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Influence of Transformational Leadership on Financial Resource Mobilization for Competency-Based Education Implementation in Public Junior Secondary Schools in Kisii County

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Abstract

Since inception the new competency-based curriculum has been marred with numerous challenges to its current implementation level in Junior schools (JS). Some of these challenges have been attributed to ineffective leadership. This research seeks to interrogate the Influence of transformational leadership on financial resource mobilization for Competency-Based Education Implementation in Public Junior Secondary Schools in Kisii County. Descriptive survey design with a mixed-methods strategy was utilized. The sample constituted of 230 head of institutions,299 facilitators and 11 Sub-County Quality and Standards Officers selected through stratified sampling. Field data collected was analysed qualitatively and quantitatively through descriptive and inferential statistics. The results established that transformational leadership exerts statistically significant multivariate effects on CBE implementation outcomes. At the univariate level, the combined leadership dimensions accounted for a moderate proportion of variance across domains (R^2 = .23 to .26). Inspirational Motivation and Individualized Consideration demonstrated stronger effects in mobilization and management of financial resources. Structural Equation Modelling (SEM) confirmed that all four leadership dimensions had positive and significant direct effects on financial management. The study recommends: strengthening leadership through focused professional development for school heads and CBE coordinators; enhancing government support through timely capitation release, definite guidelines, structured monitoring and feedback; institutionalizing collaborative leadership to promote teacher involvement, communication, and shared ownership of CBE reforms. The study findings will inform junior school CBE leadership policies on financial management.

Keywords
Competency-based education, transformational leadership, financial resource management, resource mobilization, junior secondary schools.

Introduction

The capacity of institutions to implement new programs, respond to client needs, and inspire staff toward achieving organizational goals is often attributed to transformational leadership. However, leadership philosophies vary across institutions, and the success of change initiatives, staff motivation, and innovation remains highly contingent on the quality of leadership (Karuhanga, 2015).

Competency-Based Education (CBE) is a relatively new concept in Kenya and its effective implementation depends on several factors, with leadership being central. CBE seeks to cultivate in learners the ability to apply acquired knowledge and skills to real-life tasks (Republic of Kenya, 2016). Oranga et al, (2023) define competency as the application of knowledge, skills, and personal capacities in academic or work contexts. Thus, CBE emphasizes progressive acquisition and utilization of skills for lifelong learning.

Globally, several countries have adopted competency-based curricula. Mexico introduced CBE in 2009 as part of national education reforms, defining competence as the integration of knowledge, skills, attitudes, and values (Secretaria de Educación Pública, 2011). Rwanda embraced CBE in 2015 to address skill gaps in its education system, particularly in science and technology (Republic of Rwanda, 2015). Tanzania adopted a competency-based curriculum in 2005 to improve educational quality (Ogondieck, 2005).

Kenya, like many developing nations, faces high youth unemployment, often attributed to a curriculum misaligned with labor market needs. This challenge prompted reforms toward CBE and vocational training, consistent with Sessional Paper No. 1 of 2005, which emphasized education, training, and research as drivers of national development (Republic of Kenya, 2005).

Effective curriculum delivery requires administrators and facilitators who can mentor, coach, and supervise implementation processes (Abuya, 2017). Leadership is therefore indispensable in ensuring successful curriculum reforms. This study examines the influence of transformational leadership on the implementation of CBE in Kisii County public junior secondary schools, with particular focus on leadership mobilization and financial resource management.

School leaders play a critical role in managing educational programs and institutional goals. Their responsibilities include: planning, decision-making, organizing, staffing, motivating, communicating, and controlling demand adequate knowledge and skills (Uko, 2015). Evidence from Australia shows that inadequate leadership practices, rather than financial or staff limitations alone, often hinder policy implementation (Van Thiel, 2014).

Transformational leadership fosters supportive environments that motivate employees to be creative and committed to institutional objectives (Arif, 2018). Bass and Avolio's (1994) model provide theoretical depth by identifying four dimensions: individualized consideration, inspirational motivation, intellectual stimulation, and idealized influence that directly shape institutional performance. Importantly, these dimensions also intersect with financial management

theory, explaining how leadership affects financial outcomes. Intellectual stimulation promotes budgeting innovation and creative resource allocation; inspirational motivation enhances stakeholder buy-in, crucial for mobilizing external funding; individualized consideration strengthens accountability by addressing staff needs and ensuring transparent financial practices; and idealized influence builds trust, which underpins financial integrity and stewardship (Bass & Riggio, 2006; Northouse, 2021).

Transformational leadership is therefore pivotal in ensuring prudent financial management and resource mobilization for CBE implementation. By inspiring shared visions, fostering collaboration, and promoting transparent budgeting, transformational leaders enable schools to secure resources for teacher training, instructional materials, and infrastructure. Empirical evidence indicates that such practices enhance financial efficiency and accountability, thereby supporting sustainable CBE implementation in public junior secondary schools (Sabwami et al., 2020). This study thus investigates the influence of transformational leadership on mobilization and management of financial resources in Kisii County schools

Statement of the Problem

The Presidential Working Party on Education Reform (PWPER, 2023) highlighted systemic challenges undermining the implementation of Competency-Based Education (CBE) in Kenya, including governance weaknesses, financial constraints, curriculum overload, inadequate teacher preparedness, and resource inequalities. While these issues are widely acknowledged, little empirical evidence exists on how school-level leadership practices particularly transformational leadership affect the mobilization and management of financial resources critical to sustaining CBE reforms given that CBE is resource intensive. This gap limits understanding of whether leadership can mitigate CBE resource constraints and strengthen governance in junior secondary schools. Kisii County offers a compelling context for this inquiry, as stakeholder forums have consistently reported leadership shortcomings in inspiring facilitator commitment, resource provision, and financial management. Yet these claims remain anecdotal and untested through scholarly research. By examining the influence of transformational leadership practices on financial resource mobilization and management in Kisii's public junior secondary schools, this study provides empirical evidence that clarifies leadership's role in bridging resource gaps. In doing so, it contributes to both national policy debates and practical strategies for advancing CBE implementation.

