INFLUENCE OF SCHOOL LEADERSHIP PREPAREDNESS ON EFFECTIVE MANAGEMENT OF PUBLIC COMPREHENSIVE JUNIOR SCHOOLS IN CHESUMEI SUB-COUNTY, NANDI COUNTY, KENYA

CHARITY JEBICHII

A Thesis Submitted to the Department of Post Graduate Studies in Education in Partial Fulfilment of the Requirements for the Award of Master's Degree in Educational Administration and Planning

THE CATHOLIC UNIVERSITY OF EASTERNAFRICA

NAIROBI, KENYA

AUGUST, 2026

DECLARATION

This Thesis is my original work and that it has not been presentedfor the conferment / award of a degree in any other university. I further declare that all sources of information used have been duly acknowledged.

Signature..... Date....31/8/2026.....

Charity Jebichii

Reg. No: 1064891

This Thesis has been submitted for examination with our approval as the duly appointed University Supervisors.

Sr. Dr. Mary Theodorah Mabeya

Department of Postgraduate Studies in Education

Faculty of Education

The Catholic University of Eastern Africa

Signature..... Date....31/8/2026.....

Dr. Paschal Wambiya

Department of Postgraduate Studies in Education

Faculty of Education,

The Catholic University of Eastern Africa,

Signature..... Date....31/08/2026.....

THE CATHOLIC UNIVERSITY OF EASTERN AFRICA
H.O.D.
31 AUG 2026
POSTGRADUATE STUDIES IN EDUCATION
P. O. BOX 62157 - 00200, NAIROBI

DEDICATION

I dedicate this work to my dear parents and siblings for their constant encouragement, unwavering support, and inspiration that kept me going. Their steadfast belief in me gave me the strength and determination to complete this journey.

ACKNOWLEDGEMENTS

I am grateful to Almighty God for providing me with the fortitude, discernment, and tenacity I needed to plan, develop, and finish this research quest. I was able to endure difficult and uncertain times because of his grace. I am incredibly appreciative of my supervisors, Sr. Dr. Theodorah Mabeya and Dr. Paschal Wambiya of The Catholic University of Eastern Africa, whose knowledgeable advice, helpful critiques, and steadfast support influenced the caliber and course of this study. I also want to express my sincere gratitude to all of the lecturers in the Postgraduate Studies in Education program for their dedication to fostering academic success, offering significant academic engagement, and sharing insightful knowledge that significantly influenced my research and career development.

I also want to sincerely thank my fellow postgraduate students, whose camaraderie, spirit of cooperation, and fruitful conversations have inspired and enriched my academic experience. My appreciation also extends to the head teachers of Chesumei sub-county and all the teachers in the schools where the data was gathered; their collaboration, candor, and readiness to share information made the fieldwork fruitful and significant. I am incredibly appreciative of my friends and family for their constant inspiration, emotional support, and encouragement. I was able to finish this assignment with confidence and determination because of their understanding, patience, and faith in my talents.

ABSTRACT

The purpose of this study was to investigate influence of school leadership preparedness on effective management of comprehensive public junior schools in Chesumei sub-county, Nandi county, Kenya. Four research questions guided the study, focusing on: How does school leadership training influence effective management of public comprehensive junior schools in Chesumei sub-county? How does school leadership preparedness in planning influence the effective management of public comprehensive junior schools? How do instructional supervision practices by heads of institutions influence effective management of public comprehensive junior schools? To what extent does school leaders' preparedness for implementing CBE influence the effective management of comprehensive junior schools in Chesumei Sub-County? The study was anchored on Kotter's Change Management Theory. A mixed methods research approach, specifically a convergent parallel design, was employed. The target population comprised 125 public integrated junior schools, 125 heads of institutions, 522 teachers, Quality Assurance and Standards Officer, and Sub-County Director of Education in Chesumei sub-county. Sample size included 10 public comprehensive junior schools selected using stratified and random sampling, 10 heads of institutions and Quality Assurance and Standards Officer using purposive sampling, and Sub-County Director of Education using criterion purposive sampling, and 46 teachers selected using simple random sampling. Data collection instruments included questionnaires for teachers, interview guides for heads of institutions, Quality Assurance and Standards Officer and Sub-County Director of Education. Research instruments were validated through face validity, and reliability were ensured using Cronbach's Alpha coefficient of 0.80. Data were analyzed using SPSS version 28 for descriptive and inferential statistics, and NVivo for thematic analysis of qualitative interview data. Findings were presented in tables and graphs. Ethical considerations were observed to protect participants' rights, privacy, and well-being. The study revealed that effective administration of comprehensive junior schools in Chesumei sub-county was positively influenced by leadership training, leadership experience, instructional supervision techniques, and preparedness for Competency-Based Education. The study found that curriculum implementation and school performance were improved by capable and trained school head teachers. For successful CBE implementation, it suggested ongoing leadership development, improved instructional supervision, mentorship programs, and sufficient support.

TABLE OF CONTENTS

DECLARATION ..... **ii**
DEDICATION ..... **iii**
ACKNOWLEDGEMENTS ..... **iv**
ABSTRACT ..... **v**
LIST OF TABLES ..... **x**
LIST OF FIGURES ..... **xi**
ABBREVIATIONS AND ACCRONYMS ..... **xii**
CHAPTER ONE **1**
INTRODUCTION **1**
1.1 Background to the study 1
1.2 Statement of the Problem 6
1.4 Hypotheses of the Study 7
1.5 Significance of the Study 7
1.6 Scope and Delimitation of the Study 9
1.7 Theoretical Framework 10
1.7.1 Strengths of Change Management Theory 13
1.7.2 Weaknesses of Change Management Theory 14
1.7.3 Applicability of Change Management Theory to the Study 15
1.8 Conceptual Framework 16
1.9 Operational Definitions of Terms 18
CHAPTER TWO **20**
REVIEW OF RELATED LITERATURE **20**
2.1 Introduction 20
2.2 Critical Review of Related Theories 20
2.2.1 Systems Theory 20
2.2.2 Human Capital Theory 22
2.3 Critical Review of Empirical Literature 25
2.3.1 Leadership Training and Management of Comprehensive Schools 25
2.3.2 Influence of Leadership Preparedness in Planning 31

2.3.3 Instructional Supervision Practices by Head Teachers 37
2.3.4 Leaders' Preparedness in CBE implementation and Junior Schools 43
2.4 Summary of Literature Review and Knowledge Gaps 49
CHAPTER THREE……..51
RESEARCH DESIGN AND METHODOLOGY 51
3.1 Introduction 51
3.2 Research Design 51
3.3 Locale of Study 52
3.4 Target Population 53
3.5 Sampling Procedure and Sample Size 54
3.5.1 Sampling of Schools 54
3.5.2 Sampling of Heads of Institutions 55
3.5.3 Sampling of Junior School Teachers 55
3.5.4 Sampling of the Sub-County Director of Education 56
3.5.5 Sampling of Quality Assurance and Standards Officers 57
3.6 Description of Research Instruments 58
3.6.1 Questionnaire for Teachers 58
3.6.2 Interview Guide for Heads of Institutions 59
3.6.3 Interview Guide for Sub-County Director of Education 60
3.6.4 Interview Guide for Quality Assurance and Standards Officers 60
3.6.5 Document Analysis Guide 61
3.7 Validity and Reliability of Research Instruments 62
3.7.1 Validity 63
3.7.2 Pilot Testing 63
3.7.3 Reliability of Quantitative Instruments 64
3.7.4 Credibility and Dependability of Qualitative Instruments 66
3.8 Data Collection Procedures 67
3.9 Data Analysis Procedures 68
3.10 Ethical Considerations 69
CHAPTER FOUR 71

PRESENTATION, DISCUSSION, AND INTERPRETATION OF FINDINGS 71
4.1 Introduction..... 71
4.2 Instruments Return Rate 71
4.3 Demographic Information of the Respondents..... 72
4.4 Presentation, Interpretation, Discussions of the Findings 76
4.4.1 Training in Leadership and Management of Integrated Junior Schools.. 76
4.4.2 Leadership Preparedness and Planning 87
4.4.3 Instructional Supervision Practices and Management of Schools..... 102
4.4.4 Preparedness for CBE Implementation and Management of Schools... 113
4.5 Testing of Hypothesis..... 125
CHAPTER FIVE 129
SUMMARY OF FINDINGS, CONCLUSIONS, AND RECOMMENDATIONS 129
5.1 Introduction..... 129
5.2 Summary of the Study 129
5.3 Conclusions..... 131
5.4 Recommendations..... 133
5.5 Recommendation for Future Research 135
REFERENCES 136
APPENDICES..... 147
APPENDIX I: INTRODUCTION LETTER 147
APPENDIX II: INTERVIEW CONSENT FORM..... 148
APPENDIX III: QUESTIONNAIRE FOR TEACHERS..... 149
APPENDIX IV: INTERVIEW GUIDE FOR HEAD TEACHERS..... 154
APPENDIX V: INTERVIEW GUIDE FOR SCDE..... 155
APPENDIX VI: INTERVIEW GUIDE FOR QAS OFFICERS 156
APPENDIX VII: DOCUMENT ANALYSIS GUIDE..... 157
APPENDIX VIII: OBSERVATION GUIDE..... 158
APPENDIX IX: AUTHORAZATION LETTER FROM THE UNIVERSITY... 159
..... 159
APPENDIX X: LETTER FROM THE COUNTY DIRECTOR OF EDUCATION

..... 160
APENDIX XI: RESEARCH PERMIT FROM NACOSTI 161
APPENDIX XI: MAP OF CHESUMEI SUB-COUNTY 162
APPENDIX XII: ANTIPLAGIARISM CERTIFICATE 163

LIST OF TABLES

Table 1: Sampling Frame Matrix……...…...59

Table 2: SPSS Reliability Output (Cronbach's Alpha) ……...68

Table 3: Return Rate of Research Instruments……73

Table 4: Demographic Characteristics of the Participants……...75

Table 5: Training in Leadership and Management of comprehensive Schools……79

Table 6: Parental Participation in activities and Learning-to-Learn Competence……...89

Table 7: Instructional Supervision Practices and Management of Junior Schools……...…101

Table 8: Preparedness for CBE Implementation and Management of Schools…….….112

Table 9: ANOVA Results for Hypotheses Testing……123

LIST OF FIGURES

Figure 1: Conceptual Framework……17

ABBREVIATIONS AND ACCRONYMS

AFRM: Administration & Human Resource Management

ASAL: Arid and Semi-Arid Lands

BOM: Board of Management

CBE: Competency-Based Curriculum

EMIS: Education Management Information System

ICT: Information and Communication Technology

IJS: Integrated Junior School(s)

KICD: Kenya Institute of Curriculum Development

LPT: Leadership Preparedness Training

MOEST: Ministry of Education, Science and Technology

NEMIS: National Education Management Information System

PA: Parents Association

QASO: Quality Assurance and Standards Officer

SCDE: Sub-County Director of Education

SLP: School Leadership Preparedness

SPSS: Statistical Package for Social Sciences

TSC: Teachers Service Commission

TPD: Teacher Professional Development

CHAPTER ONE

INTRODUCTION

1.1 Background to the study

In many educational systems, the introduction of comprehensive junior schools under the Competency-Based Education (CBE) paradigm has drastically changed how schools are run. As a result of these reforms, heads of institutions must assume greater responsibility for staff coordination, stakeholder involvement, resource allocation, and instructional monitoring. The readiness of school administrators has become more crucial to efficient administration as schools move toward integrated junior structures. The degree to which head teachers have relevant leadership training, administrative and instructional expertise, and the practical ability to oversee teaching and learning in integrated junior schools is referred to in this study as leadership preparedness (Study.com, 2025). This study aims to investigate how leadership readiness influence the efficient administration of integrated junior schools.

International stakeholders in education stress that better learning results and efficient school administration depend on school leadership preparedness. According to UNESCO (2023), competent school administrators have a major impact on student achievement, school climate, and instructional quality, especially in settings with limited resources. Strong leadership, according to UNICEF (2021), promotes inclusive, encouraging environments and enhances cooperation between educators and communities. In a similar vein, the World Bank (2022) emphasizes that leadership development improves instructional oversight, accountability, and overall school effectiveness. The International Labour Organization (2021) makes an additional connection between enhanced institutional performance and

professional growth in education. When taken as a whole, these viewpoints confirm that managing integrated public junior schools effectively requires leadership readiness.

Empirical research conducted globally shows that leadership development influence school efficacy, especially during reform initiatives. For instance, pre-appointment certification, induction, and mentorship are all part of formalized organized leadership development programs in Finland and Singapore. Sustained, context-based training has a good influence on curriculum implementation, resource alignment, and instructional supervision, according to a review by Wilson Heenan et al. (2023) that looked at leadership systems in these nations. In a similar vein, the World Bank (2024) found that nations that funded school administrators' ongoing professional development had better instructional oversight and more seamless curricular changes.

Global data, however, also highlights significant shortcomings in terms of leadership preparedness. Research from the Netherlands and the UK, shows that formal leadership credentials do not guarantee successful implementation of reforms. Short-term and decontextualized training programs have little long-term benefit when not accompanied by ongoing coaching, mentoring, and performance monitoring, according to Anand et al. (2023), who conducted a comparative research comparing school reform procedures in the UK and Australia. In a similar vein, data from the Netherlands reveals that despite completing recognized leadership programs, many heads of institutions had difficulty overseeing instruction and organizing curriculum changes at the school level. These results show that theoretical knowledge is not enough on its own. To improve supervisory competency and school-wide coordination, effective leadership readiness must incorporate

experience learning, ongoing professional development, and organized follow-up procedures.

Leadership preparedness is becoming more widely acknowledged as a key factor in curriculum reform and school reorganization throughout Africa. The National Education Board of Rwanda established professional leadership requirements that incorporate head teacher accreditation, planned induction, mentorship, and ongoing coaching. The United Nations (2024) states that the goal of this reform was to develop school-level leadership capability. The results showed greater coordination of curricular modifications, clearer accountability mechanisms, and enhanced instructional monitoring. In a similar vein, Ghana established national leadership development programs and organized qualification pathways to professionalize school leadership (ACSL, 2024). Evaluations revealed better monitoring of teaching techniques, more robust school administration systems, and better alignment between leadership development and national reform agendas. These local experiences show how systematic and ongoing leadership development can greatly improve efficient school administration.

On the other hand, studies conducted in Nigeria, Uganda, and South Africa reveal enduring challenges. In a South African study on instructional leadership during curriculum reform, Ralebese, Jita, and Badmus (2025) discovered that while head teachers were aware of their supervisory responsibilities, systemic limitations prevented regular classroom monitoring and data-driven feedback. In their study of leadership agility in Nigeria, Awodiji and Naicker (2024) found that while school administrators were aware of the need for digital-era capabilities, they lacked ongoing professional development to carry out efficient instructional supervision. These findings highlight the need to investigate how training,

experience, and supervision practices collectively influence effective school management by revealing both positive awareness and negative implementation gaps.

The introduction of CBE and the reorganization of junior schools in Kenya have raised the bar for head teachers. Studies conducted at the county and national levels yield conflicting findings. Wafula (2024) discovered a favorable correlation between instructional supervision, leadership experience, and efficient school coordination when analyzing leadership development and CBE uptake across multiple sub-counties. According to Okeyo (2024), junior school integration was more seamless in sub-counties that invested in organized leadership training and monitoring systems. However, Kubai et al. (2024) noted that leadership training continued to be transactional in many counties, with one-time sessions and little follow-up. Due to insufficient coaching and institutional assistance, the County Government of Nandi (2023) also observed irregularities in CBE prepardness, monitoring procedures, and integrated junior school coordination.

Evidence from Nandi County's Chesumei Sub-County shows that over the past five years, comprehensive public junior schools have faced ongoing operational and instructional challenges. Schools have seen a rise in enrollment, facility redesign, and new curriculum requirements with the implementation of Competency-Based Education (CBE) and the shift to junior secondary in 2021–2023. Chepkosgei (2023) discovered differences in head teachers' professional training, years of administrative experience, and frequency of classroom supervision when researching school leadership and instructional supervision in Chesumei. Improved pupil engagement, timely syllabus coverage, and greater teacher cooperation were noted in schools run by seasoned and actively supervising head teachers. In contrast, irregular instructional monitoring, inconsistent CBE implementation, and poorer

stakeholder collaboration were observed in schools where head teachers received no leadership training or follow-up support. Inadequate mentoring of newly assigned junior school teachers, inconsistent teacher deployment, and a lack of in-school coaching mechanisms have all influenced successful management during the integration phase, according to county figures from 2023.

Despite these contextual realities, current research still looks at curriculum implementation, instructional supervision, and leadership development separately rather than as interrelated factors that influence efficient school administration. Few empirical studies have systematically linked leadership experience, the caliber of CBE-aligned training, instructional supervision practices, and readiness for junior school integration within a single analytical framework, despite recent evaluations in Chesumei sub-county and the larger Nandi County reporting both progress and setbacks between 2020 and 2025. Numerous studies show positive or negative relationships, but they don't provide a clear explanation of how particular elements of leadership preparedness translate into efficient resource coordination, instruction supervision, and reform management at the school level.

Thus, the purpose of this study is to investigate how effective management of integrated junior schools in Chesumei sub-county is influenced by leadership preparedness, as measured by leadership training, leadership experience, instructional supervision methods, and CBE preparedness. The study intends to address the current knowledge gaps in localized reform implementation and produce empirical evidence that clarifies how these variables interact in practice by concentrating on a particular sub-county environment.

1.2 Statement of the Problem

Head teachers overseeing comprehensive junior schools should have good instructional supervision abilities, sufficient professional experience, extensive leadership training, and complete preparedness for implementing Competency-Based Education (CBE). Research from around the world shows that structured leadership development improves curricular alignment, instructional quality, and school coordination (Heenan et al., 2023; Asim, 2024). However, many institutions do not fully attain this state. While heads of institutions point to intermittent, theory-based training with little follow-up assistance, teachers report uneven instructional monitoring and little professional direction (Wafula, 2024; Okeyo, 2024). Declining supervision standards are further highlighted by Quality Assurance and Standards Officers (Kubai et al., 2024).

Learner success, teacher morale, and CBE implementation fidelity may all continue to deteriorate if these issues continue. According to county statistics, 32% of school administrators run ineffective supervisory systems and more than 40% lack proper professional training (Nandi CIDP, 2023; Okeyo, 2024). While earlier research recognizes the significance of leadership readiness, the majority focus on training, supervision, or experience separately rather than their combined influence on efficient school administration. Therefore, the current study investigated the influence of school leadership preparedness on the effective management of integrated public junior schools in Chesumei sub-county, Nandi county, Kenya

1.3 Research Questions

The study was guided by the following research questions:

i. How does school leadership training influence effective management of public comprehensive junior schools in Chesumei sub-county?

ii. To what extent does school leadership preparedness in planning influence the effective management of public comprehensive schools in Chesumei sub-county?

iii. How do instructional supervision practices by heads of institutions influence effective management of public comprehensive junior schools in Chesumei sub-county?

iv. To what extent does school leaders' preparedness for implementing CBE influence the effective management of public comprehensive junior schools?

1.4 Hypotheses of the Study

The study tested the following hypotheses:

H_{01}: Leadership training has no statistically significant influence on effective management of comprehensive Junior schools in Chesumei sub-county.

H_{02}: School leadership planning has no statistically significant influence on effective management of comprehensive junior schools in Chesumei sub-county.

H_{03}: Instructional supervision practices by school leaders have no statistically significant influence on effective management of comprehensive junior schools.

H_{04}: School leaders' preparedness in Competency-Based Education implementation has no statistically significant influence on the effective management of Integrated Junior Schools.

1.5 Significance of the Study

The findings of this study may help teachers understand how curriculum implementation, resource allocation, and teaching circumstances in Integrated Junior Schools are impacted by leadership readiness. Under the Competency-Based Education,

teachers may use the results to provide more focused assistance, improved communication, and professional development that improves successful teaching methods. Heads of institutions may benefit from the study's identification of certain leadership readiness areas that need improvement, including as instructional oversight, change management, and learning activity coordination. School administrators may therefore use these findings to enhance school administration structures, teamwork, planning procedures, and monitoring.

The results may be useful to Boards of Management (BoM) since they demonstrate how leadership capacity influence junior school resource mobilization, staffing, budgeting, and decision-making. BoM members may be better able to identify areas that require governance help in order to enhance the school's performance and stability as a result. The findings may help the Teachers Service Commission (TSC) by pointing out weaknesses in staffing, training, and leadership competency. The study may help TSC create more adaptable leadership development programs, placement strategies, and capacity-building initiatives that meet the needs of junior school administration.

The Ministry of Education Science and Technology (MoEST) might use the results to enhance frameworks of realizing the policies, especially the ones related to the Competency-Based Education and the transition to junior schools. The study may affect policy changes, guidelines and support systems which ensure the adequacy of leadership structures to handle administrative and instructional issues. There is a possibility of the positive indirect effect of the better school administration methods supported by the enhanced leadership preparedness on the learners. The outcomes might be a positive change in their academic results, development, as their learning experiences, access to resources, support of teachers, and overall climate in the school may be improved.

The study may make a significant contribution to the existing knowledge base by generating empirical evidence that can explain the effects of leadership readiness in the effective management of the Integrated Junior Schools in the public primary institutions. Since the administrative preparation, teaching support, and administrative competency remain the knowledge gap at the present moment regarding the junior school management in the CBE system in Kenya, the research may seal the existing knowledge gap and provide the new information. The findings may add to the knowledge of the necessity of leadership in CBE reforms and be a beneficial source of any scholar who may study similar changes in the future. The research might also be useful in making comparative research on countries or counties that have had a restructuring of education or competency-based educational systems.

1.6 Scope and Delimitation of the Study

The influence of school leadership preparedness on the effective administration of comprehensive junior schools was investigated. It concentrated on important managerial domains under Competency-Based Education (CBE), such as administrative coordination, curriculum delivery, stakeholder participation, resource allocation, and instructional supervision. Heads of institutions, teachers, Sub-County Directors of Education, and Quality Assurance and Standards Officers who were directly involved in the management, oversight, execution, and oversight of junior school education were the focus of the study. In order to provide a thorough grasp of the study problem, a mixed-methods strategy utilising a convergent design was used, in which quantitative and qualitative data were collected simultaneously, analysed independently, and integrated. Change Management Theory served as the study's compass.

The study was restricted to a few public comprehensive schools in the study area that could accommodate Junior Schools. Due to their different administrative contexts, resource arrangements, and governance systems from public schools, private and special schools were not included. With an emphasis on instructional supervision, resource allocation, curriculum delivery, stakeholder participation, and administrative coordination, the study specifically looked at management effectiveness and leadership preparedness. Other elements that were outside the scope of the study, such as learner behaviour, neighbourhood features, family background, and socioeconomic circumstances, were left out. Additionally, the study only included people with direct professional duties, excluding learners, parents, and other community members. In order to stay focused and guarantee viability within the constraints of time and resources, certain boundaries were required.

1.7 Theoretical Framework

Kotter's (1996) Change Management Theory served as the foundation for this investigation. Organisations may plan, carry out, oversee, and maintain organisational change in a systematic manner due to the theory of change management. Kotter contends that intentional leadership actions are necessary for successful change since organisational members may oppose change if they are unaware of its goals, advantages, or ramifications. According to the theory, leaders are crucial in fostering change preparedness, articulating a clear vision, inspiring others, overcoming opposition, and making sure that new procedures are ingrained in the company. Eight steps make up Kotter's model: generating a feeling of urgency, assembling a steering coalition, formulating a plan and vision, articulating the change vision, giving people the confidence to take action, creating immediate successes, building on successes and bringing about additional change, and integrating new strategies

into the company culture (Kotter, 1996). As a result, the theory offers a methodical explanation of how leaders can steer organisations through significant reforms and accomplish long-lasting change.

The leadership tasks needed to run IJS would be quite similar to the eight step model developed by Kotter that involves the creation of urgency, coalition formation, vision statement, communication of change, empowering the action, creating victories, consolidating gains, and making reforms become a habit (Kotter, 1996). Research indicates that structured change models enhance the ability of leaders to support teachers with changes in the curriculum (Nguyen et al., 2020). In Chesumei sub-county, the duty of head teachers is to communicate CBE objectives, promote collaboration among teachers and to help structure of junior schools to be in line with the organization. Scholars state that the most successful executives in bringing change are those who create favorable organizational cultures and communicate frequently (Ainley & Carstens, 2022). Consequently, the eight principles provided by Kotter present a practical model of the influence of leadership preparedness on effective IJS management.

Modern writers have applied the theory by Kotter to education by indicating its value in increasing organizational readiness to changes in curriculum. Akomolafe and Adesua (2021) have found that the application of structured change models helps school administrators manage opposition and seamlessly encourage coherence when implementing changes. The readiness of leaders towards CBE reforms is key towards long term change particularly in areas of instructional oversight and teacher support. Alhassan and Mohammed (2023) state that leadership preparedness determines the rate and quality of reform adoption in African schools. These findings are in line with those in the present study, which examines

the degree to which the head teachers are prepared to cope with the pressures of running the junior schools. Accordingly, the paradigm developed by Kotter can improve the understanding that preparedness promotes transformation in junior schools.

Behaviors oriented toward Kotter increase the motivation, collaboration, and communication of teachers when they change the curriculum, as per the study undertaken over the past five years. Van der Voet and Vermeeren (2021) state that in case of organizational changes, employees are more active when leaders possess a strong vision and openly elaborate it. In the case of IJS where teachers are forced to change the sphere of their education, the new subject matter, new skills and evaluation techniques, this is critical. Similarly, Dube and Moyo (2023) conclude that collaborative leadership methods enhance the outcomes of CBE implementation in the African school systems. These perspectives present the model by Kotter in discussing how leadership preparedness fosters effective and effective administration of junior schools.

The theory proposed by Kotter can remain quite helpful to the contemporary educational changes, particularly with limited resources and transforming curriculum needs. Recent studies state that structured change models provide stability and certainty in the transition process, especially in poor countries (Osei & Kofinti, 2022). The readiness of the leadership is one of the key determinants of the success because the implementation of IJS required significant changes in the tasks of teachers, the school structure, and the assessment process. The theory by Kotter suggests that ready leaders can institutionalize activities that are CBE-related, establish collaborations, and establish urgency. To know the impact of leadership preparedness on the effective governance of Integrated Junior Schools in Chesumei sub-county, this research paper relies on the model developed by Kotter.

1.7.1 Strengths of Change Management Theory

The premeditated and stepwise approach of the Change Management Theory by Kotter, which provides leaders with the specific guidelines on managing difficult changes within the organization, is one of the primary strengths of the latter. In the eight steps of the paradigm of change suggested by Kotter (1996), the establishment of urgency, building collaboration, communication, and institutionalization which are important constituents of educational reforms are emphasized. The organized structures enhance the effectiveness of leadership in leading curriculum change, particularly in fluid educational contexts, as per recent studies (Nguyen et al., 2020). The methodology assists school administrators to prepare the stakeholders, reduce uncertainty and align activities with the goals of reforms by offering a realistic roadmap. This clarity is reinforced by its usefulness in scenarios where leaders have to organize multiple actors such as when introducing new curricular systems.

Another benefit of using Kotter theor is that it focuses on the involvement of the stakeholders and developing a vision, which is essential in ensuring that change is owned. It has been shown that highly encouraging employee motivation and reforming sustainability through leaders who include employees in decision-making and express clear visions (Van der Voet & Vermeeren, 2021). This conforms with the fact that Kotter is interested in empowering individuals and leading partnerships which encourages participatory leadership styles. It has been shown that collaborative leadership leads to higher levels of teacher acceptance of innovations in the curriculum and reduces resistance to change within academic institutions (Ainley and Carstens, 2022). Thus, the fact that the model is based on the value of involvement makes it more applicable in the context where there is a need to involve a large number of people.

1.7.2 Weaknesses of Change Management Theory

Although it has its merits, the approach by Kotter has been criticized as being far too prescriptive and linear and were restricted its flexibility in the dynamic learning context. According to critics, since schools are often subject to intersecting, cyclical, or unforeseeable change pressures, real-world changes do not often occur in clean, sequential stages (Khumalo & Mji, 2022). This rigidity may reduce the application of the theory in situations where decisions influencing leadership are not supposed to be sequential. Moreover, as a result of uncertain financing and unstable policy reforms, schools operating in resource-deprived contexts, such as most of the rural Kenyan ones, might struggle to follow the sequential procedures.

Another weakness of Kotter theory is that it does not sufficiently emphasize contextual factors that play a major role in educational reforms including political, cultural, and structural constraints. Academics suggest that transformation models can simplify the challenges faced by school administrators, as they do not rely on the specifics of a local context (Osei and Kofinti, 2022). As an example, the procedures of Kotter may be insufficient to accommodate the national policy dynamics, the capacity issue of teachers, and the constraint of infrastructure related to CBE and junior school reforms in Kenya. Due to this fact, it is possible that there was a gap between the theory and the real experiences of school leadership especially in cases where structural constraints are involved.

In Chapter Two, the researcher examined two complimentary viewpoints; Systems Theory and Human Capital Theory; to solve the shortcomings of Change Management Theory. The study's conceptual basis was strengthened by Human Capital Theory's emphasis

on skill development and capacity building, while Systems Theory offered a comprehensive view of interrelated educational structures.

1.7.3 Applicability of Change Management Theory to the Study

Since the applied changes required to implement Integrated Junior Schools involve significant structural, instructional, and cultural changes, which require prepared and active leadership, the theory of Kotter fits the present research well. Behaviors that the leadership needed to manage the transition associated with CBE are closely related to the principles of creating urgency, building a vision, and collaborating as outlined by Kotter (1996). Based on studies carried out in similar reform environments, leaders that enforce systematic change system are in a better position to guide educators, reorganize resources, and stabilize the organization when implementing curriculum changes (Azhar et al., 2021). Consequently, this model by Kotter presents a suitable guideline in the examination of how leadership readiness affects the effective management of junior schools in Chesumei sub-county.

