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Influence of School Leadership Training on Effective Management of Public Comprehensive Junior Schools in Chesumei Sub-County, Nandi County, Kenya

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Abstract

The purpose of this study was to investigate influence of school leadership training on effective management of public comprehensive junior schools in chesumei sub-county, nandi county, Kenya. One research question guided the study, focusing on: How does school leadership training influence effective management of public comprehensive junior schools in Chesumei sub-county? The study was anchored on Kotter's Change Management Theory. A mixed methods research approach, specifically a convergent parallel design, was employed. The target population comprised 125 public integrated junior schools, 125 heads of institutions, 522 teachers, Quality Assurance and Standards Officer, and Sub-County Director of Education in Chesumei sub-county. Sample size included 10 public comprehensive junior schools selected using stratified and random sampling, 10 heads of institutions and Quality Assurance and Standards Officer using purposive sampling, and Sub-County Director of Education using criterion purposive sampling, and 46 teachers selected using simple random sampling. Data collection instruments included questionnaires for teachers, interview guides for heads of institutions, Quality Assurance and Standards Officer and Sub-County Director of Education. Research instruments were validated through face validity, and reliability were ensured using Cronbach's Alpha coefficient of 0.80. Data were analyzed using SPSS version 28 for descriptive and inferential statistics, and NVivo for thematic analysis of qualitative interview data. Findings were presented in tables and graphs. Ethical considerations were observed to protect participants' rights, privacy, and well-being. The study found that school leadership training significantly influences effective management of public comprehensive junior schools by enhancing instructional supervision, curriculum implementation, resource coordination, and stakeholder engagement. It concluded that well-prepared head teachers are better equipped to manage CBE reforms and improve school effectiveness. The study recommends continuous leadership training, mentorship, coaching, and institutional support to strengthen school management practices.

Key Words: School Leadership Training; School Leadership; Leadership Preparedness; Effective School Management; Instructional Supervision; & Leadership Experience.

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Background to the Study

School leadership training is structured professional development that is designed to equip school administrators with the knowledge, skills and competencies needed to provide effective instructional leadership, manage resources, engage stakeholders and implement educational reforms. Effective management of public comprehensive junior schools is the ability of school leaders to coordinate teaching and learning, supervise curriculum implementation, allocate funds, support teachers and create conducive learning environments. Leadership preparedness in CBE refers to the extent to which head teachers have the appropriate leadership training, administrative skills, and instructional capacity to competently run integrated junior school structures (Study.com, 2025).

The international educational organizations indicate that effective school leadership is a key factor in improving the quality of education, particularly in periods of curriculum transformation. According to UNESCO (2023), well-prepared school leaders have a positive effect on the quality of instruction, teacher motivation, school climate, and learner achievement. UNICEF (2021) also notes that good leadership nurtures inclusive learning environments, strengthens collaboration among teachers and communities and enables equitable delivery of education. Leadership development builds the capacity of administrators to implement reforms, thus improving accountability, instructional monitoring and school effectiveness (World Bank, 2022). Similarly, the International Labor Organization (ILO) (2021) associates continuous professional development among education personnel with improved performance in the institutions. Such views indicate that capable leaders are needed at comprehensive junior schools to translate educational policies into effective practices at school level.

Training for school leaders has been a global strategy for improving educational management and promoting curriculum reform. Evidence from a number of countries indicates that effective leadership development programs lead to improved instructional supervision, teacher support, resource coordination and successful implementation of educational innovations. In a comparative review of leadership systems in Finland and Singapore, Wilson Heenan et al. (2023) noted that structured leadership preparation, induction programs, and mentorship systems enhanced administrators' capacity to manage curriculum reforms and improve instructional practices. The World Bank (2024) also noted that countries investing in continuous professional development for school leaders saw better instructional oversight and smoother education transitions. The findings point to leadership training being not only about gaining administrative knowledge but also about developing practical competencies required to manage changing school environments.

Experience in developed countries has shown that effective leadership training is not a one-off certification, but a continuous learning experience. In Finland leadership development programs for school leaders are geared toward professional preparation, collaborative decision-making and instructional leadership to support teachers and manage curriculum changes effectively (Wilson Heenan et al., 2023). Similarly, Singapore has developed systematic leadership pathways with certification, mentoring, and professional advancement that have increased school leader capacity to implement reforms and improve learning outcomes. The

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evidence from these countries also suggests that leadership qualifications alone are not sufficient without ongoing coaching and support tailored to the context. The experiences of Finland and Singapore thus indicate that good school management is a blend of formal training, hands-on experience, mentorship and continuing professional development.

Other evidence from developed countries points to the difficulties of translating leadership training into effective management in schools. Comparative research carried out by Anand et al. (2023) between the United Kingdom and Australia found that many school leaders possessed formal leadership qualifications. However, some face challenges in implementing curriculum reform and instructional supervision because of insufficient practical support. Similarly, research in the Netherlands found that completion of leadership programs did not necessarily lead to effective management of teaching quality, resource allocation and organizational change. These findings suggest that leadership training needs to be context-specific and constantly reinforced compared to Finland and Singapore, where leadership development systems are highly integrated with mentorship and monitoring. Thus, experiences from developed countries point to the importance of practical competencies, reflective practice and continuing professional support in school leadership training.

We found that school leadership training is increasingly being recognized across the continent as a critical component of education systems under curriculum reforms. In Rwanda, the National Education Board has established professional leadership requirements, including head teacher accreditation, induction, mentorship and ongoing coaching. The reforms improved curriculum coordination, accountability mechanisms and instructional monitoring (United Nations, 2024). In a similar vein, Ghana developed national school leadership development programs along professional qualification pathways to strengthen school administration (ACSL, 2024). Studies identified better teaching supervision, administrative practices and alignment of leadership development with national education reforms. These examples show that structured leadership preparation can improve school management but sustainability will only be possible through ongoing investment, monitoring and adaptation to local educational contexts.

