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Abstract
Since its inception, the new curriculum has faced numerous challenges in its implementation within Junior Secondary Schools. Ineffective leadership has been identified as a key contributor to these challenges. This study examined the influence of transformational leadership practices on facilitators' commitment to implementing Competency-Based Education (CBE) in Kisii County. A descriptive survey design employing a mixed-methods strategy was adopted. Stratified random sampling was used to select participants, while Sub-County Quality Assurance Officers were included through a census. The sample comprised 230 heads of institutions, 299 facilitators, and 11 Sub-County Officers. Data were collected using interviews for heads of institutions and Sub-County officers, and questionnaires for facilitators. Data analysis combined qualitative and quantitative approaches, including Chi-square tests, Spearman correlation, multivariate regression, and structural equation modelling. Ethical considerations were observed throughout. Findings confirmed a significant positive relationship between transformational leadership and facilitators' commitment. Multivariate tests revealed a strong overall leadership effect (Wilks' λ, $p < .001$). Follow-up regression analyses identified Idealised Influence ($\beta \approx .30$, $p < .001$) and Intellectual Stimulation ($\beta \approx .25$, $p < .01$) as the strongest predictors of facilitators' commitment. The results indicate that leaders who act with professional integrity, articulate a clear vision, and foster innovation significantly enhance facilitators' commitment to CBE implementation. The study recommends continuous professional development initiatives to strengthen transformational leadership competencies particularly, intellectual stimulation, inspirational motivation, and individualised consideration, while emphasising dimensions most strongly supported by the data. These findings contribute to policy development on leadership and curriculum delivery in junior secondary CBE implementation.

Introduction

The capacity of institutions to implement new programmes, inspire staff, and achieve goals is widely attributed to transformational leadership. While theory underscores its importance, practice varies across institutions depending on management philosophies. Institutional success in persuading staff, fostering creativity, and driving innovation is therefore contingent on the quality of leadership (Karuhanga, 2015).

Competency-Based Education (CBE) is relatively new in Kenya and remains in early stages of implementation, with success dependent on effective leadership. CBE cultivates learners' ability to apply knowledge and skills to real-life tasks (Republic of Kenya, 2016). Oranga, Njurai, and Areba (2023) define competency as the capacity to apply knowledge, skills, and attributes in diverse situations, emphasising lifelong skill acquisition. Globally, CBE reforms have been adopted to address systemic challenges: Mexico (2009) emphasised knowledge, skills, attitudes, and values (Secretaria de Educación Pública, 2011); Rwanda (2015) sought to remedy skill deficiencies in science and technology (Republic of Rwanda, 2015); Tanzania (2005) aimed to reverse declining education quality (Ogondieck, 2005). Kenya's adoption was driven by youth unemployment linked to a skewed curriculum, with Sessional Paper No. 1 of 2005 emphasising vocational education to align schooling with labour market needs (Republic of Kenya, 2005). These experiences illustrate a common trend: CBE reforms bridge gaps between education systems and socio-economic realities.

Despite reforms, challenges persist. The Presidential Working Party on Education Reform (PWPER, 2023) highlighted governance gaps, financial constraints, overloaded curriculum, inadequate teacher preparedness, inequalities, unclear parental roles, poor infrastructure, and limited teaching materials. During a CBE forum at Kisii University (November 2022), stakeholders emphasised leadership challenges in Kisii County, including weak inspiration of facilitators' commitment, inadequate resources, and poor financial management. These concerns lacked empirical grounding, underscoring the need for scholarly inquiry.

Transformational leadership, characteried by individualised consideration, inspirational motivation, intellectual stimulation, and ethical practice, is hypothesised to enhance facilitators' commitment and resource management. Individualised consideration addresses staff needs personally (Cummings & Worley, 2015); motivational practice inspires employees through clear goals and rewards (Clarke, 2012; Aarons et al., 2015); intellectual stimulation challenges staff to innovate, aligning with CBE's emphasis on creativity (Burnes & Cooke, 2013; Bakar et al., 2011); ethical practice strengthens integrity and trust (Van, 2014). Northouse (2016) notes that transformational leadership enables staff to excel beyond expectations, while Bush (2018) highlights its motivational influence. Valentine and Prater (2011) further show that proactive, visionary leadership significantly impacts teacher and learner performance.

Against this backdrop, the present study examines the influence of transformational leadership practices on facilitators' commitment to implementing CBE in Kisii County's public junior secondary schools. The guiding hypothesis is that transformational leadership practices have no statistically significant influence on facilitators' commitment to CBE implementation.

