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Influence of Resource Allocation on the Implementation of Competency-Based Education Program in Public Primary Schools in Kajiado North sub-County, Kenya

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Abstract: *This study examined influence of resource allocation on implementation of competency-based education program in public primary schools in Kajiado North sub-County, Kenya. The study was guided by systems theory by Ludwig von Bertalanffy. The study adopted mixed method research and convergent parallel research design where qualitative and quantitative data was collected simultaneously and each analyzed separately. The target population was 2000 teachers in 40 public primary schools, 40 headteachers and 3 education officers. Simple random sampling was used to select the 333 teachers. 10 headteachers and 3 education officials were selected purposively. Quantitative data was analyzed using statistical techniques while qualitative was analyzed thematically. The study found out that resource allocation moderately but significantly influenced implementation of CBE. The study recommended that educational stakeholders prioritize equitable and timely financial, human and material resources. The ministry of education should also invest in scalable and accessible ICT infrastructure especially in under-resourced schools.*

Keywords: *Resource Allocation, Implementation, Competency-Based Education, Program*

1.1 Background to the Study

The primary focus of competency assessment is on real tasks, where teachers assess the learners', responses based on their ability to demonstrate various competencies and achieve the most effective results in those specific situations (Chen, 2024). Competency-based assessment is the evaluation of an individual's competency against established performance, standards or agreements (Purpura, 2021). It needs proof that the learner has picked up knowledge and skills and voluntarily participated in activities that show their mastery of particular abilities. Thus, effective competency-based education cultivates skills and values that help students navigate various life situations as well as imparting knowledge. However, since students are more frequently given open-ended, creative tasks with no right or wrong answer, this calls for appropriate and authentic assessment methods that evaluate students' personal growth, self-regulation, independence, and responsibility in the learning process in addition to measuring

academic progress. Adequate resources are needed to implement competency-based education program in public primary schools in Kajiado North sub-County.

In Europe and Asia, the implementation of competency-based education has been supported adequate allocation of resources and systems. In Finland, Monitoring and Evaluation practices have been integrated in the education system to assess CBE effectiveness, ensuring adequate resources are allocated for infrastructural development (Mikkilä-Erdmann, Warinowski, & Iiskala, 2023). The Finnish National Agency for Education ensures that financial resources are dedicated for continuous capacity building, allowing educators to develop pedagogical skills aligned with CBE principles (Cheng, Cheng, & Tang, 2020).

In Nigeria, the government struggles with insufficient funding for M&E limiting the success of CBE. Financial constraints make it challenging to develop teacher capacity, which has led to uneven instructional delivery even in the face of policies supporting CBE (Adeyemi & Adeyinka, 2021). However, community-based programs that include parents and neighborhood organizations in curriculum creation have made stakeholder participation a priority (Ojo & Akinola, 2020). In Ghana, collaborations with foreign organizations have helped in CBE's monitoring and evaluation initiatives guaranteeing resource allocation and regular evaluation of curriculum implementation (UNESCO, 2021). However, teachers' ability to switch from traditional pedagogies to competency-based approaches has been challenged by a lack of capacity-building initiatives (Ojo & Akinola, 2020). In Uganda, resource allocation for M&E remains insufficient, with many schools struggling to secure funding for CBE-related assessments and teacher training programs (Kitasse & Ssembatya, 2024).

In Kenya, guarantee of CBE's efficacy calls for thorough monitoring and assessment procedures. However, resource allocation in M&E has proven to be extremely difficult raising worries about inadequate capital for, not only monitoring and assessment procedures but also teacher training (Wanjara & Ogembo, 2024). Government of Kenya has worked to provide the resources for implementation of CBE; nonetheless, there are still shortages in funding M&E practices. However, concerns about the readiness of teachers and learners have been raised, indicating a need for more structured collaboration. Despite the success of CBE in Kajiado North subcounty, implementation still faces a lot of challenges. First is the adequate preparation of teachers on how to test for competencies achieved (Momanyi & Rop, 2020). Resources meant for the implementation of CBE are still insufficient.

