



**PARENTS AS PARTNERS IN EDUCATION:
UNDERSTANDING THEIR ENGAGEMENT IN COMPETENCY-
BASED CURRICULUM IMPLEMENTATION IN PUBLIC PRIMARY
SCHOOLS – THE CASE OF NAKURU COUNTY, KENYA**

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Abstract:

Active participation of parents as co-educators in their children's learning and holistic development is among the guiding principles of Competency-Based Curriculum (CBC) in primary schools in Kenya. This study examined the influence of parental engagement on the implementation of the CBC in public primary schools in Nakuru County, Kenya. Guided by Epstein's Framework of Six Types of Parental Involvement, the study investigated how three dimensions of parental engagement—participatory decision-making, resourcing, volunteering and linkages, and school-home-based learning and development processes—affect CBC implementation. The study employed a convergent parallel mixed-methods design. Data were collected from 211 parents, 13 teachers, and 10 PTA representatives through questionnaires, interviews, and focus group discussions, respectively. The questionnaire's face and content validity were established through expert judgment, and its reliability was assessed using Cronbach's alpha coefficient. Trustworthiness was ensured during the qualitative data generation procedures: transferability, confirmability, credibility, and dependability. The quantitative data was analyzed using descriptive statistics and multiple linear regression, while qualitative data underwent thematic analysis. The findings revealed a moderate positive correlation ($r = .423$, $p < 0.05$) between parental engagement and CBC implementation, with these engagement dimensions explaining 17.9% of the variation in implementation success. Specifically, parental involvement in participatory decision-making ($\beta = .241$, $p < 0.05$) and school-home-based learning strategies ($\beta = .244$, $p < 0.05$) had statistically significant positive effects on CBC implementation, while resourcing, volunteering, and linkages showed no significant impact ($\beta = .006$, $p > 0.05$). Qualitative data highlighted persistent challenges, including limited awareness of parental roles, socioeconomic constraints, and communication gaps between schools and families. The study concludes that meaningful

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parental engagement, particularly in school governance and home-based learning support, significantly enhances CBC implementation. It recommends that educational stakeholders develop targeted national strategies to increase parental awareness, revise teacher training programs to emphasize family-school partnerships, and create structured platforms for active parental participation in school-level decision-making processes.

Keywords: parental engagement, partners, competency-based curriculum, CBC implementation

1. Introduction

Education systems globally are undergoing transformations to better equip learners with the skills and competencies required for the 21st century. In Kenya, the introduction of the Competency-Based Curriculum (CBC) in 2016 by the Kenya Institute of Curriculum Development marked a significant shift from content-based learning to an outcomes-based approach that emphasizes the development of learners' competencies through active participation, creativity, and critical thinking (Republic of Kenya, 2017). While conventional educational models often operate in isolation, the CBC encourages a collaborative approach where both schools and parents serve as co-educators, fostering learning and development within both the educational institution and the home. Consequently, parents are positioned as co-educators, given that the successful implementation of the curriculum necessitates robust parental involvement.

Educational policies and literature define parental engagement as parents' active participation in decision-making, resource provision, and learning support, all aimed at enhancing learners' achievements (Antony-Newman, 2019; KICD, 2019). Effective implementation of CBC relies on the ability of parents and schools to establish mutually supportive relationships through shared responsibility and open communication. The Basic Education Curriculum Framework and related policy documents strongly advocate for parental empowerment and engagement as a guiding principle for implementation of CBC in primary schools, thus good partnerships that involves parents joining forces and partnering closely with schools are important for the success of CBC (KICD, 2019; Amunga *et al.*, 2020).