Conceptual Framework

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

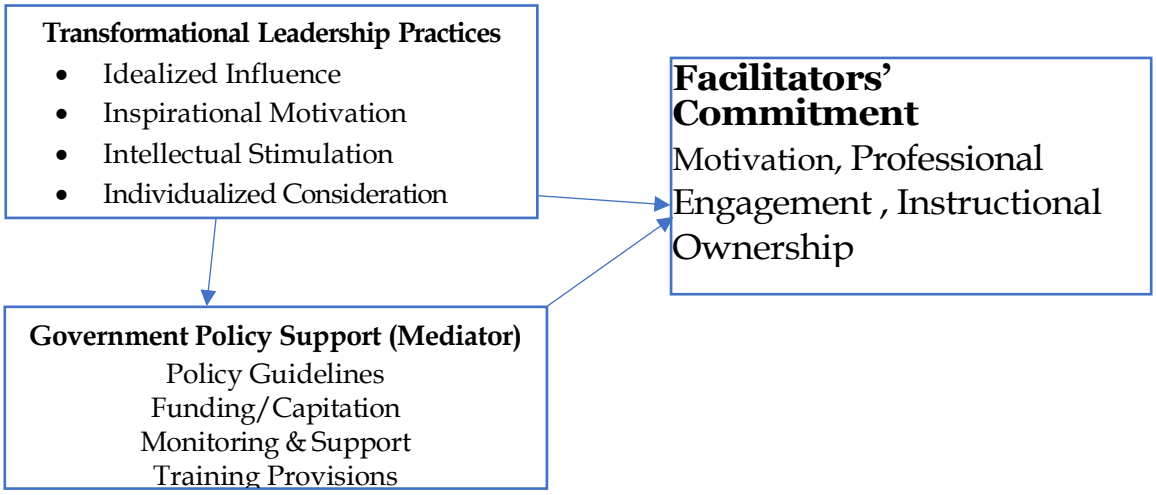

Figure 1: Conceptual framework

The conceptual framework illustrates how transformational leadership practices impact the implementation of Competency-Based Education (CBE) in public junior secondary schools in Kisii County. These practices influence key implementation domains within the school system. Transformational leadership practices form the core of the framework and serve as the independent variable. These practices, conceptualised as determinants, include four dimensions: idealised influence, inspirational motivation, intellectual stimulation, and individualised consideration. Together, these dimensions describe leadership behaviours that foster a shared vision, promote innovation, support professional development, and exemplify ethical, committed leadership within schools.

The dependent variable is the implementation of Competency-Based Education, operationalised through the domain of facilitators' commitment, which captures teachers' motivation, professional engagement, and sense of ownership in delivering the competency-based curriculum. Transformational leadership is expected to enhance commitment by fostering trust, shared purpose, and continuous professional support. The framework also incorporates the intervening variable of government policy support, which may influence the strength or direction of the relationship between transformational leadership practices and CBE implementation. These factors reflect the contextual conditions within which leadership operates and can either facilitate or constrain effective implementation.

Transformational Leadership Practices and Facilitators' Commitment

Commitment in organisations reflects employees' strength in identifying with and engaging in daily tasks (Al-Jabari & Ghazzawi, 2019). Committed staff enhance satisfaction, reduce turnover, and improve performance (Saeed et al., 2014). In Italy, Barbieri et al. (2019) found that principals employing transformational leadership prioritised teachers' welfare, creating supportive environments that fostered commitment.

Transformational school leaders drive organisational change and productivity. Studies in Israel (Litz & Scott, 2017; Lynch et al., 2019; Da'as, 2019) showed that principals with strategic skills engaged educators in decision-making, enhancing flexibility and commitment. Similarly, Nigerian research (Bawuro et al., 2018) revealed that transformational leadership influenced teachers' innovative behaviour, supported by institutional climate and workplace satisfaction. Ripki et al. (2019) confirmed that such leadership

directly impacts teacher satisfaction and commitment. Griffith (2003) described commitment as staff alignment with organisational goals while maintaining membership.

Transformational leaders also promote intellectual stimulation. Hutasuhut (2019) emphasised that engaging teachers in challenging tasks fosters logical reasoning, creativity, and innovation, strengthening commitment. Mosawi and Mohamed (as cited in Kheir-Faddul & Danaiata, 2019) and Raman et al. (2015) noted that satisfaction encourages loyalty and willingness to sacrifice personal agendas for institutional success. Northouse (2016) described transformational leadership as elevating motivation and morality, while Ibrahim et al. (2017) in Malaysia confirmed its positive association with school achievement and teacher dedication, recommending replication in other contexts.

