with teachers in assisting the learners to achieve the core competencies?

Section E: Influence of Staffing in Junior Schools on achievement of CBE core competencies

1. How frequent doe the sub county organizes for teachers' professional development?
2. Teachers have different training at diploma colleges and universities, what challenges does this pose in the learners' achievement of competencies in learners in junior schools in the sub-county knowing that the learning areas are more than what they were trained in?
3. What strategies are put in place to ensure different schools have equal opportunities in having varying subject combinations?

Section F: Influence of School Board of Management on Junior School Learners' Achievement of CBE Core-Competencies

1. In what areas have BoM trained or inducted on the competency-based curriculum management if any?
2. What barriers do you think the BoM faces in ensuring learners achieve the CBE core competencies in school?

THANKS FOR YOUR COOPERATION.

Appendix V: Sample Size Determining Table

<i>N</i>	<i>S</i>	<i>N</i>	<i>S</i>	<i>N</i>	<i>S</i>
10	10	220	140	1200	291
15	14	230	144	1300	297
20	19	240	148	1400	302
25	24	250	152	1500	306
30	28	260	155	1600	310
35	32	270	159	1700	313
40	36	280	162	1800	317
45	40	290	165	1900	320
50	44	300	169	2000	322
55	48	320	175	2200	327
60	52	340	181	2400	331
65	56	360	186	2600	335
70	59	380	191	2800	338
75	63	400	196	3000	341
80	66	420	201	3500	346
85	70	440	205	4000	351
90	73	460	210	4500	354
95	76	480	214	5000	357
100	80	500	217	6000	361
110	86	550	226	7000	364
120	92	600	234	8000	367
130	97	650	242	9000	368
140	103	700	248	10000	370
150	108	750	254	15000	375
160	113	800	260	20000	377
170	118	850	265	30000	379
180	123	900	269	40000	380
190	127	950	274	50000	381
200	132	1000	278	75000	382
210	136	1100	285	1000000	384

Note.—*N* is population size. *S* is sample size.

Source: Krejcie & Morgan, 1970

Appendix VI: Parent/Guardian Consent Form

Title of the Research:

Influence of Administrative Management in Junior Schools on the Achievement of Core Competencies in the Competency Based Education in Laikipia County, Kenya

Researcher:

Geoffrey Mbugi Kithaka

School:

Tharaka University

Dear Parent/Guardian,

Your child is invited to take part in a research study aimed at understanding how administrative management influence the junior school learners' achievement of CBE core competencies in Laikipia county

Your child will participate by answering simple questions in a short questionnaire. The questions will relate to their school experiences and how they feel about learning in their school environment.

Participation is voluntary and all information will be treated as confidential and used strictly for academic purposes only.

Kindly read and sign below to give your consent.

CONSENT DECLARATION

I, _____ am the parent/guardian of _____

I have read and understood the purpose of this research and what it involves.

I give permission for my child to take part in this research.

Signature of Parent/Guardian: _____ **Date:** _____

Phone Number (optional): _____

THANK YOU FOR YOUR SUPPORT

Appendix VII: Institutional Scientific and Ethics Review Committee Approval

THARAKA

P.O BOX 193-60215,
MARIMANTI, KENYA



UNIVERSITY

Telephone: +(254)-0202008549
Website: <https://tharaka.ac.ke>
Social Media: tharakauni
Email: info@tharaka.ac.ke

INSTITUTIONAL SCIENTIFIC AND ETHICS REVIEW COMMITTEE

8th August 2025.

REF: TUNISERC/NSEC/ D021

Dear, Geoffrey Mbugi Kithaka

RE: Influence of Administrative Management in Junior Schools on the Achievement of Core Competencies in the Competency Based Education in Laikipia County, Kenya.

This is to inform you that *Tharaka University ISERC* has reviewed and approved your above research proposal. Your application approval number is **ISERC04023**. The approval period is **8th August 2025– 8th August 2026**.