However, despite support from government policies, parents have not played a significant role in CBC implementation in Kenya overall. Reports show that many parents do not know clearly what their roles are, struggle to interact with schools and seldom participate in decisions about school curricula (Sifuna & Obonyo, 2019; Mwarari *et al.*, 2020). These challenges, coupled with a lack of awareness regarding the CBC framework, often impede effective collaboration between schools and families. Despite the CBC framework's objective to integrate parents as key stakeholders in the education process, many appear unprepared or insufficiently equipped to fulfill these roles effectively

(Amunga et al., 2020; KICD, 2019). As learners' outcomes in this model are greatly affected by parents, it necessitates the need to analyze the role of various parental involvement aspects in guiding how the CBC education framework is implemented in primary schools. Specifically, this study aims to assess the effect of parental involvement in participatory decision-making, resourcing, volunteering, linkages, and home-based learning support on the successful implementation of CBC in selected public primary schools in Nakuru County. The findings are expected to contribute to the growing body of knowledge on school-family partnerships and provide practical insights for enhancing parental engagement strategies in CBC implementation across diverse educational contexts.

1.1 Problem Statement

The successful implementation of Competency-Based Curriculum (CBC) in primary schools depends on parents joining efforts by helping with key decisions, sharing resources, lending a hand in schools and supporting children's learning at home (KICD, 2019). Parents have a role as co-educators in helping children with their lessons and supporting school work, making sure the results for learners are positive and that there is a better partnership between school and the community. However, empirical studies show that parents have a limited, inconsistent and uneven role in CBC at public primary schools (Mwarari & Mwenje, 2020; Wairimu, 2022; Njeru, 2023). This gap is attributed to several challenges, including limited parental awareness of the CBC framework, insufficient communication between schools and parents, economic barriers and unclear role expectations. As a result, many parents are unable to engage in school activities and offer none or little support for home-based learning (Kihima, 2023; Dingili & Yungungu, 2023). Besides, the empirical literature on parental involvement in school activities mostly concentrates on middle-class families, without considering the challenges of parents from low-income environments (Averill *et al.*, 2016; Ishimaru *et al.*, 2016). As a consequence, it is not well understood how well parents' engagement in school activities impacts CBC implementation in public primary schools

1.2 Purpose of the Study

The purpose of this study was to examine the influence of Parental Engagement on the implementation of the Competency-Based Curriculum in Kenya.

1.3 Objectives of the Study

- 1) To assess the effect of parental engagement in participatory decision-making on the Competency-Based Curriculum Implementation in public primary schools.
- 2) To investigate the effect of parental engagement in resourcing, volunteering, and linkages on the Competency-Based Curriculum Implementation in public primary schools.

- 3) To determine the effect of parental engagement in the school-home-based learning and development process on the Competency-Based Curriculum Implementation in public primary schools.

1.4 Research Question

- How does parental engagement in decision-making, resourcing, volunteering, and school-home-based learning influence the implementation of the Competency-Based Curriculum in public primary schools in Kenya?