Research Objective

To determine the influence of transformational leadership practices on financial resource mobilization and management for CBE implementation in public junior secondary schools in Kisii County

Hypothesis

H_0: Transformational leadership practices have no significant influence on financial resource management for CBE implementation in public junior secondary schools in Kisii County

Conceptual Framework

The conceptual framework in figure 1 illustrates how transformational leadership practices impact the implementation of Competency-Based Education (CBE) in public junior secondary schools in Kisii County.

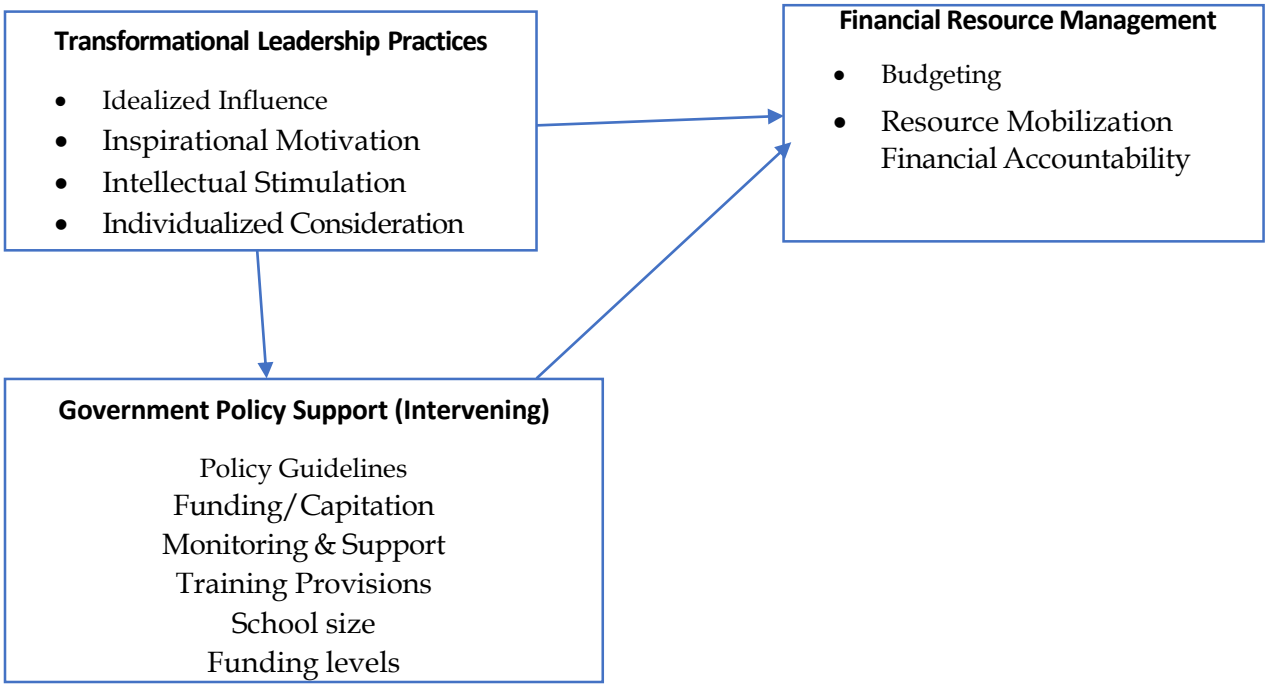

Figure 1 Conceptual Framework

These practices influence key implementation domains within the school system. Transformational leadership practices in figure 1 form the core of the framework and serve as the independent variable. These practices include four dimensions: idealized influence, inspirational motivation, intellectual stimulation, and individualized consideration. Together, these dimensions describe leadership behaviors that foster a shared vision, promote innovation, support professional development, and exemplify ethical, committed leadership within schools.

The dependent variable is the implementation of Competency-Based Education, operationalized through financial management and mobilization domain that reflect how effectively CBE is translated from policy into classroom practice. the mobilization and management of financial resources, encompassing budgeting, resource mobilization, and financial accountability. Through visionary leadership and stakeholder engagement, transformational leaders are expected to attract additional resources, allocate funds strategically, and ensure trans-parent financial management to sustain CBE initiatives.

The framework also incorporates intervening variable government policy support which may influence the strength or direction of the relationship between trans-formational leadership practices and CBE implementation. These factors reflect contextual conditions within which leadership

operates and can either facilitate or constrain effective implementation outcomes.

Literature Review

Transformational Leadership Practices and Management of Schools' Financial Resources

By nature, and design, CBE is resource-intensive. Financial resources involve monetary resources required for smooth operations of the school. The deficiency of monetary resources may halt the operations of many school functions (Usman, 2016). Finances in schools are essential in; settling current liabilities and expenditures, procurement of goods and services and payment of salaries to workers. Efficient financial management practice involves; making sure accuracy in recording of all institutional financial transactions, total compliance to all financial procedures and regulations, effecting controls in regulations of expenditure within allowed limits and only incurring the authorized expenditures by the board. Bueno (2019) defined financial management as the key and the most significant domain of school management that ensures the effective promotion of quality in education and institutions of learning through provision of requisite resources to facilitate the education cause. Bueno (2019) notes that expenditure should be properly undertaken to balance spending on staff, instructional activities, physical facilities, and leaners. This tends to guard against overspending so that the vital academic cause in schools is advanced and not compromised.

Wango and Gatere (2012) define financial management in schools as a responsibility aimed at prudential planning and efficiency in schools' funds utilization in a way which does not violate set procedures, guidelines and regulations. Wango and Gatere further allude that proper financial management in schools by principals is core to the proper functioning in schools and effective implementation of school programs which in turn facilitates the achievement of institutions' objectives. Pragmatic financial management in education institution is a key mandate of principals and involves principals conducting the following activities; coming up with a school budget while involving other stakeholders; facilitating procurement of good and services; allocating finances to various vote heads as per the budget; stores management; authorization for the disbursement of school finances; and making sure institutional finances are put to effective use (Asuga and Eacott,2012; Kasoa, 2012; Wango & Gatere, 2012).

