

**PARENTAL INVOLVEMENT IN THE IMPLEMENTATION OF THE
COMPETENCY-BASED CURRICULUM IN UPPER PRIMARY SCHOOLS
IN KAKAMEGA COUNTY, KENYA**

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DECLARATION

STUDENT'S DECLARATION

I confirm that this research thesis is my original work and has not been presented in any other university/institution for certification. The thesis has been complemented by referenced works duly acknowledged. Where text, data, graphics, pictures or tables have been borrowed from other works- including the internet, the sources are specifically accredited through referencing in accordance with anti-plagiarism regulations.

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DEDICATION

This thesis is dedicated to my dear parents, Mr. Walter Omulama and Mrs. Beatrice Omulama, whose steadfast love, support, and encouragement have been the cornerstone of my academic journey. Their boundless patience and unwavering faith in my abilities have continually inspired me, motivating me to reach my aspirations. To my brothers, Kelvin and Cherry, and my sister, Winny, your companionship, understanding, and motivation have been invaluable. Your kindness and patience during the countless hours I spent immersed in my research have not gone unnoticed. Each of you has played a significant role in helping me overcome challenges and celebrate milestones. This work stands as a testament to the strength of our family bond and the profound impact of your love and support on my academic achievements. I am forever grateful for your presence in my life and the sacrifices you have made to help me reach this point.

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ABBREVIATION AND ACRONYMS

CBC:	Competency Based Curriculum
ICTs:	Information and Communication Technologies
KICD:	Kenya Institute of Curriculum Development
NACOSTI:	National Council of Science Technology
PEE:	Parental Empowerment and Engagement

ABSTRACT

Successful implementation of the Competency-Based Curriculum (CBC) in Kenyan upper primary schools has encountered several challenges, primarily due to insufficient parental involvement. This is particularly evident in Kakamega County, where many parents lack a clear understanding of the CBC framework, limiting their capacity to support their children's academic and social development. This lack of involvement hinders the full realization of the CBC's objectives. The study explored the extent and nature of parental involvement in CBC implementation in upper primary schools, specifically focusing on: (1) assessing the extent to which parents provide learning resources to children, (2) determining parental involvement in monitoring and guiding children to complete homework, and (3) evaluating whether parents provide a conducive learning environment at home. Guided by Epstein's parental involvement model, a descriptive research design was employed. The target population included 50 primary schools, 245 class teachers, 3,190 grade six learners, and 245 parents each representing a stream. A sample of 447 respondents was selected through simple random and stratified sampling, consisting of 8 schools, 49 teachers, 341 pupils, and 49 parents. Data was collected using structured questionnaires and interview schedules. A pilot study was conducted in two schools. Content validity was ensured through expert reviews by educational management and curriculum specialists from the university. The reliability of the instruments was established through a test-retest method yielding Pearson correlation coefficients of 0.85 and 0.88 for pupil and parent questionnaires, demonstrating strong reliability. Both qualitative and quantitative data was collected according to the research objectives, Quantitative analysis used descriptive statistics (frequencies and mean) to analyze data. The qualitative data, on the other hand, was examined thematically as per the study's objectives. Findings revealed that many parents provided essential learning materials such as books and stationery, though involvement in home tutoring was less common. Parental monitoring and guidance of homework were generally consistent, with variation due to factors such as limited time and lack of curriculum knowledge. Most parents made efforts to create conducive learning environments at home, including dedicated study areas, although challenges such as financial constraints and limited space were common. These findings suggest that socioeconomic and awareness-related barriers influence parental involvement in CBC implementation. The conclusion drawn from the study indicated that for effective CBC implementation, there need to be increased parental awareness and involvement, particularly in monitoring and providing learning resources. The study recommends that the Ministry of Education and Kakamega County education officials implement targeted sensitization programs to increase parental awareness and understanding of their roles in CBC. Schools should provide workshops to equip parents with skills for effective homework supervision and fostering conducive learning environments. Additionally, community and government support is needed to assist families facing economic challenges in providing adequate learning resources. This study offers practical insights for educators, policymakers, and parents to strengthen parental engagement, thereby supporting effective CBC implementation and improving educational outcomes in upper primary schools in Kenya.

CHAPTER ONE

CONTEXTUALIZATION OF THE STUDY

1.1 Introduction

This section introduces the context of the research, identifies the research problem and the purpose of the study, outlines the study's objectives and significance, discusses the underlying assumptions, specifies the limitations and delimitations of the study, presents theoretical and conceptual frameworks, and defines key terms used throughout the research.

1.2 Background to Study

Education functions as a means for fostering worldwide economic and social progress. According to Momanyi and Rop (2020), countries with outstanding growth education systems have made significant economic and technological advances. To stay up with the needs of today's society, curricula must be reviewed on a regular basis. Curriculum reform, according to Mulenga and Kabombwe (2019), is not a recent development in the world. Many nations and governments have aimed to transition their educational curriculum from being content-centered to competency-based. This shift intends to address political, social, and economic challenges by fostering a well-educated society and enhancing regional and international competitiveness in the labor market.

According to Mulenga and Kabombwe (2019), in the mid-1970s, several European nations, including the United Kingdom (UK), faced an economic crisis that resulted in rising prices and increased unemployment, particularly among young people. Criticisms were leveled at the educational system, claiming that fundamental skills achievement was too low, rendering many school-leavers "unemployable." Policy

debates centered on the idea that education was a crucial engine of economic regeneration, and hence strong functional linkages between education and the world of employment were essential. In the 1980s and 1990s, there was a push towards vocational education, prioritizing its relevance and practical application. This assistance resulted in the development of a competency-based vocational training in the United Kingdom.

In South Africa, CBC was first implemented in 1998 due to a scarcity of engineers, technicians, and craftsmen. This approach was subsequently adopted by other nations like Zambia and Rwanda (Mulenga & Kabombwe, 2019). Among the challenges faced by these African nations concerning CBC is inadequate engagement of parents in school initiatives and events (Amunga, 2020). In 2015, Rwanda shifted its educational approach from a content-centered curriculum to a competence-based curriculum, as outlined by Nsengimana (2020). This transition aimed to prioritize practical skills, critical thinking, and problem-solving over mere memorization, aligning education more closely with real-world applications and the needs of the 21st century.

Kenya's government officially implemented CBC in December 2017, a product of the efforts led by Professor Douglas Odhiambo through a task force. This task force aimed to revamp education in alignment with the 2010 constitution and Vision 2030. Working alongside the Ministry of Education, KICD developed the current Kenya Competency-Based Curriculum (CBC) to replace the 8-4-4 education system. As outlined in the Basic Education Curriculum Framework (2017), a key element of Kenya's competency-based curriculum is its fifth guiding principle, emphasizing the involvement and empowerment of parents in nurturing the potential of learners.

The guidelines outlined in the Parental Empowerment and Engagement (KICD, 2019) stress the importance of empowering parents to enable their active involvement in school affairs. This empowerment is deemed critical for nurturing students' potential both within and outside the traditional classroom setting. Enhancing parental empowerment involves equipping them with the necessary skills, knowledge, attitudes, and habits that foster the holistic development of learners within a nurturing and secure atmosphere. One way to achieve this is by providing parents with training sessions that enlighten them about their roles in supporting their child's growth and development. Through such initiatives, parents are better equipped to be involved effectively in their kids' educational journey, thereby contributing significantly to their overall advancement and success.

Globally, parental involvement in schools is widely recognized as an important and advantageous aspect in the academic and socioemotional growth of teenagers (Lara & Saracostti, 2019). Research strongly suggests that active parental involvement in their child's education significantly enhances academic achievement, self-esteem, and regular attendance at school. Chile acknowledges this importance and has introduced a national policy for parental participation, emphasizing collaboration between parents and schools. This policy encourages various forms of involvement, such as supporting homework, partaking in school activities, and creating a nurturing learning environment at home. Such initiatives aim to strengthen the connection between home and school, benefiting children's overall development and educational success. Despite the recognized benefits associated with parental involvement worldwide, there is still no comprehensive policy to guide parental involvement in Kenya.

A comparison between Sweden and Finland indicates differences in parental involvement concerning curriculum matters, which can be attributed partly to the priority given to it in each country. Uusimäki, Yngvesson, Garvis, and Harju-Luukkainen (2019) suggest that Finland places a higher emphasis on parental involvement in school curricula, both in policy formulation and implementation, compared to Sweden. Consequently, Finland exhibits a higher degree of parental engagement in educational matters compared to Sweden. Jabar (2021) says that Ontario, Canada developed a parental involvement policy. This policy underscores the importance of parents as "collaborative partners and dynamic contributors in their children's educational journey." Hamlin and Flessa (2018) highlight that few countries have dedicated funding toward this objective. In Ontario, Canada, parents can seek financial support through the Parents Reaching Out grants program to implement parental involvement initiatives. These initiatives aim to address local barriers hindering parent participation in education. The study aimed to find out whether the government-sponsored parental involvement initiatives in Kakamega County and if so, were there any impacts on the implementation of CBC.

Parental involvement is widely recognized as a fundamental element in the accomplishment of any school program. Parental involvement in curriculum implementation, according to Tuli and Tarekegne (2019), is connected with enhanced learner performance, more regular school attendance, effective teaching and learning, better adaptability to school, and a greater sense of personal effectiveness, among other beneficial behaviors. However, research demonstrates that there is still a gap between what educators want from parents and what parents really provide (Paulynice, 2020).

According to Tabaro and Uwamahoro (2020), the concept of parental engagement in children's education is gaining importance, particularly in Rwanda. However, in many rural areas, most parents are uneducated and still expected to actively participate in the Competency-Based Curriculum (CBC) implementation process. The CBC framework intentionally does not require parents to have formal education for effective involvement. The curriculum is designed to encourage meaningful parental engagement, regardless of educational background. Parental obligations—such as providing necessities, nurturing values, and monitoring progress—do not require formal education. Instead, schools offer workshops, seminars, and communication platforms to sensitize and empower parents, ensuring that even those with limited education can contribute effectively. Furthermore, school-home partnerships and community forums are instrumental in making CBC accessible, especially in disadvantaged settings. Thus, the CBC model focuses on empowering parents through support, guidance, and community engagement, ensuring that all parents, regardless of their education level, can fulfill their roles in their children's education.

Parental involvement in education is highlighted as a critical element for children's academic success and holistic development. According to Amunga (2020), parents play a pivotal role in making a favorable learning atmosphere, guiding internet and social media use, monitoring homework, motivating their children, and providing the necessary resources for learning. Abdelkader (2020) emphasizes that such involvement correlates with higher graduation rates, improved reading skills, better school attendance, and increased post-secondary enrollment. Mwarari, Githui, and Mwenje (2020) emphasize the role of parents in creating a healthy home

environment and participating in school events. However, Wairimu (2022) noted that even though numerous measures had been established to improve parental involvement, their level of engagement and collaboration had remained low. Most schools still require assistance in implementing comprehensive programs for parental involvement in education. Research findings have it that collaboration between students, parents, and the school has predominantly remained transactional rather than transformative in nature.

Njati and Ileri (2022) define learning resources as items, both physical and conceptual, found in our surroundings that aid us in completing our daily school-related activities at a functional level. As a result, learning resources include materials (like teaching aids, exercise and textbooks, internet materials, computers, and building facilities) as well as financial (such as parents fundraising to support school programs) and People as a resource like parents volunteering to participate in school activities for the proper implementation of CBC.

In line with the findings of Rupia (2022), effective implementation of the competency-based curriculum (CBC) heavily relies on the availability and utilization of learning resources. As Rupia (2022) suggests, the proper use of these resources is pivotal to achieving the CBC's objectives. The role of the government's capitation grants and the supply of textbooks plays a significant part in ensuring the effectiveness of curriculum implementation. Capitation grants, which are financial resources provided to schools on a per-student basis, serve to enhance the availability of essential learning materials and improve school infrastructure. Studies have shown that these grants enable schools to procure instructional resources, maintain school facilities, and create conducive learning environments, all of which

are critical for successful curriculum delivery (Mhando, 2021; Njuguna, 2020). For instance, research by Mhando, (2021) emphasized how capitation grants bridge gaps left by the abolition of school fees, significantly improving access to education and resource availability. In Kenya, similar studies confirmed that capitation grants contribute to better educational infrastructure and resource distribution, fostering improved curriculum implementation (MyGov. 2025, May 6)

However, while government support is foundational, the involvement of parents in providing supplementary learning materials remains important. Parental contributions help reinforce the learning process, but without the government's provision of basic learning resources like textbooks and financial support, the implementation of the curriculum would face significant challenges. As highlighted by Cook (2022), although parental involvement is vital, the role of government funding and resource distribution remains paramount in ensuring the continuity and effectiveness of educational programs.

Zhou, Zhou, and Traynor (2020) conducted a study on parent and teacher homework engagement and its relationships with children's assignment dissatisfaction and mathematical success. The majority of evidence indicated that pupils, particularly teens, benefited from doing homework. As a result, some parents felt compelled to take part in their children's homework by appreciating, monitoring, aiding, communicating, receiving feedback, and contributing to homework, believing that they could make a difference. Parental engagement in homework could potentially yield either beneficial or detrimental impacts on a child, or it might not influence them at all.

According to Lumadi (2019), parental responsibility in providing a conducive atmosphere is a critical component in improving learner achievement and discipline. Parents must provide a suitable study space that is quiet, well-ventilated, and has suitable furniture for children to study. Parents should ensure that their children have a digitally safe environment. Lumadi (2019) says that parents should keep track of their children's extracurricular activities, such as restricting time spent watching television and social media, limiting time spent playing, and keeping track of their children's friends.

According to KICD (2019), in the CBC guidelines on Parental Empowerment and Engagement (PEE), parents must play the following roles: provide enough resources such as textbooks, computers, internet materials, building facilities, teaching aids, and stationery that are essential for their children's learning. They should offer People as a resource like volunteerism. Parents should be encouraged to volunteer their time and expertise to assist in school activities or events. This active involvement could contribute to better overall performance of a child in CBC. Parents are expected to provide financial aid to assist in CBC implementation. They are expected to support school activities, projects, and initiatives by sponsoring events or programs that benefit their children and the school community. Parents can do this through sponsoring school activities, providing their own resources, creating useful connections, and networking for the school. However, Ondieki (2019) raised the question of how effective this integration of parental involvement is in the execution of CBC.

According to KICD (2019), in the CBC guidelines on Parental Empowerment and Engagement (PEE), parents should provide a good atmosphere for kids to develop,

learn, and acquire age-appropriate life and self-skills. This can be done by providing a suitable and appropriate space for learning. This environment should be quiet to allow for concentration and minimize distractions, as it is important to minimize noise from other household activities during study hours (KICD, 2019). The study area should be well-ventilated, as proper ventilation ensures fresh air, which can improve focus and the overall well-being of a pupil. Children should be provided with comfortable and ergonomic furniture, such as a desk and chair, which help promote good posture and reduce physical discomfort during study sessions. In the digital age, ensuring a safe online environment is essential for children. According to KICD (2019) on Parental Empowerment and Engagement, parents should take several steps to achieve this: Use parental control software like Kid Logger and Kaspersky Safe Kids to filter inappropriate content and set time limits for internet usage. Parents should teach children about online privacy, the importance of not sharing personal information, and recognizing potential online threats. Parents should maintain an open line of communication with children regarding their online activities and encourage them to report any discomfort or incidents of cyberbullying. Lastly, parents should promote a balanced approach to extracurricular activities, social media, and screen time to ensure children get a healthy lifestyle and focus on academics.

Parents should support the children in doing homework by assisting in doing the assignments and other schoolwork (KICD, 2019). They should provide guidance and support when their child encounters challenging assignments but encourage them to attempt tasks independently. Parents should also be available to answer questions and provide explanations when their child needs help with homework. They are

expected to cross-check if the child has completed the assignments both the theoretical and practical ones (KICD, 2019). Parents are expected to regularly communicate with the teachers about the child's homework instructions and progress by acting on teachers' comments and other important information. Although extensive research has addressed parental involvement in education both nationally and internationally, there remains uncertainty regarding what exactly constitutes effective parental engagement in children's education.

Mwarari (2020) emphasized the crucial role of parental engagement in a child's education, noting its significant impact on academic performance. The study also highlighted that parental involvement, in conjunction with the quality of teachers and schools, plays a vital role in enhancing children's academic success.

Although national education policies highlight the importance of parental engagement in CBC, practical implementation remains inconsistent and often inadequate. In regions such as Kakamega County, for instance, research by Imbali, Kisilu, and Akinyi (2023) reveals that parents' involvement in CBC implementation is largely limited. Key challenges include inadequate parental awareness and understanding of CBC roles, financial and resource barriers, insufficient communication and collaboration with schools, and structural constraints like teacher shortages and insufficient facilities. To address these challenges, several mitigation measures have been proposed and implemented. These include offering workshops and training sessions tailored to parents, establishing online resources, improving communication between schools and parents, and fostering collaboration through support groups and mental health resources. However, these initiatives have met with varying degrees of success. While some parents have expressed

appreciation for the guidance and training provided, the level of sustained engagement remains low, primarily due to time constraints and financial challenges. Thus, the success of these initiatives is contingent upon continuous support and adaptation to the evolving needs of the parents and the broader community (Imbali, Kisilu, & Akinyi, 2023). These issues suggest a disconnect between policy intentions and actual practice, with localized barriers compounding the difficulty of fostering meaningful parental engagement.

Furthermore, many parents in Kakamega County lack the necessary information, skills, or resources to participate effectively in their children's education under the CBC regime as noted by Imbali, Kisilu, and Akinyi (2023). Despite these challenges, the strategies put in place to address the involvement gap have shown promise. Targeted interventions such as sensitization campaigns and improved resource allocation have had some positive effects on parental engagement, but their impact remains limited without systemic change. They also found out that collaboration between schools, teachers, and parents remains largely transactional—focused on basic compliance rather than truly transformative engagement that empowers parents as co-educators and advocates. Without targeted interventions to address these specific gaps, the potential benefits of CBC may not be fully realized for all learners in the region (Imbali, Kisilu, & Akinyi, 2023).

It is against this backdrop of persistent challenges and unmet opportunities for parental involvement—despite its recognized importance—that this study seeks to examine the status, barriers, and influence of parental engagement in the implementation of the Competency-Based Curriculum in Kakamega County.