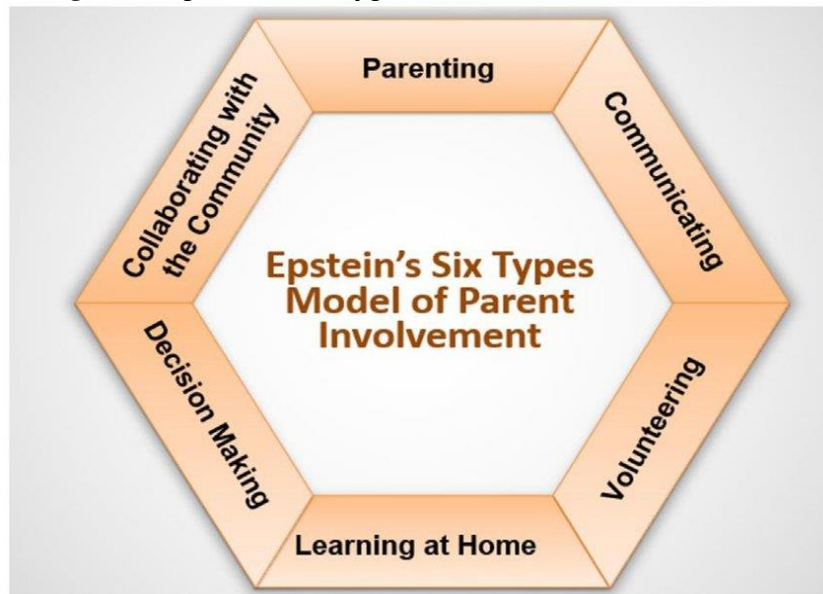
1.5 Research Hypotheses

- 1) H₀₁: Parental Engagement in participatory decision-making has no statistically significant effect on Competency-Based Curriculum Implementation in public primary schools.
- 2) H₀₂: Parental Engagement in resourcing, volunteering, and linkages has no statistically significant effect on Competency-Based Curriculum Implementation in public primary schools.
- 3) H₀₃: Parental Engagement in the school-home-based learning and development process has no statistically significant effect on Competency-Based Curriculum Implementation in public primary schools.

1.6 Theoretical Framework

The study was anchored on Epstein's Framework of Six Types of Parental Involvement (Figure 1) to show how different kinds of parental engagement affect educational results and instruction. Six major ways parents can engage are called parenting, talking with their children, volunteering in schools, learning together, making decisions with the school and joining efforts with the community. Using these types of support for parents helps teachers and schools structure parent involvement in a way that benefits students and their studies (Epstein, 1997).

Figure 1: Epstein's Six Types Model of Parent Involvement



Source: Adopted from Epstein *et al.* (1997).

The six types of involvement are critical in fostering strong school-family partnerships, which are essential for successful Competency-Based Curriculum (CBC) implementation. Specifically, this study focuses on three types of parental engagement: participatory decision-making, volunteering and resourcing, and school-home-based learning and development processes. This study focuses on three core parental engagement practices: participatory decision-making, resourcing and volunteering, and school-home-based learning. Participating in these ways, parents support their children's learning at home, as well as at their schools, ensuring the CBC is successfully implemented. Involvement in school decisions by parents and supporting the school through work and supplies allows the school to work better for everyone. Besides, continuing lessons at home strengthens children's learning and adds to their development under the CBC framework (KICD, 2019). An investigation found that students do better in school and curriculum is put into action better when parents, communities and teachers are involved (Ngozwana *et al.*, 2024; Nthontho, 2017). By looking at these parental engagement types, this research aims to examine how parents' involvement in school activities influences the successful implementation of the CBC in public primary schools in Kenya.

2. Literature Review

The Competency-Based Curriculum has shifted education from content-based instruction to a focus on preparing learners with skills, values, and competencies needed to succeed beyond school. According to Jallow (2011), CBC helps students build the skills to learn, to learn how to learn, to act and to work alongside others. In Kenya, according to Amunga *et al.* (2020), CBC is designed to help students think independently and

display their skills through what they do every day. KICD, 2017, points out that the CBC pays more attention to what learners can do than to what they know. This is consistent with a worldwide trend in education focused on learners, their needs for the 21st century and their overall growth (Masika, 2020). The move to use CBC in Kenya is similar to what has happened in South Africa, Tanzania, Zambia and Rwanda (Karani *et al.*, 2021). These reforms are intended to prepare learners for dynamic economic, social, and technological environments (KICD, 2019). Mosha (2012) asserts that competency-based programs focus more on learners' needs and practical application than on abstract theory. Effective CBC implementation, therefore, requires activity-based, learner-centered pedagogies, enabling students to exhibit values like self-confidence and creativity (GOK, 2015).

Nevertheless, research continues to highlight persistent challenges in implementing CBC effectively. Paulo (2014), for instance, found that pre-service teachers in Tanzania, despite being familiar with CBC pedagogy, relied heavily on conventional teacher-centered methods. This observation is echoed by Hilden and Rautopuro (2014), who argue that continuous professional development is essential for CBC success. Yet, many educators lack appropriate induction and training, resulting in limited pedagogical transformation (Mosha, 2012; Niemi, 2015). A unique aspect of Kenya's CBC is its emphasis on parental empowerment and engagement as a guiding principle (KICD, 2019). Parental engagement refers to the active, meaningful involvement of parents in the learning and development process, both at home and in school settings. According to the U.S. Department of Health and Human Services (2018), this engagement is a collaborative process between families and schools, marked by shared accountability and mutual respect. Manirakiza *et al.* (2024) reinforce this idea, identifying parental engagement as a combination of commitment, information-sharing, and partnership. Goodall (2018) go further to suggest that engaged parents assume shared ownership of a child's learning, moving beyond passive involvement to active collaboration.