In Pakistan, Arif and Akram (2018) linked organisational innovation to intellectual stimulation, showing that leaders who encourage new approaches foster worker commitment and performance. Innovation is central to CBE, making this finding particularly relevant. Sammons et al. (1997, cited in Day & Sammons, 2013) similarly observed that administrators' transformational leadership enhanced staff motivation and support through conducive environments.

Overall, prior studies consistently demonstrate that transformational leadership through idealised influence, inspirational motivation, intellectual stimulation, and individualised consideration positively impacts teacher commitment and institutional performance. These findings informed the present study's focus on junior secondary schools in Kisii County, aiming to validate and extend earlier research in the context of Kenya's CBE implementation.

Methodology

Research Design

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

Location of the Study

The study was undertaken in Kisii County. Kisii County is one of Kenya's 47 counties. Kisii County was preferred as the study locale owing to institutional management challenges facing heads of institutions in implementing education programmes in public secondary schools (Quality Assurance and Standards Inspection Report, 2022 & 2023).

Target Population

The target population consisted of heads of institutions, facilitators of public secondary schools and Sub-County Quality Assurance Officers in Kisii County. The independent variable in the study is the head of institutions' transformational leadership practice; hence, the necessity of including heads of institutions as respondents to provide information on their undertakings in junior schools regarding the management and implementation of CBE. Facilitators were also chosen since they work hand in hand with heads of institutions as they actualise curriculum implementation and are in a better position to offer pertinent observations on how heads of institutions undertake their management roles. This also applies to the Sub-County Quality Assurance Officers who monitor teaching quality. The county has 695 public Junior secondary schools, categorised into eleven sub-counties.

Sample Size

The sample size for this study was determined using the Krejcie and Morgan (1970) formula for finite populations: $n = ((\chi^2 NP(1-P)))/(d^2(N-1) + \chi^2 P(1-P)) = (3.841 \times 2603 \times 0.5 \times 0.5)/ (〖 0.0375 〗 ^2 \times 2602 + 3.841 \times 0.5 \times 0.5) = 540$

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

Sampling Techniques

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

Table 1: Shows the sampling matrix

Sub-County	HOIs (Pop.)	Facilitators, (Pop.)	HOIs (Sample)	Facilitators, (Sample)	DQASOs (Sample)	Total Sample
Kisii Central	77	213	26	34	1	61
Nyamache	103	254	34	40	1	75
Kenyenya	79	194	26	31	1	58
Kitutu Central	50	172	17	27	1	45
Marani	64	177	21	28	1	50
Kisii South	57	200	19	31	1	51
Etago	55	145	18	23	1	42
Gucha South	51	134	17	21	1	39
Gucha	42	125	14	20	1	35
Masaba South	77	162	25	25	1	51
Sameta	40	122	13	19	1	33
Total	695	1898	230	299	11	540

Research Instruments

Facilitators' Questionnaire

Questionnaires were utilised to obtain information from teachers on the determinants of transformational leadership in the implementation of CBE in Kisii County junior secondary schools.

Interviews Schedules

Open-ended questions from an interview schedule were administered to the Head of institutions and SQASOs so as to obtain detailed information on how they manage and monitor their respective schools in regard to Transformational leadership in relation to financial management and mobilisation

Pilot Study

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

Validity and Reliability Instruments

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

Data Collection Procedures

The researcher requested an introductory letter from the Graduate School at Kisii University and an approval letter from the Institutional Scientific and Ethics Review Committee (ISERC). The researcher then applied for a research permit from the National Commission for Science, Technology and Innovation (NACOSTI). The obtained permit was submitted to the Kisii County Education Office to obtain a letter of approval for gathering data from the selected schools.

Data Analysis

Quantitative data were analysed using descriptive and inferential statistics. The descriptive statistics included frequency counts, percentages, means, and standard deviations. The inferential statistics: chi-square tests, Spearman's rank correlation, multivariate multiple regression, and structural equation modelling. Multivariate multiple regression was used to establish baseline relationships and test mediation sequentially.