There has been anxiety concerning leadership and financial management in secondary schools globally. In California, secondary schools have finance leadership challenges related to late or lack of book-keeping (poor record keeping) leading to unaccounted items hence massive losses and wastage of resources; and spending more than what was budgeted leading to unmanageable debts (bankruptcy) (Public Policy Institute of California [PPIC], 2022). In regards to financial leadership, New York high schools, financing systems have suffered from delays in the disbursement of finances from the treasury leading to shortages of teaching aids such as books, chalks, teaching boards, and laboratory chemicals hence affects implementation of schools' programs (National Conference of State Legislatures [NCSL], 2022). In European nations like United Kingdom, in regards to financial management there have been challenges related to late fee payments in secondary schools which makes various operations such as the purchase of food materials difficult thus affecting programs implementation (Economic and Social Research Council [ESRC], 2022).

Secondary schools in the Asian nation such as China in finance management have experienced weak auditing systems which causes funds to be diverted to unbudgeted activities such as paying unnecessary

allowances, trips, and lunches (World Education News, 2019). In Ghana in connection to schools' financial management, secondary schools have suffered from inconsistency in monitoring and evaluation of the finances of the school thereby creating loopholes for funds theft (Shabtai, 2022). In Ethiopian secondary schools, there are insufficient financial reserves to provide necessary school needs leading to destabilizing operations to the point students have to be sent home to collect fees (Ministry of Education- Ethiopia, 2020). In Kenya, there have been wanting funds mobilization leadership skills by the principals hence over-relying on donors and government which may not be adequate (Mutisya & Mwania, 2018).

As evidenced, the above financial challenges are related in one way or another to the mode of leadership of the Head of institutions. The Head of institutions who happen to be the senior-most school manager in a secondary school ought to possess various leadership and management skills that would allow them to deliver on the assignment of prudent financial management. It is on this context that the present research proposed to investigate the influence of transformational leadership on implementation of CBE in Kisii County junior secondary schools with special focus on financial management and mobilization.

Mestry (2018) conducted study that involved South African no-fee public schools to ascertain the functions undertaken by the school boards in financial management. The South African government put in place the pro-poor funding policy that puts the government to task to ensure progressive funding of poor public schools on the basis of a quintile ranking system with the poorest ranked quintile 1 and 2 receiving most funding. The researcher established that South African schools involve their school boards in a financial management in budgetary preparations besides management of physical assets. Further they observed that the governing bodies were devoid of the necessary financial leadership and management skills that could assist them in their work and hence experienced several challenges in budget preparations and cash flow projection statements that are crucial in enabling them to work well. Unlike the present research which is to be conducted in Kenya under the context of Transformational leadership, the Mestry study was conducted in South Africa and was not anchored in Transformational leadership hence geographical and contextual gap filled by the present research.

Manei and Omagwa (2019) conducted a study that sought to ascertain the impact posed by school principals' accounting practices on the financial performance of their schools in Makueni County. They observe that the financial management systems of most public secondary schools in Makuieni are bedeviled with numerous leadership and management challenges among them embezzlement of school funds, mismanagement, and schools hiking fees by creating fictitious fees balances of students in the system. Unlike the present research which seeks to interrogate the influence of Transformational leadership on implementation of CBE in Kisii County junior secondary schools with the view of enhancing sound financial management in schools, Manei and Omagwa study focused on principals' accounting practices on the financial performance of their schools in Makueni County thus filling geographical and contextual gap.

Mogeni (2017) in a study focusing on Migori's Rongo constituency concerning the financial management in schools with special focus on budget- making process and budget variance in secondary schools' notes that the budget-making process is so crucial in institutions of learning as it guides all activities in schools. According to the findings of the study, there was a significant

effect of budget preparation on budget variance. The study recommended that the management of public secondary schools should be sensitized on importance of budget preparation as it affects budget variance, management of public secondary schools should involve teachers, students and other stakeholders in budget implementation and public secondary schools' management should carry out budgetary control to improve budget variance. The study recommends that; similar school financial management studies be conducted in other constituencies in the country to enhance prudent management of school finances. It is on this premise that the present research seeks to establish the influence of Transformational leadership on implementation of CBE in Kisii County junior secondary schools with the financial component as one of the variables. Transformational leadership (TL) is perceived as an enabler in financial resource management as the leaders encourage, connect, and inspire all workforce to bring onboard innovative and Transformational approaches to financial management to enable successful implementation of school programs (Sabwami et al.,2020).

In the ever-evolving landscape of education and characterized with the current financial ambitious programs like CBE, effective financial leadership is paramount to steer institutions towards success. Transformational leadership in education management goes beyond traditional administrative roles, emphasizing inspiration, innovation, and empowerment in all aspects of school management and leadership. It is on this premise that the present research sought to determine the Influence of Transformational Leadership Practices on mobilization and management of financial resources for the implementation of Competency-Based Education in public Junior secondary schools in Kisii County.

Methodology

Research Design

A descriptive survey was employed within a mixed-methods framework.

Research Locale

The study was undertaken in Kisii County. Kisii County is one of the forty-seven Counties of Kenya. Kisii County was preferred as the study locale owing to institutional management challenges facing head of institutions in implementing education programs in public secondary schools (Quality Assurance and Standards Inspection Report, 2022 & 2023).

Target Population

The target population comprised of head of institutions, facilitators of public secondary schools and Sub-County Quality Assurance Officers in Kisii County. The independent variable in the study is on head of institutions' transformational leadership practice hence the necessity of including head of institutions as respondents to pro-vide information on their undertakings in junior schools on matters management and implementation of CBE. Teachers were also chosen since they work hand in hand with head of institutions as they actualize the curriculum implementation and are in a better position to give pertinent observations on how head of institutions undertake their management roles. This also applies to the Sub-County Quality Assurance Officers who monitors quality of teaching. The county has 695 public Junior secondary schools categorized into eleven sub-county schools

Sample Size Determination

The sample size for this study was determined using the Krejcie and Morgan (1970) formula for finite populations:

$$n = \frac{(\chi^2 NP(1-P))}{d^2(N-1) + \chi^2 P(1-P)} = \frac{3.841 \times 2603 \times 0.5 \times 0.5}{0.0375^2 \times 2602 + 3.841 \times 0.5 \times 0.5} = 540$$

Where n represents the required sample size, N = 2,603 was the target population, $\chi^2 = 3.841$ was the Chi-square value at 95% confidence level (df = 1), P = 0.5 was the assumed population proportion for maximum variability, and d=0.0375 represented the level of precision. Using this formula, the minimum required sample at the conventional 4% level of precision was approximately 540 respondents.

