

Influence of Schools' Management Financial Preparedness on the Implementation of Competence Based Curriculum in Public Primary Schools in Kirinyaga West Sub- County, Kirinyaga County, Kenya

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ABSTRACT

The competency-based curriculum (CBC) is presently being implemented in public primary schools in Kenya. Yet, empirical evidence indicates that schools' management faces a lot of challenges, hence making it very difficult for the implementation of the new programme. The study sought to explore the influence of schools' management financial preparedness on implementation of CBC in Kirinyaga west subcounty, Kirinyaga County, Kenya. The study was anchored on Curriculum Implementation Theory, Theory of Organizational Readiness for Change, and Kurt Lewin Change Management Model. The study adopted mixed method approach, which allowed concurrent triangulation of data where both quantitative and qualitative methodologies were used. Target population comprised 68 headteachers, 1,020 teachers, 15, 500 CBC pupils and 4 sub-county education officials totaling to 16,592 respondents. Yamane Formula was used to sample 399 respondents that were identified using purposive and stratified random sampling techniques. A semi-structured questionnaire was used to collect quantitative data from teachers whereas an interview guide was used to collect qualitative data from head teachers and subcounty education official. Quantitative data was organized and processed descriptively and inferentially using SPSS (version 23) and presented using frequency tables. Linear regression was carried out under inferential statistics. Qualitative data was analyzed using thematic content analysis technique and presented using narratives. All research protocols were observed throughout the study, including obtaining all relevant authorizations and observing respect for the participants. The study established that schools' financial preparedness has significant influence on the implementation of the CBC in public primary schools in Kenya. The study recommended that there is need for the government to provide enough financial resources for implementation of the CBC. School managers should be trained on how to mobilize financial resources to complement government efforts.

Keywords: Financial preparedness, curriculum, CBC implementation, schools' management.

Introduction

The process of curriculum reform and implementation is a complex undertaking for any country where all stakeholders must actively and effectively be involved in their respective roles in order to simplify procedures

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(Wanyama, 2013; UNESCO, 2015a). Financial preparedness by schools' management is one of the critical areas for public primary schools to focus on. However, this area continues to lag behind in many countries globally (Akomolafe & Adesua, 2016). According to Tan and Reyes (2016), curriculum reform involves risks and therefore requires ingenuity and high capacity for those at the implementation level.

In other parts of the world, curriculum implementation has not been all smooth-sailing due to budgetary issues and financial ill-preparedness at schools' level. In the United States of America, curriculum reforms which took place in 2009 encountered a number of challenges as the country was trying to align the learners' education needs with current socio-economic needs (Cobbold et al, 2015). Despite the country's endowment in resources, the reforms process was marred by negative morale by teachers and the failure by key stakeholders to have a convergent point in terms of what the country actually needed. Other challenges revolved around ineffective collaborative learning, insufficient efforts to promote teacher professional learning, inadequate provision of resources for teachers to actively and consistently improve learners' performance in class and underinvestment in capacity building of teachers (Yichun, Rodney and Lance, 2012). In China, Tan and Reyes (2016) argue that the country has over time tried to embrace a more modernized education system that takes care of modern social needs to meet its current market demands. The success of China's education curriculum reforms was clearly in 2009 epitomized by Shanghai's global topping in a world education programme that tested learners on arithmetic and reading as well as scientific studies (Sellar & Lingard, 2013). However, there are still challenges, including the need for key players such as the head teachers to be more directly involved for sustainable best outcome. Prudent financial management played a key role in helping China to achieve its curriculum reforms target.

Like in the Western and Eastern countries, curriculum change in developing countries has in the recent past dominated the education scene, hence calling for all key stakeholders to take up an active role. According to Hodge (2010), the success of curriculum reform in sub-Saharan African context needs to seriously adopt certain considerations, including the head teachers' competencies and preparedness in financial resources management at the schools' level. Matambo (2013) established that despite increased budget at the ministerial level, this may not translate into good results unless finances in schools are managed well. In Tanzania, despite the government's initiatives through Education Sector Development Programmes meant to help the country achieve its Vision 2025 development blueprint, a lot has not been achieved due to poor financial management, especially by schools' management (UNESCO, 2015b).