Despite the progress, there are challenges in implementing leadership training programs in African countries. Ralebese et al (2025) studied instructional leadership within the framework of curriculum reform in South Africa. They found that while school leaders were clear about their supervisory role, monitoring of classrooms and evidence-based decision-making was limited by inadequate resources and systemic constraints. In a similar study, Awodiji and Naicker (2024) researched leadership agility in Nigeria and found out that school administrators acknowledged the need for modern leadership competencies but had no continuous professional development opportunities. Uganda has also faced problems of poor leadership preparation and lack of institutional support for the implementation of school reform. These findings imply that African countries are increasingly becoming aware of the importance of leadership training, however, there are still gaps in leadership knowledge and its practical application which require context-specific investigations.

Introduction of Competency-Based Education and establishment of comprehensive junior schools have raised expectations of head teachers in Kenya. Studies in different districts show

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different degrees of preparedness for leadership and effectiveness in administering schools. As per Wafula (2024), there was a positive association between effective curriculum implementation and instructional supervision, leadership experience and professional development in Kiambu County. Okeyo (2024) also reported that the integration of junior schools was less challenging for schools in counties that had investments in structured leadership training and monitoring systems. The findings suggest that trained leaders are better equipped to coordinate teachers, manage resources and support curriculum reform. However, the effectiveness of leadership preparation differs across counties depending on the availability of mentorship, institutional support, and opportunities for continuous professional development.

Other Kenyan counties further show the differences in leadership preparedness and junior school management. Kuba et al. (2024) found that in many counties, leadership training was primarily transactional, consisting of short workshops with little to no follow-up support. In Nakuru and Uasin Gishu counties, studies showed that poor opportunities for leadership development left some school leaders struggling to coordinate teachers, manage resources and implement CBE requirements. The findings are in line with evidence from Kiambu and other counties where stronger leadership support systems led to better curriculum implementation. Thus, while leadership programs have been implemented in Kenya to enable CBE reforms, the variation at the county level points to the need for localized studies on the effects of leadership training in the effective management of comprehensive junior schools.

The introduction of full junior schools in Nandi County has brought new administrative and instructional demands to head teachers. The County Government of Nandi (2023) reported challenges on CBE preparedness, monitoring procedures and coordination of integrated junior school structures. During the transition period between 2021 and 2023 school leaders were required to manage increased enrollment, adjustments to facilities, teacher deployment and new curriculum expectations. In a study of school leadership and instructional supervision, Chepkosgei (2023) in Chesumei found that there were differences in the professional training of the head teachers, their administrative experience and the frequency of classroom supervision. Schools with experienced and trained administrators showed better teacher collaboration, syllabus coverage, and learner engagement as compared to schools with limited leadership support.

The public comprehensive junior schools in Chesumei Sub-County have been faced by operational and instructional challenges related to the implementation of CBE. Chepkosgei (2023) found that leadership preparedness had an influence on instructional supervision, teacher collaboration and curriculum implementation practices in schools. Head teachers with leadership training and regular supervision of teaching practices were better equipped to support teachers, coordinate stakeholders and handle emerging challenges. Conversely, schools led by poorly prepared principals experienced inconsistent curriculum implementation, weak monitoring systems, and limited support for teachers. The challenges were further compounded by the lack of adequate mentoring for newly deployed junior school teachers and limited in-school coaching mechanisms. Chesumei Sub-County is therefore an important setting for exploring how leadership training influences effective management of comprehensive junior schools.

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Curriculum implementation, instructional supervision and school leadership development have been studied in past research but few studies have been conducted on these factors in comprehensive junior schools. However, the previous studies have not adequately addressed how some aspects of leadership training like leadership experience, CBE preparedness, and instructional supervision competencies contribute to effective school management practices. Furthermore, there is little empirical evidence on how these relationships operate in the transition to comprehensive junior schools in Chesumei Sub-County. The study thus seeks to fill these gaps by investigating the effect of school leadership training on effective management of public comprehensive junior schools in Chesumei Sub-County, Nandi County, Kenya. The study's goal is to provide evidence on how leadership preparation can improve resource coordination, instructional supervision and successful implementation of educational reforms.

Statement of the Problem

Head teachers overseeing comprehensive junior schools should have good instructional supervision abilities, sufficient professional experience, extensive leadership training, and complete preparedness for implementing Competency-Based Education (CBE). Research from around the world shows that structured leadership development improves curricular alignment, instructional quality, and school coordination (Heenan et al., 2023; Asim, 2024). However, many institutions do not fully attain this state. While heads of institutions point to intermittent, theory-based training with little follow-up assistance, teachers report uneven instructional monitoring and little professional direction (Wafula, 2024; Okeyo, 2024). Declining supervision standards are further highlighted by Quality Assurance and Standards Officers (Kubai et al., 2024).

Learner success, teacher morale, and CBE implementation fidelity may all continue to deteriorate if these issues continue. According to county statistics, 32% of school administrators run ineffective supervisory systems and more than 40% lack proper professional training (Nandi CIDP, 2023; Okeyo, 2024). While earlier research recognizes the significance of leadership readiness, the majority focus on training, supervision, or experience separately rather than their combined influence on efficient school administration. Therefore, the current study investigated the influence of school leadership preparedness on the effective management of integrated public junior schools in Chesumei sub-county, Nandi county, Kenya

Research Question

How does school leadership training influence effective management of public comprehensive junior schools in Chesumei sub-county?