Also, the aspect of theory of empowerment, communication, and consolidation is highly aligned with the leadership functions required to supervise instructional leadership, deal with teacher expectations and ensure junior school enhancements. Researchers indicate that during the process of curricular changes, ongoing communication and the participation of staff increase the competency and confidence of instructors (Dube & Moyo, 2023). These are the parts that are vital in the situations of IJS because educators must take new teaching methods and assessment procedures as a part of CBE. Thus, the paradigm proposed by Kotter helped research the effect of leadership preparedness on the effective management of Integrated Junior School in the state primary schools with the help of training, experience, and instructional support.

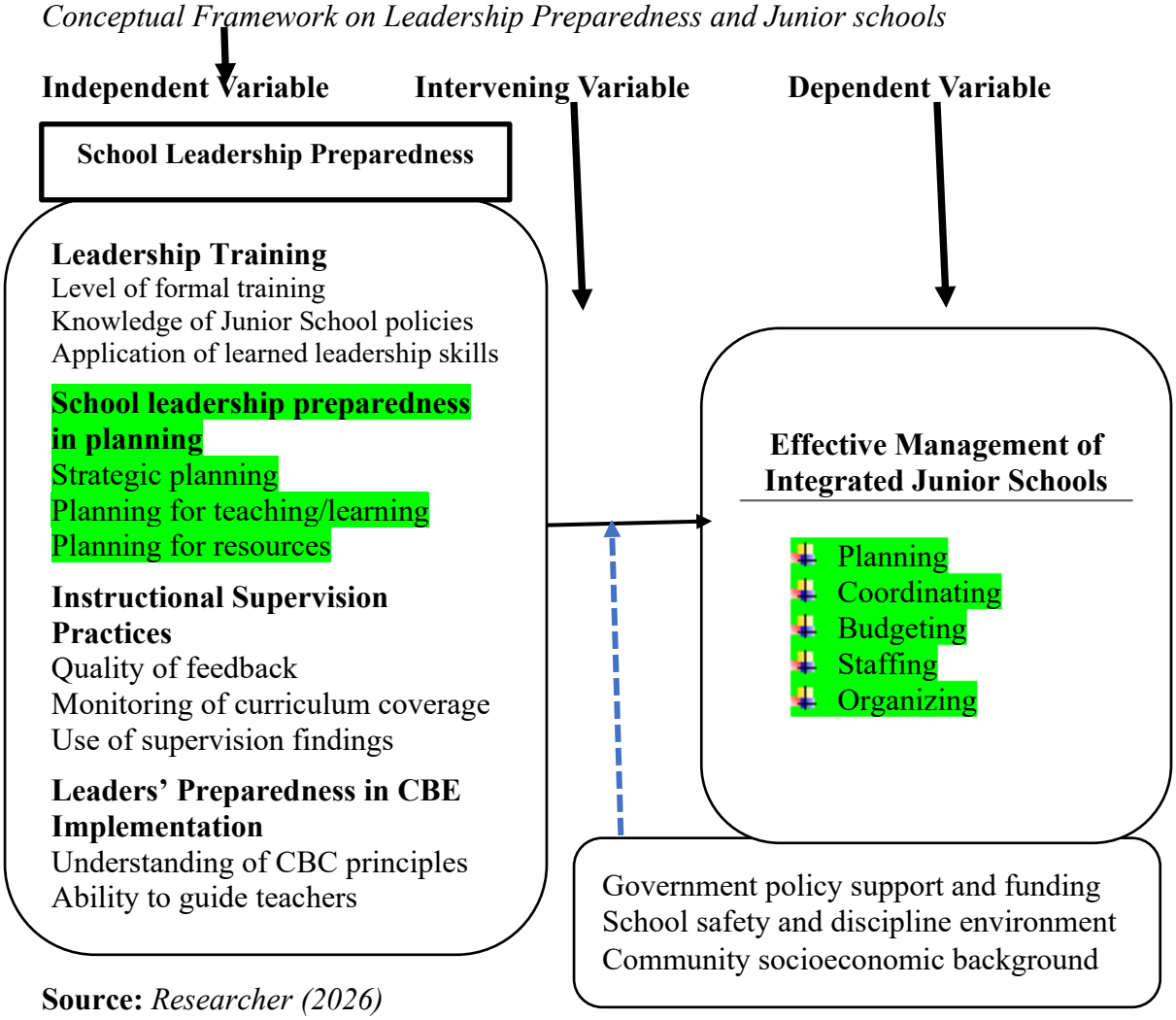
1.8 Conceptual Framework

According to Singh (2023), a conceptual framework contains significant concepts, variables, and relationships as well as assumptions that guide the academic inquiry. It develops theoretical frameworks and provides the way of data analysis and interpretation by the researchers. A conceptual framework provides a background through which the research topic may be explained by referring to already existing bodies of knowledge. It formulates research questions, defines the variables of interest, sets the scope of the research and guides the selection of the appropriate procedures and data processing instruments.

In addition, Swaen and Tegan (2024) define a conceptual framework as a theoretical and visual drawing of how the variables of research are supposed to be related. It serves as a guide, helping scholars to organize ideas and determine the area of their study. Conceptual framework provides the research process with a structure and goals of the study through defining and recognizing each variable. Due to this structured design, researchers can draw reasonable conclusions, as they can have a single-minded understanding of the interaction of factors. Finally, it guides the research design, data collection and analysis, and it helps in ensuring the findings are coherent and meaningful in answering the research questions. Conceptual framework is provided in a diagrammatic representation indicated in Figure 1.

Figure 1

Conceptual Framework on Leadership Preparedness and Junior schools



Source: *Researcher (2026)*

According to Figure 1, heads institutions who obtain sufficient leadership training are better able to plan, organize, and coordinate school operations, there is a strong and positive correlation between school leadership preparedness and the successful management of Integrated Junior Schools. The Competency-Based Education is essential to the implementation of junior schools, and leadership training improves decision-making, confidence, and the capacity to adapt to its changing demands. In a same vein, head teachers with extensive leadership experience use real-world expertise to effectively manage personnel, overcome obstacles, and mentor learners. Leaders are more likely to establish

encouraging settings, uphold rules, and effectively supervise curriculum delivery when these preparedness elements are well-developed, which supports efficient administration within Integrated Junior Schools.

By guaranteeing that teaching and learning procedures are in line with curriculum requirements, instructional supervision techniques and leaders' preparedness for CBE implementation further support effective management. Teachers can enhance their instructional quality and increase student results in junior schools with the help of professional assistance, constructive criticism, and frequent classroom observations. Additionally, heads of institutions can mobilize resources, mentor teachers, and uphold adherence to national rules when they understand CBE requirements. Their preparedness enables them to manage change with ease, reduce interruptions, and maintain stakeholder trust. Together, these elements, training, experience, supervision, and CBE readiness, improve coordination, encourage accountability, and guarantee that Integrated Junior Schools run smoothly and gradually.

1.9 Operational Definitions of Terms

Competency-Based Education: - In this study, it refers to the curriculum framework in Kenyan schools emphasizing learner competencies, skills development, practical knowledge, and assessment based on mastery of skills rather than rote memorization.

Effective Management: - It refers to the ability of school leaders to plan, organize, direct, and monitor school activities to achieve optimal learning outcomes.

Human Capital Theory: - Refers to the theoretical perspective that investment in the skills, knowledge, and training of school leaders may enhance their ability to manage Integrated Junior Schools effectively.

Integrated Junior Schools: - It refers to the lower comprehensive school classes, typically Grades 7–9 in Kenya, structured as a unit within public primary institutions to implement the Competency-Based Education.

Leadership Competence: - In this study, it refers to the demonstrated ability of school leaders to perform administrative, instructional, and managerial functions efficiently within Integrated Junior Schools.

Resource Management: - It refers to the planning, allocation, and utilization of human, material, and financial resources by school leaders to ensure smooth operations and effective teaching and learning in Junior Schools.

School Climate: - Refers to the overall learning environment, including teacher morale, learner engagement, safety, and school culture, which may be influenced by leadership preparedness.

School Leadership Preparedness: - Refers to the extent to which school leaders, including head teachers, and deputy head teachers, possess the necessary knowledge, skills, training, and competencies to effectively manage

CHAPTER TWO

REVIEW OF RELATED LITERATURE

2.1 Introduction

An analysis of related theories, empirical and conceptual research that are in line with the research topic is given in this chapter. In order to provide a comprehensive grasp of the subject. The chapter examines literature from international, African, and Kenyan, viewpoints. A summary of the examined literature is presented at the end of the chapter, pointing out knowledge gaps that this study aims to fill.

2.2 Critical Review of Related Theories

This section provides an analysis of the fundamental theories that are related to the theoretical framework, including the Systems Theory and the Human Capital Theory. These theories complement the study's focus on the influence of school leadership preparedness on the effective management of integrated junior schools in Chesumei sub-county, Nandi county, by offering a framework for understanding how leadership training gives heads of institutions necessary skills and how prepared leaders coordinate school systems to improve school performance.

2.2.1 Systems Theory

Ludwig von Bertalanffy is credited with developing the General Systems Theory (GST), which explains how various systems, biological, social, and organizational, share basic organizing principles. Systems are frequently open, exchanging matter, energy, or information with their surrounds, according to Bertalanffy, who defined a system as a set of elements standing in interaction with one another and with their surroundings (von

Bertalanffy, 1972). In contrast to rigid hierarchies, schools are seen by contemporary educational theorists as open, dynamic systems (Issitt, 2024; Teachers Institute, 2023).

An organization like a school, according to systems theory, is an open system that continuously interacts with and adapts to its external environment while receiving inputs (resources, students, information), processing them (teaching, administrative decisions), and producing outputs (learner outcomes, school culture) (Issitt, 2024; Muendo & Nyang'au, 2023). This perspective emphasizes that controlling flows, feedback, and interactions across subsystems is just as important to leadership as making top-down decisions (Teachers Institute, 2023).

Interdependence, holism, feedback, limits, and emergence are some of the fundamental ideas of systems theory. Holism is the idea that the system as a whole possesses qualities larger than the sum of its parts, whereas interdependence maintains that subsystems (teachers, pupils, and administration) impact one another (Issitt, 2024). Feedback loops give the system self-regulation tools that enable it to adjust or maintain equilibrium. Systems feature emergent qualities, where complex interactions give rise to higher-level patterns, and boundaries, which define what is inside and outside of a system (von Bertalanffy, 1972; Muendo & Nyang'au, 2023).

Systems Theory has been used in educational leadership in recent research. For instance, Cairney and Toomey (2025) carried out a qualitative systematic study of systems leadership, contending that rather than emphasizing heroic, top-down change, effective leaders collaborate, work across borders, and see issues through a systemic lens. Nduta and Mungai (2024) conducted research in Kenya using Systems Theory to examine the interactions between various elements (students, teachers, infrastructure, and community) in

Nairobi schools. They came to the conclusion that system-level dynamics have a major impact on school performance.

Systems theory also has one strength in the context of Chesumei sub-county which is the fact that it gives a comprehensive view. When considering a school as a system, the researcher can examine the role of leadership readiness not only in some aspects (e.g. teacher quality) but across the whole school ecosystem. The concept of feedback is also useful because competent leaders may also introduce feedback mechanisms that helped the school to adjust and develop, e.g., performance reviews or consultation with the stakeholders. Besides, the open-systems perspective renders the study more realistic and context-sensitive by considering external influences (community, educational policy, and resources).

But in this situation, Systems Theory is not without its limitations. First, because it is descriptive in nature, it explains how systems work but provides less prescriptive advice on how to manage resistance, spearhead change, or adopt new procedures. Second, it is difficult to operationalize the theory because it can be difficult and resource-intensive to map all subsystems, measure feedback loops, or capture emergent behavior in actual schools (Irorobire Alabintei-Ignis, Ikpo, & Anthony, 2022). Lastly, while though Systems Theory places a strong emphasis on systemic relationships, it may undervalue individual agency. Leaders may still be the driving force behind change, but the theory does not adequately explain how they do so.

2.2.2 Human Capital Theory

Theodore. Schultz and Gary Becker first proposed the Human Capital Theory, which contends that investments in people, through training, health, and education, function like economic capital, increasing people's potential incomes and productivity (Mohamed,

Karanja, & Deya, 2024). The notion presents the professional development of head teachers as an essential investment in school leadership. Head teachers' knowledge, abilities, and managerial competences are enhanced through training programs, workshops, and in-service courses. These investments help school administrators in Chesumei sub-county's Integrated Junior Schools better manage instruction, organize resources, and create a supportive learning environment. The practical relevance of Human Capital Theory to educational leadership research is therefore demonstrated by the direct correlation between leadership preparedness and enhanced learner academic outcomes, teacher performance, and school success.

According to the Human Capital Theory, people's abilities, knowledge, and skills make up capital that benefits both the individual and the institution (Mohamed et al., 2024; Chepngetich & Kyule, 2024). Professional development and experience improve decision-making, resource distribution, and instructional supervision for school administrators. Higher human capital head teachers in Chesumei sub-county are better able to oversee teachers, carry out curriculum strategies, and successfully attend to learners' requirements. The theory emphasizes the need of investing in leadership as a strategic resource, arguing that head teachers' human capital development results in quantifiable gains in academic performance. The study connects training and experience to better school governance and the sub-county's overall educational excellence by viewing leadership abilities as a type of capital.

Investment, return, rational choice and depreciation are the basic principles of human capital theory. Investing implies the use of resources, such as money, time, and effort, to acquire knowledge and skills (Mohamed et al., 2024). The successes of such investments are

characterized as the returns and include better student performance or school administration. The rational choice assumes that individuals engage in sound decisions after weighing the anticipated benefits of professional development against the cost. Depreciation highlights the importance of life long learning because information and skills are likely to lose their support unless they are maintained. The combination of these concepts explains why the readiness of the head teachers, with regular training and capacity-building is key to ensuring that efficient leadership in schools, and that leadership skills remain relevant and relevant in the long term.

Empirical studies carried out in Kenya have shown the relevance of Human Capital Theory as applied to education leadership. Ngugi and Deya (2024) claim that professional training and knowledge management have a positive influence on the development of human capital in universities. Ngema, K'Obonyo, Kidombo, and Odock (2025) also applied the idea to human resource practices in Kenyan private institutions and showed that targeted training, talent management, and leader development interventions significantly contributed to the productivity of the faculties and the performance of the institutions. The following findings demonstrate that professional capacity investments have measurable organizational outcomes. The theory indicates that training of the head teachers, building of their skills and experience are necessary resources that enhance effective management of the Integrated Junior Schools in the Chesumei sub-county enhancing the teaching and learning experiences as well as the performance of the school in general.

Human Capital Theory has several strengths as far as school leadership is concerned. First, it offers a practical explanation of why it should be funded to train principals because it explicitly links leadership preparedness with measurable outcomes such as student

success, teacher performance, and school performance. Second, the strategy promotes head teachers as assets and whose skills and knowledge matter to institutional efficiency. Third, it provides a connection between educational leadership and more general social and economic development, highlighting that effective leaders not only sustain community human capital but also specific schools (Chepngetich and Kyule, 2024). Due to this, it gives a substantial basis on which to introduce leadership development as a strategic investment, which has some observable long-term returns to educational institutions and the society at large.

2.3 Critical Review of Empirical Literature

2.3.1 Leadership Training and Management of Comprehensive Junior Schools

As a means to explore the impact of transformational leadership on school leadership on staff culture and school performance, Heenan and Wilson (2023) conducted a systematic review based on studies in various developed nations. The aim of the research was to have a compilation of empirical evidence based on fifteen peer-reviewed studies that were conducted in the primary and lower-middle school environments between 2012 and 2022. The review was based on research population involving head teachers, teachers and school leadership teams in different scenarios of developed countries under the guidance of Transformational Leadership Theory. The sample was comprised of fifteen studies that were selected through PRISMA methodology. The research instruments comprised data extraction sheets, and the inter-rater agreeableness enhanced reliability whereas the transparency of inclusion criteria, double-coding, and triangulation ensured validity. The findings proved that the training of transformational leadership contributes strongly to the organizational culture, motivation of staff, and teamwork, and consequently to the school

administration and learning achievement. The researchers concluded that transformational leadership motives an excellent school culture to a significant extent. It proposed to incorporate transformational competencies into the policy of school leadership, the ongoing coaching of head teachers, and regular leadership development courses.

The study by Heenan and Wilson (2023) was related to the current study because both examined school leadership and its influence on school-related outcomes. However, there were important gaps. First, the study focused on transformational leadership and staff culture, whereas the current study focuses specifically on school leadership preparedness in planning and effective management of public Comprehensive Junior Schools. Second, Heenan and Wilson used a systematic review of 15 studies across developed countries, with data-extraction sheets as instruments, rather than collecting primary data from school-level respondents. The current study filled these gaps by using a Kenyan context, primary data, questionnaires, interviews, observation and document analysis, targeting head teachers, teachers and education officers.

The article by Pietsch et al. (2025) reviewed the effects of teacher-leader development on self-efficacy, motivation, and school practices in Germany. The aim of the study was to uncover the black box of teacher-leadership development through studying the structural relationships that exist among instructional outcomes, psychological factors, and leadership training. The proposed study revolved around in-service teachers that work in basic schools of the public and a quantitative research design with the application of the Social Cognitive Theory (Bandura, 1997). The researchers selected a sample of 652 teachers with the help of stratified random sampling. Data were collected using validated questionnaires that assessed exposure to leadership development, motivation to leadership,

and teacher self-efficacy. The alpha coefficients of more than 0.8 were applied to ensure that reliability was ensured, and confirmatory factor analysis was employed to verify that the validity was achieved. The findings indicated that leadership training is a strong predictor of teacher motivation and self-efficacy, and enhances the quality of instructions and cooperation in schools. The research concluded that leadership development should be included in the teacher education. It proposed the whole school professional learning communities, mentoring programs, and structured leadership training.

Pietsch et al. (2025) revealed two major gaps. First, the study focused on teacher-leader development, self-efficacy, motivation, and instructional practices rather than specifically examining school leadership preparedness in planning and its influence on effective school management. The current study addressed this gap by examining how leadership preparedness in planning influences the management of public Comprehensive Junior Schools. Second, the study was conducted in Germany using a quantitative design involving 652 teachers, limiting contextual applicability to Kenya. The current study addressed this contextual and methodological gap by focusing on Chesumei Sub-County, Nandi County, and using questionnaires, interviews, observation, and document analysis.

Awodiji and Naicker (2024) conducted a comparative study in order to determine the leadership development needs of basic school leaders in South Africa and Nigeria in the Education 4.0 era. This study was aimed at assessing the leadership training and technology readiness to handle efficient school administration in swiftly digitizing schools. The methodology employed by the researchers was a mixed-methods comparative approach based on the Human Capital Theory and concerned with basic school leaders in both

countries. A sample of 312 head teachers were selected by use of purposive and stratified sampling. Data were collected through semi structured interviews and questionnaires.

Instrument validity was ensured by pilot testing and expert review whereas Cronbachs alpha coefficients greater than 0.82 were taken as assurances of reliability. The findings revealed that leaders possessed the rudimentary digital skills; nonetheless, the gaps concerning advanced technology skills, digital pedagogy, and leadership related to change in schools were significant. The research concluded that in the digital age of leadership, managerial and technology training should be incorporated. To enhance effective management in elementary schools, it proposed further policy assistance, systematic ICT-leader training, and lifelong professional development (Awodiji and Naicker, 2024).

In their research, Awodiji and Naicker (2024) have evaluated the necessity of developing leadership in Nigeria and South Africa which are culturally diverse countries. Despite the fact that this comparative method offered general knowledge, there was the integration of numerous sociocultural, policy, and educational systems that introduced a gap in context that complicated the direct applicability of the same to the Kenyan basic education context. These countries possess rather diverse expectations of leadership, digital readiness, and school governance. The current study filled this gap by focusing exclusively on Kenya, which resulted in context-specific and culturally appropriate results. This narrower method is better at enhancing accuracy, increasing the applicability of findings to junior schools in Kenya, and increasing their generalizability across the entire educational system in Kenya.

To explore the impact of the leadership ability of head teachers on the management of the public primary schools, Rutemelwa, Mkulu, and Onyango (2023) conducted a research in the Ilemela District of Tanzania. This was aimed at studying how the technical,

interpersonal and conceptual skills can enhance the effectiveness of management. The research that was guided by the Skills Theory of Leadership (Katz, 1955) applied a descriptive survey method to direct the sample to senior teachers and head teachers within the public secondary schools. The scholars sampled 146 individuals through simple random and purposive sampling. Data were collected using interview guides and questionnaires. Validity of the instruments was determined with the help of expert evaluation and triangulation and alpha values of 0.79-0.88 helped to confirm the reliability. The findings revealed that head teachers who possessed better leadership competencies facilitated staff cooperation, planning, and supervision. Based on the results of the conducted research, effective school management requires leadership skills. It proposed leadership seminars, workshops, and continuous professional growth to enhance the ability of managers and improve academic performance (Rutemelwa et al., 2023).

Rutemelwa et al. (2023) targeted the leaders of senior primary schools, the responsibilities and characteristics of learners, and the expectations of administration are highly different compared to the Integrated Junior Schools. Juniors require more and detailed supervision, curriculum support and classroom management and seniors should have more established processes and more adult students. What results is a knowledge gap regarding the specifics of how leadership competency operates in competency-based, early-grade environments. To cope with that, the present research centers on the Integrated Junior Schools and generates the evidence specific to the Kenyan contexts of early-grade learning regarding developmental needs, administrative functions, and CBE expectations.

To determine the training need of the head teachers when implementing Competency-Based Education (CBE) in the public primary schools in Marakwet East sub-

county, Kenya, Chepkonga (2023) conducted this research in Kenya. The research implementation was a descriptive survey that targeted curriculum implementers and head teachers. Stratified and simple random sampling was employed to sample about 120 respondents to make sure that the sample represented the school-level. Data collection was done using questionnaires and interview guides, which were validated by the experts and subjected to a pilot test to establish the reliability by using Cronbach alpha. The findings indicated that the head teachers had not received proper training in instructional monitoring, methods of evaluation and CBE pedagogy. A number of them were not qualified to effectively mentor instructors and this led to inconsistency in the delivery of the curriculum. The report proposed better instructional leadership programs, the continuing in-service training, and increased agency support in the curriculum. It has emphasized the need to come up with frameworks of capacity-building that are particularly appropriate to the demands of CBC in remote elementary schools.

Chepkonga (2023) failed to consider the direct effect of leadership training on the overall school management performance, especially in schools transitioning to integrated junior settings, but rather focused on the training needs of head teachers to lead CBC. Also, the research did not take into account the relationship between inclusive learning environments and the capacity to lead. To bridge this gap, the present study investigates the role of leadership development in effective management methods in the Integrated Junior Schools, where inclusive management indicators, decision making process, and instructional supervision are incorporated in the transformation of basic education system in Kenya.

Ahmed (2020) examined the impact of leadership styles of head teachers on the work performance of teachers who include learners with visual impairments in the government-

funded primary schools in Lamu County, Kenya. A mixed-methods study, involving the sample of around 150, targeted at teachers, support staff, and head teachers but simple random sampling was applied to teachers and purposive to integrated schools. Reliability was determined through test-retest procedures and the data collection tools, which included questionnaires, interview schedules and observation checklists were validated by expert appraisal. These findings indicated that transformational and democratic leadership styles significantly enhanced inclusive behaviors, instructional adaptability, and teacher motivation. Conversely, authoritarian leadership negatively hurt collaboration and special needs support. The research proposed the leadership development program that puts emphasis on collaborative decision-making, inclusive education management, and special pedagogical support of students with visual impairments. It also requested the Ministry of Education to enhance professional growth of administrators in integrated school settings.

Ahmed (2020) focused on leadership styles in integrated schools for learners with visual impairments, but he did not examine competency development, formal leadership training, or how training affects management performance in more general integrated junior education environments. Generalization is limited by the study's concentration on a single handicap category. In order to close these gaps, the current study looks at leadership training as a factor that influences effective management in a variety of integrated junior schools. It evaluates how trained leadership enhances inclusivity, teacher performance, resource coordination, and CBE-aligned instructional management.

2.3.2 Influence of Leadership Preparedness in Planning

In order to compare the efficacy of a university-based principal preparation program to the National Educational Leadership Preparation (NELP) Standards, Boyland et al. (2022)

undertook a study in the United States. The goal was to find out how well graduates thought they were prepared for leadership roles in schools and how superintendents felt about program grads' readiness. Using a survey approach, the researchers collected responses from 38 superintendents and 74 practicing principals who had completed the program. The results showed that both groups thought the graduates were typically well-prepared for leadership roles in schools. Every principal respondent said they would tell others about the preparation program. The study came to the conclusion that preparation programs should be continuously assessed and enhanced in order to generate school leaders who are capable of carrying out their duties.

Formal principal-preparation programs can improve leaders' perceived preparedness for school leadership, as Boyland et al. (2022) showed. However, rather than looking at particular management activities that show preparedness in day-to-day school administration, the study concentrated on preparation against NELP requirements. Additionally, it depended on the opinions of superintendents and program graduates in the US. By analysing preparedness through planning and figuring out how these aspect influence efficient management, the current study closed this gap. Additionally, it offered proof from public comprehensive junior schools in Kenya's Chesumei sub-county, a situation that differs greatly from the United States.

In their study of accomplished school leadership in Australia, Ingvarson and De Araugo (2022) concentrated on the creation and acknowledgement of successful school leadership techniques. The study's goal was to create reliable techniques for recording and evaluating principals' leadership behaviours for professional development, training, certification, selection, and career advancement. In their paper, the researchers described a

research initiative that was started by professional groups of Australian school principals. The program featured a pilot program that tested processes in the field so that principals could show how their activities adhered to professional leadership standards. The study also looked at methods for developing trustworthy certification standards and training assessors. The results showed that when leadership standards are successfully operationalised, they can serve as a crucial link between research and leadership practice. The study highlighted professional growth, proof of leadership impact, introspection, and methodical evaluation as crucial elements of leadership development.

Evidence on professional standards, leadership development, evaluation, and acknowledging successful school leaders is provided by the Australian research. However, rather than figuring out whether preparedness for certain administrative tasks influence efficient school management, its main focus was on setting standards and evaluation procedures. The study also depicts an educational system with formalised professional organisations and leadership requirements. By examining as quantifiable aspect of leadership prepadness, the current study closed this gap. The emphasis was further shifted to Kenya, where Comprehensive Junior Schools are still relatively new and school administrators work under distinct organisational, staffing, policy, and resource situations.

Abonyi (2024) looked into whether formal training in educational management and leadership affected Ghanaian headteachers' leadership styles. The goal was to compare the leadership styles of head teachers with and without official training or certification in educational leadership and management. Using a descriptive survey design, the study was carried out in a single educational district within the Greater Accra Region. 220 teachers were chosen using a proportionate stratified selection technique, and they supplied

information via questionnaires. The two groups' differences were examined using an independent-samples t test. The results revealed statistically significant disparities in all six leadership functions between headteachers who were qualified and those who weren't. The study came to the conclusion that rather than primarily depending on teaching experience and position, school heads should be appointed based on professional educational leadership and management qualifications.

Abonyi (2024) offers compelling proof that variations in headteachers' leadership styles are linked to formal leadership and management credentials. However, rather than examining the influence of certain preparedness factors on effective school management, the study focused on leadership behaviours and certification status. Additionally, it did not look at Kenya's Comprehensive Junior School system; instead, it was carried out in Ghanaian basic schools. By analysing preparedness through planning, the current study closed this gap. Therefore, it goes beyond qualification status to ascertain how effective administration in Kenyan public Comprehensive Junior Schools is influenced by actual preparedness in these functions.

Suleiman et al. (2025) investigated the managerial skills of Nigerian public senior secondary school principals. The goal was to determine the managerial skills necessary for successful school leadership, the difficulties principals face, and methods for enhancing their efficacy. The study found a number of issues that have an impact on principals' managerial effectiveness, such as poor professional development, little autonomy in making decisions, budgetary limitations, staff management concerns, and difficulties putting educational policies into practice. The authors also listed more finance, technological integration, stakeholder collaboration, capacity building, and expanded leadership autonomy as tactics

for enhancing school leadership. The study came to the conclusion that in order to attain administrative efficiency and better educational outcomes, principals require sufficient managerial preparation and institutional support. The results emphasise how crucial it is to enhance school leaders' managerial skills and make sure they are capable of handling organisational, financial, human resource, and policy-related duties.

Professional development, financial resources, staff management, and decision-making were noted as significant problems by Suleiman et al. (2025), who also underlined the importance of managerial abilities for efficient school administration. Nevertheless, the study did not conduct an empirical investigation of leadership preparedness as a multifaceted concept that includes planning. Additionally, it concentrated on Nigerian senior secondary schools as opposed to Kenya's Comprehensive Junior Schools. By examining whether preparedness in planning has a substantial influence on effective management, the current study closed this gap. As a result, the study offered context-specific data from the public Comprehensive Junior School setting in Kenya.

Maiyo (2024) investigated the impact of principals' leadership abilities on the Competency-Based Curriculum (CBC) implementation in public junior secondary schools in Kapseret Sub-County, Uasin Gishu County, Kenya. The goal was to ascertain how CBC implementation is impacted by principals' interpersonal, instructional leadership, decision-making, and resource management skills. Principals, teachers, and students participated in the study's mixed method of data collecting, which included the use of questionnaires. The results demonstrated the importance of principals' leadership abilities for the effective implementation of CBC. Effective curriculum delivery, stakeholder collaboration, student involvement, and prompt decision-making were all found to be supported by excellent

decision-making and resource-management abilities. The study suggested more research on leadership abilities in the changing junior-secondary school setting as well as the provision of sufficient teaching and learning tools.

