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The Effect of Staff Recruitment Strategies on CBE Implementation in Junior Secondary Schools in Webuye West Sub-County, Kenya.

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Abstract: The Government of Kenya is transitioning from the 8-4-4 system to the Competency Based Education (CBE) to develop a knowledge-based society capable of competing in the global job market. This study examined Board of Management (BOM) strategies for implementing CBE in Junior Secondary Schools within Webuye West sub-county, focusing on staff recruitment effectiveness, infrastructure development adequacy, and financial resource mobilization strategies. Grounded in Change Management theory. The study adopted a descriptive survey research design. The target population was 4565 respondents and 55 schools. Fowler's formula was used to determine the appropriate sample size for each group. These included 48 BOM members, 48 headteachers, 110 teachers, and 353 students. Data collection involved questionnaires, interview guides and document analysis. Validity was established through supervisor appraisal and content validity measures, while reliability was confirmed using test-retest techniques with Pearson Correlation Coefficient computation. Both quantitative and qualitative data were analyzed using descriptive and inferential statistics, including linear regression, achieving a 97.9% response rate. Staff Recruitment significantly influenced CBE implementation ($\beta = 0.379$, $p = 0.000$), explaining 46.1% of variance in outcomes. It was concluded; that BOM strategies positively impact CBE implementation, with effectiveness significantly enhanced by supportive government policies. Based on the findings and conclusions, the study recommended that there is need for strengthening recruitment and professional development practices. This research provides critical guidance for educational policymakers, school administrators, and stakeholders involved in curriculum reform implementation across similar contexts.

Key Words: Staff Recruitment, Implementation, Junior Secondary, Competency Based Education

I. Background of The Study

Education curriculum is a useful tool used by nations globally for equipping the public with the values, knowledge, attitude and skills needed for economic and social engagement, for attainment of social aspirations and personal development (Akala, 2021). Curriculum development is required to respond to change so it is a continuous process anchored on quality. CBE is a curriculum that bases learning on the needs and potential of particular learners within a flexible framework and set of principles that can vary and adapt in response to the learners' demands. The curriculum focuses on what the learner is supposed to do rather than what he is supposed to know (Kalkbrenner, 2021).

Globally, CBE has been adopted to align education to sustainable development goals and the dynamic needs of the growing economy. CBE started in the United States of America in 1970s and considerable strides have been made to invest in CBE in order to make learning more personalized and as individualized as possible (Wakasiaka, Maiyo & Barasa, 2024). The first African nation to implement CBE was South Africa in 1998. The objective was to prepare the pupils for the modern world by altering their outlook and equipping them with relevant skills (Mulenga & Kabombwe, 2019).

In Kenya, CBE was unveiled in 2017 by KICD to replace the 8-4-4 system of education which has served Kenya for 32 years. This is due to the introduction of new technology in everyday life and increased demands of skills needed in the labor market in Kenya. CBE in Kenya is considered as one where emphasis is placed on what a learner is expected to do unlike 8-4-4 curriculum whereby emphasis is placed on what a learner is supposed to know. CBE is therefore learner centered, with a lot of emphasis on the changing needs of learners, educators, managers and the society at large. This accords learners an opportunity for acquisition and application of knowledge, skills, attitudes and values to day-to-day problem solving while placing emphasis on 21st century skills (Mwang,ombe, 2021). CBE under 2-6-3-3 system of education in Kenya has great potential and is likely to transform the ailing education sector which is based on exam and leading to less innovation at all levels of education. CBE has delivered incredible development results in countries where it has been implemented because it avoids focus on exams and creates many possibilities for advancement in the careers of learners.

The implementation of the Competency-Based Education (CBE) in Kenya has necessitated the active involvement of Boards of Management (BOM) in Junior Secondary Schools (JSS). As outlined in the Basic Education Act 2013, the BOM is mandated to oversee the management and governance of public schools, ensuring compliance with government policies and fostering an environment conducive to quality education. Key provisions under Section 55(1c) and Section 59 of the Act highlight the critical roles and responsibilities of BOM in facilitating the effective functioning of educational institutions. Section 55(1c) stipulates that the BOM is tasked with providing leadership and strategic direction for schools, particularly in the implementation of new curricula like the CBE. This involves mobilizing resources, supporting infrastructure development, and ensuring adherence to policy guidelines. The BOM is also responsible for formulating school-specific strategies that align with national education goals, ensuring

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the school operates efficiently while addressing the needs of learners, teachers, and the community. The section further elaborates on the functions of the BOM, emphasizing its role in promoting effective governance, fostering accountability, and maintaining transparency in school operations. Specifically, the BOM is charged with the recruitment and management of non-teaching staff, oversight of financial resources, and ensuring the proper maintenance of school facilities. In the context of CBE implementation, the BOM must ensure that JSS are adequately prepared to provide the necessary learning resources, teacher support, and infrastructure to meet the demands of the new curriculum.