Within the Kenyan CBC education framework, parental engagement involves participation in educational planning, moral support, resource provision, and talent development. According to KICD (2019), parents are expected to act as co-educators, guiding homework, recognizing special needs, supporting life skills development, and maintaining regular communication with teachers. Schools benefit from parents being part of school management, making decisions and helping with development (Njeru & Karimi, 2023). The KICD (2019) report identifies four major aspects of parental engagement in the CBC framework: making decisions, talking, working together, offering relevant opportunities and linkages and learning at home and school. Vocational rehabilitation services want parents to be involved in Boards of Management (BoM), Parent-Teacher Associations (PTA), and to help figure out what learners need. Sharing information between school and home helps efforts on both sides to be more effective (OECD, 2023; Manzon *et al.*, 2015). Communication encourages parents to be involved in their child's learning, acting on discipline, schoolwork and self-development.

On the school-home development axis, parents are expected to guide their children's values, help them emotionally and support their learning growth. Parents help children grow by their involvement in the community, activities centered on play and actions guided by positive values. The fourth dimension, which entails resourcing and volunteering, requires parents to share educational resources, offer their expertise, and help mobilize support through linkages with external partners (Mwarari *et al.*, 2020). Despite this framework being in place, significant challenges remain. For instance, both Kihima (2023) and Mwarari *et al.* (2020) found that many parents either do not understand their roles or see learning as the task of teachers alone. The idea behind this is based on the old 8-4-4 system, which gave parents mostly uninvolved roles. Owala (2021) suggests that parental education should include both information from the media and activities at school to help parents know and understand their responsibilities under the CBC implementation.

Many studies have proven that schools and parents gain benefits from partnering together. Antony-Newman (2019) explains that such collaborations are important for supporting all areas of learning. Parents staying closely involved in their children's studies can contribute to better school work, more self-belief and better opportunities for students (Garbacz *et al.*, 2017; Ross, 2016). Goodall and Montgomery (2014) conceptualize a continuum from parental involvement to engagement, underscoring the shift in parental roles from reactive to proactive co-educators. Zhang (2015) proposes that parental involvement must be desirable, practical, and effective, with schools and families operating as a joint learning community.

Empirical evidence from countries such as the U.S., Australia, and the Netherlands shows both successful frameworks and persistent challenges. Dotger (2010) and Renbarger *et al.* (2024) observe that U.S. teachers often lack adequate training for community engagement. In Australia, initiatives like the Family-School Partnerships Framework aim to foster inclusion and respect (DoE, 2018). Denessen (2020) notes that Dutch policies increasingly push for active parental participation in curriculum delivery, while Baeck (2019) highlights Norway's legal frameworks supporting home-school cooperation. However, partnerships may be interrupted by cultural guidelines and politics within the school, as was noted in the Hong Kong and China examples (Ng & Yuen, 2015; Xiong, Qin, Wang, & Ren, 2021).

Similar challenges have been reported across Africa. In Tanzania, Makunja (2016) found that schools provided inadequate guidance to both teachers and parents during the introduction of CBC. In Rwanda, Tabaro and Uwamahoro (2020) observed that parental involvement among vulnerable families remained moderate, highlighting the need for greater engagement. Earlier studies in Kenya (Kibaara & Ndirangu, 2014; Koskei, 2014) documented parental support in student learning but did not address the broader, more integrated roles required under the CBC framework. Although recent researchers such as Amunga *et al.* (2020), Kaptich, Kiplangat, and Njeru *et al.* (2023) have begun exploring emerging parental roles, the body of empirical research remains limited.