Because Maiyo's (2024) study looked at managerial skills in Kenyan public junior secondary schools, it is directly related to the current research. But it focused on CBC implementation, paying special attention to decision-making, interpersonal, instructional, and resource-management abilities. The functions of planning as well as leadership preparedness were not particularly examined. Furthermore, Chesumei sub-county was geographically distinct. By investigating the influence of the planning preparedness aspects on effective management, the current study closed this gap and expanded the literature beyond curriculum implementation to more general school-management effectiveness.

Omariba and Barasa (2024) looked into the management and leadership difficulties encountered when Kenyan junior secondary education switched to a competency-based curriculum. Examining how school administrators, instructors, and other education stakeholders dealt with the organisational and managerial challenges of the shift was the goal. The researchers used a qualitative study design that included document analysis, semi-structured interviews, and case studies. The experiences of educators, legislators, and school administrators were the main emphasis of the study. According to the findings, school administrators had to adjust to new organisational structures, resource needs, and curricular expectations as a result of the change, which presented serious leadership and management issues. In order to successfully navigate the shift to junior secondary school, the study stressed the significance of strong leadership and management. The results show that school

administrators must have the necessary skills and be ready to handle evolving learning settings.

Recent data on management and leadership issues related to Kenya's shift to junior secondary education is presented by Omariba and Barasa (2024). However, rather than objectively assessing the impact of leadership readiness on efficient management, their qualitative study mainly identifies and characterises obstacles. Additionally, planning is not used in the study to operationalise preparedness. By analysing planning as management responsibility as aspect of leadership preparedness and assessing its influence on efficient management, the current study closed this empirical and conceptual gap. Additionally, it focused only on public Comprehensive Junior Schools in Nandi County's Chesumei Sub-County.

2.3.3 Instructional Supervision Practices by Head Teachers

The article by Noor and Nawab (2022) conducted research to investigate the types of instructional leadership (IL) applied by school administrators working in rural Sindh schools in Pakistan with contextual and resource limitations. The qualitative approach and deliberate sampling allowed the authors to sample teachers and school administrators in one or more rural schools. Data were collected through focus groups, semi structured interviews, direct observation of leadership behaviors and analysis of documents. The paper on the basis of the IL model developed by Hallinger and Murphy (1985) (defining school mission; managing instruction; developing learning climate) found that school leaders are more preoccupied with the administrative and management issues than with student achievement, teacher development or building of a learning culture. To re-prioritize the priorities to

professional development and instructional improvement, the study proposes policy adjustment and capacity building of the rural school leadership.

The research gap of the work by Noor and Nawab (2022) is a serious gap since the researchers use secondary schools in the rural Pakistani setting and disclose little information on how instructional leadership manifests itself in Integrated Junior Schools based on competency-based reforms. Also, the research employs solely qualitative data; it does not examine some quantifiable relationships between the preparedness of the leaders, their supervisory strategies, and management outcomes at the school level. The present study addressed the existing gaps by conducting a study about instructional leadership in the Integrated Junior Schools, a mixed-methods approach, and considering context-related variables such as the implementation of CBC, which yielded more detailed and practical information regarding practice and policy.

This study from the United States by the focus of Brown et al.'s (2024) examined how elementary school principals use instructional supervision to guide and assist pre-K and kindergarten programs. The authors purposefully selected 14 principals from district-funded early childhood programs using a qualitative case-study design. Semi-structured interviews, observations, and document review were used to gather data. The authors used an early childhood-specific conceptual lens based on four important instructional-leadership aspects. Results indicate that although principals have clear goals for early learning, the demands of upper-grade academic responsibility frequently cause them to deprioritize these goals in practice. Additionally, they say that district and state administrators must provide more assistance. The study suggests that in order to assist principals in implementing their instructional leadership in early childhood settings, policymakers and district leaders should

provide more specialized professional development and institutional supports (such as time and resources).

The focus of Brown et al.'s (2024) study on early childhood settings in the United States limits its relevance to Integrated Junior Schools implementing competency-based reforms, which is a significant research need. The study also highlights the supervisory experiences of administrators, but it does not look at how these practices directly affect the efficacy of school management. Furthermore, generalizability is limited when a qualitative case study is the only one used. By concentrating on instructional supervision in Integrated Junior Schools, connecting supervision to management results, and utilizing a more comprehensive methodological methodology appropriate for CBE situations, the current study filled these gaps.

Using global frameworks from UNESCO, Education International, and the African Union Commission, by Nwokeocha et al.'s (2024) this mixed-methods study (Sierra Leone) investigated the current status of professional standards and competencies for educators and school administrators. The authors sampled educators and leaders nationwide using an online survey (quantitative) and key informant interviews together with brainstorming sessions (qualitative). The study, which is conceptually based on professional teaching standards, identified deficiencies in the execution of national policies, pre-service and in-service teacher training, and school leaders' working conditions. Aligning Sierra Leone's national standards with international frameworks, bolstering initial and continuing professional development, and enhancing working circumstances for school administrators to promote reform and high-quality education are some of the main recommendations.

A notable research limitation in Nwokeocha et al.'s (2024) study is its national-level focus on professional standards and skills, which does not analyze how leaders' readiness directly effects the management of Integrated Junior Schools. The report also identifies policy and training shortcomings, but it makes no connection between these and specific management results or supervisory methods at the school level in competency-based settings. Moreover, context-specific insights are limited by its large countrywide sample. By concentrating on leadership readiness, instructional supervision, and management efficacy in Integrated Junior Schools, the current study closed these gaps and produces focused, context-relevant evidence for enhancing CBC implementation.

The lack of readiness of school administrators to oversee CBE education is the subject of this design-based study (Tanzania, Zanzibar) by Dadi-Ali's (2024). In order to co-develop School-Based Instructional Materials (SB-ISMs) to direct supervision of competency-based lesson preparation, delivery, and evaluation, 33 section leaders, 15 head teachers, and five experts were purposefully chosen for the study. Semi-structured interviews and expert review were used to gather data. Four main themes emerge from the findings: the necessity of thoughtful and authentic material, logical sequencing, context-based facilitation techniques, and useful, hands-on activities. The research is conceptually grounded in curriculum implementation theory and instructional leadership. In order to guarantee usability and contextual relevance, the author advises ministries and curriculum creators to incorporate real users (teachers, leaders) and subject matter experts when creating supervisory guidelines or curricula.

Dadi-Ali's (2024) study has a significant research gap since it concentrates on creating supervisory materials rather than investigating how school leaders' readiness and

supervising techniques directly affect the efficient administration of Integrated Junior Schools. The research fails to examine the relationship between competence of the leader and more broad management outcomes such as coordination, resource utilization, or instructional authority, but does provide valuable information concerning CBE supervisory demands. Its purposeful sample is also a limitation to generalizability, but it is only limited to Zanzibar. Assessing the effectiveness of management, the methods of supervising, and the readiness of leaders in Integrated Junior Schools, the given work closes these gaps and gives the context-specific information to justify the implementation of CBC.

To examine the effects of instructional training on supervisory practices of the head teachers, and challenges encountered in the process of implementing Competency-Based Education, Okeyo, Areba, and Obuba (2024) conducted an empirical study in Kenya. To achieve representative sample, the researchers employed stratified and simple random sample in order to reach the target of head teachers in the public primary schools through descriptive survey technique. The data were collected by the use of checklists in classroom observations, interview guides, and questionnaires. According to the study, inconsistencies in lesson preparation, assessment procedures, and classroom participation were based on gaps in CBE-centered pedagogy, and supervision, even though most of the head teachers were merely trained in the basic instructional training. Among the challenges included poor training opportunities, huge administrative workload, and absence of educational facilities. The authors proposed supervisory tools that are CBE-based, improved instructional leadership training, and continuous professional growth. Conceptually, the study related the efficacy of instructional leadership and the outcomes of CBE at the school level to training adequacy.

The investigated article by Okeyo, Areba, and Obuba (2024) was limited with the emphasis on primary school and the overall preparedness of a head teacher, omitting such specifics as the instructional leadership practices as teacher support, feedback quality, or even supervision frequency. Also, it did not consider the connection between leadership and school resources or teacher capacity. Through focusing on several factors of leadership preparedness, training, supervision, classroom support, and CBE preparedness, in Integrated Junior Schools and including a wide range of respondents, the present study filled in these gaps, and provide more detailed, context-specific data on the improvement of instructional leadership.

Ngui (2023) examined the extent to which the academic performance of learners in the Machakos County of Kenya in the public primary schools are influenced by the instructional supervision procedures of the head teachers. The method of study employed descriptive research and the sampled head teachers were purposively sampled using purposive sampling method, and the teachers were sampled using simple random sampling. Data were collected using structured questionnaires, interview schedules and document analysis checklists with focus on classroom visits, feedback systems and record-keeping procedures. Findings revealed that frequent observations in classroom, immediate feedback and a systematic evaluation of instructional documentation succeeded in positively influencing the learner engagement, the covered curriculum and overall academic achievement. Nevertheless, the effectiveness of these strategies was compromised because of irregular supervision, lack of follow-up and busy school administrators. The research proposed systematic feedback processes, reduced administrative effort among head teachers, and the capacity building processes in instructional oversight. In conceptual terms, the study

related learning outcomes and instructional improvement to the quality and frequency of supervision.

Even though Ngui (2023) provided beneficial evidence regarding the effect of instructional supervision on academic performance, there remain great gaps. The focus of the study was elementary schools and did not examine the effect of monitoring on the more recent Integrated Junior School environment that has different administrative systems and curriculum needs. Also, it paid attention to the procedures of supervision and did not consider the leadership readiness, training, and ability to implement CBE. Through examining the general elements of leadership readiness, preparation, practice, quality of supervision, and CBC preparedness, within the context of Integrated Junior Schools, with various types of respondents, the present study addressed these gaps and bring more in-depth, situation-specific information, contributing to the efficient administration of schools.

2.3.4 Leaders' Preparedness in CBE implementation and Junior Schools

The OECD Teaching Compass/Education 2040 report (OECD, 2025) examined the competences needed for teachers and school leaders to negotiate the complexity of competency-based curricular reforms by synthesizing cross-national evidence. The study, which was carried out across OECD member and partner in developed nations, employed a mixed analytical technique that included extensive policy reviews, cross-system surveys, and case studies of particular schools that were purposefully sampled for variation in curricular models and leadership styles. Structured policy questionnaires, leader/teacher competency frameworks, and document analysis were used to collect data. The results showed that leaders' preparedness in instructional guiding, adaptive decision-making, data-informed supervision, and relational leadership is closely associated with successful

curriculum transformation. While ambiguous policy objectives and inadequate leadership training hampered implementation, systems with organized professional learning, dispersed leadership cultures, and robust induction increased reform outcomes. The report recommended coherence between the school level curricular policy and instructional leadership, competency-based leadership development and continuous professional learning systems. Conceptually, it placed flexibility of leadership as a prerequisite in managing CBC-style reforms.

In as much as the OECD (2025) report provided insightful cross-national views on leadership skills in managing competency based curriculum reforms, it failed to provide situation-specific challenges in Kenyan Integrated Junior Schools, where CBE implementation is associated with specific administrative arrangements and classroom conditions. Furthermore, it did not provide empirical evidence on the mechanisms through which specific dimensions of leadership such as instructional supervision, sufficient training and CBE preparedness interrelate to influence school level outcomes. The current study sealed these gaps by conducting an analysis of these leadership attributes in IJS, applying a diverse range of respondents, and generating locally based data to facilitate effective instructional leadership and curriculum management.

The UNESCO Global Education Monitoring (GEM) Report (2024) examined preparation, global leadership skills and the extent to which school administrators apply curriculum enhancement in different developed countries (UNESCO, 2024). The report employed a mixed method of analysis which consisted of policy analyses, case studies, cross-national data review to obtain information involving multiple education systems that had been deliberately sampled to be representative of leadership practices and

implementation of reforms. Data were collected through institutional surveys, monitoring tool of policy and analysis of documents. The findings revealed that leadership preparedness is a major determinant in curriculum reform outcomes, and robust instructional leadership, sustained professional growth and sustaining governance structures yield superior learning environments and teacher practice. Conversely, inaccurate reform regulations, administrative congestion and insufficient training were a hindrance to implementation. The paper proposed the following as the means to enhance the translation of reforms: distributed leadership models, adequate funding, structured leadership development paths, and coherency of policies. Conceptually, it has linked effective curriculum mediation and school reform to leadership capacity.

The UNESCO GEM Report (2024) provided the general global data on the curricular change and readiness to leadership but did not provide the specific data regarding Kenya and its Integrated Junior Schools, where implementation of CBE implies specific structural and instructional issues. Moreover, due to its cross-national interest, it was not so much concerned with the realities of day-to-day instructional management, the weakness of leadership training and the supervisory processes at the school level. To seal these gaps, this paper shall use empirical data on the local school administrators and teachers and instructional supervisors. It then considered specific areas of leadership preparedness which include training, supervision, experience and CBE preparedness and evaluates the impact of these areas on the effective management in the environment of IJS.

To comprehend the impact of instructional leadership practices by primary school principals on curriculum management and instructional outcomes in the period of a curriculum reform, Ralebese (2025) conducted an empirical study in Lesotho. The study

employed qualitative multiple-case study research design and purposive sampling to sample the administrators and teachers to represent various levels of leadership preparedness. Data was collected through semi-structured interviews, observation schedules and document reviews. The findings indicated that principals who were more equipped in curricular reform possessed a higher level of supervision of pedagogical standards, teacher support, and more precise instructional guidance. The lack of reform-based training made adapting of the teaching methods to the new curriculum hard on the part of principals. The research proposed targeted capacity-building, coaching courses, and structured professional learning teams to enhance responsive leadership to reform. The research conceptualized a relationship between the ability of principals to be successful in mediating curriculum changes and preserving improved teaching practices and their degree of leadership preparation.

Even though the research of Ralebese (2025) was limited to primary schools of Lesotho, the conclusions of the paper are less applicable to the case of the Integrated Junior Schools of Kenya, which operate under different administrative and CBE-specific needs. However, it provided real information on instructional leadership in curriculum redesign. Besides, the research mainly focused on qualitative contexts, and there was no measurable evidence of the impact of training and supervisory strategies and leadership readiness all on school administration. Through a mixed-methodology, the participation of head teachers, and teachers, along with the analysis of leadership training, supervision, experience, and CBE preparation, the present study addressed these gaps to generate context-specific and practical findings to apply efficient IJS management.

A programmatic study conducted by Ali (2024) in Uganda in 2021-2024 investigated the effects the introduction of Competency-Based Curriculum (CBC) in junior schools has

on the preparedness of school leaders in terms of training, supervisory policies, as well as instructional support. The research employed a mixed-methods research design in the selection of supervisory officials, teachers, and school leaders in Kampala schools through stratified and purposive sampling. Data were collected with the help of structured questionnaires, semi-structured interviews and checklists of supervised practice observations. The findings demonstrated that lack of training and unclear supervisory structures hampered the successful (implementation) of CBC, leaders who were adequately prepared enhanced curricular consistency, teacher assistance, and classroom performance. The recommendations included monitoring frameworks, institutional supervisory systems that have been developed based in schools and continuous professional development. In the conceptual aspect, the research related successful implementation of curriculum adoption in junior school environment with instructional supervision and leadership preparedness.

The Ali (2024) article has been an informative source of information regarding CBC school-based supervision in Ugandan junior schools and leader preparedness. However, the research was confined to Kampala setting and was not carried out to evaluate how leadership preparedness and teacher capacity were related to administrative workload and resource constraints at different school levels. The present research closed this gap by exploring school leadership preparedness, monitoring methods, and CBE preparedness in the Kenyan Integrated Junior Schools (IJS). It provided context-relevant details on the impact of leadership on the outcome of curriculum implementation among head teachers in Kenya with the application of a mixed-method design to include head teachers and teachers.

This research focused on the relevance of leadership preparedness of schools in curriculum management at the junior levels and investigated teacher preparedness in

teaching CBC in Nyamira South, Kenya (Okeyo, & Mokua, 2023). In order to represent schools, there was a descriptive survey design of the study and purposive and stratified random sampling of teachers and head teachers. Data were collected using checklists of data on classroom observations, interviews, questionnaires. The results indicated that instructional leadership by the head teachers, methods of supervision, and support system were key contributors to the effectiveness of the teachers to implement CBC. Leaders who gave focused training and supervising the classroom encouraged higher teacher confidence and adherence to the curricula. The report proposed mentorship schemes, continued supervision and structured leadership development programs. Conceptually, it has illuminated the significance of leaders being prepared to implement the curriculum.

In the Okeyo, and Mokua (2023) study, the researchers primarily focused on teacher preparedness to CBE, but they did not pay much attention to the influence of school leadership factors on curriculum implementation. Also, it constrained its generalizability by targeting a particular sub-county. The study sealed these gaps by directly examining the relationship between leadership preparedness (training, instructional supervision, and CBE preparedness), and its role in school administration in a number of Integrated Junior Schools in Kenya. By using a range of respondent properties, the study provided the understanding of the mediation of teacher effectiveness and curriculum faithfulness in the junior school level by the leader preparation.

The article by Kuria (2022) explored the relationship between the effective implementation of CBC in Nairobi County, Kenya, and school preparedness, in particular, leadership preparedness. The study employed a correlational research design to focus on 50 public schools and sampled using stratified random sampling with a focus on the targeting

of head teachers, deputy principals and teachers. Some of the data collection methods included structured questionnaires, interviews, as well as document analysis checklists on processes used in curriculum implementation and school administration. The findings indicated better coverage of the curriculum, teacher encouragement, and student learning achievements in schools where leadership readiness was high, which was obtained via targeted training, structured supervision, and management of resources. Low leadership capacity on the other hand had schools facing challenges in instruction and unequal delivery of curriculum. The report proposed models on how resources would be allocated, better supervisory techniques and leadership development. Conceptually, it linked CBC efficacy and long-term school improvement to institutional preparedness and leader competency.

Kuria (2022) has investigated CBC implementation and school-level preparedness in Nairobi County, with the focus on the significance of leadership preparedness. The study however failed to investigate the effects that specific leadership practices such as resource management, quality feedback and supervisory frequency have on daily management of curriculum; rather, it focused primarily on correlational relationships. The current study filled this gap by assessing various dimensions of leadership and how they impact instructional practices, teacher support, and CBE outcomes by using a mixed-method approach in the Kenyan Integrated Junior Schools. It generated effective, circumstantial data to underpin frameworks of curricular management and leadership.

2.4 Summary of Literature Review and Knowledge Gaps

Quality leadership development is crucial for efficient management, better curriculum delivery, appropriate teacher supervision, and wise decision-making, according to research on school leadership readiness in Integrated Junior Schools (IJS). Most of the

studies employed either a rigorously quantitative or qualitative design, often based on questionnaires alone, and often they failed to present their methodology. Moreover, the problem of ethics was not considered and validity and dependability aspects were omitted in some studies. The context-specific information is lacking as though these studies examined the roles and the involvement of school leaders, they rarely ever examined how training became translated into useful leadership skills, instructional support and administrative effectiveness in IJS.

The proposed study addresses these gaps in the form of triangulation of the results achieved by means of questionnaires, interview guidelines, and document analysis, using a convergent parallel mixed-method design. Piloting, content, and face validity were ensured and ethical norms followed strictly. The given strategy facilitated an in-depth study of the effect of leadership development and experience, techniques of instructional supervision and readiness to implement CBE on the effective administration of IJS. The research provided information on how ready school leaders enhance curriculum fidelity, teacher encouragement, and school results in Chesumei sub-county by examining both the tactical as well as practical components of leadership.

CHAPTER THREE

RESEARCH DESIGN AND METHODOLOGY

3.1 Introduction

This chapter presents the study methodology. It discusses the study's location, research design, target demographic, sampling techniques, and sample size. Additionally, it includes details about the data gathering tools, their validity and reliability, their dependability, and the methods used for data collection and analysis. Finally, it included ethical issues that were taken into considerations during the whole study process.

3.2 Research Design

In order to provide a thorough knowledge of school leadership preparedness and its influence on effective integrated junior school management. Research design is a systematic plan or framework that guides a researcher in collecting, measuring, and analysing data to answer research questions and achieve the objectives of a study (Creswell & Creswell, 2023). The study used a mixed methods approach, specifically the convergent parallel design. This design makes it possible to apply both quantitative and qualitative methods at the same time, providing a balanced viewpoint on professional experience, instructional supervision, leadership development, and preparedness for Competency-Based Education. According to Biesta (2020), mixed method approach, promotes systematic flexibility, which improves the study findings' practical applicability. In a similar vein, Morgan (2022) contends that mixed method approach is especially appropriate for studying intricate human systems like school leadership. Within this paradigm, cross-sectional survey was used to determine more general leadership trends and patterns, while phenomenological inquiry will examine leaders' lived experiences in the Chesumei sub-county.

The study collected numerical data (quantitative) and descriptive data (qualitative) concurrently, and the two types of data were analysed to complement each other and provide a more comprehensive understanding of the research problem. According to Creswell and Creswell (2023), a convergent design strengthens triangulation and enhances the validity of educational research by collecting and comparing quantitative and qualitative evidence on the same phenomenon. While the quantitative cross-sectional component uncovered common leadership preparation approaches, the phenomenology strand recorded teachers' and head teachers' opinions of the challenges in managing Integrated Junior Schools. According to Plano Clark (2024), integrating quantitative and qualitative findings strengthens the study through comparison and validation. Quantitative data show the extent of influence, while qualitative data explain how and why the influence occurs. Thus, integration provides a more comprehensive understanding of school leadership preparedness and effective management.

3.3 Locale of Study

Chesumei Sub-County is one of the six administrative sub-counties of Nandi County, namely Mosop, Emgwen, Chesumei, Nandi Hills, Aldai, and Tinderet. Nandi County is situated in the North Rift region of Kenya and borders Kakamega County to the west, Uasin Gishu County to the northeast, Kericho County to the southeast, Kisumu County to the south, and Vihiga County to the southwest. Within Nandi County, Chesumei is bordered by Mosop Sub-County to the north and Emgwen Sub-County to the south. The study was geographically limited to public Comprehensive Junior Schools within Chesumei Sub-County and did not include schools in other sub-counties or private institutions.

Chesumei Sub-County was selected because its public Comprehensive Junior

Schools provide an appropriate context for examining how leadership preparedness in planning influences effective school management. The management of these schools requires leaders to plan instructional activities, allocate available resources, coordinate staff, involve stakeholders, and respond to emerging administrative challenges. The changing responsibilities associated with Comprehensive Junior Schools further make leadership preparedness important for effective institutional management. Studying Chesumei Sub-County therefore provides context-specific evidence on whether leaders' preparedness in planning contributes to effective coordination, supervision, programme implementation, resource utilization, and learner outcomes. The findings may also assist education authorities in strengthening leadership preparation, professional development, and management support for public Comprehensive Junior Schools in similar Kenyan contexts.

3.4 Target Population

According to Creswell (2023), a target population refers to the entire group of individuals or entities from which a researcher obtains data and draws conclusions about a phenomenon. The study targeted 653 respondents, comprising 125 public comprehensive junior schools, 125 heads of institutions, 522 junior school teachers, one Sub-County Director of Education, and five Quality Assurance and Standards Officers, as indicated in the Nandi County Annual Development Plan (2023). These stakeholders were considered appropriate because they were directly involved in school leadership, instructional supervision, implementation of the Competency-Based Education, and other administrative activities influencing the effective management of Integrated Junior Schools in Chesumei Sub-County.

3.5 Sampling Procedure and Sample Size

A sample is a part of a population which is selected in a way that allows a researcher to make inferences without viewing each member (Saunders et al., 2023). In this research, sampling is important since the number of educational stakeholders spread across the Integrated Junior Schools of Chesumei sub-county is several. To collect the correct and comprehensive data on school leadership preparedness, the study was conducted based on both probability and non-probability sampling approaches that are generally recommended for mixed-methods research to enhance representativeness and depth of research (Cohen et al., 2021). These approaches ensured that key stakeholders in the governance of Comprehensive Junior Schools gave diverse points of view.

Non-probability sampling, was used to select heads of institutions, the Sub-County Director of Education, Quality Assurance and Standards Officers, whose leadership roles provided rich and context-specific information on preparedness in leadership training, supervision, experience, and CBE implementation, were chosen using purposive sampling. Conversely, the junior school teachers were selected under the probability sampling methods such as stratified random sampling to ensure that the quantitative aspect of the study captures the diversity of schools within the sub-county (Bryman, 2021). This combination increases the validity of the results by providing the balance between representativeness and depth.

3.5.1 Sampling of Schools

The thirteen public Comprehensive Junior Schools were distributed proportionately across the identified strata to ensure that each category of schools was adequately represented in the sample. After stratifying the 125 schools according to the selected characteristics, the number of schools to be selected from each stratum was determined using

the proportionate allocation formula: $n_i = (N_i/N) \times n$, where n_i represents the number of schools selected from a particular stratum, N_i represents the total number of schools in that stratum, N represents the total population of 125 schools, and n represents the required sample of 13 schools. The calculated allocations were rounded to whole numbers, while ensuring that the final total remained 13 schools. Simple random sampling was subsequently used within each stratum to select the required schools.

3.5.2 Sampling of Heads of Institutions

For the study, a criterion purposive sample of thirteen (13) heads of institutions from the thirteen Comprehensive Junior Schools chosen were included. They were chosen because they are the chief administrators in charge of overseeing instruction, carrying out policies, allocating resources, and managing the school as a whole. Curriculum delivery and teacher effectiveness are directly influenced by their professional experience, leadership training, and readiness to apply Competency-Based Education. Heads of institutions are important decision-makers who direct junior school operations, establish school culture, and guarantee adherence to national education standards. Their participation produced trustworthy data on current leadership practices and their effects on school performance by offering crucial insights into how leadership readiness impacts the efficient administration of Integrated Junior Schools in Chesumei sub-county.

3.5.3 Sampling of Junior School Teachers

The Yamane (1967) formula, which is frequently used in educational research to establish suitable sample sizes for large populations while retaining statistical reliability, were used to determine the sample size for teachers. The formula can be written as:

N

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

Where;

n=Number of samples

N= Total population

e= Error tolerance (0.05)

Therefore:

The researcher calculated a sample size of 10% of the target population

$$N = 522 \times 0.10 = 52$$

$$= \frac{52}{1 + 52\ (0.05)2}$$

$$= 45.58 \quad = 46$$

Therefore, a sample size of 46 teachers was selected for the study.

Once the number of teachers has been determined, they were split into two groups: male and female. To ensure equal representation and prevent either group from being overrepresented or underrepresented. The percentage of each gender in the overall teacher population computed to determine the number to be included in the sample. Simple random sampling was used within each stratum once the necessary numbers (22 males and 24 females) were determined. Each teacher in each gender group was given a number, and participants were chosen at random using a technique like a random number generator until the necessary number was attained. Fairness and equitable selection opportunities are guaranteed by this process (Bryman, 2021).

3.5.4 Sampling of the Sub-County Director of Education

The study included the Sub-County Director of Education since they offer reliable information on leadership preparedness, the execution of policies, and the general administration of Integrated Junior Schools through criterion purposive sampling. As the chief education administrator in the sub-county, the Director oversees curriculum reforms,

including the Competency-Based Education framework, leadership development, and instructional supervision. Their knowledge is essential to comprehending how training programs and administrative readiness affect the efficient administration of Integrated Junior Schools in Chesumei sub-county.

3.5.5 Sampling of Quality Assurance and Standards Officers

One Quality Assurance and Standards (QAS) officer was included through criterion purposive sampling for the study because of their direct supervisory responsibilities and knowledge with Chesumei sub-county school administration. The QAS officer who routinely supervise Integrated Junior Schools made up the sampling frame; inclusion requirements included having at least two years of experience, actively participating in the implementation of Competency-Based Education, and being available for interview. To guarantee functional and geographic representation throughout the sub-county, the officer was selected to cover various zones and school clusters. The sample frame matrix is displayed in Table 1.

Table 1

Sampling Frame Matrix

Participants Category	Target Population	Sampling Technique	Sample Size	Percentage
Schools	125	Simple Random	13	10.40%
Head Teachers	125	Criterion Purposive	13	10.40%
Teachers	522	Proportionate Random	46	10.20%
SCDE	1	Criterion Purposive	1	100%
QASO	1	Criterion Purposive	1	100.00%.
TOTAL	649		61	

Source: *Researcher (2025)*

3.6 Description of Research Instruments

The study obtained evidence from teachers, heads of institutions, Quality Assurance and Standards Officers (QASO), and the Sub-County Director of Education (SCDE) to establish how leadership preparedness relates to the effective management of Comprehensive Junior Schools in Chesumei sub-county. Teachers provided information on school-level practices and their experiences of leadership preparedness, while heads of institutions, QASO, and SCDE provided professional perspectives on leadership practices, instructional supervision, and school administration. The evidence from these respondents provided complementary perspectives that enabled comparison and corroboration of findings, thereby strengthening the credibility and depth of the study (Wilson & Heenan, 2023; Asim, 2024).

3.6.1 Questionnaire for Teachers

The quantitative data concerning the four research questions about the importance of instructional supervision, the experience of leadership, the leadership training, and the readiness to implement the CBE was collected with the help of a questionnaire designed specifically to be used among teachers. This tool is ideal in gathering information of a large sample of teachers in the sub-county of Chesumei Integrated Junior Schools and offers a convenient and cost-effective solution to exploring the effects that leadership preparedness may have on effective management of schools. According to Browne (2023), questionnaires can be appropriate when the researcher wants to have standardized information based on a large number of respondents, which is why they can be considered suitable in conducting a study that would examine a vast number of variables related to school leadership. The primary focus of the questionnaire was therefore be on the perception of the teachers

regarding the role the leadership qualities plays in enhancing collaboration, utilization of resources, curriculum, as well as the support given to the learners.

