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PARENTAL INVOLVEMENT AS A DETERMINANT OF THE IMPLEMENTATION OF THE COMPETENCY-BASED CURRICULUM IN PUBLIC PRIMARY SCHOOLS IN IGEMBE CENTRAL SUB-COUNTY, MERU COUNTY, KENYA

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Abstract

Background. Implementation of competency-based curriculum (CBC) in schools relies on involvement of parents. However, CBC implementation has had problems with inadequate coverage of syllabi and ineffective classroom pedagogy leading to dismal learning outcomes for learners.

Purpose. This investigation assessed how involvement of parents determines implementation of CBC in public primary schools in Igembe Central Sub-county, Meru County, Kenya.

Methodology. Mixed methodology approach and concurrent triangulation research design were employed. Target population was 23,015 respondents, including 76 headteachers, 1187 teachers, 21,370 pupils, 380 parents' representatives, and 2 Sub-county Directors of Education, from which a sample of 394 respondents was calculated based on Yamane's Formula. This realized a sample of 26 headteachers, 78 parents' representatives, 156 teachers, 2 SC-DEs and 132 pupils. Qualitative data were analyzed thematically and presented in narrative forms. Quantitative data were analyzed using descriptive and inferential statistics using SPSS Version 25 and presented using tables.

Results. The study established the implementation of CBC poses a significant challenge in public schools in Igembe Central Sub-county. The study found that not all parents take part in their children's academic activities. They rarely undertake learning material development, provision of instructional materials, volunteering activities nor do they fully monitor the behaviour of their children.

Conclusion. Parents should plan their time well and attend school functions where they can learn their role in their children's education and why it is necessary for them to take part in the academic activities of their children.

Keywords: involvement of parents; implementation; competency-based curriculum; primary schools

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Introduction

Parent and school collaboration improves communication and parenting, alongside other decision-making processes, learning in the home, and engagement with the community. [6] argues that since formal schooling commenced, families and schools have worked collaboratively towards providing quality education to learners. But with the implementation of the competency-based curriculum (CBC) alongside heightened expectations and demands for peak academic performance, schools and parents have formed far more structured partnerships to share responsibilities for children's education. Greater parental involvement in children's learning is associated with higher academic achievement. As [4] argues, parents actively participate by developing learning materials, providing instructional resources, and assisting students with their assignments and homework. It is claimed by [4] that children's learning outcomes in relationship to their parents' active participation is increasingly positive and mastery of developmental concepts and skills envisioned under CBC is high.

Research undertaken in the Netherlands by [5] found that school readiness includes engagement with parents to support their children's education through attending academic clinics, parent's days, volunteering, and involvement in school feeding programs. [5] uncovered that a child's parent is able to help improve their schoolwork by encouraging the child, providing appropriate time and space for study, reading for

pleasure themselves so that the child models the behavior, monitoring homework, teaching them actively at home, and preparing them what to expect in higher grades. [7] undertook parallel research in Austria which showed that parents are able to volunteer to, help with CBC activities from outside the classroom, in the classroom or have an active role in governance and decision making which is important for the planning of CBC activities.

[7] further reported that parental involvement of caretakers is more important than family background variables in whether, and how learners progress in mastering concepts under CBC. Where CBC has been successfully implemented, schools have had to draw in parents to motivate their children, develop educational materials for the children's lessons, and provide help with homework. The findings lead to the conclusion that, learners perform better academically when there is frequent interaction and cooperation by parents. In a Mozambique study, [2] discovered that parents play a major role in the execution of CBC due to their provision of educational resources, modeling behavior, and assisting students in the completion of homework assignments. Further, [2] discovered that students in schools with a positive parental involvement in the management areas of the school achieved higher learning results, more advanced cognitive skills, better problem-solving abilities, greater enjoyment in school, improved attendance and reduced behavioral issues in school. This indicates that the collaboration between parents and educators enhances information exchange which promotes satisfaction and may aid in child development alongside adapting to new curricular standards.

In Kenya, the challenges facing the 8.4.4 education system have led to the introduction of CBC by [14]. The 8.4.4 system had an overly packed syllabus, as it did not meet the learner's needs, which is the reason for it being scrapped, according to Ondimu (2019). CBC was initiated in 2018 with a focus on harnessing learners' skills and abilities, and the management of the school was central to the implementation, according to [14]. However, in Nairobi County, an inquiry carried out by [8] showed that, in spite of the introduction of CBC as a replacement for the 8.4.4 Education System, its execution has not been without flaws

owing to overwhelming public primary school students demonstrating inadequate proficiency in fundamental numeracy, as well as creativity and lifeskills like leadership.