Theoretical Framework

Kotter's Change Management Theory was first proposed by John Kotter in 1996. The theory explains how organizations can successfully plan, implement and sustain change through a systematic leadership process. The theory suggests that intentional leadership action is required to enable successful organizational transformation, as individuals may resist change if they do not understand the purpose, benefits, or implications of the change. Kotter suggested an 8-step change model, which includes creating urgency, forming a guiding coalition, developing a vision and

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strategy, communicating the change vision, empowering action, creating short-term wins, consolidating gains and producing more change, and institutionalizing new approaches in the organization's culture (Kotter, 1996). The theory highlights the essential function that leaders play in preparing stakeholders, handling resistance, managing resources and making sure reforms are sustainable. In education, the theory offers a useful lens through which to understand the ways in which school leaders manage curriculum reforms and institutional change.

One of the major strengths of Kotter's Change Management Theory is its structured and pragmatic approach to handling complex organizational reforms. This eight-step process offers leaders step-by-step guidance on how to prepare stakeholders, communicate change objectives, develop collaboration, and institutionalize new practices. This strength is particularly relevant to education systems undergoing significant reforms as school leaders are required to orchestrate teachers, learners, parents and education authorities during periods of transition. Research has established that structured change models enhance the ability of leaders to guide teachers through curriculum reforms by reducing uncertainty and aligning organizational activities with reform goals (Nguyen et al., 2020). In addition, the theory emphasizes participation, communication and a shared vision, which facilitates stakeholder buy-in and reduces resistance to change (Van der Voet & Vermeeren, 2021). Kotter's model thus offers a pragmatic foundation for the analysis of leadership practices in educational transformation.

While useful, there are limitations to the use of Kotter's Change Management Theory. One common criticism is that the model is too linear, assuming organizational change occurs in predictable, sequential stages. Educational reforms, however, are usually complex, long-term and unpredictable processes, shaped by social, political, economic and institutional forces. Furthermore, the critics claim that schools might face simultaneous challenges that are not always solvable through the sequence of steps (Khumalo & Mji, 2022). Moreover, the theory pays little attention to the contextual factors such as resource constraints, cultural differences, policy environments, and infrastructure difficulties that influence the implementation of reforms. Given the developing context in which many Kenyan schools are situated, leaders may face challenges in following the prescribed stages due to inadequate resources and changing education policies (Osei & Kofinti, 2022). Therefore, the theory should be adapted to particular educational situations.

Kotter's Change Management Theory is very much related to this study as the establishment of public comprehensive junior schools under the Competency-Based Education (CBE) framework is a major organizational transformation that needs effective leadership. The theory provides a lens to examine how school leadership training prepares head teachers to manage change, communicate CBE objectives, coordinate stakeholders, support teachers, and institutionalize new management practices. Therefore, head teachers in Chesumei Sub-County, are expected to lead schools through the changes in curriculum implementation, teacher roles, assessment approaches and resource management. The principles of urgency, creating a shared vision, empowering stakeholders and consolidating reforms are consistent with the leadership responsibilities required for effective junior school management (Kotter, 1996). Thus, the theory

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explains how leadership preparedness impacts on head teachers' ability to successfully implement educational reforms and improve effectiveness in school management.

Review of Related Empirical Literature

As a means to explore the impact of transformational leadership on school leadership on staff culture and school performance, Heenan and Wilson (2023) conducted a systematic review based on studies in various developed nations. The aim of the research was to have a compilation of empirical evidence based on fifteen peer-reviewed studies that were conducted in the primary and lower-middle school environments between 2012 and 2022. The review was based on research population involving head teachers, teachers and school leadership teams in different scenarios of developed countries under the guidance of Transformational Leadership Theory. The sample was comprised of fifteen studies that were selected through PRISMA methodology. The research instruments comprised data extraction sheets, and the inter-rater agreeableness enhanced reliability whereas the transparency of inclusion criteria, double-coding, and triangulation ensured validity. The findings proved that the training of transformational leadership contributes strongly to the organizational culture, motivation of staff, and teamwork, and consequently to the school administration and learning achievement. The researchers concluded that transformational leadership motives an excellent school culture to a significant extent. It proposed to incorporate transformational competencies into the policy of school leadership, the ongoing coaching of head teachers, and regular leadership development courses.

The study by Heenan and Wilson (2023) was related to the current study because both examined school leadership and its influence on school-related outcomes. However, there were important gaps. First, the study focused on transformational leadership and staff culture, whereas the current study focuses specifically on school leadership preparedness in planning and effective management of public Comprehensive Junior Schools. Second, Heenan and Wilson used a systematic review of 15 studies across developed countries, with data-extraction sheets as instruments, rather than collecting primary data from school-level respondents. The current study filled these gaps by using a Kenyan context, primary data, questionnaires, interviews, observation and document analysis, targeting head teachers, teachers and education officers.

The article by Pietsch et al. (2025) reviewed the effects of teacher-leader development on self-efficacy, motivation, and school practices in Germany. The aim of the study was to uncover the black box of teacher-leadership development through studying the structural relationships that exist among instructional outcomes, psychological factors, and leadership training. The proposed study revolved around in-service teachers that work in basic schools of the public and a quantitative research design with the application of the Social Cognitive Theory (Bandura, 1997). The researchers selected a sample of 652 teachers with the help of stratified random sampling. Data were collected using validated questionnaires that assessed exposure to leadership development, motivation to leadership, and teacher self-efficacy. The alpha coefficients of more than 0.8 were applied to ensure that reliability was ensured, and confirmatory factor analysis was employed to verify that the validity was achieved. The findings indicated that leadership training is a strong predictor of teacher motivation and self-efficacy, and enhances the quality of instructions and cooperation in schools. The research concluded that leadership development

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should be included in the teacher education. It proposed the whole school professional learning communities, mentoring programs, and structured leadership training.

