



EXAMINING THE INFLUENCE OF HEAD TEACHERS ON MOBILIZING COMMUNITY-BASED FUNDRAISING FOR CBC IMPLEMENTATION IN KIKUYU SUB-COUNTY, KENYA

Njoroge Zipporah Wanjiru¹ⁱ,

Petronilla M. King²,

Reuben Mutegi Gitonga³

¹Master's Student,
Department of Educational Administration,
Policy and Curriculum Development,
Nairobi University,
Kenya

²Lecturer, Dr.,
Department of Educational Administration,
Policy and Curriculum Development,
Nairobi University,
Kenya

³Lecturer, Dr.,
Department of Educational Administration,
Policy and Curriculum Development,
Nairobi University,
Kenya

Abstract:

This study aimed to examine the influence of head teachers on mobilizing community-based fundraising for CBC implementation in Kikuyu Sub-County, Kenya. Resource Dependency Theory (RDT) guided this study. This study utilised a mixed-methods research design while combining quantitative and qualitative approaches. The study targeted a population of 21 junior secondary schools in Kikuyu sub-county. A sample of 254 participants was included in the study, encompassing 63 teachers, seven head teachers, and four education officers. Questionnaires and interview schedules were used to collect data in this study. A pilot study was conducted with a small sample of respondents drawn from a population similar to the study participants to test the reliability and validity of the research instruments. Quantitative data were analysed using the Statistical Package for the Social Sciences (SPSS) version 28.1. Descriptive statistics such as frequencies, percentages, means, and standard deviations were used to summarise the data. Pearson's correlation coefficient and linear regression analysis were conducted to determine the extent to which the head teachers' financial mobilisation strategies predict the successful implementation of the curriculum at a significance level

ⁱ Correspondence: email zipshiru@gmail.com

of $p=0.05$. For qualitative data, thematic analysis was employed. Findings revealed that more than half of the teachers believed that the school community actively participates in community-based fundraising activities, with a majority acknowledging the transparency of such events. Regular fundraising events and the involvement of local businesses and leaders were also moderately endorsed, suggesting partial but growing community support. However, communication of fundraising outcomes remained weak, with only a modest proportion confirming that feedback is routinely provided. Qualitative data showed that harambees and local dialogues were organized, although the returns were often minimal due to economic constraints. The study concluded that head teachers are significant in mobilizing community-based fundraising to support CBC implementation in public junior secondary schools in Kikuyu Sub-County. Their leadership has fostered transparency, built community participation, and initiated partnerships with local leaders and businesses. The study recommended that the Ministry of Education need to institutionalize structured community fundraising frameworks by developing clear guidelines, reporting templates, and school-community engagement strategies that systematically empower head teachers to mobilize local support for CBC implementation. Also, the County/Sub-County Education Offices should regularly train head teachers on parent engagement strategies, financial communication, and community fundraising. The findings show that parental contributions increase when head teachers are proactive and accountable, yet many lack consistent support or tools to do this effectively.

Keywords: community-driven fundraisers; Competency-Based Curriculum (CBC); financial resource mobilization; implementation; junior secondary schools

1. Introduction

Globally, education systems rely heavily on strategic financial planning to implement curricular reforms effectively (Sapry & Jameel, 2024). Countries like the United States and Canada have developed robust frameworks that combine federal funding, local taxes, and private partnerships to support innovation in education, including competency-based learning (DeAngelis *et al.*, 2024; Cheng, 2022). However, challenges persist, especially in marginalized communities where disparities in resource allocation hinder reform uptake (Lastra, 2024). In African contexts, countries such as Nigeria, Egypt, and Tanzania also rely on government funding and Non-Governmental Organization (NGO) support, but their efforts often fall short due to corruption, inadequate funding, or weak school leadership structures (Kikasu *et al.*, 2021). These challenges underscore the importance of school-level leadership, particularly head teachers, in mobilizing and managing financial resources to ensure successful curriculum implementation. In Kenya, the Ministry of Education has implemented the Competency-Based Curriculum (CBC), a significant shift from rote learning to skills-based education. (Wanyama, 2025) This

reform demands considerable investment in infrastructure, teacher training, learning materials, and technological integration (Ndiangui *et al.*, 2025).

Despite governmental efforts through capitation grants, schools, especially those in sub-counties like Kikuyu, face persistent financial shortfalls. This study focuses on the independent variable, which entails head teachers' financial resource mobilization strategies, including government grant management, community-driven fundraisers, NGO partnerships, and parental contributions. The dependent variable is the effective implementation of CBC, which includes indicators such as curriculum alignment, student engagement, resource availability, and quality assessment practices. Effective implementation of CBC is significantly influenced by how well these grants are mobilized and managed. Government grants directly impact key implementation indicators such as curriculum alignment, availability of CBC-specific materials, teacher retraining, and improved classroom environments (Adeoye *et al.*, 2025). Schools that fail to receive adequate grants may struggle with implementing activity-based learning and digital literacy components, which are essential in CBC. Conversely, well-managed grants facilitate effective formative assessments, project-based learning, and inclusive education, all central to CBC pedagogy (Maiyuria, 2024).

Community-driven fundraising has become a crucial supplement to public funding in financially constrained educational environments (Kinyanjui, 2024). Head teachers are leaders in mobilizing local support from parents, business owners, religious organizations, and alumni to finance CBC implementation (Okumu, 2021). Indicators of this strategy include the total annual funds raised, the number of successful fundraising events, and engagement levels from community stakeholders. Effective leadership in this area requires head teachers to have strong communication, event coordination, and trust-building skills to rally community members around school development goals (Kamau *et al.*, 2022). Community involvement boosts school finances and nurtures a shared responsibility for education, particularly in delivering the resource-intensive CBC.

The CBC implementation benefits directly from community-raised funds through improved classroom infrastructure, acquisition of CBC materials such as lab kits or tablets, and the facilitation of co-curricular programs that reinforce competencies (Ann *et al.*, 2025). Fundraising outcomes influence indicators like student engagement, assessment quality, and integration of practical learning, all key components of CBC (Ogembo *et al.*, 2025). When community members see the tangible impact of their contributions, such as a new science lab or CBC textbook supply, their willingness to continue supporting the school increases. Hence, this objective evaluates how head teachers can galvanize community support to ensure effective and sustainable CBC delivery, particularly in under-resourced schools in Kikuyu Sub-County.