Ngozwana et al. (2024) and Nthontho (2017) argue that effective parental engagement in African education systems must be grounded in ethics and mutual cooperation.

In Kenya, existing research has largely overlooked how specific parental practices, such as participation in school decision-making or access to learning resources, affect CBC implementation in public schools. Similarly, Olibie (2014) found that guardians often played passive roles, limited to attending meetings or providing basic materials. Waweru (2018), on the other hand, focused on teacher preparedness while neglecting parental support and the instructional approaches needed to foster creativity and imagination in CBC classrooms. Although studies by Mwenje et al. (2020), Adhiambo (2020), and Ngozwana et al. (2024) have explored CBC from the parental perspective, their emphasis has largely been on general attitudes and perceptions, rather than in-depth analyses of how parents understand and enact their roles in CBC implementation.

While the importance of parental involvement in Kenya's CBC is widely acknowledged, there remains a lack of detailed evidence on how specific forms of engagement, such as decision-making, home-based learning, and resourcing, actually influence curriculum implementation in public primary schools. This study therefore set out to examine the extent to which these dimensions of parental engagement affect the successful implementation of CBC.

3. Materials and Methods

The study adopted a mixed-methods approach and a convergent parallel research design to examine how parental engagement influences the implementation of CBC in Kenyan primary schools. Representatives from the PTA, school parents and teachers from 86 public primary schools in Nakuru Town East and Bahati sub-counties took part in this study. There were 248 parents, 13 teachers and 10 PTA delegates involved in our study, all selected using stratified, purposive and convenience sampling techniques, respectively. Data was collected from January to March 2024 through structured questionnaires, semi-structured interviews, and a focus group discussion. The questionnaire comprised both closed-ended and open-ended questions covering demographics, parental engagement aspects and CBC implementation. Validity and reliability were ensured through expert review and statistical analysis, with Cronbach's alpha coefficient. For qualitative data, trustworthiness was addressed through member checking, triangulation, thick description, audit trails, and confirmability measures such as audio recording and verbatim transcription. Quantitative data was analyzed using means, standard deviations and multiple linear regression, while the qualitative data was analyzed thematically. Ethical considerations such as informed consent, confidentiality, and anonymity were observed.

4. Results and Discussions

4.1 Respondents' Demographic Information

The section presents the demographic characteristics of the respondents who participated in the study on parental engagement and the implementation of the Competency-Based Curriculum (CBC) in selected public primary schools in Nakuru County, Kenya.

Table 1: Gender of Respondents

Gender	Frequency	Percent (%)
Female	153	72.5
Male	58	27.5
Total	211	100

Table 1 presents the distribution of respondents by gender. The findings indicate that a majority of the respondents were female 153 (72.5%), while male respondents accounted for 58 (27.5%). This notable gender disparity suggests that female stakeholders, particularly mothers, may be more actively involved or available to engage in school-related matters, including CBC implementation. This trend reflects findings from previous research, which consistently highlights women's stronger involvement in school-family partnerships, especially in foundational education settings.

Table 2: Age of Respondents

Age Interval	Frequency	Percent (%)
20–30 years	26	12.3
30–40 years	81	38.4
40–50 years	86	40.8
Above 50 years	18	8.5
Total	211	100

Table 2 shows the age distribution of respondents. The largest group comprised individuals aged 40–50 years, 86 (40.8%), followed closely by those aged 30–40 years, 81 (38.4%). Respondents aged 20–30 years formed 26 (12.3%) of the sample, while those above 50 years were the smallest group at 18 (8.5%). The dominance of participants in the 30–50 age range suggests that parents in this middle adulthood stage are more engaged in educational matters, possibly due to having school-going children and being at a stable stage in their personal and professional lives. This age dynamic is important in understanding who is most engaged in CBC-related initiatives.