Pietsch et al. (2025) revealed two major gaps. First, the study focused on teacher-leader development, self-efficacy, motivation, and instructional practices rather than specifically examining school leadership preparedness in planning and its influence on effective school management. The current study addressed this gap by examining how leadership preparedness in planning influences the management of public Comprehensive Junior Schools. Second, the study was conducted in Germany using a quantitative design involving 652 teachers, limiting contextual applicability to Kenya. The current study addressed this contextual and methodological gap by focusing on Chesumei Sub-County, Nandi County, and using questionnaires, interviews, observation, and document analysis.

Awodiji and Naicker (2024) conducted a comparative study in order to determine the leadership development needs of basic school leaders in South Africa and Nigeria in the Education 4.0 era. This study was aimed at assessing the leadership training and technology readiness to handle efficient school administration in swiftly digitizing schools. The methodology employed by the researchers was a mixed-methods comparative approach based on the Human Capital Theory and concerned with basic school leaders in both countries. A sample of 312 head teachers were selected by use of purposive and stratified sampling. Data were collected through semi structured interviews and questionnaires.

Instrument validity was ensured by pilot testing and expert review whereas Cronbachs alpha coefficients greater than 0.82 were taken as assurances of reliability. The findings revealed that leaders possessed the rudimentary digital skills; nonetheless, the gaps concerning advanced technology skills, digital pedagogy, and leadership related to change in schools were significant. The research concluded that in the digital age of leadership, managerial and technology training should be incorporated. To enhance effective management in elementary schools, it proposed further policy assistance, systematic ICT-leader training, and lifelong professional development (Awodiji and Naicker, 2024).

In their research, Awodiji and Naicker (2024) have evaluated the necessity of developing leadership in Nigeria and South Africa which are culturally diverse countries. Despite the fact that this comparative method offered general knowledge, there was the integration of numerous sociocultural, policy, and educational systems that introduced a gap in context that complicated the direct applicability of the same to the Kenyan basic education context. These countries possess rather diverse expectations of leadership, digital readiness, and school governance. The current study filled this gap by focusing exclusively on Kenya, which resulted in context-specific and culturally appropriate results. This narrower method is better at enhancing accuracy, increasing the applicability of findings to junior schools in Kenya, and increasing their generalizability across the entire educational system in Kenya.

To explore the impact of the leadership ability of head teachers on the management of the public primary schools, Rutemelwa, Mkulu, and Onyango (2023) conducted a research in the Ilemela District of Tanzania. This was aimed at studying how the technical, interpersonal and conceptual skills can enhance the effectiveness of management. The research that was guided by

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the Skills Theory of Leadership (Katz, 1955) applied a descriptive survey method to direct the sample to senior teachers and head teachers within the public secondary schools. The scholars sampled 146 individuals through simple random and purposive sampling. Data were collected using interview guides and questionnaires. Validity of the instruments was determined with the help of expert evaluation and triangulation and alpha values of 0.79-0.88 helped to confirm the reliability. The findings revealed that head teachers who possessed better leadership competencies facilitated staff cooperation, planning, and supervision. Based on the results of the conducted research, effective school management requires leadership skills. It proposed leadership seminars, workshops, and continuous professional growth to enhance the ability of managers and improve academic performance (Rutemelwa et al., 2023).

Rutemelwa et al. (2023) targeted the leaders of senior primary schools, the responsibilities and characteristics of learners, and the expectations of administration are highly different compared to the Integrated Junior Schools. Juniors require more and detailed supervision, curriculum support and classroom management and seniors should have more established processes and more adult students. What results is a knowledge gap regarding the specifics of how leadership competency operates in competency-based, early-grade environments. To cope with that, the present research centers on the Integrated Junior Schools and generates the evidence specific to the Kenyan contexts of early-grade learning regarding developmental needs, administrative functions, and CBE expectations.

To determine the training need of the head teachers when implementing Competency-Based Education (CBE) in the public primary schools in Marakwet East sub-county, Kenya, Chepkonga (2023) conducted this research in Kenya. The research implementation was a descriptive survey that targeted curriculum implementers and head teachers. Stratified and simple random sampling was employed to sample about 120 respondents to make sure that the sample represented the school-level. Data collection was done using questionnaires and interview guides, which were validated by the experts and subjected to a pilot test to establish the reliability by using Cronbach alpha. The findings indicated that the head teachers had not received proper training in instructional monitoring, methods of evaluation and CBE pedagogy. A number of them were not qualified to effectively mentor instructors and this led to inconsistency in the delivery of the curriculum. The report proposed better instructional leadership programs, the continuing in-service training, and increased agency support in the curriculum. It has emphasized the need to come up with frameworks of capacity-building that are particularly appropriate to the demands of CBC in remote elementary schools.

Chepkonga (2023) failed to consider the direct effect of leadership training on the overall school management performance, especially in schools transitioning to integrated junior settings, but rather focused on the training needs of head teachers to lead CBC. Also, the research did not take into account the relationship between inclusive learning environments and the capacity to lead. To bridge this gap, the present study investigates the role of leadership development in effective management methods in the Integrated Junior Schools, where inclusive management indicators, decision making process, and instructional supervision are incorporated in the transformation of basic education system in Kenya.