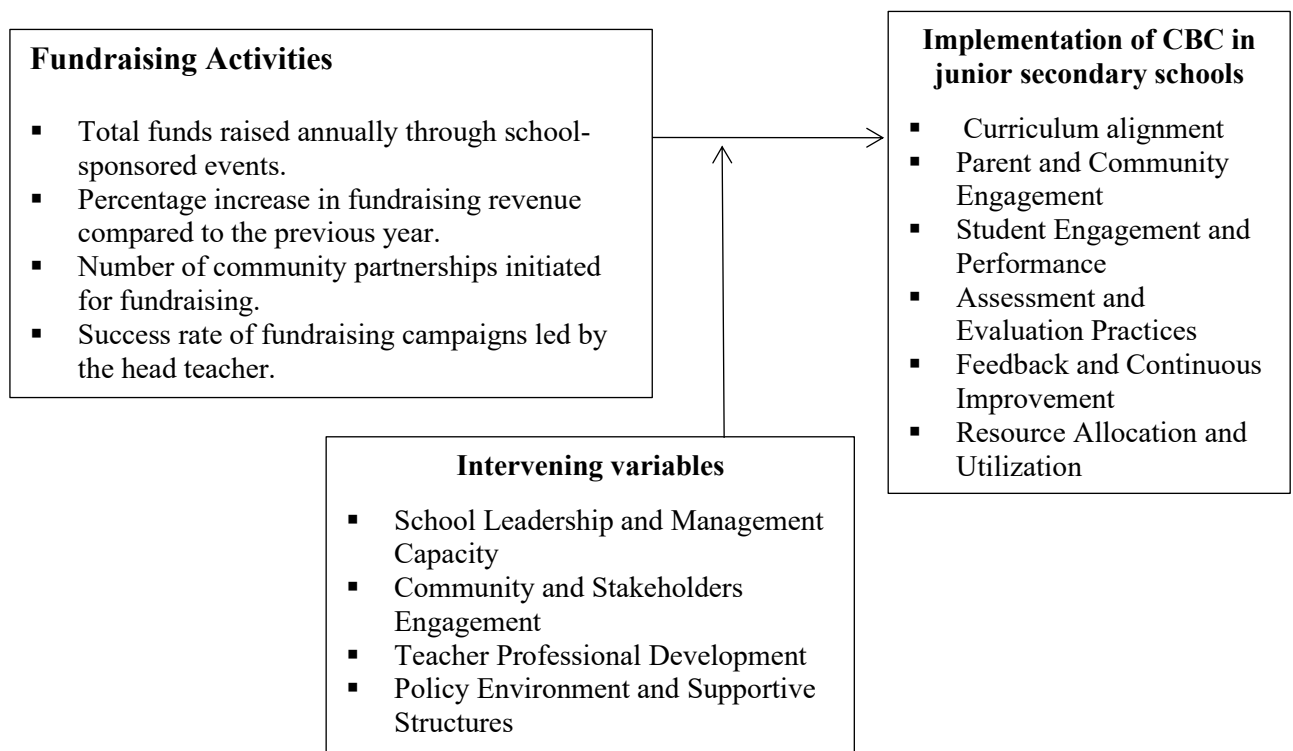
Research shows that schools are more likely to receive sustained support when head teachers maintain open communication channels and involve parents in budget planning (Mbirua *et al.*, 2022). Head teachers who foster a collaborative school culture often succeed in building trust, which is essential for motivating parents to invest in their children's education (Kuteli *et al.*, n.d). The implementation of the Competency-Based

Curriculum (CBC) in Kenya, particularly at the junior secondary school level, has attracted considerable attention in education research. (Amutabi, 2019). However, a noticeable gap remains in the existing literature regarding the specific role of head teachers' financial resource mobilization strategies in effectively implementing the CBC. While several studies have addressed issues related to curriculum implementation, such as teacher preparedness, infrastructure, and government support, few have focused on the financial resource mobilization strategies employed by head teachers to support the successful delivery of the CBC (Akala, 2021; Amukowa, 2020). In Kikuyu Sub-County, mobilizing financial resources is crucial to overcoming potential barriers to CBC implementation. Therefore, a significant gap exists in understanding how head teachers' strategies for mobilizing financial resources directly influence the success of CBC in junior secondary schools.

1.3 Purpose of the Study

To examine the influence of head teachers on mobilizing community-based fundraising for CBC implementation in Kikuyu Sub-County, Kenya.

Figure 1: Conceptual Framework



2. Literature Review

2.1 Theoretical Review

Resource Dependency Theory (RDT), as proposed by Pfeffer and Salancik in 1978, guided this study. This theory focuses on how organizations seek external resources to survive and thrive (Biermann & Harsch, 2016). Resource Dependency Theory posits that

organizations depend on external resources to achieve their goals. In the context of Kikuyu Sub-County's junior secondary schools, head teachers rely on various external resources such as government grants, NGO partnerships, fundraising activities, and parental contributions to support CBC implementation (Kumari & Tuwari, 2025). According to RDT, resources are scarce and unequally distributed, leading to competition among organizations for access to these resources (Biermann & Harsc, 2016). In Kikuyu Sub-County, schools face challenges in securing adequate funding and support for CBC implementation due to limited government allocations and varying capacities for fundraising and parental contributions.

Resource Dependency Theory highlights the importance of inter-organizational relationships and networks in accessing critical resources. Understanding how head teachers navigate and leverage these networks is essential for optimizing resource mobilization strategies and ensuring sustained support for educational initiatives (Celtekliligil, K., 2020). RDT emphasizes that effective resource mobilization requires head teachers to strategically wield their influence to align external resources with organizational goals, such as enhancing CBC implementation outcomes (Alkhuzaime *et al.*, 2022). By applying RDT's principles of resource dependence, scarcity, control, inter-organizational networks, and power dynamics, this study aims to analyse the dynamics of resource mobilization and provide insights into optimizing strategies for sustainable educational development.

2.2 Head teachers' Community-Fundraising Resource Mobilization and Implementation of CBC

To provide environments suitable for teaching and learning, most educational institutions worldwide have prioritized fundraising to mobilize physical resources (Adeyemi *et al.*, 2024). A study by Smith (2025) explored the role of school principals in leading community-driven fundraising initiatives to support extracurricular programs in public schools across several states in the USA. The findings revealed that community-driven fundraisers, such as charity events and alumni contributions, were critical in generating extra school resources. However, the research was limited to urban settings, and the sample size was relatively small. The study's limited sample size and urban focus make it less applicable to rural or mixed contexts. ElHalaby (2023) studied the concept of fundraising in Egyptian schools, focusing on school development projects funded by local businesses and community members. While the study emphasized community involvement, it did not address curriculum-specific initiatives like CBC, and the sample was limited to urban areas.