Table 3: Education Level of Respondents

Level of Education	Frequency	Percent (%)
Certificate	43	20.4
Diploma	77	36.4
Bachelor's Degree	78	37
Master's/Doctorate	13	6.2
Total	211	100

Table 3 provides the respondents' educational qualifications. The majority of participants held either a bachelor's degree 78 (37.0%) or a diploma 77 (36.4%), indicating that most respondents had post-secondary education. Respondents with certificate qualifications made up 43 (20.4%), while those with master's or doctorate degrees constituted only 13 (6.2%). This educational profile implies that most parents involved in the study have moderate to high levels of education, which may influence their understanding of the CBC and their capacity to participate in their children's learning and school activities. The relatively low percentage of highly educated respondents may also reflect broader national trends in educational attainment.

4.2 Descriptive Statistics of the Study Variables

The items for measuring the study variables were measured on a five-point Likert scale (1=Strongly Agree, 2=Agree, 3=Neutral, 4=Disagree, and 5=Strongly Disagree). The results are shown in Table 4.

Table 4 indicates that the overall mean for the five items measuring CBC implementation was 4.26 (SD = 0.839), suggesting that respondents largely agreed or strongly agreed with the positive impacts of CBC, with minimal variability in their opinions. Item CBC3 recorded the highest mean (M = 4.36, SD = 0.77), suggesting that most parents believe parental engagement in CBC significantly improves children's school retention, attendance, self-esteem, and academic performance. This finding was supported by qualitative feedback, where one teacher remarked: *"When parents attend meetings and monitor school activities, their children remain more focused and motivated."* Item CBC1 also scored highly (M = 4.332, SD = 0.771), indicating that parents value the structured and positive communication channels introduced through CBC. Qualitative data from the focus group discussion with PTA members supported this finding, with many noting a shift from irregular contact to regular, purposeful engagement. A PTA member expressed her feelings, saying that, *"We now feel more involved in our children's education because teachers actively reach out to us."* This suggests that CBC has not only improved academic delivery but also fostered relational trust between schools and homes.

Table 4: CBC Implementation

	Statement	Mean	SD
CBC1	Development of regular, informative, and positive two-way communication between teachers and parents through CBC engagement	4.332	0.771
CBC2	Contribution to the child's holistic development through engagement in CBC implementation	4.218	0.894
CBC3	Improving children's school retention, attendance, self-esteem, and academic performance through CBC engagement	4.360	0.77
CBC4	Positive impact on children's school-related outcomes through active engagement in CBC implementation	4.265	0.86
CBC5	Bringing about improved participatory decision-making through CBC engagement	4.123	0.902
	Grand Mean	4.26	0.839

With a mean of 4.218 (SD = 0.894), CBC2 highlights that stakeholders recognize CBC's role in nurturing a child's emotional, social, and moral development. The relatively higher standard deviation here suggests varying levels of understanding or implementation across different schools or communities. Nevertheless, the qualitative data reinforced this outcome. One teacher pointed out: *"Holistic development requires teamwork; parents must reinforce what we teach in school."* This emphasizes that CBC's multidimensional approach to education is understood and appreciated, even if unevenly experienced. Item CBC4 posted a solid mean of 4.265 (SD = 0.86), suggesting agreement that active parental engagement yields positive school-related outcomes. Teachers supported this view, noting that even small acts of parental engagement can significantly influence children's attitudes and academic habits: one of them said that *"Even small parental involvement, like checking assignments, makes a significant difference."* This finding points to the transformative potential of routine parental support, which strengthens student accountability and focus.

Lastly, Item CBC5, though the lowest rated (M = 4.123, SD = 0.902), still reflected a generally positive perception of CBC's role in enhancing participatory governance. However, the higher standard deviation suggests inconsistent experiences. The qualitative responses revealed underlying barriers such as a lack of confidence and limited access to decision-making forums. As one PTA member noted, *"Not all parents feel confident enough to participate, but we need to create more opportunities for their voices to be heard."* This indicates a gap between policy and practice, suggesting that while CBC theoretically supports inclusive and participatory governance, more structured efforts are needed to build parental capacity and engagement in school-level decisions.