1.3 Statement of the Problem

Parental involvement is a critical factor in achieving successful educational outcomes, particularly within the context of the Competency-Based Curriculum in Kenya, which emphasizes learner-centered and holistic approaches. However, the shift from the traditional 8-4-4 school system to the CBC presents numerous challenges and opportunities for effective parental involvement. Unlike the 8-4-4 system, the CBC requires a more active and informed role from parents to support their children's academic and social development. Unfortunately, many parents in Kakamega County and across Kenya lack a clear understanding of the CBC framework, limiting their capacity to engage effectively with schools and support their children's learning processes. This knowledge gap, coupled with initial resistance from stakeholders including parents and teachers due to inadequate resources, further complicates the successful implementation of CBC. Additionally, cultural and socioeconomic barriers, such as poverty and traditional beliefs about education roles, hinder consistent and effective parental engagement. Given these challenges, there is a pressing need to develop structured strategies for systematic parental involvement that can align with the CBC's objectives and improve educational outcomes. This study, therefore, sought to explore the extent and nature of parental involvement in the CBC in Kakamega County and how this involvement influenced learners' academic and social development, aiming to provide empirical evidence to guide effective policy and practice.

1.4 Purpose of the Study

The purpose of this study was to investigate parental involvement in the implementation of the Competency-Based Curriculum in primary schools in Kakamega County, Kenya, focusing on their contribution through providing learning resources, guiding homework, and creating a conducive home learning environment.

1.5 Objectives of the Study

The study's objectives were to:

- a) Assess the extent to which parents provide learning resources for children in upper primary schools in Kakamega County.
- b) Determine parental involvement in monitoring and guiding children to do homework in upper primary schools in Kakamega County.
- c) To assess whether parents provide a conducive atmosphere for learning among children in upper primary schools in Kakamega County.

1.6 Research Questions

- a) How does parental provision of learning resources influence the implementation of the competency-based curriculum in upper primary schools in Kakamega County, Kenya?
- b) How does parental involvement in monitoring and guiding children with homework influence the implementation of the competency-based curriculum in upper primary schools in Kakamega County, Kenya?
- c) In what ways do parents contribute to providing a conducive atmosphere for learning among CBC children in primary schools Kakamega County, Kenya?

1.7 Significance of the Study

The findings of this study provide practical insights to head teachers, class teachers and teachers on effective strategies for managing and enhancing parental involvement in the implementation of the Competency-Based Curriculum (CBC). Specifically, the study highlights ways in which head teachers can foster constructive communication and collaboration with parents, encouraging them to support their children's learning at home and participate more actively in school activities. This improved engagement has the potential to create a more supportive learning environment and positively influence pupils' academic performance and overall development.

For parents, the study offers guidance on how to better understand and engage with CBC, helping them develop more positive attitudes towards the curriculum and their role in its success. By clarifying parental responsibilities and demonstrating the benefits of their involvement, the study aims to empower parents to take a more active role in their children's education.

The results also serve as a useful reference for educational policymakers and county education officials in Kakamega County. While it remains to be seen how policy will evolve, the insights generated could inform future efforts to strengthen parental involvement frameworks and design school programs that integrate parents more effectively in decision-making processes, school events, and support activities. This, in turn, may assist in creating policies that encourage collaborative partnerships between schools and parents, contributing to the effective realization of CBC goals.

Additionally, the study adds to the existing academic literature by providing empirical evidence on parental involvement within the CBC context in Kakamega

County. Other researchers and scholars could use these findings as a foundation for further studies aimed at improving parent-school collaboration and student outcomes in similar educational settings.

1.8 Limitations of the Study

Some participants, particularly parents, felt uneasy responding to the research instruments as they perceived it as an evaluation of their parenting techniques. As a result, some parents attempted to refuse participation in the study. The researcher informed them that their identities would remain confidential and that this was strictly academic work, not an assessment of their parental abilities. They were also informed of the significance of their involvement in the study, emphasizing that it could aid in the implementation of CBC. This approach aimed to increase the participants' confidence and willingness to engage in the study.

Another potential limitation of the study was that respondents were free to answer based on their own perceptions, which may have influenced the accuracy of the data collected. To address this concern, participants were informed of the importance of the study for all educational stakeholders in Kakamega County. This explanation sought to enhance their confidence in the research and encourage them to provide honest and truthful responses.

1.9 Delimitations of the Study

The study exclusively focused on upper primary schools within Kakamega County. Therefore, the results were solely limited to those schools and could not be applied to all primary schools nationwide but were seen as a representation of primary schools in Kakamega County. While many factors influenced the implementation of the Competency-Based Curriculum, the study primarily examined parental

involvement in the execution of CBC. The CBC encompassed many areas, including its development and assessment. However, the study concentrated only on its implementation to determine whether it was carried out as recommended by the Kenya Institute of Curriculum Development.

1.10 Assumptions of the Study

The research was conducted on the basis of several key assumptions:

- i. Participants provided honest and accurate information: It was assumed that all parents, teachers, and pupils involved in the study responded truthfully and to the best of their knowledge, ensuring that the data collected was authentic and credible.
- ii. Participants understood the questions and concepts clearly: The study presumed that respondents comprehended the competency-based curriculum and related questions sufficiently to provide relevant and meaningful responses.
- iii. The sample represented the broader population: The selected sample of upper primary schools and parents in Kakamega County was assumed to be representative of the larger population, thereby allowing the findings to be generalized within this context.
- iv. Validity and reliability of research instruments: The questionnaires and interview guides were assumed to accurately measure aspects of parental involvement and curriculum implementation, based on prior validation and pilot testing.

1.11 Theoretical Framework

The study used the Epstein's parent involvement model.

Joyce L. Epstein's (2002) parent involvement model outlined six interconnected spheres of influence that facilitated interactions among parents, educators, school officials, and community members. These spheres encompassed various engagement types, such as parental involvement, volunteering, home-based learning, communication, community collaboration and decision-making.

Parenting aimed to assist families in creating supportive home environments for their children's education. It involved ensuring suitable study spaces, promoting good posture, minimizing distractions, and ensuring a secure online environment for children to learn. This contributed to enhanced school attendance and heightened awareness of the school's importance. Thus, it promoted CBC implementation. (Epstein 2002)

Effective communication involved creating strong, two-way interactions between schools and parents concerning educational programs and student progress. Examples of this included holding parent-teacher conferences, providing clear and transparent information about school policies, and using various communication methods such as phone calls, text messages, and emails. According to Epstein 2002, these practices benefited children by enhancing their awareness of their own academic progress, helped them understand school policies, and improved their communication skills.

Volunteering encompassed the recruitment and organization of parent assistance and support in various settings. It included parents participating in school programs, acting as guest speakers, and providing resources such as financial aid. (Epstein

2002) This contributed to improved communication skills with adults and enhanced learning skills through volunteering activities.

Learning at home focused on providing families with information and suggestions for assisting their children's educational development within the household. It included guidance on homework policies, child supervision, and family reading activities. (Epstein 2002) Expected results involved more frequent homework completion, a stronger view of parents as similar to teachers, and an enhanced self-perception as learners.

Encouraging parental engagement in decision-making involved parents in discussions regarding school programs, events, and their children's educational strategies. It educated parents on school regulations and provided avenues for their participation in school activities while assisting students. (Epstein 2002)

Working together with the community sought to promote collaboration among schools, families, various organizations, agencies, and community groups. This collaboration entailed utilizing community assets, such as people, financial resources, materials, and social connections. By doing so, schools improved student achievement and established a safe learning atmosphere. (Epstein 2009)

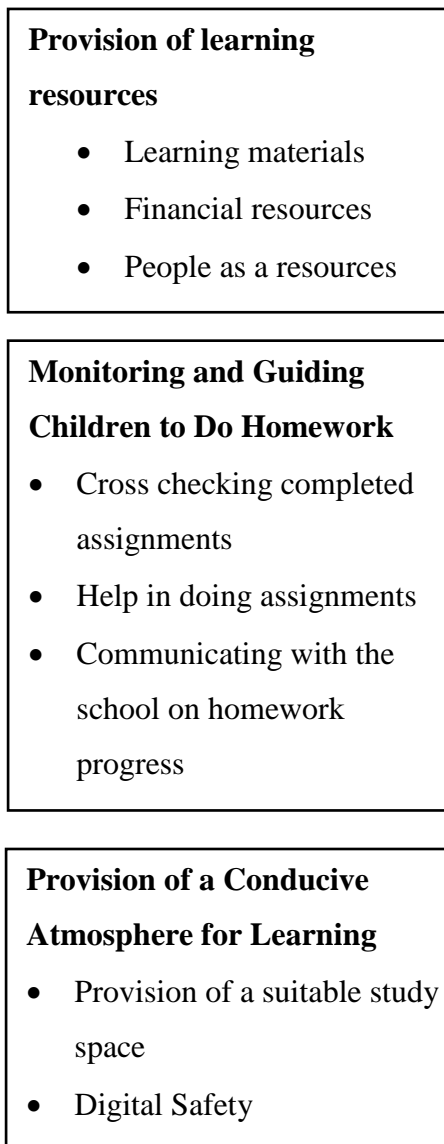
Epstein's model comprehensively addressed these six areas, aiming to create a well-rounded approach to parent involvement that positively influenced students' academic performance and overall well-being. Therefore, this model demonstrated how parental involvement supported the integration of CBC in primary schools. (Epstein 2009)

1.12 Conceptual Framework

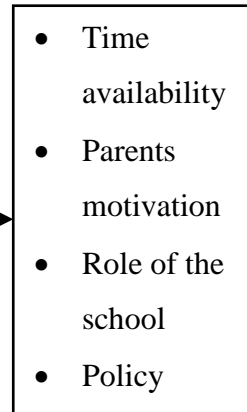
In this conceptual framework, the independent variable was parental involvement, which comprised various dimensions such as the provision of learning resources, monitoring homework, and creating a conducive learning atmosphere. The dependent variable was the successful implementation of the competence-based curriculum. Intervening variables, such as time availability, parents' motivation, the role of the school, and policy, represented factors that could influence the relationship between parental involvement and the execution of the CBC. These variables provided a more nuanced understanding of how parental engagement might have influenced pupil outcomes and how intervening variables might have mediated or moderated this relationship

INDEPENDENT VARIABLES

PARENTAL INVOLVEMENT



INTERVENING VARIABLES



DEPENDENT VARIABLE

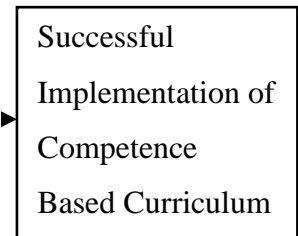


Figure 1.1: Conceptual Framework
(Researcher, 2022)

1.13 Operational Definition of Terms

Class teacher: A class teacher is an educator responsible for managing and delivering lessons to students in a specific upper primary class. This teacher also coordinates classroom activities, monitors students' progress, and acts as the primary point of communication between the school and parents to support the effective implementation of the Competency-Based Curriculum.

Competency Based Curriculum: This is a curriculum that is designed to equip students with the skills and abilities needed for real-world situations, promoting holistic development beyond traditional academic knowledge.

Digital safety: The implementation of measures by parents to ensure a secure and responsible use of digital technologies and online resources by their children, in support of their education within CBC.

Homework: Homework refers to assignments or learning tasks given by the class teacher to students to be completed outside regular school hours. In the context of CBC, homework is designed to reinforce competencies learned in class, encourage independent learning, and engage parents in supporting their children's education.

Implementation: The act of parents providing learning resources, creating a conducive environment, and assisting children in homework to enhance teaching and learning within the framework of the CBC.

Learning environment / atmosphere: The creation of a suitable and supportive atmosphere at home, including a designated study space and attention to digital safety that positively influences a child's learning experience in line with the goals of the CBC.

Learning resources: learning resources encompass all materials, tools, and support systems utilized to facilitate the effective implementation of the Competency-Based Curriculum (CBC) in upper primary schools. These include learning materials i.e. physical such as textbooks, exercise books, computers, teaching aids, classroom facilities, and internet-based resources. Learning resources also extend to financial contributions from parents, such as fundraising activities and monetary support for school programs. Additionally, People as a resource form an integral part of learning resources, comprising parents' time, skills, and involvement in school activities, which support student learning both inside and outside the classroom. This includes parents volunteering to assist in school programs, guiding children with schoolwork, providing emotional encouragement, and offering specialized expertise as teachers, tutors, mentors, or peers who guide, assist, or collaborate with learners to enhance the acquisition of CBC competencies.

Monitoring: The systematic observation and assessment of parental roles and contributions, including reviewing homework, assessing the provision of learning resources, and ensuring a conducive learning environment, to ensure alignment with the objectives of the Competence-Based Curriculum.

Parental involvement: The proactive involvement of parents in their child's educational journey, which includes tasks like providing learning resources, assisting with homework, and fostering a supportive learning atmosphere, all in accordance with the goals of the Competence-Based Curriculum.

CHAPTER TWO

REVIEW OF RELATED LITERATURE

2.1 Introduction

This chapter reviewed literature on parental involvement in implementing the competency-based curriculum (CBC) in primary schools. The literature review was guided by themes derived from the study's objectives, focusing on the specific roles that parents played in supporting the implementation of the CBC. These roles included providing learning resources for children, monitoring and guiding children in doing homework, and ensuring a conducive learning environment within the CBC framework. Each of these themes was explored in detail to understand the extent and effectiveness of parental involvement in primary schools. Additionally, a summary of the literature review was presented at the end of the chapter.

2.2 Parental Provision of Learning Resources to Children in Primary Schools

Parental involvement plays a critical role in enhancing children's educational outcomes, regardless of factors such as parents' educational levels, ethnic backgrounds, or economic status. A study conducted by Dawadi, Giri, and Simkhada (2020) in Nepal underscored this point, highlighting that when parents actively participate in their children's education, a positive correlation emerges between this engagement and academic success. This finding aligns with existing literature, which consistently shows that active parental involvement leads to better academic performance in children. However, most of this research has focused on high-income or developed countries, making the Nepalese study a significant contribution, particularly as it addresses the challenges of parental involvement in a

low-income, developing context. Nepal's socio-economic and infrastructural disparities create unique barriers to parental engagement, particularly in rural and marginalized areas—a gap that remains underexplored in the literature, which has predominantly come from resource-rich nations.

Although the Nepalese study provided valuable insights, it primarily relied on secondary data, limiting the depth of understanding that could be gained through primary research methods, such as interviews or surveys with parents, teachers, and students. This leaves a gap in understanding the lived experiences of parents and the specific challenges they face. Future studies could address these gaps by using primary research, exploring socio-economic barriers more deeply, and comparing parental engagement in both the Global South and Global North to develop more targeted educational strategies.

Similarly, a study by Cakir and Uludag (2022) in Ankara, Turkey, explored parental involvement in early childhood science education. The study examined how parents engaged in extracurricular activities with their children, such as field trips, science experiments, and helping with theater activities. This research employed a mixed-method design, combining quantitative data from a Likert-scale questionnaire with qualitative insights from semi-structured interviews. Despite the valuable insights it provided, several limitations were identified. First, the study was conducted in Ankara, limiting its generalizability to other cultural or educational contexts. Future research could benefit from expanding to different regions or countries to explore how parental involvement varies across socio-economic and educational environments. Additionally, the study focused exclusively on mothers, leaving out fathers' perspectives, which may have skewed the findings. Given that fathers'

involvement can be influenced by factors such as education levels, future research should aim to balance the perspectives of both parents. Furthermore, while the study examined parental involvement, it did not assess the direct impact of this involvement on children's science learning outcomes. Future studies could explore the correlation between parental engagement and academic achievements in science.

In the context of parental involvement, the issue of time constraints due to demanding work schedules is a common barrier. MacPhee and Roach O'Keefe (2018) found that many parents, especially in their study of kindergarten instructors in Preston, struggled to be involved in school activities due to their work commitments. Erkan, Uludag, and Dereli (2016), as cited in Cakir and Uludag (2022), identified similar barriers, including inadequate support from school administrations, lack of time, and parental resistance to involvement. These barriers were also highlighted in studies conducted outside Africa. However, a study in Kenya, specifically in Kakamega County, sought to determine if similar parental barriers existed in the African context. This research helps address gaps in understanding parental involvement across different cultural and socio-economic settings.

Camarero-Figuerola, Dueñas, and Renta-Davids (2020) defined "involvement in school" as activities like volunteering, engaging with other parents, and participating in school-related discussions. Their research, alongside that of Kocyigit (2015), identified various barriers to parental involvement, including time constraints, lack of transportation, disinterest, negative attitudes, and communication barriers. These studies mainly focused on the obstacles to involvement, but this study aimed to

address this gap by proposing strategies to enhance parental engagement in educational activities.

In India, Kapur (2018) emphasized the importance of parents providing essential resources for their children's education. These resources range from basic supplies like books and stationery to technological advancements and community amenities that facilitate learning. However, the provision of these resources often depends on the parents' financial situation. Families from wealthier backgrounds can easily provide necessary resources, while those from marginalized or underprivileged backgrounds face challenges in doing so. This socio-economic disparity in resource provision can lead to students relying on alternative methods to complete their assignments. However, Kapur's study did not consider other factors, such as parental literacy levels or the availability of time, which can also influence the provision of educational resources. Future research could aim to fill this gap by exploring these additional factors.

Parental provision of learning resources, including textbooks, writing tools, and financial contributions for school activities, significantly impacts students' academic success. Research by Musyimi, Mwaniki, and Wambiya (2024) showed that when parents ensure their children have access to essential learning materials, it not only enhances engagement but also improves academic performance. These efforts align with the objectives of the Competency-Based Curriculum (CBC), which focuses on cognitive and practical learning experiences. Therefore, empowering parents to provide the necessary resources can help bridge the academic performance gap between students from different socio-economic backgrounds, fostering a more equitable learning environment.

The successful implementation of the CBC is closely linked to parental involvement, especially in providing learning resources. (Musyimi, Mwaniki, and Wambiya 2024) Studies have consistently shown that when parents supply necessary resources like books, stationery, and digital tools, students' performance and motivation improve. However, many parents, particularly those in economically disadvantaged areas such as Kakamega County, struggle to meet these demands due to financial constraints. This presents a significant challenge for the effective implementation of CBC, as students from lower-income backgrounds may not benefit from the curriculum to the same extent as their wealthier peers.

The Kenya Institute of Curriculum Development (2019) has outlined the roles of different stakeholders, including parents, in the implementation of CBC. According to KICD, parents are expected to provide for learners' basic needs, participate in school activities, and create a supportive home learning environment. However, in disadvantaged areas, parents often prioritize survival needs over educational expenditures, making it difficult for them to meet the curriculum's requirements. This disparity raises concerns about equitable access to education.