Ali (2002) examined the influence of local communities in raising funds for school programs in Ethiopia. Through a mixed-methods approach, the study found that while community contributions were essential, head teachers lacked formal strategies to maximize these contributions for effective curriculum implementation. A study by Cheruiyot (2024) investigated how financial challenges impacted the implementation of CBC in rural schools in Kenya. It highlighted the lack of adequate government funding

but did not explore alternative funding strategies like community-driven fundraisers. The study sought to fill this gap by focusing on alternative fundraising strategies, such as community-driven fundraisers, and how head teachers can leverage these to support CBC implementation. Further, the present study expanded the scope by investigating how head teachers can influence community-driven fundraisers as part of a broader strategy to mobilize financial resources for CBC implementation.

3. Methodology

3.1 Study Area

The study was conducted in Kikuyu Sub-County, located in Kiambu County and about 20km northwest of Nairobi, covering an area of approximately 172.9km². In Kikuyu Sub-County, mobilizing financial resources is crucial to overcoming potential barriers to CBC implementation. Therefore, a significant gap exists in understanding how head teachers' strategies for mobilizing financial resources directly influence the success of CBC in junior secondary schools. This knowledge can provide policy recommendations to optimize educational funding mechanisms and enhance sustainability in educational reforms.

3.2 Research Design

The research adopted a mixed-methods research design while combining quantitative and qualitative approaches. According to Creswell *et al.* (2016), mixed-methods designs are ideal when a researcher needs to explore complex phenomena from multiple angles. The convergent parallel design was employed, where qualitative and quantitative data were collected concurrently and analysed separately, then compared to develop a more comprehensive understanding of the influence of financial strategies on CBC implementation.

3.3 Study Population

The study targeted a population of 21 Junior Secondary Schools in Kikuyu sub-county. The population for this study included head teachers, teachers, key stakeholders in the Ministry of Education, and parents from junior secondary schools in Kikuyu Sub-County who are involved in CBC implementation. Head teachers are key players in mobilizing financial resources, while teachers are directly affected by the resources available for CBC implementation.

3.4 Sampling Techniques and Sample Size

3.4.1 Sampling Techniques

A purposive sampling technique was used to select participants based on their roles and involvement in CBC implementation and financial management strategies. This sampling technique allows the selection of individuals directly engaged in mobilizing

financial resources or impacted by these processes, thereby providing relevant and meaningful insights (Tajik *et al.*, 2024).

3.4.2 Sample Size

The sample size was determined using recommendations from Krejcie and Morgan (1970) to ensure statistical power in quantitative analysis, and saturation principles guided the qualitative sample size to provide comprehensive data collection.

Table 1: Target Population and Sample Size

Category	Subcategory	Target Population	Sample Size	% of Target Population	Sampling
Parents	Male	800	80	10%	Simple Random
	Female	1000	100	10%	Simple Random
	Total Parents	1800	180	10%	
Teachers	Heads of Departments	140	42	30%	Purposive
	Class Teachers	70	21	30%	Purposive
Education officers	-	14	4	30%	Purposive
Head teachers	-	21	7	30%	Purposive
Total		2045	254	10%	

3.5 Tools, Data Sources, and Data Collection

Questionnaires and interview schedules were used to collect data in this study. Semi-structured questionnaires were administered to teachers and heads of departments in public junior secondary schools to collect quantitative data. These questionnaires included closed-ended Likert-scale items and a few open-ended questions to capture respondents' perceptions on how head teachers mobilized financial resources such as government grants, NGO support, and parental contributions. Semi-structured interviews were conducted with head teachers to gather in-depth qualitative data on their experiences and strategies for mobilizing financial resources to support Competency-Based Curriculum (CBC) implementation. Qualitative data was collected via face-to-face interviews in a conducive environment that promotes open communication, ensuring participants feel comfortable sharing their views. The flexible nature of the interviews allowed the researcher to probe deeper into the specific approaches head teachers used, challenges encountered, and their perceptions of parental and community support. These interviews were particularly valuable for understanding leadership dynamics and contextual nuances that may not have emerged through questionnaires alone.

3.6 Reliability and Validity of the Research Tools

Before full-scale data collection, a pilot study was conducted to validate the questionnaire and interview protocols. A pilot study was conducted with a small sample of respondents drawn from a population similar to the study participants to test the reliability and validity of the research instruments. Pre-testing helps refine the questionnaire and

interview questions to ensure clarity and appropriateness. Feedback from the pilot study was used to adjust the phrasing of questions and address any potential biases or misunderstandings before the full-scale data collection.

3.7 Data Collection Procedures

Data was collected using both electronic and face-to-face methods. Quantitative data were gathered through electronic questionnaires to ensure convenience and broader reach, especially for participants who may not be available for in-person sessions. Qualitative data was collected via face-to-face interviews in a conducive environment that promotes open communication, ensuring participants feel comfortable sharing their views. These methods are justified as they enhance response rates and allow detailed exploration of participants' experiences. Interviews were recorded, with the consent of participants, to ensure accuracy during analysis.

3.8 Data Analysis

Once the data was collected, they thoroughly cleaned and edited it to ensure accuracy, consistency, and completeness. Quantitative data were analysed using the Statistical Package for the Social Sciences (SPSS) version 28.1. This software facilitated both descriptive and inferential statistical analysis. Descriptive statistics such as frequencies, percentages, means, and standard deviations were used to summarize the data and provide a general understanding of how head teachers' financial resource mobilization strategies influence the implementation of the Competency-Based Curriculum (CBC) in junior secondary schools. Inferential statistics were also applied to gain deeper insights. Specifically, Pearson's correlation coefficient was used to examine the relationship between different financial mobilization strategies and the effectiveness of CBC implementation. Additionally, linear regression analysis was conducted to determine the extent to which the head teachers' financial mobilization strategies predict the successful implementation of the curriculum. All tests were conducted at a significance level of 0.05. For qualitative data, thematic analysis was employed. This process began with open coding, where the data was broken down into meaningful units and assigned codes representing emerging ideas and patterns. These initial codes were then grouped into broader categories.

4. Findings and Discussions

4.1 Demographic and General Information of the Respondents

Demographic information was relevant since it could influence the nature of the responses given by the respondents. The results were presented in the following sub-sections: This section presents and interprets findings related to the response rate, the demographic characteristics of teachers, and the general status of CBC implementation in Junior Secondary Schools in Kikuyu Sub-County.

4.2.1 Response Rate

The response rate is a key indicator of the validity and reliability of data collected during research, as presented in Table 2.