Results and Discussion

Response Rate

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

Descriptive Analysis of the Transformational Leadership Dimensions

The descriptive findings across the four dimensions of transformational leadership: Idealised Influence, Inspirational Motivation, Intellectual Stimulation, and Individualised Consideration reveal a consistent perception gap between teachers (n = 272) and head teachers (n = 226) in public junior secondary schools implementing Competency-Based Education (CBE) in Kenya. Teachers generally reported moderate enactment of transformational leadership behaviours, with mean scores ranging from 2.51 to 3.47 across

the dimensions. For instance, Idealised Influence recorded facilitator means of 2.51-3.23 (SD ≈ 1.42–1.50), while Inspirational Motivation ranged from 3.05 to 3.29 (SD ≈ 1.40–1.46). Similarly, Intellectual Stimulation (M = 3.24–3.47) and Individualised Consideration (M = 3.13–3.30) reflected only moderate and uneven experiences of leadership support. In contrast, head teachers consistently rated themselves highly across all dimensions, with mean scores ranging from 4.23 to 4.60 for Idealised Influence, 4.35 to 4.53 for Inspirational Motivation, 4.39 to 4.55 for Intellectual Stimulation, and 4.31 to 4.51 for Individualised Consideration, accompanied by relatively low standard deviations (SD ≈ 0.73–0.87). The scales demonstrated excellent internal consistency for both teachers (α = 0.939–0.962) and head teachers (α = 0.909–0.955), indicating that the constructs were reliably measured and that the observed differences reflect genuine perceptual divergence rather than measurement error.

Overall, the triangulated findings suggest that while head teachers perceive themselves as strongly enacting transformational leadership practices aligned with CBE reforms, teachers experience these behaviours less consistently and less visibly. This perception gap is significant because transformational leadership has been empirically linked to teacher motivation, professional commitment, and successful implementation of curriculum reform (Bass & Avolio, 1994). In the context of Kenya's CBE, which emphasises collaborative cultures, values-based education, and learner-centred pedagogy, inconsistent experiences of ethical modelling, vision-sharing, innovation support, and individualised mentoring may weaken facilitator engagement and reform fidelity. These findings align with prior research demonstrating that transformational leadership positively influences commitment and instructional improvement when leadership practices are consistently experienced at the classroom level (Leithwood & Jantzi, 2005). Consequently, strengthening the observable, sustained enactment of transformational leadership behaviours is critical to enhancing facilitator motivation and ensuring the effective implementation of CBE in public junior secondary schools. Table 2 presents composite descriptive statistics.

Table 2: Composite Descriptive Statistics for Transformational Leadership Dimensions

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

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

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

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

Independent Samples t-test of Transformational Leadership Dimensions

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

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

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

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

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

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

The multivariate tests (Table 3) reveal that all four transformational leadership dimensions had statistically significant joint effects on the combined set of the CBE implementation domains. Using Pillai's Trace as the primary statistic due to its robustness, Idealised Influence showed the strongest multivariate effect (V = .090, F (4, 592) = 14.577, p < .001), followed by Intellectual Stimulation (V = .067, F (4, 592) = 10.661, p < .001), Individualised Consideration (V = .048, F (4, 592) = 7.409, p < .001), and Inspirational Motivation (V = .035, F (4, 592) = 5.341, p < .001). Pillai's Trace values show that Idealised Influence had the biggest effect (.090), followed by Intellectual Stimulation (.067), Individualised Consideration (.048), and Inspirational Motivation (.035). These results indicate that, together, transformational leadership factors matter across different parts of CBE implementation. These results indicate that transformational leadership practices influence not just a single domain, but the overall system of CBE implementation outcomes. In practical terms, leadership behaviours characterised by ethical role modelling, vision articulation, encouragement of innovation, and individualised support collectively shape institutional functioning across financial domains and any other (Krishnan, 2002).

Descriptive Statistics on Facilitators' Commitment as Perceived by Teachers and Head Teachers
Facilitators' commitment to implementing Competency-Based Education (CBE) was measured using five Likert-scale items (FC1, FC2, FC3, FC5, and FC6). Responses were rated on a five-point Likert-scale coded as follows: 1 = Not at all; 2

= Once in a while; 3 = Sometimes; 4 = Fairly often; 5 = Frequently, if not always. Table 4 presents the findings.