Sampling Techniques

A multi-stage sampling procedure was utilized in this study. In the first stage, schools were selected from a total of 695 public junior secondary schools in Kisii County. Approximately 30% of schools (209) were chosen to ensure representativeness. Mugenda & Mugenda (2003) note that in educational research, sampling between 10–30% of the population is generally adequate for representativeness, especially when the population is large and heterogeneous. To deal with potential non-response, an additional 10% of this sample (21 schools) was included, resulting in a total of 230 schools, or about 33% of the population. Krejcie & Morgan (1970) argue that researchers should anticipate non-response and oversample to maintain the required sample size for valid inference thus rationale for an additional 10% of the sample. Schools were stratified by sub-county to enhance representativeness. Proportional stratified random sampling was then applied to allocate the 230 sampled schools across the eleven sub-counties, with each sub-county receiving a proportionate allocation determined by its share of the total schools. The second stage entailed selecting Heads of Institutions (HOIs). As each sampled school had one head, all 230 HOIs were included in the census sample. The third stage entailed selecting Sub-County Directors of Quality Assurance and Standards Officers (SDQASOs). Given that there are 11 SDQASOs in Kisii County, one per sub-county, all were included through census sampling because of their limited number and central role in curriculum oversight. The fourth stage addressed the selection of facilitators. To achieve the target sample size of 540, a total of 299 facilitators were selected after accounting for the 230 HOIs and 11 SDQASOs. Facilitators were distributed proportionally across sub-counties, and within each sampled school, they were chosen by simple random sampling from the list of junior secondary facilitators. This multi-stage process yielded a final sample comprising 230 Heads of Institutions, 299 Facilitators, and 11 SDQASOs, totaling 540 respondents as shown in Table 1.

Table 1

Sampling Matrix.

Sub-County	HOIs (Pop.)	Teachers (Pop.)	HOIs (Sample)	Teachers (Sample)	DQASOs (Sample)	Total Sample
Kisii Central	77	213	26	34	1	61
Nyamache	103	254	34	40	1	75
Kenyenya	79	194	26	31	1	58
Kitutu Central	50	172	17	27	1	45

Marani	64	177	21	28	1	50
Kisii South	57	200	19	31	1	51
Etago	55	145	18	23	1	42
Gucha South	51	134	17	21	1	39
Gucha	42	125	14	20	1	35
Masaba South	77	162	25	25	1	51
Sameta	40	122	13	19	1	33
Total	695	1898	230	299	11	540

Research Instruments

Facilitators' Questionnaire

Questionnaires were utilized for teachers to obtain information on the influence of Transformational leadership on implementation of CBE in Kisii County junior secondary schools.

Interviews Schedules

Open-ended questions from an interview schedule were utilized by Head of institutions and SQASOs so as to obtain detailed information on how they manage and monitor their respective schools in regards to Transformational leadership vis-a-vis financial management and mobilization

Pilot Study

Sahu (2013) states that when doing a pilot test, 10% of the study's sample size can be used thus 10% of the total public junior schools in the Nyamira South sub-county were used to pre-test the research instruments. 10% of the total facilitators from Nyamira South sub-county public junior schools, 10% of the total heads of institutions and one SQASO participated in the pilot study. Heads of institutions and facilitators were selected using a simple random sampling procedure.

Validity and Reliability Instruments

The validity of the tools was assessed using the Content Validity Index (CVI). Additionally, supervising experts in education management evaluated the instruments to affirm their validity. The instruments' reliability was assessed using the test-retest methodology. Eight public junior schools were issued with the research tools. The same respondents completed this activity again after two weeks, and Cronbach's Alpha was used to compute the responses from tests one and two. A generally recognized statistical value of 0.74 was obtained which denotes satisfactory dependability (Mugenda & Mugenda, 2003). Thus, instruments were considered reliable for the study.

Data Analysis

Quantitative data were analyzed using descriptive and inferential statistics. The descriptive statistics included frequency counts, percentages, means, and standard deviations. The inferential statistics: chi-square tests, Spearman rank correlation, multivariate multiple regression, and structural equation modeling. Multivariate multiple regression was used to establish baseline relationships and structural equation modeling (SEM). The use of SEM was necessary because the study sought to examine not only direct effects of transformational leadership dimensions on financial resource

mobilization but also the interrelationships among these dimensions and potential mediation effects of government policy support. Unlike regression, which estimates isolated direct effects, SEM allows simultaneous testing of multiple pathways, measurement errors, and latent constructs. This provides a more holistic and theory-driven analysis of how leadership practices interact to influence financial management outcomes. Thus, SEM added explanatory depth beyond regression by clarifying whether leadership effects were independent, mediated, or overlapping.

Ethical Considerations

A research permit from NACOSTI and approval from the Institutional Scientific and Ethics Review Committee (ISERC) at Kisii University was obtained by the researcher. Subsequently, the researcher requested the education director in Kisii County for approval letter to carry out the research. All respondents were asked for their informed consent so that they can participate voluntarily in the study. All responders were assured of their privacy by the researcher, who was also to ensure that their names remain anonymous.

Results and Discussion

Response Rate

Of the planned 540 respondents, 498 provided usable data that is 226 Head of Institutions and 272 facilitators, yielding an overall response rate of 92.2%. Further only 6 of the 11 Sub- County quality assurance officers took part in interviews.