In line with the Sustainable Development Goals (SDGs), Kenya is striving to align its education system to international standards where competency and relevant skills of the learner greatly dictate the kind of education to be offered by the state. This has necessitated the introduction of a competency-based curriculum (CBC) by the government as a tool for empowering citizens in preparation for actualizing the Vision 2030 development blueprint (IBE-UNESCO, 2017). Despite the government's efforts to replace the 8-4-4 system with CBC, implementation of CBC in Kenya continues to face several hurdles at schools' level (Jonyo and Odera, 2019).

According to Jonyo and Odera (2019), a school manager plays a critical role in giving direction on a number of key administrative functions in line with the vision, mission, philosophy and objectives of the school.

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Furthermore, the school manager has the responsibility to progressively evaluate the teaching staff in anticipation for better curriculum implementation outcomes. Cobbold et al (2015) further observe that the school manager has the responsibility to ensure that there is smooth transition of learners from one grade level to the next. However, there are challenges that may require collaboration among all key stakeholders in the learning process in order for the school manager to work effectively. For instance, collaboration and cooperation of parents, teachers, and key Ministry of Education officials are required for the school head teachers to proactively perform their tasks.

1.1 Statement of the Problem

School management preparedness plays a critical role in implementation of the CBC in all schools in Kenya. Effective head teachers, for instance, ensure that good implementation outcomes are guaranteed in terms of grade-to-grade transition, academic performance, and competencies among the learners. With all lower learning institutions in Kenya currently undertaking the CBC learning model, it is expected that all schools must be fully prepared for the implementation of this new learning model. However, most public primary school management in the Kirinyaga West sub-county may be ill-prepared in terms of financial resources management as an overarching element in CBC implementation process.

A report by Tan and Reyes (2016) shows that more than 35% of the schools in Kirinyaga West subcounty have been demonstrating a below-par performance for the past five years. A government performance report indicates that by 8th December 2020, 20 out of 40 public primary schools in Kirinyaga West subcounty had not filed a NEMIS report with the Kenya National Examination Council (KNEC) (Ministry of Education, 2020). Such scenarios call for the government's close monitoring of schools' management preparedness, especially regarding management and utilization of finances by head teachers. This is because the head teachers are always at the center of schools' administration, including in the management of financial resources which basically influence virtually everything else. From the foregoing argument, it can generally be surmised that performance in a good percentage of public primary schools in Kenya require improvement hence necessitating conducting of this study to understand where the challenges lie.

1.2 Objective of the Study

This study examined the influence of schools' management financial preparedness on the implementation of competence based curriculum (CBC) in public primary schools in Kirinyaga West Sub-county, Kenya.

1.3 Significance of the Study

Research outcomes will significantly profit all stakeholders in Kenyan primary schools who have the important task of overseeing CBC implementation in the country. This research is equally critical in informing the government and all its relevant agencies on how to assist public primary school head teachers in prudent management of financial resources as a key component in the CBC implementation process. Similarly, the government may learn a lot from this study in terms of how to formulate more effective policies surrounding the CBC and its implementation not only at primary schools' level, but at all learning levels. In addition, the

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research findings will provide reference to future studies on public primary schools' financial management preparedness on CBC implementation in the country. At regional level, the findings of this study will benefit all the countries in this region which hope to institute education reforms. The study may then provide a basis for important reforms in the education sector not only in the East African region but globally.

1.4 Delimitation of the Study

The study was restricted to public primary schools in Kirinyaga West subcounty in Kirinyaga County and mainly focused its attention on head teachers from selected schools. The ideal research participants had served in their positions for at least one year. The study was confined to the schools' management financial preparedness as a central element in all other activities in schools.

2.0 Empirical Literature and Theoretical Review

2.1 Schools' Management Preparedness and Education Reforms Implementation

The new CBC emphasizes skills development of the learners as opposed to obtaining content knowledge. This means that the new model calls for significant preparedness of all the education stakeholders. Studies have shown that headteachers have a very critical duty for guaranteeing rollout of the new learning program in primary learning institutions (Kimosop, 2019). The new curriculum envisions a scenario where learners must change direction to focus more on skills development in their learning endeavors. As the manager of the school, the headteacher is mandated with making of important decisions on the everyday management of the learning process and ensuring that the school is in a position to accommodate the needs of those learners (UNESCO, 2017).