Moreover, studies and media reports, such as one from People's Daily (2021), have highlighted the financial burden that CBC imposes on parents. Many parents have expressed frustration over the increased costs, including the purchase of materials for school projects and printed assignments. This financial strain disproportionately affects low-income families, making it difficult for them to keep up with the demands of the curriculum.

In addition to financial concerns, the digital divide is a significant issue in the implementation of CBC. Parents in rural and low-income areas often lack the digital

devices and internet access required for online learning, further complicating the curriculum's success. Disparities in digital literacy also hinder parental support for children's online education (Atikiya, 2021). These barriers contribute to a widening educational gap between students from resource-poor backgrounds and those from more affluent families.

The issue of rising costs extends to private schools as well, where tuition fees and additional expenses related to learning materials place further strain on parents. This exacerbates inequalities, as some parents cannot afford the increased financial burden, limiting their children's access to quality education.

Finally, Amunga, Were, and Ashioya (2020) noted that parents were responsible for providing learning materials for their children, including photographing tasks, printing assignments, and supplying materials for practical lessons. This extensive responsibility highlights the critical role of parental collaboration in ensuring successful educational outcomes. However, the challenges that many parents face in fulfilling these responsibilities due to financial limitations need to be addressed to improve the educational experience for all students.

In summary, the literature emphasizes several critical challenges regarding parental provision of learning resources under the Competency-Based Curriculum. These include economic inequalities, the digital divide, and insufficient support for parental involvement, which collectively hinder the effective implementation of the curriculum, particularly in marginalized communities. Addressing these barriers requires strategic efforts at both the policy and community levels, ensuring that all students, regardless of their financial background, have equitable access to the resources and opportunities necessary for success in the CBC system.

2.3 Monitoring and Guiding Children to do Homework in Primary Schools

Parental involvement in children's education, particularly in assisting with homework, is widely recognized for its positive impact on academic achievement. However, several challenges often impede effective engagement. Bergman and Chan (2021) identified that many parents struggle with time constraints and a lack of content knowledge, making it difficult to assist their children with homework. Their study, conducted in Madison, Wisconsin, emphasized how these barriers prevent parents from being as involved in their children's academic life as they would like. The researchers argue that the increasing demands of academic tasks, combined with parents' busy schedules, create a disconnect that limits the effectiveness of parental support.

Similarly, research by Adelin, Suminar, and Rahmawati (2019) in Indonesia revealed that some parents have difficulty understanding homework instructions, leading them to prefer that their children complete assignments at school. This highlights an issue of parental preparedness: parents may lack the necessary understanding of academic content or instructional strategies to provide meaningful support. Adelin's findings further illustrate how, in certain educational contexts, parents may not be familiar with the curriculum or teaching methods used in schools, which exacerbates the lack of engagement.

While these studies offer valuable insights into the barriers parents face in supporting homework, key gaps remain in the existing literature. Context and geographical location are crucial factors that are often underexplored. Bergman and Chan (2021) conducted their study in the United States, while Adelin (2019) focused on Indonesia. These findings suggest that the challenges parents encounter may

differ significantly depending on the local educational systems, socioeconomic conditions, and cultural norms surrounding education. Further research is needed to explore how these factors influence parental engagement in diverse educational settings across different regions.

Additionally, the methodological approaches used in these studies—such as surveys and self-reported data—may not capture the full complexity of parental involvement. Both studies rely heavily on quantitative data, which, although informative, may not fully reflect the nuanced experiences of parents. Future research could benefit from a mixed-methods approach, incorporating both qualitative data (e.g., interviews or case studies) and quantitative measures to provide a more comprehensive understanding of the barriers to effective parental involvement. This approach could also examine the effectiveness of interventions aimed at overcoming these challenges in different cultural and educational contexts.

Moreover, future studies could investigate the impact of targeted programs or technological tools designed to assist parents in overcoming barriers like time constraints and lack of knowledge, especially in under-resourced areas. These programs could be tailored to address the specific needs of parents in various regions, offering practical solutions that resonate with their unique challenges.

By addressing these gaps, future research can provide more context-specific insights into how to foster meaningful parental involvement in homework, ultimately leading to more effective educational practices and improved student outcomes.

Balter, van Rhijn, and Davies (2018) emphasize the importance of equipping parents with the appropriate skills and knowledge to effectively support their children's

homework. Without proper guidance, parents may resort to ineffective strategies, such as doing the homework for their children or providing direct answers, which can undermine the learning process (Szabo, 2019).

In Turkey, Kiral (2019) identified a variety of parental responsibilities related to their children's education, such as monitoring lessons, ensuring attendance, engaging in communication with teachers, assisting with homework, and participating in school meetings. In the Philippines, schools have used diaries and group chats to maintain dialogue with parents regarding their children's academic progress, as reported by Bartolome (2020). Teachers in this study were positive about homework and parental involvement, believing that parents would always support their children in completing assignments. The study also explored various communication methods, including phone calls, social media, and text messages, in addition to the use of diaries.

Teachers observed that children whose parents were actively involved in their homework tended to concentrate better on their studies and contribute more in class. Parental involvement in guiding and assisting with homework was seen as a determinant of children's success. Teachers assigned homework to ensure follow-up at home and provided parents with guidance on lessons, enrichment exercises, and the continuity of learning.

Research by Simweleba & Serpell (2020) in Zambia confirmed a strong correlation between parents' involvement in homework and children's academic performance by the end of primary school. While these studies offer valuable insights, they were conducted in different locations. To explore this relationship further, a study in Kakamega County, Kenya, sought to determine how parents' participation in

homework influences children's academic achievement. There is also growing interest in understanding how parental involvement impacts specific components of homework. Mora and Escardibul (2018) studied general academic outcomes, but there is limited focus on how different types of parental support—such as emotional, instructional, or material—affect specific homework tasks. The increasing use of digital resources in education also presents challenges for parents with low digital literacy, particularly in under-resourced areas (Dingili & Yungungu, 2023).

In South Africa, research by Sibanda (2021) suggested that schools should actively promote parental participation in children's education. For parents to play a meaningful role, they must possess the necessary skills and knowledge to support their children's homework effectively. This finding aligns with Abuya's (2018) research in Kenya, which explored community elders' and parents' perceptions of their responsibilities in supporting children's education. The study found that parents viewed their primary role as assisting with schoolwork, including helping with homework, ensuring assignments were completed, and communicating with teachers about academic progress. Children whose parents actively monitored and supported their schoolwork performed better academically.

However, significant gaps remain in the literature. Sibanda's (2021) study was conducted in a South African township, where socioeconomic and cultural factors such as poverty, single-parent households, and lack of resources contribute to challenges in parental involvement. This context is particularly critical because time and financial constraints can limit parents' ability to engage meaningfully in their children's education. In contrast, Abuya's (2018) study in Kenya reflects different social, economic, and cultural factors that shape parental involvement. The role of

community elders in Kenya provides a unique cultural context, whereas South African townships may adopt a more individualized approach to parenting.

Both studies employed qualitative approaches through interviews, offering in-depth insights into parents' perspectives. However, these studies are limited by their small sample sizes and focus on specific geographical contexts, which may not be representative of broader national trends. Additionally, both studies did not explore the long-term impact of parental involvement or the barriers hindering consistent participation.

Parental involvement, particularly in guiding and monitoring homework, is widely acknowledged as a key factor in enhancing academic performance and overall child development (Njagi & Mwanzia, 2023). This engagement is essential for reinforcing the lessons children learn in school, helping them achieve core competencies in primary education. Numerous studies highlight both the benefits and challenges of parental involvement in homework.

Research consistently shows that when parents actively engage in their children's homework, they provide substantial academic support, which positively affects students' educational outcomes. Njagi and Mwanzia (2023) demonstrated that parental involvement in homework positively influences student performance, especially in early education. This aligns with other literature that underscores the importance of active parental engagement in children's learning. However, for this involvement to be effective, parents must have the necessary skills and knowledge to provide meaningful support that aligns with their children's educational needs, particularly in navigating modern curricula.

Despite the acknowledged benefits, gaps persist in understanding how contextual factors, geographical location, and methodologies influence the outcomes of parental involvement. While parental engagement is well-documented in urban areas, less attention is paid to rural regions, where parents may face challenges such as limited access to educational resources or insufficient knowledge of effective support strategies. Njagi and Mwanzia's (2023) study on Uasin Gishu County, Kenya, addresses this gap by examining parental involvement in a rural Kenyan context. Despite the importance of parental engagement, many rural parents struggle with time constraints, lack of educational resources, and limited knowledge of how to effectively assist with homework.

Furthermore, while quantitative methods such as Likert scales and statistical analysis are commonly used to measure parental involvement, more qualitative research is needed to explore the underlying reasons for these challenges. Qualitative interviews could offer deeper insights into cultural perceptions of parental roles in education and how these perceptions influence engagement. Longitudinal studies could also track the long-term impact of parental involvement on academic achievement and social development, providing a clearer picture of both immediate and lasting benefits.

Socioeconomic factors significantly influence parental involvement, particularly among families with limited financial resources and time. Njagi and Mwanzia (2023) found that parents from lower socioeconomic backgrounds face additional challenges, such as long working hours and financial constraints, which limit their ability to provide academic support. These challenges create engagement gaps, leading to disparities in academic outcomes. To address this, Caena and Redecker

(2019) argue that policies and interventions are needed to support parents, particularly those from underserved communities. These interventions could include training and providing resources to empower parents, improving educational equity across socioeconomic groups.

Parental involvement not only boosts academic performance but also fosters psychosocial skills, self-discipline, and motivation to learn (Wong, 2018). Njagi and Mwanzia (2023) found that parental participation in educational activities in Uganda significantly enhanced student performance, though the nature and extent of involvement varied based on cultural norms and available resources. In competency-based education systems like Kenya's, parental involvement extends beyond homework supervision to fostering creativity and problem-solving skills, which are crucial for success in the new curriculum (Mwarari, 2020).

In conclusion, while parental involvement in children's homework offers numerous benefits, including improved academic performance and psychosocial development, several challenges impede effective engagement. These challenges—time constraints, lack of content knowledge, socioeconomic barriers, and inadequate communication between parents and schools—must be addressed to maximize the positive impact of parental involvement in homework.

2.4 Provision of a Conducive Environment among Children in Primary Schools

The home learning environment has long been acknowledged as a critical determinant of children's educational development. Research spanning the last three decades has consistently demonstrated that the quality of a child's learning environment significantly shapes both academic performance and social outcomes

(Lehrl, Evangelou, & Sammons, 2020). The home environment not only provides physical resources such as books, furniture, and study spaces but also embodies psychological and emotional support that influences a child's motivation, self-esteem, and engagement in learning. Despite this recognition, gaps remain in understanding how specific home environments function within particular educational frameworks, such as the Competency-Based Curriculum (CBC) currently implemented in primary schools in Kenya. The present review synthesizes existing literature to evaluate whether parents actively create conducive learning atmospheres for children and how various socio-cultural and economic factors influence this process.

Kiral (2019) conducted a qualitative study in Turkey examining parents' responsibilities in fostering positive home learning environments. The study highlighted that parents' primary role involves ensuring children's physical safety and providing for their basic needs, including adequate nutrition, proper clothing, access to medical care, and opportunities for physical activity. Beyond these fundamental necessities, parents are expected to offer a safe and supportive environment that encourages cognitive and social development. Kiral's findings suggest a direct correlation between parents' fulfillment of these responsibilities and their ability to create a conducive atmosphere for learning. In other words, when parents actively meet children's physical and emotional needs, the likelihood of children experiencing academic success and well-being increases. These findings provide a valuable foundation for exploring the specific obligations of parents within CBC, particularly as the curriculum emphasizes skills development and practical competence, which require structured support at home.

While physical and emotional support forms the cornerstone of home learning, parental involvement in managing children's digital interactions has emerged as a critical factor in the contemporary learning environment. Baldry (2019) conducted a study in Spain focusing on the family environment's influence on children's online behaviors. The research revealed that imposing rigid limits on internet use or frequently questioning children about their online activities was largely ineffective in preventing risky behaviors. Instead, the study emphasized the importance of cultivating a trusting and positive parent-child relationship. By establishing an environment where children felt comfortable sharing their online experiences, parents reduced the need for constant supervision while promoting social adjustment and well-being (Machimbarrena, 2019).

Baldry's study provides key insights into the relational dynamics of parental involvement, highlighting that emotional support and communication often surpass strict monitoring in fostering safe behaviors. However, several gaps remain. First, the study is context-specific to Spain, where cultural norms favor open communication and trust-based relationships between parents and children. Such strategies may not translate effectively to countries with different parenting styles or social expectations. For instance, in Kenya, Mwangi (2019) observed that unsupervised exposure to mass media and digital technologies can lead to adverse behavioral outcomes. In such contexts, more authoritative or control-based strategies may be culturally appropriate. This suggests that parental involvement and supervision cannot be universally standardized; instead, they must be adapted to socio-cultural and economic realities.

Methodologically, Baldry's reliance on self-report questionnaires and cross-sectional designs introduces limitations. Self-reported data can be biased, as children may underreport or overreport risky behaviors due to social desirability or fear of punishment. Additionally, cross-sectional studies provide only a snapshot in time, limiting the understanding of long-term effects of parental supervision on adolescent online behavior. Longitudinal studies would allow researchers to track how parental involvement and supervision strategies evolve with children's cognitive and social development. Furthermore, mixed-method approaches incorporating qualitative interviews or focus groups with both parents and children could provide richer insights into how these strategies are enacted and perceived in real-life settings.

Beyond supervision strategies, Baldry (2019) highlights a gap in the literature regarding practical applications: How can parents initiate and maintain open discussions about online behavior without appearing intrusive? How can they balance supervision with respect for their children's privacy? These questions remain largely unanswered, emphasizing the need for research that translates conceptual findings into actionable strategies for parents.

Parallel findings by Yiga (2019) in South Africa underscore the broader significance of supportive environments for learning. Yiga's study indicates that students are more motivated and engaged when they feel comfortable and part of a learning community. Exposure to nurturing home and school environments encourages children to internalize positive academic values and contribute meaningfully to their educational communities. Similarly, Simweleba and Serpell (2020) identified key traits of families whose children excel academically. Such families maintain structured daily routines, provide quiet and dedicated study spaces, monitor

extracurricular activities, limit media exposure, and actively participate in their children's learning. These findings collectively suggest that both physical and psychosocial aspects of the home environment are crucial in shaping children's learning behaviors and outcomes. Unlike these studies, the present research focuses specifically on children under the CBC, which emphasizes skill acquisition and competencies that require more dynamic home support.

Topcu and Dogan (2020) further reinforce the critical role of parental involvement in enhancing student achievement. Their study, conducted in Turkey, demonstrated that parental engagement significantly contributes to higher academic performance and school attendance. Notably, the research highlights the benefits of home visits by teachers, which allow educators to gain a deeper understanding of students' family contexts. These visits also strengthen parent-teacher relationships, fostering a collaborative approach to supporting children's learning. Despite these insights, the study does not adequately explore how the school learning environment interacts with home-based support to influence CBC implementation. This interaction is particularly relevant for CBC, where practical skills and competencies often require alignment between school instruction and home reinforcement.

Geographical and cultural context also plays a crucial role in interpreting these findings. For instance, Turkey's emphasis on home visits and active parental involvement may not be easily generalized to Kenya or other countries implementing CBC. Variations in socio-economic conditions, cultural norms, and parental educational levels can influence both the feasibility and effectiveness of home-based support strategies. Methodologically, Topcu and Dogan (2020) relied on qualitative phenomenological approaches, which offer in-depth insights into

teachers' and principals' experiences but may not fully capture broader trends across diverse communities. Integrating quantitative measures could provide a more comprehensive understanding of the relationship between home support and student outcomes under CBC.

The influence of the home environment is further substantiated by Piliyesi, Ogada, and Ochieng (2020), who found that home factors accounted for 72% of variations in children's engagement with the curriculum, compared to only 28% explained by school facilities and teacher involvement. Access to books, study materials, dedicated desks and chairs, and appropriate lighting were shown to significantly enhance motivation and participation. However, children in low-income households often face challenges such as poor lighting, overcrowded spaces, and noise, which hinder effective learning. These findings highlight the critical role of socio-economic factors in shaping home learning environments and point to the need for targeted interventions to support disadvantaged families.

Parental education levels and economic stability further influence home learning conditions. Parents with higher education levels are more likely to encourage study, provide reading materials, and create structured learning spaces. Conversely, parents with limited formal education or low-income status may struggle to provide these supports, limiting children's academic engagement. This disparity emphasizes the importance of considering socio-economic and educational backgrounds when designing policies and interventions aimed at improving home learning environments.

The Kenya Institute of Curriculum Development (KICD, 2019) outlines the roles of various stakeholders, including parents, teachers, head teachers, and learners, in

implementing CBC. Parents are tasked with ensuring children's basic needs, participating in school activities, modeling positive behaviors, and creating supportive home learning environments. Despite these clear expectations, many parents report challenges in fulfilling these responsibilities, reflecting the need for practical guidance, resources, and support mechanisms to enable effective engagement.

Overall, the literature consistently demonstrates that the home environment is a central factor in shaping children's learning experiences and academic success. Key factors include parental involvement, socio-economic status, educational background, emotional support, physical resources, and digital supervision strategies. Nonetheless, several gaps remain: the challenges faced by low-income households, the influence of limited parental education, and the impact of distractions, such as media exposure or overcrowded living conditions, are insufficiently explored. Additionally, the interaction between home and school environments, particularly in the context of CBC, requires further investigation. This study seeks to address these gaps, providing insights to help policymakers, educators, and parents support effective home learning environments that enhance children's academic engagement and success across diverse socio-economic and cultural contexts.

2.5 Summary of Literature Review

This chapter reviewed literature on parental involvement in the implementation of the Competency-Based Curriculum in upper primary schools, focusing on the following objectives: provision of learning resources by parents, monitoring and

guiding children in completing homework, and creating a conducive home learning environment.

Parental involvement in providing learning resources was a key factor influencing children's academic success. Several studies showed that when parents provided textbooks, writing tools, digital resources, and financial support, children performed better academically (Musyimi, Mwaniki, and Wambiya, 2024). In Nepal, Dawadi, Giri, and Simkhada (2020) found that parental involvement in resource provision positively correlated with academic achievement, regardless of parents' socio-economic status. However, this research predominantly focused on high-income or developed contexts, leaving a significant gap in understanding how parents in low-income or rural areas, such as Kakamega County in Kenya, managed to provide these resources. In communities with varying levels of socio-economic development, economic constraints and limited access to resources hindered parents' ability to support their children's education. Furthermore, the role of parental literacy and the availability of time to support children's education was not adequately explored.