1.2 Statement of the problem

This study investigated the influence of resource allocation on the implementation of competency-based education program in public primary schools in Kajiado North sub-County, Kenya. To aligning students with the current ever-changing real-world context, which should address the complex needs of society, both now and in the future, public primary schools in Kajiado North have taken measures to facilitate the successful implementation of the CBE. These efforts focus on the adoption of learner-centered teaching approaches. Schools have shifted from traditional rote learning methods to activity-based, inquiry-driven, and collaborative learning strategies (Okello, 2022). Despite the efforts put, CBE in public primary schools in Kajiado North still has challenges. Studies show that, only 40% of schools have access to CBE-aligned learning materials, forcing reliance on outdated resources (KCSA, 2023). This study sought to investigate the influence of resource allocation on the implementation of Competency-Based Education Program in Public Primary Schools in Kajiado North sub-County, Kenya.

1.3 Study Objective

To examine the influence of resource allocation on implementation of competency-based education program in public primary schools in Kajiado North sub-County, Kenya.

1.4 The Conceptual Framework

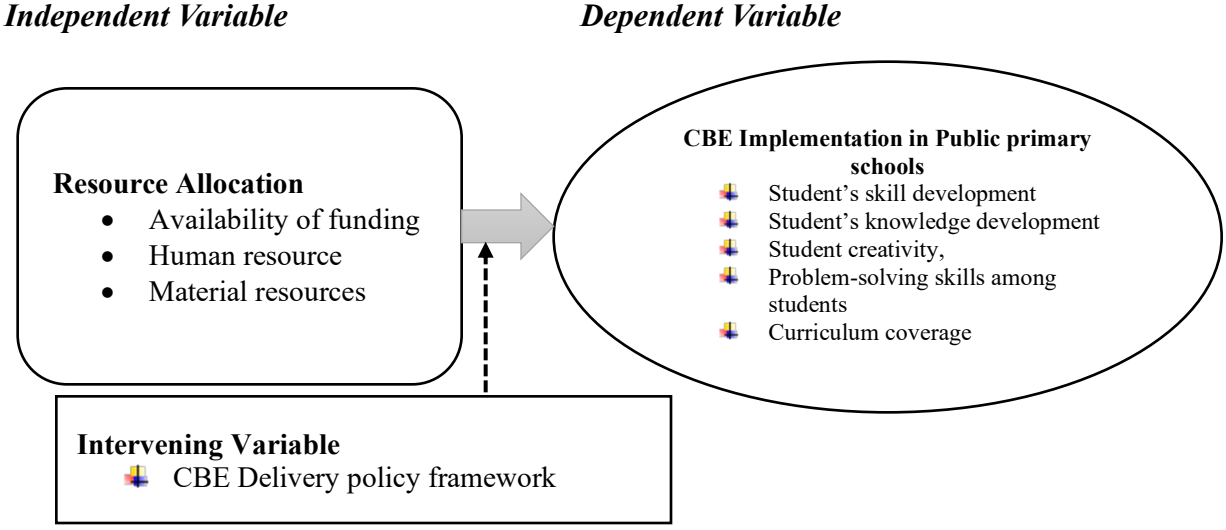

Figure 1: *The Conceptual Framework*
Source: *Own Conceptualization, 2024*

1.5 The Literature Review

In this section, theoretical and empirical reviews on the influence of resource allocation on implementation of competency-based education program in public primary schools is presented.

1.5.1 Theoretical Review

Systems Theory

System theory was presented by Ludwig von Bertalanffy in 1968. He argued that, processes are interdependent systems, and modifications to one part squarely impact the structure as a whole (Fuchs & Hofkirchner, 2020). The education system is a dynamic structure that is made of teachers, administrators, students, policies and resources that collaborate to achieve learning objectives and M&E practices are used in the implementation of competency-based education (Katina, 2020). In the context of M&E, all these systems are interconnected in that the administrators and policy makers govern the resource allocation and also capacitate teachers who are the main implementers of the curriculum. This interdependence shows how important it is to examine CBE implementation as a whole system. Each element plays a vital part in accomplishing learning objectives (Arnold & Roth, 2024). The relevance of system theory in this study is shown by its emphasis on interdependence of different elements in CBE implementation, resource allocation being paramount.

1.5.2 Empirical Review

Resource Allocation and implementation of the Competency-Based Education

Successful implementation of the Competency-Based Education (CBE) is depended on enough funding. Learning environment is enhanced by infrastructure support, such as classrooms and digital resources. (Velten & Schnitzler, 2021). Proper resource allocation fosters smooth implementation and continuous monitoring of CBE and ensuring the learning objectives are met efficiently. Also, availability of well-trained staff ensures that the curriculum is well delivered.