According to Kimosop (2019), there are various aspects that require the ingenuity of the headteacher for the new curriculum model to succeed in its implementation. These include financial preparedness where the headteachers are able to buy the necessary materials whenever they are required, the availing of relevant learning materials such as textbooks and teachers' guides among others, and the requisition of well-trained specialized teachers to be able to deliver on the new schemes. It is also expected that the headteacher must have the right attitude so as to easily make an impact on the teaching fraternity and learners (Mosha, 2012). In the African setting, over time most countries have tried to revise their curriculum in order to meet their growing societal demands, including their unique market needs as they strove to integrate into the global arena. According to Taasisi Elimu (2013), by the 1990s there was need for most African countries to move from content-based curriculum to a competency-based model. Luangala (2016) noted that in 2005 Tanzania instituted curriculum reforms so as to address global market labour demands. Competency-based curriculum was viewed as a possible solution to the hitherto learners' lacking quality education that would address the current development challenges.

Komba and Kira (2013) advanced a similar argument by contending that the old education curriculum in Tanzania did not effectively address local, national and international market needs of the country hence prompting the reform. At the same time, competency-based curriculum was viewed as capable for making it easier for learners to acquire and later use the knowledge, attitudes and skills to solve practical issues in their

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everyday lives. However, more than five years after the introduction of the new curriculum in Tanzania, studies have found that the teaching methodologies of the new curriculum were not very much in line with what had been anticipated at the launch of the CBC (Tilya and Mafumiko, 2010). This meant that curriculum developers, book writers and publishers and teachers were working at cross-purposes.

Rwanda has also shifted to competency-based curriculum in the recent past (Republic of Rwanda, 2015). Informed by dearth of relevant skills in the Rwandan education system with emphasis in science and information and communication technology, the country decided to adopt competency-based curriculum in 2015. The Rwandan government was further driven by its big desire to transform its citizenry into a more globally competitive lot by 2030 as it plans to achieve a major socio-economic transformation. The Rwandan experience has not been without hitches. Lack of enough resources and inadequately skilled manpower is one of the challenges that have continued to befall the system hence delaying full implementation of the new education curriculum model in good time. However, the government and other non-state education stakeholders are doing all they can to ensure that there is no turning back in the introduction of CBC in their respective country.

The Vision 2030 development blueprint in Kenya has made the government to generally attempt to align skills of its citizens with the current developmental needs (Government of Kenya, 2012). In view of this, education and training is a critical pillar of the Kenya Vision 2030 where a self-reliant and creative population is encouraged. It is on this basis that the government embarked on a review of the education curriculum in 2011 in order to give its citizens the right competencies for them to be competitive nationally as well as internationally. The CBC is intended to institute a platform through which to inculcate talents in learners. However, with the rolling out of the CBC in 2019, numerous challenges are still evident. Some of these include lack of enough financial resources, specialized teachers, relevant learning materials, and strained support services among others.

2.2 Schools' Management Financial Preparedness on CBC Implementation

Finances are required in all departments in every school. This includes for hiring of competent and the right number of teachers, recruiting specialized teachers, and putting in place systems and facilities as well as purchasing the requisite learning materials. The management of schools is often a complex undertaking given the dynamics involved especially if there are new programs being introduced. According to Bouchamma, Basque, and Marcotte, (2014), effective management of schools requires competent headteachers and managers who understand what it means to provide quality education to the learners. Against the backdrop of implementing CBC, the role of primary headteachers is very important in the realization of seamless transition from the old to the new learning model. Kiptum (2016) argues that the headteachers' ability to understand the needs of the learners and be able to assemble, provide and organize the right teaching staff is critical in the general running of the school and meeting the needs of the learners. This calls for high caliber of leadership abilities of the head teacher in terms of mobilization and management of financial resources.