While studies from high-income settings provided valuable insights into resource provision, there was a lack of research focusing on the challenges faced by parents in communities with varying socio-economic backgrounds, such as Kakamega County, Kenya. The current study aimed to fill this gap by exploring the socio-economic barriers that hindered parental provision of resources for CBC implementation in these contexts.

Parental involvement in monitoring and guiding homework had been widely recognized as a critical factor in academic success (Njagi & Mwanzia, 2023).

Studies showed that children whose parents actively engaged in their homework tended to perform better. However, many parents faced significant challenges, such as time constraints, lack of content knowledge, and inadequate communication with schools. Research by Bergman & Chan (2021) and Adelin (2019) highlighted that many parents struggled to help their children due to work schedules or limited understanding of the curriculum. In communities with diverse socio-economic conditions, these barriers were amplified, and parental involvement became even more difficult.

Moreover, the majority of the studies focused on quantitative methods, which failed to capture the nuances behind why some parents struggled with homework support. There was a need for more qualitative research that explored the personal, contextual factors influencing parental engagement in homework. The current literature also lacked studies in Kenyan communities, particularly in Kakamega County, where socio-economic conditions and access to resources might present additional challenges.

The current literature did not adequately address the specific barriers faced by parents in Kakamega County, Kenya, regarding homework monitoring and guidance. This study aimed to fill this gap by using qualitative methods to explore the personal, socio-cultural, and economic factors influencing parental involvement in homework under the CBC system. Additionally, the research explored gaps in communication between schools and parents, and the role of teachers in supporting homework involvement.

A conducive home learning environment was essential for academic success, and studies showed that children whose parents created such an environment—by

ensuring safety, quiet study areas, and access to resources—tended to perform better academically (Kiral, 2019; Piliyesi., 2020). However, the ability to create such environments varied significantly across socio-economic backgrounds. While middle-class families were more likely to provide conducive learning environments, many parents in low-income households faced challenges such as poor lighting, inadequate space, and lack of educational materials. Studies such as Piliyesi (2020) emphasized the importance of access to resources, but they primarily focused on wealthier families, leaving a gap in understanding how parents from economically disadvantaged backgrounds could still foster effective learning environments.

Additionally, research on parental supervision strategies—particularly related to digital tools and online learning—revealed cultural and technological divides. Studies from Spain and Turkey (Baldry, 2019; Topcu & Dogan, 2020) showed that building a trusting relationship between parents and children reduced the need for strict supervision, but these findings may not have been directly applicable in non-Western or rural settings where cultural norms prioritized more authoritative parenting. Moreover, the digital divide—particularly the lack of internet access and digital literacy—remained a significant barrier in communities with varying socio-economic development.

The literature did not fully address how parents with lower educational levels or those from low-income backgrounds created conducive home learning environments, especially in Kenyan communities. The current study aimed to investigate how these parents managed to create effective learning environments under the CBC system, considering the digital divide, socio-cultural factors, and limited resources.

CHAPTER THREE

RESEARCH METHODOLOGY

3.1 Introduction

This study aimed to assess parental involvement in implementing a competency-based curriculum in Kakamega County, Kenya. This chapter outlines the research design, variables, study location, target population, sampling processes, sample size, research tools, piloting, instrument validity and reliability, techniques for data collection, analysis procedures, as well as ethical and logistical issues.

3.2 Research Design

This study employed a descriptive research design that integrated both quantitative and qualitative approaches. According to Creswell (2009), this approach facilitated the complementary use of quantitative and qualitative data, thereby overcoming the inherent limitations of each method when used independently. This integrative design allowed for a comprehensive understanding of the research problem by combining the numerical precision of quantitative data with the depth and context provided by qualitative insights.

The descriptive design was selected as it was particularly suitable for portraying the conditions, attitudes, or phenomena as they naturally occurred without manipulation by the researcher (Best & Kahn, 2006). This approach enabled the researcher to systematically describe the characteristics, patterns, and relationships within the study population.

Quantitatively, closed-ended questions provided measurable data that could be statistically analyzed to identify trends and generalizable findings within the target group. Qualitatively, open-ended questions allowed participants to express their

experiences, perceptions, and opinions in their own words, enriching the data with depth and contextual understanding.

This dual approach not only enhanced data triangulation, which improved the validity and reliability of the findings, but also offered a holistic view of the research problem aligned with the study's objectives. Creswell (2013) emphasized that such a design was effective in addressing 'what' and 'how' questions by providing both descriptive statistics and thematic interpretations.

In summary, adopting a descriptive research design aligned with Creswell's guidelines ensured that this study comprehensively captured and described existing conditions, thereby achieving a robust and nuanced representation of the phenomena under investigation.

3.2.1 Variables

In this study, parental involvement was the independent variable, indicated by parental provision of learning resources to children, parental involvement in monitoring and guiding children to complete homework, and the provision of a conducive learning atmosphere for learners in primary schools. The implementation of a competency-based curriculum served as the dependent variable. The intervening variables included time availability, parents' motivation, and the role of the school.

3.3 Location of Study

The study took place in Lurambi Sub County (coordinates 0°17'51" N, 34°45'60" E), located in Kakamega County in the western part of Kenya. Lurambi Sub County comprises six wards. According to the Kenya Population and Housing Census report (2019), Lurambi is one of the most highly populated sub-counties within Kakamega

County. Kakamega County itself is one of the most populous counties in Kenya, with a population of approximately 1.87 million people (Kenya National Bureau of Statistics, 2019).

Lurambi was chosen as the study location because of its high prevalence of challenges related to parental involvement in the implementation of the Competency-Based Curriculum. Studies in Kenya had highlighted that parental involvement in CBC implementation faced barriers such as lack of awareness, limited resources, and varying levels of parental support, which were often influenced by diverse socio-economic and cultural factors (Omariba, 2022; Mwarari, Githui & Mwenje, 2020). This sub-county's combination of urban and rural characteristics made it representative of the diverse socio-economic and cultural contexts found in Kakamega County, which was critical for examining how parental roles affected CBC implementation that heavily relied on parental support (Kenya National Bureau of Statistics, 2019; Mwarari, 2020).

The Sub County presented a heterogeneous population, encompassing varying levels of literacy, socio-economic backgrounds, and parental engagement in education. The county's mix of urban centers, such as Kakamega town and Mumias, alongside rural settings, offered a balanced perspective on the challenges and opportunities for parental involvement in CBC.

The selection of Lurambi Sub County was thus supported by its demographic diversity and the identified relevance of parental engagement issues within this locale. This made Lurambi an ideal setting for understanding how different socio-economic and cultural factors influenced parental involvement in CBC, providing insights applicable to similar contexts within the county and beyond.

3.4 Target Population

The number of primary schools that formed the target population for this study was 50, comprising 25 public and 25 private schools. (Lurambi Sub County Education Office 2022) The study involved 245 class teachers, each representing a stream, who were expected to work directly with parents. Additionally, 245 parents who had learners enrolled in grade six participated in the study, each representing a class. A total of 3,190 grade six learners were targeted, as they were among the first pioneers and thus more knowledgeable about CBC.

Table 3.1: Target Population

Target Group	Target Population
Primary Schools	50
Class Teachers	245
Parents	245
Pupils	3190
TOTAL	3730

Source: Lurambi Sub County Education Office 2022

3.5 Sample Size and Sampling Techniques

3.5.1 Sample Size

The researcher used Kombo and Tromp (2006) and Krejcie and Morgan (1970) table to determine the sample size.

Kombo and Tromp (2006) suggested a sample size of 10–30% of the targeted respondents as appropriate to represent a small and unquestionably defined group.

As a result, the researcher chose 15% of the target population of schools and 20% for class teachers and parents each representing a class.

To determine a sample size from 3190 grade six learners, the researcher used Krejcie and Morgan's (1970) table, which provides a formula for calculating sample size for a large population with a 95% degree of confidence and a margin of error of 5 percent. According to the table, a sample size for a population above 3000 is approximated to be 341. Therefore, 341 grade six learners were selected as the sample size. Each class had a slight variation of numbers of pupils ranging from 40 to 43 depending on the school. The sample size was presented in table 3.1.

Table 3.2: Sample size

Target Group	Target Population	Sample Size
Schools	50	8
Class teachers	245	49
Parents	245	49
Grade six pupils	3190	341
Total	3730	447

Source: Lurambi Sub County Education Office 2022

3.5.2 Sampling Techniques

The schools were sampled using a stratified sampling approach to ensure representation across key subgroups within Lurambi Sub County. The schools were first categorized based on ownership type (public vs. private) and location (rural vs. urban) as these factors could influence parental involvement in the CBC implementation. From the total population of schools, eight schools were selected—four public and four private—balancing representation from both strata. This stratification ensured that the sample adequately reflected the diversity in the population, as supported by Chandran (2014).

Within the selected schools, simple random sampling was employed to select grade six class teachers and parents. The total population of grade six class teachers was 245, of which 20% (49 teachers) were sampled. Similarly, 20% (49 parents) were sampled from the total parent population of 245. These samples of teachers and parents were proportionally distributed among the eight schools, resulting in approximately six teachers and six parents selected from each school. Lists of all grade six class teachers and parents in each school were used as sampling frames, and random selection methods (such as random number generation) ensured every individual had an equal chance of inclusion.

For grade six pupils, the total population was 3,190 from the eight schools. A total sample of 341 pupils were selected to participate in the study. The number of pupils selected per school varied between 40 and 43, depending on the school's enrollment size, ensuring proportional representation. Simple random sampling was used within each school, drawing from class rosters to give each pupil an equal opportunity to be included.

This combined approach of stratified sampling for schools and simple random sampling for teachers, parents, and pupils ensured a representative sample reflecting the target population, enhancing the validity of the findings related to parental involvement in CBC implementation. The procedures also ensured fairness and minimized selection bias as recommended by Kothari (2004).

3.6 Research Instruments

The study utilized interview schedules and questionnaires. According to Kombo and Tromp (2011), questionnaires are employed to collect information from large samples across diverse geographies. They were therefore ideal for this study as they

offered a swift, convenient, and cost-effective means of gathering substantial data from large sample sizes. Creswell (2014) and Kothari (2014) indicated that interviews are used to collect qualitative data from various populations. They were appropriate for the study because they effectively assisted the researcher in asking probing and supplemental questions. Additionally, interviews helped in establishing rapport between informants and the researcher.

3.6.1 Questionnaires for Grade Six Pupils

A Likert scale questionnaire and opened ended questions were administered to grade six pupils as a data gathering tools. The questionnaire contained questions about the study's objectives. It was divided into four sections: Section A contained items on demographic data; Section B contained items on parental provision of learning resources; Section C contained items on parental involvement in monitoring and guiding children to do homework; lastly, Section D contained items on parental provision of a conducive environment for learning. Each item addressed each study objective.

3.6.2 Questionnaires for Grade Six Parents

A Likert scale questionnaire and opened ended questions were administered to grade six parents as a data collection tool. The questions reflected the study objectives. It was divided into four segments: Section A covered the demographic characteristics; Section B addressed parental provision of learning resources; Section C contained items on parental involvement in monitoring and guiding children to do homework; and Section D contained items on parental provision of a conducive environment for learning.

Given that literacy levels among grade six parents could vary, careful measures were taken to ensure that all parents were able to participate meaningfully in the study. To accommodate parents who might have had limited reading or writing skills, the questionnaire was administered in two formats. Literate parents were given the questionnaire to complete by themselves, while for those who required assistance, the researcher read out the questions and recorded the parents' responses, thereby overcoming any literacy barriers. Additionally, the questionnaire was designed using simple and clear language to make it accessible to all respondents. These steps ensured inclusive and reliable data collection from the entire parent population.

3.6.3 Interview Schedule for Class Teachers

Interview guides with open-ended questions were utilized to collect qualitative data from the class teachers, each in charge of a class. The guide was divided into four segments: section A covered the demographic characteristics; section B addressed parental provision of learning resources; section C looked at parental involvement in monitoring and guiding children to do homework; and lastly, section D contained items on parental provision of a conducive environment for learning.

3.7 Pilot Study

The pilot study was conducted to assess the efficacy of data -gathering tools, identify errors, detect tool weaknesses, and address potential logistical issues. This pilot phase took place in two primary schools in Lurambi Sub-County. These schools were chosen randomly from those not included in the main sample size.

Piloting was vital as it allowed the researcher to develop a better research plan for data collection and determine whether the instruments were clear and precise. The pilot study was crucial because it ensured that the items in the questionnaire and

interviews accurately addressed the research questions (Kothari, 2014), confirmed that the questionnaire was clear and relevant, and ensured that the questions were administered consistently.

3.8 Validity and Reliability of the Instruments

3.8.1 Validity

According to Orodho (2009), validity refers to the extent to which data collection instruments measure what they are intended to measure and accurately represent the phenomena being studied. To ensure the validity of the research instruments, several steps were undertaken.

First, content validity was established by submitting the instruments to experts in educational management and curriculum development in the university. These experts reviewed the instruments to confirm that the questions adequately covered the variables under investigation and were relevant to the research objectives. Their professional judgment provided assurance that the content was comprehensive, clear, and appropriate.

Secondly, face validity was ensured by conducting a preliminary examination of the instruments to check that they appeared effective and suitable to measure the intended constructs. This involved assessing the clarity of the questions, the appropriateness of the language used, and the adequacy of the time allocated to complete the instruments.

Thirdly, construct validity was established by aligning the instruments closely with theoretical constructions derived from the literature review. The items in the questionnaire and interview guides were carefully formulated to reflect the specific

concepts and variables central to the study. This alignment ensured that the instruments measured the underlying constructions accurately.

The supervisors played a supporting role in evaluating the research instruments by reviewing the drafts and providing feedback on their structure, clarity, and overall alignment with the study objectives. However, the primary validation was done through consultation with subject-matter experts.

After expert review, pilot testing was conducted with a small group similar to the study population to further examine the clarity, relevance, and reliability of the instruments. Feedback from the pilot test was used to fine-tune the tools, ensuring proper interpretation of instructions and improving the precision of the questions.

In summary, validity was ensured through expert judgment for content validity, alignment with theoretical constructions for constructions validity, preliminary assessments for face validity, and pilot testing to refine the instruments before the main study.

3.8.2 Reliability

Prior to the actual study, the researcher conducted a test-retest of the tools in two primary schools in the Lurambi sub-county to ensure their dependability (Kothari, 2014). The test-retest approach entailed administering questionnaires twice to the same respondents over a one-week period and comparing the findings to see if the replies were consistent. Reliability was examined using Pearson's product-moment correlation coefficient (r), which measures the strength and direction of the linear relationship between two sets of data. The formula used for calculating the Pearson correlation coefficient is:

$$r = \frac{n \sum xy - (\sum x)(\sum y)}{\sqrt{[n \sum x^2 - (\sum x)^2][n \sum y^2 - (\sum y)^2]}}$$

where:

- r = Pearson correlation coefficient
- n = number of data pairs
- $\sum xy$ = sum of the product of paired scores
- $\sum x, \sum y$ = sum of scores on each variable
- $\sum x^2, \sum y^2$ = sum of squared scores on each variable

The reliability coefficients for the questionnaires were as follows: Questionnaire for grade six pupils yielded an $r=0.85$, and Questionnaire for grade six parents yielded an $r=0.88$, both above the threshold of 0.75 suggested by Orodho (2005), indicating significant positive correlation and thus good reliability.

For the interview guide for class teachers, reliability was established through pilot testing with similar respondents where consistency of responses and clarity of questions were assessed.

3.9 Data Collection Techniques

The researcher collected data through the use of questionnaires and interviews, following a carefully planned and ethically compliant process. Before data collection commenced, the researcher obtained all necessary approvals and authorizations to ensure ethical compliance and credibility of the study. A formal letter of introduction was issued by the Board of Postgraduate Studies at Kenyatta University, which identified the researcher and outlined the purpose of the study. This letter facilitated acceptance by institutions and respondents. Subsequently, a research permit was secured from the National Commission for Science,

Technology and Innovation (NACOSTI), the regulatory body responsible for authorizing academic research in Kenya. This permit demonstrated that the study met national ethical and professional research standards. Further approval was sought from the Lurambi Sub County Education Office to access schools within the sub county, and finally, consent was obtained from the heads of individual schools before data collection began.

In preparation for data collection, the questionnaires and interview guides were carefully designed and piloted to ensure they were clear, relevant, and aligned with the study objectives. Logistical arrangements were also made, including printing the questionnaires, scheduling interviews, and preparing instructions and timelines for questionnaire completion.

Questionnaires were distributed to both learners and parents who consented to participate. Depending on logistical feasibility, questionnaires were either handed out directly by the researcher or distributed through the school administration. Participants received clear instructions on how to complete the questionnaires independently, which helped encourage honest and unbiased responses. A deadline was set to ensure timely submission of the completed questionnaires.

In addition to the questionnaires, class teachers were interviewed face-to-face using a semi-structured interview guide designed to gather in-depth insights. The interviews were conducted in private settings to ensure confidentiality and participant comfort. All interviews were audio-recorded, with participants' consent, using a tape recorder to guarantee accurate capture of responses.

After data collection, all completed questionnaires were carefully collected,

organized, and securely stored. Interview audio recordings were transferred to a locked storage box and later transcribed verbatim for accuracy and detailed analysis. Confidentiality and data integrity were strictly maintained throughout the entire process. The physical and digital data were systematically arranged and prepared for coding and final analysis.

3.10 Data Analysis

The data was analyzed quantitatively and qualitatively, consistent with the objectives. The data was categorized and coded to facilitate quantitative and qualitative analysis. For the quantitative analysis, tables were constructed using descriptive statistics (mean and frequencies). The qualitative data was examined thematically as per the study's objectives. It was then used to analyze the data and draw conclusions. The results were presented in tables.

Table 3.3: Summary of data analysis

Themes derived from objective	Nature of Data	Statistical Technique	Mode of Presentation
Parental provision of learning resources to children in primary schools.	Quantitative	Descriptive statistics (Mean, percentages)	Tables
	Qualitative	Thematic analysis	Verbatim & rephrased Quotes.
Parental involvement in monitoring and guiding children to do homework in primary schools.	Quantitative	Descriptive statistics (Mean, percentages)	Tables
	Qualitative	Thematic analysis	Verbatim & rephrased quotes
Parental provision of conducive atmosphere for learning to occur among children in primary schools.	Quantitative	Descriptive statistics (Mean, percentages)	Tables
	Qualitative	Thematic analysis	Verbatim & rephrased quotes

Source: Researcher (2023)

3.11 Logistical and Ethical Considerations

3.11.1 Logistical Considerations

Kenyatta University issued the researcher with an introductory letter permitting the conduct of the study. Clearance was also sought and obtained from the National Council of Science, Technology, and Innovation (NACOSTI), which granted authorization for the researcher to proceed to the field. In addition, every school in

the study region received an introductory letter requesting permission from the school administration to carry out research activities involving their teachers and pupils.