The questionnaire was structured according to the five research questions. Section A covered demographic information, including gender, age, teaching experience, years at the present school, and professional qualifications. Section B examined school leadership training and its influence on effective school management. Section C focused on leadership preparedness in planning, including planning, resource allocation, programme implementation, stakeholder involvement, and monitoring. Section D addressed leadership experience and its influence on school management, including decision-making, staff coordination, supervision, and resource management. Section E examined instructional supervision practices and their influence on school management, while Section F focused on leaders' preparedness to implement CBE and its influence on curriculum implementation, assessment, learner support, and school performance. Both closed- and open-ended items were included (see Appendix IV).

3.6.2 Interview Guide for Heads of Institutions

Qualitative information directly related to the four research questions on leadership training, planning, leadership experience, instructional supervision, and preparedness for CBE implementation was gathered through interviews. Chan (2023) postulated that by allowing participants to express experiences that questionnaires are unable to fully capture, interviews improve the breadth and clarity of educational research findings. Heads of institutions were interviewed for this study to gather expert opinions on leadership practices in Chesumei sub-county. In accordance with the research questions of the study, the interview guide was divided into six sections. Demographic data, such as gender, age, years

of leadership experience, education level, and professional training, were collected in Section A. The influence of leadership training on effective management was discussed in Section B. Section C examined leadership preparedness in planning and management effectiveness. Section D addressed leadership administrative performance. Section E examined instructional supervision practices, while Section F assessed preparedness for CBE implementation and school management (see Appendix V).

3.6.3 Interview Guide for Sub-County Director of Education

In-depth qualitative data directly addressing the five study questions on leadership training, leadership preparedness in planning, leadership experience, instructional supervision, and preparedness for CBE implementation were obtained through interviews. Interviews enabled the researcher to obtain detailed and accurate responses by allowing participants to explain their experiences and provide clarification through questioning and probing (Chan, 2023). The interview guide comprised six sections. Section A captured demographic information, including gender, age, years of leadership experience, length of service at the current station, type of school, and professional qualifications. Section B examined the influence of leadership training on effective management. Section C focused on leadership preparedness in planning, while Section D addressed leadership experience. Section E examined instructional supervision practices, and Section F focused on leaders' preparedness for CBE implementation (see Appendix VI).

3.6.4 Interview Guide for Quality Assurance and Standards Officers

To obtain professional insights into the four research questions concerning effective management of public Comprehensive Junior Schools in Chesumei Sub-County, interviews with Quality Assurance and Standards Officers (QASOs) were conducted. Interviews

enabled the researcher to obtain detailed information based on the officers' supervisory experiences and professional perspectives (Morgan, 2023). The interview guide comprised five sections. Section A collected demographic and professional information, including gender, age, years of service, supervisory zone, and professional qualifications. Section B examined the influence of school leadership training on effective management. Section C focused on the extent to which school leadership preparedness in planning influences effective management, including planning, resource allocation, stakeholder participation, implementation, and monitoring. Section D examined the influence of instructional supervision practices by heads of institutions on teaching, learning, and school management. Section E assessed the extent to which leaders' preparedness for CBE implementation contributes to effective management, including curriculum delivery, assessment, teacher support, and learner outcomes (see Appendix VII).

3.6.5 Document Analysis Guide

The document analysis guide was used to systematically examine relevant school and education records relating to the four research questions. The guide was structured as a checklist to review documents such as head teachers' appraisal reports, leadership training records, school improvement plans, instructional supervision records, CBE implementation documents, and QASO supervision reports. The documents provided contextual evidence on leadership training, planning practices, instructional supervision, and preparedness for CBE implementation, as well as their relationship with effective school management (Bowen, 2022). The guide captured the nature of each document, indicators related to the four study variables, evidence of administrative effectiveness, and emerging themes or gaps. The information obtained also enabled comparison with questionnaire and interview

findings, thereby strengthening the credibility of the study (Creswell & Poth, 2021). The document analysis guide is provided in Appendix VIII.

3.6.6 Observation Guide

The observation guide was used to record school leadership practices, administrative routines, instructional activities, and CBE implementation processes relevant to the four research questions (Creswell & Poth, 2021). The guide focused on observable indicators of leadership training, preparedness in planning, instructional supervision, and preparedness for CBE implementation. Areas observed included school organization, preparation and implementation of school programmes, teaching and learning activities, classroom management, instructional supervision, teacher-leader interactions, resource utilization, and the school environment. Observation provided direct evidence of how leadership practices were reflected in day-to-day school operations without disrupting normal activities (O'Leary, 2023). The observations also enabled the researcher to compare actual practices with information obtained from questionnaires, interviews, and documents, thereby providing context-specific evidence and strengthening the credibility of the findings (Johnson & Christensen, 2022). The observation guide is provided in Appendix IX.

3.7 Validity and Reliability of Research Instruments

This section describes the steps the researcher took to guarantee the reliability and validity of the data gathering tools. While consistency checks verified dependability, instrument validation included fine-tuning content to appropriately capture the research variables. In order to evaluate internal consistency and determine any necessary modifications prior to full deployment, the researcher also carried out a pilot study.

3.7.1 Validity

The researcher employed strict validity techniques to guarantee correctness and reliability in examining the influence of school leadership preparedness on the effective management of integrated junior schools in Chesumei sub-county. Validity guarantees that the instruments assess CBE preparedness, instructional supervision, leadership training, and experience as intended. Updated expert review procedures were used for face, content, and construct validity checks. Experts in educational administration and planning assessed each item for face validity by making sure it is clear and in line with the goals of the study. To ensure that the instruments fully address every aspect of leadership preparedness, CBE implementation professionals were consulted to enhance content validity. By examining current research, consulting expert panels, and matching each question to the specified variables, construct validity was ensured (Miller & Torres, 2022).

3.7.2 Pilot Testing

The Influence of school leadership preparedness on the effective management of integrated junior schools in Chesumei sub-county was strengthened by a pilot test that tested every element of the research design on a smaller scale. In a pilot testing, a subset of the target population is given research instruments in order to assess methodological soundness, clarity, and practicality. Its major goal is to find flaws, clarify unclear items, evaluate usefulness, and improve the validity and reliability of the instruments prior to the primary data collection. Harper (2023) asserts that pilot testing is essential for enhancing the validity and rigor of educational research because it allows researchers to foresee difficulties and guarantee effective data collecting and processing during the main study.

Two public Comprehensive Junior Schools in a neighbouring sub-county that was not included in the main study were selected for pilot testing. The participants comprised two Heads of Institutions and six teachers, representing both school leadership and teaching perspectives. The Heads of Institutions were selected because of their direct responsibility for school administration, instructional supervision, planning, and implementation of CBE, while the teachers were selected because of their direct experience with leadership practices and day-to-day school operations. The researcher conducted debriefing sessions with the participants after administering the questionnaires and interview guides to identify unclear, confusing, ambiguous, or irrelevant items. Based on their feedback, problematic items were revised, removed, or improved to enhance clarity, accuracy, reliability, and the instruments' ability to measure the study constructs effectively.

3.7.3 Reliability of Quantitative Instruments

Questionnaire for Teachers is the quantitative measuring tool in the research. The piloting information of this tool was utilized in determination of the Cronbach's Alpha coefficient that was utilized as the index of reliability of the questionnaire. Good reliability is usually seen to be achieved at a coefficient of above 0.7. Dependability in research is the degree to which the findings of a study can be used reliably to repeat the study in similar conditions to ensure results are consistent when the given research is repeated (Creswell, 2023). The quantitative instrument in this research was tested on the reliability with the help of Cronbach's Alpha as a statistical parameter that tests the internal consistency of items that are developed to measure the same concept.

Cronbach's Alpha aids in the determination of the relationship between questionnaire items and their relation to each other, and the relationship between them and their ability to

provide consistent data. Cronbach's Alpha = 0.80 which represents a high standard of internal consistency was considered fit in this research on the effects of school leadership preparedness on the effective management of integrated junior schools in Chesumei Sub-County. A value close to 1.0 indicates high reliability which means that the questionnaire items are consistent and measure the target constructs effectively. In its turn, reaching a coefficient of approximately 0.8 was indicate that the tool is valid and capable of generating consistent data on CBE preparation, leadership experience, leadership training, and instructional supervision (Creswell, 2023). This level of reliability ensured that the quantitative data is dependable and can be further analyzed. The findings are as shown in Table 2.

Table 2

SPSS Reliability Output (Cronbach's Alpha

Construct	Number of Items	Statistic	Cronbach's Alpha
Parental homework supervision	10	Reliability Statistics	0.824
Parental participation in school-based activities	10	Reliability Statistics	0.801
Parental monitoring of learners' study habits	10	Reliability Statistics	0.793
Parental educational attitude	10	Reliability Statistics	0.776

Source: *Researcher (2026)*

The reliability coefficients (Cronbach's Alpha) for each of the four constructs in Table 2 vary from 0.776 to 0.824, indicating that the research instrument's internal consistency is acceptable to good. All constructions satisfy the necessary criterion since values greater than 0.70 are regarded as dependable in social science research. After parental

involvement in school-based activities (α = 0.801), parental homework supervision had the highest dependability (α = 0.824), indicating strong consistency among its items. This suggests that the items employed under these categories are consistently measuring the intended ideas related to learners' acquisition of learning-to-learn ability and are well-structured.

Parental supervision of study habits (α = 0.793) and parental educational attitude (α = 0.776) both fall within acceptable reliability limits while being slightly lower, suggesting that the items are quite consistent in capturing the dimensions. The small discrepancy can be the result of respondents' varying opinions about parental attitudes and monitoring techniques. All things considered, the results verified that the tool is dependable and appropriate for gathering data. This enhances the study's credibility and validates the findings about how parental involvement affects junior school students' acquisition of learning-to-learn competency.

3.7.4 Credibility and Dependability of Qualitative Instruments

The qualitative tools of the study such as document analysis guide and interview guides to the head teachers, Sub-County Director of Education (SCDE) and Quality Assurance and Standards (QAS) staff. Their validity were tested using triangulation, reviewing peers, and checking the members. Dependability and credibility are important in qualitative section of this study that examines the effect of school leadership preparedness on the smooth running of integrated junior schools in Chesumei sub-county. Dependability is associated with the aspects of the stability and reliability of results in a similar environment and assures the interpretations to remain reasonable and repeatable (Patel & Kumar, 2023).

In order to make sure that the results are a proper reflection of the raw data, an external audit took a closer look at the data collection and processing processes.

There are various measures that were employed in improving credibility. Triangulation was used to cross-check the information obtained during interviews, document analysis, and supporting qualitative data in order to assess the validity of the emerging conclusions. Member verification allowed participants to test and confirm the reliability of recorded data and initial interpretations and ensure that their views are captured accurately. The peer debriefing (that is, communicating with the educational research professionals) were provided an external confirmation of the methods of analysis and judgments. To ensure that the interpretation of qualitative data is consistent, intercoder reliability was also illustrated by comparing the results of coding between multiple researchers. Any identified contradictions were further investigated and addressed to enhance the dependability, reliability, credibility, and transferability of the results of the study (Patel & Kumar, 2023; Lopez & Santos, 2022).

3.8 Data Collection Procedures

The researcher obtained a research authorization from the National Commission for Science, Technology, and Innovation (NACOSTI) in order to carry out the study on the influence of school leadership preparedness on the effective management of integrated junior schools in Chesumei sub-county. This authorization was backed by an introductory letter from the Department of Postgraduate Studies at the Catholic University of Eastern Africa. The researcher next got in touch with the head teachers of the chosen schools to arrange appointments for data collection after presenting this authorization to the County Director of Education.

Over the course of two weeks, one school was visited every two days to gather data. When the researcher and a research assistant arrive, they met with the head teacher of the school, who introduced them to the teachers and briefly explain the goal of the study. Before data collection started, consent forms were given out and signed by participants. Teachers were given questionnaires to fill out during breaks after document analysis and classroom observations. Lastly, in order to guarantee accuracy and reduce prejudice, interviews with the SDCE, QASO, and the school head teacher were undertaken. The responses were documented in interview schedules and audio recordings. To guarantee methodical and trustworthy data collection, this structured process were performed in each of the sampled schools.

3.9 Data Analysis Procedures

Both quantitative and qualitative data analysis techniques were used to guarantee thorough examination. The Statistical Package for Social Sciences (SPSS) version 26 was used to process quantitative data gathered via questionnaires. Data cleaning, coding, and variable definition were the first steps in the analysis. Then, descriptive statistics like means, frequencies, and percentages were used to highlight important trends. Next, influences and differences between variables were examined using inferential statistics, such as hypothesis testing, p-values, and effect sizes. The strength and direction of linear correlations between leadership preparedness factors and efficient school management was also ascertained using the t- test and ANOVA, enabling findings to be extrapolated to a wider setting.

NVivo software was used to examine qualitative data from interviews, and open-ended questionnaire responses. Based on patterns found in participant narratives, textual data were imported, coded systematically, and divided into themes and sub-themes (Limna,

2023). Reliability was improved by multiple coding and peer review, and the coding framework was improved by cooperatively resolving differences. Word clouds and cluster analyses are two of NVivo's visualization tools that helped find connections and important insights.

3.10 Ethical Considerations

The study put into consideration ethical issues before, during and after collection of data. All the necessary clearances was obtained by the researcher before data collection, which included introductory letters by the Catholic University of Eastern Africa, and a research approval by NACOSTI. The objectives, methodology, time, and expected roles of the study were all transparently revealed to the participants. Clear explanations were provided in the consent form that teachers were able to withdraw any time with no consequences and the importance of volunteering was emphasized (Creswell, 2023). Transparency was ensured by answering each question and concern raised by individuals.

The autonomy, confidentiality, and anonymity of the participants wwere strictly followed when collecting the data. Pseudonymous were employed where necessary, no names were contained in the instrument and all responses remained absolutely confidential. To ensure that the possible pain is reduced, the researcher collected the data in a respectful and empathetic way. There was priority to ethical practices like seeking the consent of the teachers and professional actions in focus groups, interviews, and observations.

All the information collected was securely kept and used in the purposes of this study. Only the research team had access to sensitive data and any results were presented in a manner that would not make it possible to single out individual participants. To ensure ethical integrity throughout the research process, any publications or presentations that are

the outcomes of the study ensured that the participants remain confidential and that the depiction of the data that was collected is accurate and responsible (Kothari, 2019).

CHAPTER FOUR

PRESENTATION, DISCUSSION, AND INTERPRETATION OF FINDINGS

4.1 Introduction

Based on data gathered via questionnaires, interview guides, document analysis guide, and observation guide, this chapter presents the analysed data, discussion, and interpretation of the research findings. The presentation is arranged systematically in accordance with the research questions of the study. Before delving deeply into the findings, the chapter starts with a summary of the research instruments return rate and a demographic characteristic of the respondents.

4.2 Instruments Return Rate

The researcher examined the return rates of the different data collection instruments, namely, questionnaires and interview guides, distributed to the intended respondent groups at the beginning of the data analysis procedure. Establishing the sufficiency, reliability, and general integrity of the data collected for the study required this examination. A summary of the instrument return rates is given in Table 3.

Table 3

Return Rate of Research Instruments

Instruments	Sample	Returned	Percentage
Questionnaire for Teachers	46	40	86.9%
Interview Guide for Head Teachers	13	10	83.3%
Interview Guide for SCDE	1	1	100.0%
Interview Guide for QASO	1	1	100.0%

Source: *Field Data (2026)*

Table 3 displays each research instrument's response rate. According to the results, 40 out of 46 teacher questionnaires were returned, resulting in an 86.9% response rate; above the 70% level suggested by Mugenda & Mugenda (2020). Effective data collection techniques including prior communication with respondents, confidentiality assurances, and the researcher's physical presence during data collection, which probably promoted participation, may be responsible for this high return rate. In a similar vein, the head teachers' interview guide yielded an 83.3% response rate (10 out of 13), indicating a high level of cooperation from school administration, perhaps as a result of the study's importance to school administration and earlier appointment scheduling.

Furthermore, a 100.0% response rate was observed for both the Sub-County Director of Education and Quality Assurance Standards Officer interview guides, showing complete administrative participation. This can be explained by the limited sample size, the study's official authorization, and education officers' professional duty to assist research endeavors. The high response rates for all instruments point to little non-response bias and improve the validity and dependability of the study's findings. High response rates enhance representativeness, suggesting that the data gathered appropriately reflects the target population, as observed by Creswell & Creswell (2023).

4.3 Demographic Information of the Respondents

The study gathered data on the demographic characteristics of the participants, which encompassed the heads of institutions, teachers, sub-county director of education, and quality assurance and standards officer. The data underwent analysis and was subsequently provided as shown in Table 4.

Table 4

Demographic Characteristics of the Participants

Demographics	**Teachers**		**Heads Institution**		**SCDE**		**QASO**	
	F	**%**	**F**	**%**	**F**	**%**	**F**	**%**
Gender								
Male	18	45.0	4	40.0	1	100.0	1	100.0
Female	22	55.0	6	60.0	-	-	-	-
Total	**40**	**100.0**	**10**	**100.0**	**1**	**100.0**	**1**	**100.0**
Age Category								
21-30 years	14	35.0	-	-	-	-	-	-
31-40 years	12	30.0	3	30.0	-	-	-	-
41-50 years	7	17.5	4	40.0	1	100.0	1	100.0
51-60 years	5	12.5	2	20.0	-	-	-	-
Above 61 years	2	05.0	1	10.0	-	-	-	-
Total	**40**	**100.0**	**10**	**100.0**	**1**	**100.0**	**1**	**100.0**
Education level								
PI Certificate	5	12.5	3	30.0	-	-	-	-
Diploma in Education	6	15.0	1	10.0	-	-	-	-
Bachelor's Degree	25	63.5	4	40.0	1	00.0	1	100.0
Master's Degree	4	10.0	2	20.0	-	-	-	-
PhD's Degree	-	-	-	-	-	-	-	-
Total	**40**	**100.0**	**6**	**100.0**	**1**	**100.0**	-	-
Teaching Experience								
1-5 years	16	40.0	-	-	-	-	-	-
6-10 years	7	17.5	-	-	-	-	-	-
11-15 years	6	15.0	2	20.0	-	-	-	-
16-20 years	5	12.5	3	30.0	-	-	-	-
21 years and above	6	15.0	5	50.0	-	-	-	-
Total	**40**	**100.0**	**10**	**100.0**	**-**	**-**	**-**	**-**

Source: *Researcher (2026)*

Teachers, heads of institutions, the Sub-County Director of Education (SCDE), and the Quality Assurance and Standards Officer (QASO) are among the participants whose

demographics are shown in Table 4. In terms of gender, the findings showed that, out of 40 teachers, 18 were male, or (45.0%), and 22 were female, or (55.0%). Of the ten head teachers, four were male, making up (40.0%) of the total, and six were female, making up (60.0%). Males made up 100% of the SCDE and QASO, respectively. Heads of institutions were included in the study because they supervise school administration and leadership practices, and teachers were included because they directly carry out curriculum activities and engage with learners on a daily basis. Because of their supervisory and policy implementation responsibilities in education management, the SCDE and QASO were involved. The greater proportion of female participants among teachers and institution heads points to a rise in female involvement in teaching and leadership in education. These results are consistent with a study conducted by Wanjiku and Njoroge (2022), which found that increased gender equity policies in education have led to an increase in the number of female teachers in Kenyan teaching and school leadership roles.

Majority of teachers were comparatively young and enthusiastic, according to the age distribution findings, which may have a favorable influence on the efficient administration and execution of junior school programs. In particular, 14 teachers, or (35.0%) of teachers, were between the ages of 21 and 30, and 12 teachers, or (30.0%), were between the ages of 31 and 40. Further, (17.5%) of teachers were between the ages of 41 and 50, (12.5%) were between the ages of 51 and 60, and just (5.0%) were older than 61. The majority of heads of institutions were older and more seasoned, with (20.0%) being between the ages of 51 and 60 and (40.0%) being between the ages of 41 and 50. The age range of 41 to 50 years old accounted for 100% of both the SCDE and QASO. The study was able to collect a variety of viewpoints on school leadership readiness and management

efficacy since it included a range of age groups. While senior administrators have the leadership experience required for institutional administration, younger teachers were deemed significant since they actively participate in the implementation of the Competency-Based Education (CBE). The Findings corroborate Chebet's (2021) claim that age variety in schools improves institutional efficacy by striking a balance between creativity and experience. The findings, however, are at odds with those of Kiptoo (2023), who noted that a lack of administrative experience frequently causes younger teachers to struggle with leadership adaptability.

In terms of educational attainment, the findings showed that the majority of teachers and school administrators had the appropriate academic credentials to run integrated junior schools successfully. Indeed, 25 respondents, or (63.5%) of teachers, had bachelor's degree, (15.0%) had education diploma, (12.5%) had PI certificate, and (10.0%) had master's degree. In a similar vein, (40.0%) of institution heads had bachelor's degree, (30.0%) had PI certificate, (20.0%) had master's degree, and (10.0%) had education diploma. Bachelor's degree accounted for 100% of the categories in both the SCDE and QASO. Higher academic credentials are linked to improved decision-making, leadership, and curriculum implementation capabilities. The preponderance of bachelor's degree holders suggests that the majority of participants had sufficient professional expertise to facilitate efficient school administration. These findings are consistent with study by Jelimo (2021), who found that academic credentials have a major influence on curriculum supervision and school leadership efficacy in Kenyan schools. In a similar vein, Rotich (2024) revealed that school administrators with advanced degrees have better instructional leadership.

Of the teachers surveyed, 16 or (40.0%) had taught for one to five years, (17.5%) for six to ten years, (15.0%) for eleven to fifteen years, (12.5%) for sixteen to twenty years, and (15.0%) for more than twenty-one years. On the other hand, (50.0%) of institution heads had over 21 years of experience, (30.0%) had 16–20 years, and (20.0%) had 11–15 years. While head teachers were chosen because of their administrative responsibilities and their experience in running schools, teachers were included because they offer personal knowledge of curriculum implementation and school leadership readiness. The findings suggest that seasoned school administrators are more likely to have the leadership and management skills necessary to successfully manage integrated public junior schools. Koech (2020) claims that a principal's capacity to successfully oversee institutional changes and educational reforms is improved by having a wealth of teaching and administrative experience. However, Tanui (2022) contended that because younger teachers have more exposure to contemporary pedagogical approaches and digital learning strategies, they might adjust to CBE reforms more quickly.

4.4 Presentation, Interpretation, Discussions of the Findings

4.4.1 Training in Leadership and Management of Integrated Junior Schools

Teachers were asked to respond to the following statements on how training on school leadership influenced the effective management of Integrated Junior Schools in public primary schools in Chesumei Sub-County? on the Likert scale of 5 to 1 where 5 = Strongly Agree; 4 = Agree; 3 = Uncertain; 2 = Disagree; 1 = Strongly Disagree. Table 5 presents the investigation's summarized findings in an organized manner.

Table 5

Training in Leadership and Management of Comprehensive Junior Schools (n=40)

Statement	SA (%)	A	U	D	SD	Mean	Std Dev
Head teachers have received formal leadership training relevant management.	8 (20.0%)	10 (25.0%)	6 (15.0%)	9 (22.5%)	7 (17.5%)	3.08	1.40
Leadership training has improved school planning and organization.	10 (25.0%)	12 (30.0%)	8 (20.0%)	4 (10.0%)	6 (15.0%)	3.40	1.36
Trained head teachers provide clear guidance to staff.	12 (30.0%)	11 (27.5%)	4 (10.0%)	8 (20.0%)	5 (12.5%)	3.42	1.41
Leadership training enhances decision-making in school administration.	11 (27.5%)	14 (35.0%)	5 (12.5%)	6 (15.0%)	4 (10.0%)	3.55	1.30
Training improves head teachers' ability to manage resources efficiently.	10 (25.0%)	15 (37.5%)	5 (12.5%)	7 (17.5%)	3 (7.5%)	3.55	1.24
Leadership training increases teachers' confidence in management.	11 (27.5%)	12 (30.0%)	6 (15.0%)	8 (20.0%)	3 (7.5%)	3.50	1.28
Trained leaders handle school conflicts effectively.	11 (27.5%)	14 (35.0%)	6 (15.0%)	5 (12.5%)	4 (10.0%)	3.58	1.28
Leadership training promotes a positive school climate.	10 (25.0%)	15 (37.5%)	7 (17.5%)	4 (10.0%)	4 (10.0%)	3.58	1.24
Training equips head teachers to implement school policies effectively.	9 (22.5%)	16 (40.0%)	6 (15.0%)	5 (12.5%)	4 (10.0%)	3.52	1.24
Leadership training contributes to learner academic performance.	10 (25.0%)	10 (25.0%)	7 (17.5%)	8 (20.0%)	5 (12.5%)	3.30	1.36

Source: *Researcher (2026)*

Table 5 indicates that, there are differing opinions among teachers regarding whether head teachers have received formal leadership training, according to the data. Of the responses, 18 (45.0%) agreed 8 (20.0%) strongly agreed and 10 (25.0%) agreed), 6 (40.0%) disagreed 9 (22.5%) disagree and 7 (17.5%) strongly disagreed), and 6 (15.0%) were neutral. The average score of 3.08 and the comparatively high standard deviation of 1.40 point to

response variability and inconsistent access to leadership training. From the standpoint of Change Management Theory, leaders must be well equipped to direct change processes in order for schools to undergo effective transformation. The findings suggest that many head teachers might not be adequately prepared to oversee adjustments in integrated junior schools. This is consistent with the findings of Chepkonga (2023), who exposed that head teachers' lack of leadership training resulted in inadequate instructional support. Therefore, the implementation of structured change in schools is undermined by inconsistent training.

Majority of teachers had positive opinions on whether leadership training had enhanced school planning and organization: 22 (55.0%) agreed 10 (25.0%) strongly agreed and 12 (30.0%) agreed], whereas 10 (25.0%) disagreed and 8 (20.0%) were unsure. The average score of 3.40 suggests a reasonable level of agreement, indicating that organizational procedures benefit from leadership training. Change Management Theory states that executives who have organized leadership training are better able to plan and coordinate change projects. These results are in line with Heenan and Wilson's (2023) findings that leadership development improves administrative efficacy and organizational culture. The existence of 10 (25.0%) disagreeing comments, however, raises the possibility that training may not be equally successful in all schools. This suggests that in order to improve planning and organizational effectiveness in integrated junior schools, more standardized and context-specific leadership development programs are required.

While 13 (32.5%) disagreed and 4 (10.0%) were neutral, 23 (57.5%) respondents agreed that trained head teachers give workers clear instructions (12 (30.0%) strongly agreed and 11 (27.5%) agreed). Although not very strong, the mean of 3.42 indicates a generally favorable view. Communication is emphasized by Change Management Theory as being

essential to the successful implementation of change. Although there are still gaps, the results indicate that trained leaders are in a better position to convey expectations and offer guidance. This corroborates the findings of Rutemelwa et al. (2023), who discovered that leadership skills enhance staff supervision and coordination. Nonetheless, the rather significant disagreement (13 respondents) suggests that not all skilled leaders successfully apply their expertise. This discrepancy may make it more difficult for schools to implement change smoothly, highlighting the necessity of ongoing professional development and mentoring for head teachers.

According to teachers' responses, leadership training improves decision-making in school administration; 25 (62.5%) agreed (11 (27.5%) strongly agreeing and 14 (35.0%) agreed), whereas 10 (25.0%) disagreed and 5 (12.5%) were neutral. The average score of 3.55 indicates a very favorable view. Making decisions is essential for navigating institutional reforms and adjusting to new demands in education, according to the framework of Change Management Theory. These findings imply that leadership training gives heads of institutions the strategic and analytical abilities needed to make wise decisions. Ahmed (2020) observed that transformative leadership enhances teacher performance and decision-making. The existence of opposing viewpoints, however, suggests that despite training, some heads of institutions can still have trouble making decisions. This underscores the necessity of ongoing capacity building and may be caused by contextual challenges or insufficient depth in training programs.

Regarding whether training enhances head teachers' capacity to effectively manage resources, 25 (62.5%) of teacher respondents agreed [10 (25.0%) strongly agreeing and 15 (37.5%) agreed], whereas 10 (25.0%) disagreed and 5 (12.5%) were undecided. A significant

upward trend is indicated by the mean score of 3.55. Resource management is crucial for carrying out and maintaining change initiatives, according to Change Management Theory. The results suggest that head teachers with training are more capable of allocating and using resources efficiently. This is consistent with the findings of Awodiji and Naicker (2024), who highlighted how leadership development improves administrative effectiveness and technology preparedness. The 25% of respondents who disagreed, however, point to differences in the application of training to real-world resource management. This could be the result of institutional support deficiencies or restricted resources, which can impede the efficient implementation of learned skills.

Of the respondents, 23 (57.5%) agreed with the statement that leadership training boosts teachers' confidence in school administration (11 (27.5%) strongly agreed and 12 (30.0%) agreed), whereas 11 (27.5%) disagreed and 6 (15.0%) were undecided. Moderate agreement is shown by the mean of 3.50. Building stakeholder confidence is crucial for organizational transition, according to change management theory. The findings imply that skilled leaders cultivate teachers' confidence and trust, which is essential for the effective execution of reforms. Pietsch et al. (2025) observed that leadership training increases teacher motivation and self-efficacy, which is in line with this. The existence of opposing viewpoints, however, suggests that confidence-building is not consistently accomplished, perhaps as a result of differences in communication efficacy or leadership philosophies. This emphasizes the necessity of including interpersonal and motivational skills in leadership development programs.

According to the findings, 25 (62.5%) respondents agreed [11 (27.5%) strongly agreed and 14 (35.0%) agreed] that skilled leaders manage conflicts in schools well, while

9 (22.5%) disagreed and 6 (15.0%) were neutral. Strong agreement is indicated by the mean score of 3.58. According to systems theory, schools are interconnected systems that depend on conflict resolution to remain functional and balanced. The findings imply that leadership development improves head teachers' capacity to resolve disputes, hence fostering system stability. This validates the findings of Ahmed (2020), who emphasized the value of collaborative leadership in cultivating productive workplace relationships. The minority that disagreed, however, suggests that some leaders might not have the interpersonal skills required for successful dispute settlement. This highlights the necessity of emphasizing conflict resolution techniques in leadership development programs within the larger educational system.