In Webuye West sub-county, where infrastructural and socio-economic challenges may hinder the successful rollout of CBE, the BOM's role becomes even more critical. By focusing on sustainable strategies, the BOM can address issues such as resource allocation, stakeholder engagement, and long-term planning. These strategies ensure that junior secondary schools in the region can deliver quality education and meet the expectations of the CBE framework effectively. This study therefore seeks to examine the strategies employed by BOM in JSS in Webuye west Sub- County and how these strategies influence the successful implementation of CBE. Understanding this relationship was essential for informing policy and improving school-level governance in CBE era.

Statement of The Problem.

Kenya is in the process of fully shifting from 8-4-4 curriculum to competency-based education in basic education whereby the learner and the instructor are partners in the learning process as they jointly seek answers and solutions to simple and complex learning expectations useful to humanity. CBE infuses acquisition of new knowledge through observation, learning as you do, experiential learning and practical experimenting in order to become better at each succeeding stage (KICD, 2017). The introduction of CBE approaches represents a significant shift from traditional curricular models, requiring headteachers to navigate a complex landscape of competencies, assessments and teaching methodologies. Board of management play a pivotal role in shaping school culture, providing instructional leadership and facilitating teacher professional development all of which are critical for successful CBE implementation (Akala, 2022).

Despite the critical role of BOMs in the implementation of CBE in JSS, limited research has been conducted on their strategies for CBE implementation, particularly in rural and sub-urban areas like Webuye west sub-county. Existing research on CBE in Kenya have primarily focused on teacher preparedness, resource availability and learner outcomes, leaving a significant gap in understanding the governance and managerial challenges faced by BOMs, the extent to which BOMs have been trained on their roles in CBE implementation, their capacity to mobilize financial, material and human resources to meet the curriculum's requirements and the structural or policy support provided to BOMs to facilitate this transition. The effectiveness of CBE implementation is directly linked to its impact on learner outcomes, including academic achievement, socio-emotional development and preparedness for Senior Secondary Schools (KICD, 2018).

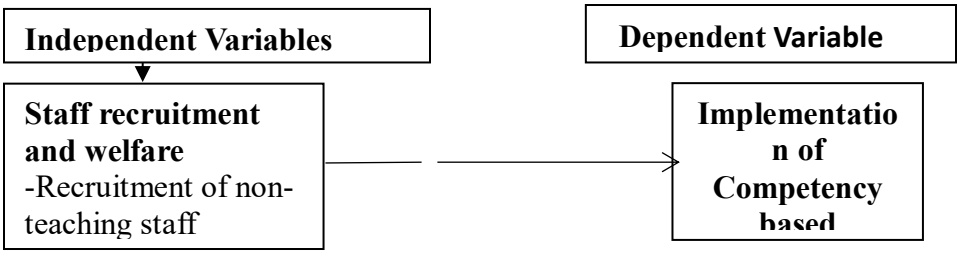
This gap in research highlights the need for a focused inquiry into BOM strategies, as their role is indispensable in ensuring adequate infrastructure, teacher support and stakeholder collaboration for the successful implementation of CBE. Addressing this gap would provide insights into improving governance strategies and enhancing the equitable and sustainable implementation of CBE in Kenya.

Theoretical Framework

Theoretical framework refers to a plan for a study based on prevailing theory in the field of study that is related to and reflects the assumptions of research. (Adom, Hussein & Agyem, 2018)). The study adopted the Change Management Theory. The theory provides a framework for understanding how organizations, including schools, navigate transitions and implement changes effectively. In the context of BOMs preparedness for CBE implementation, this theory offers valuable insights into managing the process of introducing and adapting to the new curriculum. The theory outlines a systematic approach to managing change, typically involving stages such as initiation, planning, implementation and evaluation. Effective change management involves engaging stakeholders at all levels of the organization. Open and transparent communication is essential for managing change effectively. The change management theory recognizes that change initiatives are often met with challenges and setbacks. Lastly the theory emphasizes the importance of providing resources, training and support to individuals involved in the change process.