In a study by Mosha (2012) to establish resources needed for delivery of CBC in Tanzania, it emerged that several schools did not have enough facilities and well-trained teachers to deliver the new curriculum. Aside

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from lack of competently trained teachers, most of these schools did not have enough text books for learners and teaching guides for teachers. Similarly, the book writers were not well informed about the new curriculum hence they had limited knowledge regarding the kind of input required in the textbooks. Some of the teachers were even not sure of how to prepare lessons based on the provisions of the new learning model. This study however did not focus on the direct role of the school heads in ensuring that there were enough facilities and well-trained teachers to make it easier for the CBC introduction.

In a research carried out by Makunja (2016) done in Tanzania to establish the challenges teachers faced in the implementation of CBC, it was discovered that the instructors were not well-equipped with relevant knowledge and skills required to execute their roles. However, this study only focused on teachers as one entity in that chain of implementation of the new learning model and did not articulate the role of headteachers in terms of providing well-prepared teaching staff to contribute to effective CBC management. As other previous studies have shown, often the capacity of teachers may be a reflection of the capabilities of their headteacher as the main link between education players at the school level and external stakeholders. These findings may be further interpreted alongside the concerns currently being raised by the Kenyan teachers' umbrella body KNUT regarding implementation of CBC in the country. The major concern by KNUT has been based on the push to equip and prepare teachers well to handle implementation of CBC in terms of giving deliverables.

Another study carried out on the implementation of CBC in Tanzania found out that more than 86% of the teachers interviewed did not understand the subject content and a number of them did not fully know about the whole concept of the new programme (Komba & Mwandanji, 2015). The findings further revealed an existing missing link between how the teachers were oriented and prepared for the new curriculum and what the real situation presented in terms of instructional processes and implementation of the CBC. At the center of the inadequacy of relevant knowledge among teachers was lack of enough finances for funding important relevant activities.

2.3 Theoretical Literature Review

2.3.1 Organizational Readiness for Change Theory

The study adopted organizational readiness for change theory, which was first mooted by Coch and French (1948) and reinforced by Schein and Bennis (1965). The theory talks about change valence and change efficacy where collective behaviour change is important whenever change is anticipated and the outcome is expected to benefit the majority of the people. Regarding change valence, the idea is that organizational members should be able to value specific impending change if that change is to be supported. According to Schein and Bennis (1965), if individuals or groups are involved and prepared for change right from the beginning, they will be ready and willing to support all processes geared towards realizing that change.

Change efficacy has to do with the institutional staff's capacity in implementing impending changes meant to improve operations of the said institution. The capacity may be based on skills and level of adaptability to the new or emerging demands. On the face of communicating any changes, key stakeholders in the change process

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must be ready to embrace new knowledge for the sake of fitting in their new positions. Organizational readiness for change in curriculum reforms setting is an important aspect in this process.

The study was also supported by Kurt Lewin Change Management Model which was developed in the 1940s by Kurt Lewin as one of the foundation models for appreciating organizational change in public and private institutions. Kurt Lewin tried to establish a link between theoretical and practical situations where he particularly focused on the current and desired change/results. Lewin further posits that depending on the forces driving and those resisting change, there was likely to be evolution of the current situation if no action is taken. The model suggests that it is important first to create the need for change by influencing the culture of doing things. The second step would be to create a platform where this change can be effected and embraced as a norm.

At the second phase of change implementation, Lewin (1951) posits that the organization must transition into a new state of being. At this level, change is viewed as real and most employees strive to adapt to the new change by learning new ways of doing things. Furthermore, employees are forced to develop a thinking paradigm shift so that they can withstand the new challenges posed by the embraced model. This view explains why it is important for head teachers to adopt a forward-looking attitude as they prepare to implement CBC. At the same time, the study adopted curriculum Curriculum Implementation Theory founded by Neal Gross in 1971, and focuses on challenges likely to be encountered by stakeholders when introducing a new learning model. The theory postulates that introduction of a new curriculum is a complex process which may encounter obstacles, particularly at initiation stage. According to Gross (1971), the challenges can be addressed by ensuring that all key stakeholders clearly understand the proposed curriculum. The theory further proposes that implementers of a new curriculum must be equipped with requisite skills for them in order that they can contribute fully to embracing of the current learning model by schools. In this sense, it would imply that the school headteachers and classroom teachers must understand the curriculum well in order to enhance its full implementation. Although there are various factors that would naturally come into play, financial resources are always as the center of the CBC implementation debate.