Table 4: Facilitators' Commitment: Frequency Distribution, Mean, Standard Deviation, and Reliability

Item	Group	1	2	3	4	5	Mean	SD
FC1	Teachers (*n* = 272)	8	34	46	78	106	3.88	1.15
	Head Facilitators (*n* = 226)	1	11	68	111	35	3.74	0.79
FC2	Facilitators (*n* = 272)	14	28	42	54	134	3.98	1.24
	Head Facilitators (*n* = 226)	1	14	64	95	52	3.81	0.88
FC3	Facilitators (*n* = 272)	12	13	42	80	125	4.08	1.10
	Head Teachers (*n* = 226)	1	17	65	89	54	3.79	0.91
FC4	Facilitators (*n* = 272)	12	24	49	77	110	3.92	1.15
	Head Teachers (*n* = 226)	1	20	54	90	61	3.84	0.94
FC5	Facilitators (*n* = 272)	11	22	42	67	130	4.04	1.15
	Head Teachers (*n* = 226)	2	15	55	87	67	3.89	0.94
FC6	Facilitators (*n* = 272)	21	31	46	73	101	3.74	1.28
	Head Teachers (*n* = 226)	1	17	62	92	54	3.80	0.90
Cronbach's Alpha Facilitators $\alpha = 0.930$								
Head Teachers	$\alpha = 0.947$						6 items	

Table 4 presents a triangulated analysis of facilitators' commitment to implementing Competency-Based Education (CBE), drawing on responses from facilitators and head teachers. Both groups reported high levels of commitment, with mean scores consistently above the scale midpoint across all six items. Facilitators' scores ranged from 3.74 to 4.08, reflecting strong engagement in learner-centred pedagogy, professional development, collaborative practice, and instructional planning. Most responses fell within

the categories of "fairly often" or "frequently," underscoring facilitators' active participation in CBE implementation.

Head teachers similarly perceived the facilitators' commitment to be high, with mean scores ranging from 3.74 to 3.89. Although slightly lower than facilitators' self-ratings, these results indicate broad agreement between facilitators and school leaders. The more conservative ratings from head teachers likely reflect their evaluative and supervisory roles rather than disagreement with facilitators' self-assessments. Triangulation of the two data sources revealed a convergent pattern: facilitators' allegiance to CBE is strongly perceived by facilitators themselves and acknowledged by school leadership. Reliability coefficients for facilitators ($\alpha = 0.930$) and head teachers ($\alpha = 0.947$) confirm that commitment is a coherent and consistently measured construct across respondent groups. This alignment strengthens the credibility of the findings and suggests that limited CBE effectiveness cannot be attributed to insufficient commitment from facilitators. Facilitators are generally willing and motivated to implement competency-based practices, consistent with prior research emphasising the importance of professional engagement in sustaining curriculum reforms (Fullan, 2016).

From an implementation perspective, these findings highlight the need for policy and leadership initiatives to address structural, instructional, and resource-related barriers while sustaining facilitators' motivation through supportive supervision, professional development, and recognition strategies. Similar studies affirm that facilitator commitment is a critical determinant of successful curriculum reforms and instructional innovation (Day & Gu, 2010).

Effect of Transformational Leadership on Facilitators' Commitment (FC) to CBE Implementation
All four leadership dimensions made statistically significant contributions to facilitators' commitment. Idealised Influence had the strongest effect, $F = 31.641$, $p < .001$, with a partial eta squared of $\eta 2 = .050$. This represents a moderate practical effect, indicating that leaders who act as ethical role models and demonstrate strong professional values substantially increase facilitator commitment to CBE.

Individualised Consideration also showed a meaningful influence, $F = 13.922$, $p < .001$, $\eta 2 = .023$, suggesting that leaders who provide personal support and mentorship enhance facilitators' willingness to engage in CBE practices. Intellectual Stimulation was similarly important ($F = 11.437$, $p = .001$, $\eta 2 = .019$), indicating that encouraging innovative thinking and problem-solving promotes facilitator engagement. Inspirational Motivation had the smallest, though still significant, effect ($F = 6.313$, $p = .012$, $\eta 2 = .010$), reflecting a modest contribution of vision-sharing and motivational communication.

Collectively, the leadership dimensions explained 25.8% of the variance in facilitators' commitment ($R2 = .258$), representing a large combined effect in educational research. The significant influence of transformational leadership dimensions on facilitators' commitment aligns with existing scholarship, which demonstrates that transformational leaders inspire higher levels of facilitator motivation, commitment, and willingness to implement educational reforms (Leithwood & Sun, 2012; Northouse, 2019).

Triangulated Analysis of CBE Implementation with SCDQASO Interview Findings
This section presents a triangulated integration of quantitative survey findings (facilitators and head teachers) with qualitative insights from Sub-County Directors and Quality Assurance and Standards Officers (SCDQASOs) interviewed.