Table 2: Response Rate

Category	Sample Size	Final sample size	Response rate (%)
Parents	180	140	77.8%
Head of departments	42	40	95.2%
Class teachers	21	21	100.0%
Education officers	4	4	100.0%
Head teachers	7	7	100.0%
Total	254	212	83.5%

As shown in Table 2, the overall response rate was 83.5%, which is considered high and satisfactory for educational research. Most notably, full participation was achieved among head teachers, class teachers, and education officers, each registering a 100% response rate. This high level of engagement from key implementers of CBC suggests that the topic was viewed as relevant and vital within the school system. Heads of departments also recorded a strong response rate of 95.2%, which further reinforces the quality and comprehensiveness of the data obtained. However, the response rate among parents was relatively lower, at 77.8%. While this is still within an acceptable threshold, it may suggest a certain degree of disconnection or limited engagement of parents with school-based research and CBC activities. This could reflect issues such as time constraints, restricted access to information, or a lack of awareness. The implication here is that increased efforts may be required to involve parents more actively in implementing and evaluating CBC, as their support is essential for its success.

4.2.2 Demographic Information

Some of the demographics sought for the study were gender, age, level of education, and years served in the current school. These attributes are important because they shape teachers' perspectives, preparedness, and engagement in CBC implementation. Figure 2 presents the findings of the demographic data of the teachers.

Figure 2: Summary of the Demographic Information of Teachers

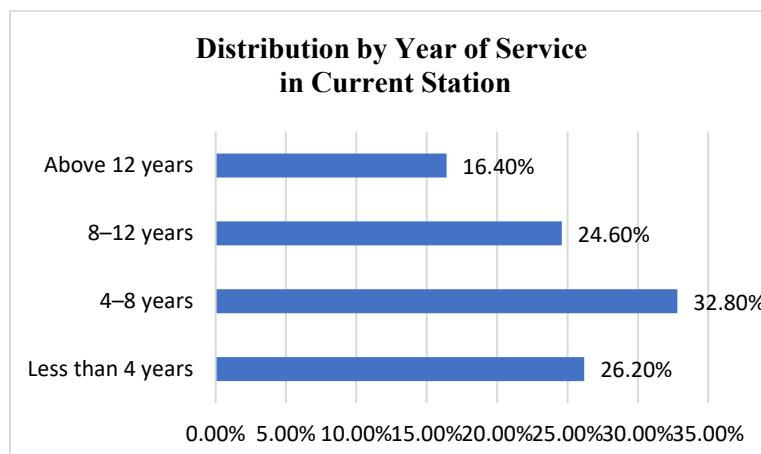
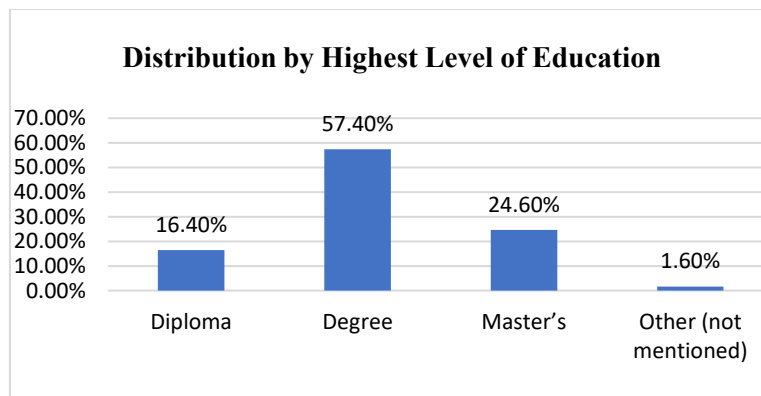
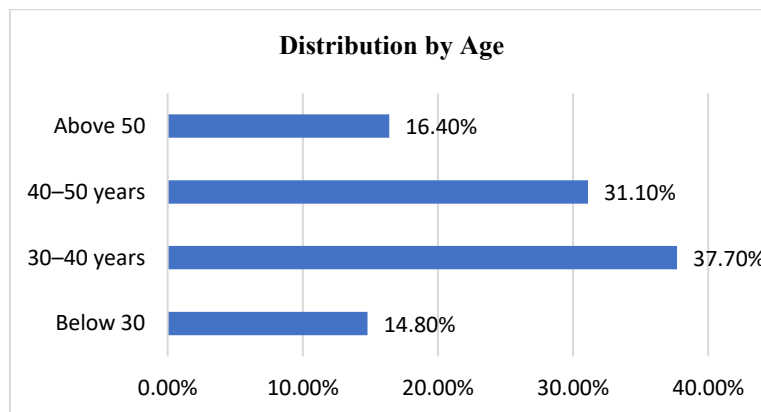
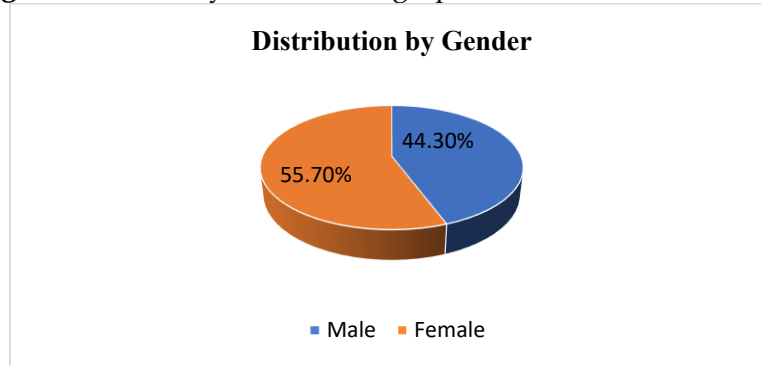


Figure 2 illustrates that in terms of gender distribution, female teachers comprised 55.7%, while male teachers accounted for 44.3%. Although this reflects a slightly female-dominated workforce, the difference is not extreme and indicates a relatively balanced gender representation in Junior Secondary Schools within Kikuyu Sub-County. Such balance promotes inclusivity and may contribute to diverse perspectives in curriculum delivery. The age distribution showed that a significant proportion of the teachers (68.8%) were aged between 30 and 50. This indicates a relatively mature and experienced teaching force likely to be stable and professionally grounded. Only 14.8% of the teachers were below 30, and 16.4% were above 50. The lower percentage of younger teachers may point to a slow infusion of youthful educators, who are often more adaptable to technology and innovative teaching strategies associated with CBC. This finding suggests that recruitment and retention strategies could consider attracting more young, dynamic professionals aligned with CBC's creative and digital demands.