Given that some participants were minors, additional permissions were obtained beforehand. Consent was sought from the relevant parental or guardian authorities through the schools' administration, and this was clearly communicated in the introductory letters. The schools confirmed that these consents were in place before the researcher proceeded with interviews and data collection involving minors.

3.11.2 Ethical Considerations

Respect for participants' autonomy was a paramount concern throughout the research process. No individual was coerced or forced into participating. Prior to participation, respondents were fully informed about the nature and purpose of the study. The questionnaires included an introduction to the researcher and a clear explanation of how the data collected would be used.

Participation was entirely voluntary, and participants were made aware that they could withdraw from the study at any point without any negative consequences. To protect participant confidentiality and privacy, questionnaires were designed to be anonymous, and no names or identifying information were collected.

When collecting data from minors, ethical procedures were strictly followed. Written informed consent was obtained from the parents or legal guardians, and assent was sought from the minors themselves in a manner appropriate to their age and understanding. The researcher ensured that all participants, including the minors, understood the voluntary nature of their participation.

Moreover, human relations and respect for all participants were carefully maintained. The researcher fostered an environment of trust and openness, being sensitive to participants' feelings and cultural norms throughout the data collection process.

CHAPTER FOUR

PRESENTATION OF FINDINGS, INTERPRETATION AND DISCUSSION

4.1 Introduction

This chapter presents research findings, interpretations, and discussions in accordance with the research objectives. The study aimed to investigate parental involvement in the implementation of the competency-based curriculum in primary schools. The findings are organized based on the research objectives, which are as follows:

1. Assess the extent to which parents provide learning resources for children in upper primary schools in Kakamega County.
2. To determine parental involvement in monitoring and guiding children in completing their homework in primary schools in Kakamega County.
3. To assess whether parents provide a conducive atmosphere for learning among children in primary schools in Kakamega County.

4.2 General and Demographic Information

4.2.1 Response Rate

The response rate to the questionnaire is presented in Table 4.1 below.

Table 4.1: Response Rate

Respondents	Sample size	Response	Percentage %
Pupils	341	326	96
Parents	49	48	98
Total	390	374	97

The questionnaire return rate from parents and pupils was 97%, and all 49 class teachers (100%) were interviewed. This return rate was considered sufficient for data analysis. According to Edwards (2002), a return rate of 80% or higher is considered excellent, a return rate between 60% and 80% is acceptable, and anything below 60% is considered marginally acceptable.

4.2.2 Distribution of Respondents by Gender

When asked to indicate their gender, parents, pupils and class teachers responded as shown in table 4.2

Table 4.2: Distribution of Respondents by Gender

Respondents	Male	Percentage	Female	Percentage
	Frequency	%	Frequency	%
Class teachers	22	45%	27	55%
Parents	23	48%	25	52%
Pupils	163	50%	163	50%
Total	208	48%	215	52%

The data presented the gender distribution of respondents among class teachers, parents, and pupils. The majority (55%) of class teachers were female while 45% of class teachers were male, indicating a slightly higher representation of female teachers. For parents, 48% were male and 52% were female, showing a balanced distribution with a slight female majority. Pupils' population was equally divided, consisting of 50% male and 50% female, reflecting equal gender representation among students. Overall, the total respondents comprised 208 males (48%) and 215 females (52%), suggesting a slightly higher proportion of female respondents across all categories.

Understanding the gender composition among respondents was crucial for comprehensively exploring parental involvement in CBC implementation. Gender dynamics among parents and teachers influenced the modes and extent of parental involvement and support provided to learners. Given that the CBC emphasized a learner-centered approach requiring active parental participation, differences in gender representation affected the ways educational support was offered and received. This insight helped contextualize challenges such as resistance or gaps in parental understanding, as the involvement patterns varied by gender, impacting the effectiveness of CBC implementation in Kakamega County.

4.2.3 Distribution of Respondents by Age

When questioned about their age, both parents and class teachers gave responses, as presented in Table 4.3.

Table 4.3: Distribution of Respondents by Age

Years	Class Teachers		Parents	
	Frequency	Percentages	Frequency	Percentages
Below 30	6	12%	3	6.25%
30-40	12	25%	16	33.33%
41-50	22	45%	24	50%
51-60	9	18%	5	10.42%
Total	49	100%	48	100%

Table 4.3 provided a distribution of respondents by age, including both class teachers and parents. Among class teachers, the majority (45%) were aged 41-50, followed by 25% aged 30-40, while those below 30 and aged 51-60 were less

represented, at 12% and 18%, respectively. For parents, the 41-50 age group also dominated, making up 50% of respondents, with 33.33% aged 30-40. Smaller percentages of parents were below 30 (6.25%) and aged 51-60 (10.42%). The data clearly indicated the prominence of the 41-50 years age group among both teachers and parents, suggesting that this demographic played a significant role in the educational process. Their combined presence across both groups highlighted a potential influence on the successful implementation of the CBC, as they might have possessed a mix of experience and challenges in adapting to the new curriculum.

4.2.4 Distribution of Respondents by Education Level

When prompted to specify their level of education, parents and class teachers provided the responses outlined in Table 4.4

Table 4.4: Distribution of Respondents by Educational Level

Educational Level	Class Teachers	Percentages	Parents	Percentages
Primary School	0	0%	2	4%
Secondary School	0	0%	7	15%
Diploma	25	51%	14	29%
Bachelor's Degree	18	37%	22	46%
Masters and above	6	12%	3	6%
Total	49	100%	48	100%

Table 4.4 indicated that most class teachers (51%) held a diploma in education, while 37% had a bachelor's degree, and 12% possessed a master's degree in education. Additionally, it showed that the largest portion of parents (46%) had bachelor's degrees, 29% held diplomas, 15% completed secondary school, 6% had a

master's degree or higher, and a small minority (4%) were primary school leavers. These demographic details played a crucial role in understanding the dynamics of parental involvement in the CBC. The educational qualifications of parents directly influenced their capacity to comprehend the CBC framework and engage effectively in their children's learning

4.3 Parental Provision of Learning Resources to Children in Primary Schools

The researcher gathered information from grade six parents, class teachers, and pupils regarding the provision of learning resources by parents. Parents were asked to rate their level of agreement with various statements regarding their involvement in providing learning resources using Likert scale questions. The collected views are displayed in table 4.5,

Table 4.5: Parents ratings on their involvement in providing learning resources for their children

Learning resources	Never		Rarely		sometimes		Often		Always	
	F	%	F	%	F	%	F	%	F	%
Parents provide learning materials to support their children learning at home	0	0%	2	4%	4	8%	11	23%	31	65%
Parents allocate financial resources to educational expenses for their children	2	4%	4	8%	10	21%	14	29%	18	38%
Parents provide resource persons to support their child's education at home	8	17%	12	25%	10	21%	13	27%	5	10%
	Never (1)	Rarely (2)	Sometimes (3)		Often (4)	Always (5)				

The data in Table 4.5 showed that the majority of parents (65%) "always" provided learning materials to support their children's education at home, while an additional 23% did so "often," demonstrating a strong commitment to offering learning materials. This strong commitment to supporting educational success through the provision of learning materials aligned with prior research, such as that by Musyimi, Mwaniki, and Wambiya (2024) and Kapur (2018), which highlighted the positive impact of parental contributions on children's academic success. When parents supplied the necessary learning materials, including textbooks, notebooks, and writing tools, children were more likely to engage with the curriculum and exhibit improved academic outcomes. This consistent provision of resources explained the higher levels of academic achievement observed in students from families with stronger parental support (Musyimi, Mwaniki, and Wambiya, 2024).

In terms of financial allocation, a significant proportion of parents also exhibited high involvement, with 38% having "always" allocated financial resources to educational expenses and 29% having done so "often." The importance of financial contributions to education was underscored by research in similar socio-economic contexts. Kapur (2018) found that families with better financial resources were able to provide their children with the necessary educational tools, including private tutoring and technology, which facilitated better academic outcomes. Similarly, Mutea (2021) argued that financial support, especially for children in resource-constrained environments, was critical to ensuring access to quality education. However, the relatively high proportion of parents who allocated financial resources "often" (29%) rather than "always" (38%) suggested that while financial support was common, it did not always meet the comprehensive needs of the curriculum,

particularly in the context of the CBC which required diverse and frequent learning resources.

Conversely, the provision of people as a resource, such as time and personal support for their child's education, showed more varied responses. Seventeen percent of parents never provided people as a resource, while 25% rarely provided this type of support. This suggested that, while most parents consistently supported their children with learning materials and financial resources, their involvement in providing human resource support for education at home was less frequent and more variable.

This finding was consistent with existing research that highlighted the challenges parents faced in offering personal support due to socio-economic constraints, work commitments, and lack of time. Studies by Dawadi, Giri, and Simkhada (2020) and Preston (2018) emphasized that, while parents understood the importance of their involvement, various factors—especially work schedules and financial stress—often prevented them from consistently engaging in their children's education beyond the provision of material and financial resources. The lower levels of parental involvement in providing human resources for education were linked to cultural expectations and the division of labor, where some parents, particularly mothers, were expected to contribute more time to home-based activities, while fathers had more limited involvement (Cakir and Uludag, 2022).

This variation in the provision of people as a resource was indicative of a broader issue identified in the literature—the difficulty for parents in lower-income contexts to balance time, financial obligations, and educational support. As noted by Mutea (2021), many parents in economically disadvantaged regions faced a paradox: while

they were often willing to provide for their children's material needs, the demands of work and survival left little time for deeper engagement in their children's educational activities. Moreover, as the implementation of the CBC required more interactive and participatory learning activities, this limitation of time and personal involvement directly affected the ability of children to fully benefit from the curriculum, particularly in rural or low-income settings. This finding also supported the call by Atakan (2010), cited by Cakir and Uludag (2022), for schools to provide more support to parents to facilitate their involvement, including creating more flexible opportunities for engagement.

The discrepancy in the provision of learning materials and people as a resource highlighted an essential challenge in the implementation of the CBC, particularly in contexts where parental involvement was a critical component of the curriculum's success. As noted by the Kenya Institute of Curriculum Development (KICD, 2019), the CBC relied heavily on the active participation of parents in supporting their children's learning, both materially and through engagement in educational activities. However, the findings from this study suggested that while parents were generally willing to meet the material demands of the CBC, their capacity to provide people as a resource was more limited. This was in line with the findings of Mutea (2021), who observed that the economic burden placed on parents by the CBC often led to increased frustration and resistance to its demands, particularly when parents struggled to balance their financial obligations with the time required for supporting educational activities.

In summary, while the findings of this study aligned with the literature on the positive effects of parental involvement, they also highlighted significant challenges

that needed to be addressed. The provision of learning materials and financial resources was widespread, which correlated with existing studies that stressed the importance of these resources in facilitating academic success. However, the lower levels of parental involvement in providing people as resources pointed to broader socio-economic barriers that hindered parents' ability to fully engage in their children's education. This issue, as discussed by researchers such as Preston (2018) and Cakir and Uludag (2022), suggested that strategies to enhance parental involvement in CBC implementation should not only focus on material resources but also address the time and support needed for parents to contribute more actively to their children's educational experiences.

The study also sought views from students in regard to parents' roles in providing learning resources and the findings are summarized in Table 4.6

Table 4.6: Pupils' agreement levels on parental roles in providing learning resources

Learning Resources	Strongly Disagree		Disagree		Agree		Strongly Agree	
	F	%	F	%	F	%	F	%
Parents provide you with the necessary learning materials for your studies	10	3%	20	6%	68	21%	228	70%
Parents provide financial support on education-related expenses	14	4%	28	9%	109	33%	175	54%
Parents provide family members or tutors who help you with your studies	26	8%	46	14%	118	36%	136	42%
Parents participate in school activities (e.g., academic and sports day) as required	16	5%	24	7%	104	32%	182	56%
Strongly Disagree (1)		Disagree (2)		Agree (3)		Strongly Agree (4)		

The data presented in Table 4.6 shows that the majority of pupils (70%) strongly agreed that their parents consistently provided the necessary learning materials, with an additional 21% agreeing with this statement. These figures were consistent with Musyimi, Mwaniki, and Wambiya (2024), who found that parental involvement in providing educational materials significantly enhanced student engagement and

performance. This trend highlighted the central role that learning materials played in ensuring students were well-prepared to engage with the curriculum. The findings suggested that most parents in this sample fulfilled their roles in providing the essential resources that the CBC demanded, particularly in terms of materials such as textbooks, notebooks, and digital tools.

Financial support from parents was also perceived positively, with 54% of pupils strongly agreeing and 33% agreeing that their parents covered education-related expenses. This finding resonated with the work of Kapur (2018), who emphasized the role of financial resources in facilitating educational progress. Financial support from parents, especially in the form of covering the costs of textbooks, stationery, and digital tools, directly aligned with the demands of the CBC. However, the discrepancy between the strong provision of learning materials and the slightly less consistent provision of financial support suggested that while parents were committed to acquiring learning materials, the additional financial burden of extracurricular activities, school fees, and digital learning tools presented challenges, particularly in economically disadvantaged households. This was consistent with the concerns raised by Mutea (2021) regarding the financial strain CBC placed on parents in low-income communities.

When examining the provision of people as a resource—specifically, family members or tutors who assisted with studies—there was a notable decline in involvement. While 42% of pupils had strongly agreed and 36% had agreed that family members or tutors helped with studies, 8% of pupils had strongly disagreed. This disparity suggested that while many parents were willing to provide academic support through personal involvement, there were significant barriers that prevented

consistent and widespread engagement. The literature highlighted time constraints and work schedules as critical factors limiting parental involvement (Preston, 2018; Cakir and Uludag, 2022), which likely contributed to the lower levels of support in this area. For instance, the demands of parents' work schedules often prevented them from being as involved in academic support at home, leading to a reliance on external tutors or other forms of academic assistance. Moreover, this finding pointed to a key challenge in CBC implementation: while the curriculum emphasized the importance of personal support for children's learning, the lack of time and capacity to provide this support hindered its full potential, particularly in socio-economically disadvantaged households.

The involvement of parents in school activities, such as academic and sports days, reflected a high level of engagement, with 56% of pupils strongly agreeing and 32% agreeing that their parents participated in these events. This high level of involvement was promising, as parental participation in school events had been shown to contribute positively to children's educational outcomes (Camarero-Figuerola, Dueñas, and Renta-Davids, 2020). The strong involvement in school activities suggested that many parents recognized the importance of supporting their children's learning both at home and within the school environment, which aligned with the objectives of the CBC to foster a more holistic approach to education.

However, the disparity between the high involvement in providing learning materials and the lower involvement in offering people-based resources, such as tutoring, suggested that while material and financial support were more easily accessible for many parents, people-based resources—time and energy—were more difficult to provide consistently. This could have been due to various factors such as

demanding work schedules, low-income constraints, or a lack of structured support for parental involvement in education. The study by Cakir and Uludag (2022) suggested that while parents in many contexts desired to be involved in their children's education, the lack of adequate institutional support, coupled with personal barriers, impeded their efforts.

In conclusion, the findings from this study demonstrated a clear trend of high parental involvement in providing material and financial resources to support their children's education, which was crucial for the effective implementation of the CBC. However, the lower levels of involvement in providing people-based resources—specifically time and personal support for academic tasks—highlighted an area that needed further attention.

Qualitative data from interviews with teachers provided a nuanced understanding of the role parents play in providing learning resources for children within the Competency-Based Curriculum. Teachers were asked to comment on the level of parental involvement in supporting learning at home, particularly in terms of resource provision. Their responses revealed varying degrees of involvement:

Teacher No. 5 stated, "Some parents are very proactive, constantly inquiring about the necessary materials and ensuring their children have everything they need. However, there are parents who struggle due to financial constraints."

Teacher No. 13 observed, "While parents are involved, they rely heavily on the school's guidance to understand what resources are needed."

Teacher No. 6 noted, "While some parents make sure to provide textbooks and stationery, others seem to struggle with this due to financial constraints."

Teacher No. 2 added, "There are parents who believe that the school should provide all resources, and hence, their involvement is minimal."

Teachers' responses from interviews highlighted that parental involvement in providing learning resources was not uniform. Some parents were described as highly proactive, ensuring that their children had the necessary materials and supported them consistently, as noted by Teacher No. 5. These parents were not only engaged in acquiring learning materials but also maintained continuous communication with the school regarding what additional resources were needed. This proactive approach aligned with findings from Musyimi, Mwaniki, and Wambiya (2024), who emphasized that when parents actively involved themselves in providing resources, children's academic outcomes improved significantly. Such involvement corresponded with the Competency-Based Curriculum's goals of fostering both cognitive and practical learning experiences.

However, a significant proportion of parents, as noted by Teacher No. 13, relied heavily on the guidance of the school to understand what resources were necessary. This dependency on school instructions was linked to broader socio-economic challenges and parental literacy levels, which limited their ability to provide resources without guidance. The reliance on schools for such support reflected findings by Kapur (2018), who pointed out that socio-economic status directly affected parents' capacity to support their children's education, particularly in providing learning materials. The discrepancy between highly involved parents and those needing guidance was attributed to factors such as educational background, time availability, and financial constraints.

The teachers observed the types of learning resources that children brought to school. They said:

"The types of learning resources brought by students to school are diverse. I see a range of materials, from textbooks, exercise books, and pens to more sophisticated items like tablets and laptops," stated Teacher No. 11.

"Some students bring project materials, like craft supplies, while others only have the bare essentials, such as notebooks and pencils," added Teacher No. 13.

"It's also common to see children bringing educational toys and games, which are part of the CBC's interactive learning approach" (Teacher No. 20).

Teachers also provided valuable insights into the diversity of resources students brought, ranging from basic materials like textbooks and stationery to advanced items such as tablets and laptops. This variation in resources directly reflected the varying socio-economic backgrounds of students, as noted by Teacher No. 11 and Teacher No. 13. The increasing role of digital resources, like tablets and laptops, aligned with Siu-Cheung Kong (2018), who identified that the provision of technological resources by parents was becoming increasingly crucial for effective learning under the CBC. The role of technology in enhancing learning experiences had been emphasized in global education trends, and the parents' provision of such resources suggested a shift toward more technology-driven education.