Descriptive Analysis of the Transformational Leadership Dimensions

The descriptive findings across the four dimensions of transformational leadership: Idealized Influence, Inspirational Motivation, Intellectual Stimulation, and Individualized Consideration reveal a consistent perception gap between teachers (n = 272) and head teachers (n = 226) in public junior secondary schools implementing Competency-Based Education (CBE) in Kenya. Teachers generally reported moderate enactment of transformational leadership behaviors, with mean scores ranging from 2.51 to 3.47 across the dimensions. For instance, Idealized Influence recorded teacher means between 2.51 and 3.23 (SD ≈ 1.42–1.50), while Inspirational Motivation ranged from 3.05 to 3.29 (SD ≈ 1.40–1.46). Similarly, Intellectual Stimulation (M = 3.24–3.47) and Individualized Consideration (M = 3.13–3.30) reflected only moderate and uneven experiences of leadership support. In contrast, head teachers consistently rated themselves highly across all dimensions, with mean scores ranging from 4.23 to 4.60 for Idealized Influence, 4.35 to 4.53 for Inspirational Motivation, 4.39 to 4.55 for Intellectual Stimulation, and 4.31 to 4.51 for Individualized Consideration, accompanied by relatively low standard deviations (SD ≈ 0.73–0.87). The scales demonstrated excellent internal consistency for both teachers (α = 0.939–0.962) and head teachers (α = 0.909–0.955), indicating that the constructs were reliably measured and that the observed differences reflect genuine perceptual divergence rather than measurement error.

Overall, the triangulated findings suggest that while head teachers perceive themselves as strongly enacting transformational leadership practices aligned with CBE reforms, teachers experience these behaviors less consistently and less visibly. This perception gap is significant because

transformational leadership has been empirically linked to teacher motivation, professional commitment, and successful curriculum reform implementation (Bass & Avolio, 1994). In the context of Kenya's CBE, which emphasizes collaborative cultures, values-based education, and learner-centered pedagogy, inconsistent experiences of ethical modelling, vision sharing, innovation support, and individualized mentoring may weaken teacher engagement and reform fidelity. These findings align with prior research demonstrating that transformational leadership positively influences teacher commitment and instructional improvement when leadership practices are consistently experienced at the classroom level (Leithwood & Jantzi, 2005). Consequently, strengthening the observable and sustained enactment of transformational leadership behaviors is critical for enhancing teacher motivation and ensuring effective implementation of CBE in public junior secondary schools. Table 2 presents composite descriptive statistics.

Table 2: Composite Descriptive Statistics for Transformational Leadership Dimensions

Group	Dimension	*N*	Min	Ma	Mean	SD
Teachers	Idealized Influence (IF)	272	1.00	5.00	2.92	1.30
	Inspirational Motivation (IM)	272	1.00	5.00	3.16	1.32
	Intellectual Stimulation (IS)	272	1.00	5.00	3.31	1.30
	Individualized Consideration (IC)	272	1.00	5.00	3.19	1.31
Head Teachers	Idealized Influence (IF)	226	2.00	5.00	4.45	0.68
	Inspirational Motivation (IM)	226	2.00	5.00	4.41	0.75
	Intellectual Stimulation (IS)	226	2.00	5.00	4.47	0.69
	Individualized Consideration (IC)	226	2.00	5.00	4.39	0.77
Combined Sample	Idealized Influence (IF)	498	1.00	5.00	3.61	1.31
	Inspirational Motivation (IM)	498	1.00	5.00	3.73	1.26
	Intellectual Stimulation (IS)	498	1.00	5.00	3.84	1.21
	Individualized Consideration (IC)	498	1.00	5.00	3.74	1.25

As revealed in table 2, intellectual stimulation emerged as the strongest dimension (M = 4.47), followed closely by Idealized Influence (M = 4.45). The lower standard deviations among head teachers indicate strong agreement regarding the frequency with which transformational leadership behaviors were practiced. This pattern reflects a high level of self-perceived transformational leadership among school leaders.

At the combined sample level, all four dimensions recorded mean scores above the midpoint of the scale, with Intellectual Stimulation (M = 3.84) and Inspirational Motivation (M = 3.73) emerging as the most prominent dimensions of transformational leadership. This suggests that, overall, transformational leadership practices are present within the school system, although their intensity and consistency vary substantially between respondent groups.

Triangulating teachers' and head teachers' perceptions reveals a consistent and systematic perception gap across all transformational leadership dimensions. While head teachers perceived themselves as strongly enacting transformational leadership behaviors, teachers experienced these practices at more moderate levels. This gap suggests that transformational leadership may be articulated at the leadership level but not always translated into consistent, visible practices that directly influence teachers' daily professional experiences (Leithwood et al., 2020; Hallinger, 2021).

Independent Samples t-test of Transformational Leadership Dimensions

To examine whether the observed differences between teachers' and head teachers' perceptions of transformational leadership were statistically significant, independent-samples t-tests were conducted for each leadership dimension. Effect sizes were estimated using Cohen's d to assess the magnitude of group differences.

Independent-samples t-tests were conducted to examine differences between teachers' and head teachers' perceptions of transformational leadership dimensions. Levene's Test for Equality of Variances was significant for all dimensions ($p < .001$), indicating violation of the homogeneity of variance assumption. Consequently, the results for equal variances not assumed (Welch's t-test) were used for interpretation. These findings underscore the need for school leaders to enhance the visibility and consistency of transformational leadership behaviors, particularly Idealized Influence and Individualized Consideration, which recorded the largest perception gaps as observed by Hallinger, (2021)**.**

Multivariate Effects of Transformational Leadership Dimensions on Competency-Based Education Implementation

This section presents the results of the multivariate multiple regression analysis examining the direct (total) effects of transformational leadership practices on CBE implementation. The Pillai's Trace multivariate test statistic was employed to evaluate whether the leadership dimensions significantly explain any variance. Table 3 presents the multivariate test results.