Concerning academic qualifications, most teachers held a Bachelor's degree (57.4%), followed by those with Master's degrees (24.6%). Only 16.4% held diplomas, and a small fraction (1.6%) reported other qualifications. The prevalence of degree and postgraduate qualifications indicates that most teachers possess a strong academic foundation, which is essential for effectively delivering the competency-based approach. However, the presence of diploma holders may signal a need for targeted professional development to ensure these teachers can competently handle the more demanding and flexible CBC framework. An analysis of teaching experience revealed that 32.8% of teachers had served in their current schools for 4–8 years, while 26.2% had been there for less than four years. Those who had served between 8–12 years and above 12 years represented 24.6% and 16.4%, respectively. These figures suggest moderate staff stability and continuity levels, which are beneficial for curriculum implementation. However, a sizable proportion of newer teachers (26.2%) also implies a need for mentoring and induction programs to ensure smooth integration into the CBC framework.

4.2.3 The Status of CBC Implementation

To assess the implementation status of CBC in schools, teachers were asked to rate several items related to training, resources, infrastructure, support, and the overall impact of the curriculum. These responses were measured using a Likert scale, and the analysis focused on the mean scores, standard deviations, and frequencies of responses. The results are presented in Table 3.

Table 3: The Status of CBC Implementation

Statement	Mean	SD	SA[5] N(%)	A[4] N(%)	N[3] N(%)	D[2] N(%)	SD[1] N(%)
Teachers Have Received Adequate CBC Training	3.66	1.02	15(24.6)	25(41.0)	11(18.0)	6(9.8)	4(6.6)
CBC Resources Are Available	3.57	1.1	14(23.0)	22(36.1)	10(16.4)	9(14.8)	6(9.8)
School Infrastructure Supports CBC Implementation	3.62	1.04	13(21.3)	24(39.3)	12(19.7)	8(13.1)	4(6.6)
CBC Improves Learner Creativity and Participation	3.93	1.01	18(29.5)	26(42.6)	10(16.4)	5(8.2)	2(3.3)
Head Teachers Support CBC Implementation Effectively	3.85	1.03	17(27.9)	25(41.0)	11(18.0)	5(8.2)	3(4.9)
Teachers Collaborate to Plan CBC Lessons	3.74	1.02	15(24.6)	23(37.7)	12(19.7)	7(11.5)	4(6.6)
CBC Assessment Tools Are Available and Used Effectively	3.66	1.11	14(23.0)	22(36.1)	12(19.7)	8(13.1)	5(8.2)
Learners Have Access To CBC-Friendly Learning Spaces	3.61	1.15	13(21.3)	21(34.4)	13(21.3)	9(14.8)	5(8.2)
CBC Fosters the Development of 21st-Century Skills	3.89	0.95	19(31.1)	26(42.6)	9(14.8)	5(8.2)	2(3.3)
Financial Constraints Limit Full CBC Implementation	4.03	0.93	21(34.4)	25(41.0)	10(16.4)	4(6.6)	1(1.6)

Note: SA=Strongly Agree; A=Agree; N=Neutral; D=Disagree; SD=Strongly Agree

Findings in Table 3 indicate that the highest-rated item was "Financial constraints limit full CBC implementation," with a mean score of 4.03. This underscores a significant concern across the education sector: inadequate funding. Most teachers strongly agreed that, without sufficient financial resources, the full implementation of CBC would remain a challenge. This finding is significant as it highlights a systemic barrier that transcends individual schools and requires coordinated policy and administrative action. Other highly rated items included "CBC improves learner creativity and participation" (M = 3.93), "CBC fosters development of 21st-century skills" (M = 3.89), and "Head teachers support CBC implementation effectively" (M = 3.85). These responses show that despite financial challenges, teachers view the curriculum positively, particularly for its emphasis on learner engagement, creativity, and critical thinking. This alignment with CBC principles reflects a strong pedagogical commitment among teachers.

Moderately rated items, such as "Teachers have received adequate CBC training" (M = 3.66), "CBC assessment tools are available and used effectively" (M = 3.66), and "CBC resources are available" (M = 3.57), point to some gaps in operational readiness. The relatively lower scores in these areas suggest that while teachers are conceptually supportive of CBC, many lack the tools, resources, and assessment techniques necessary for full implementation. Similarly, the score for "Learners have access to CBC-friendly learning spaces" (M = 3.61) signals infrastructural limitations that may affect the delivery of CBC activities. These findings collectively suggest that while CBC implementation is

progressing at a moderate to high level, the process is hindered by inadequate resources, limited training opportunities, and insufficient infrastructure.

Qualitative data collected from head teachers provided more profound insights into the challenges and opportunities surrounding the implementation of CBC. The first theme to emerge from head teachers' reflections was that CBC has positively impacted learner engagement. All head teachers agreed that CBC promotes learner-centred approaches, boosting creativity, critical thinking, and participation. One head teacher remarked that;

"CBC had encouraged learners to be more hands-on and confident in expressing their ideas." (Female Head teacher, school G).

The above positive outlook affirms the potential of CBC to transform the learning experience when implemented effectively. However, financial limitations were universally cited as the most significant barrier to implementation. Head teachers acknowledged that even with the best intentions and capable staff, the lack of funding undermines efforts to actualize CBC fully. One noted,

"Even with the best intentions, without adequate funding, the CBC cannot be fully implemented." (Female Head Teacher, School C)

The above sentiment aligns closely with quantitative findings and reinforces the centrality of resource mobilization, a core focus of this study. Finally, head teachers expressed the need for more training and better infrastructure to meet CBC demands. Specifically, they called for in-service training focused on assessment practices, digital integration, and improved learning environments. This further supports the argument that training and infrastructure development should be continuous and tailored to the evolving needs of the CBC framework.

4.3 Influence of Head teachers on Mobilizing Community-Based Fundraising on CBC Implementation

A 5-point Likert scale was used to measure the agreement levels among teachers, while open interviews were conducted with the head teachers and education officers (Scale = Very Low Extent (VLE); 2 = Low Extent (LE); 3 = Neutral; 4 = Great Extent (GE); and 5 = Very Great Extent (VGE). Descriptive statistics, such as frequency distributions, percentages, mean, and standard deviation, were used to analyse categorical variables related to the influence of head teachers on mobilizing community-based fundraising for implementing the CBC. Table 4 presents the results of the study.

