

**SELECTED TEACHER MANAGEMENT STRATEGIES INFLUENCING  
IMPLEMENTATION OF COMPETENCY BASED CURRICULUM IN PUBLIC  
JUNIOR SECONDARY SCHOOLS IN IGEMBE SOUTH SUB  
COUNTY,  
MERU COUNTY, KENYA**

**THURANIRA JAMES**

**A Thesis Submitted to the Graduate School in Partial Fulfillment of the  
Requirements for the Award of the Degree of Master of Education in  
Educational Management of Chuka University**

**CHUKA UNIVERSITY  
AUGUST 2024**

## DECLARATION AND RECOMMENDATION

### Declaration

This thesis is my original work and has not been submitted for an award of diploma or conferment of degree in any other institution or University

Signature  Date 24/10/2024  
Thurairá James  
EM15/35504/2018

### Recommendation

This thesis has been examined, passed and submitted with our approval as University supervisors

Signature  Date 24/10/2024  
Dr. Peter Kimanchi  
Chuka University.

Signature  Date 24/10/2024  
Prof. Mercy Njagi  
Chuka University



## **COPYRIGHT**

©2024

All rights reserved. No part of this thesis may be reproduced, stored in a retrieval system or transmitted in any form or by any means of mechanical or electronic means without the prior permission in writing from the copyright owner or Chuka University.

## **DEDICATION**

This research is dedicated to my loving wife Betty Kinya, child loveen Mukami and to my parents the late Silas Kobia and Silvana Kanja whose unwavering love, patience, and support have been the foundation of all my achievements.

## **ACKNOWLEDGEMENT**

This thesis would not have been accomplished without the support and contributions of others which represent the many others to whom I will always be indebted and grateful. To begin with, I wish to sincerely thank the Almighty God for the gift of life and profound grace. My humble submission goes to my supervisors Dr. Peter Kimanthi and Prof. Mercy Njagi whose guidance and support were invaluable. I extend my heartfelt appreciation to the respondents in the schools for agreeing to participate in the study.

Without their support and encouragement, this thesis would not have been possible.

## ABSTRACT

Teachers are pivotal figures in curriculum implementation embodying the essential elements of knowledge, experience, competencies, and skills. Teachers' roles extend to translating a curriculum into practical classroom experiences, ensuring that students gain the necessary knowledge and skills for success. Several studies underscore the paramount importance of teachers in offering quality education, emphasizing their roles in teaching, classroom management, and competencies. The study explored the role of teacher management strategies, including instructional supervision strategies, collaborative planning strategies, professional development strategies, and motivational strategies, in the effective implementation of the Competency-Based Curriculum (CBC) public Junior Secondary Schools in Igembe South Sub County, Meru County. A descriptive study design was used due to its appropriateness for a sizable population targeting 207 individuals comprising, 50 head teachers, 156 teachers and 1 sub-county director of education. Simple random sampling was used to select 112 junior school teachers while proportionate sampling was employed for 25 head teachers (5 from each ward) and one Sub County Director of Education. Questionnaires and Interviews were used as research instruments to collect data and were validated through a pilot test with 20 individuals from the study sample and reliability testing involving Cronbach alpha coefficient of 0.75 which met the threshold of 0.7 was used to ensure effectiveness. To analyze the data, descriptive and inferential statistics including summary of the data in terms of frequencies, cross tabulations, and qualitative analysis of responses were employed, as well as inferential statistics procedures including hypothesis testing. The findings revealed that instructional supervision significantly influenced CBC implementation, recognizing the positive impact of consistent supervision. Collaborative planning was also crucial in CBC implementation, with teachers highlighting its significant benefits. However significant gaps in professional development and motivation strategies were also identified. Few teachers received comprehensive CBC training, and others reported dissatisfaction with motivational strategies. Enhancing teacher motivation, improving professional development, and fostering collaborative practices are essential for successful CBC implementation. The study recommended prioritizing teacher motivation, expanding professional development, and training school managers to better support teachers.