This corroborates the earlier report by [18] where it was also highlighted that a considerable number of children within the 4–8-year age bracket still exhibits very low command of basic numeracy, elementary language skills, and essential life skills such as peer interaction and basic leadership. Furthermore, Uwezo (2016) reveals that only 31.2% of children reported improved literacy and communicative skills, 19.7% could perform simple number work, and 22.3% have mastered basic skills like teamwork and some leadership.

The findings have shifted the focus on parents. In Nairobi County, parents were found to make a positive impact regarding planning, implementation, and management of the CBC program [12]. [13] emphasize the importance of observing one's parents as a substantial factor influencing achievement as determined through class tests for primary school learners. For instance, [10], was able to replicate his study in Uasin Gishu and noted that communication among school personnel and parents could enhance the learners' performance in school. [10] demonstrated that involvement of the parents and teachers in the educational processes of the primary school children is fundamental to good achievement and development of social-emotional competencies in primary school children.

[10] also noted that children who are supported by their parents and teachers in the acquisition of language, self-help, social, motor, and basic school skills essential for academic success, outperform their counterparts. This suggests to us that those parents who maintain direct and regular contact with teachers, facilitate primary school children to positive interactions with peers, adults, and learning as well as minimal difficulties in school. Parents, in other words, shape the educational development of their children. In Igembe Central Sub-county, the scenario remains the same as implementation of CBC is visibly ineffective with numerous being unable to undertake tasks in time, recognize problems as well as address them, communicative incompetence, lack of creativ-

ity, mediocre peer group leadership and teamwork, the ability to inspire and lead other learners, as well as impaired creativity.

As an example, a report authored by [12] indicates that the introduction of CBC still lags behind its intended goals as only 19.4% of public primary school learners in Igembe Central Sub-county Lower demonstrate improved literacy and communicative competencies, 11.9% are able perform basic numeracy and number work activities, and only 16.3% have essential life competencies such as team building and leadership skills. Nonetheless, [16] and other empirical studies reviewed do not explain what particular roles parents are supposed to perform and how each role affects curriculum execution like CBC in schools.

Statement of the problem

CBC is advantageous to the degree that it cultivates and nurtures learning abilities of the learners. To achieve this, parents have an important role and need to be engaged at all times. Sadly, in Igembe Central Sub-county, CBC adoption in public primary schools has been less than smooth in achieving the set goals. Quite a number of learners continue to show poor learning outcomes and competencies in primary educational frameworks, including literacy and numeracy. As observed earlier in the background, a report done by [9] specifically noted that due to the rush in implementing CBC, many learners are yet to grasp key concepts fully as was expected under the new curriculum. To corroborate this claim, [12] also reported that CBC implementation is wanting, as only 19.4 percent of the learners in the lower public primary schools within Igembe Central Sub-county are reported to possess communicative and literacy skills and competencies, a meager 11.9 percent are able to perform basic numeracy and number work, while 16.3 percent have mastered some essential life skills including rudimentary team leadership skills. This also supports the findings of a report done by the [11] where it was noted that in the 2022 Kenya Primary School Education Assessment (KPSEA), approximately 33.3 percent of the learners were recorded to have attained above half in the test. However, is limited research on how involvement of parents determines CBC implementation in schools, and hence, the study.

Objectives of the study

The study was guided by the following objectives:

- i. To assess the status of implementation of competency-based curriculum in public primary schools in Igembe Central Sub-county;
- ii. To examine how involvement of parents on implementation of competency-based curriculum in public primary schools in Igembe Central Sub-county.

Theoretical framework

The study was also based on the work of [6] who proposed the parental involvement theory which highlights the importance of parents with regards to the children's education, especially when it comes to the implementation of the curriculum in schools. It assumes that parental involvement has a positive impact on students' academic achievement, their motivation, and general experiences in school. The basic principles include parents' involvement in the education process enhances the achievement, self-esteem, and social behavior of the students. It is noted that for effective school-family partnerships to be developed and nurtured, there must be open lines of communication, respect, and shared obligation towards the partnership. Schools must establish a friendly atmosphere where parents feel appreciated and are willing to positively take part in the curriculum relevant to their children. As already indicated, there are several ways through which parental involvement impacts on the implementation of the curriculum.