Table 4: Descriptive Statistics for Community-Based Fundraising and its Influence on CBC Implementation

No.	Statement	VLE (1) N(%)	LE (2) N(%)	Neutral (3) N(%)	GE (4) N(%)	VGE (5) N(%)	Mean	Std Dev
1	Community fundraisers enhance CBC	4 (6.6)	11(18.0)	5(8.2)	26(42.6)	15(24.6)	3.61	1.23
2	The school community participates in fundraising	3 (4.9)	4(6.6)	10(16.4)	24(39.3)	20(32.8)	3.89	1.10
3	Local leaders support fundraising	5 (8.2)	8(13.1)	11(18.0)	22(36.1)	15(24.6)	3.56	1.23
4	Fundraising events are transparent	1 (1.6)	6(9.8)	11(18.0)	26(42.6)	17(27.9)	3.85	1.00
5	Funds raised contribute to CBC resources	3 (4.9)	8(13.1)	14(23.0)	20(32.8)	16(26.2)	3.62	1.16
6	Regular fundraising activities	5 (8.2)	0(0.0)	13(21.3)	28(45.9)	15(24.6)	3.79	1.08
7	Parents support fundraising initiatives	3 (4.9)	10(16.4)	11(18.0)	22(36.1)	15(24.6)	3.59	1.17
8	Fundraising reduces CBC's financial strain	5 (8.2)	4(6.6)	12(19.7)	25(41.0)	15(24.6)	3.67	1.17
9	Local business involvement in fundraising	5 (8.2)	5(8.2)	7(11.5)	25(41.0)	19(31.1)	3.79	1.21
10	Fundraising outcomes are communicated	2 (3.3)	14(23.0)	16(26.2)	15(24.6)	14(23.0)	3.41	1.17

Key: VLE=Very Low Extent; LE=Low Extent (LE); GE=Great Extent; and VGE=Very Great Extent.

Table 4 presents teachers' responses to community-based fundraising. The highest-rated statement was “School community participates in fundraising” with a mean of 3.89, showing that most teachers agreed that the school community is actively involved. This finding aligns with that of Smith and Brown (2022), who found that principals’ leadership encouraged community involvement in fundraising for school programs. This active engagement implies that head teachers have fostered trust and participation from the broader school community. Similarly, fundraising events were perceived as transparent ($M = 3.85$), indicating high trust in financial processes. However, slightly less than half of respondents gave neutral or low ratings on “fundraising outcomes are communicated” ($M = 3.41$), highlighting a notable gap in feedback and reporting, which could hinder long-term trust and donor retention.

The support of local leaders ($M = 3.56$) and local businesses ($M = 3.79$) received moderate to high agreement, showing their partial involvement. Additionally, while funds raised were seen to contribute to CBC needs ($M = 3.62$), parents’ support was rated moderately ($M = 3.59$), showing a mixed level of engagement from families. The lower scores in areas like “regular fundraising activities” ($M = 3.79$) and “reducing CBC financial strain” ($M = 3.67$) point to the limited frequency and sufficiency of these efforts.

Further, thematic results from qualitative data gathered through interviews with the head teachers and education officers. The results were thematically analysed and presented verbatim, as illustrated in the following themes:

- **Active Community Engagement Strategies.** Head teachers were asked about the strategies they use to involve the community: most mentioned harambees, school events, and dialogues with local leaders.

"We organize small-scale harambees and invite local leaders. Sometimes, parents also contribute during school events" (Male head teacher, school B).

The qualitative data enriched the quantitative results by offering context. Under Theme 7, head teachers described strategies like harambees and dialogue with leaders, aligning with the quantitative side's high community participation score (M = 3.89).

- **Moderate Effectiveness and Support.** When asked about effectiveness, head teachers said community efforts help, but are limited by economic hardships and low turnout.

"Fundraising has helped us purchase a few CBC tools and renovate one of our labs, but the returns are generally low" (Female head teacher, school C).

Another head teacher echoed the above by saying;

"The community is willing, but economic hardships make it difficult for most to contribute consistently" (Male head teacher, school F).

- **Ensuring Transparency and Trust.** Participants mentioned using open communication, records, and reporting mechanisms to ensure transparency.

"All funds raised are recorded and reported to the parents and the BoM for accountability" (Female head teacher, school E).

Further, qualitative data were derived from the interviews with the education officers, and findings were thematically analysed and presented verbatim as demonstrated under the following sub-sections:

- **Community Fundraisers as Supplementary Support.** Education officers were asked what role the Ministry envisions for community-driven fundraisers in supporting CBC implementation. The officers noted that community fundraising is a vital complement to government funding, especially for infrastructure and instructional materials.

“Local fundraising efforts are encouraged to meet CBC needs not covered by the national budget” (Female Curriculum Support Officer, Kikuyu Sub-County).

Another participant echoed this by stating:

“We see community involvement as crucial. When parents contribute financially or materially, schools are more empowered” (Male Curriculum Support Officer, Kikuyu Sub-County).

- **Engaging Parents and Communities Effectively.** Education officers were asked how the Ministry supports schools in engaging parents and communities in CBC activities. Responses highlighted that while the Ministry provides guidelines and occasional sensitization forums, effective community mobilization still depends heavily on head teachers.

“We offer policy guidance and help organize sensitization meetings, but the initiative must come from school leadership” (Female Sub-County Director of Education, Kikuyu Sub-County).

Another participant supported this point when she stated:

“Parental engagement varies widely. Some communities are active, while others are still passive participants” (Female Curriculum Support Officer, Kikuyu Sub-County).

4.4 Triangulation of Data and Discussions

Quantitative results indicated that most teachers viewed the school community as actively participating in fundraising, with strong support for the roles of parents, local leaders, and businesses. Qualitative evidence supported this, with head teachers describing strategies such as harambees, school events, and discussions with community leaders as common ways to mobilise support. Education officers also recognised that community fundraisers provide essential support for CBC implementation. This alignment demonstrates that community fundraising is acknowledged and practised by various stakeholders. The active involvement of communities in school fundraising aligns with Smith (2025), who found that effective school leadership encourages community engagement in educational fundraising. Likewise, Ali (2002) observed that community contributions in Ethiopian schools were crucial in addressing resource gaps. The current findings support existing literature by showing that when school leaders build trust and inclusivity, communities are more willing to invest in educational development.

Additionally, Adeyemi *et al.* (2024) noted that mobilising community resources improves schools' ability to create supportive learning environments. However, the study revealed that although participation levels were high, the level of support was

moderate. Head teachers attributed this to economic difficulties and competing financial obligations within the community. This partially supports ElHalaby (2023), who found that economic instability often restricts community contributions in Egyptian schools. The moderate results seen in Kikuyu Sub-County suggest that while the community is eager to help, financial limitations hinder sustainability and growth. This finding aligns with Cheruiyot (2024), who identified economic barriers as a major limitation to parental support for CBC-related funding.