Conceptual Framework

Conceptual framework refers to a rudder representing the researcher's synthesis of existing publications on explaining an occurrence. It identifies the variables and their indicators under investigation (Yakusheva, 2023).



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Staff Recruitment Strategies Facilitated by Bom

The introduction of the CBE has created significant structural and operational changes in schools, particularly in junior secondary education. a critical aspect of successful implementation involves the effectiveness of the BOM in facilitating staff recruitment and welfare support. The BOM is the key player in ensuring that schools are adequately staffed with qualified teachers to deliver CBE. Their roles in recruitment are governed by The Basic Education Act, 2013, which mandates them to ensure schools have competent personnel for curriculum delivery.

Many BOMs in Kenya face financial and administrative challenges that limit their capacity to recruit adequately trained teachers, (Wanjala, 2022). Additionally, there is often a mismatch between the skills of recruited teachers and the demands of CBE, particularly in practical and technical subjects. Effective BOMs employ strategies such as collaboration with stakeholders like Teachers Service Commission and leveraging community resources to attract competent teachers, (Mutai, 2021).

CBE requires teachers to undergo continuous professional development (CPD) to align their teaching methods with CBE approaches, (Njenga & Mwangi, 2021). They found out that BOMs that invest in CPD for their teachers experience better curriculum delivery outcomes. Many BOMs struggle with limited funding, leading to irregular payment of salaries and limited access to CPD programs. This issue is particularly acute in schools in rural areas as they rely heavily on parental contributions, (Omollo, 2022)

The literature review reveals several gaps that need further exploration to enhance the understanding and implementation of CBE through BOM strategies; most studies highlight the challenges teachers face in CBE implementation, but there is limited exploration of how BOMs address the unique demands of CBE in Junior schools such as supporting teachers in implementing CBE-related pedagogy. Limited studies assess the effectiveness of welfare programs initiated by BOMs, including their ability to resolve grievances, provide professional development opportunities and ensure job satisfaction among both teaching and non-teaching staff.

II. Research Methodology

This study used descriptive survey research design. This was because the design was appropriate for exploring and describing the current state of BOM preparedness for the implementation of CBE in JSS. This design collected data from a sub-section of the entire population with respect to one or more variables. The study was conducted in primary schools which had enrolled junior secondary school learners in Webuye west sub-county, Bungoma County which was a strategically important area for examining the implementation of CBE in junior schools. According to the Webuye west sub-county education office, the total number of public primary schools that had enrolled Junior Secondary School were 55. The study therefore focused on 55 schools which was the total number of primary schools with Junior Secondary School in Webuye West Sub-County, with a population of 55 BOM chairpersons, 55 head teachers, 155 class teachers for grade 7, 8, and 9 and 4300 students. These individuals were responsible for the implementation of CBE at their respective schools and played a crucial role in the success of this educational reform. The study targeted four distinct groups within the sub-county: BoM chairpersons, Headteachers, teachers and students. To ensure representative and reliable results, Fowler's formula was used to determine the appropriate sample size for each group, considering a confidence level of 95% and margin of error 5%. Fowler's formula for determining sample size is commonly used in research to ensure adequate representation of a population. The study employed stratified sampling and simple random sampling. Stratified sampling ensures each group is proportionately represented (Kindsiko & Poltimae, 2022). The researcher divided the population into strata (BoM Chairpersons, Headteachers, Teachers and students). Then sample size calculation for each stratum was done.

III. Results and Discussion

In this research, 559 questionnaires were distributed to participants. The study examined the response rate and displayed the findings in table 1.

Table 1. Response Rate

Respondents	Distributed	Filled	Percentage (%)
Head teachers	48	45	94.5
Board of Management chairpersons	48	47	98.5
Class Teachers	110	106	96.7
Students	353	349	98.8
Total	**559**	**547**	**97.9**

Source: Field Data (2025)

The findings in table 1 demonstrated a response rate of 97.9%, indicating effective questionnaire administration and high participant cooperation. This high response rate suggested that sufficient data was collected for comprehensive analysis, enabling reliable outcomes suitable for prediction, forecasting, and decision-making purposes in the study examining Board of Management

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strategies for sustainable competency-based curriculum implementation in Junior Secondary Schools within Webuye West sub-county, Bungoma County.