Parents are able to assist with the instruction done at school by providing culturally relevant materials that can reinforce school instruction, providing curriculum feedback, and aiding in developing lesson plans that align with the cultural background of the students. Schools that adopt this approach often organize workshops, communication channels, and volunteer programs that promote involvement for parents. In summary, the competency-based curriculum is a powerful tool for effective parental involvement in the academic achievement of children. Its principles help foster collaborative relations among schools as inclusion is fully embraced leading to curriculum delivery and student achievement. Appreciating and

working with these principles can support the connections schools and homes while improving the educational experience for everyone involved.

This is why the study also followed curriculum implementation theory whose proponent was Bobbit in 1918. This theory was based on the assumption and belief that any curriculum worth being implemented should prepare students for their roles in the new industrial society and thus, influenced school curriculum by showing how teaching classical subjects should be replaced by teaching subjects that correspond to social needs. In Bobbit's theory, a curriculum must fulfill the individual's and society's needs and unfortunately, people should not be taught what they would never use. In this research, the theory is relevant since CBC implementation takes into account learners' weaknesses, strengths, preferences as well as needs besides advocating for a shift in instructional approaches and teaching methods.

Methodology

Both mixed methodology and concurrent triangulation research design techniques were applied. The population was comprised of 23,015 individuals which included: 76 headteachers, 1187 teachers, 21,370 pupils, 380 representatives of parents, and 2 Sub-County Directors of Education (SCDE). With the use of Yamane's Formula, a sample size of 394 respondents was reached. Stratified sampling was employed to develop two strata as per the number of zones in Igembe Central Sub-county. This resulted in 26 headteachers, 78 parents representatives, 156 teachers, 2 SCDEs and 132 pupils as participants through simple random sampling. All SCDEs, however, were nominated through the census method. The researcher used multiple tools such as: questionnaires, interview guides, observation checklists, and document analysis guides to collect data from different participants. Thematic analysis was used to interpret qualitative data which were presented in narrative format. SPSS Version 25 was utilized to interpret the data, employing descriptive and inferential statistics alongside qualitative data which was presented in narrative form and structured using themes. Quantitative data was illustrated in tabular form.

Results and discussions

This part provides the results of the research considering the research objectives. It describes in figure how results of the research were discussed and presented.

Response Rates

In this research, 156 questions were given to the teachers and out of those, 139 questions were answered and returned. Also, the researcher conducted interviews with 21 headteachers, 61 parents’ representatives and the Sub-county Directors of Education (TSC & MoE). This gave response rates which are presented in Table 1.

Table 1.

Response Rates			
Respondents	Sampled Respondents	Those Who Participated	Achieved Return Rate (%)
Headteachers	26	21	80.8
Teachers	156	139	89.1
Parents’ representatives	78	61	78.2
Sub-county Directors of Education	2	2	100.0
Primary School Pupils	132	126	95.5
Total	394	349	88.6

Source: Field Data (2025)

According to Table 1, the response rates from various groups were as follows: headteachers 80.8%, teachers 89.1%, parents’ representatives 78.2%, and primary school pupils 95.5%. Notably, all Sub-County Directors of Education (both TSC and MoE) participated, yielding a total response of 100.0%. This equates to an overall response rate of 88.6%, supporting the assertions of [3] that a response rate exceeding 75.0% is sufficient. The data was essential as it enabled the researcher to form valid conclusions based on the population.

Implementation of Competency-based Curriculum in Public Primary Schools

The investigation aimed to evaluate the implementation of the competency-based curriculum in public primary schools within Igembe Central Sub-county. Descriptive data were collected from teachers and results are shown in Table 2.

Table 2.

Implementation of Competency-based Curriculum in Public Primary Schools

Learning Outcomes	Exceeding Expectations	Approaching Expectations	Below Expectations
	%	%	%
Ability to undertake number work skills	31.7	18.0	50.3
Ability to undertake language tasks such as reading, writing as well as oral activities	30.2	20.9	48.9
Competencies in creativity	45.1	25.6	29.3
Ability to undertake tasks in essential environmental or life activities	33.8	27.3	38.9

Source: Field Data (2025)

Table 2 indicates that just under one-third, 44(31.7%), of the teachers reported that their learners exhibit number work skills such as ordering, number recognition as well as basic operations as exceeding expectations. 25(18.0%) indicated approaching expectations, whilst just over half, 70(50.3%), indicated below expectations. As indicated in Table 2, 42(30.2%) of the teachers reported their learners exceed expectations in language skills like speaking, reading besides writing whereas 29(20.9%) indicated they approach expectations and 68(48.9%) reported that primary school learners display language skills that are lacking.