The multivariate tests in Table 3 reveal that all four transformational leadership dimensions had statistically significant joint effects on the combined set of the CBE implementation domains. Using Pillai's Trace as the primary statistic due to its robustness, Idealized Influence showed the strongest multivariate effect ($V = .090$, $F(4, 592) = 14.577$, $p < .001$), followed by Intellectual Stimulation ($V = .067$, $F(4, 592) = 10.661$, $p < .001$), Individualized Consideration ($V = .048$, $F(4, 592) = 7.409$, $p < .001$), and Inspirational Motivation ($V = .035$, $F(4, 592) = 5.341$, $p < .001$). Pillai's Trace values show that Idealized Influence had the biggest effect (.090), followed by Intellectual Stimulation (.067), Individualized Consideration (.048), and Inspirational Motivation (.035). These results indicate that, together, transformational leadership factors matter across different parts of CBE implementation. These results indicate that transformational leadership practices influence not just a single domain, but the overall system of CBE implementation outcomes. In practical terms, leadership behaviors characterized by ethical role modeling, vision

articulation, encouragement of innovation, and individualized support collectively shape institutional functioning across financial domains and any other (Krishnan, 2002).

Table 3: Multivariate Tests for the Effects of Transformational Leadership Dimensions on CBE Implementation Outcomes (Model 1)

Effect	Statistic	Value	F	Hyp. df	Error df	Sig.
Idealized Influence (IF)						
	Pillai's Trace	.090	14.557	4	592	< .001
	Wilks' Lambda	.910	14.557	4	592	< .001
Inspirational Motivation (IM)						
	Pillai's Trace	.035	5.341	4	592	< .001
	Wilks' Lambda	.965	5.341	4	592	< .001
Intellectual Stimulation (IS)						
	Pillai's Trace	.067	10.661	4	592	< .001
	Wilks' Lambda	.933	10.661	4	592	< .001
Individualized Consideration (IC)						
	Pillai's Trace	.048	7.409	4	592	< .001
	Wilks' Lambda	.952	7.409	4	592	< .001

SEM Direct Effects of Transformational Leadership on CBE Implementation

Table 4 presents the direct regression weights from the structural model in the same format as the AMOS output. The coefficients represent unstandardized effects of each transformational leadership dimension on the four implementation outcomes.

Table 4: Regression Weights for Direct Effects Model (SEM)

	Estimate	S.E.	C.R.	*p*	Sig.
FM ← IC	.233	.055	4.201	< .001	***
FM ← IS	.242	.055	4.371	< .001	***
FM ← IM	.220	.056	3.893	< .001	***
FM ← IF	.166	.055	2.998	.003	**
PIM ← IC	.132	.051	2.618	.009	**
PIM ← IS	.216	.050	4.289	< .001	***
PIM ← IM	.146	.051	2.848	.004	**
PIM ← IF	.276	.051	5.464	< .001	***
MPR ← IC	.149	.053	2.840	.005	**
MPR ← IS	.243	.052	4.639	< .001	***
MPR ← IM	.111	.053	2.080	.037	*
MPR ← IF	.242	.053	4.609	< .001	***
FC ← IC	.180	.048	3.744	< .001	***
FC ← IS	.162	.048	3.393	< .001	***

FC ← IM	.123	.049	2.521	.012	*
FC ← IF	.271	.048	5.644	< .001	***

* $p < .05$, ** $p < .01$, *** $p < .001$

\All four leadership dimensions demonstrated statistically significant positive direct effects on facilitators' commitment. Idealized Influence exhibited the strongest effect ($B = .271$, $t = 5.644$, $p < .001$), followed by Individualized Consideration ($B = .180$, $p < .001$) and Intellectual Stimulation ($B = .162$, $p < .001$). Inspirational Motivation exerted a smaller, yet still significant, influence ($B = .123$, $p = .012$). These results suggest that commitment to CBE is most effectively enhanced when leaders serve as credible role models, offer support, and foster innovative thinking (Kareem et al., 2023).

Descriptive Statistics on Financial Resource Management in the Implementation of Competency-Based Education

This section presents a triangulated analysis of financial resource management based on teachers' and head teachers' perceptions. Table 5 presents a triangulated analysis of financial resource management in the implementation of CBE based on teachers' and head teachers' responses. Teachers reported generally low to moderate levels of effectiveness in financial resource management, with mean scores ranging from 2.43 to 2.64. A substantial proportion of teachers selected the lower response categories (not at all and once in a while) across FM1, FM2, FM3, and FM4, indicating persistent challenges related to funding adequacy, timely disbursement, and availability of financial resources to support CBE activities at the classroom level. The relatively high standard deviations further suggest considerable variation across schools, reflecting unequal financial conditions and inconsistencies in funding support as illustrated in table 5.

Table 5: Financial Resource Management: Frequency Distribution, Mean, Standard Deviation and Reliability

Item	Group	1	2	3	4	5	Mean	SD
FM1	Teachers ($n = 272$)	82	60	49	56	25	2.57	1.35
	Head Teachers ($n = 226$)	32	61	101	20	12	2.64	1.01
FM2	Teachers ($n = 272$)	93	56	59	42	22	2.43	1.31
	Head Teachers ($n = 226$)	69	75	68	8	6	2.15	0.98
FM3	Teachers ($n = 272$)	88	54	55	44	31	2.54	1.38
	Head Teachers ($n = 226$)	59	76	63	13	15	2.33	1.12
FM4	Teachers ($n = 272$)	100	43	47	54	28	2.51	1.42
	Head Teachers ($n = 226$)	2	23	64	72	65	3.77	1.01
FM5	Teachers ($n = 272$)	87	48	48	55	34	2.64	1.43
	Head Teachers ($n = 226$)	8	19	52	80	67	3.79	1.07
Cronbach's Alpha Teachers	$\alpha = 0.936$							5 items
Head Teachers	$\alpha = 0.686$							5 items

Head teachers reported mixed perceptions of financial resource management. Lower mean scores on FM1, FM2, and FM3 indicate recognition of funding inadequacies and delays, while higher mean scores on FM4 and FM5 reflect stronger engagement in budgeting, financial accountability, and oversight roles. This pattern is consistent with head teachers' institutional responsibility for financial planning and control rather than direct access to instructional-level funding. The comparatively lower reliability coefficient for head teachers ($\alpha = 0.686$) suggests greater variability in perceptions, likely influenced by differences in school size, funding levels, and leadership experience.