Additionally, 25 (62.5%) respondents agreed (10 (25.0%) strongly agreed and 15 (37.5%) agreed) that leadership training fosters a positive school climate, while 8 (20.0%) disagreed and 7 (17.5%) were neutral. Strong agreement is indicated by the mean of 3.58. According to systems theory, a pleasant environment is necessary for all school components to operate smoothly. The results show that leadership development helps foster workplaces that are cooperative and encouraging. This is in line with the findings of Heenan and Wilson (2023), who discovered that transformational leadership improves school culture and collaboration. However, the existence of opposing viewpoints implies that not all schools have better environments, perhaps as a result of leadership philosophies or contextual variations. This emphasizes how crucial it is to match leadership development with the unique requirements of educational settings in order to guarantee reliable results.

Regarding the statement that training prepares head teachers to successfully implement school policies, 25 (62.5%) respondents agreed [9 (22.5%) strongly agree and 16

(40.0%) agreed], while 9 (22.5%) disagreed and 6 (15.0%) were neutral. A very positive perception is indicated by the mean score of 3.52. The use of policies is crucial to preserving coherence in the educational system, according to systems theory. According to the findings, leadership training improves head teachers' ability to understand and implement policies. This is consistent with the findings of Rutemelwa et al. (2023), who discovered that leadership abilities enhance policy enforcement and oversight. The dissenting opinions, however, suggest that certain head teachers might find it difficult to apply policies, either as a result of insufficient training or situational challenges. This implies that more realistic and situation-specific training methods are required.

Twenty (50.0%) respondents agreed [10 (25.0%) strongly agreeing and 10 (25.0%) agreeing] that leadership training improves overall learner academic achievement, while thirteen (32.5%) disagreed and seven (17.5%) were neutral. Moderate agreement is shown by the mean of 3.30. According to the Human Capital Theory, funding for leadership development improves organizational results, including student achievement. According to the findings, academic results are positively but not significantly influenced by leadership training. This lends some credence to the findings of Heenan and Wilson (2023), who associated leadership development to higher academic accomplishment. The comparatively large degree of disagreement, however, suggests that academic achievement is also influenced by other elements, such as resources and the caliber of instruction. This implies that more extensive educational investments should be made in addition to leadership training since it is insufficient on its own.

The findings show that leadership training in integrated junior schools is generally seen favorably, with most assertions showing agreement levels above 50.0%, including 25

(62.5%) agreement in a number of categories. Standard deviations exceeding 1.20 indicate variability, whereas mean scores between 3.08 and 3.58 indicate moderate to good agreement. The findings show that leadership training improves planning, decision-making, school atmosphere, and resource management, which is consistent with Change Management Theory, Systems Theory, and Human Capital Theory. However, significant levels of disagreement, like 16 (40.0%) on formal training, indicate gaps in the efficacy and accessibility of training. The literature that has been evaluated consistently emphasizes the value of leadership development while also pointing out implementation challenges. As a result, even while leadership training greatly aids in school administration, more detailed, reliable, and situation-specific programs are required to optimize its effects.

The quantitative results in Table 5 were largely corroborated by findings from classroom and school observations, especially when it came to dimensions of leadership effectiveness. The researcher found that head teachers who seemed to have had leadership training exhibited planned staff meetings, clear communication, and regulated routines in a number of schools. This is consistent with the 22 (55.0%) and 23 (57.5%) agreement on better planning and direction. Additionally, 25 (62.5%) respondents agreed with the positive explanations about decision-making and school atmosphere, which were expressed in visible behaviors such as punctual class monitoring, coordinated timetabling, and orderly school surroundings. Nonetheless, inconsistent supervision and unclear task delegation were observed in a few schools, which correlates with the 10 (25.0%)–13 (32.5%) disagreement levels in some statements. This implies that although there are clear advantages to leadership training, different schools use it differently.

The quantitative findings were corroborated and refuted by the examination of school records. The 25 (62.5%) agreement that training enhances resource management and policy execution is supported by records such as staff meeting minutes, school development plans, and policy implementation reports in some schools, which showed systematic planning and structured leadership practices. Furthermore, the 20 (50.0%) agreement that leadership training improves academic achievement was supported by recorded proof of professional development sessions and performance monitoring. The 16 (40.0%) dispute regarding formal leadership training is reflected in the fact that records were either out-of-date, incomplete, or lacking clear proof of strategic planning in a number of cases. In contrast to favorable responses, financial records and resource allocation documentation also showed inefficiencies in some schools. Overall, document analysis shows that although leadership training has had an influence on school management practices, its efficacy varies and depends on how consistently it is implemented.

According to the majority of teachers' agreement in Table 5, heads of institutions reported that leadership training had improved their ability to plan, organize, and manage school operations more successfully during interviews. In line with responses like 23 (57.5%) agreement on guidance and 25 (62.5%) on decision-making, they highlighted increased confidence, enhanced staff communication, and stronger decision-making ability. However, they also recognized challenges, including inadequate or irregular training chances, which is similar to the 18 (45.0%) agreement vs 16 (40.0%) disagreement on formal training. While training is helpful, some head teachers noted "complete implementation is hampered by contextual factors such as scarce resources and a lack of ongoing professional development" (HOI 2 & 4). HOI 4 said. In addition, another HOI observed:

> Leadership training has really helped me organize the school better; I now plan activities more effectively and involve teachers in decision-making. After the training, I am more confident in handling school conflicts and managing resources, though sometimes the resources are still not enough (Head Teacher 2, Personal Communication March 15, 2026).

Another, however, voiced concerns, stating:

> Although some school leaders had received training in educational leadership, the training was not adequate to address all the demands associated with managing Comprehensive Junior Schools. Instructional supervision was an area where additional support and capacity building were necessary. Differences in the level of training among school leaders influenced their confidence and effectiveness in carrying out some leadership responsibilities (HOI 2 Personal communication, March 26, 2026).

The participant therefore emphasized the need for continuous professional development, mentoring, and practical support to strengthen school leaders' competencies, particularly in instructional supervision. As stated by Head Teacher 4, "Not all of us have received adequate training, and in some areas like instructional supervision, we still need more support.

According to QASOs qualitative data, leadership training has indirectly improved school administration procedures, especially in the areas of planning, discipline, and policy execution. In line with the high agreement levels (25, or 62.5%) in a number of statements, he observed that head teachers with training typically promote better school climates and have superior administrative competence. They did, however, also draw attention to

inadequacies in the training's practical application, particularly in resource management and instructional supervision, which is consistent with the observed disagreement among certain teachers. The Quality Assurance and Standards Officer stressed that although training offers fundamental skills, ongoing supervision and assistance are required to guarantee successful execution.

The opinions of Quality Assurance and Standards Officer both confirmed and refuted the quantitative findings:

> We have seen improvement in schools where head teachers have undergone leadership training, especially in planning and maintaining discipline. Trained head teachers tend to create a more positive school environment and are better at implementing policies. Some head teachers still struggle with applying what they learned, particularly in resource management and supervision (QASO 2 Personal Communication May 3, 2o26).

This response represents the 10 (25.0%)–13 (32.5%) disagreement levels in certain sections of Table 5, as well as the 25 (62.5%) agreement on school climate and policy execution.

In line with the general consensus in Table 5, SCDE stated that “leadership training significantly improves school management, especially in planning, decision-making, and policy execution”. He found that schools with qualified head teachers typically have higher administrative and organizational performance. He did, however, also draw attention to differences in training effectiveness and access, which are reflected in the conflicting opinions about formal leadership training (18 (45.0%) agreement against 16 (40.0%) disagreement).

4.4.2 Leadership Preparedness and Planning

The second research question examined how school leadership preparedness in planning influences the effective management of public Comprehensive Junior Schools in Chesumei sub-county, Nandi County, Kenya. Teachers were asked to indicate their level of agreement with ten statements using a five-point Likert scale where 5 = Strongly Agree, 4 = Agree, 3 = Uncertain, 2 = Disagree, and 1 = Strongly Disagree. Table 6 presents the summarized findings.

Table 6

Teachers' Responses on School Leadership Preparedness in Planning and Effective Management (n = 40)

Statement	SA	A	U	D	SD	Mean	Std. Dev.
Prepared school leaders develop clear plans that guide the effective management of school activities.	12 (30.0%)	13 (32.5%)	5 (12.5%)	6 (15.0%)	4 (10.0%)	3.58	1.32
Planning enables school leaders to set clear priorities and objectives.	11 (27.5%)	14 (35.0%)	6 (15.0%)	5 (12.5%)	4 (10.0%)	3.58	1.28
Prepared school leaders develop realistic plans for teaching and learning activities.	10 (25.0%)	15 (37.5%)	6 (15.0%)	5 (12.5%)	4 (10.0%)	3.55	1.27
Leadership preparedness in planning enables school leaders to address school challenges.	10 (25.0%)	14 (35.0%)	7 (17.5%)	5 (12.5%)	4 (10.0%)	3.53	1.28
Prepared school leaders effectively plan for the allocation and use of school resources.	11 (27.5%)	13 (32.5%)	6 (15.0%)	6 (15.0%)	4 (10.0%)	3.53	1.34
Preparedness in planning promotes smooth implementation of school programmes and activities.	12 (30.0%)	12 (30.0%)	6 (15.0%)	6 (15.0%)	4 (10.0%)	3.55	1.36
Prepared school leaders involve teachers and other stakeholders in school planning.	10 (25.0%)	14 (35.0%)	5 (12.5%)	7 (17.5%)	4 (10.0%)	3.50	1.36
Preparedness in planning enables leaders to develop appropriate staff development plans.	9 (22.5%)	14 (35.0%)	7 (17.5%)	6 (15.0%)	4 (10.0%)	3.45	1.31

Prepared school leaders monitor and review school plans to improve management effectiveness.	11 (27.5%)	13 (32.5%)	6 (15.0%)	6 (15.0%)	4 (10.0%)	3.53	1.34
Leadership preparedness in planning contributes positively to learners' academic outcomes.	11 (27.5%)	14 (35.0%)	7 (17.5%)	5 (12.5%)	3 (7.5%)	3.63	1.25

Source: Researcher (2026)

Table 6 indicates generally positive perceptions of the influence of leadership preparedness in planning on effective management. Across the ten statements, the mean scores range from 3.45 to 3.63, suggesting moderate to relatively high agreement. The highest mean is recorded for the statement that leadership preparedness in planning contributes positively to learners' academic and overall outcomes (M = 3.63, SD = 1.25), while the lowest is for preparedness enabling development of staff development plans (M = 3.45, SD = 1.31). These findings suggest that teachers generally perceive planning preparedness as an important foundation for organizing school activities, allocating resources, implementing programmes, and improving outcomes.

The findings show that 25 teachers (62.5%) agreed or strongly agreed that prepared school leaders develop clear plans that guide effective management, while 10 (25.0%) disagreed or strongly disagreed and 5 (12.5%) were uncertain. The mean of 3.58 (SD = 1.32) indicates moderate agreement. This suggests that leadership preparedness equips school leaders to translate institutional goals into practical plans and priorities. The finding is consistent with Boyland et al. (2022), who emphasized the importance of systematic leadership preparation in developing principals capable of performing leadership responsibilities effectively. It also supports Ingvarson and De Araugo (2022), who emphasized professional standards, evidence-based practice, reflection, and systematic leadership development.

Twenty-five respondents (62.5%) agreed or strongly agreed that prepared school leaders develop realistic plans for teaching and learning activities. The mean score of 3.55 (SD

= 1.27) indicates moderate agreement. This implies that preparedness in planning can strengthen the ability of school leaders to sequence activities, allocate responsibilities, anticipate implementation requirements, and maintain continuity in curriculum delivery. The finding is consistent with Maiyo (2024), whose Kenyan study linked principals' managerial skills with implementation of the Competency-Based Curriculum in public junior secondary schools. It also resonates with Abonyi (2024), who found differences in leadership practices between headteachers with formal leadership and management qualifications and those without such qualifications.

Twenty-four respondents (60.0%) agreed or strongly agreed that leadership preparedness in planning enables school leaders to anticipate and address school challenges. Similarly, 24 respondents (60.0%) agreed or strongly agreed that prepared leaders plan effectively for allocation and use of school resources. The mean scores of 3.53 for both statements indicate moderate agreement. These results suggest that effective planning is not limited to setting objectives but also involves anticipating constraints and aligning available resources with institutional priorities. This interpretation is supported by Suleiman et al. (2025), who identified financial constraints, staff-management difficulties, limited decision-making autonomy, and professional-development needs as challenges requiring stronger managerial competencies.

Twenty-four respondents (60.0%) agreed or strongly agreed that prepared leaders involve teachers and other stakeholders in school planning, while 23 respondents (57.5%) agreed or strongly agreed that preparedness enables leaders to develop appropriate staff-development plans. The corresponding means were 3.50 and 3.45. These findings indicate that planning preparedness includes a participatory and human-resource dimension. Omariba and Barasa (2024) similarly highlighted the leadership and management demands associated with Kenya's transition to junior secondary education, suggesting the need for school leaders to

adapt organizational practices and respond to changing institutional requirements. The results are also compatible with Systems Theory because school planning requires interaction and coordination among interconnected school components.

Twenty-four respondents (60.0%) agreed or strongly agreed that leadership preparedness in planning promotes smooth implementation of school programmes, while the same proportion agreed or strongly agreed that prepared leaders monitor and review school plans to improve management effectiveness. The means were 3.55 and 3.53 respectively. The highest-rated item was the contribution of planning preparedness to learners' academic and overall outcomes, with 25 respondents (62.5%) agreeing or strongly agreeing and a mean of 3.63 (SD = 1.25). The findings indicate that planning is viewed as a continuous management process involving formulation, implementation, monitoring, review, and improvement rather than a one-off administrative exercise.

The findings can be interpreted using the same theories retained in the study. Change Management Theory explains the importance of prepared leaders in anticipating change, communicating priorities, implementing plans, and reducing resistance during organizational transitions. Systems Theory views the school as an interconnected system in which planning links teaching, staffing, resources, stakeholders, and learner outcomes. Human Capital Theory explains how leadership knowledge, preparation, competencies, and accumulated professional capabilities can improve the quality of managerial decisions and organizational performance. Taken together, the theories suggest that leadership preparedness in planning strengthens the capacity of school leaders to align school resources and people around institutional objectives.

The findings indicate that school leadership preparedness in planning has a positive perceived influence on effective management of public Comprehensive Junior Schools. The results are consistent with recent literature emphasizing formal leadership preparation, professional standards, managerial competence, and effective leadership practice (Abonyi,

2024; Boyland et al., 2022; Ingvarson & De Araugo, 2022; Maiyo, 2024; Omariba & Barasa, 2024; Suleiman et al., 2025). The findings therefore provide empirical support for examining planning preparedness as one of the key dimensions of school leadership preparedness in the management of Comprehensive Junior Schools in Chesumei Sub-County.

The quantitative findings shown in Table 6 about the influence of school leadership preparedness in planning on the effective management of public Comprehensive Junior Schools were largely validated by findings from the observation guide. During school visits, the researcher observed that schools headed by leaders who demonstrated strong preparedness in planning had well-organized schedules, clearly coordinated instructional activities, timely class supervision, and appropriate record-keeping. The administration, teachers, and learners had clear and consistent communication channels, and staff meetings appeared to be systematically planned and conducted. Strong planning competence was demonstrated by heads of institutions through effective task allocation, preparation of school programmes, prioritization of activities, and timely responses to emerging administrative challenges. Additionally, the researcher observed that schools with well-prepared leaders in planning demonstrated better teacher teamwork, punctuality, and coordination of school activities. The majority of teachers, ranging from 23 (57.5%) to 25 (62.5%), agreed or strongly agreed that leadership preparedness in planning had a beneficial influence on school management, implementation of school programmes, and learner outcomes. These observations therefore supported the quantitative findings.

Document analysis findings both verified and somewhat challenged the quantitative findings. Schools headed by leaders who demonstrated preparedness in planning generally maintained up-to-date and well-organized records, according to an analysis of school documents such as staff meeting minutes, supervision records, lesson attendance registers,

financial reports, school improvement plans, and programme implementation records. The majority of institutions showed evidence of regular programme implementation, teacher supervision, instructional planning, resource allocation, and monitoring of planned activities. These findings supported the quantitative findings, which showed that leadership preparedness in planning improved the development of clear school plans, resource allocation, implementation of school programmes, monitoring of activities, and effective school operations. Despite having prepared administrators, however, documents from a few schools revealed inadequate monitoring records and delays in implementing some planned activities. This suggested that leadership preparedness in planning alone might not entirely ensure effective management unless accompanied by adequate resources, teamwork, continuous monitoring, institutional support, and ongoing professional development, which somewhat challenged the quantitative findings.

Heads of institutions clarified that compared to school leaders with limited preparation in planning, leaders who had received appropriate preparation were typically more confident and effective in managing institutional responsibilities. Preparedness in planning improved the development of school priorities, organization of activities, resource allocation, decision-making, and monitoring of school programmes. Planning preparedness enabled preparation realistic work plans, coordinate teachers, anticipate administrative challenges, and develop appropriate responses before such challenges affected teaching and learning. Prepared leaders were in a better position to supervise teachers, deal with curriculum implementation issues, and build cooperative relationships with teachers, parents, and other stakeholders. However, a few head teachers noted that planning preparedness without adequate institutional support was insufficient to guarantee effective

school management. They explained that some leaders continued to experience challenges associated with inadequate funding, increased workloads, staffing shortages, and changing curriculum requirements. Overall, their views emphasized the importance of institutional support, continuous professional development, monitoring, and stakeholder involvement while broadly supporting the quantitative findings.

The quantitative findings in Table 6 were further supported by the heads of institutons' interview responses. One head teacher explained: "My preparation in school planning helps me to organize teachers, allocate responsibilities, prepare school programmes, and respond to administrative challenges. When plans are clear, it becomes easier to supervise teaching, manage resources and ensure that school activities are implemented on time." Another head teacher observed: "Effective planning enables a head teacher to set priorities, involve teachers, prepare realistic programmes and monitor implementation. When planning is done properly, supervision becomes easier and teachers understand what is expected of them." These responses validate the quantitative findings, particularly the finding that 25 (62.5%) respondents agreed or strongly agreed that prepared school leaders developed clear plans that guided effective school management. They also support the finding that 24 (60.0%) respondents agreed or strongly agreed that leadership preparedness in planning promoted smooth implementation of school programmes and activities. The interview evidence therefore demonstrates how preparedness in planning is translated into practical school-management practices.

The quantitative findings in Table 6 were further supported by the heads of nstitutions' interview responses. One head teacher explained:

> My preparation in school planning helps me to organize teachers, allocate responsibilities, prepare school programmes, and respond to administrative challenges. When plans are clear, it becomes easier to supervise teaching, manage resources and ensure that school activities are implemented on time (Head of Institution 2, Personal Communication May 3, 2026).

Another head teacher observed:

> Effective planning enables a head teacher to set priorities, involve teachers, prepare realistic programmes and monitor implementation. When planning is done properly, supervision becomes easier and teachers understand what is expected of them (Head of Institution 3, Personal Communication, May 3, 2026).

These responses validate the quantitative findings, particularly the finding that 25 (62.5%) respondents agreed or strongly agreed that prepared school leaders developed clear plans that guided effective school management. They also support the finding that 24 (60.0%) respondents agreed or strongly agreed that leadership preparedness in planning promoted smooth implementation of school programmes and activities. The interview evidence therefore demonstrates how preparedness in planning is translated into practical school-management practices.

The Quality Assurance and Standards Officer (QASO) provided further evidence regarding the influence of leadership preparedness in planning on school management. The officer observed that schools headed by leaders with strong planning capacity generally demonstrated better organization, instructional supervision, implementation of school programmes, and preparedness for quality-assurance assessments. According to the QASO, prepared school leaders were more likely to establish clear priorities, prepare school

improvement plans, coordinate curriculum implementation, monitor instructional activities, and maintain appropriate administrative records. The officer further noted that schools with effective planning systems were generally better positioned to identify weaknesses and take corrective action. This observation was consistent with the quantitative findings, particularly the mean scores of 3.58 for developing clear management plans, 3.55 for planning school programmes and activities, and 3.53 for monitoring and reviewing school plans. However, the QASO emphasized that effective planning should be accompanied by regular monitoring, professional support, adequate resources, and flexibility to respond to emerging educational needs.

> The QASO further explained that preparedness in planning was particularly important in the changing Comprehensive Junior School environment. The officer noted: Schools whose head teachers are prepared in planning tend to perform better in organization, instructional supervision and implementation of school programmes. These leaders are usually able to set priorities, coordinate activities, monitor implementation and respond to emerging administrative challenges (QASO Personal Communication May, 2, 2026).

The QASO also observed that some school leaders prepared plans but experienced difficulties in implementing them because of inadequate resources, staffing challenges, or changing policy requirements. This observation provides an important qualification to the quantitative findings. Although teachers generally perceived leadership preparedness in planning positively, effective management depends not only on the ability to formulate plans but also on the availability of resources and the capacity to implement, monitor, and revise those plans.

The Sub-County Director of Education (SCDE) also strongly supported the quantitative findings. According to the SCDE, head teachers who demonstrated strong planning preparedness generally exhibited better organizational skills, clearer communication, more effective instructional leadership, and improved coordination of school programmes. The officer explained that prepared leaders were more likely to develop realistic school plans, involve teachers and parents in relevant activities, allocate responsibilities appropriately, and monitor the implementation of school programmes. The SCDE further observed that effective planning enabled school leaders to respond more systematically to curriculum reforms and emerging administrative challenges. These views were consistent with the quantitative findings, where 24 (60.0%) respondents agreed or strongly agreed that leadership preparedness in planning enabled school leaders to anticipate and address school challenges and 24 (60.0%) agreed or strongly agreed that preparedness in planning promoted smooth implementation of school programmes and activities.

The SCDE further explained that planning preparedness contributed to institutional stability because it enabled school leaders to align human, financial, material, and instructional resources with school priorities. The officer observed:

> Prepared head teachers are generally better able to organize school programmes, allocate responsibilities, manage available resources and monitor implementation. They are also more likely to involve teachers in planning and to respond to emerging challenges before they disrupt school operations (SCDE Personal Communication, May 4, 2026).

However, the SCDE cautioned that planning skills need to be continuously strengthened because the school environment is dynamic. Changes in curriculum requirements, staffing,

technology, resource availability, and government policies require school leaders to review and adjust their plans. The officer therefore emphasized the importance of continuous professional development, mentoring, stakeholder participation, and flexibility in school planning.

The qualitative findings from observations, document analysis, head teacher interviews, the QASO, and the SCDE largely corroborated the quantitative findings presented in Table 6. The quantitative results showed moderate to relatively high agreement across all ten statements, with mean scores ranging from 3.45 to 3.63. The highest mean score of 3.63 was recorded for the statement that leadership preparedness in planning contributes positively to learners' academic and overall outcomes, while the lowest mean score of 3.45 concerned the development of appropriate staff-development plans. The qualitative evidence provided practical explanations for these results by demonstrating that prepared school leaders were more capable of developing clear plans, setting priorities, organizing teaching and learning activities, allocating resources, involving stakeholders, monitoring implementation, and responding to emerging challenges.

The findings are consistent with recent literature reviewed in the study. Boyland et al. (2022) demonstrated the importance of systematic leadership preparation in developing principals capable of effectively performing school leadership responsibilities. Ingvarson and De Araugo (2022) emphasized the importance of professional standards, leadership development, reflection, and evidence of effective leadership practice. Similarly, Abonyi (2024) found that formal preparation in educational leadership and management was associated with differences in headteachers' leadership practices. In Kenya, Maiyo (2024) found that principals' managerial skills were important in the implementation of the

Competency-Based Curriculum in public junior secondary schools, while Omariba and Barasa (2024) highlighted the leadership and management challenges associated with the transition to junior secondary education. These studies provide support for the present finding that preparedness is important for strengthening school management.

The findings can also be explained using the theories underpinning the study. Change Management Theory suggests that prepared leaders are better positioned to anticipate change, communicate priorities, implement planned interventions, and respond to resistance or emerging challenges. Systems Theory explains that effective school planning requires coordination among interconnected components, including teachers, learners, administrators, parents, resources, curriculum activities, and government agencies. Human Capita Theory further explains that leadership preparation, knowledge, skills, and professional competencies enhance the ability of school leaders to make effective decisions and improve organizational performance.

The triangulated findings indicate that school leadership preparedness in planning positively influences the effective management of public comprehensive junior schools in Chesumei sub-county. The quantitative findings were strongly supported by observations, school documents, head teacher interviews, and the views of the QASO and SCDE. Nevertheless, the qualitative findings also demonstrated that planning preparedness does not operate in isolation. Its contribution to effective management is strengthened by adequate resources, stakeholder participation, continuous professional development, monitoring, institutional support, and the ability of school leaders to adapt plans to changing circumstances.

The Quality Assurance and Standards Officer (QASO) provided further evidence regarding the influence of leadership preparedness in planning on school management. The officer observed that schools headed by leaders with strong planning capacity generally demonstrated better organization, instructional supervision, implementation of school programmes, and preparedness for quality-assurance assessments. According to the QASO, prepared school leaders were more likely to establish clear priorities, prepare school improvement plans, coordinate curriculum implementation, monitor instructional activities, and maintain appropriate administrative records. The officer further noted that schools with effective planning systems were generally better positioned to identify weaknesses and take corrective action. This observation was consistent with the quantitative findings, particularly the mean scores of 3.58 for developing clear management plans, 3.55 for planning school programmes and activities, and 3.53 for monitoring and reviewing school plans.

However, the QASO emphasized that effective planning should be accompanied by regular monitoring, professional support, adequate resources, and flexibility to respond to emerging educational needs. The QASO further explained that preparedness in planning was particularly important in the changing Comprehensive Junior School environment. The officer noted: “Schools whose head teachers are prepared in planning tend to perform better in organization, instructional supervision and implementation of school programmes. These leaders are usually able to set priorities, coordinate activities, monitor implementation and respond to emerging administrative challenges.” The QASO also observed that some school leaders prepared plans but experienced difficulties in implementing them because of inadequate resources, staffing challenges, or changing policy requirements. This observation provides an important qualification to the quantitative findings.

Although teachers generally perceived leadership preparedness in planning positively, effective management depends not only on the ability to formulate plans but also on the availability of resources and the capacity to implement, monitor, and revise those plans. The Sub-County Director of Education (SCDE) also strongly supported the quantitative findings. According to the SCDE, head teachers who demonstrated strong planning preparedness generally exhibited better organizational skills, clearer communication, more effective instructional leadership, and improved coordination of school programmes. The officer explained that prepared leaders were more likely to develop realistic school plans, involve teachers and parents in relevant activities, allocate responsibilities appropriately, and monitor the implementation of school programmes. The SCDE further observed that effective planning enabled school leaders to respond more systematically to curriculum reforms and emerging administrative challenges. These views were consistent with the quantitative findings, where 24 (60.0%) respondents agreed or strongly agreed that leadership preparedness in planning enabled school leaders to anticipate and address school challenges and 24 (60.0%) agreed or strongly agreed that preparedness in planning promoted smooth implementation of school programmes and activities.

The SCDE further explained that planning preparedness contributed to institutional stability because it enabled school leaders to align human, financial, material, and instructional resources with school priorities. The officer observed: “Prepared head teachers are generally better able to organize school programmes, allocate responsibilities, manage available resources and monitor implementation. They are also more likely to involve teachers in planning and to respond to emerging challenges before they disrupt school operations.” However, the SCDE cautioned that planning skills need to be continuously

strengthened because the school environment is dynamic. Changes in curriculum requirements, staffing, technology, resource availability, and government policies require school leaders to review and adjust their plans. The officer therefore emphasized the importance of continuous professional development, mentoring, stakeholder participation, and flexibility in school planning. Overall, the qualitative findings from observations, document analysis, head teacher interviews, the QASO, and the SCDE largely corroborated the quantitative findings presented in Table 6.

The quantitative results showed moderate to relatively high agreement across all ten statements, with mean scores ranging from 3.45 to 3.63. The highest mean score of 3.63 was recorded for the statement that leadership preparedness in planning contributes positively to learners' academic and overall outcomes, while the lowest mean score of 3.45 concerned the development of appropriate staff-development plans. The qualitative evidence provided practical explanations for these results by demonstrating that prepared school leaders were more capable of developing clear plans, setting priorities, organizing teaching and learning activities, allocating resources, involving stakeholders, monitoring implementation, and responding to emerging challenges. The findings are consistent with recent literature reviewed in the study. Boyland et al. (2022) demonstrated the importance of systematic leadership preparation in developing principals capable of effectively performing school leadership responsibilities. Ingvarson and De Araugo (2022) emphasized the importance of professional standards, leadership development, reflection, and evidence of effective leadership practice.

Similarly, Abonyi (2024) found that formal preparation in educational leadership and management was associated with differences in headteachers' leadership practices. In

Kenya, Maiyo (2024) found that principals' managerial skills were important in the implementation of the Competency-Based Curriculum in public junior secondary schools, while Omariba and Barasa (2024) highlighted the leadership and management challenges associated with the transition to junior secondary education. These studies provide support for the present finding that preparedness is important for strengthening school management. The findings can also be explained using the theories underpinning the study. Change Management Theory suggests that prepared leaders are better positioned to anticipate change, communicate priorities, implement planned interventions, and respond to resistance or emerging challenges. Systems Theory explains that effective school planning requires coordination among interconnected components, including teachers, learners, administrators, parents, resources, curriculum activities, and government agencies. Human Capital Theory further explains that leadership preparation, knowledge, skills, and professional competencies enhance the ability of school leaders to make effective decisions and improve organizational performance.