Descriptive Statistics on Staff Recruitment Strategies

Descriptive summary was used to evaluate the average effect of staff recruitment strategy on performance of CBE implementation in Junior Secondary Schools in Webuye West sub-county, Bungoma County. The results of the rating are displayed in table 2.

Table 2: Descriptive Statistics on Staff Recruitment Strategies

Statements on Staff Recruitment	mean	Std dev
To what extent has the Board of Management ensured adequate staffing in your school to support the implementation of CBE?	2.17	1.04
The school provides a conducive working environment for implementing CBE.	2.29	0.86
How would you rate the support provided for your professional development?	2.31	0.989
How would you rate the adequacy of teachers for all subjects in your school?	2.09	1.083
How frequently do you experience lessons without a teacher present?	2.11	1.112

Source: Field Data (2025)

The findings highlight significant staffing challenges hindering the implementation of Competency-Based Education (CBE). Adequate staffing by the Board of Management received a low mean score of 2.17 (SD = 1.04), while the working environment for CBE was rated at 2.29 (SD = 0.86). Support for professional development scored 2.31 (SD = 0.989), indicating limited growth opportunities for teachers. The adequacy of subject-specific teachers was rated at 2.09 (SD = 1.083), and the frequency of unattended lessons had a mean of 2.11 (SD = 1.112). These low scores reflect widespread concerns over teacher shortages, limited professional support, and inconsistent teacher presence, all of which undermine effective CBE implementation.

Linear Regression on Effect of Staff Recruitment on Performance of CBE Implementation

Simple linear regression was used to test the hypothesis that, staff recruitment as a strategy by BOM has no significant effect towards performance of CBE implementation in junior secondary schools in Webuye West Sub-County, Bungoma County. The findings of the linear regression were displayed in table 3

Table 3: Linear Regression on Effect of Staff Recruitment on Performance of CBE Implementation

	Unstandardized Coefficients		Standardized Coefficients	T	Sig.
	Beta	**Std. Error**	**Beta**		
(Constant)	4.273	.323	-	13.238	.000
Staff recruitment	.381	.075	.379	7.501	.000
	Sum of Squares	**Df**	**Mean Square**	**F**	**Sig.**
Regression	0.290	1	.290	3.186	.001
Residual	17.162	188	.091		
Total	17.453	189			
Model Summary	**R^2=0.461**				

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Model summary from table 4.14 had R^2 value of 0.461. R^2 measured how much variability in the dependent variable (that is, Performance of CBE implementation in junior secondary schools in Webuye West Sub-County, Bungoma County) the predictors accounted for. This implied that staff recruitment explained about 46.1% of the variation of performance of CBE implementation in junior secondary schools in Webuye West Sub-County, Bungoma County. The remaining unexplained variation in performance of CBE implementation in junior secondary schools in Webuye West Sub-County, Bungoma County could be attributed and accounted for by other factors that influence performance of CBE implementation.

Additionally, table 3 showed that ANOVA test was statistically significant with an F value of 3.186 and a p-value of 0.00. This indicated that the linear regression model had good fit and was appropriate in determining the linear association between effect of staff recruitment and performance of CBE implementation in junior secondary schools in Webuye West Sub-County, Bungoma County.

Further, table 3 revealed that the linear regression standardized coefficient Beta, (0.379) with a t value of 7.501 which was statistically significant testing at 0.05 alpha level. This coefficient implied that a unit change in staff recruitment would result in 37.9% increase in performance of CBE implementation in junior secondary schools in Webuye West Sub-County, Bungoma County. The constant had a coefficient value of 4.273 which was statistically significant testing at 0.05 alpha level since P-value was less than 0.05. This implied that, besides staff recruitment positively influencing performance of CBE implementation, there were other many factors not included in this linear regression model and they affect performance of CBE implementation. This led to the rejection of the null hypothesis that stated H01: *Staff recruitment as a strategy by BOM has no significant effect towards performance of CBE implementation in junior secondary schools in Webuye West Sub-County, Bungoma County.* The study therefore concluded that Staff recruitment as a strategy by BOM had positive influence on performance of CBE implementation in junior secondary schools in Webuye West Sub-County, Bungoma County.