This approval is subject to compliance with the following requirements;

- i. Only approved documents including (informed consents, study instruments, MTA) will be used
- ii. All changes including (amendments, deviations, and violations) are submitted for review and approval by *Tharaka University ISERC*.
- iii. Death and life-threatening problems and serious adverse events or unexpected adverse events whether related or unrelated to the study must be reported to *Tharaka University ISERC* within 72 hours of notification
- iv. Any changes, anticipated or otherwise that may increase the risks or affected safety or welfare of study participants and others or affect the integrity of the research must be reported to *Tharaka University ISERC* within 72 hours
- v. Clearance for export of biological specimens must be obtained from relevant institutions.
- vi. Submission of a request for renewal of approval at least 60 days prior to expiry of the approval period. Attach a comprehensive progress report to support the renewal.
- vii. Submission of an executive summary report within 90 days upon completion of the study to *Tharaka University ISERC*.

Prior to commencing your study, you will be expected to obtain a research license from National Commission for Science, Technology and Innovation (NACOSTI) <https://research-portal.nacosti.go.ke> and also obtain other clearances needed.

Yours sincerely,

Dr. Fidelis Ngugi

Chair, ISERC Tharaka University



Appendix VIII: National Commission for Science, Innovation and Innovation (NACOSTI) Research Permit

 REPUBLIC OF KENYA	 NATIONAL COMMISSION FOR SCIENCE, TECHNOLOGY & INNOVATION
Ref No: 390673	Date of Issue: 01/September/2025
RESEARCH LICENSE	
	
This is to Certify that Mr.. GEOFFREY MBUGI KITHAKA of Tharaka University, has been licensed to conduct research as per the provision of the Science, Technology and Innovation Act, 2013 (Rev.2014) in Laikipia on the topic: INFLUENCE OF ADMINISTRATIVE MANAGEMENT IN JUNIOR SCHOOLS ON THE ACHIEVEMENT OF CORE COMPETENCIES IN THE COMPETENCY BASED EDUCATION IN LAIKIPIA COUNTY, KENYA for the period ending : 01/September/2026.	
License No: NACOSTI/P/25/4179034	
390673	
Applicant Identification Number	Ag. Director General NATIONAL COMMISSION FOR SCIENCE, TECHNOLOGY & INNOVATION
	Verification QR Code
	
NOTE: This is a computer generated License. To verify the authenticity of this document, Scan the QR Code using QR scanner application.	
See overleaf for conditions	

Appendix IX: County Director of Education Authorization

MINISTRY OF EDUCATION
STATE DEPARTMENT OF EDUCATION
COUNTY DIRECTOR OF EDUCATION OFFICE - LAIKIPIA

Telegrams: "Education" LKP.
Telephone: 062-31518, 31519
Email: laikipiacountydirector@yahoo.com



County Director of Education,
Laikipia County,
P.O. Box 253.
NANYUKI.

When replying please quote:

Ref: LPA/C/A/94 VOL.II/ (45)

4th September, 2025

TO: WHOM IT MAY CONCERN

**RE: RESEARCH AUTHORITY – GEOFFREY MBUGI KITHAKA ID NO.
11325214**

The National Commission for Science, Technology and Innovation letter,
License No. **NACOSTI/P/25/4179034** dated **1st September, 2025** refers.

This is to inform you that the above named person has been authorized to
carry out research on “ *Influence of Administrative Management in Junior
Schools on the achievement of core competencies in the competency based
education in – Laikipia County, KENYA.*
For a period ending **1st September, 2026.**

After completion of your research findings please furnish this office with a copy
of the research.

A handwritten signature in black ink, appearing to be 'J.K.' with a stylized flourish.



Wanjohi J. K
For: County Director Of Education,
LAIKIPIA.

C.C.
National Commission for Science,
Technology and Innovation,
NAIROBI.

The County Commissioner,
LAIKIPIA.