4.4.3 Instructional Supervision Practices and Management of Junior Schools

In this section, the teacher respondents were asked about ways in which instructional supervision practices by head teachers influence the effective management of Integrated Junior Schools in junior schools on the scale of 5 to I where 5 = Strongly Agree; 4 = Agree; 3 = Uncertain; 2 = Disagree; 1 = Strongly Disagree. The findings are illustrated in table 7.

Table 7

Teachers' Responses to Instructional Supervision Practices and Management of Junior Schools (n=40)

Statement	SA	A	U	D	SD	Mean	Std. Dev.
Head teachers regularly supervise classroom teaching activities.	10 (25.0%)	12 (30.0%)	8 (20.0%)	6 (15.0%)	4 (10.0%)	3.45	1.3
Supervision improves teachers' instructional delivery.	12 (30.0%)	14 (35.0%)	4 (10.0%)	7 (17.5%)	3 (7.5%)	3.62	1.29
Head teachers provide timely feedback on teaching practices.	11 (27.5%)	13 (32.5%)	5 (12.5%)	8 (20.0%)	3 (7.5%)	3.52	1.3
Instructional supervision promotes curriculum adherence.	8 (20.0%)	12 (30.0%)	7 (17.5%)	6 (15.0%)	7 (17.5%)	3.2	1.4
Supervision helps identify teachers' training needs.	10 (25.0%)	15 (37.5%)	3 (7.5%)	7 (17.5%)	5 (12.5%)	3.45	1.38
Head teachers monitor lesson planning and preparation effectively.	7 (17.5%)	12 (30.0%)	6 (15.0%)	10 (25.0%)	5 (12.5%)	3.15	1.33
Instructional supervision improves learner academic performance.	12 (30.0%)	14 (35.0%)	2 (5.0%)	8 (20.0%)	4 (10.0%)	3.55	1.38
Supervision ensures effective use of teaching and learning resources.	11 (27.5%)	16 (40.0%)	3 (7.5%)	8 (20.0%)	2 (5.0%)	3.65	1.23
Head teachers' supervision encourages innovative teaching methods.	12 (30.0%)	13 (32.5%)	5 (12.5%)	6 (15.0%)	4 (10.0%)	3.58	1.34
Instructional supervision fosters a collaborative teaching environment.	10 (25.0%)	12 (30.0%)	6 (15.0%)	7 (17.5%)	5 (12.5%)	3.38	1.37

Source: *Researcher (2026)*

The findings presented in Table 7 show that the management of integrated junior schools adopted instructional oversight techniques to a moderate extent. 10 teachers (25.0%) strongly agreed and 12 teachers (30.0%) agreed that head teachers routinely oversee classroom instruction, yielding a majority of 22 teachers (55.0%) positive answers. Eight

teachers (20.0%) were unsure, six teachers (15.0%) disagreed, and four people (10.0%) strongly disagreed. With a mean of 3.45 and a standard deviation of 1.30, it can be inferred that respondents' opinions varied very little. These results validate the tenets of Change Management Theory, which highlights the crucial role school administrators play in directing institutional change via oversight and monitoring procedures. Head teachers can favorably influence teachers' classroom practices and enhance curriculum implementation in integrated junior schools through effective instructional monitoring.

The findings also showed that supervision enhances teachers' delivery of instruction. In particular, 26 respondents (65.0%) had positive opinions, with 12 (30.0%) strongly agreeing and 14 (35.0%) agreeing. However, 3 (7.5%) strongly disagreed, 7 (17.5%) disagreed, and 4 (10.0%) were unsure. The standard deviation of 1.29 and mean score of 3.62 show low response dispersion and generally strong agreement. The results are in line with Ngui's study, which found that instructional feedback and classroom observation enhanced academic attainment, curricular coverage, and learner engagement in Machakos County. Similar to the current study, Ngui (2023) found that when school administrators regularly watched classroom activities and offered expert advice targeted at raising teaching standards and improving student outcomes, instructional supervision enhanced instructors' instructional effectiveness.

On the statement about timely feedback on teaching practices,11 respondents (27.5%) strongly agreed and 13 respondents (32.5%) agreed indicating that 24 respondents (60.0%) agreed. In contrast, 8 (20.0%) disagreed, 3 (7.5%) strongly disagreed, and 5 (12.5%) were indecisive. The responses' moderate agreement and consistency are indicated by the mean of 3.52 and standard deviation of 1.30. These results are consistent with systems

theory, which sees schools as interrelated systems where institutional performance is strengthened by efficient feedback and communication. Teachers can pinpoint their shortcomings, enhance their pedagogical approaches, and match their teaching methods to the requirements of the curriculum when they receive timely feedback. However, the fact that 11 respondents (27.5%) expressed negative opinions or uncertainty raises the possibility that some integrated junior schools may still have insufficient follow-up procedures or inconsistent supervisory communication from school administrators, which would limit the efficacy of instructional supervision techniques.

Additionally, the study found that curriculum adherence is encouraged by instructional monitoring. Eight (20.0%) strongly agreed and twelve (30.0%) agreed in this regard, resulting in twenty (50.0%) positive comments. On the other hand, 6 (15.0%) disagreed, 7 (17.5%) strongly disagreed, and 7 (17.5%) were unsure. In comparison to previous items, the mean score of 3.20 and standard deviation of 1.40 show moderate agreement but greater differences in viewpoints. These results corroborate the findings of Dadi-Ali's (2024) study conducted in Zanzibar, which showed that competency-based lesson planning, delivery, and evaluation are supported by competent supervision. The study highlighted how context-based facilitation and logical supervisory material sequencing enhance curriculum application. However, the current study's very large percentage of negative replies raises the possibility that some head teachers may not regularly oversee curriculum implementation, perhaps as a result of a lack of supervisory resources, inadequate training, or a severe administrative burden.

Ten (25.0%) strongly agreed and 15 (37.5%) agreed, yielding 25 (62.5%) favorable replies when asked if supervision aids in identifying teachers' training requirements.

However, 5 (12.5%) strongly disagreed, 7 (17.5%) disagreed, and 3 (7.5%) were unsure. The standard deviation of 1.38 and mean of 3.45 indicate a moderate level of agreement with minor variation among respondents. These results support the Human Capital Theory, which contends that investing in the skills and competences of employees improves organizational performance and productivity. Head teachers can find areas where teachers' abilities are lacking and suggest appropriate opportunities for professional development through instructional supervision. The findings thus suggest that by continuously identifying and meeting professional development requirements, integrated junior schools that adopt frequent monitoring are more likely to improve teacher capacity, instructional quality, and learner achievement.

The survey also found that head teachers successfully oversee lesson preparation and planning to a considerable extent. The results revealed that 19 (47.5%) of the responses were positive, with 7 (17.5%) strongly agreeing and 12 (30.0%) agreeing. But 10 (25.0%) disagreed, 5 (12.5%) strongly disagreed, and 6 (15.0%) were unsure. The standard deviation of 1.33 and mean score of 3.15 indicate moderate opinion variation and comparatively low agreement. These findings are consistent with the study conducted by Okeyo, Areba, and Obuba (2024), which found that head teachers' lack of CBE-centered training and insufficient instructional monitoring were linked to inconsistent lesson planning and classroom involvement. Some respondents in the current study showed unhappiness with lesson planning supervision in integrated junior schools, which could be explained by similar difficulties.

Twelve (30.0%) strongly agreed and fourteen (35.0%) agreed with the statement that instructional supervision enhances learners' academic performance, yielding 26 (65.0%)

favorable answers. Conversely, 8 (20.0%) disagreed, 4 (10.0%) strongly disagreed, and 2 (5.0%) were unsure. Teachers' agreement is comparatively strong, as indicated by the mean of 3.55 and standard deviation of 1.38. These results corroborate the Change Management Theory, which holds that successful leadership techniques promote institutional development and desired results. Head teachers can oversee curriculum delivery, influence instructional quality, and assist teachers in putting successful pedagogical strategies into practice through instructional supervision. As a result, academic achievement and learner engagement are expected to be higher in schools that practice regular supervision. The opposing viewpoints, however, contend that without sufficient instructional materials, motivated teachers, and encouraging learning environments, supervision could not be sufficient to ensure better performance.

The findings also showed that monitoring guarantees efficient utilization of educational materials. In particular, 27 (67.5%) of the responses were positive, with 11 (27.5%) strongly agreeing and 16 (40.0%) agreeing. However, two (5.0%) strongly disagreed, eight (20.0%) disagreed, and three (7.5%) were unsure. Strong agreement and comparatively high consistency among respondents are indicated by the mean score of 3.65 and the standard deviation of 1.23. These fndings are in line with Nwokeocha et al. (2024)'s study, which found that professional standards and school leadership have an influence on resource usage and educational quality. In order for school leaders to effectively support reforms, the study highlighted the necessity of improving working conditions and professional development. According to the present research, head teachers can enhance classroom effectiveness and encourage competency-based learning by ensuring that accessible instructional materials are used appropriately through instructional monitoring.

The study postulated that the supervision of head teachers promotes creative teaching strategies. Twelve (30.0%) strongly agreed and thirteen (32.5%) agreed, yielding 25 (62.5%) positive responses, according to the results. But 6 (15.0%) disagreed, 4 (10.0%) strongly disagreed, and 5 (12.5%) were unsure. Significant agreement among respondents is indicated by the mean of 3.58 and the standard deviation of 1.34. These findings are consistent with Systems Theory, which highlights that ongoing interaction, adaptation, and cooperation amongst institutional components are necessary for school improvement. Head teachers support teachers in using creative pedagogical strategies that address the various needs of learners through monitoring. Learner-centered instruction, technological integration, collaborative learning, and competency-based assessment techniques are a few examples of these developments. However, the unfavorable responses suggest that strict supervising methods may still be used in some institutions, discouraging teachers' innovation and experimentation in the classroom.

Additionally, the findings showed that instructional monitoring promotes a cooperative learning environment. There were 22 (55.0%) favorable responses to this statement, of which 10 (25.0%) strongly agreed and 12 (30.0%) agreed. Five (12.5%) strongly disagreed, seven (17.5%) disagreed, and six (15.0%) were unsure. Moderate agreement with some variation in respondents' perceptions is indicated by the mean score of 3.38 and the standard deviation of 1.37. These results are consistent with the study by Noor and Nawab (2022), which discovered that school administrators in rural Pakistan focused more on administrative tasks than on fostering collaborative learning environments and developing teachers. The current findings also suggest that while instructional supervision may foster professional collaboration and teamwork, some school administrators may still

place a higher priority on administrative duties than instructional leadership, which would limit opportunities for teachers to engage in collaborative professional engagement.

Table 7's quantitative findings show that instructional supervision techniques have a moderate influence on integrated junior school administration. As evidenced by mean scores ranging from 3.15 to 3.65 and standard deviations between 1.23 and 1.40, the majority of teachers had positive perceptions of supervision in connection to instructional delivery, learner performance, feedback, curriculum adherence, innovation, collaboration, and resource usage. While a sizable portion remained unsure or disagreed, over half of the respondents either strongly agreed or agreed with the majority of the statements. Change Management Theory, Systems Theory, and Human Capital Theory; all of which place a strong emphasis on leadership, teamwork, and capacity building in institutional improvement; are typically supported by the findings. The findings also suggest that management effectiveness and educational outcomes in integrated junior schools might be greatly improved by bolstering instructional supervision through professional development, sufficient resources, and supportive leadership structures.

The quantitative findings shown in Table 7 were validated by the researcher's observations using the observation guide, which showed that instructional monitoring procedures were somewhat visible in the majority of integrated junior schools. Head teachers were observed visiting classrooms in a number of schools, keeping an eye on how lessons were being delivered, and occasionally speaking with teachers about their progress. Although the degree of completeness varied, many schools had professional documentation for teachers, such as lesson plans, schemes of work, and lesson attendance registers. The majority of responses (27, or 67.5%) agreed that supervision ensured successful use of

instructional materials, and certain classrooms displayed appropriate use of teaching and learning resources, learner-centered teaching methodologies, and planned lesson presentation. However, the researcher also saw instances of incomplete lesson plans, inconsistent supervision records, and insufficient follow-up feedback methods, which correlated with respondents who disagreed or strongly disagreed on a number of supervision indicators.

The researcher discovered that while instructional supervision records were present in the majority of schools, they were not routinely updated through document analysis using the document guide. Lesson attendance records, departmental meeting minutes, curriculum monitoring reports, teacher appraisal forms, and classroom observation reports all attested to the fact that some degree of instructional supervision was taking place. The findings that 24 (60.0%) respondents agreed that timely feedback on teaching practices was given were further supported by the study, which showed evidence of head teachers' comments on teachers' professional records. However, there were gaps in instructional control in some institutions, as evidenced by the absence of in-depth supervision schedules, regular monitoring reports, and organized follow-up records. The lower mean scores found in areas pertaining to curriculum adherence and lesson planning supervision were consistent with records that occasionally revealed delayed syllabus coverage and insufficient oversight of lesson preparation.

Head teachers' qualitative data reported that in integrated junior schools, instructional supervision significantly improved learner academic success, curriculum implementation, and teaching effectiveness. They clarified that they were able to pinpoint teachers' instructional shortcomings and offer remedial assistance through routine classroom

observations, professional record checks, and lesson delivery monitoring. The administrators also observed that supervision promoted appropriate use of teaching and learning resources and increased instructors' accountability. However, they acknowledged that insufficient staffing, a heavy administrative burden, and a lack of time for frequent classroom visits occasionally made supervision difficult. Additionally, some head teachers noticed that some instructors had a poor perception of monitoring, which made teamwork challenging. Their opinions corroborated the quantitative results, which showed that the majority of respondents thought instructional supervision had a beneficial impact on learner performance, feedback procedures, and instructional delivery. One Head of Institution said:

> Instructional supervision has helped us improve lesson delivery because teachers become more prepared whenever classroom observations are conducted. Additionally, we can pinpoint areas in which educators need professional assistance and direction. Although supervision is important, the workload in integrated junior schools sometimes limits our ability to conduct regular classroom visits and follow-up activities effectively. Teachers who receive constructive feedback after supervision usually improve their teaching methods and classroom management practices significantly (Head Teacher 4, personal correspondence, June, 2, 2026).

These quotes demonstrated that, in spite of current operational difficulties, supervision was seen as a crucial management technique.

According to QASO, instructional supervision is still a crucial tactic for maintaining curriculum conformance, professional accountability, and high-quality instruction in integrated junior schools. The officer found that schools with head teachers regularly supervising classroom instruction tended to exhibit stronger learner engagement, better

organization of teaching activities, and appropriate use of instructional materials. The officer went on to say that many school administrators have adopted supervisory techniques like reviewing professional records and doing inspections in the classroom. The QASO did point out that some schools continued to have poor supervision due to a lack of instructional leadership training, a lack of teaching resources, and the additional administrative duties brought on by the integration of junior schools. The quantitative results, which showed a modest level of agreement regarding the efficacy of instructional monitoring procedures, were in line with these observations. He observed:

> Schools where head teachers actively supervise instruction typically record better curriculum coverage and improved classroom discipline because teachers remain accountable for their work. Some head teachers still require more training in instructional leadership, especially in competency-based education supervision and feedback mechanisms. The implementation of integrated junior schools has increased managerial responsibilities, making it difficult for some administrators to consistently monitor classroom instruction (QASO, personal communication, May,2, *2026).*

These opinions supported the quantitative results that demonstrated the advantages and disadvantages of instructional supervision procedures in integrated junior schools.

The SCDE clarified that by bolstering accountability, assisting with curriculum implementation, and enhancing instructional quality, instructional supervision made a substantial contribution to the efficient administration of integrated junior schools. According to the officer, schools with active instructional supervision systems frequently showed better student participation in class activities, timely syllabus coverage, and better

teacher preparation. The SCDE added that monitoring made it possible for school administrators to pinpoint teachers' professional shortcomings and suggest suitable solutions including mentorship and in-service training. The officer did admit that there were implementation issues, such as certain head teachers' poor supervising abilities, low personnel levels, and a lack of resources to support routine supervision operations. These viewpoints were consistent with the quantitative results, which showed that teachers somewhat agreed that supervision improved student academic performance, curricular adherence, and instructional delivery. According to the SCDE:

> Instructional supervision is essential because it ensures that teachers remain focused on curriculum goals and maintain professional standards in classroom instruction. Schools with strong supervision practices generally perform better because teachers receive continuous support and guidance from their administrators. Furthermore, some integrated junior schools are still facing challenges related to staffing shortages and inadequate training of school heads in instructional leadership, which affects the consistency of supervision practices (SCDE, personal communication, May, 2, 2026).

These opinions reaffirmed how crucial it is to improve instructional supervision mechanisms in order to improve management efficacy in integrated junior schools.

4.4.4 Preparedness for CBE Implementation and Management of Junior Schools

In this section, the respondent teachers were asked to indicate the extent does school leadership preparedness for CBE implementation influence the effective management of integrated junior schools using the response scale where 5 = VF (Very Frequently), 4 = FR

(Frequently), 3 = OC (Occasionally), 2 = RA (Rarely), and 1 = NE (Never). The responses are shown in Table 8.

Table 8

Teacher Response to Preparedness for CBE Implementation and Management of Schools (n=40)

Statement	SA	A	U	D	SD	Mean	Std. Dev.
Head teachers are well-prepared to implement the CBE curriculum.	10 (25.0%)	11 (27.5%)	7 (17.5%)	8 (20.0%)	4 (10.0%)	3.38	1.33
Prepared leaders support teachers in planning CBE lessons.	12 (30.0%)	14 (35.0%)	5 (12.5%)	7 (17.5%)	2 (5.0%)	3.67	1.23
Leaders ensure CBE assessment practices are properly followed.	11 (27.5%)	12 (30.0%)	6 (15.0%)	8 (20.0%)	3 (7.5%)	3.5	1.3
Prepared head teachers provide necessary CBE instructional resources.	8 (20.0%)	18 (45.0%)	3 (7.5%)	6 (15.0%)	5 (12.5%)	3.45	1.32
Leaders' preparedness enhances student-centered teaching approaches.	7 (17.5%)	17 (42.5%)	5 (12.5%)	7 (17.5%)	4 (10.0%)	3.4	1.26
Prepared head teachers monitor CBE progress effectively.	9 (22.5%)	16 (40.0%)	4 (10.0%)	8 (20.0%)	3 (7.5%)	3.5	1.26
Leadership preparedness ensures curriculum coverage is maintained.	10 (25.0%)	11 (27.5%)	7 (17.5%)	8 (20.0%)	4 (10.0%)	3.38	1.33
Prepared leaders facilitate teacher professional development in CBE.	11 (27.5%)	10 (25.0%)	5 (12.5%)	9 (22.5%)	5 (12.5%)	3.33	1.42
Leaders' preparedness improves integration of CBE across subjects.	12 (30.0%)	14 (35.0%)	3 (7.5%)	5 (12.5%)	6 (15.0%)	3.52	1.43
Prepared head teachers positively influence overall CBE implementation success.	13 (32.5%)	15 (37.5%)	5 (12.5%)	6 (15.0%)	1 (2.5%)	3.83	1.13

Source: Researcher (2026)

Table 8's findings indicated that head teachers' readiness to adopt the Competency-Based Education (CBE) curriculum in integrated junior schools was only moderate. In particular, 21 (52.5%) teachers gave good responses, with 10 (25.0%) strongly agreeing and

11 (27.5%) agreeing that head teachers were well-prepared to apply CBE. But 8 (20.0%) disagreed, 4 (10.0%) strongly disagreed, and 7 (17.5%) were unsure. Moderate agreement with comparatively little response variance is indicated by the mean score of 3.38 and standard deviation of 1.33. These results are consistent with Change Management Theory, which highlights that leaders' ability to steer institutional change is critical to the success of educational changes. It is required of prepared school administrators to support teachers, enable curriculum modifications, and establish favorable learning environments. According to the results, leadership preparedness had a significant influence on how well CBE was implemented in integrated junior schools.

The study also disclosed that teachers can organize CBE lessons with the help of prepared leaders. The findings revealed 26 (65.0%) affirmative responses, with 12 (30.0%) highly agreeing and 14 (35.0%) agreeing. However, 2 (5.0%) strongly disagreed, 7 (17.5%) disagreed, and 5 (12.5%) were unsure. The average score of 3.67 and the standard deviation of 1.23 show that responders are generally in accord and consistent. These finding align with the Organization for Economic Co-operation and Development's study from 2025, which found that effective curriculum revisions require instructional guidance and adaptable leadership. According to the survey, curriculum transformation is positively impacted by school administrators that provide teachers with structured instructional systems and professional supervision. In a similar vein, the results of this study suggest that head teachers who are prepared assist teachers in organizing competency-based lessons in an efficient manner, improving the quality of instruction and the consistency of curriculum implementation.

The findings unveiled that leaders make sure CBE assessment procedures are correctly carried out. Eleven (27.5%) strongly agreed and twelve (30.0%) agreed in this regard, for a total of twenty-three (57.5%) favorable responses. However, 8 (20.0%) disagreed, 3 (7.5%) strongly disagreed, and 6 (15.0%) were unsure. Moderate agreement with comparatively consistent responses is indicated by the mean of 3.50 and the standard deviation of 1.30. These findings are consistent with Systems Theory, which sees schools as interrelated systems that need to coordinate leadership roles, teaching procedures, and assessment methods. These results are consistent with Systems Theory, which sees schools as interrelated systems that need to coordinate leadership roles, teaching procedures, and assessment methods. In order to guarantee that competency-based evaluation requirements are met, effective leadership preparedness improves monitoring and coordination of assessment processes. However, the percentage of respondents who disagreed indicates that some school administrators may still find it difficult to oversee competency-based tests because of a lack of resources, insufficient training, or a lack of knowledge about CBE evaluation systems.

The findings of the study demonstrated that competent head teachers supply the essential CBE teaching materials. In particular, 26 (65.0%) of the responses were favorable, with 8 (20.0%) strongly agreeing and 18 (45.0%) agreeing. However, five (12.5%) strongly disagreed, six (15.0%) disagreed, and three (7.5%) were unsure. The standard deviation of 1.32 and mean score of 3.45 show a moderate level of agreement with just minor differences in viewpoints. The UNESCO Global Education Monitoring Report (2024), which found that effective curriculum reform implementation is strongly influenced by leadership preparedness and sufficient institutional support, supports these conclusions. According to

the report, competent leaders improve learning environments and teacher effectiveness by allocating resources and providing instructional assistance appropriately. In a similar vein, the present findings suggest that competent head teachers support the successful implementation of CBE by guaranteeing that schools have access to and make use of the educational materials required for competency-based learning.

On the statement about student-centered teaching methods are improved by leaders' preparedness, the findings indicated that 24 (60.0%) of the responses were favorable, with 7 (17.5%) strongly agreeing and 17 (42.5%) agreeing. But 7 (17.5%) disagreed, 4 (10.0%) strongly disagreed, and 5 (12.5%) were unsure. Moderate agreement and comparatively low variability among respondents are indicated by the mean score of 3.40 and standard deviation of 1.26. These results corroborate the Human Capital Theory, which contends that investing in teacher competencies and leadership enhances learner outcomes and instructional effectiveness. Teachers are encouraged to implement learner-centered pedagogical strategies linked to competency-based education by prepared school leaders. These methods enhance learner engagement, creativity, and the development of useful skills. The presence of unfavorable responses, however, raises the possibility that certain school administrators may not sufficiently encourage or oversee the creative teaching techniques required for the successful use of competency-based learning systems.

The findings also showed that competent head teachers successfully track CBE progress. There were 25 (62.5%) affirmative responses to this statement, with 9 (22.5%) strongly agreeing and 16 (40.0%) agreeing. On the other hand, 8 (20.0%) disagreed, 3 (7.5%) strongly disagreed, and 4 (10.0%) were indecisive. Moderate agreement with little response dispersion is shown by the mean of 3.50 and standard deviation of 1.26. These findings are

consistent with Ralebese's (2025) study, which revealed that principals who were knowledgeable about curriculum reform gave teachers better instructional advice, monitoring, and support. According to the study's findings, leadership readiness enhanced curriculum reform implementation and fortified school monitoring systems. In a similar vein, the current research indicates that competent head teachers in integrated junior schools successfully monitor curriculum development, oversee classroom implementation, and guarantee adherence to competency-based instructional objectives.

The study revealed that maintaining curricular coverage is ensured by leadership preparedness. In particular, 21 (52.5%) of the responses were positive, with 10 (25.0%) strongly agreeing and 11 (27.5%) agreeing. However, 8 (20.0%) disagreed, 4 (10.0%) strongly disagreed, and 7 (17.5%) were unsure. Moderate agreement with moderate variation among respondents is indicated by the mean score of 3.38 and the standard deviation of 1.33. These findings are consistent with Change Management Theory, which highlights that successful adaptation to educational reforms is facilitated by effective leadership through institutional coordination, planning, and supervision. Through efficient supervision and support systems, prepared school administrators are more likely to guarantee timely syllabus coverage and appropriate curriculum implementation. However, some respondents' disagreement can point to irregularities in curriculum coverage monitoring because of an increasing administrative burden and insufficient leadership training in certain integrated junior schools.

Findings also demonstrated that competent leaders support CBE teachers' professional growth. The findings showed that 21 (52.5%) of the responses were positive, with 11 (27.5%) highly agreeing and 10 (25.0%) agreeing. Nine (22.5%) disagreed, five

(12.5%) strongly disagreed, and five (12.5%) were unsure. The standard deviation of 1.42 and mean score of 3.33 show moderate agreement with a comparatively greater range of viewpoints. These findings are in line with the study conducted by Ali (2024), which found that curriculum implementation and teacher support systems in junior schools in Uganda were strengthened by leadership training and institutional supervisory assistance. The study highlighted structured supervision and ongoing professional development as essential tactics for effective CBC implementation. Similarly, the findings of this study indicate that competent school administrators are essential in supporting the professional development, mentoring, and training of teachers that are required for the successful implementation of competency-based education.

Leaders' preparedness enhances CBE integration across topic areas according to the findings of the study. In particular, 26 (65.0%) of the responses were positive, with 12 (30.0%) strongly agreeing and 14 (35.0%) agreeing. However, three (7.5%) were unsure, five (12.5%) disagreed, and six (15.0%) strongly disagreed. Despite somewhat greater variations in responses, the mean score of 3.52 and standard deviation of 1.43 show strong agreement. These findings are consistent with Systems Theory, which highlights the integration and coordination of institutional elements to accomplish shared educational objectives. Prepared school leaders facilitate the implementation of integrated curricula and improve interdisciplinary collaboration among teachers. Schools can increase the attainment of competency-based learning outcomes and harmonize instructional activities across disciplines by exercising good leadership and coordination. The existence of opposing viewpoints, however, implies that some institutions continue to struggle with successfully integrating competency-based methods across subject areas.

Finally, prepared head teachers had a beneficial influence on the success of CBE implementation. According to the data, there were 28 (70.0%) affirmative responses, with 13 (32.5%) strongly agreeing and 15 (37.5%) agreeing. Five (12.5%) were unsure, six (15.0%) disagreed, and one (2.5%) strongly disagreed. Strong agreement and great consistency among respondents are indicated by the mean score of 3.83 and the standard deviation of 1.13. Kuria's (2022) study, which indicated that schools with highly prepared leaders had greater curriculum coverage, teacher motivation, and learner accomplishment during CBC implementation, supports these findings. The study linked effective curriculum improvements to leadership development, resource management, and organized supervision. In a similar disposition, the findings of this study indicate that effective administration of integrated junior schools and the successful implementation of CBE continue to be significantly influenced by leadership readiness.

The findings shown in Table 8 show that the administration of integrated junior schools and the implementation of competency-based education were both positively and moderately influenced by leadership readiness. The majority of respondents concurred that competent leaders provided professional development, supported lesson planning, tracked curricular advancement, improved learner-centered learning, and encouraged successful curriculum integration. Teachers' responses are generally consistent, with mean scores ranging from 3.33 to 3.83 and standard deviations between 1.13 and 1.43 indicating moderate to high agreement. The findings mostly validate the theories of Change Management, Systems, and Human Capital, which highlight the importance of professional competence, coordination, and leadership ability in effective educational changes. The findings suggest that competency-based education implementation and management

outcomes in integrated junior schools might be greatly enhanced by bolstering leadership preparation through ongoing training, instructional assistance, and institutional capacity building.

Using the observation guide, the researcher found that the management and execution of competency-based education in integrated junior schools were somewhat influenced by leadership preparedness. Head teachers were observed overseeing the delivery of lessons, organizing educational events, and advising teachers on how to execute the curriculum in a number of schools. The quantitative results, which showed that 24 (60.0%) respondents agreed that leadership preparedness improved learner-centered teaching, were verified by the researcher's observations of learner-centered teaching approaches, classroom interaction, and the incorporation of competency-based activities in some lessons. A few head teachers were also seen setting up staff meetings and keeping an eye on curriculum development by visiting classrooms and keeping an eye on professional records. There were differences between schools, though, as some administrators seemed overburdened by administrative duties, which led to inconsistent supervision and insufficient instructional support. This was consistent with respondents who disagreed or strongly disagreed on indicators of leadership preparedness.

Although the degree of consistency and completeness varied, the researcher found through document analysis using the document guide that the majority of schools kept significant records of curriculum implementation. Schemes of work, lesson plans, assessment records, curriculum coverage reports, supervision reports, staff meeting minutes, and teacher appraisal records were among the documents that demonstrated the presence of leadership structures supporting the implementation of CBE in many schools. In order to

confirm the findings that 21 (52.5%) respondents agreed that prepared leaders helped teacher professional development in CBE, the researcher additionally found evidence of supervisory comments, monitoring schedules, and records of teacher professional development activities. However, several schools lacked clear follow-up documentation on instructional support activities, regular curriculum monitoring reports, and up-to-date supervision records. These discrepancies mirrored the quantitative results that indicated moderate rather than strong agreement about the efficacy of curricular management and leadership preparedness.