3. Research Methodology

The research used mixed methodology which allowed triangulation of quantitative and qualitative data. Target population comprised of 68 public primary schools in Kirinyaga west subcounty. Specifically, the research featured head teachers in these schools. In addition, 15,500 pupils in CBC program, 1,020 teachers in these schools, and 4 subcounty education officers were targeted for the study. This gave a total of 16,592 individuals from which the final sample was picked. The Yamane Formula was used to select a sample of 399 respondents who were interviewed using a questionnaire and an interview schedule.

The questionnaire was employed in collecting data from the teachers whereas interview schedule was used to collect qualitative data from key informants comprising of education officials in the subcounty. Data analysis was carried out descriptively and inferentially. Quantitative data was first coded and common themes identified for qualitative data. Descriptive (frequencies and percentages) and inferential statistics (linear regression analysis) were used to analyze quantitative data using SPSS Version 23. Qualitative data was

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analyzed using thematic content analysis technique and was presented in narrative and verbatim forms. All ethical considerations were observed during the entire research process.

4. Results and Discussions

2.4 Response Rate

Out of the sample of 399, 326 respondents managed to participate in the study, which made a response rate of 81.7%, as illustrated in table 1.

Table 1: Response Rate

Respondents	Sample Size (n)	Those who participated	Achieved Return Rate (%)
Headteachers	20	18	90.0
Pupils	334	271	81.1
Teachers	44	36	81.8
Subcounty education officials	1	1	100.0
Total	399	326	81.7

The findings on table 1 indicate that in all categories of the respondents, the response rate was at least 81.1%, with the overall response rate recorded as 81.7%. According to Creswell (2014), a response rate of 70% and above is excellent for analysis and subsequent adequate answering of the research questions.

2.5 Influence of Schools' Management Financial Preparedness on Implementation of CBC

The study sought to establish the influence of schools' management financial preparedness on implementation of CBC. Both descriptive and inferential analyses were undertaken to address this research problem.

2.5.1 Descriptive Statistical Analysis on Influence of Schools' Management Financial Preparedness on Implementation of CBC

Analysis of descriptive statistics on the influence of schools' financial preparedness on the implementation of CBC in public primary schools in Kirinyaga West Sub-county was carried out based on a number of test items. This variable was measured based on the sub-variables where data was collected from teachers, headteachers and subcounty education officials. The findings are summarized in table 2.

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Table 2: Influence of Schools' Management Financial Preparedness on the Implementation of CBC

Test items	<i>1=strongly disagree</i> %	<i>2=disagree</i> %	<i>3=neutral</i> %	<i>4=Agree</i> %	<i>5=Strongly Agree</i> %	Total %
Majority of public primary schools lack sufficient financial allocation for implementation of CBC	5.6	0.0	8.3	33.3	52.8	100.0
Majority of public primary schools lack good financial planning for implementation of CBC	5.6	19.4	11.1	33.3	30.6	100.0
A number of public primary schools' face cash flow management challenge for implementation of CBC	2.8	8.3	11.1	38.9	38.9	100.0
Majority of public primary schools lack proper budget preparation and management systems for implementation of CBC	5.6	8.3	19.4	36.1	30.6	100.0

The findings in table 2 show that 19 (52.8%) of the respondents strongly agreed that many public primary schools lack sufficient financial allocation for implementation of CBC whereas 12 (33.3%) agreed. At the same time, 3 (8.3%) of the respondents were unsure (neutral) while 2 (5.6%) of them strongly disagreed with this account. The study also revealed that 12 (33.3%) of the respondents agreed that a number of public primary schools lack good financial planning for implementation of CBC, 11 (30.6%) strongly agreed, and 4 (11.1%) had neutral views regarding this proposition. At the same time 7 (19.4%) of the respondents disagreed with this view while 2 (5.6%) strongly disagreed.