Triangulation of the two perspectives reveals a clear divergence between operational and managerial experiences of financial resource management. Teachers emphasize the direct impact of inadequate and inconsistent funding on classroom practice, whereas head teachers highlight relatively stronger performance in financial control and accountability functions. This divergence suggests that although financial management structures and procedures may be in place, the translation of financial oversight into tangible instructional support remains limited.

The findings demonstrate that financial resource management constitutes a major constraint to effective CBE implementation in public junior secondary schools. The results underscore the need for transformational leadership practices that strengthen financial planning, ensure timely disbursement of funds, and align financial accountability mechanisms with classroom-level instructional needs. Without such leadership-driven alignment, improvements in financial oversight alone are unlikely to address the resource gaps that hinder effective implementation of Competency-Based Education as argued by Maria (2014).

Effect of Transformational Leadership on the Financial Resource Management (FM) for the Implementation of CBE

Financial management showed a slightly different pattern, with stronger effects from motivational and supportive leadership behaviors. Intellectual Stimulation had the largest effect, $F = 18.979$, $p < .001$, $\eta2 = .031$, indicating that analytical and innovative leadership improves budgeting and financial planning processes.

Individualized Consideration followed closely, $F = 17.530$, $p < .001$, $\eta2 = .029$, suggesting that leaders who support staff involved in financial processes enhance effective resource use. Inspirational Motivation also showed a strong contribution, $F = 15.052$, $p < .001$, $\eta2 = .025$, reflecting the importance of shared vision and collective responsibility in financial stewardship. Idealized Influence had a smaller but still significant effect, $F = 8.928$, $p = .003$, $\eta2 = .015$. Together, the leadership variables explained 26.1% of the variance in financial re-source management ($R2 = .261$), the highest proportion among all four outcomes.

Across all four outcomes, transformational leadership demonstrated statistically significant and practically meaningful effects. The partial eta-squared values indicate small-to-moderate individual effects, while the R2 values (ranging from .232 to.261) indicate that leadership collectively accounts for about one-quarter of the variance in CBE implementation domains. This represents a strong effect in complex educational systems where many external constraints also

operate. The pattern suggests that leadership has the strongest influence on human and instructional domains (FC and PIM), while still playing a meaningful, though slightly weaker, role in structural and financial domains (MPR and FM) (Hutasuhut,2019).

Triangulated Analysis of CBE Implementation with SCDQASO Interview Findings

This section presents a triangulated integration of quantitative survey findings (teachers and head teachers) with qualitative insights from Sub-County Directors and Quality Assurance and Standards Officers (SCDQASOs) interviewed.

Triangulation was employed not merely as a validation technique but as an analytical strategy to deepen interpretation by identifying convergence, complementarity, and divergence across data sources (Denzin, 2012). By integrating statistical trends with contextual narratives, the analysis moves beyond surface description to uncover structural mechanisms shaping CBE implementation.

Across the responses, a coherent pattern emerged: facilitators demonstrate substantial professional commitment; however, funding adequacy challenges, lead to significantly moderate implementation effectiveness consistent with findings that delayed capitation and inadequate financial support constrain CBE implementation in Kenyan schools (Momanyi, Thinguri,& Ogochi,2022).

Triangulation of Financial Resource Management

Financial resource management recorded moderate survey scores (Combined M = 3.00, SD = 1.01), with teachers rating this construct lower than head teachers, suggesting a managerial versus operational perception gap. Interview results contextualized this divergence. One SDQASO highlighted capitation shortfalls:

"...they are saying it is 15,000... what is disbursed is less... around 10 or even 9."

Another SDQASO emphasized procedural systems (audits, budgets, procurement) while acknowledging supplier-payment litigation risks and budget non- adherence:

"...schools... taken to court over non-payment... schools don't implement their school budgets."

Another SDQASO stressed financial management training and audit over sight, and reinforced transparency through bank-based fee payments and formal receipt systems. similarly, another SDQASO foregrounded compliance mechanisms but acknowledged that funding adequacy remains a systemic limitation.

Triangulation outcome indicated partial divergence with explanatory integration. Head teachers emphasized procedural compliance; teachers experienced the operational effects of funding inadequacy. Interview data reconcile these perspectives by showing that financial systems exist, but capitation shortfalls and disbursement delays constrain implementation level. Echoing broader evidence that systemic resource gaps undermine curriculum reform outcomes (Isaboke et al.,2021).

Parameter Estimates and Direction of Effects

While univariate tests showed significant effects of each transformational leadership dimension on at least one CBE implementation outcome, they did not indicate the direction or size of these effects. To address this, the parameter estimates from multiple regression were examined.

The results from analysis indicated that financial management was most strongly influenced by Intellectual Stimulation (B = .242, t = 4.356, p < .001), Individualized Consideration (B = .233, t = 4.187, p < .001), and Inspirational Motivation (B = .220, t = 3.880, p < .001). These results show that financial effectiveness depends heavily on leaders who encourage strategic thinking, motivate staff to work toward shared goals, and provide personal guidance on budgeting and accountability. Idealized Influence had a smaller but still significant effect (B = .166, t = 2.988, p = .003). This suggests that financial management responds more to motivational and supportive leadership than to role modeling alone (Kasoa, 2012).