Table 5: Parental Engagement in Participatory Decision Making

Item	Statement	Mean	SD
PDM1	The school informs parents about procedures for electing parent representatives to school bodies	3.64	1.204
PDM2	The school invites parents to discuss children's behavior, natural abilities and academic capabilities	3.749	1.158
PDM3	Opportunities for parents to participate in key decision-making affecting learners' wellbeing	3.441	1.269
PDM4	Parental engagement enhances monitoring of children's growth and identification of learning difficulties	3.754	1.119
	Grand mean	3.646	1.188

The results in Table 5 show a moderate level of parental engagement in school decision-making, with an overall mean of 3.646 and a standard deviation of 1.188, suggesting general agreement but with noticeable variation. Item PDM3 recorded the lowest mean ($M = 3.441$, $SD = 1.269$), indicating that while some parents feel involved in key decisions affecting their children's wellbeing, many do not. Qualitative data supported this, with a teacher expressing that *"parents should not just be onlookers,"* highlighting a need for more meaningful inclusion in CBC-related decisions. A parent echoed this sentiment, saying, *"When the teacher says it's a skipping rope, it's a skipping rope and nothing else,"* reflecting a top-down communication model rather than shared decision-making.

Item PDM1, which assessed parental awareness of procedures for electing representatives and involvement in school development, posted a mean of 3.64 ($SD = 1.204$). While most parents acknowledged some transparency, the variability suggests inconsistent communication across schools. This was reinforced by a PTA member who noted, *"Under some school heads, parents are highly involved... but others deny us the chance."* Item PDM2, concerning parental involvement in discussing children's academic and behavioral development, had a mean of 3.749 ($SD = 1.158$), indicating generally positive engagement. However, qualitative responses suggest these conversations are often one-sided. As one PTA member remarked, *"Most decisions in classrooms... are left to teachers,"* suggesting limited opportunities for parents to contribute meaningfully.

Lastly, PDM4 had the highest mean ($M = 3.754$, $SD = 1.119$), reflecting relatively strong and consistent perceptions of parental involvement in monitoring children's academic growth. Teachers acknowledged this collaboration, but the qualitative data highlighted that parents often implement rather than shape support strategies. One parent pointed out, *"Most schools make decisions based on government directives or the insights of a few elected representatives. Parents mainly implement directives."* This suggests that while parents may be regularly updated on their child's progress, they are not necessarily involved in shaping interventions or support strategies. Therefore, although communication about student growth may be regular, the decision-making dimension remains shallow, highlighting a need for stronger partnerships where parents contribute meaningfully to individualized support strategies.

Table 6: Parental Engagement in Resourcing, Volunteering and Linkages

	Statement	Mean	SD
RVL1	Opportunities to volunteer services and resources to schools.	3.251	1.218
RVL2	Participation in creating linkages with relevant agencies for resources.	2.948	1.295
RVL3	Participation in identifying and prioritizing school resource needs.	3.104	1.253
RVL4	Participation in fundraising for school improvements.	3.213	1.226
	Grand mean	3.129	1.248

The results presented in Table 6 indicate that items measuring parental engagement in resourcing, volunteering, and linkages (RVL) presented an overall grand mean of 3.129 and a standard deviation (SD) of 1.248, suggesting a moderate level of parental participation in these domains. The highest mean score was registered under RVL1 at 3.251, indicating that parents generally perceive they are provided opportunities to volunteer their services and resources at school. While this mean suggests a moderately positive perception, the SD of 1.218 reflects considerable variation among respondents. The qualitative data corroborates this trend. A PTA member affirmed, *“We have counselors among us, and they volunteered to talk to students,”* while another shared that *“Parents are invited to speak to students on health, discipline, and careers.”* These narratives highlight meaningful participation, especially from parents with professional backgrounds. However, the variability suggests that such opportunities may be limited to select parents based on expertise or availability, leaving others less engaged.