Finland's commitment to funding education significantly contributes to the effective implementation of competency-based education. Schools receive adequate financial support to implement student-centered learning approaches, ensuring alignment with CBE principles (Drake & Reid, 2020).

Singapore's well-developed educational infrastructure has played a crucial role in implementing CBE through adequate resource allocation. Schools are equipped with modern facilities, digital learning platforms and adaptive classrooms that facilitate personalized learning (Lee, 2023). The government prioritizes investments in technological tools that support data-driven assessment of student competencies, ensuring effective CBE implementation (Schultz, 2021). Infrastructure improvements allow for real-time feedback mechanisms, which enhance instructional quality and student engagement. Research indicates that well-equipped schools improve competency-based learning outcomes by creating environments conducive to continuous assessment and curriculum adjustments (Vaughan, 2024).

Brazil faces challenges in CBE implementation due to insufficient teaching staff and evaluators in public primary schools. High student-teacher ratios hinder effective implementation of CBE, limiting personalized feedback and curriculum adaptation (González, 2022). Government initiatives aim to address staffing shortages by recruiting and training more educators in CBE methodologies (Kirchgasler, 2025). Despite these efforts, disparities in teacher distribution across rural and urban areas affect monitoring efficiency. Studies show that adequate staffing enhances competency development by enabling targeted assessments and student support. Increasing human resources is very essential for improving CBE implementation in public schools in Brazil (Castner, 2023).

In Nigeria, a lot of challenges have been faced in implementing CBE due to inconsistent funding patterns. Out of the 7.5% of national budget allocated by the federal government to education, only 2.4% was specifically designed for curriculum monitoring and evaluation (Adeyemi & Adeyinka, 2021). As a result, there is limited capacity to track competency development across Nigerian schools (Ojo & Akinola, 2020). When additional funds were secured through partnerships with international organizations in 2022, performance tracking improved by 31%, demonstrating a direct correlation between financial resources and effective monitoring processes. The government's subsequent increase in evaluation funding to 4.8% of the education budget correlated with measurable improvements in students' critical thinking and problem-solving competencies (Yusuf & Salawu, 2022).

Senegal's competency-based education (CBE) implementation benefited from specialized monitoring personnel, with one evaluator per eight schools ensuring regular feedback (Diop & Ndiaye, 2023). Quarterly assessments using standardized rubrics measured creativity and digital literacy progress (Sow & Faye, 2024). Schools with monthly visits improved competencies by 18% more than those monitored semiannually. However, rural staff retention remained a challenge due to lower compensation. When

standardized training and competitive pay improved monitoring consistency, national competency achievement rates rose by 27%, highlighting the critical role of dedicated evaluators in CBE success (Njie & Sarr, 2025).

In Uganda, the success of monitoring and evaluation in putting the Competency-Based Education into practice is greatly influenced by funding levels. Limited financial resources hinder the procurement of essential materials and the organization of teacher training programs, which are vital for successful CBE implementation (Rutaremara, et.al, 2021). This financial constraint impairs the capacity to conduct comprehensive M&E activities, thereby affecting the achievement of desired competencies among students. Enhanced funding is crucial to ensure that M&E practices can effectively support the attainment of CBE objectives (Shokoohi, Raymond, Fleming, Scott, Kerry, & Haile-Mariam, 2021).

In Baringo County, inadequate funding has posed significant challenges in implementation of the Competency-Based Education. Limited financial resources have resulted in shortages of essential learning materials, ICT equipment, and practical tools required for CBE activities (Okeyo & Kanake, 2021). Schools struggle to acquire necessary instructional resources, affecting learners' ability to develop the intended competencies. Additionally, inadequate funding has led to delays in teacher training programs, impacting their preparedness to deliver CBE effectively. The financial constraints also limit co-curricular activities essential for holistic learning. Without increased funding, achieving the desired outcomes of CBE remains a challenge (Inyega, Arshad-Ayaz, Naseem, Mahaya, & Elsayed, 2021).

In Kericho County, inadequate infrastructure has hindered CBE implementation, limiting practical and hands-on learning. Many schools lack specialized rooms such as science labs, art studios, and music rooms, which are crucial for competency-based education (Mackatiani, Likoko, & Mackatiani, 2020). Poorly equipped classrooms and overcrowding further strain learning environments, making it difficult for teachers to implement learner-centered approaches. Additionally, the absence of proper ICT facilities restricts digital literacy, a core CBE competency. The lack of infrastructure also affects teacher motivation, as they work in challenging conditions. Without adequate physical resources, achieving CBE competencies in Kericho remains difficult (Tweni, Wamocha, & Buhere, 2022).