Transparency in fundraising emerged as a strong theme across both datasets. Teachers rated transparency highly, and head teachers highlighted open communication, record keeping, and oversight by the Board of Management. This agreement shows that accountability measures are well established at the school level. These findings echo Ali (2002), who found that transparency builds donor trust and maintains community commitment. However, the relatively low perception regarding the communication of fundraising outcomes indicates a gap in feedback processes.

The study also found that community-based fundraising moderately reduced the financial strain related to CBC implementation. Quantitative findings showed that while fundraising contributed to purchasing learning materials and upgrading infrastructure, it did not fully cover funding shortfalls. This sentiment was echoed in qualitative interviews, where head teachers described community fundraising as “helpful but insufficient” for meeting CBC needs. Education officers similarly referred to these initiatives as supplementary rather than central to CBC financing. These findings align with ElHalaby (2023), who reported that in many developing countries, community fundraising acts as a complement rather than a primary source of school funding. The study indicated that local leaders and businesses moderately supported school fundraising activities. This supports ElHalaby (2023), who found that local businesses are significant contributors to school development in Egypt. However, the situation in Kenya showed variability in business involvement, suggesting that while leadership engagement is strong, formal partnerships with the private sector are still underdeveloped. The limited establishment of community-school partnerships may explain the observed moderate impact of these fundraising efforts.

Education officers noted that while the Ministry provides broad policy guidance and awareness programmes, the effectiveness of community mobilisation largely depends on the individual school leadership. The reliance on head teachers’ initiative indicates that mobilisation success not only depends on community willingness but also on leadership creativity, relationships, and communication strategies. Overall, the findings support the consensus in the literature that head teachers are key to fostering community participation and sustaining fundraising efforts (Smith 2025). However, this study extends existing knowledge by showing that while participation and transparency are generally strong, economic hardships and communication gaps limit the growth and sustainability of community-based fundraising in Kenyan junior secondary schools. This understanding enriches previous studies by emphasising the contextual factors that affect the success of fundraising initiatives in resource-limited environments.

5. Conclusions and Recommendations

5.1 Conclusion

The study concludes that head teachers are significant in mobilizing community-based fundraising to support CBC implementation in public junior secondary schools in Kikuyu Sub-County. Their leadership has fostered transparency, built community participation, and initiated partnerships with local leaders and businesses. However, the effectiveness of these fundraising efforts is moderately constrained by economic hardships, irregular activity, and poor feedback mechanisms. While community fundraising alleviates financial gaps in CBC implementation, it remains a complementary strategy rather than a core financial pillar. The findings underscore the need for improved planning, consistent communication, and broader community engagement to optimize these fundraising initiatives.

5.2 Recommendations

The study recommended that Institutionalize structured community fundraising frameworks by developing clear guidelines, reporting templates, and school-community engagement strategies that systematically empower head teachers to mobilize local support for CBC implementation. This will enhance consistency and accountability in resource mobilization efforts. The County/Sub-County Education Offices should regularly train head teachers on parent engagement strategies, financial communication, and community fundraising. The findings show that parental contributions increase when head teachers are proactive and accountable, yet many lack consistent support or tools to do this effectively.

Acknowledgement

I sincerely thank my supervisors, professors, and colleagues who supported me throughout my research. I also want to sincerely thank the Kikuyu Sub-County head teachers, teachers, and education officers who participated in this study. Their insights and teamwork made this research possible.

Conflict of Interest Statement

The authors declare no conflicts of interest.

About the Author(s)

Njoroge Zipporah Wanjiru is a highly experienced secondary school Educator with a strong commitment to inclusive learning and learner-centered pedagogy. She holds a Bachelor's Degree in Education Arts (English and Literature), and a Master's Degree in Educational Administration. Her academic and professional journey reflects a deep passion for fostering holistic development and meaningful learning experiences for teenagers. Zipporah's research interests focus on parental involvement, competency-based curriculum implementation, and inclusive practices in junior secondary school

education. She continues to contribute to the advancement of quality education through both her teaching practice and scholarly work.

Dr. Petronilla M. Kingi is a Senior Lecturer in the Department of Educational Management, Policy and Curriculum Studies at the University of Nairobi. She is a faculty member in the Faculty of Education and also serves as a supervisor for graduate students in her department.

Dr. Reuben Mutegi Gitonga is a Senior Lecturer in the Department of Educational Administration, Policy, and Curriculum Development at the University of Nairobi, Kenya. He holds a PhD in Educational Planning and Economics of Education and specializes in those fields.

References

- Adeoye, M. A., Obi, S. N., Oderinde, O. I., Alabi, O. A., & Sholihah, M. A. (2025). Tracking the Impact of Competency-Based Curriculum Reform in Nigerian Elementary School Practices. *Auladuna: Jurnal Prodi Pendidikan Guru Madrasah Ibtidaiyah*, 7(1), 82-103. <https://doi.org/10.62097/ad.v7i01.2455>
- Adeyemi, M. O., Odeh, R. C., & Agbulu, C. A. (2024). Influence of Principals' Social Events and Educational Services Fund-Raising Strategies Utilization on The Management of Public Secondary Schools in Oyo State, Nigeria. *International Journal of Global Affairs, Research and Development*, 2(1), 30-59. Retrieved from <https://ijgard.com/index.php/ijgard/article/view/49>
- Akala, B. M. M. (2021). Revisiting education reform in Kenya: A case of Competency Based Curriculum (CBC). *Social Sciences & Humanities Open*, 3(1). <https://doi.org/10.1016/j.ssaho.2021.100107>
- Ali, K. *et al.* (2002). Ethiopian community education initiatives: Communities, NGOs and government partnerships in action. Retrieved from https://www.researchgate.net/publication/234572675_Ethiopian_Community_Education_Initiatives_Communities_NGOs_and_Government_Partnerships_in_Action
- Alkhuzaim, L., Kouhizadeh, M., & Sarkis, J. (2022). Resource and natural resource dependence theories in supply chains. In *Handbook of theories for purchasing, supply chain and management research* (pp. 153-167). Edward Elgar Publishing. <https://doi.org/10.4337/9781839104503.00015>
- Amukowa, D. (2020). Competency-based curriculum in primary schools in Kenya: Opportunities and challenges of implementation. *Competency*, 11(32). Retrieved from <https://pdfs.semanticscholar.org/3d0a/6985718f0e6091773aec7c5c47395573a85e.pdf>
- Amutabi, M. N. (2019). Competency-based curriculum (CBC) and the end of an era in Kenya's education sector and implications for development: Some empirical