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Ahmed (2020) examined the impact of leadership styles of head teachers on the work performance of teachers who include learners with visual impairments in the government-funded primary schools in Lamu County, Kenya. A mixed-methods study, involving the sample of around 150, targeted at teachers, support staff, and head teachers but simple random sampling was applied to teachers and purposive to integrated schools. Reliability was determined through test-retest procedures and the data collection tools, which included questionnaires, interview schedules and observation checklists were validated by expert appraisal. These findings indicated that transformational and democratic leadership styles significantly enhanced inclusive behaviors, instructional adaptability, and teacher motivation. Conversely, authoritarian leadership negatively hurt collaboration and special needs support. The research proposed the leadership development program that puts emphasis on collaborative decision-making, inclusive education management, and special pedagogical support of students with visual impairments. It also requested the Ministry of Education to enhance professional growth of administrators in integrated school settings.

Ahmed (2020) focused on leadership styles in integrated schools for learners with visual impairments, but he did not examine competency development, formal leadership training, or how training affects management performance in more general integrated junior education environments. Generalization is limited by the study's concentration on a single handicap category. In order to close these gaps, the current study looks at leadership training as a factor that influences effective management in a variety of integrated junior schools. It evaluates how trained leadership enhances inclusivity, teacher performance, resource coordination, and CBE-aligned instructional management.

Research Design and Methodology

The study used a mixed methods convergent parallel research design to investigate the impact of school leadership training on effective management of public comprehensive junior schools in Chesumei Sub-County, Nandi County, Kenya. Mixed methods was the appropriate method to use in this study because it allowed the researcher to collect and merge quantitative and qualitative data at the same time to gain a full understanding of how leadership training affects school management practices. The quantitative part used a cross-sectional survey design to determine the relationships and patterns among leadership training variables and effective school management while the qualitative part examined the experiences and perceptions of head teachers, teachers, Sub-County education officials, and Quality Assurance and Standards Officers concerning leadership preparedness, instructional supervision, and management of comprehensive junior schools (Creswell & Creswell, 2023). The design of the convergent design improved the triangulation by allowing comparison and interpretation of the findings from different sources (Plano Clark, 2024).

The study was done in Chesumei Sub-County which is one of the six administrative sub-counties in Nandi County in Kenya. The area was chosen because public comprehensive junior schools within the sub-county provide a good setting for assessing the impact of leadership training on effective school management during the implementation of Competency-Based Education (CBE). The study comprised 653 respondents including 125 public comprehensive junior schools, 125 heads of institutions, 522 junior school teachers, one Sub-County Director of Education and

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five Quality Assurance and Standards Officers. The participants were relevant because they are directly involved in school leadership, curriculum implementation, instructional supervision and administrative decision-making affecting comprehensive junior schools (Creswell, 2023).

The researcher used probability and non-probability sampling techniques to get people who gave full information about school leadership training and management effectiveness. Public comprehensive junior schools were selected by proportionate stratified and simple random sampling to get adequate representation in the sub-county. Heads of institutions, Sub-County Director of Education and Quality Assurance and Standards Officers were purposively selected due to their leadership roles and special knowledge on school administration and CBE implementation. Junior school teachers were randomly selected through proportionate random sampling to have different views on leadership practices, instructional supervision and administrative support. The combination of sampling strategies improved representativeness and enabled the researcher to gather both the general quantitative evidence, as well as the rich qualitative insights (Cohen et al., 2021; Bryman, 2021).

Data was collected through various research instruments including questionnaires, interview guides, document analysis guides and observation checklists. Questionnaires were given to junior school teachers to collect quantitative data on school leadership training, leadership preparedness, instructional supervision, resource allocation, stakeholder involvement and CBE implementation. Qualitative data were collected through interviews with the heads of institutions, the Sub-County Director of Education and Quality Assurance and Standards Officers to get more detailed explanations about the experiences of leadership and the practices of management. In addition to analysis of school records including reports on supervision, school improvement plans, CBE implementation documents and administrative records, observation was carried out which provided evidence of leadership practices and school management processes. The use of more than one instrument increased methodological triangulation and minimized possible bias, which increased the credibility and validity of the findings (Creswell & Creswell, 2023; Bowen, 2022).

Quantitative data obtained from the teacher questionnaires were analyzed using the Statistical Package for Social Sciences (SPSS). Descriptive statistics (frequencies, percentages, means and standard deviations) were used to explain variables for leadership training practices and school management indicators. Inferential statistics were carried out using correlation analysis, t-tests and ANOVA to determine the relationship between the leadership training variables and effective management of comprehensive junior schools. Qualitative data collected through interviews and open-ended questions were transcribed, coded, categorized, and thematically analyzed to identify emerging patterns related to leadership preparedness, instructional supervision, and CBE implementation. The integration of findings from both quantitative and qualitative methods was done during the interpretation phase so as to provide a holistic explanation of the influence of school leadership training on effective management of public comprehensive junior schools (Creswell & Creswell, 2023; Creswell & Poth, 2021).

Ethical considerations were observed throughout the research process, to protect the participants and the integrity of the research. Prior to the commencement of data collection, the researcher acquired the requisite approval such as approval from the National Commission for

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Science, Technology and Innovation (NACOSTI) and institutional approval from the relevant university authorities. Informed consent was sought after the participants were informed about the purpose of the study, their roles and rights. Confidentiality, anonymity, voluntary participation and safe storage of research information were observed during the study. Participants were able to withdraw from the study at any time without any adverse consequences. These ethical procedures ensured that participants' rights were respected and enhanced the reliability, credibility and integrity of the research findings (Creswell, 2023; Kothari, 2019).