In Kiambu County, CBE implementation has been affected by a shortage of trained teachers and inadequate professional development opportunities. The demand for additional teachers to handle CBE's diverse learning areas has not been met, leading to work overload (Ikiugu, Maithya, & Kisirkoi, 2021). Teachers often lack continuous training on CBE methodologies, making implementation inconsistent. In some cases, schools rely on untrained staff to fill gaps, affecting the quality of learning. Additionally, financial constraints hinder the recruitment of support staff needed for practical subjects. Addressing the staff shortage is crucial for effective CBE implementation and achieving its competencies (Kahiga, Gatumu, & Muniu, 2021).

1.6 Research Methodology

Research Design: The study adopted a mixed research method, specifically convergent parallel research design, where qualitative and quantitative data collection methods are implemented simultaneously, with each type of data analyzed separately.

Target population: The study targeted 2000 teachers in 40 public primary schools in Kajiado North sub-county. Additionally, 40 headteachers, and 3 education officers formed the study key informants. Teachers and education officers were chosen because they are responsible for curriculum delivery.

Table 1: Target population

Description	Target population
Teachers	2000
Headteachers	40
Education officers	3
Total	2043

Source: *Kajiado sub-county social office, 2024*

Sample size: The study employed Slovin's formula determining the study sample size. The formula used to calculate the sample size (n) given the population size (N) and a margin of error (e). It is appropriate when no probabilistic multi-stages sampling required. Given as:

$n = N/1+N(e^2)$

Where:

n = Sample size;

N= total population

e = Significance level (0.05) at 95% confidence level

n = 2000 /1+2000 (0.0025)

n = 333

The study's sample size was 333 teachers.

Further, the study selects 10 head teachers and 3 education officials purposively. Total sample size was 346 respondents

Sampling: Simple random sampling was used to determine 333 teachers from the target population of 2,000 teachers to ensure that every individual has an equal chance of being chosen. Purposive sampling was employed in the study to select key informants, including the headteachers and educational officers in Kajiado North Sub-County. The study makes sure that the data gathered is rich, pertinent, and directly related to the goals of the research by carefully choosing participants based on their jobs and areas of expertise.

Data collection instruments: The study employed questionnaires to collect primary data from teachers and key informants. Questionnaires were efficient in gathering information from a large number of respondents. Interviews were also employed to collect data from educational officers and headteachers. They enabled standardized data collection for easy analysis and comparison.

For teachers, structured questionnaires were used to collect numerical data. They were designed to address research objectives of the study. The questionnaires included Likert scale tools, with a five-point rating ranging from strongly disagree (1) to strongly agree (5).

Data Collection Procedures: Data collection process followed a structured approach to ensure reliability, accuracy and consistency. Before initiating collection of data, the researcher sought approval from the Ministry of Education and school administrations in Kajiado North Subcounty, university and research permit from NACOSTI. Additionally, to enhance the validity and reliability of the research instruments, a pilot study was conducted in Kajiado West Subcounty.

Data Analysis Techniques: Given the study's convergent parallel research design, quantitative and qualitative data was analyzed separately but later integrated to provide a holistic understanding of the

research problem. Quantitative data, primarily collected through structured questionnaires with teachers, was first checked for accuracy before being coded and entered into the Statistical Package for the Social Sciences (SPSS). Quantitative data were analyzed using statistical techniques while qualitative data were thematically analyzed and coded for presentation and discussion.

Ethical Considerations: The study adhered to ethical considerations to maintain credibility, safeguard the rights and welfare of participants, and contribute to meaningful and responsible academic research. To uphold ethical standards, the study obtained informed consent from all respondents, including teachers, headteachers and education officers. The goal, methods, any dangers, and advantages of the study were all clearly explained to participants so they may decide whether or not to participate. Their participation was completely voluntary, and they were free to leave at any time. To safeguard participants' names and private data, confidentiality and anonymity was rigorously upheld. Responses won't be associated with personal identifiers, and the research team only had limited access to the safely kept data. This guaranteed that no participant faces any possible dangers associated with sharing their professional or personal viewpoints. To ensure that the research was conducted responsibly and in accordance with ethical guidelines, approval was sought from the relevant parties, that is, the Catholic University of Eastern African and research permit obtained from NACOSTI. Maintaining data integrity and honesty is another key ethical priority. The research process involved accurate data collection, analysis, and reporting, with no falsification or misrepresentation of findings. All sources used were properly cited in line with academic standards to uphold credibility and transparency.