Table 2 continues to show that 63(45.3%) of teachers reported their learners exhibit creativity skills namely coloring, drawing, painting, etching besides pattern formation exceeding learning expectations, 36(25.9%) reported approaching expectations, and 40(28.8%) reported being below expectations. Concerning key environmental skills, 47(33.8%) of teachers reported their learners can perform tasks in fundamental environmental or life activities and 38(27.3%) reported them as approaching expectations while 54(38.9%) reported them as being below expectations. These findings were further supported by the low learning outcomes recorded in internal and national assessments. Take, for instance, the 2022 Kenya Primary School Education Assessment (KPSEA) where 66.7% of the candidates (now in Junior Secondary Schools) scored in the range of 20 to 50%, while only a third 33.3% surpassed the 50.0% mark [11].

These results support the claims made by [12] which pointed out that the level of implementation of CBC is still comparatively low, as only 19.4% of pupils in Igembe Central Sub-county demonstrate improved functional literacy and communicative skills, a scant 11.9% show the ability to perform basic numeracy and number work tasks, and 16.3% have acquired essential life skills like team-building and leadership skills. This means that a large number of primary students continue to perform poorly in important areas of learning under the CBC framework.

Thematic Analysis

When interviewed, the headteachers together with parents' representatives also shared supporting perspectives that highlighted how numerous teachers seldom cover the syllabus to completion as evidenced by numerous pupils having low learning outcomes in fundamental skill areas under CBC. Headteacher, H1, noted:

In my primary school, teachers rarely complete their syllabi on time. Sometimes, learners are rushed through the content just to cover the syllabus. This has hurt the learning outcomes of learners in public primary schools.

Parents' representatives acknowledged that their children continue to show poor learning outcomes in numeracy and language work activities. Parents' representative, PR1, noted:

In my school, a considerable number of our learners are not able to carry out fundamental mathematical operations. Their communicative skills are still underdeveloped. Also, they do not exhibit innovative thinking. Nevertheless, they do show some level of proficiency in basic environmental skills, like identifying objects within their surroundings.

The researcher noted that a lot of learners face difficulties, especially with completing simple mathematical operations namely recognition of numbers, counting as well as performing basic operations like additions besides subtractions. The researcher observed:

Most of the learners are familiar with recognizing numbers from slabs, addition and subtraction operations are performed with considerable difficulty, and stating values of numbers is equally difficult.

It was further noted that fluency is a severe problem with regard to communication among learners. For instance, a good number of primary school learners were unable to read, write, or articulate specific word, let alone state the meanings of words. Nonetheless, a lot of primary school learners display significant creativity. Learners are able to easily draw diagrams, color shapes, form intricate patterns, with ease, and even perform crayon etching quite effortlessly. These observations still emphasize that the interplay within the schools themselves is most important in regards to achieving syllabus completion and improving performance along primary school learners.

In this case, primary school learners continue to exhibit poor achievement levels in enduring basic literacy, numeracy, and in language and creativity skills, despite having a good level of creativity and innovativeness.

Involvement of Parents and Implementation of Competency-based Curriculum in Public Primary Schools

The research aimed to find out how participation of parents in school activities determine CBC implementation. Each of the teachers provided descriptive data which was synthesized into specific ideas. Results are presented in Table 3.

Table 3.

Views of Teachers on the Influence of Involvement of Parents on Implementation of Competency-based Curriculum

Test Items	Ratings				
	SA %	A %	U %	D %	SD %
In public primary schools, parents are often involved development of learning materials for learners to improve CBC implementation	49.6	5.0	4.3	33.8	7.2
Schools usually involve parents in providing instructional materials for the learners	52.5	12.2	2.9	26.6	5.8
In public primary schools, parents usually volunteer to undertake school activities such as school feeding programmes to support CBC implementation	44.6	15.8	4.3	28.8	6.5
To improve learners' mastery of concepts under CBC, parents are always involved in assisting learners with their homework activities	59.7	7.9	5.8	21.6	5.0
Involving parents in monitoring learners' behaviour has made it easy to implement CBC in primary schools	54.7	8.6	3.6	26.6	6.5

Source: Field Data (2025)

Table 3 illustrates that 69 teachers representing 49.6% strongly agreed that, in public primary schools, parents assist in the development of learning materials for learners as a way of improving CBC implementation whereas 10 (7.2%) strongly disagreed. With respect to parents being involved in the public primary school's provision of instructional materials, more than half 73(52.5%) strongly agreed that public primary schools usually involve parents, while 8(5.8%) strongly disagreed. These data confirm the claims made by [4] involving parents in the development of learning materials for learners in addition to providing instructional resources. [4] put forth the proposition that the more intensified parents' involvement with their children's learning processes, the greater the mastery of the concepts and skills as envisaged under CBC. These findings prove that although parents are not completely active, they are significantly instrumental in the effort to work together with the schools in the creation of educational resources for their children. This reinforces the idea that parents supply instructional materials.