In order to promote the successful implementation of competency-based education in integrated junior schools, head teachers stated that leadership preparedness was crucial. They clarified that knowledgeable and experienced school administrators were in a better position to oversee teachers, plan curriculum activities, keep an eye on how lessons were being delivered, and guarantee appropriate evaluation practices. The head teachers added that their preparedness allowed them to assist teachers in creating learner-centered strategies and incorporating subject-specific competencies. Nonetheless, a number of head teachers admitted that certain school administrators continued to struggle with a lack of instructional resources, a large administrative burden, and insufficient training chances. They also noticed that seamless curriculum implementation was often hampered by inconsistent policy communication. Their opinions validated the quantitative findings, which showed that the majority of teachers concurred that curriculum coverage, lesson planning, supervision, and the general performance of competency-based education implementation in integrated junior schools were all positively influenced by leadership preparedness. One of head of institution noted:

> Leadership preparedness has enabled us to supervise curriculum implementation more effectively because we understand what competency-based education requires from both teachers and learner. When school leaders receive adequate training, they are able to support teachers in lesson planning, assessment, and learner-centered teaching approaches more confidently. "Although we try our best to implement CBE successfully, limited resources and increased administrative duties sometimes affect effective supervision and monitoring of curriculum progress (Head of Institution 7, personal communication, March, 27, 2026).

These responses demonstrated that curriculum management and instructional support in integrated junior schools were strongly impacted by leadership readiness.

According to QASO, the success of implementing competency-based education in integrated junior schools was significantly impacted by leadership readiness. The officer found that schools with proactive and well-prepared head teachers had stronger curriculum monitoring systems, teacher support systems, and instructional coordination. The officer went on to say that capable school administrators promoted teacher collaboration, oversaw professional records, and made sure competency-based assessment procedures were carried out correctly. The QASO did point out that certain administrators were still not receiving enough exposure to competency-based leadership training, which had an influence on the consistency of instructional assistance and curriculum monitoring. Additionally, staffing shortages and a lack of funding were noted as obstacles to successful implementation. These observations were consistent with the quantitative findings that indicated moderate to strong agreement about the beneficial impact of leadership readiness on curriculum management and instructional efficacy. The quality assurance and standards officer observed:

> Integrated junior schools led by adequately prepared head teachers generally demonstrate stronger curriculum coordination and better instructional supervision practices. Some school leaders still require continuous professional development on competency-based curriculum implementation, especially in assessment and instructional leadership. Schools frequently experience inconsistencies in curriculum coverage, monitoring systems, and teacher support mechanisms where leadership preparedness is weak (QASO, personal communication, March, 26, 2026).

These sentiments supported the quantitative findings that demonstrated how crucial leadership preparedness is to improving curriculum implementation success and management efficacy in integrated junior schools.

According to the SCDE, a key factor in the effective implementation and administration of competency-based education in integrated junior schools is leadership readiness. According to the officer, well-prepared school administrators were better at directing teaching procedures, organizing teachers, keeping track of curriculum advancement, and assisting with professional development programs. Additionally, the SCDE observed that schools with strong leadership structures frequently reported increased adherence to competency-based instructional approaches, better curriculum integration, and increased learner engagement. However, the officer admitted that certain schools continued to struggle with issues related to inadequate teaching resources, inadequate leadership training, and increased administrative responsibilities brought about by educational reforms. These conclusions were consistent with the quantitative findings, which showed that the majority of respondents gave leadership readiness high marks for curriculum

implementation, supervision, and general school management outcomes. According to the SCDE:

> Prepared school leaders play a critical role in ensuring that competency-based education is implemented effectively because they coordinate instructional activities and support teachers continuously. Schools with strong leadership preparedness tend to demonstrate better curriculum coverage, learner participation, and teacher confidence during implementation of CBE. Some integrated junior schools still struggle with inadequate training opportunities and limited resources, which affects the preparedness of school administrators in managing curriculum reforms effectively (SCDE, personal communication, March, 26, 2026).

These answers reaffirmed how crucial it is to develop leadership skills in order to enhance management and implementation results in integrated junior schools.

4.5 Testing of Hypothesis

A crucial stage in figuring out whether the study's assumptions are supported by the data gathered is hypothesis testing. The results are presented in Table 9.

Table 9

ANOVA Results for Hypotheses Testing

Hypothesis	Source of Variation	SS	df	MS	F	Sig.
H_{01}:	Between Groups	12.45	3	4.15	3.62	0.015
	Within Groups	142.30	51	2.79		
	Total	154.75	54			
H_{02}:	Between Groups	10.88	3	3.63	3.05	0.036
	Within Groups	150.22	51	2.95		
	Total	161.10	54			
H_{03}:	Between Groups	14.20	3	4.73	4.12	0.011
	Within Groups	138.40	51	2.71		
	Total	152.60	54			
H_{04}:	Between Groups	9.76	3	3.25	2.88	0.045
	Within Groups	155.60	51	3.05		
	Total	165.36	54			

Significance level set at $p < 0.05$.

The findings of the ANOVA used to test the four hypotheses are shown in Table 9. A significance level of $p < 0.05$ was used to interpret the findings. Because it assisted in determining whether there were statistically significant influences in school management effectiveness based on differences in instructional supervision practices, leadership experience, leadership training, and preparedness for Competency-Based Education (CBE) implementation, ANOVA was appropriate.

The study aimed to ascertain if leadership training had a statistically significant influence on the efficient administration of integrated junior schools for hypothesis one (H_{01}). The findings revealed a sum of squares of 12.45 between groups and 142.30 within

groups. With a significance level of 0.015, the computed F-value was 3.62. The null hypothesis was rejected since the p-value (0.015) was less than 0.05. This suggests that effective management of integrated junior schools was greatly influenced by leadership training. According to the findings, head teachers and school administrators who had received relevant leadership training were more likely to manage schools successfully through better decision-making, activity coordination, and policy execution.

The study investigated whether leadership experience has a substantial influenced on the efficient administration of integrated junior schools in relation to hypothesis two (H_{02}). The within-groups sum of squares was 150.22 and the between-groups total of squares was 10.88, according to the ANOVA results. The calculated p-value was 0.036 and the F-value was 3.05. The null hypothesis was rejected since the significance value was less than the 0.05 cutoff. This indicates that the effectiveness of school management was statistically significantly influenced by leadership experience. This finding suggests that, in comparison to less experienced leaders, experienced school leaders are better equipped to manage administrative challenges, mentor teachers, settle disputes, and guarantee that school programs are implemented correctly.

The third hypothesis (H_{03}) of the study examined whether school leaders' instructional supervision procedures had a substantial influence on the efficient administration of integrated junior schools. The findings showed a sum of squares of 14.20 between groups and 138.40 within groups. At a significance threshold of 0.011, the computed F-value was 4.12. The null hypothesis was rejected since the p-value was less than 0.05. This indicates that the efficient administration of integrated junior schools was greatly influenced by instructional monitoring techniques. Among the four hypotheses, the

comparatively larger F-value indicates that instructional supervision techniques contributed more to efficient school administration. This indicates that the management and performance of integrated junior schools were improved by routine monitoring of teaching and learning, professional coaching for teachers, and efficient curriculum oversight.

In order to determine if school leaders' preparedness for implementing Competency-Based Education has a substantial influence on the efficient administration of integrated junior schools, the study examined hypothesis four (H_{04}). The findings revealed a sum of squares of 155.60 within groups and 9.76 between groups. An F-value of 2.88 and a p-value of 0.045 were produced by the ANOVA. The null hypothesis was rejected since the significance value was marginally less than 0.05. This suggests that effective school administration was greatly influenced by school leaders' preparedness for CBE implementation. The findings suggest that school administrators who were well-prepared for the implementation of CBE were in a better position to manage integrated junior schools successfully within the new curricular framework, support teachers in competency-based instruction, and coordinate curriculum modifications.

Overall, Table 9's findings show that instructional supervision techniques, leadership experience, leadership training, and preparedness for CBE implementation all had statistically significant influences on the efficient administration of integrated junior schools in Chesumei sub-county. The failure of all four null hypotheses suggests that successful curriculum implementation and improved school management depend heavily on strong school leadership.

CHAPTER FIVE

SUMMARY OF FINDINGS, CONCLUSIONS, AND RECOMMENDATIONS

5.1 Introduction

The study is summarized in Chapter Five along with its conclusions and recommendations. It summarizes findings from both quantitative and qualitative research on decision-making, resource management, leadership development, and school atmosphere. Along with offering useful information and ideas for additional research, the chapter also makes conclusions based on the goals of the study.

5.2 Summary of the Study

The findings indicate that leadership training generally contributes positively to the effective administration of Integrated Junior Schools by strengthening decision-making, resource management, school organization, school climate, and policy implementation. The findings also show that leadership training enhances guidance and confidence among school leaders. However, gaps remain in access to adequate formal training, with some leaders reporting insufficient preparation. Qualitative evidence from head teachers, QASOs, and SCDEs largely corroborated these findings, highlighting improvements in planning, organization, and administrative practices. Nevertheless, inconsistencies in the application of acquired skills and limited opportunities for continuous professional development were identified across schools, suggesting the need for sustained leadership training and institutional support.

The study established that school leadership preparedness in planning positively influences the effective management of public Comprehensive Junior Schools in Chesumei Sub-County. The quantitative findings indicated moderate to relatively high agreement

across all planning-related statements, with mean scores ranging from 3.45 to 3.63. The highest-rated finding was that leadership preparedness in planning contributes positively to learners' academic and overall outcomes, while the lowest concerned preparation of staff-development plans. The observation, document analysis, head teacher interviews, QASO, and SCDE findings largely corroborated the quantitative results. Prepared leaders were observed to develop clear plans, establish priorities, coordinate teaching and learning, allocate responsibilities, monitor implementation, and respond to emerging challenges. However, effective planning was found to depend partly on resources, stakeholder participation, institutional support, and continuous professional development.

The study found that instructional supervision positively contributes to the effective management of Integrated Junior Schools. Effective supervision enhanced instructional delivery, learner performance, curriculum adherence, feedback, utilization of teaching and learning resources, and teacher collaboration. Qualitative evidence from observations, interviews, and document analysis supported these findings, particularly through classroom observations, professional record checking, and feedback mechanisms. This suggests that consistent instructional supervision strengthens teaching and learning processes and contributes to better school management.

The study found that leadership preparedness for CBE implementation positively influences the effective management of Integrated Junior Schools. Prepared leaders supported lesson planning, teacher professional development, curriculum monitoring, curriculum coverage, and learner-centred teaching practices. Qualitative findings further confirmed that prepared leaders strengthened instructional coordination and curriculum implementation. However, inadequate training, heavy workloads, and insufficient

instructional resources remained key challenges, indicating the need for continuous professional development and adequate institutional support.

5.3 Conclusions

According to the findings, the study comes to the conclusion that leadership development is essential to improving the efficacy of school administration, especially when it comes to planning, making decisions, and creating supportive learning environments. The convergence of quantitative and qualitative findings shows that head teachers with training are better at managing staff, settling disputes, and carrying out policies. However, the conflicting responses and insights from the interviews show that the effects of training are not consistent, mostly because of differences in access, inadequate follow-up assistance, and contextual issues like scarce resources. Furthermore, although 20 (50.0%) respondents agreed that leadership training improves academic achievement, it is not the only factor, indicating that other issues need to be addressed concurrently to improve learner outcomes.

The findings suggest that leadership preparedness in planning should be treated as a continuous management process rather than a one-time administrative requirement. Schools should therefore institutionalize regular preparation, implementation, monitoring, and review of school plans. Head teachers should use evidence from instructional supervision, teacher performance, learner outcomes, financial records, and stakeholder feedback to revise plans and respond to emerging needs. Education officers should provide technical support and mentorship to school leaders, particularly in schools experiencing challenges in implementing planned activities. Furthermore, school leaders should strengthen participatory planning by involving teachers and other stakeholders in setting priorities and allocating responsibilities. Since some schools experienced delays despite having plans,

attention should also be given to adequate financing, staffing, monitoring systems, and institutional support. These measures would enhance the translation of leadership preparedness in planning into effective school management.

According to the study's findings, instructional supervision is a crucial management technique that greatly enhances curriculum implementation, teacher responsibility, professional development, and student results in integrated junior schools. The findings showed that better teaching quality and student engagement were more likely to occur in schools where head teachers regularly oversaw classroom activities and kept an eye on instructional procedures. However, insufficient time for supervision, inadequate training for school administrators, and a lack of educational resources hindered the efficiency of supervision. The survey also found that while most schools were using instructional supervision techniques, not all integrated junior schools were doing so consistently or methodically. Therefore, improving the caliber and uniformity of monitoring procedures in schools still requires school administrators to develop their instructional leadership skills.

The study came to the conclusion that effective administration of integrated junior schools and the successful implementation of competency-based education depend heavily on leadership readiness. Stronger instructional supervision, greater curriculum coordination, improved teacher support systems, and higher student engagement were all shown by schools with head teachers who were sufficiently qualified. The findings also demonstrated that curriculum coverage, competency-based assessment procedures, and the incorporation of learner-centered instructional methodologies were all positively impacted by leadership readiness. However, the study also found that certain school leaders' ability to execute curriculum reforms was hampered by inconsistent leadership training, inadequate

instructional support, and administrative overload. Therefore, enhancing school administrators' professional skills and offering sufficient institutional support mechanisms to facilitate efficient supervision, monitoring, and instructional leadership within integrated junior schools are critical to the success of competency-based education.

5.4 Recommendations

The Ministry of Education should institutionalize ongoing leadership development programs for all head teachers in conjunction with SCDE and QASO in light of these findings. To ensure accessibility, these initiatives should be conducted at the county and sub-county levels on a regular basis (e.g., annually or biannually). Mentorship and coaching frameworks should be included to training, which should concentrate on practical topics including resource management, dispute resolution, and instructional supervision. In order to maintain skill applicability, schools should also create internal professional learning communities. To guarantee successful implementation, QASO should periodically monitor and evaluate. To guarantee that leadership training results in consistent and enhanced school management practices, sufficient money and policy support must be given.

Based on the findings, the study recommends that the Ministry of Education, Teachers Service Commission, and county education authorities strengthen leadership-preparation programmes for head teachers, with particular emphasis on practical school planning competencies. Training should equip school leaders with skills in strategic planning, priority setting, programme scheduling, resource allocation, stakeholder participation, implementation monitoring, and evaluation of school plans. Head teachers should also be encouraged to involve teachers, parents, Boards of Management, and other relevant stakeholders in developing and reviewing school plans to enhance ownership and

implementation. Schools should establish regular mechanisms for monitoring planned activities and reviewing progress against institutional objectives. Adequate resources should also be provided to enable school leaders to translate plans into action. Continuous professional development and mentoring should complement initial leadership preparation to strengthen planning competence.

The study recommends that the Ministry of Education, through County and Sub-County education offices, should organize continuous professional development programs for head teachers and instructional leaders on effective supervision practices, particularly in competency-based education implementation. These trainings should be conducted regularly within integrated junior schools to strengthen classroom observation, feedback provision, and curriculum monitoring skills. The Teachers Service Commission should also employ additional teachers and reduce administrative workload among head teachers to allow adequate time for instructional supervision activities. School head teachers should establish structured supervision schedules, regular feedback mechanisms, and collaborative professional support systems for teachers. Additionally, Quality Assurance and Standards Officer should intensify monitoring and mentorship visits to schools to ensure consistency, accountability, and effective implementation of instructional supervision practices aimed at improving learner achievement and school management outcomes.

According to the study, the Ministry of Education and county education offices should set up ongoing leadership development courses on competency-based curriculum management, instructional supervision, and evaluation procedures for head teachers and deputy heads. To increase implementation effectiveness and strengthen leadership readiness, these professional development workshops ought to be held on a regular basis in integrated

junior schools. To ease the burden on school administrators and provide more time for instructional leadership activities, the Teachers Service Commission should hire more teachers and administrative assistants. Head teachers of schools should set up cooperative professional learning teams, teacher mentorship programs, and organized curriculum monitoring systems. In order to track implementation progress, offer technical assistance, and guarantee uniformity in competency-based teaching practices throughout integrated junior high schools, Quality Assurance and Standards Officers should also step up supervision and support visits.

5.5 Recommendation for Future Research

Based on the findings above, several areas of concern emerge that future studies should address:

i. Future research should look at how school leadership training affects competency-based education implementation and instructional efficacy in integrated junior schools in various Kenyan counties.

ii. Researchers ought to look into how much school leadership experience affects curriculum oversight, teacher assistance, and general management efficacy in integrated junior schools.

iii. The impact of head teachers' instructional supervision techniques on student academic achievement, teacher motivation, and curriculum implementation under competency-based education should be investigated further.

iv. Further research should examine how resource management, curricular integration, and institutional performance in integrated junior schools are impacted by school leadership readiness for competency-based education implementation.

REFERENCES

Abonyi, U. K. (2024). Headteachers' leadership practices in Ghana: Does a formal qualification in educational leadership and management programme matter? *Educational Management Administration & Leadership, 54*(1), 182–199.

African Centre for School Leadership. (2024). *Strengthening school leadership in Africa: Lessons from Ghana*. https://africancentreforschoolleadership.org/strengthening-school-leadership-in-africa-lessons-from-ghana/

Ahmed, B. A. (2020). *Head Teachers' Leadership Styles and Teachers' Work Performance in the Integration of Learners with Visual Impairment in Integrated Public Primary Schools in Lamu County, Kenya*. Kenyatta University Repository.

Ainley, J., & Carstens, R. (2022). *Teaching and learning for the digital age*. OECD Publishing.

Akomolafe, M. J., & Adesua, V. O. (2021). Managing curriculum reforms in schools. *Journal of Education and Practice,* 12(4), 44–53.

Alhassan, A., & Mohammed, S. (2023). Leadership readiness for curriculum change. *African Journal of Educational Studies,* 18(2), 55–72.

Ali, H. D. (2024). Towards a successful development of school-based instructional supervision materials to support effective competency-based curriculum implementation in Zanzibar. *Journal of Curriculum Development, Evaluation, and Education (JCDEE)*, 1(1), 53–64.

Asim, S. (2024). Leadership development and school performance in emerging educational systems. *Journal of Educational Management,* 18(2), 45–59.

Awodiji, O. A., & Naicker, S. R. (2024). *A comparative evaluation of the leadership development needs of basic school leaders in the 4.0 era.* Frontiers in Education.

Azhar, M., Khan, I., & Bashir, S. (2021). Leadership preparedness and educational change. *Journal of Educational Research,* 24(1), 88–102.

Biesta, G. (2020). *Pragmatism and the philosophical foundations of mixed methods research*. Routledge.

Boyland, L. G., Quick, M. M., Geesa, R. L., Sriver, S. K., & Dyke, E. M. (2022). Effectiveness of principal preparation per the NELP standards: An assessment of one university's performance. *International Journal of Educational Leadership Preparation, 17*(1), 23–40.

Brown, C. P., Reyes, P., McKenzie, L., DeMathews, D., & Wolfin, S. (2024). Principals' Instructional Leadership and Support Needs in Prekindergarten and Kindergarten: A Case Study in Texas. *AERA Open*, 10(1), 1–20.

Browne, L. (2023). Using structured questionnaires to strengthen educational leadership research. *Journal of Contemporary Educational Studies,* 15(4), 112–128.

Bryman, A. (2021). *Social research methods* (6th ed.). Oxford University Press.

Cairney, P., & Toomey, C. (2025). Systems leadership: A qualitative systematic review of advice for policymakers. *Open Research Europe, 5*(6). https://doi.org/10.12688/openreseurope.18982.1

Chan, R. (2023). Advancing qualitative inquiry through structured interviewing in educational leadership research. *International Journal of Qualitative Education,* 36(2), 187–205.

Chebet, G. (2021). Age diversity and institutional effectiveness in public secondary schools in Kenya. *International Journal of Educational Administration*, 9(2), 44–58.

Chepkonga, M. C. (2023). Training Needs by Head Teachers in the Implementation of Competency-Based Curriculum in Kenya's Primary Schools: A Study of Marakwet East Sub County. *East Afrrican Journal of Education Studies,* 6(3), 526–535.

Chepngetich, E., & Kyule, D. (2024). *Human capital theory and its implications for economic performance*. *International Journal of Social Sciences Management & Entrepreneurship, 8*(3), 1104–1116.

Cohen, L., Manion, L., & Morrison, K. (2021). *Research methods in education* (9th ed.). Routledge.

County Government of Nandi. (2023). *Nandi County Integrated Development Plan 2023–2027*. https://maarifa.cog.go.ke/sites/default/files/2024-06/CIDP%202023-2027.pdf

Creswell, J. W. (2023). *Research design: Qualitative, quantitative, and mixed methods approaches* (6th ed.). Sage.

Creswell, J. W., & Creswell, J. D. (2023). *Research design: Qualitative, quantitative, and mixed methods approaches* (6th ed.). Sage.

Dadi-Ali, H. (2024). Towards a Successful Development of School-Based Instructional Supervision Materials to Support Effective Competency-Based Curriculum Implementation in Zanzibar. Journal of Curriculum Development, *Evaluation, and Education (JCDEE)*, 1(1), 53–64.

Dawadi, S., Shrestha, P., & Adhikari, R. (2021). Mixed-methods research in education: Integrating quantitative and qualitative data. *International Journal of Educational Research,* 15(3), 101–118.

Diaz, L., & Roberts, M. (2023). Strengthening qualitative accuracy through member validation in educational research. *Journal of Research Methods in Education,* 19(2), 88–102.

Dube, B., & Moyo, G. (2023). Leadership practices in CBC implementation. *Africa Education Review,* 20(1), 13–29.

Gechere, T., Oumer, J., & Ouke, T. (2025). Influence of principals' instructional leadership and teachers' efficacy on students' performance in secondary schools. *International Journal of Educational Leadership and Management, 13*(2), 45–62.

Harper, D. (2023). Enhancing research accuracy through systematic pilot testing in educational studies. *Journal of Applied Research Methods,* 12(1), 41–56.

Heenan, I. W., & Wilson, T. (2023). *The impact of transformational school leadership on staff and culture: A systematic review.* Sociology of Education (MDPI).

Heenan, I., De Paor, D., Lafferty, N., & Mannix McNamara, P. (2023). The impact of transformational school leadership on school staff and school culture: A systematic review. *Societies, 13*(6), 133. https://doi.org/10.3390/soc13060133

Ingvarson, L., & De Araugo, J. (2022). Developing and recognising accomplished school leadership in Australia. *European Journal of Education, 57*(1), 109–127.

Irorobire Alabintei-Ignis, E., Ikpo, M. N., & Anthony, I. T. (2022). Critics of open system theory. *BW Academic Journal, 1*(1), 6. bwjournal.org

Issitt, M. (2024). *General systems theory*. In EBSCO Research Starters. EBSCO. EBSCO Muendo, & Nyang'au. (2023). Systems theory: theoretical review. *International Journal of Social Science Management & Entrepreneurship, 7*(1), 595–609. Sage Publishers+1

Jelimo, S. (2021). Academic qualifications and instructional leadership effectiveness in Kenyan schools. *African Journal of Educational Studies*, 7(3), 66–79.

Kenya News Agency. (2025, October 17). How Nandi's flagship agriculture projects are transforming livelihoods. https://www.kenyanews.go.ke/how-nandis-flagship-agriculture-projects-are-transforming-livelihoods

Khumalo, N., & Mji, A. (2022). Educational reforms and change leadership in Africa. *International Journal of Education Policy,* 15(3), 201–218.

KIPPRA. (2024). *Assessing labour productivity for Nandi County* (Policy Brief No. 79/2023-2024). https://kippra.or.ke/wp-content/uploads/2024/09/Nandi-County-Labour-Productivity.pdf

Kiptoo, D. (2023). Challenges facing young educational leaders in the implementation of curriculum reforms in Kenya. *Journal of Education and Practice*, 14(5), 88–97.

Kloker, S., Bukoli, H., & Kateete, T. (2024). *New curriculum, new chance — Retrieval augmented generation for lesson planning in Ugandan secondary schools*. arXiv. https://doi.org/10.48550/arXiv.2408.07542

Knowledge Hub. (2023). Nandi County profile: Economy and agriculture. https://knowledgehub.devolution.go.ke/kh/counties/nandi-county/nandi-county

Koech, E. (2020). Teaching experience and school management effectiveness in public schools in Kenya. *East African Journal of Education Research*, 5(1), 23–37.

Kothari, C. R. (2019). *Research methodology: Methods and techniques* (4th ed.). New Age International.

Kotter, J. P. (1996). *Leading change*. Harvard Business School Press.

Kubai, J. M., Njati, I. C., & Thuranira, M. N. (2024). Secondary school principals' preparedness on implementation of competency-based education in Tigania West Sub-County, Meru County. *International Journal of Research and Innovation in Social Science, 8*(08), 3131–3136. https://doi.org/10.47772/IJRISS.2024.8080230

Kuria, A. W. (2022). *Relationship between school preparedness and effective implementation of CBC in Nairobi County* [Unpublished master's thesis]. University of Nairobi.

Limna, P. (2023). Using NVivo for thematic analysis in educational research. *Journal of Qualitative Research Methods,* 11(2), 45–59.

Lopez, R., & Santos, J. (2022). Enhancing qualitative research credibility through peer debriefing and triangulation. *International Journal of Educational Research Methods,* 9(1), 55–70.

Maarifa Centre. (2023). *Nandi County PCRA report*. https://www.maarifa.cog.go.ke/sites/default/files/2024-06

Maiyo, L. (2024). *Influence of principals' managerial skills on implementation of CBC in public junior secondary schools in Kapseret Sub-County, Uasin Gishu County, Kenya* [Master's thesis, Mount Kenya University]. Mount Kenya University Repository.

Martin, A. (2021). Investigating the relationships between effective principal leadership practices and school effectiveness. *The Arts Journal,* 10(2), 45–62.

Mensah, K., & Osei, L. (2022). Influence of school leadership experience on lower secondary school administration under curricular reforms in Ghana. *Journal of Educational Leadership and Policy, 9*(1), 77–95.

Miller, J., & Torres, A. (2022). Advancing validity assessment in contemporary educational research. *International Journal of Education and Evaluation,* 14(3), 55–70.

Mohamed, W., Karanja, P., & Deya, M. (2024). Theoretical framework: Human capital theory. *International Journal of Social Sciences Management & Entrepreneurship, 8*(2), 1397–1410.

Morgan, D. L. (2022). *Pragmatism as a paradigm for social research*. Sage Publications.

Morgan, T. (2023). Enhancing supervisory feedback through structured interviewing in educational quality assurance. *Journal of Education and Inspection Studies*, 27(3), 145–162.

Muinde, E. K. (2024). The influence of principals' management strategies on students' academic achievements in public secondary schools in Lungalunga Sub-County, Kwale County, Kenya. *Asian Journal of Education and Social Studies.* Retrieved from https://journalajess.com

Mwangi, W., & Njoroge, J. (2022). Gender representation in educational leadership in Kenya. *International Journal of Educational Policy and Leadership*, 11(4), 55–70.

Ngema, C. O., K'Obonyo, P., Kidombo, H., & Odock, S. (2025). Human resource management practices and faculty performance in private universities in Kenya. *Journal of Human Resource Management, 13*(3), 78–89.

Ngugi, S. G., & Deya, M. (2024). Human capital development and performance of universities in Kenya. *Journal of Advanced Education and Sciences, 4*(4), 1–10.

Ngui, P. M. (2023). *Headteachers' instructional supervision practices influencing pupils' academic performance in public primary schools in Machakos County* [Article]. South Eastern Kenya University Repository. https://repository.seku.ac.ke

Nguyen, T., Vo, T., & Lo, T. (2020). Change leadership in curriculum reforms. *Educational Management Administration & Leadership,* 48(5), 815–833.

Noor, T., & Nawab, A. (2022). Are School Leaders Working as Instructional Leaders? Exploration of School Leadership Practices in Rural Pakistan. *Cogent Education*, 9(1), Article 2109315.

Nwokeocha, S., Sessay, A., Njora, H., & Wodon, Q. (2024). *Professional standards and competencies for teachers and school leaders: A case study for Sierra Leone. Journal of Teaching & Learning in Africa*, 7(1), 43–63.

OECD. (2025). *Teaching Compass / Education 2040: Teacher competencies for navigating complexities*. Organisation for Economic Co-operation and Development. https://www.oecd.org/education/teaching-compass-education-2040

Oketch, P., & Muthoni, S. (2024). Improving data reliability through systematic training of research assistants. *East African Journal of Educational Studies,* 7(1), 112–126.

Okeyo, E., Areba, G., & Obuba, D. (2024). *Head teachers' instructional training and instructional supervisory challenges in the implementation of the CBC*. Journal of the Kenya National Commission for UNESCO. https://journals.unesco.go.ke

Okeyo, S. M., & Mokua, Z. O. (2023). Preparedness of teachers for implementing Competency-Based Curriculum … Nyamira South Sub-County. *East African*

Journal of Education Studies, 6(2), 406–418. https://doi.org/10.37284/eajes.6.2.1387

Osei, G., & Kofinti, R. (2022). School reform and leadership capacity in Africa. *Comparative Education Review,* 66(3), 377–398.

Patel, S., & Kumar, A. (2023). Ensuring dependability and trustworthiness in qualitative educational studies. *Journal of Qualitative Educational Inquiry,* 18(2), 102–118.

Pietsch, M., et al. (2025). *Opening the black box of teacher leader development.* Journal of Teacher Education.

Plano Clark, V. L. (2024). *Mixed methods research: A guide to field integration*. Guilford Press.