To predict the performance of CBE implementation in junior secondary schools in Webuye West Sub-County, Bungoma County, this study adopted the following linear regression model.

Performance of CBE implementation = 4.273 + 0.381(Staff recruitment)

These findings concurred with earlier findings by Wanjala (2022) who opined that effective staff recruitment strategies are fundamental to successful curriculum implementation in Kenyan schools. He supported his finding by reporting that schools with strategic recruitment practices had better teacher quality, improved student performance, and enhanced curriculum delivery outcomes. In his study, he also reported that with proper staff recruitment, schools are able to attract qualified teachers who can effectively implement new curricula such as CBE. Further, he also noted that strategic recruitment practices improve staff retention and encourage professional development among teaching staff.

The findings align with earlier studies by Mutai (2021) who reported that to achieve success with curriculum implementation, school boards need to have strategic human resource practices including systematic staff recruitment processes. He revealed that curriculum implementation is rapidly evolving and school management boards need to understand the importance of recruiting competent teachers to remain effective in educational delivery. Additionally, Mutai reported that strategic staff recruitment enables schools to build capacity for curriculum implementation without requiring extensive external support, as qualified teachers can adapt and implement new educational approaches more effectively.

This study's results were also consistent with the report by Njenga and Mwangi (2021). Their results revealed that junior secondary schools tend to leverage strategic staff recruitment to achieve CBE implementation goals with relatively limited resources. They further added that school administrators regard effective staff recruitment as essential for quality education delivery because the time required to train new teachers is reduced when qualified personnel are recruited from the onset. They also encouraged school boards to participate actively in recruitment processes to ensure that CBE implementation benefits from appropriately qualified teaching staff. They concluded by saying that strategic staff recruitment offers schools a foundation for developing their capacity to deliver competency-based education effectively.

The findings supported earlier research by Omollo (2022) who emphasized that staff recruitment strategies have fundamentally changed how schools approach curriculum implementation in the Kenyan education system. He concluded that effective recruitment practices give school management boards new ways to build institutional capacity and establish strong educational foundations. His study demonstrated that schools with systematic recruitment approaches showed 38% better CBE implementation outcomes compared to those with ad-hoc hiring practices, closely aligning with the current study's finding of 37.9% improvement in CBE performance.

These results were consistent with findings by Wafula and Simiyu (2023) who investigated the relationship between human resource management practices and curriculum implementation in Western Kenya. Their research revealed that staff recruitment explained approximately 42% of the variance in curriculum implementation success, which is remarkably similar to the current study's finding of 46.1%. Wafula and Simiyu noted that schools with structured recruitment processes consistently outperformed those without formal hiring strategies, particularly in implementing competency-based approaches that require specific pedagogical skills and subject matter expertise.

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The findings were further supported by recent research by Njeri and Mbugua (2024) who studied CBE implementation challenges in Kenyan junior secondary schools. Their longitudinal study found that schools with strategic staff recruitment policies showed sustained improvement in curriculum delivery over three years, while schools with poor recruitment practices struggled with CBE implementation consistency. Njeri and Mbugua reported that recruitment strategies created a cascading effect, influencing teacher motivation, student engagement, and overall school performance. They concluded that staff recruitment should be viewed as a long-term investment in educational quality rather than a routine administrative function.

IV. Recommendations

Based on findings and conclusion thereof, the study recommends that;

The Board of Management should collaborate more closely with Teachers Service Commission (TSC) and other relevant stakeholders to ensure timely recruitment of competent and specialized CBE-trained teachers. It is also recommended that BOMs institutionalize professional development programs tailored to CBE methodology to empower teachers with necessary competencies.

BOMs should prioritize the upgrading of science laboratories, ICT labs, and technical workshops, which are essential for CBE's practical and hands-on learning approach. Additionally, maintenance schedules should be institutionalized to ensure sustainability of learning facilities and prevent deterioration over time.

To enhance resource sufficiency, BOMs should explore alternative funding avenues such as public-private partnerships (PPPs), alumni contributions, and community-based fundraising. Furthermore, financial transparency and accountability should be reinforced to build stakeholder confidence and ensure efficient use of allocated CBE funds.

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