Hypothesis Testing: Direct Effects of Transformational Leadership on CBE Implementation

This section presents the testing of the study hypotheses concerning the direct relationship between transformational leadership practices and the one domain of Competency-Based Education (CBE) implementation (Finance). The conclusion was based on the multivariate multiple regression results

H_{01}: there is no significant relationship between transformational leadership practices and management of financial resources in the implementation of CBE

The test results showed that all four leadership dimensions had a positive significant effect on the management of financial resources in the implementation of CBE (FM): IF (B = 0.166, t=2.998, p = .003), IM (B = 0.220, t=3.880, p < .001), IS (B = 0.242, t=4.356, p < .001), and IC (B = 0.233, t=4.187, p < .001). The null hypothesis H_{01} was therefore rejected, and it was concluded that transformational leadership practices have a significant positive relationship with financial resource management for the implementation of CBE. The magnitude of the regression coefficients indicated that financial management for CBE implementation benefits most from leaders who promote innovative thinking (IS) and provide individualized support (IC), suggesting that budgeting and resource mobilization require collaborative, strategic problem-solving. The model had an R2 = .261, indicating that 26.1% of the variance in financial resource management for CBE implementation is explained by the transformational leadership practices. The results thus indicate that leaders who are visionary, supportive, and intellectually engaging appear better able to mobilize and manage financial resources for reform initiatives. This is particularly important in the context of CBE, where implementation often requires additional funding for training, materials, and infrastructure.

In context the null hypotheses was rejected. Transformational leadership practices demonstrated statistically significant and positive relationships with each domain of CBE implementation. The consistency of these effects indicates that leadership plays a central and multidimensional role in driving educational reform as postulated by Leithwood et al., (2020).

In a nutshell, the results showed that managing financial resources was one of the weakest parts of Competency-Based Education (CBE) implementation. Schools often faced delays in receiving capitation funds, had budgets that were too small for practical and competency-based subjects, and lacked the freedom to address new instructional needs. These issues made it hard for schools to fully support the CBE's material and logistical needs. On a wider level, transformational leadership had a strong overall impact on CBE implementation. Pillai's Trace showed a strong effect of leadership practices, Pillai's Trace = .510, F (4, 591) = 153.531, $p < .001$, partial $\eta 2 = .510$. This means that leadership makes a significant difference in all areas of implementation, including financial resource management.

The results from Model 1 showed that all four parts of transformational leadership had significant positive effects on Financial Resource Management (FM). Intellectual Stimulation ($F = 18.979$, $p < .001$, partial $\eta 2 = .031$) and Individualized Consideration ($F = 17.530$, $p < .001$, $\eta 2 = .029$) were the strongest predictors, while Inspirational Motivation ($F = 15.052$, $p < .001$, $\eta 2 = .025$) and Idealized Influence ($F = 8.928$, $p = .003$, $\eta 2 = .015$) followed. Transformational leadership explained 26.1% of the differences in financial resource management. This shows that leadership is important for accountability, setting priorities, and using funds responsibly. Structural Equation Modeling (SEM) gave more details. Government Policy Support had a strong direct positive effect on FM ($\beta = .514$, $p < .001$). Of the leadership dimensions, Inspirational Motivation ($\beta = .093$, $p = .019$) and Individualized Consideration ($\beta = .090$, $p = .017$) had significant direct effects. This means that leaders who encourage joint goals and give personal support can help improve financial coordination and mutual responsibility. Idealized Influence ($\beta = .000$, $p = .995$) and Intellectual Stimulation ($\beta = .040$, $p = .328$) did not have significant direct effects when policy support was included.

Conclusions

The study established that financial resource management remains one of the weakest aspects of the implementation of Competency-Based Education (CBE) in public junior secondary schools in Kisii County. Teachers reported low to moderate effectiveness in financial resource management ($M = 2.43–2.64$), highlighting persistent challenges such as inadequate funding, delayed disbursement of capitation funds, and insufficient instructional resources required for competency-based learning. Although head teachers reported relatively stronger engagement in budgeting and financial accountability processes, the findings suggest that existing financial management structures have not sufficiently translated into adequate classroom-level resource support for effective CBE implementation.

The findings revealed a clear perception gap between teachers and head teachers regarding the enactment of transformational leadership practices. While head teachers rated themselves highly across all transformational leadership dimensions ($M = 4.39–4.47$), teachers perceived these practices at moderate levels ($M = 2.92–3.31$). This disparity indicates that transformational leadership behaviors such as vision sharing, mentoring, and intellectual support are not consistently experienced by teachers, which may limit their effectiveness in motivating teachers

and strengthening collaborative implementation of CBE reforms especially on financing and other salient aspects.

The study further confirmed that transformational leadership practices significantly influence the mobilization and management of financial resources for CBE implementation. All four leadership dimensions demonstrated statistically significant positive relationships with financial resource management, collectively explaining 26.1% of the variance ($R^2 = .261$). Intellectual Stimulation ($B = .242$, $p < .001$) and Individualized Consideration ($B = .233$, $p < .001$) emerged as the strongest predictors, indicating that leaders who encourage innovative problem-solving, collaborative decision-making, and personalized support are better positioned to mobilize and manage financial resources required for effective CBE implementation.

Recommendations

To ensure the successful implementation of Competency-Based Education (CBE), the Ministry of Education must strengthen government funding mechanisms by ensuring the adequate and timely disbursement of capitation funds to junior secondary schools, specifically to support instructional materials, practical activities, and infrastructure. Alongside consistent funding, it is essential to enhance the financial management capacity of school leaders through training programs focused on strategic planning, budgeting, and resource mobilization. These technical skills should be bolstered by professional development initiatives that promote transformational leadership, cultivating competencies such as intellectual stimulation and inspirational motivation to improve collaborative decision-making. Furthermore, school leaders should encourage participatory financial management by involving teachers in budgeting and resource allocation to ensure financial decisions align with specific instructional needs. Finally, education stakeholders, including county offices and school boards, must establish robust policy support and accountability systems to monitor the efficient use of resources and assist schools in mobilizing additional support from community partners and organizations.

Recommendations for Further Studies

Future studies should investigate how other leadership approaches, such as instructional leadership, distributed leadership, or servant leadership, influence the mobilization and management of financial resources for Competency-Based Education implementation.

Further research should replicate this study in other counties in Kenya and across different school settings (urban, rural, and marginalized areas) to determine whether the observed relationships between transformational leadership practices and financial resource management are consistent across diverse educational contexts. Comparative studies would provide broader empirical evidence to inform national policy on leadership and resource mobilization for CBE implementation.

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