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The study also indicated that 14 (38.9%) of the respondents each, strongly agreed and agreed that a number of public primary schools' face cash flow management challenge for implementation of CBC. On the other hand, 4 (11.1%) of the respondents had neutral views, 3 (8.3%) disagreed while 1 (2.8%) strongly disagreed. It also emerged that 13 (36.1%) of the respondents agreed and 11 (30.6%) strongly agreed that many public primary schools lack proper budget preparation and management systems for implementation of CBC. The view was countered by 3 (8.3%) and 2 (5.6) of the respondents who disagreed and strongly disagreed respectively while 7 (19.4%) of them were unsure.

2.5.2 Inferential Statistical Analysis on Influence of Schools' Management Financial Preparedness on Implementation of CBC

In order understand the level of influence of schools' financial preparedness on implementation of CBC, linear regression was carried out. Statistics for the regression coefficients for schools' financial preparedness is presented in table 3.

Table 3 Regression Coefficients for Schools' Management Financial Preparedness

Model		Unstandardized Coefficients		Standardized	T	Sig.
		B	Std. Error	Coefficients		
1	(Constant)	2.612	.601		5.021	.000
	X ₁ Financial preparedness	.15	.039	.301	3.810	.001

Based on the bivariate regression analysis in table 3, all factors held into account and assumed to be zero, the constant was 2.612; which meant that at ceteris paribus, the level of CBC implementation in public primary schools in Kirinyaga West Sub-county would be 2.612. But a unit increase in financial preparedness, all other factors held constant, would lead to 0.15 improvements in implementation of the CBC in public primary schools. Furthermore, at 5% level of significance where $P=0.001 < 0.05$, it implies that financial preparedness positively influenced implementation of the CBC in public primary schools.

2.5.3 Thematic Analysis of Qualitative Findings on Influence of Schools' Management Financial Preparedness on the Implementation of CBC

The respondents were also asked to give general comments regarding public primary schools' financial preparedness for implementation of CBC where there was a feeling that the government should set aside funds for implementation of CBC. The respondents further opined that there was a general lack of adequate preparedness by the government for the implementation of CBC. Relevant training was also required to ensure that all relevant departments clearly understood their role. Headteachers and subcounty education officials were interviewed on Influence of Schools' financial preparedness on the implementation of CBC where they gave varied responses to reinforce the teachers' views. The EO1 had the following to say:

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“Most public schools are not properly equipped by the government to facilitate implementation of CBC. Hence, there is need for proper facilitation of schools so that the CBC implementation is successful. There is also the aspect of financial challenges to implement the new curriculum which if not carefully considered will lead to its collapse. The government should also be able to adequately train teachers so that they can effectively perform their duties”.

Furthermore, there was the need for provision of enough textbooks which required sufficient money to cater for. Involving of other key stakeholders in the education industry such as parents, teachers and well-wishers was also critical in mobilizing resources and goodwill so that the implementation of CBC could be a success. That also meant that learners must be given enough learning materials to support the overall success of implementation of the CBC program. The findings by this study corroborated outcomes of a previous study by Mosha (2012) which revealed that in for effective implementation of CBC in Tanzania, there was need for the government to financially equip schools so that they could have enough facilities and well-trained teachers to deliver the new curriculum.

There was also unanimous agreement by the headteachers that the government was not doing enough to financially support the CBC implementation. It further emerged that, in the headteachers; assessment, over 80% of public primary schools in Kenya were not effectively financially prepared to successfully implement the CBC program. HDT1 had the following to say about schools' financial preparedness:

“CBC is largely activity-based and involves a lot of project resources, hence the need for adequate financial resources. But unfortunately, inadequate finances have proven to be a major impediment to the implementation of the program. That therefore means that the government must do it can to ensure that enough money is allocated for this program. Without this, it would be extremely hard to achieve its objectives. Furthermore, if there is not going to be adequate finances, then we cannot expect the CBC program to have any impact as initially intended”.