However, the disparity between students who accessed these sophisticated resources and those who did not raised concerns about equity in CBC implementation. Literature pointed to the widening digital divide, particularly in low-income and rural communities, which created barriers to access digital tools and online learning platforms. As noted by Atikiya (2021), digital literacy and access to technology were crucial for effective CBC implementation, but many families were unable to provide these resources, exacerbating educational inequalities.

Teachers were asked on how often parents contribute financially to support educational needs or activities of their children. Teachers had this to say;

"Financial contributions from parents vary widely. Some parents are always willing to contribute financially, whether it's for school trips, special projects, or classroom resources," said Teacher No. 27.

"Many parents contribute when there is a clear and immediate need, but ongoing contributions for regular supplies are less common," stated Teacher No. 36.

"Some parents struggle to contribute financially, which affects the availability of resources for their children's learning. This financial support often depends on the parents' economic status, with more affluent families contributing more consistently," observed Teacher No. 41

The most recurring theme in the interviews was the effect of financial constraints on parental involvement. Teachers frequently noted that while some parents consistently contributed financially to their children's educational needs, others struggled due to financial limitations, as emphasized by Teacher No. 41. The variability in financial contributions mirrored Kapur's (2018) findings, where affluent families could provide a steady stream of resources, whereas disadvantaged families faced challenges meeting the material demands of the CBC. This highlighted a critical gap in CBC implementation: the curriculum assumed a level of parental financial investment that was not always feasible for families, especially in low-income and rural areas.

Furthermore, teachers observed that some parents contributed when there was an immediate need, such as for school trips or special projects, but consistent contributions for regular supplies were less common. This aligned with Mutea's (2021) findings that the financial burden of the CBC was felt more acutely by families in lower-income areas, exacerbating educational inequalities. The dependency on immediate rather than ongoing contributions reflected a reactive

rather than proactive form of involvement, which hindered the long-term success of CBC implementation.

Teachers were asked if parents participated in school activities as required. The teachers responded as follows:

"Parent participation in school activities is generally positive," noted teacher No.24. "Parents are particularly active during major events like sports days, parent-teacher meetings, and cultural festivals, where they volunteer, engage in discussions about their child's progress, and contribute to organizing activities."

"There is also strong involvement in hands-on activities such as classroom volunteering and school clean-up days. Parents often help with classroom projects and encourage their children to take part in school clean-ups, fostering a sense of community and responsibility." (Teacher No. 9)

"Many parents actively engage in fundraising and attend workshops organized by the school. This participation not only supports school programs but also helps build a stronger, more connected school community." (Teacher No. 33)

Teachers' comments on parental participation in school activities revealed generally positive involvement, especially during major events like sports days, parent-teacher meetings, and cultural festivals. They highlighted that parents actively volunteered, fundraised, and engaged in school projects, fostering a strong sense of community. This active involvement aligned with findings by Cakir and Uludag (2022), who emphasized that participation in school activities built stronger communication and cooperation between parents and schools, enhancing student outcomes.

Nevertheless, while parental participation in school activities was noted as positive, teachers also pointed out that some parents felt the responsibility for providing educational resources should lie with the school. This echoed Mutea's (2021) report that in low-income settings, parents often expected schools to provide all necessary resources, including learning materials. This perception led to disengagement from

some parents, especially those who felt their financial limitations prevented meeting curriculum expectations.

Teachers' responses underscored a significant challenge in balancing parental involvement expectations with families' socio-economic realities. As highlighted by Teacher No. 6, while some parents consistently provided textbooks and stationery, others struggled due to financial constraints. The provision of human resources—such as time and personal support for children's education—was also inconsistent, with some parents unable to offer support due to work commitments or other factors. This reflected Dawadi, Giri, and Simkhada's (2020) findings that socio-economic challenges constrained parental involvement, particularly in developing countries.

In the context of the CBC, this uneven parental involvement created disparities in how effectively the curriculum was implemented across socio-economic groups. Parental involvement was crucial for successful CBC implementation, encouraging holistic learning. However, as observed in this study, challenges from financial constraints, time limitations, and expectations of school responsibility hindered full parental participation, especially in lower-income areas. This highlighted the need for a more inclusive CBC approach that considered diverse family capabilities and resources.

The findings from the teachers' interviews provided a nuanced understanding of parental involvement in supporting children's educational journeys within the CBC. While many parents actively provided learning materials and participated in school activities, socio-economic factors played a significant role. Financial constraints in particular limited the resources parents could provide, impacting CBC's effective implementation. These findings aligned with existing literature and underscored the

need for a more equitable approach to parental involvement and resource provision, especially in disadvantaged communities. For CBC to succeed, strategies needed implementation to support parents in lower-income areas through financial assistance, guidance on resource provision, and ways to increase their engagement in both material and human resources for education.

4.4 The role of parents in monitoring and guiding children's homework

The researcher gathered information from grade six parents, class teachers, and pupils about how parents monitored and guided their children with homework.

To understand the extent and nature of parental involvement in their children's education, the researcher engaged with grade six parents to gather their views on monitoring and guiding children with homework. The findings are presented in Table 4.7,

Table 4.7: Parents response on monitoring and guiding their children to do homework

Monitoring And Guiding Children to Do Homework.	Never		Rarely		Sometimes		Often		Always	
	F	%	F	%	F	%	F	%	F	%
Parental time to assist your child with homework	1	2%	3	6%	6	13%	12	25%	26	54%
Cross-check completed assignments of your child	2	4%	5	10%	7	15%	25	52%	9	19%
Communication with your child's school regarding homework progress	0	0%	0	0%	5	10%	11	23%	32	67%
Parent involvement in assisting your children to do homework improves their academic performance at school	0	0%	0	0%	2	4%	8	17%	38	79%
	Never (1)	Rarely (2)	Sometimes (3)	Often (4)	Always (5)					

The data in Table 4.7 revealed key findings regarding parental involvement in monitoring and guiding their children's homework. More than half (54%) of parents stated that they "always" had time to help their children with homework, while an additional 25% indicated that they did so "often." This suggested that a majority of parents (79%) were regularly available to support their children's homework efforts. This statistic supported the notion that parental involvement was a key component in enhancing children's educational outcomes, as suggested by numerous studies (Njagi & Mwanzia, 2023; Wong, 2018). When parents provided regular support, they not only ensured that homework tasks were completed but also reinforced the learning process. This finding was consistent with the work of Balter (2018), who emphasized that parental participation in homework, particularly in providing emotional and instructional support, directly contributed to children's academic success.

Similarly, when it came to cross-checking completed assignments, slightly more than half of the parents (52%) did this "often," and 19% did it "always." This demonstrated a high level of diligence in ensuring the quality and completeness of their children's homework. These results mirrored similar findings in other literature, where parental engagement in verifying homework quality was linked to higher academic performance (Bergman & Chan, 2021). However, it was important to note that although a majority of parents were diligent in overseeing the completion of assignments, this practice alone might not have been enough to guarantee academic success. The quality of the support provided and the alignment with educational objectives were equally crucial. This was where the issue of parental knowledge and skills came into play. As highlighted by Bergman and Chan

(2021), parents' limited knowledge of content areas could be a barrier, as they might not have been able to provide meaningful academic assistance, especially in subjects where the curriculum had changed significantly.

Communication with the school regarding homework progress was another area of strong parental involvement, with 67% of parents "always" maintaining contact with the school, and 23% doing so "often." This high level of communication reflected an ongoing partnership between parents and teachers, which was crucial for monitoring academic progress. Such collaboration was strongly supported in the literature, with Kiral (2019) and Sibanda (2021) affirming that effective communication between parents and schools was essential in fostering parental involvement and ensuring students' academic success. However, it was also essential to recognize that the communication strategies used by schools could influence the quality of parental involvement. In this study, parents utilized online platforms, apps, and direct communication through meetings, emails, and phone calls, as indicated by the respondents. These modern communication tools helped bridge the gap between parents and schools, especially in regions where traditional communication methods were less effective due to time or technological constraints.

While the existing literature confirmed that communication was crucial for fostering parental involvement, the context of the school and the infrastructure available for such communication significantly affected how successful these interactions could be. For instance, in rural areas or lower-income settings, parents often did not have access to the same technological tools as those in more urbanized settings. As Njagi and Mwanzia (2023) observed, rural parents frequently faced challenges related to access to resources, which could hinder effective parental engagement. Therefore,

schools had to tailor their communication strategies to accommodate different socioeconomic backgrounds and provide equal opportunities for all parents to participate.

Notably, an overwhelming 79% of parents believed that their involvement in homework “always” enhanced their children's academic performance, with another 17% agreeing "often." These results aligned with the conclusions drawn by Njagi and Mwanzia (2023), who demonstrated a positive correlation between parental involvement and students' academic outcomes. In their study, parental support, both in terms of time and content-related assistance, was found to have a significant impact on children's learning outcomes. Similarly, Bergman and Chan (2021) highlighted that parents' efforts in supervising homework were positively associated with improved academic performance, especially when they possessed the knowledge to provide targeted support.

However, the literature suggested that the relationship between parental involvement and academic achievement was not always linear or simple. Several factors, including parental educational level, socioeconomic status, and cultural perceptions of parental roles, mediated this relationship. For instance, in urban areas, where parents were more likely to have higher educational levels and access to resources, the impact of involvement was more pronounced. On the other hand, in rural or lower-income settings, as Njagi and Mwanzia (2023) noted, the lack of resources and time constraints limited the extent to which parents could effectively engage with their children's homework, thus weakening the relationship between involvement and academic performance.

Parents were asked on how they communicated with the school about homework.

The parents had this to;

“I rely on school communication platforms, such as online portals, apps, or learning management systems, to stay informed about homework assignments. These tools provide access to homework details, submission deadlines, and feedback from teachers. The school's app is a real lifesaver.”
(Parent No. 48)

“I communicate directly with the teachers by attending parent-teacher meetings, sending emails, or making phone calls to discuss my child's progress and any homework-related concerns. Maintaining an open line of communication with teachers helps me understand the expectations and provides a platform to address any issues promptly. For instance, regular emails with the teacher keep me updated on my child's assignments and any challenges they might be facing. (Parent No.16)

The findings from this study reinforced the existing literature on the importance of parental involvement in children's homework. Parents who actively engaged with their children in completing homework assignments, cross-checked their work, and maintained communication with the school contributed significantly to their children's academic success. However, challenges such as time constraints, limited knowledge, and contextual factors like socioeconomic status and geographical location continued to affect the efficacy of parental involvement. Additionally, the role of digital literacy and technological tools in supporting parental involvement in homework deserved further attention, particularly in regions with limited resources. By addressing these challenges and providing the necessary support to parents, schools enhanced the effectiveness of parental involvement, leading to improved academic outcomes for students.

Further, pupils views were sought in order to understand the impact of parental involvement from the recipients' perspective—those directly affected by homework supervision and guidance. The researcher collected responses from grade six pupils

to explore how they experienced their parents' support and involvement in their homework. This information, outlined in Table 4.8,

Table 4.8: Pupils response on monitoring and guiding children to do homework

Monitoring And Guiding Children to Do Homework	Never		Rarely		Sometimes		Often		Always	
	F	%	F	%	F	%	F	%	F	%
Frequency of parents checking completion of assignments?	0	0%	16	5%	34	10%	78	24%	198	61%
Parents assistance with homework when you find it difficult	7	2%	24	7%	52	16%	77	24%	166	51%
Parents communication with the school regarding your homework	0	0%	12	4%	23	7%	69	21%	222	68%
Supervision of homework by parents	6	2%	39	12%	65	20%	73	22%	143	44%
Never (1) Rarely (2) Sometimes (3) Often (4) Always (5)										

The data in Table 4.8 revealed that a majority of parents had been highly involved in this aspect of their children's education. Specifically, 61% of the pupils reported that their parents had always checked the completion of their homework, with 24% stating that they had done so often. This finding aligned with existing literature, such as the study by Simweleba and Serpell (2020) in Zambia, which found a strong correlation between parental involvement in homework and improved academic performance. This suggested that parents' consistent monitoring of homework had served as an important mechanism for reinforcing academic expectations and ensuring that pupils completed their assignments on time.

However, while the majority of pupils reported regular monitoring, a small percentage (10%) indicated that this occurred only “sometimes,” and 5% noted that their parents rarely checked their homework. These lower percentages reflected the possibility that parental engagement had still been inconsistent for some families. This inconsistency could have been attributed to various factors, such as time constraints, as discussed by Njagi and Mwanzia (2023) and other studies (Bergman & Chan, 2021), which emphasized that busy schedules limited the time parents had to engage with their children's homework. Additionally, socioeconomic factors and educational resources played a role in shaping how much support parents could offer their children (Caena & Redecker, 2019).

Similarly, 51% of the pupils indicated that their parents always assisted with difficult homework, and 24% mentioned that this assistance was provided often. This active involvement was consistent with the findings of Njagi and Mwanzia (2023), who emphasized that parental assistance benefited students' academic success, particularly in rural areas where educational resources might have been limited. However, the literature also highlighted that parental support needed to be aligned with the child's needs. For example, Szabo (2019) pointed out that the effectiveness of parental involvement depended not just on the frequency of assistance, but on the quality of the help provided. Parents who had limited content knowledge might have inadvertently hindered their children's learning by offering incorrect or insufficient guidance (Bergman & Chan, 2021). The pupils' responses reflected the varying levels of expertise that parents possessed, as well as the challenges they faced in understanding and addressing modern curricula.

Furthermore, a notable 68% of pupils confirmed that their parents had always communicated with the school about their homework, with an additional 21% reporting frequent communication. This was a clear indication of the high level of parental commitment to staying informed about their children's academic progress. Communication between parents and schools was a key determinant of successful parental involvement, as suggested by Hall (2021) and Ajuoga and Keta (2021), who found that effective communication enhanced the quality of parental engagement and ensured that parents were aware of the specific academic expectations. However, it was important to note that 7% of pupils reported that communication occurred only “sometimes,” and 4% indicated that it had rarely occurred. These findings highlighted that despite the overall positive trend, challenges in communication still existed. For example, in rural areas with limited digital infrastructure, as highlighted by Orina (2022), reliance on traditional communication methods—such as physical notes or phone calls—could have led to delays in conveying important academic information to parents.

In terms of supervision, 44% of pupils stated that their parents always supervised their homework, and 22% noted that this supervision happened often. The positive influence of supervision on academic achievement was well documented, particularly in studies like that of Sibanda (2021) in South Africa, where parental involvement in monitoring homework was associated with better academic performance. Supervision provided structure and discipline, which helped pupils stay focused and organized. However, a significant proportion of pupils (20%) reported that their parents only “sometimes” supervised their homework, and 12% reported that this rarely occurred. These findings were consistent with literature

suggesting that time constraints and lack of knowledge hindered parents from providing consistent supervision (Bergman & Chan, 2021). Given that supervision played a vital role in helping students manage their time effectively and complete tasks correctly, it would have been worthwhile for future research to investigate interventions aimed at helping parents overcome these barriers, particularly in low-resource settings.

In conclusion, the data from Table 4.8 highlighted the significant role of parental involvement in homework supervision and guidance, with the majority of pupils reporting high levels of parental engagement. However, the study also revealed that barriers such as time constraints, socioeconomic challenges, and inconsistent communication continued to affect the extent and quality of parental involvement. To maximize the positive effects of parental involvement on pupils' academic outcomes, future interventions should have focused on providing parents with the skills, knowledge, and resources they needed to effectively monitor, assist, and communicate about homework. Moreover, strategies to address the barriers identified—such as time management support and improved communication infrastructure—could have helped reduce the discrepancies observed in the data, ensuring that all pupils benefited equally from parental involvement.

Teachers, who regularly interacted with both students and their parents, offered a unique perspective on parental involvement in monitoring and guiding children with their homework. The collected responses and analyses from the teachers' perspectives were presented in the subsequent sections.

Teachers responded on how frequent parents cross-checked completed assignments.

Teachers had this to say,

"Some parents are very engaged, checking their children's homework daily and offering feedback. They take an active role in their child's learning, helping them understand the material better and ensuring they stay on track. This consistent involvement strengthens both learning outcomes and parent-child academic relationships." (Teacher 15)

"Many parents check homework only occasionally, often due to busy work schedules or uncertainty about the subject matter. They tend to get involved mainly during crucial periods, like before exams or when they notice academic struggles. These parents trust teachers to guide their child's education but step in when they see a need." (Teacher 11)

"There are cases where parents rarely, if ever, check homework. This might be because they view it as the child's responsibility, assume everything is fine, or are unaware of the benefits of regular oversight. This lack of involvement can lead to missed opportunities to address learning gaps early." (Teacher 24)

This finding aligned with research by Njagi and Mwanzia (2023), which demonstrated that active parental engagement significantly enhanced academic performance, particularly in primary education settings. The regular oversight and engagement of these parents fostered not only improved learning outcomes but also created stronger relationships between parents and children, reinforcing the lessons learned in school.

However, other teachers observed that many parents only checked homework occasionally, often due to time constraints or lack of understanding of the subject matter. This situation reflected the findings of Bergman and Chan (2021), who identified time constraints and a lack of content knowledge as key barriers to effective parental involvement. The limited involvement of these parents suggested a disconnect between home and school, where parents were not sufficiently

equipped to provide ongoing support, particularly in the context of modern curricula and teaching methodologies.

Moreover, some teachers reported that a subset of parents rarely, if ever, checked homework. This type of disengagement hindered early intervention in addressing academic challenges, a critical aspect of ensuring that children remained on track with their learning. The findings here aligned with the concerns raised by Ajuoga and Keta (2021), who noted that busy parents or those unfamiliar with the curriculum often left homework oversight to children, limiting the opportunity for proactive academic support.

Teachers were interviewed on how parents assist children with homework and if there are common challenges observed. Teachers said this;

“A teacher noted that some parents adopt a highly involved approach, sitting down with their children to work through assignments together. This method allows parents to provide direct guidance, support, and clarification, ensuring the child fully understands the task at hand (Teacher No.3).”

“In contrast, another teacher mentioned that many parents opt for a more supervisory role, allowing their children to complete their homework independently. These parents’ step in only when the child encounters difficulties or needs specific help, fostering independence and problem-solving skills in the child (Teacher No.46).”

“However, another teacher pointed out a significant challenge faced by some parents: a lack of familiarity with the Competency-Based Curriculum requirements or the specific subject content. This gap in understanding can result in frustration for both the parent and the child, as parents feel ill-equipped to provide effective assistance, potentially impacting the child's learning experience (Teacher No.27).”