- reflections. *Journal of Popular Education in Africa*, 3(10), 45-66.
<https://doi.org/10.46769/jopea.252328004413713081>
- Ann, M. K., Johnson, I., & Rosemary, K. (2025). Physical Facilities Improvement Strategies and CBC Implementation in Private Universities in Nairobi County, Kenya. Retrieved from <http://repository.kemu.ac.ke/handle/123456789/2074>
- Biermann, R., & Harsch, M. (2016). Resource dependence theory. In *Palgrave handbook of inter-organizational relations in world politics* (pp. 135-155). London: Palgrave Macmillan UK. https://doi.org/10.1057/978-1-137-36039-7_6
- Celtekligil, K. (2020). Resource dependence theory. In *Strategic outlook for innovative work behaviours: Interdisciplinary and multidimensional perspectives* (pp. 131-148). Cham: Springer International Publishing. Retrieved from <https://link.springer.com/book/10.1007/978-3-030-50131-0>
- Cheng, M. (2025). *Chinese Visiting Doctoral Student Satisfaction in Visiting a Canadian University: A Case Study* (Doctoral dissertation, The University of Western Ontario). Retrieved from <https://uwo.scholaris.ca/server/api/core/bitstreams/36bbf572-64ae-463b-a688-7d537332c7ce/content>
- Cheruiyot, B. (2024). Challenges faced in the implementation of competency-based curriculum (CBC) in Junior Schools in Kenya. Retrieved from <https://journals.eanso.org/index.php/eajes/article/view/2098>
- Creswell, W. (2018). John, and Vicky L Plano Clark. *Designing and Conducting Mixed Methods Research*. SAGE Publications. Retrieved from https://books.google.ro/books/about/Designing_and_Conducting_Mixed_Methods_R.html?id=eTwmDwAAQBAJ&redir_esc=y
- DeAngelis, C. A., Wolf, P. J., Maloney, L. D., & May, J. F. (2020). Charter School Funding: Inequity Surges in the Cities. School Choice Demonstration Project. Retrieved from <https://files.eric.ed.gov/fulltext/ED612068.pdf>
- ElHalaby, H. (2023). *NGO-led village development in Egypt: An enduring discourse* (Doctoral dissertation, University of Sheffield). Retrieved from <https://etheses.whiterose.ac.uk/id/eprint/34605/1/Elhalaby%2C%20Hoda%2C%20PhD.pdf>
- Kikasu, E. T., Doba, Y. G., Pillay, S. S., & Kankisingi, G. M. (2025). Higher Education and Its Contribution to Economies of African Countries: Move towards Competence-Based and Skills Demand-Driven Standards in Collaboration with Industry. *Journal of Education and Learning*, 14(3), 21-50.
<https://doi.org/10.5539/jel.v14n3p21>
- Kinyanjui, N. M. (2024). *Resource Mobilization and Sustainability of School Feeding Program in Public Pre-primary Schools in Mombasa County, Kenya* (Doctoral dissertation, University of Nairobi). Retrieved from <https://erepository.uonbi.ac.ke/handle/11295/167778>

- Kumari, A., & Tiwari, M. (2025). Evolution of research on resource dependency theory: a bibliometric exploration of its correlation with the firm's performance. *Kybernetes*, 1-29. <https://doi.org/10.1108/K-12-2024-3239>
- Kuteli, C. N., Waweru, S. N., & Okech, D. O. (2025). Principals' Communication Strategies as Determinants of Parental Involvement in Academic Programmes in Public Secondary Schools in Nairobi City County, Kenya. *Journal of Research Innovation and Implications in Education*, 9(2), 397 – 4093. Retrieved from <https://www.jriiejournal.com/wp-content/uploads/2025/04/JRIIE-9-2-36-.pdf>
- Lastra, R. (2024). The Canadian Association for University Continuing Education (CAUCE). Retrieved from <https://cauce-aepuc.ca/>
- Maiyuria, M. N. (2024). *Factors Influencing Implementation of Competency-based Curriculum (Cbc) in Private and Public Primary Schools in Southkinangop Sub-county, Kenya* (Doctoral dissertation, University of Nairobi). Retrieved from <https://erepository.uonbi.ac.ke/handle/11295/167531>
- Mbirua, M. W., Thinguri, R., & Kenei, R. K. (2020). Influence of Headteachers' Communication Planning Practices on Management Performance in Public Primary Schools in Thika West Sub-county, Kiambu County, Kenya. Retrieved from <https://doi.org/10.31686/ijier.vol8.iss6.2393>
- Morgan, K. (1970). Sample size determination using Krejcie and Morgan table. *Kenya Projects Organization (KENPRO)*, 38(1970), 607-610. Retrieved from <https://kenpro.org/sample-size-determination-using-krejcie-and-morgan-table/>
- Ndiangui, P., Mwangi, F. K., & Zhang, J. (2025). Enhancing Student Skills through the Integration of Online Learning in Kenya's Competency-Based Curriculum (CBC). *Research in Social Sciences and Technology*, 10(2), 1-35. <https://doi.org/10.46303/ressat.2025.25>
- Ogembo, P. O. (2025). The Implementation of Competency-Based Curriculum In Public Schools in Kenya: Challenges and Opportunities. *Indonesian Journal of Education (INJOE)*, 5(1), 57-77. Retrieved from <http://felifa.net/index.php/INJOE/article/view/260>
- Okumu, G. O. (2021). Exploring how the head teachers, as street-level bureaucrats, influence the implementation of competency-based curriculum in Kenya. Retrieved from https://ecommons.aku.edu/cgi/viewcontent.cgi?article=1114&context=etd_tz_ied_m-ed
- Sapry, H. R. M., & Jameel, A. S. (2024). The Road Ahead: Strategic Planning Challenges in Higher Education. *JBS Nexus*, 1(1), 82-90. Retrieved from <https://doi.org/10.30880/jbsnexus.2024.01.01.009>
- Smith, S. (2025). *Is There Something Schools Can Learn from Black Churches?* (Doctoral dissertation, Indiana State University).
- Tajik, O., Golzar, J., & Noor, S. (2024). Purposive sampling. *International Journal of Education and Learning Studies*, 2(2). <https://doi.org/10.22034/ijels.2025.490681.1029>

Wanyama, B. W. (2025). Competency-based curriculum in Kenya: Taking stock of the implementation process at early years education. *Culture, Education, and Future*, 3(1), 135-158. <https://doi.org/10.70116/2980274199>.