Presentation, Interpretation, and Discussion of Findings

Teachers were asked to respond to the following statements on how training on school leadership influenced the effective management of Integrated Junior Schools in public primary schools in Chesumei Sub-County? on the Likert scale of 5 to 1 where 5 = Strongly Agree; 4 = Agree; 3 = Uncertain; 2 = Disagree; 1 = Strongly Disagree. Table 1 presents the investigation's summarized findings in an organized manner.

Table 1

Training in Leadership and Management of Integrated Junior Schools (n=40)

Statement	SA (%)	A	U	D	SD	Mean	Std Dev
Head teachers have received formal leadership training relevant management.	8 (20.0%)	10 (25.0%)	6 (15.0%)	9 (22.5%)	7 (17.5%)	3.08	1.40
Leadership training has improved school planning and organization.	10 (25.0%)	12 (30.0%)	8 (20.0%)	4 (10.0%)	6 (15.0%)	3.40	1.36
Trained head teachers provide clear guidance to staff.	12 (30.0%)	11 (27.5%)	4 (10.0%)	8 (20.0%)	5 (12.5%)	3.42	1.41
Leadership training enhances decision-making in school administration.	11 (27.5%)	14 (35.0%)	5 (12.5%)	6 (15.0%)	4 (10.0%)	3.55	1.30
Training improves head teachers' ability to manage resources efficiently.	10 (25.0%)	15 (37.5%)	5 (12.5%)	7 (17.5%)	3 (7.5%)	3.55	1.24
Leadership training increases teachers' confidence in management.	11 (27.5%)	12 (30.0%)	6 (15.0%)	8 (20.0%)	3 (7.5%)	3.50	1.28

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Trained leaders handle school conflicts effectively.	11 (27.5%)	14 (35.0%)	6 (15.0%)	5 (12.5%)	4 (10.0%)	3.58	1.28
Leadership training promotes a positive school climate.	10 (25.0%)	15 (37.5%)	7 (17.5%)	4 (10.0%)	4 (10.0%)	3.58	1.24
Training equips head teachers to implement school policies effectively.	9 (22.5%)	16 (40.0%)	6 (15.0%)	5 (12.5%)	4 (10.0%)	3.52	1.24
Leadership training contributes to learner academic performance.	10 (25.0%)	10 (25.0%)	7 (17.5%)	8 (20.0%)	5 (12.5%)	3.30	1.36

Source: *Researcher (2026)*

Table 1 indicates that there are differing opinions among teachers regarding whether head teachers have received formal leadership training, according to the data. Of the responses, 18 (45.0%) agreed 8 (20.0%) strongly agreed and 10 (25.0%) agreed), 6 (40.0%) disagreed 9 (22.5%) disagree and 7 (17.5%) strongly disagreed), and 6 (15.0%) were neutral. The average score of 3.08 and the comparatively high standard deviation of 1.40 point to response variability and inconsistent access to leadership training. From the standpoint of Change Management Theory, leaders must be well equipped to direct change processes in order for schools to undergo effective transformation. The findings suggest that many head teachers might not be adequately prepared to oversee adjustments in integrated junior schools. This is consistent with the findings of Chepkonga (2023), who exposed that head teachers' lack of leadership training resulted in inadequate instructional support. Therefore, the implementation of structured change in schools is undermined by inconsistent training.

The majority of teachers had positive opinions on whether leadership training had enhanced school planning and organization: 22 (55.0%) agreed 10 (25.0%) strongly agreed and 12 (30.0%) agreed], whereas 10 (25.0%) disagreed and 8 (20.0%) were unsure. The average score of 3.40 suggests a reasonable level of agreement, indicating that organizational procedures benefit from leadership training. Change Management Theory states that executives who have organized leadership training are better able to plan and coordinate change projects. These results are in line with Heenan and Wilson's (2023) findings that leadership development improves administrative efficacy and organizational culture. The existence of 10 (25.0%) disagreeing comments, however, raises the possibility that training may not be equally successful in all schools. This suggests that in order to improve planning and organizational effectiveness in integrated junior schools, more standardized and context-specific leadership development programs are required.

While 13 (32.5%) disagreed and 4 (10.0%) were neutral, 23 (57.5%) respondents agreed that trained head teachers give workers clear instructions (12 (30.0%) strongly agreed and 11 (27.5%) agreed). Although not very strong, the mean of 3.42 indicates a generally favorable view. Communication is emphasized by Change Management Theory as being essential to the successful implementation of change. Although there are still gaps, the results indicate that trained leaders

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are in a better position to convey expectations and offer guidance. This corroborates the findings of Rutemelwa et al. (2023), who discovered that leadership skills enhance staff supervision and coordination. Nonetheless, the rather significant disagreement (13 respondents) suggests that not all skilled leaders successfully apply their expertise. This discrepancy may make it more difficult for schools to implement change smoothly, highlighting the necessity of ongoing professional development and mentoring for head teachers.

According to teachers' responses, leadership training improves decision-making in school administration; 25 (62.5%) agreed (11 (27.5%) strongly agreeing and 14 (35.0%) agreed), whereas 10 (25.0%) disagreed and 5 (12.5%) were neutral. The average score of 3.55 indicates a very favorable view. Making decisions is essential for navigating institutional reforms and adjusting to new demands in education, according to the framework of Change Management Theory. These findings imply that leadership training gives head teachers the strategic and analytical abilities needed to make wise decisions. Ahmed (2020) observed that transformative leadership enhances teacher performance and decision-making. The existence of opposing viewpoints, however, suggests that despite training, some head teachers can still have trouble making decisions. This underscores the necessity of ongoing capacity building and may be caused by contextual challenges or insufficient depth in training programs.