Further discussions with teachers about the methods by which parents assisted children with homework revealed a range of approaches. Some parents were found to have adopted an involved approach, sitting down with their children to work through assignments together. This form of engagement fostered a deeper

understanding of the homework tasks and allowed parents to guide their children through complex concepts. However, other teachers pointed out that many parents had preferred a supervisory role, allowing children to work independently but stepping in when difficulties arose. This aligned with research by Mwarari (2020), who emphasized that in competency-based education systems, such as Kenya's, parental involvement should not only have supported the completion of assignments but also fostered critical thinking and problem-solving skills.

Despite the positive aspects of parental involvement, teachers also identified challenges related to parental knowledge of the Competency-Based Curriculum (CBC) requirements and subject content. This challenge highlighted a gap in parental preparedness, as noted by Bergman and Chan (2021) and Adelin et al. (2019), where parents, especially those with limited knowledge of modern curricula, struggled to offer the appropriate support. This barrier could have hindered the effective implementation of CBC, as parental involvement was central to reinforcing and deepening the learning that took place in school.

Teachers were asked if parents communicated with the school regarding child's homework progress and how the communication was conducted. Teachers said this;

Communication about homework progress is typically conducted through several channels. One teacher mentioned, "Parents often use communication books or diaries to leave notes for teachers about their child's homework." (Teacher No.25).

Another teacher pointed out the role of digital communication, noting, "We frequently receive emails and phone calls from parents who want to discuss concerns, ask questions about specific assignments, or seek clarification on homework expectations." (Teacher No.7).

A teacher emphasized the value of face-to-face interactions, adding, "Parent-teacher meetings are particularly effective for comprehensive discussions about a child's homework progress, challenges, and strategies for

improvement. These meetings allow for a deeper understanding of the student's needs and enable collaborative planning between teachers and parents." (Teacher No.30).

Regarding communication between parents and schools, teachers identified multiple channels through which this interaction occurred. Several teachers mentioned the use of communication books or diaries, which provided a platform for parents to leave notes or ask questions about their child's homework progress. This method reflected similar practices in other countries, as highlighted by Bartolome (2020) in the Philippines, where diaries were used for communication between parents and teachers. Additionally, digital communication methods, such as emails and phone calls, were frequently mentioned by teachers as a means of addressing concerns or seeking clarification on homework assignments. This digital shift was particularly relevant in modern educational contexts, where technology bridged the communication gap between parents and schools, especially in rural areas with limited access to face-to-face meetings.

Face-to-face meetings were also highlighted as an effective way to discuss homework progress. This aligned with findings by Simweleba and Serpell (2020), who emphasized the value of strong communication channels in fostering parental involvement and enhancing academic outcomes. Such interactions facilitated collaborative problem-solving, enabling both teachers and parents to work together to address the child's needs.

The findings from this study were consistent with existing literature on the importance of parental involvement in homework. Studies such as those by Kiral (2019), Bartolome (2020), and Simweleba and Serpell (2020) underscored the critical role that parental support played in academic success. These studies found

that regular communication between parents and teachers, as well as active involvement in homework, significantly enhanced students' academic performance. However, this study also highlighted the need for further research on how varying levels of parental involvement—whether emotional, instructional, or material—affected specific homework tasks, as suggested by Mora and Escardíbul (2018). This nuanced understanding of the different types of support provided by parents helped tailor interventions and resources to address specific needs.

In conclusion, the findings of this study underscored the significant influence of parental involvement on the successful implementation of the CBC. Teachers' perspectives revealed that frequent and meaningful parental engagement positively impacted students' learning outcomes, but various barriers, such as lack of knowledge, time constraints, and limited communication, impeded its full potential. To enhance parental involvement, schools had to address these barriers by providing targeted support and resources that equipped parents with the knowledge and skills required to navigate modern curricula. By fostering stronger school-parent partnerships, schools could better support the implementation of the CBC and ensure improved educational outcomes for all students.

4.5 Parental involvement in creating a conducive learning environment for children

The researcher gathered information from grade six parents, class teachers, and students regarding the support provided by parents to create a favorable learning environment.

Parents were asked about the efforts they made to create a conducive atmosphere at home for their child's learning under the CBC. Here is what the parents had to say:

"To create a conducive atmosphere at home for my child's learning under the CBC, I have established a structured learning environment with regular study schedules and necessary educational materials, such as textbooks and access to online resources. I also ensure there is a quiet, designated space for study, free from distractions." (Parent No.4)

"I actively participate in my child's education by offering emotional support, positive reinforcement, and engaging in school activities." (Parent No.15)

"We frequently read together, use educational apps aligned with the CBC curriculum, and maintain open discussions about schoolwork to foster a supportive learning atmosphere. I also incorporate practical learning experiences, like educational games and field trips, to reinforce what is learned in school and make learning more enjoyable." (Parent No.42)

Parents in the study indicated that they had been actively involved in their children's education, providing structured learning schedules, educational resources, and a distraction-free study space, which reflected the findings of Kiral (2019). Like Kiral's (2019) study, which stressed the importance of providing a safe, supportive learning atmosphere, parents in this study expressed similar sentiments, with many citing the importance of a well-structured environment for their child's success in the Competency-Based Curriculum (CBC)

Parents were asked if they provided a dedicated study space for children at home.

Parents had this to say;

"Yes, I provide a dedicated study space for my child at home. This space is equipped with essential supplies such as books, stationery, and a computer. I believe having a well-organized environment encourages a disciplined study routine. The study area is also decorated with educational posters and a comfortable chair to ensure my child is motivated and has all the resources needed for effective learning." (Parent No.1)

"My child's study room is designed to be free from distractions, well-lit, and quiet to enhance focus and productivity. I've made sure to keep the space minimalistic with only necessary furniture to avoid clutter. There's a desk lamp for late-night study sessions and a small indoor plant to bring a touch

of calmness to the environment. The aim is to create a serene atmosphere that fosters concentration and a positive learning experience.”. (Parent No.12)

"Despite the limited space in our home, I ensure that the study area remains organized and conducive to learning by regularly tidying it up and creating a routine around its use. I've creatively used a corner of our living room and partitioned it off as a study nook. It might be small, but it is personalized with my child's favorite colors and some inspirational quotes to keep them motivated. The key is consistency, so we maintain a daily schedule to maximize its use for study time." (Parent No.29)

Parents in this study created regular study schedules, provided the necessary learning materials, and ensured quiet study spaces. This practice aligned with Yiga (2019) and Simweleba & Serpell (2020), who emphasized the importance of creating an environment conducive to learning. Simweleba & Serpell (2020), in particular, found that a well-organized study area contributed to children's academic success, a sentiment echoed by the parents in this study. For instance, Parent No.1 mentioned how having a dedicated space with educational materials motivated their child to focus on their studies, which mirrored Piliyesi, Ogada, and Ochieng's (2020) assertion that access to resources, like books and proper study spaces, significantly enhanced children's academic involvement.

Parents were asked how they ensured digital safety for their child's online learning activities. Parents had this to say;

"Firstly, I use parental controls and monitoring software that track usage and block inappropriate content. These tools help me set boundaries on the types of websites and apps my child can access. Additionally, I regularly update security settings on all devices to protect against new threats, ensuring firewalls and anti-malware programs are always active. I also educate my child about online safety and privacy by discussing potential risks, such as sharing personal information or interacting with strangers online. This ongoing conversation helps my child develop critical thinking skills and a sense of responsibility while navigating the digital world." (Parent No.35)

"We only allow our child to use safe, pre-approved websites for online learning. We have installed reliable antivirus software to protect against malware and viruses that could compromise our child's safety or privacy. Content filters are set up to automatically block websites that are deemed inappropriate or unsafe. Additionally, we have created a whitelist of trusted educational websites and platforms to ensure our child is accessing quality content. By combining technical safeguards with regular supervision, we maintain a secure digital environment." (Parent No.8)

"I actively supervise my child's online activities, especially during school assignments or internet research. This helps me stay aware of what my child is exposed to and provides immediate guidance when needed. I also set clear and appropriate time limits for internet use to prevent screen fatigue and ensure a balanced routine. Checking the browsing history is another step I take to ensure adherence to safety guidelines, allowing me to address any concerns or redirect my child as necessary." (Parent No.38)

"We focus on fostering a safe and supportive online environment by encouraging open communication. My child knows they can come to me with any concerns or experiences they encounter online. We also participate in online safety workshops together to stay informed about the latest threats and protective measures. All educational platforms and apps used are carefully vetted and endorsed by reputable sources, and we collaborate with educators to ensure alignment on digital safety practices. This approach not only safeguards my child but also empowers them to be proactive about their digital well-being." (Parent No.34)

"To promote a healthy and safe online learning experience, we implement screen time management tools that help balance educational and recreational online activities. These tools ensure that our child spends an appropriate amount of time on each, preventing both overuse and underuse of digital devices. In addition, we have regular family discussions about digital safety rules, which are reviewed and updated as technology evolves. This proactive approach allows us to stay ahead of potential risks and reinforces positive digital habits. By incorporating flexibility into our safety measures, we can adapt to the changing digital landscape while maintaining a secure environment for our child's online learning." (Parent No.12)

The study also highlighted the efforts of parents to ensure digital safety for their children's online learning activities. This finding resonated with Baldry (2019), who had found that parental control and involvement were essential for minimizing online risks. Parents in this study employed various digital safety measures, such as using monitoring software, setting time limits on screen usage, and discussing online safety with their children, which aligned with Machimbarrena (2019), who had

highlighted the importance of cultivating trust and open communication about online behavior. However, while these measures were beneficial, some parents, such as Parent No.34, emphasized the need for a balance between supervision and trust, which aligned with Baldry's (2019) findings about the potential tension between maintaining trust and ensuring safety.

Although the study revealed a focus on digital safety, it also pointed to the need for more practical strategies that parents could use to ensure both safety and trust in the digital world. Parents expressed challenges in balancing privacy with supervision, which indicated a gap in the literature regarding effective methods for fostering trust while maintaining digital safety. This suggested a need for further research on the tools and strategies that could help parents maintain this balance without compromising their relationship with their children.

Parents were asked if they faced any obstacles in fostering a conducive learning environment for their child. Parents had this to say;

"Yes, I face several obstacles in fostering a conducive learning environment for my child. One of the major challenges is balancing my work commitments with the need to support my child's education. After a long day at work, it can be quite exhausting to provide the attention and support my child needs for their studies. Additionally, the demands of my job often clash with my child's school schedule, making it difficult to be present for important academic milestones or help with homework consistently." (Parent No.25)

"Financial constraints are a significant barrier in providing an ideal learning environment for my child. I am often unable to afford all the necessary educational materials, such as books, stationery, and digital learning tools, which limits my child's learning opportunities. Moreover, the limited space in our home adds another layer of difficulty. With a small living area, distractions are unavoidable, making it challenging to create a quiet and focused atmosphere for my child to study effectively." (Parent No.43)

"Understanding the Competency-Based Curriculum has been quite challenging for me, which impacts my ability to assist my child effectively

with their schoolwork. The curriculum's approach is different from what I experienced as a student, and grasping its requirements has been a slow process. On top of this, managing the needs of multiple children simultaneously further complicates the situation. Each child has unique needs and learning styles, making it difficult to provide the individualized support they require to thrive academically." (Parent No.7)

The study also uncovered challenges, particularly financial constraints and the difficulty of balancing work commitments with supporting children's learning. This is consistent with Baldry (2019), who noted that many parents face challenges that affect their involvement in children's education. Parents like Parent No.43 shared similar struggles, highlighting that financial constraints limited their ability to provide adequate learning resources. This gap aligns with Piliyesi, Ogada, and Ochieng (2020), who pointed out that low-income households often lack the resources necessary to create a fully conducive learning environment. These constraints directly impact the effectiveness of parental involvement in CBC implementation.

In conclusion, the findings of this study align with existing literature that underscores the critical role of parental involvement in creating a conducive learning environment for children under the Competency-Based Curriculum. The study found that structured learning environments, digital safety, and resource provision are pivotal factors for successful CBC implementation. However, the practical challenges of financial constraints, limited space, and work-life balance hinder full parental engagement. These challenges are consistent with Baldry (2019) and Mwangi (2019), who highlighted similar difficulties faced by parents in different cultural contexts.

Pupils were asked about their experiences regarding the learning environment created by their parents at home. Their responses were discussed. Table 4.9 below presents the summarized findings

Table 4.9: Pupils response on the provision of a conducive environment for learning

Conductive Environment	Never		Rarely		Sometimes		Often		Always	
	F	%	F	%	F	%	F	%	F	%
Provision of a dedicated space at home for studying	10	3%	15	5%	32	10%	73	22%	196	60%
Parental guidance on the use of digital devices for learning	0	0%	21	6%	59	18%	80	25%	166	51%
Never (1)	Rarely (2)		Sometimes (3)		Often (4)		Always (5)			

The results revealed that a significant proportion of pupils (60%) reported that a dedicated study space was "Always" available to them at home, with 22% indicating that it was "Often" available. Only a small percentage (3% and 5%) stated that such a space was "Never" or "Rarely" provided. This suggested that the majority of families were proactive in creating a physical environment conducive to learning. These findings aligned with those of Yiga (2019) and Simweleba & Serpell (2020), who emphasized the importance of structured family routines and the availability of quiet, designated spaces for studying as key factors in fostering academic success. Yiga (2019) specifically noted that children who felt supported by their families and had access to a quiet space were more likely to engage positively with their schoolwork.

The relationship between this provision and the academic success of children was supported by research that linked physical spaces with cognitive development. As Piliyesi, Ogada, and Ochieng (2020) noted, students in environments with dedicated study areas were more likely to engage with the curriculum effectively. Thus, the findings from this study suggested that many parents successfully met their responsibilities in creating favorable home environments for learning, in line with the Competency-Based Curriculum (KICD, 2019).

The responses on parental guidance for the use of digital devices showed a similarly positive trend, with 51% of pupils indicating that parental guidance on the use of digital devices for learning was "Always" provided, and 25% indicating it was "Often" provided. This suggested that the majority of parents not only allowed their children access to digital tools but also actively supervised their use, ensuring that the devices were used for educational purposes. These findings corroborated the literature by Baldry (2019), who emphasized the importance of creating a trusting relationship through open communication, where parents could regulate digital usage without being overly controlling. The responses from pupils, such as the use of parental controls and time limits, reflected a well-structured approach to digital safety, consistent with the findings of Machimbarrena (2019), who underscored the benefits of fostering open communication to mitigate potential risks associated with digital technology.

However, it was important to note that while the provision of digital supervision was prevalent, a small fraction of students reported receiving no guidance ("Never" or "Rarely"). This discrepancy was particularly notable in light of the research by Mwangi (2019), which suggested that unsupervised exposure to digital media could

lead to adverse behavioral outcomes, particularly in environments where parental supervision was lacking. Therefore, although most pupils reported positive parental engagement in digital learning, it was crucial to address the gaps in supervision for the minority of pupils who might have been exposed to unsupervised or inappropriate online content.

Pupils were asked to explain how their parents guided them when using digital devices for safe learning at home. Pupils had this to say;

"My mom always checks what websites I'm using and makes sure they are for school. She also stays in the same room while I'm on the computer. Dad has set up parental controls on our devices so I can only access educational content. He regularly reviews my browsing history too. Again, whenever I'm online, my parents tell me they can see everything I do, so I have to be careful and only use it for homework. (Pupil No. 96)

"I have a schedule for using my tablet. I can use it for one hour after school for homework, but then I have to take a break and do something else. My parents use an app that automatically turns off my devices after two hours. This way, I don't spend too much time online. Also, we have a rule at home that all devices must be turned off by 8 PM, so I have enough time to relax and read before bed." (Pupil No.209)

"Dad explained to me the importance of not sharing personal information online and always using secure websites. Together with my mum, they showed me how to block and report anything that makes me uncomfortable or seems wrong while I'm studying online."(Pupil No. 51)

The findings from this study highlighted a significant gap in understanding how cultural differences impacted parental involvement, particularly regarding supervision strategies. For example, Baldry's (2019) study, conducted in Spain, emphasized trust-based supervision, where open communication about online behavior was central. However, this approach was not universally applicable across different cultural contexts. The study by Mwangi (2019), conducted in Kenya, suggested that in some contexts, more authoritative approaches were necessary due to differing cultural norms surrounding parental authority. In light of these

differences, it was valuable for future research to explore how various parenting styles—whether trust-based, authoritative, or authoritarian—affected the implementation of CBC in different regions.

While the study provided valuable insights into parental guidance on digital devices, the issue of how to balance privacy and supervision remained underexplored. Baldry (2019) suggested that the key to effective supervision was maintaining a balance between monitoring and fostering trust. However, as the literature on digital supervision in various cultural contexts was still evolving, more research was needed to identify which strategies were most effective at different developmental stages, particularly as children transitioned from primary school to adolescence.

The findings of this study aligned with existing literature that underscored the importance of a structured, supportive home environment for academic success (Yiga, 2019; Simweleba & Serpell, 2020). Pupils in this study reported that the majority of their parents provided a dedicated study space and effective guidance on the use of digital devices, both crucial elements in the successful implementation of the Competency-Based Curriculum. These results supported the notion that parental involvement played a critical role in enhancing children's learning experiences and ensuring their academic success.

However, the literature revealed several gaps that warranted further exploration. For instance, while this study focused on the positive aspects of parental involvement, it was also important to consider how low-income households managed to create conducive learning environments despite resource limitations (Piliyesi, Ogada, & Ochieng, 2020). Future research was encouraged to address the long-term impacts of different supervision strategies and explore how cultural variations in parenting

styles influenced the effectiveness of CBC implementation across diverse socio-economic and educational contexts.

In summary, the findings from this study contributed to the growing body of literature on the critical role of the home learning environment in the implementation of the CBC. By providing a dedicated study space and ensuring appropriate digital supervision, parents significantly contributed to their children's academic development. However, as the results suggested, further research was needed to explore the complexities of these findings, particularly in relation to socio-economic and cultural factors that influenced parental involvement.

Data from teacher interviews indicated that parental provision of a conducive home environment significantly enhanced student learning outcomes under the Competency-Based Curriculum.