1.7 Study Findings

Response rate

The study administered a total of 333 questionnaires to public primary school teachers in Kajiado North Sub-County. Out of these, 294 questionnaires were returned fully completed, resulting in a response rate of 88.2%. This high response rate reflects good participation and enhances the reliability and generalizability of the study findings. In addition to the questionnaire responses, the study conducted four interviews with key respondents, including education officers and headteachers, to obtain qualitative insights and triangulate the quantitative data.

Descriptive statistics results for background information

The study assessed the respondents' profile to summarize the characteristics of the sample.

Table 2 **Descriptive statistics for background information**

Variable	Count (%)
Gender of the respondents	
Female	189 (64.3%)
Male	105 (35.7%)
Age brackets of the respondents	
20–29 years	29 (9.9%)
30–39 years	122 (41.5%)
40–49 years	93 (31.6%)
50 years and above	50 (17.0%)
Teaching experience	
Less than 1 year	33 (11.2%)
1–5 years	52 (17.7%)
6–10 years	89 (30.3%)
Over 10 years	120 (40.8%)

Source: *Field data, 2025*

Gender of the Respondents

The study revealed that female teachers constituted 64.3% (n = 189) of the respondents, while male teachers accounted for 35.7% (n = 105). This finding indicates a gender imbalance in favor of female teachers in public primary schools within Kajiado North Sub-County. This distribution is consistent with national trends reported by the Ng'etich and Kutto (2024), which showed that female teachers dominate the primary school teaching workforce in Kenya, especially in early childhood and lower primary levels. This is often attributed to cultural perceptions that associate nurturing roles with women, making teaching an attractive profession for them (Moraa, 2022).

Age Brackets of the Respondents

The majority of the respondents were aged 30–39 years (41.5%), followed by 40–49 years (31.6%), 50 years and above (17.0%), and lastly 20–29 years (9.9%). These results suggest that the majority of teachers in Kajiado North subcounty are in their middle-age working years, which typically reflects a stable, experienced workforce. This age distribution aligns with findings from the Kamau, Muathe & Wainaina (2021), which reported that most public primary school teachers in Kenya fall within the 30–49 age bracket. The relatively small percentage of teachers aged 20–29 may be due to limited recent recruitment or a lag in replacing retiring teachers, a challenge echoed by the Omondi (2023), which highlights an aging teacher population and delayed entry of younger educators. This age structure has implications on the adoption of CBE reforms, as younger teachers may adapt to change faster, while older teachers may require targeted capacity building and support.

Teaching Experience

The findings show that 40.8% of the teachers had over 10 years of teaching experience, 30.3% had 6–10 years, 17.7% had 1–5 years, and only 11.2% had taught for less than 1 year. These results demonstrate that most teachers in the sub-county are highly experienced, with 71.1% having taught for more than six years. This is consistent with the finding of Mbalaka, Maithya & Cheloti (2022), which indicates that a significant proportion of public primary school teachers in Kenya have long service periods, a result of slow teacher recruitment relative to demand. Similarly, Kiruma (2024) found that experienced teachers often form the backbone of curriculum delivery, but may require continuous professional development (CPD) to remain effective under new education systems like the Competency-Based Education (CBE). Conversely, the findings conflict those of Wanyama (2025) that, younger teachers, though fewer, may bring innovation and openness to new pedagogies, which are essential for CBE success.

Resource Allocation

The study objective sought to examine the influence of resource allocation (Availability of funding, Human resource, Material resources) on implementation of competency-based curriculum program in public primary schools in Kajiado North sub-County, Kenya.