The sentiments above are a reflection of an earlier study by Mosha (2012) who noted that aside from lack of competently trained teachers, most of the public primary schools did not have enough text books for learners and teaching guides for teachers; a problem that was directly attributed to lack of finances. Similarly, some of the teachers were even not sure of how to prepare lessons based on the provisions of the new learning model since they lacked relevant materials for teaching. Based on observation of checklists regarding financial preparedness by public primary schools, it emerged that a at least 80.1% of the schools did not have budget allocation for various CBC activities, lacked financial recordkeeping for CBC activities, and did not have cash flow management records. This situation made it impossible for schools to implement CBC curriculum.

Considering descriptive findings where financial preparedness considerably affected implementation of CBC and inferential analysis which indicated a strong relationship between the independent and the dependent variables, it was evident that to a larger extent, these findings were a reflection of some of the previous studies on the influence of financial preparedness on implementation of various programs in schools. A study by Bouchamma et al (2014) noted that adequate finances are critical in all departments in the school, including hiring of the right number of teachers, recruiting specialized teachers, and putting in place systems and facilities as well as purchasing the requisite learning materials. On the same note, Kiptum (2016) argued that

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effective management of schools' financial resources requires competent headteachers and managers who understand the need for providing quality education to the learners through prudent management of resources and systems.

Asebiomo (2015) also noted that in implementing competency-based curriculum, the role of primary headteachers is very important in the realization of seamless transition from the old to the new learning model. The headteachers' ability to understand the needs of the learners and be able to assemble, provide and organize the right teaching staff is critical in the general running of the school and meeting the needs of the learners. Asebiomo (2015) further posited that since it is the responsibility of the headteachers to oversee the general performance of the school, human resource needs must be emphasized through effective mobilization of financial resources for hiring of more teachers even if it means through the schools' board of managements. Sullivan and Burce (2014) further revealed that in order that the instructors can successfully face emerging challenges presented by CBC and execute their responsibilities more effectively, they must be well equipped with relevant knowledge and skills. As the executive officer of the school, the headteachers are tasked with the responsibility of creating the right environment for learning. In a study by Mosha (2012) to establish resources needed for delivery of CBC in Tanzania, it emerged that several schools did not have enough facilities and well-trained teachers to deliver the new curriculum. Aside from lack of competently trained teachers, most of these schools did not have enough text books for learners and teaching guides for teachers.

5. Summary of Findings, Conclusions and Recommendations

2.6 Summary

The study established that schools' financial preparedness significantly influences implementation of the CBC. Several schools experience lack of adequate preparedness for the implementation of CBC which made it difficult to achieve the objectives of the program. Both headteachers and subcounty education officials had the impression that despite the government's efforts to put in place structures for implementation of the CBC, one of its serious hindrances is inadequate financing. Enough finances formed the basis for all other requisites for the program, including properly trained teachers, teaching materials, learning infrastructure and support services among other essential provisions. Requisition of enough textbooks also involved finances; hence it is difficult for the schools to execute the CBC model without government's financial support.

The study also established that many schools that are running on low budgets are also experiencing related challenges, such as lack of enough learning materials and support services. This made it difficult for the schools' managers and the teaching staff to maintain a favorable learning environment and the general CBC implementation process. Further, almost all the head teachers felt that the government is not doing enough to financially support the CBC implementation. That left most schools to be grappling with the challenge of requisition of enough text books for learners and teaching guides for teachers; a problem that was directly attributed to lack of finances.

2.7 Conclusions

Almost all public primary schools in the country are not fully financially prepared to handle implementation of CBC. This was evident since very many schools did not have budget allocation for various CBC activities, lacked financial recordkeeping for CBC activities, lacked cash flow management records, and did not have funds mobilization initiatives. Hence, this situation calls for government's timely intervention to enhance implementation processes of CBC.

2.8 Recommendations for the Study

There is need for the government to provide enough financial resources for implementation of the CBC. It is also important for the government to involve other key stakeholders in the education industry such as parents, teachers and well-wishers in mobilizing resources and goodwill for successful implementation of CBC. In terms of policy, there is need for enactment of policy by the government to ensure that there are strong policy guidelines that guarantee public primary schools to sustainably have adequate finances for CBC implementation.

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