Pulse Live. (2024). Nandi County overview: Geography, economy, and development. https://www.pulselive.co.ke/articles/news/counties-nandi-county-2024081623074586082

Ralebese, M. D. (2025). *Examining primary school principals' instructional leadership practices during curriculum reform*. *Frontiers in Education*. https://www.frontiersin.org/journals/education

Ralebese, M. D., Jita, L. C., & Badmus, O. T. (2025). Perceptions and practices of principals: Examining instructional leadership for curriculum reform. *Frontiers in Education, 10*. https://doi.org/10.3389/feduc.2025.1591106

Rotich, P. (2024). Professional qualifications and leadership competence among school principals in Kenya. *Journal of Educational Management and Leadership*, 12(1), 14–28.

Rutemelwa, E., Mkulu, D. G., & Onyango, D. O. (2023). *Head teachers' leadership competencies on school management in public primary schools: A case of Ilemela District, Tanzania.* Canadian Journal of Educational and Social Studies (CJESS).

Saunders, M., Lewis, P., & Thornhill, A. (2023). *Research methods for business students* (9th ed.). Pearson.

Sean, R. 92025). *Understanding Human Capital Theory: Importance and Application.* Retrieved on 18/11/2025 from https://www.investopedia.com/ask/answers/032715/what-human-capital-and-how-it-used.asp

Tanui, K., & Cheruiyot, L. (2021). Ensuring consistency in mixed-methods data collection in school-based research. *African Journal of Education and Practice,* 5(4), 34–49.

Teachers Institute. (2023, December 27). System theory in education: A holistic approach to school management. *Teachers Institute*. Teachers Institute

Teachertaskforce. (2021). *School leadership in low- and middle-income countries: Survey report*. Teacher Task Force. https://teachertaskforce.org/sites/default/files/2021-

Tshabalala, G., & Faremi, Y. A. (2024). The leadership role of the school principal in developing and improving learner performance. *Education Journal* (E-JEDU), 8(1), 22–34.

UNESCO. (2024). *Global Education Monitoring Report: Leadership in education*. United Nations Educational, Scientific and Cultural Organization. https://www.unesco.org/gem-report

United Nations. (2024). Full report on school leadership and capacity building in Rwanda. United Nations Digital Library.

Van der Voet, J., & Vermeeren, B. (2021). Change-oriented leadership in public institutions. *Public Management Review,* 23(9), 1341–1359.

von Bertalanffy, L. (1968/1972). *General system theory: Foundations, development, applications*. George Braziller.

VVOB & Africa Centre for School Leadership. (2023). *Building a consensus on school leadership for quality education in Africa*. VVOB / ACSL. https://www.vvob.org/en/downloads/building-consensus-school-leadership-quality-education-africa06/EOY%20SL%20Survey%20Report_June2021.pdf

Wafula, E. N. (2024). *Preparedness of public primary schools for the implementation of the competency-based curriculum: Embakasi Sub-County* (Unpublished dissertation). Kenyatta University Institutional Repository. https://ir-library.ku.ac.ke/bitstreams/2d912f08-e3d2-41da-a625-37d6a3d18d06/download

Wanjeri, G. K., Kithinji, W., & Tguba, E. (2024). Effects of principal's leadership skills on effective administration of public secondary schools in Nairobi City County. *Academic Journal of Social Sciences and Education.* Retrieved from https://ajsse.org

World Bank. (2024). *Education overview: Development news, research, data*. https://www.worldbank.org/en/topic/education/overview

APPENDICES

APPENDIX I: INTRODUCTION LETTER

My name is Charity Jebichii, and I am a master's student at the Catholic University of Eastern Africa in Nairobi, Kenya, specializing in Educational Administration and Planning. I am conducting research in Chesumei sub-county, Nandi county, on the influence of school leadership preparedness on the effective management of integrated junior schools in public primary schools. Your honest participation in this study would be greatly appreciated. Please be assured that your participation is entirely voluntary, and you may choose to withdraw at any time. All information you provide will be treated with the utmost confidentiality.

Tel. number……...…...

APPENDIX II: INTERVIEW CONSENT FORM

I ……..voluntarily agree to participate in this research study.

I acknowledge that I have received, read and understood the project information sheet.

a) Yes ( )

b) No ( )

I have been given the opportunity to ask questions about the Research project.

a) Yes ( )

b) No ( )

I understand that my participation in this research project is entirely voluntary.

a) Yes ( )
b) No ( )

I understand that the school information I have given may be quoted in publications, reports, web pages, and other research outputs.

a) Yes ( )
b) No ( )

Name of the Researcher…….... Sign……

APPENDIX III: QUESTIONNAIRE FOR TEACHERS

Introduction

I am a Master's student in Educational Administration and Planning at the Catholic University of Eastern Africa. As part of my degree requirements, I am conducting research on the *influence of school leadership preparedness on the effective management of integrated junior schools in public primary schools in Chesumei sub-county, Nandi county.* I kindly request your assistance in responding to the questions in this questionnaire. All information collected will remain confidential and will be used solely for this study. Please refrain from including your name or any other identifying information in the questionnaire. Your cooperation and support are greatly appreciated. Thank you.

SECTION A: Teacher Demographic Information

Instructions: please (tick as applicable) or provide appropriate information

1. Gender

   a) Male ( ) b) Female ( )

2. Age bracket?

   a) 21 – 30 years ( ) b) 31 – 40 years ( )

   c) 41 -50 years ( ) (d) 51 and above ( )

3. How long have you been a teacher? ( ) years

4. Your position in school

   a) Deputy head teacher ( ) b) Senior teacher ( ) c) Class Teacher ( ) d) Teacher ( )

5. What is your highest academic qualification?

   a) Diploma in Education ( ) b) Bachelors' Degree ( ) c) Masters ( ) d) PhD ( )

(e) Any other academic qualification not mentioned above? (Please specify)

……

……

SECTION B: Leadership Training and Effective Management

6. To what extent do you agree with the following statements on how leadership training influence the effective management of Integrated Junior Schools in public primary

schools in Chesumei Sub-County on the scale of 5 to I where 5 = Strongly Agree; 4 = Agree; 3 = Uncertain; 2 = Disagree; 1 = Strongly Disagree.

No.	Statement	SA	A	U	D	SD
i	Head teachers have received formal leadership training relevant to school management.					
ii	Leadership training has improved school planning and organization.					
iii	Trained head teachers provide clear guidance to staff.					
iv	Leadership training enhances decision-making in school administration.					
v	Training improves head teachers' ability to manage resources efficiently.					
vi	Leadership training increases teachers' confidence in school management.					
vii	Trained leaders handle school conflicts effectively.					
viii	Leadership training promotes a positive school climate.					
ix	Training equips head teachers to implement school policies effectively.					
x	Leadership training contributes to overall learner academic performance.					

7. In what other ways does leadership training influence the effective management of Integrated Junior Schools in public primary schools in Chesumei Sub-County?

……..

……..

…….

SECTION C: Influence of School Leadership Preparedness in Planning

8. To what extent do you agree with the following statements on the influence of school leadership preparedness in planning on the effective management of public Comprehensive

Junior Schools in Chesumei Sub-County, Nandi County, Kenya? Please use the scale: 5 = Strongly Agree; 4 = Agree; 3 = Uncertain; 2 = Disagree; 1 = Strongly Disagree.

No.	Statement	SA	A	U	D	SD
i	Prepared school leaders develop clear plans that guide the effective management of school activities.					
ii	Leadership preparedness in planning enables school leaders to set clear priorities and objectives.					
iii	Prepared school leaders develop realistic plans for teaching and learning activities.					
iv	Leadership preparedness in planning enables school leaders to anticipate and address school challenges.					
v	Prepared school leaders effectively plan for the allocation and use of school resources.					
vi	Leadership preparedness in planning promotes smooth implementation of school programmes and activities.					
vii	Prepared school leaders involve teachers and other stakeholders in school planning.					
viii	Leadership preparedness in planning enables school leaders to develop appropriate staff development plans.					
ix	Prepared school leaders monitor and review school plans to improve management effectiveness.					
x	Leadership preparedness in planning contributes positively to learners' academic and overall outcomes.					

9. What additional influences does school leadership preparedness in planning have on the effective management of public Comprehensive Junior Schools in Chesumei Sub-County, Nandi County, Kenya?

…….

……..

……..

……..

SECTION D: Instructional Supervision Practices by Head Teachers

10. To what extent do you agree with the following statements on ways do instructional supervision practices by head teachers influence the effective management of Integrated Junior Schools in Chesumei sub-county on the scale of 5 to I where 5 = Strongly Agree; 4 = Agree; 3 = Uncertain; 2 = Disagree; 1 = Strongly Disagree.

No.	Statement	SA	A	U	D	SD
i	Head teachers regularly supervise classroom teaching activities.					
ii	Supervision improves teachers' instructional delivery.					
iii	Head teachers provide timely feedback on teaching practices.					
iv	Instructional supervision promotes curriculum adherence.					
v	Supervision helps identify teachers' training needs.					
vi	Head teachers monitor lesson planning and preparation effectively.					
vii	Instructional supervision improves learner academic performance.					
viii	Supervision ensures effective use of teaching and learning resources.					
ix	Head teachers' supervision encourages innovative teaching methods.					
x	Instructional supervision fosters a collaborative teaching environment.					

11. In your opinion, what other instructional supervision practices by head teachers influence the effective management of Integrated Junior Schools?

……..

……

……

……..

SECTION E: School Leaders' Preparedness in CBE Implementation

12. To what extent do you agree with the following statements on to what extent does school leaders' preparedness in CBE implementation influence the effective management of

Integrated Junior Schools in Chesumei sub-county on the scale of 5 to I where 5 = Strongly Agree; 4 = Agree; 3 = Uncertain; 2 = Disagree; 1 = Strongly Disagree.

No.	Statement	SA	A	U	D	SD
i	Head teachers are well-prepared to implement the CBE curriculum.					
ii	Prepared leaders support teachers in planning CBE lessons.					
iii	Leaders ensure CBE assessment practices are properly followed.					
iv	Prepared head teachers provide necessary CBE instructional resources.					
v	Leaders' preparedness enhances student-centered teaching approaches.					
vi	Prepared head teachers monitor CBE progress effectively.					
vii	Leadership preparedness ensures curriculum coverage is maintained.					
viii	Prepared leaders facilitate teacher professional development in CBE.					
ix	Leaders' readiness improves integration of CBE across subjects.					
x	Prepared head teachers positively influence overall CBE implementation success.					

13. In what other ways does school leaders' preparedness in CBC implementation influence the effective management of Integrated Junior Schools?

……

……

……

……..

***** Thanks in Advance *****

APPENDIX IV: INTERVIEW GUIDE FOR HEAD TEACHERS

SECTION A: Demographic Characteristics

1. What is your age? bracket

a) 19–20 ( ) b) 21–30 ( ) c) 31–40 ( ) d) 41–50 ( ) e) Over 50 ( )

2. Highest level of education?

a) Certificate ( ) b) Diploma ( ) c) Bachelor's Degree ( ) d) Masters ( )

3. Years served as principal?

a) 0–10 ( ) b) 11–20 ( ) c) 21+ ( )

SECTION B: Leadership Training

4. How has leadership training improved your ability to manage Integrated Junior Schools?

5. What challenges in school management do you feel leadership training helped you address?

SECTION C: Leadership Planning

6. How has your leadership planning influenced decision-making and staff coordination?

7. In what ways has planning improved discipline, communication, or curriculum supervision?

SECTION D: Instructional Supervision

8. How do your supervision practices shape teaching quality and curriculum implementation?

9. What strategies do you use to monitor instructional effectiveness?

SECTION E: Preparedness in CBE Implementation

10. How prepared do you feel in leading CBC implementation in Integrated Junior Schools?

11. What CBC-related leadership gaps still exist, and how can schools address them?

Thank you for participating

APPENDIX V: INTERVIEW GUIDE FOR SCDE

SECTION A: Demographic Characteristics

1. Age bracket? (same options as above)

2. Highest level of education?

3. Years served as SCDE?

SECTION B: Leadership Training

4. How does leadership training among head teachers influence effective school management?

SECTION C: Leadership Planning

5. What impact does head teachers' planning have on the management of Integrated Junior Schools?

SECTION D: Instructional Supervision

6. How effective are head teachers' instructional supervision practices in supporting curriculum delivery?

SECTION E: Preparedness in CBC Implementation

7. How prepared are school leaders in implementing CBC, and how does this affect school performance?

Thank you for your Cooperation

APPENDIX VI: INTERVIEW GUIDE FOR QAS OFFICERS

SECTION A: Demographic Characteristics

1. Age bracket? (same options)

2. Highest level of education?

3. Years served as QAS Officer?

SECTION B: Leadership Training

4. How adequate is leadership training among head teachers in enhancing school quality assurance?

SECTION C: Leadership Planning

5. How does leadership planning influence adherence to standards in Integrated Junior Schools?

SECTION D: Instructional Supervision

6. How effective are head teachers' supervision practices in promoting instructional quality?

SECTION E: Preparedness in CBC Implementation

7. How does school leaders' preparedness affect CBE compliance and instructional outcomes?

Thank you for your Cooperation

APPENDIX VII: DOCUMENT ANALYSIS GUIDE

Document Type	Indicators to Review	Relevance to Research Question	Remarks	Actual Situation
Training Certificates	Evidence of leadership courses attended	Shows formal leadership preparation	Heads possessed certificates from leadership workshops.	Certificates from TSC and MoE trainings were available in school files.
CPD Logs	Frequency of training participation	Assesses consistency in leadership development	Regular participation in CPD activities was observed among school leaders.	Logs showed annual attendance of seminars, workshops, and in-service programs.
School Reports	Implementation of leadership-informed strategies	Links training to management effectiveness	Reports reflected improved coordination and planning practices.	Schools documented strategic activities linked to leadership training outcomes.
Policy Documents	Adherence to leadership guidelines	Evaluates compliance with training standards	Most schools complied with Ministry leadership policies.	Policy manuals and circulars were displayed and referenced in management practices.
Performance Records	Patterns linked to years of service	Assesses influence of experience on outcomes	Schools led by experienced heads showed relatively stable performance.	Performance trends were associated with administrative experience.
Lesson Observation Forms	Feedback quality and consistency	Shows effectiveness of supervision	Head teachers conducted regular classroom observations.	Forms contained constructive feedback and follow-up comments.
Schemes of Work Reviews	Monitoring adherence	Assesses head teacher supervision role	Frequent monitoring of teachers' professional records was evident.	Reviewed schemes were signed and dated by administrators.
Teachers' Appraisal Documents	Supervision-based evaluations	Links supervision to performance	Appraisals emphasized instructional supervision and teacher growth.	TPAD documents reflected continuous evaluation and support.
Internal Memos	Communication on instructional issues	Shows leadership in instruction	Communication between administrators and staff was regular.	Memos addressed instructional improvement and curriculum matters.
CBC Training Certificates	Evidence of CBC preparation	Shows leadership readiness	Most school leaders had attended CBC implementation training.	Certificates confirmed participation in CBC orientation workshops.
Curriculum Implementation Reports	Compliance with CBC requirements	Assesses effective CBC management	Schools showed moderate compliance with CBC implementation guidelines.	Reports highlighted progress and challenges in CBC adoption.
Resource Allocation Records	Availability of CBC materials	Link to preparedness	Resource shortages were noted in some schools.	Available records showed partial provision of CBC learning materials.

APPENDIX VIII: OBSERVATION GUIDE

Observable Indicator	Description	Actual Situation
Application of training strategies	Use of leadership techniques acquired in training	Head teachers applied participatory leadership and planning approaches in school management.
Staff coordination	Smooth running of school activities	School programs and duties were well coordinated with minimal interruptions.
Communication effectiveness	Clear and professional communication	Administrators communicated instructions clearly through meetings and memos.
Decision-making	Evidence of structured, informed decisions	Most decisions were made consultatively and guided by school policies.
Crisis Management	Ability to address emerging issues	School leaders responded promptly to disciplinary and operational challenges.
Delegation	Appropriate assigning of tasks	Responsibilities were distributed effectively among teachers and departmental heads.
Mentorship	Guidance offered to teachers	Teachers received guidance on instructional practices and curriculum delivery.
Consistency	Stability in leadership actions	Leadership practices remained stable and predictable across school activities.
Classroom walk-throughs	Frequency and quality	Frequent classroom visits were conducted to monitor teaching and learning.
Feedback sessions	Provision of constructive feedback	Teachers were regularly provided with professional feedback after observations.
Monitoring lesson plans	Verification of schemes and plans	Administrators checked lesson plans and schemes for curriculum coverage.
Support to teachers	Additional instructional help	Teachers received support through mentoring, coaching, and resource sharing.
CBE Materials	Adequacy and availability	Some CBC materials were available though shortages were noted in a few subjects.
Teacher guidance	Ongoing CBC support	Continuous guidance was provided to teachers on CBC implementation.
Use of CBE methods	Competency-based approaches visible	Learner-centered and activity-based methods were observed in classrooms.
Assessment practices	Alignment with CBC guidelines	Assessment methods emphasized competencies and continuous evaluation.

APPENDIX IX: AUTHORAZATION LETTER FROM THE UNIVERSITY

THE CATHOLIC UNIVERSITY OF EASTERN AFRICA

Faculty of Education

Department of Postgraduate Studies in Education

Our Ref: CUEA/DVC-ACAD/FOE/PGSE/NACOSTI/05/MARCH 2026

9th March 2026

THE DIRECTOR,
NATIONAL COMMISSION FOR SCIENCE, TECHNOLOGY AND INNOVATION (NACOSTI)
NAIROBI, KENYA

RE: CHARITY JEBICHII - 1064891

I wish to introduce to you **Charity Jebichii** a MED student at The Catholic University of Eastern Africa, Nairobi – Kenya; and request you to assist her accomplish her academic research requirements.

Charity's area of specialization is Administration and Planning. Every student in the programme is required to conduct research, write a report/dissertation and submit it for examination in the final years of study. Accordingly, **Charity's** research proposal has been approved and she will conduct research on the following topic:

"Influence of School Leadership Preparedness on The Effective Management of Integrated Public Junior Schools in Chesumei Sub-County, Nandi County, Kenya."

Thanking you in advance for according **Charity** the assistance she may require to conduct her research successfully.

Sincerely,

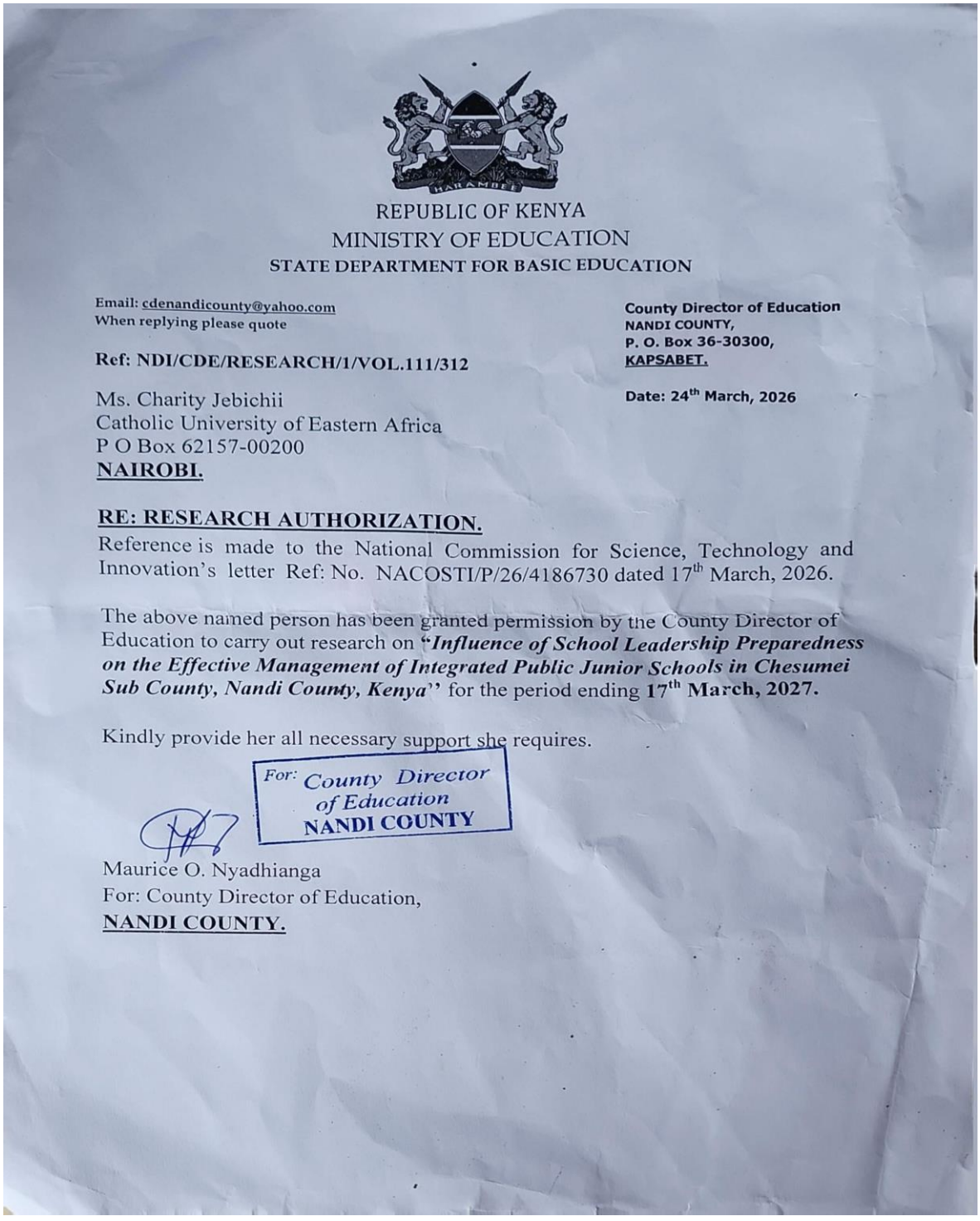
H.O.D.
09 MAR 2026

SR. PROF. ELIZBETH NDUKU
HEAD OF DEPARTMENT - POSTGRADUATE STUDIES IN EDUCATION

THE CATHOLIC UNIVERSITY OF EASTERN AFRICA (CUEA) P.O. BOX 62157 00200 Nairobi – KENYA
Tel: 020-2525811-5, 8390023-4, Fax: 8891084, Email: pgse@cuea.edu, Website: www.cuea.edu
Founded in 1984 by AMECEA (Association of the Member Episcopal Conference in Eastern Africa)

ISO 9001:2015 Certified by the Kenya Bureau of Standards

APPENDIX X: LETTER FROM THE COUNTY DIRECTOR OF EDUCATION



REPUBLIC OF KENYA
MINISTRY OF EDUCATION
STATE DEPARTMENT FOR BASIC EDUCATION

Email: cdenandicounty@yahoo.com
When replying please quote

Ref: NDI/CDE/RESEARCH/1/VOL.111/312

County Director of Education
NANDI COUNTY,
P. O. Box 36-30300,
KAPSABET.

Date: 24th March, 2026

Ms. Charity Jebichii
Catholic University of Eastern Africa
P O Box 62157-00200
NAIROBI.

RE: RESEARCH AUTHORIZATION.

Reference is made to the National Commission for Science, Technology and Innovation's letter Ref: No. NACOSTI/P/26/4186730 dated 17th March, 2026.

The above named person has been granted permission by the County Director of Education to carry out research on "***Influence of School Leadership Preparedness on the Effective Management of Integrated Public Junior Schools in Chesumei Sub County, Nandi County, Kenya***" for the period ending **17th March, 2027.**

Kindly provide her all necessary support she requires.

For: County Director of Education
NANDI COUNTY

Maurice O. Nyadhianga
For: County Director of Education,
NANDI COUNTY.

APENDIX XI: RESEARCH PERMIT FROM NACOSTI

REPUBLIC OF KENYA

NATIONAL COMMISSION FOR SCIENCE,TECHNOLOGY & INNOVATION

Ref No: **416716**

Date of Issue: **17/March/2026**

RESEARCH LICENSE



This is to Certify that Miss.. CHARITY JEBICHII of Catholic University of Eastern Africa, has been licensed to conduct research as per the provision of the Science, Technology and Innovation Act, 2013 (Rev.2014) in Nandi on the topic: INFLUENCE OF SCHOOL LEADERSHIP PREPAREDNESS ON THE EFFECTIVE MANAGEMENT OF INTEGRATED PUBLIC JUNIOR SCHOOLS IN CHESUMEI SUB-COUNTY, NANDI COUNTY, KENYA for the period ending : 17/March/2027.

License No: **NACOSTI/P/26/4186730**

416716

Applicant Identification Number

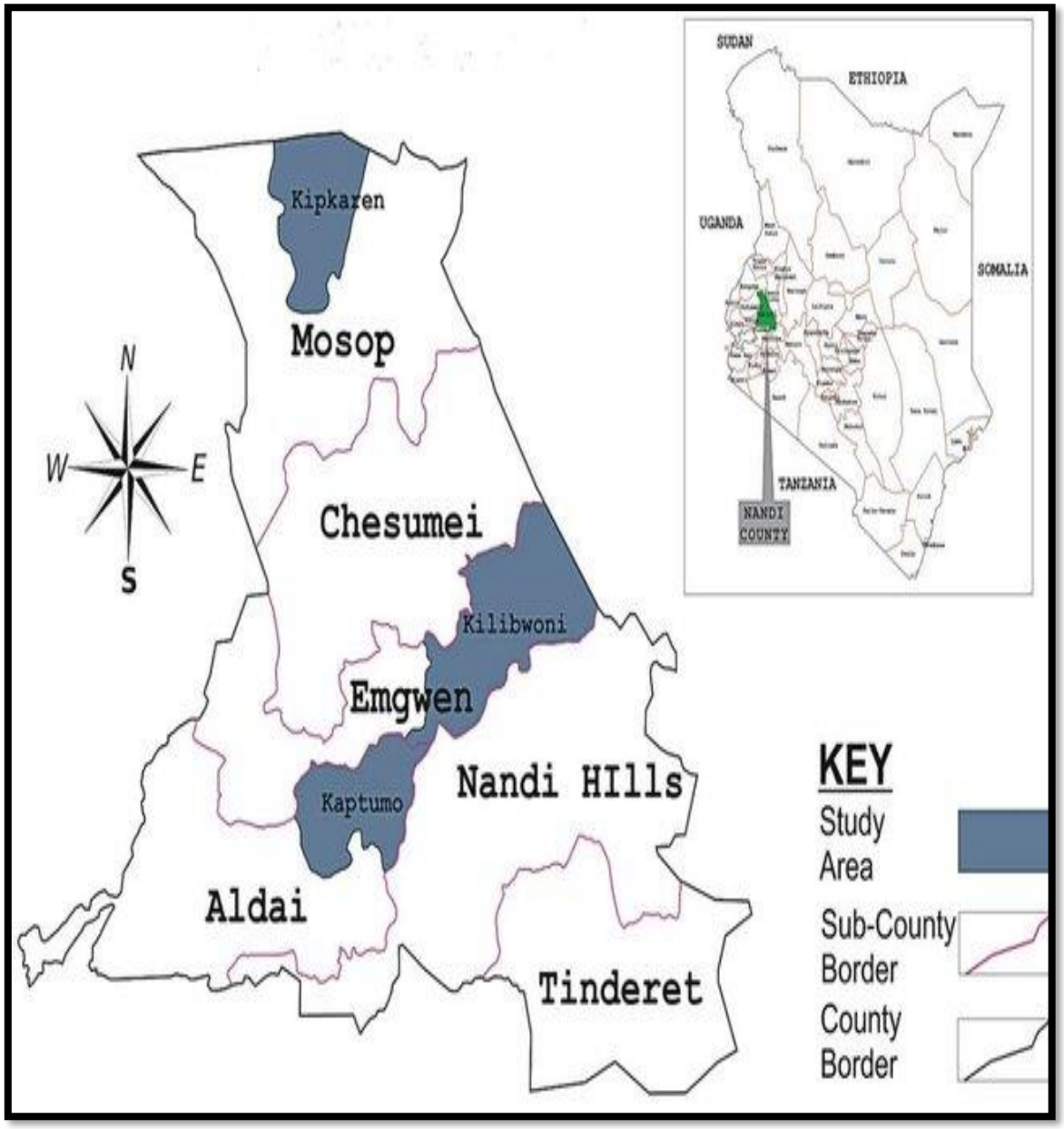
Ag. Director General
NATIONAL COMMISSION FOR SCIENCE,TECHNOLOGY & INNOVATION

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 XI: MAP OF CHESUMEI SUB-COUNTY



Source: *Google Maps (2025)*

APPENDIX XII: ANTIPLAGIARISM CERTIFICATE

THE CATHOLIC UNIVERSITY OF EASTERN AFRICA
INFORMATION SYSTEMS LIBRARIAN
TURNITIN ORIGINALITY REPORT

REF: PGS/FOE/1085/DEFENSE/LANGATA,



I HEREBY CONFIRM THAT **CHARITY JEBICHII** REG NO: **1064891**, SUBMITTED A CHECK OF ANTIPLAGIARISM ON CRITICAL EVALUATION OF **INFLUENCE OF SCHOOL LEADERSHIP PREPAREDNESS ON THE EFFECTIVE MANAGEMENT OF INTEGRATED PUBLIC JUNIOR SCHOOLS IN CHESUMEI SUB-COUNTY, NANDI COUNTY, KENYA. A THESIS SUBMITTED TO THE POST GRADUATE STUDIES IN EDUCATION IN PARTIAL FULFILLMENT OF THE REQUIREMENTS FOR THE AWARD OF MASTERS' DEGREE IN EDUCATIONAL ADMINISTRATION AND PLANNING AT THE CATHOLIC UNIVERSITY OF EASTERN AFRICA.**

Verification by Systems Librarian:

Name: HARUN MAINA ..... Signature: ..... Date: 14/5/2026

The Catholic University of Eastern Africa
INFORMATION SYSTEMS LIBRARIAN
P. O. Box 62157-00200, NAIROBI