Table 3: Respondent Opinion on Resource Allocation

Statement	SD	D	M	A	SA	Mean	Std. Deviation

Government and stakeholders regularly allocate financial resources to support M&E for CBE.	12 (4.1%)	11 (3.7%)	50 (17.0%)	131 (44.6%)	90 (30.6%)	3.94	.996
The school administration updates teachers on how M&E funds are allocated and used.	8 (2.7%)	21 (7.1%)	39 (13.3%)	163 (55.4%)	63 (21.5%)	3.86	.927
Lack of financial resources limits the effectiveness of CBE monitoring and evaluation.	3 (1.0%)	27 (9.2%)	75 (25.5%)	106 (36.1%)	83 (28.2%)	3.81	.982
A structured budget for M&E activities is essential for successful CBE implementation.	6 (2.0%)	26 (8.8%)	72 (24.5%)	126 (42.9%)	64 (21.8%)	3.73	.966
Designated personnel are responsible for leading M&E in my school.	3 (1.0%)	22 (7.5%)	72 (24.5%)	132 (44.9%)	65 (22.1%)	3.80	.905
Teachers have adequate time to engage in M&E without disrupting their teaching duties.	11 (3.7%)	16 (5.4%)	73 (24.8%)	122 (41.5%)	72 (24.5%)	3.78	1.000
My school has necessary data collection tools (e.g., surveys, digital systems) to track CBE.	2 (0.7%)	11 (3.7%)	61 (20.7%)	136 (46.3%)	84 (28.6%)	3.98	.840
M&E reports on CBE are compiled and used to guide decision-making.	2 (0.7%)	2 (0.7%)	69 (23.5%)	158 (53.7%)	63 (21.4%)	3.95	.732
Aggregate composite scores						**3.86**	**.529**

Source: *Field Data, 2025*

The aggregate composite score for resource allocation for M&E was (Mean = 3.86; SD = 0.529), indicating that most respondents perceived that resource allocation influence the CBE implementation in their schools. The relatively low standard deviation suggests consistent agreement across schools regarding the effectiveness of resource allocation.

Availability of Funding

The majority of respondents (75.2%) reported that government and stakeholders regularly allocate financial resources to support CBE monitoring and evaluation (Mean = 3.94; SD = 0.996). A similarly large proportion (76.9%) indicated that the school administration updates teachers on how M&E funds are allocated and used (Mean = 3.86; SD = 0.927). Additionally, 64.3% of respondents noted that lack of financial resources limits the effectiveness of CBE M&E (Mean = 3.81; SD = 0.982), while 64.7% agreed that a structured budget is essential for successful implementation of CBE M&E (Mean = 3.73; SD = 0.966). The fairly low standard deviations across the statements suggest a consistent perception that while funds are available and administrative updates occur; structured budgeting and sufficiency of funds vary among schools.

Qualitative insights reinforced these patterns. KII 1 (male), expressed concern that although government allocations exist, delays are common and clarity is lacking: *"...Funds come, yes, but not always on time or clearly labeled for CBE monitoring...."* Echoing this, KII 4 (female) observed that most schools assume M&E will be covered under general funding without proper planning: *"...Structured budgeting is often missing. M&E is just squeezed into other cost items..."* Meanwhile, KII 3 (male) offered a contrasting view, highlighting good practice in his school: *"...We always post the breakdown of M&E funds on the notice board so all teachers know where the money is going...."*. These findings are consistent with research by Ngigi and Busienei (2021), who found that while devolved education funds in Kenya are often disbursed to schools, poor fiscal planning and lack of earmarked M&E budgets hinder CBE accountability. Similarly, Ochieng and Wanjala (2020) reported that successful implementation of curriculum reforms depends significantly on transparent financial planning and prompt fund disbursement. These past studies confirm that leadership and school-level budgeting capacity play a key role in determining how effectively funding supports CBE M&E processes.

Human Resource

Most respondents (67.0%) reported that designated personnel are responsible for leading M&E in their schools (Mean = 3.80; SD = 0.905), and 66.0% believed that teachers have adequate time to engage in M&E without interfering with their teaching responsibilities (Mean = 3.78; SD = 1.000). While the majority view is positive, the relatively higher standard deviation for time availability indicates differing experiences, likely due to workload imbalances, staffing differences, or timetable constraints. The qualitative data confirmed these inconsistencies. KII 6 (female), shared that M&E duties often fall outside normal teaching hours: *"...We usually do M&E after classes or over weekends, it's not built into our teaching schedules..."* Similarly, KII 7 (male) noted that although schools appoint M&E teams, there is limited capacity to relieve teaching staff: *"...Unless we reduce teaching loads, it's unrealistic to expect deep teacher involvement in monitoring..."* However, KII 2 (female), pointed out that well-organized schools manage to balance roles better: *"...Schools with strong leadership assign roles clearly and create time for M&E within the school calendar..."*. The findings reflect what Wekesa and Simiyu (2022) observed in their study on teacher preparedness for CBE in Kenya: that the effectiveness of M&E systems depends not only on training but also on availability of time and support personnel. Kimotho and Kipruto (2020) also argued that without adequate staffing and proper task delegation, teachers find it difficult to integrate M&E duties into their busy academic schedules. The consistency between current findings and prior research confirms that human resource readiness is a crucial enabler of CBE monitoring.