The results showed that 62 (44.6%) of teachers were in strong agreement with the statement that parents usually volunteer to undertake school feeding programmes to support CBC implementation' while 9(6.5%) strongly disagreed. In the same token, more than half, 83(59.7%) of the teachers, strongly agreed with the statement that, in relation to parents' involvement, parents are always involved in assisting learners with homework activities to help improve learners' mastery of concepts under CBC whereas 7(5%) strongly disagreed. These findings confirm what [5] found in their study in the Netherlands, where the authors reported that school readiness includes the provision of parental support, which involves active participation in students' academic clinics, and parents' days, volunteering, and participating in school feeding programs.

According to [5], children can receive greater assistance with schoolwork when parents encourage them, organize suitable study times and locations, model positive behaviors such as recreational reading, supervise assigned work, guide homework sessions, actively prepare their children for what to expect in more advanced grades, and provide hands-on tutoring. The findings here also support the outcomes of an Australian

study conducted by [7] which noted parents have the option to volunteer for school or classroom activities and participate in parent governance and decision-making processes needed for the planning CBC activities. These findings also validate the assertions of [16] regarding the active role parents play in the implementation of CBC by engaging in volunteer activities like school feeding programs and fieldwork supervision. This is to say that, even if infrequently, parents are expected to engage with their children's schoolwork and academic activities under CBC. Put differently, the strengthening of parent- teacher partnerships are increasingly and universally accepted as a vital element to put in place in addressing the strategies to enhance the implementation of CBC and learners' educational results. The research further noted that 76(54.7%) of the teachers strongly concurred with the assertions that parents' involvement in monitoring learners' behaviour has facilitated CBC implementation in public primary schools while 9(6.5%) were in strong disagreement. This supports the results of inquiry done in Mozambique where [2] reported that parents play a key role in implementing CBC due to their provision of teaching aids, mentoring, and homework supervision.

Schools with parents actively participating in the management programs showed enhanced learning outcomes, advanced cognitive development, improved problem-solving, heightened enjoyment of school, increased attendance, and diminished behavioral issues as stated by [2]. These findings suggest that parents actively contribute to the improvement of satisfaction, child development, and adaptation to CBC norms and standards. Moreover, these findings support that parents with consistent and ongoing communication with educators tend to have younger children who positively engage with learning, peers, and adults, and consequently experience fewer difficulties in school. As a result, enhancing the involvement of the parents in the school management activities results to improvement in the children's school attendance, homework completion, learning behaviours and even learner's discipline.

Inferential analysis

To assess the impact of parental involvement on the application of the public primary school competency based curriculum, information was

obtained from the 21 selected public primary schools regarding the frequency (Very Often = 5, Often = 4, Sometimes = 3, Rarely = 2, and Never = 1) with which schools invite parents to participate in major scheme of work review meetings and the mean achievement scores of grade VI pupils in the 2022 Kenya Primary School Education Assessment (KPSEA). Results are displayed in Table 4.

Table 4.

How Often Parents are Involved in School Decision-making and CBC Implementation	
How Often Parents are Involved in School Decision-making	Average Learning Outcomes among Grade VI Learners in 2022 KPSEA (%)
3	40.30
2	39.20
5	53.90
1	37.90
5	35.50
4	58.70
1	30.10
2	23.04
4	50.91
3	44.88
4	36.87
5	68.93
2	42.95
3	54.89
2	49.01
2	45.89
3	32.98
4	42.99
2	34.93
3	58.10
5	54.80

Source: Field Data (2025)

Table 4 indicates that, in public primary schools where there is higher parental involvement in decision-making, as shown in Table 4, learners perform well in their CBC assessments. This suggests a correlation where increased parental participation positively impacts student achievement

in the Kenya Primary School Education Assessments. The information in Table 4 underwent Linear Regression Analysis, and the findings are presented in Table 5.

Table 5.