Regarding whether training enhances head teachers' capacity to effectively manage resources, 25 (62.5%) of teacher respondents agreed [10 (25.0%) strongly agreeing and 15 (37.5%) agreed], whereas 10 (25.0%) disagreed and 5 (12.5%) were undecided. A significant upward trend is indicated by the mean score of 3.55. Resource management is crucial for carrying out and maintaining change initiatives, according to Change Management Theory. The results suggest that head teachers with training are more capable of allocating and using resources efficiently. This is consistent with the findings of Awodiji and Naicker (2024), who highlighted how leadership development improves administrative effectiveness and technology preparedness. The 25% of respondents who disagreed, however, point to differences in the application of training to real-world resource management. This could be the result of institutional support deficiencies or restricted resources, which can impede the efficient implementation of learned skills.

Of the respondents, 23 (57.5%) agreed with the statement that leadership training boosts teachers' confidence in school administration (11 (27.5%) strongly agreed and 12 (30.0%) agreed), whereas 11 (27.5%) disagreed and 6 (15.0%) were undecided. Moderate agreement is shown by the mean of 3.50. Building stakeholder confidence is crucial for organizational transition, according to change management theory. The findings imply that skilled leaders cultivate teachers' confidence and trust, which is essential for the effective execution of reforms. Pietsch et al. (2025) observed that leadership training increases teacher motivation and self-efficacy, which is in line with this. The existence of opposing viewpoints, however, suggests that confidence-building is not consistently accomplished, perhaps as a result of differences in communication efficacy or leadership philosophies. This emphasizes the necessity of including interpersonal and motivational skills in leadership development programs.

According to the findings, 25 (62.5%) respondents agreed [11 (27.5%) strongly agreed and 14 (35.0%) agreed] that skilled leaders manage conflicts in schools well, while 9 (22.5%) disagreed

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and 6 (15.0%) were neutral. Strong agreement is indicated by the mean score of 3.58. According to systems theory, schools are interconnected systems that depend on conflict resolution to remain functional and balanced. The findings imply that leadership development improves head teachers' capacity to resolve disputes, hence fostering system stability. This validates the findings of Ahmed (2020), who emphasized the value of collaborative leadership in cultivating productive workplace relationships. The minority that disagreed, however, suggests that some leaders might not have the interpersonal skills required for successful dispute settlement. This highlights the necessity of emphasizing conflict resolution techniques in leadership development programs within the larger educational system.

Additionally, 25 (62.5%) respondents agreed (10 (25.0%) strongly agreed and 15 (37.5%) agreed) that leadership training fosters a positive school climate, while 8 (20.0%) disagreed and 7 (17.5%) were neutral. Strong agreement is indicated by the mean of 3.58. According to systems theory, a pleasant environment is necessary for all school components to operate smoothly. The results show that leadership development helps foster workplaces that are cooperative and encouraging. This is in line with the findings of Heenan and Wilson (2023), who discovered that transformational leadership improves school culture and collaboration. However, the existence of opposing viewpoints implies that not all schools have better environments, perhaps as a result of leadership philosophies or contextual variations. This emphasizes how crucial it is to match leadership development with the unique requirements of educational settings in order to guarantee reliable results.

Regarding the statement that training prepares head teachers to successfully implement school policies, 25 (62.5%) respondents agreed [9 (22.5%) strongly agree and 16 (40.0%) agreed], while 9 (22.5%) disagreed and 6 (15.0%) were neutral. A very positive perception is indicated by the mean score of 3.52. The use of policies is crucial to preserving coherence in the educational system, according to systems theory. According to the findings, leadership training improves head teachers' ability to understand and implement policies. This is consistent with the findings of Rutemelwa et al. (2023), who discovered that leadership abilities enhance policy enforcement and oversight. The dissenting opinions, however, suggest that certain head teachers might find it difficult to apply policies, either as a result of insufficient training or situational challenges. This implies that more realistic and situation-specific training methods are required.

Twenty (50.0%) respondents agreed [10 (25.0%) strongly agreeing and 10 (25.0%) agreeing] that leadership training improves overall learner academic achievement, while thirteen (32.5%) disagreed and seven (17.5%) were neutral. Moderate agreement is shown by the mean of 3.30. According to the Human Capital Theory, funding for leadership development improves organizational results, including student achievement. According to the findings, academic results are positively but not significantly influenced by leadership training. This lends some credence to the findings of Heenan and Wilson (2023), who associated leadership development to higher academic accomplishment. The comparatively large degree of disagreement, however, suggests that academic achievement is also influenced by other elements, such as resources and the caliber of instruction. This implies that more extensive educational investments should be made in addition to leadership training since it is insufficient on its own.

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The findings show that leadership training in integrated junior schools is generally seen favorably, with most assertions showing agreement levels above 50.0%, including 25 (62.5%) agreement in a number of categories. Standard deviations exceeding 1.20 indicate variability, whereas mean scores between 3.08 and 3.58 indicate moderate to good agreement. The findings show that leadership training improves planning, decision-making, school atmosphere, and resource management, which is consistent with Change Management Theory, Systems Theory, and Human Capital Theory. However, significant levels of disagreement, like 16 (40.0%) on formal training, indicate gaps in the efficacy and accessibility of training. The literature that has been evaluated consistently emphasizes the value of leadership development while also pointing out implementation challenges. As a result, even while leadership training greatly aids in school administration, more detailed, reliable, and situation-specific programs are required to optimize its effects.