Teachers were asked how the availability of a suitable study environment at home influenced students' ability to grasp CBC concepts. Teachers had this to say;

"A quiet and well-organized study space allows students to concentrate better on their studies, leading to a deeper understanding of CBC concepts. I have seen students excel when they have a dedicated area free from distractions. "(Teacher No. 17)

"Students with suitable study environments tend to perform better because they can focus on their tasks without interruptions. A well-lit, quiet place makes a big difference in how they absorb information. "(Teacher No. 41)

"A suitable study environment fosters a positive attitude towards learning. I've noticed that students with such environments are more motivated and show better understanding of their studies. "(Teacher No. 48)

"A dedicated study area minimizes distractions and maximizes study time efficiency. This is particularly important for understanding the comprehensive nature of CBC."(Teacher No. 23)

The data from teacher interviews revealed that a conducive home environment significantly enhanced student learning outcomes under the Competency-Based Curriculum (CBC). Teachers emphasized that a quiet, well-organized study space allowed students to focus better on their studies, leading to a deeper understanding of CBC concepts. This observation aligned with Kiral's (2019) findings, which emphasized the responsibility of parents in creating a safe and supportive environment for their children's learning. Teachers observed that when students had a dedicated study space, free from distractions, they demonstrated improved comprehension and academic motivation, consistent with the findings of Topcu and Dogan (2020), who highlighted the role of parental involvement in improving academic performance through structured home environments.

Teachers were asked to highlight the significance of a conducive study space in students' overall academic performance. Teachers had this to say;

"A well-organized study space not only helps students keep their learning materials in order but also fosters an environment where they can focus without unnecessary distractions. This sense of organization and readiness leads to more effective study sessions, which directly contributes to better preparation for exams and improved overall academic performance. An orderly space can also reduce anxiety and create a sense of calm, making it easier for students to absorb information." (Teacher No. 7)

"Students with a dedicated study area are less likely to be distracted by household activities, significantly boosting their concentration levels. A focused environment allows them to immerse themselves in their studies without interruptions, enabling deeper understanding and retention of material. Over time, this heightened concentration becomes a habit, resulting in consistently better performance across various subjects." (Teacher No. 41)

"Having a conducive study space at home translates into higher levels of academic achievement because it promotes consistent study habits and better time management. A dedicated area for studying signals to the student that it's time to focus, which can help in developing a disciplined approach to their work. This consistency not only improves academic performance but

also teaches students valuable skills like self-regulation, goal-setting, and prioritizing tasks effectively." (Teacher No. 35)

The teachers' insights about the importance of a quiet and organized study space mirrored previous literature emphasizing the significance of the home learning environment. Kiral (2019) underlined that a well-maintained home environment, including adequate supervision and space for studying, fostered a more focused and effective learning experience. Similarly, Baldry (2019) pointed out that children who had a safe and supportive home environment, including study areas free from distractions, were more likely to excel academically. These insights were echoed by teachers in this study, who indicated that students with dedicated study areas were more focused, leading to better performance.

Moreover, the teachers' observations that students with suitable study spaces tended to have a more positive attitude toward learning agreed with Machimbarrena (2019), who stressed that a positive and organized home environment supported children's social adjustment and emotional well-being, which in turn enhanced their academic engagement and outcomes. In line with these findings, Topcu and Dogan (2020) also highlighted that parental involvement and support contributed to better academic performance and school attendance, thus reinforcing the idea that a conducive home environment played a critical role in children's learning outcomes under CBC.

Teachers were asked if there were instances where students faced challenges due to inadequate study spaces at home. Teachers said this;

"I have noticed that students from homes with limited space and high noise levels often struggle to keep up with their peers. The lack of a suitable study area can lead to distractions and interruptions, making it difficult for them to complete assignments on time." (Teacher No. 10)

"Some students share living spaces with many family members, which can create a chaotic environment not conducive to studying. These students often

find it hard to focus and tend to fall behind in their studies." (Teacher No. 36)

"Financial constraints can prevent families from providing a conducive study environment. Students without proper desks, chairs, or access to learning materials face significant challenges, impacting their ability to keep up with the CBC curriculum." (Teacher No. 44)

Teachers also observed that students from homes with limited space, high noise levels, or financial constraints often struggled to keep up with the CBC curriculum. This observation was consistent with findings from Piliyesi, Ogada, and Ochieng (2020), who found that home factors, such as access to appropriate lighting, a quiet study space, and learning materials, significantly influenced children's academic engagement. The teachers' statements about the negative impact of distractions, overcrowding, and lack of resources were also supported by the literature, particularly the research by Mwangi (2019), which found that unsupervised media exposure and lack of a conducive study space contributed to students' disengagement and poor academic performance.

Additionally, the financial barriers that prevented some parents from providing adequate study environments aligned with the work of Piliyesi, Ogada, and Ochieng (2020), which highlighted that economically disadvantaged families often lacked essential resources, such as desks, chairs, and proper lighting, which were necessary for effective study. These findings suggested that students in such environments faced significant challenges in participating fully in CBC, as the curriculum required a conducive learning space for activities such as project work and individual study.

Teachers were asked on measures' parents could take to ensure the digital safety of their children's online learning experiences under CBC. Teachers said this;

"Parents should educate their children about safe internet practices, including not sharing personal information online and recognizing

suspicious websites and emails. This knowledge is vital to protect them during their online learning experiences." (Teacher No. 18)

"Installing and regularly updating antivirus software, setting up parental controls, and monitoring online activities can help ensure the digital safety of children. These measures can prevent exposure to inappropriate content and online predators." (Teacher No. 20)

"Creating a safe digital environment involves both technological solutions and open communication. Parents should discuss the potential risks of online learning and establish clear rules and guidelines to follow." (Teacher No. 42)

The issue of digital safety also emerged as a significant concern that affected students' participation in CBC, especially in the context of online learning. Teachers emphasized that concerns about cyberbullying, data privacy, and exposure to inappropriate content often limited students' engagement with online activities. This concern mirrored the findings of Baldry (2019), who emphasized the importance of fostering a trust-based relationship between parents and children to manage digital safety concerns effectively. Baldry's study also underscored that open communication, rather than strict control, played a key role in ensuring children's safety online.

Furthermore, the challenges faced by parents in managing digital safety aligned with Machimbarrena (2019), who found that the relational approach to supervision—where parents engaged in open discussions with their children about their online behavior—proved to be more effective than restrictive approaches. In contrast, teachers in this study noted that some parents chose to limit their children's online learning due to fears of digital threats, which sometimes hindered access to essential educational resources. This highlighted the need for a balanced approach to digital safety that enabled children to fully participate in online learning without compromising their well-being.

Teachers were asked if they encountered instances where digital safety concerns affected students' participation in CBC. Teachers said this;

"I have seen cases where students were hesitant to participate in online activities due to past negative experiences, such as cyberbullying. These incidents can severely impact their confidence and willingness to engage in digital learning." (Teacher No. 37)

"Concerns about data privacy and cyber threats have led some parents to limit their children's online learning activities. While it's understandable, this can hinder students' access to valuable educational resources and opportunities." (Teacher No. 4)

"Technical issues, such as viruses or malware attacks, have disrupted students' learning processes. Ensuring robust digital safety measures can prevent such setbacks and allow students to participate fully in the CBC." (Teacher No. 38)

The findings from this study underscored the critical role of a conducive home environment in the successful implementation of the Competency-Based Curriculum. The data from teachers suggested that parental involvement, particularly in providing a quiet, organized, and distraction-free study space, significantly enhanced students' ability to engage with CBC and perform academically. This finding was well-supported by the literature, which consistently emphasized the importance of a supportive and well-structured home environment in fostering academic success (Kiral, 2019; Baldry, 2019; Machimbarrena, 2019).

However, the study also highlighted the challenges faced by students in homes with inadequate study spaces, financial constraints, and digital safety concerns. These issues aligned with the broader literature, particularly the work of Piliyesi, Ogada, and Ochieng (2020), who emphasized the impact of socio-economic factors on the home learning environment, and Mwangi (2019), who identified the detrimental effects of unsupervised media exposure. Moreover, the digital safety concerns identified by teachers reflected the findings of Baldry (2019), who suggested that a

balance between supervision and trust was necessary for ensuring children's safe participation in online learning.

In conclusion, while the home environment was crucial for supporting CBC implementation, addressing the socio-economic disparities that limited access to resources and ensuring digital safety were essential steps in creating an equitable learning environment for all students.

CHAPTER FIVE

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

5.1 Introduction

This chapter presents a comprehensive summary of the findings, draws conclusions based on these findings, and offers recommendations for policy, practice, and further research.

5.2 Summary of the Findings

The research findings were organized according to the study's objectives.

5.2.1 Parental Provision of Learning Resources to Children in Primary Schools

The study found that most parents consistently provided essential learning materials such as textbooks, notebooks, and stationery for their children. Financial support for school fees and extracurricular activities was also a priority, with a large majority of parents reporting regular contributions. However, direct involvement in educational activities such as home tutoring was less common, with only a small number of parents indicating such engagement.

From the students' perspective, a large majority confirmed that their parents ensured access to required learning materials, and most reported regular financial support for school-related expenses. Nonetheless, only a minority of students indicated receiving direct academic guidance or tutoring at home.

Teachers observed that while most parents supplied learning resources, the extent and consistency of support varied, often influenced by economic status. Parents from higher-income households were more likely to provide advanced resources like

digital devices and tutoring, while those facing financial constraints relied more on school-provided materials. This highlights a disparity in parental contributions, with economic factors significantly shaping the nature and level of support provided.

In summary, parents are highly committed to material and financial support, but direct educational involvement remains limited, particularly in economically disadvantaged families

5.2.2 Parental Monitoring and Guiding Children to do Homework in Primary Schools

Parental monitoring and guidance of children's homework emerged as a key aspect of involvement in primary schools. Parents described actively helping their children with homework tasks, reviewing completed assignments, and communicating regularly with teachers about their children's progress. Many parents expressed a commitment to supporting their children's learning by ensuring homework was completed and by discussing schoolwork with their children.

Students confirmed that their parents frequently assisted with homework, supervised its completion, and encouraged them to seek help when needed. Most pupils reported feeling supported and motivated by their parents' engagement in their academic work.

Teachers observed that while many parents consistently monitored and guided their children's homework, others faced challenges such as demanding work schedules or limited familiarity with the curriculum. These factors sometimes limited the extent and consistency of parental support. Teachers noted that parental involvement in homework varied widely, with some families providing strong support and others

struggling to participate due to external pressures. The findings highlight the importance of parental involvement in homework and the influence of situational factors on the ability of parents to assist their children.

5.2.3 Provision of a Conducive Environment among Children in Primary Schools

Parents reported making deliberate efforts to create supportive environments at home, such as setting aside quiet areas for studying and guiding children on the safe use of digital devices for learning. Many parents consistently established dedicated study spaces, and a significant number provided guidance on using digital tools safely and effectively. Students largely confirmed these efforts, with most indicating they always had a dedicated space for studying and regularly received parental guidance on digital learning.

Teachers observed that students with structured, distraction-free study spaces tended to perform better academically, noting that quiet and organized environments contributed positively to comprehension and achievement. However, some families faced challenges, including limited physical space and financial constraints, which affected the consistency and quality of home learning environments. Digital safety was highlighted as a key concern, with teachers recommending that parents use parental controls and supervise online activities to protect children.

In summary, both parents and students affirmed the positive impact of a conducive learning environment, while teachers stressed the importance of addressing barriers such as space and financial limitations. Digital safety remains a priority for all stakeholders.

5.3 Conclusion

This study has resulted in three main conclusions:

Firstly, the findings indicate that parental provision of learning resources is generally high, particularly in terms of material and financial support. However, there is a notable gap in the provision of people as a resource like tutoring services.

Secondly, Parental involvement in monitoring and guiding children with homework has been shown to positively impact academic performance by fostering a supportive learning environment and improving homework completion rates. This involvement includes setting clear expectations, providing structure, monitoring progress, and offering emotional support, all of which contribute to better academic outcomes. The study underscores the importance of regular communication between parents and schools and the need for parents to be actively engaged in their children's homework and academic progress.

Thirdly, the creation of a conducive learning environment at home is crucial for the effective implementation of the CBC. Parents' efforts to provide dedicated study spaces and ensure digital safety are commendable, but economic and spatial constraints pose significant challenges. Addressing these issues could further enhance students' learning experiences and outcomes.

5.4 Recommendations

5.4.1 Policy Recommendations

- i. Schools should organize sensitization programs for parents. They should develop targeted workshops and awareness campaigns to educate parents about the importance of providing not only learning materials but also personal support (e.g., tutoring, guidance) for their children's education.

- ii. The Ministry of Education should introduce financial assistance or resource-sharing schemes for families in low-income areas to reduce the burden of providing educational materials and technology, ensuring equitable access for all students
- iii. The Ministry of Education to develop programs that train parents in effective homework support strategies and encourage regular communication between parents and schools.

5.4.2 Recommendations for Further Research

- i. Research should investigate the long-term effects of creating conducive learning environments at home, particularly in economically disadvantaged households.
- ii. Studies should be undertaken to investigate the specific challenges faced by parents in providing people as a resource and how these can be mitigated through community and school-based support programs.

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SECTION C: PARENTS MONITORING AND GUIDING CHILDREN TO DO HOMEWORK.

Please rate by ticking (√) on the column box on the five point scale as follows:

Never (1) Rarely (2) Sometimes (3) Often (4) Always (5)

	Parents Monitoring and Guiding Children To Do Homework.	1	2	3	4	5
7.	How often do you get time to assist your child with homework?					
8.	How frequently do you cross-check completed assignments of your child?					
9.	Do you communicate with your child's school regarding homework progress?					
10.	Do you think your involvement in assisting your child to do homework improves their academic performance at school?					

11. How do you communicate with the school about homework?.....

.....

.....

SECTION D: PROVISION OF A CONDUCTIVE ENVIRONMENT FOR LEARNING.

12. What efforts do you make to create a supportive atmosphere at home for your child's learning under the CBC?

.....

13. Do you provide a dedicated study space for your child at home? If yes explain how

Yes [] No []

14. How do you ensure digital safety for your child's online learning activities?.....

.....

.....

15. Do you face any obstacles in fostering a conducive learning environment for your child? Please elaborate.....

.....

APPENDIX II: QUESTIONNAIRE FOR PUPILS

INTRODUCTION

I am Brenda Amagove, a master's student at Kenyatta University. The goal of this study is to assess parental involvement in the implementation of the competency-based Curriculum in primary schools. Your school has been chosen for the study. All information obtained from this research will be kept private. Please provide the information requested most truthfully and impartially possible.

SECTION A: DEMOGRAPHIC DETAILS OF THE RESPONDENTS

1. Gender:

Male Female

SECTION B: ROLES OF PARENTS IN THE PROVISION OF LEARNING RESOURCES

Please rate by ticking (√) on the column box on the four point scale as follows:

(1) Strongly Disagree (2) Disagree (3) Agree (4) Strongly Agree

	Roles Of Parents In The Provision of learning resources	1	2	3	4
2.	Do your parents/guardians provide you with the necessary learning materials (books, stationery, etc.) for your studies?				
3.	Do you receive financial support from your parents/guardians for your education-related expenses?				
4.	Do you have any family members or mentors who help you with your studies?				
5.	Do your parents participate in school activities (e.g., academic and sports day) as required?				

SECTION C: MONITORING AND GUIDING CHILDREN TO DO HOMEWORK

Please rate by ticking (√) on the column box on the five point scale as follows:

(1) Never (2) Rarely (3) Sometimes (4) Often (5) Always

	Monitoring And Guiding Children To Do Homework	1	2	3	4	5
6.	How often do your parents/guardians check your completed homework assignments?					
7.	Do your parents/guardians help you with your homework when you find it difficult?					
8.	Are your parents in communication with your school regarding your homework or academic progress?					
9.	Do you get supervised by your parents when doing homework?					

SECTION D: PARENTAL PROVISION OF A CONDUCTIVE ENVIRONMENT FOR LEARNING

Please rate by ticking (√) on the column box on the five point scale as follows:

Never (1) Rarely (2) Sometimes (3) Often (4) Always (5)

	Parental Provision Of A Conducive Environment for Learning	1	2	3	4	5
10.	Do you have a dedicated space at home for studying?					
11.	Do your parents/guardians guide you on using digital devices for learning safely?					

12. Explain how your parents/guardians guide you on using digital devices for learning safely.....

APPENDIX III: CLASS TEACHERS' INTERVIEW SCHEDULE

INTRODUCTION

My name is Brenda Amagove. A master's student at Kenyatta University. The goal of this study is to assess parental involvement in the implementation of the competency-based Curriculum in primary schools. Your school has been chosen for the study. All information obtained from this research will be kept private. Please provide the information requested most truthfully and impartially possible.

SECTION A: DEMOGRAPHIC DETAILS OF THE RESPONDENTS.

1. Age []

2. Gender Male [] Female []

3. Educational Level []

SECTION B: THE ROLE OF PARENTS IN THE PROVISION OF LEARNING RESOURCES TO CHILDREN.

4. From your perspective, how involved are parents in providing learning resources for children in the CBC at home?

5. What types of learning resources do you observe students bringing to school?

6. How often do parents contribute financially to support educational needs or activities of their children?

7. Do parents participate in school activities as required? If yes give examples of the activities.






SECTION C: PARENTS MONITORING AND GUIDING CHILDREN TO DO HOMEWORK

8. In your experience, how frequent do parents cross-check completed assignments or homework?
9. In your experience, how do parents typically assist children with their homework or assignments? Are there common approaches or challenges observed?
10. Do parents communicate with the school regarding their child's homework progress? How is this communication conducted?

SECTION D: PARENTAL PROVISION OF A CONDUCIVE ENVIRONMENT FOR LEARNING.

11. From your perspective, how does the availability of a suitable study environment at home influence students' ability to grasp CBC concepts?
12. Can you highlight the significance of a conducive study space in students overall academic performance?
13. Have there been instances where students faced challenges due to inadequate study spaces at home?
14. What measures do you think parents can take to ensure digital safety of their children's online learning experiences under CBC
15. Have you encountered instances where digital safety concerns affected students' participation in CBC?

APPENDIX V: RESEARCH PERMIT

 REPUBLIC OF KENYA	 NATIONAL COMMISSION FOR SCIENCE, TECHNOLOGY & INNOVATION
Ref No 20790	Date of /June/ 2 2024
RESEARCH LICENSE	
	
This is to Certify that Miss. Brenda Amagove of Kenyatta University, has been licensed to conduct research as per the provision of the Science, Technology and Innovation Act, 2013 (Rev.2014) in Kakamega on the topic: PARENTAL INVOLVEMENT IN THE IMPLEMENTATION OF THE COMPETENCY BASED CURRICULUM IN UPPER PRIMARY SCHOOLS IN KAKAMEGA COUNTY, KENYA for the period ending: 21/June/2025.	
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