Relationship between Involvement of Parents and Implementation of Competency-based Curriculum in Public Primary Schools

Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.
	B	Std. Error	Beta		
1 (Constant)	30.373	5.536		5.486	.000
Frequency of Parental Involvement	4.599	1.655	.538	2.779	.012

a. Dependent Variable: Implementation of CBC (KPSEA) in Public Primary Schools

Table 5 displays the results of linear regression that created the linear equation: Implementation of CBC (KPSEA Results) in Public Primary Schools = $30.373 + 0.538$ Frequency of Parental Involvement. From the model, the coefficient for parental physical participation in the primary schools was 0.538. In this case, spending more parental resources would lower the CBC rubrics results of pupils in national assessments increasing by 0.538. This value signifies that the implementation of CBC profoundly influences the results of public primary schools which cannot solely be attributed to the involvement of parents but also other unexplored elements, such as the child's readiness to learn, his/her socio-economic background and the teacher's attitude also played a part. Further analysis in Table 5 shows a p-value of 0.012 which is smaller than the significance level of 0.05 ($0.012 < 0.05$). Thus, this reveals that the parental involvement determine CBC implementation in public primary schools substantially.

Thematic analysis

In the course of the interviews, school heads, representatives of parents as well as the Sub-county Directors of Education from TSC & MoE pointed out that parents contribute to the success of CBC and cited their participation in the development of learning materials as an example of enhancing the implementation of CBC. Headteacher, H2, stated:

In my school, parents are usually invited to meetings with teachers to understand their value in their children's education and undertake activities such as learning material development.

So many parents have been quoted multiple times as saying that they fully engage themselves in the development of useful learning resources for their children. Sub-county Directors of Education (TSC and MoE) noted that parents are to actively participate in the creation of learning materials in accordance with the guidelines prescribed under CBC. Sub-county Director of Education (TSC), SCDTSC1, noted;

Parents are required to help their children by taking part in the development and improvisation of learning materials.

The interviewees also supported the perception that public primary schools customarily require parental participation in the provision of instructional materials for the learners. Headteacher, H3, noted:

In my primary school, parents are required to supplement the efforts of the Ministry of Education in ensuring that their children have adequate teaching and learning materials.

Comparable views were voiced by parents' representatives who stated that they always provide teaching and learning materials. Parents' representative, PR2, affirmed:

In my school, I always buy curriculum support materials for my child since the government's provision is rarely adequate for all learners.

For their part, the Education Sub-county Directors shared the same sentiments and noted that, as for parents, they aid in the government's role as far as the provision of curriculum support materials is concerned. With regard to volunteering, contrary to the beliefs of numerous teachers, a majority of the interviewees leaned towards the opinion that parents generally volunteer to help with activities like school feeding programs as part of the support for the CBC implementation. Headteacher, H4:

In my primary school, parents are often involved in activities such as cooking for their children under school feeding programmes.

These views echoed those expressed quite a number of parents' representatives who noted that they usually have a timetable on how to take

part in school feeding programme activities such as cooking and cleaning. Parents' representative, PR3, stated:

In my school, there is a time drawn to indicate when every parent is expected to go to school and assist with cooking and cleaning activities under school feeding programmes. Many times, I volunteer to go to school to encourage my children to work hard in academic activities.

The Sub-county Directors of Education (TSC & MoE) also pointed out that parents must help actively support their children's learning through volunteering and task participation at the school level which encourages children to appreciate education. The interviewees also mentioned that having parents participate in monitoring learners' behaviour has facilitated CBC implementation in schools. Headteacher, H5, stated:

In my school, I always involve parents whenever I detect any misbehavior among their children. This has enabled them to develop desirable behaviour.

The parents' representatives stated that they keep track of their children's behavior. The Sub-county Directors of Education said that parents must actively supervise their children's behavior. To sum up, these conflicting findings suggest that parents actively support primary schools to enhance children's attendance, homework, learning and discipline beyond the expected levels.

Conclusion

Based on the research results, adoption of CBC remains an impediment within public primary schools in Igembe Central Sub-county. A considerable number of teachers do not complete the syllabus due to inadequate syllabus teaching during course instruction and classroom teaching self-automation which is associated with slow learning progress in core subject areas under CBC. The research also revealed that only 53.8% ($r = 0.538$) of parents are involved in their child's education. They do not actively participate in developing educational resources, providing instructional resources, volunteer instructional roles or monitoring and supervising their children's conduct.

Thus, parents ought to be encouraged to attend school meetings where they are explained their roles like material development, provision of instructional materials, volunteering and supervision of children's behaviour. Every stakeholder ought to be given a detailed partnership policy with well-defined roles on school management for effective engagement towards realization of a fully integrated and applied CBC.

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