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

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

Triangulation of Facilitators' Commitment

Survey results indicate consistently high levels of facilitators' commitment (Combined $M = 3.88$, $SD = 0.92$), reflecting strong engagement in lesson preparation, learner-centred pedagogy, assessment practices, and collaborative responsibilities. These findings establish a quantitative baseline of professional engagement. Qualitative evidence largely agrees with this pattern. One SDQASO described commitment as:

"They are committed, let me say above average."

Similarly, another SDQASO affirmed commitment despite environmental strain:

"Facilitators are committed in junior school... Though... It's not friendly to them, but they are committed."

Likewise, another SDQASO reinforced this view while acknowledging variability:

"The facilitator is fully committed... but we also have a group that is still wobbling that requires support..."

Another colleague, SDQASO, introduced contextual nuance by linking reduced morale to structural workload pressures and subject specialisation mismatch:

"Currently the commitment is a bit low... some... were not specialised... handling 40-something lessons per week."

Finally, another SDQASO added interpretive depth by framing commitment as instructional transformation, adoption of learner-centred approaches, professional proactiveness, and acceptance of the facilitator role under CBE. From the triangulation outcome, both strands confirm that facilitator motivation is generally strong. Where commitment appears weakened, it is attributed to structural and workload conditions rather than resistance to reform. These findings resonate with broader evidence that Kenyan teachers demonstrate strong professional commitment to CBE implementation, even amid systemic challenges (Muchira, Morris, Wawire, & Oh, 2023).

Parameter Estimates and Hypothesis Testing

While univariate tests showed significant effects of each transformational leadership dimension on at least one CBE implementation outcome, they did not indicate the direction or size of these effects. To address this, the parameter estimates from multiple regression were examined. These coefficients clarify how each leadership dimension relates to changes in implementation outcomes, holding other variables constant.

All four transformational leadership dimensions significantly predicted facilitators 'commitment. Idealised Influence had the strongest effect ($B = .271$, $t = 5.625$, $p < .001$), indicating that leaders who serve

as role models and demonstrate strong professional values increase facilitators' commitment to CBE practices. Individualised Consideration (B = .180, t = 3.731, p < .001) and Intellectual Stimulation (B = .162, t = 3.382, p = .001) also had positive effects, suggesting that personal support and encouragement of new ideas help facilitators become more ready to use learner-centred approaches. Inspirational Motivation had the smallest but still significant effect (B = .123, t = 2.513, p = .012). These results show that commitment is strongly shaped by leadership behaviours that combine ethics, intellectual encouragement, and personal support. The study results, therefore, lead to the rejection of H_{01} and the conclusion that there is a statistically significant positive relationship between transformational leadership practices and facilitators' commitment to implementing CBE in JSS. Consequently, leadership practices that integrate ethical influence, intellectual challenge, and personal support are critical to strengthening facilitators' commitment to educational innovation and the implementation of reform (Bush, 2020).

Transformational Leadership and Government Policy Support Predicting CBE Implementation

Government Policy Support (PG) was found to be a powerful systemic driver of facilitators' commitment to implementing Competency-Based Education (CBE) in Kisii County. Regression analysis revealed that PG explained 40.9% of the variance in facilitators' commitment, with a positive and statistically significant coefficient (B = 0.558, p < .001). This indicates that stronger policy clarity, alignment, and institutional backing directly enhance facilitators' dedication to curriculum implementation. The findings emphasise that policy support is not merely an external condition but a critical institutional factor shaping facilitator engagement and commitment to CBE reform.

When transformational leadership dimensions were introduced alongside PG, the results demonstrated partial mediation. Idealised Influence retained significance (B = .117, p = .008), suggesting that leaders who act as role models continue to directly inspire facilitator commitment. However, the effects of Inspirational Motivation and Intellectual Stimulation diminished, while Individualised Consideration showed only marginal influence. This pattern indicates that much of the leadership impact on facilitators' commitment operates through government policy support. In practice, transformational leadership remains important, but its effectiveness is strongly conditioned by the policy environment, highlighting the need for coherence between school-level leadership and systemic policy structures (Kareem et al., 2023).

Conclusion

Transformational leadership practices in schools contribute to positive educational reforms and stronger instructional commitment, both essential for the successful implementation of the competency-based curriculum.

Head teachers who demonstrate visionary leadership, proactive decision-making, and motivational support are more likely to inspire facilitators to work towards achieving the goals of CBE implementation. Transformational leadership fosters collaboration, a shared vision, and professional dedication, thereby encouraging facilitators' commitment to improved learner outcomes.

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