The quantitative results in Table 1 were largely corroborated by findings from classroom and school observations, especially when it came to dimensions of leadership effectiveness. The researcher found that head teachers who seemed to have had leadership training exhibited planned staff meetings, clear communication, and regulated routines in a number of schools. This is consistent with the 22 (55.0%) and 23 (57.5%) agreement on better planning and direction. Additionally, 25 (62.5%) respondents agreed with the positive explanations about decision-making and school atmosphere, which were expressed in visible behaviors such as punctual class monitoring, coordinated timetabling, and orderly school surroundings. Nonetheless, inconsistent supervision and unclear task delegation were observed in a few schools, which correlates with the 10 (25.0%)–13 (32.5%) disagreement levels in some statements. This implies that although there are clear advantages to leadership training, different schools use it differently.

The quantitative findings were corroborated and refuted by the examination of school records. The 25 (62.5%) agreement that training enhances resource management and policy execution is supported by records such as staff meeting minutes, school development plans, and policy implementation reports in some schools, which showed systematic planning and structured leadership practices. Furthermore, the 20 (50.0%) agreement that leadership training improves academic achievement was supported by recorded proof of professional development sessions and performance monitoring. The 16 (40.0%) dispute regarding formal leadership training is reflected in the fact that records were either out-of-date, incomplete, or lacking clear proof of strategic planning in a number of cases. In contrast to favorable responses, financial records and resource allocation documentation also showed inefficiencies in some schools. Overall, document analysis shows that although leadership training has had an influence on school management practices, its efficacy varies and depends on how consistently it is implemented.

According to the majority of teachers' agreement in Table 1, head teachers reported that leadership training had improved their ability to plan, organize, and manage school operations more successfully during interviews. In line with responses like 23 (57.5%) agreement on guidance and 25 (62.5%) on decision-making, they highlighted increased confidence, enhanced staff communication, and stronger decision-making ability. However, they also recognized challenges, including inadequate or irregular training chances, which is similar to the 18 (45.0%) agreement

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vs 16 (40.0%) disagreement on formal training. While training is helpful, some head teachers noted (HT 2) “complete implementation is hampered by contextual factors such as scarce resources and a lack of ongoing professional development.” HOI 4 said. In addition, another HOI observed: One of the head teachers observed:

Leadership training has really helped me organize the school better; I now plan activities more effectively and involve teachers in decision-making. After the training, I am more confident in handling school conflicts and managing resources, though sometimes the resources are still not enough (Head Teacher 2, Personal Communication March 15, 2026).

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Another, however, voiced concerns, stating:

Not all of us have received adequate training, and in some areas like instructional supervision, we still need more support. While some leadership training has improved our administrative abilities, additional capacity-building programmes, mentorship, and practical guidance are necessary to strengthen our skills in monitoring instruction, supporting teachers, and effectively implementing curriculum reforms (Head Teacher 4, Personal Communication, March 26, 2026).

These opinions are in line with the conflicting results, which showed that while 16 (40.0%) pointed out shortcomings in formal training, 25 (62.5%) agreed on improvements in decision-making and resource management.

According to QASOs qualitative data, leadership training has indirectly improved school administration procedures, especially in the areas of planning, discipline, and policy execution. In line with the high agreement levels (25, or 62.5%) in a number of statements, he observed that head teachers with training typically promote better school climates and have superior administrative competence. They did, however, also draw attention to inadequacies in the training's practical application, particularly in resource management and instructional supervision, which is consistent with the observed disagreement among certain teachers. The Quality Assurance and Standards Officer stressed that although training offers fundamental skills, ongoing supervision and assistance are required to guarantee successful execution.

The opinions of Quality Assurance and Standards Officer both confirmed and refuted the quantitative findings: We have seen improvement in schools where head teachers have undergone leadership training, especially in planning and maintaining discipline." Trained head teachers tend to create a more positive school environment and are better at implementing policies. Some head teachers still struggle with applying what they learned, particularly in resource management and supervision. This response represents the 10 (25.0%)–13 (32.5%) disagreement levels in certain sections of Table 1, as well as the 25 (62.5%) agreement on school climate and policy execution.

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In line with the general consensus in Table 1, SCDE stated that “leadership training significantly improves school management, especially in planning, decision-making, and policy execution”. He found that schools with qualified head teachers typically have higher administrative and organizational performance. He did, however, also draw attention to differences in training effectiveness and access, which are reflected in the conflicting opinions about formal leadership training (18 (45.0%) agreement against 16 (40.0%) disagreement). Furthermore, as demonstrated by the moderate agreement levels, SCDE showed that advances in learner academic performance are not always directly related to leadership training alone. As a result, his viewpoints both validate and critically interpret the quantitative findings.

Conclusion

The study concluded that school leadership training has a significant impact on the effective management of public comprehensive junior schools in Chesumei Sub-County, Nandi County. Training in leadership improves the ability of head teachers to provide instructional supervision, implement the curriculum, manage resources, involve stakeholders and coordinate school activities. Nevertheless, research shows that certain school leaders require more guidance particularly regarding instructional monitoring, CBE implementation and new administrative demands. Effective school leadership requires not only initial preparation, but also ongoing professional development, mentoring, coaching, and institutional support. Thus, building leadership capacity is essential to effectively implement inclusive junior schools and to improve overall educational outcomes.

Recommendations

The study recommends that the Ministry of Education, Teachers Service Commission and other education stakeholders should put in place continuous leadership development programs for head teachers managing comprehensive junior schools based on the findings. Training should be on instructional supervision, competency-based curriculum implementation, resource management, digital leadership and stakeholder coordination. School leaders should also receive regular mentorship, coaching and follow-up support to help them address practical challenges they encounter in managing the school. County education authorities need to improve their monitoring systems to better identify leadership gaps and offer specific solutions. Besides, schools should encourage participative leadership practices where teachers and stakeholders are involved in participatory decision making for the effective management, accountability and sustainability of junior school reforms.

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