Material Resources

A large proportion of respondents (74.9%) reported that their schools have access to essential data collection tools such as surveys and digital systems to support CBE monitoring (Mean = 3.98; SD = 0.840). Likewise, 75.1% indicated that M&E reports are compiled and utilized to guide decision-making (Mean = 3.95; SD = 0.732). The low standard deviations for both items reflect strong consensus among teachers that material tools for M&E are available and put to use in most schools.

Key informants supported these findings. KII 5 (male), stated: *"...We're using digital forms and Google tools, it's faster, cleaner, and allows for easy analysis..."* KII 8 (female), added that the school generates termly reports that guide staff reflection and future planning: *"...We compile CBE progress reports and discuss them during staff meetings to align our teaching with observed trends..."* However, KII 9 (male), noted that not all schools are equally equipped: *"...Some schools still lack internet access or basic*

devices, so they use handwritten forms, which slows down the whole process...". The insights are supported by Mugo and Ndirangu (2023), who found that integration of ICT in CBE M&E improved decision-making and data use in better-equipped schools, while rural schools still faced digital divides. In a related study, Atambo et al. (2021) emphasized that accessibility of digital data collection systems enhances the efficiency and frequency of monitoring practices. The findings in this study thus reinforce the conclusion that adequate and equitable provision of material resources is essential for consistent implementation of CBE M&E across regions.

The study assessed the bivariate Pearson correlation analysis to determine the association between the resource allocation variable with the dependent variable. specifically, the test examined the magnitude, direction and significance the relationships between the two latent variables. The test established a moderate positive and statistically significant correlation between Resource Allocation and the CBE implementation ($r = .390$, $p = .000$). This indicates that as the availability of financial, human, and material resources increases, the more CBE is implemented in primary schools. This finding is in line with Ngigi & Busienei (2021) who observed that proper financial planning and adequate allocation of funds are fundamental for efficient M&E of CBE activities in Kenyan schools. Moreover, Ochieng and Wanjala (2020) affirmed that resource sufficiency, particularly material tools and time, are essential for teachers to participate meaningfully in monitoring and evaluation processes.

1.8 Conclusion

The study concludes that resource allocation moderately but significantly influences the implementation of the competency-based education's monitoring and evaluation (M&E) in public primary schools. Schools that receive consistent financial support from the government and stakeholders are better positioned to support M&E functions such as report generation, data collection, and follow-up. The presence of designated M&E personnel and the availability of adequate time for monitoring activities further enhances the process. Moreover, material resources such as data tools, reporting templates, and evaluation checklists were identified as critical enablers of effective CBE implementation. However, some schools reported inconsistencies in resource distribution, which negatively impacts uniform progress. Overall, the study concluded that resource allocation for M&E has a statistically significant influence on CBE implementation in public primary schools in Kajiado North sub-County.

1.9 Recommendations

To improve CBE implementation outcomes, it is recommended that education stakeholders prioritize the equitable and timely allocation of financial, human, and material resources to schools. Schools require consistent budgetary support dedicated specifically to M&E activities, including development of tools, data collection exercises, and reporting processes. The Ministry of Education should develop structured funding guidelines and tracking mechanisms to ensure transparency and accountability in how M&E funds are utilized at the school level. On the policy level, there is a need to institutionalize M&E resource planning within school improvement frameworks. Each school should be required to integrate M&E budgeting into its strategic planning processes. Additionally, standard staffing guidelines should be enforced to ensure all schools have dedicated or trained personnel to support CBE monitoring activities. From a theoretical perspective, the study reinforces resource-based theory, emphasizing that access to essential inputs, financial, human, and physical, serves as a foundation for the implementation of change-oriented reforms like CBE. Future research may build on this by exploring the thresholds or minimum resource levels required to trigger measurable changes in M&E outcomes.

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