The second-highest score was for fundraising activities (RVL4), which had a mean of 3.213 (SD = 1.226), indicating that many parents recognize their role in financially supporting school infrastructure and services. This is backed by a PTA member’s statement: *“I ensure my children have uniforms and pay for the feeding program when asked.”* This suggests that parents often contribute directly through financial obligations that benefit their children and, indirectly, the school at large. However, the relatively high SD points to disparities in economic capacity among families, where some may be more consistent contributors than others due to financial constraints. Identifying and prioritizing resource needs (RVL3) scored a moderate mean of 3.104 with a SD of 1.253, implying that while some parents participate actively in identifying and prioritizing school resource needs, others do not engage to the same degree. A teacher highlighted this issue by stating, *“CBC is resource-based, requiring close interaction with materials. Parents need to engage in providing digital gadgets and other resources at home”*. Additionally, a PTA member recalled, *“Last year, we had a discipline issue in Grade 7, and as the parents’ association, we brought in volunteer counselors to help.”* These responses reveal that some parents engage not only in identifying material needs but also in offering non-material support like psychosocial interventions. Still, the level of engagement appears to be dependent on individual initiative, awareness, and capacity.

Lastly, creating linkages with agencies (RVL2) recorded the lowest mean at 2.948 (SD = 1.295), indicating relatively limited parental involvement in creating formal linkages with government or non-governmental agencies for additional resources. This

low level of engagement may stem from a lack of knowledge, networks, or confidence in reaching out to external institutions. Nonetheless, a PTA member noted, *“On career days, we invite parents in different professions to speak to students,”* illustrating that while informal linkages based on personal networks exist, broader institutional collaborations remain underdeveloped. A teacher further emphasized, *“CBC is highly practical, and the school cannot provide all materials, so we request parents to support due to the large class sizes”*. These findings imply a systemic gap in community-school partnerships that go beyond individual professions and into sustained collaborations with external stakeholders.

Overall, the grand mean of 3.129 reflects moderate parental engagement in resourcing, volunteering, and creating linkages to support schools. The relatively high standard deviations across all items underscore the disparity in participation levels, which may be attributed to socio-economic differences, awareness, professional expertise, or availability of structured opportunities for involvement. The qualitative findings affirm that while some parents are highly proactive in volunteering expertise, raising funds, and supporting resource prioritization, others are constrained by limited access or structural barriers. There is also a clear indication that most parental contributions remain confined to the immediate needs of their children, rather than being channeled through systemic, school-wide engagement mechanisms. Therefore, establishing formalized platforms for engagement, capacity-building workshops for parents, and outreach strategies could foster partnerships with external organizations.

Table 7: Parental Engagement in School-Home-Based Learning and Development

	Statement	Mean	SD
HBLS1	Parents involve children in safe, age-appropriate family and community activities.	4.109	0.932
HBLS2	Parents involve children in play and chores for their development.	4.071	1.000
HBLS3	Parents provide resources and an environment for children to grow and learn.	4.095	0.936
HBLS4	Parents help children with homework, e-learning, and projects.	4.332	0.864
	Grand Mean	4.152	0.933

The results in Table 7 show a moderate level of parental engagement in school decision-making, with an overall mean of 4.152, with a standard deviation of 0.933, suggesting a high level of parental engagement in school-home-based learning and development strategies for their children. Item HBLS4, which assessed whether parents help their primary school children with homework, e-learning, and projects, recorded the highest mean score, 4.332, and the relatively low standard deviation of 0.864, suggesting that parents are particularly engaged in helping their children with homework, e-learning, and academic projects. This high level of parental support is corroborated by the teachers and PTA members in the qualitative data. One teacher remarked, *“Learners take extended school work home, where parents should assist; previously called homework,”* indicating that this is a widely recognized expectation. PTA members echoed this view with one of them expressing that, *“I actively participate assisting my child with homework and assignments,”*

highlighting that parental engagement in academics is not only prevalent but also a core component of school-home collaboration.

Item HBLS1 assessing whether parents involve children in safe, age-appropriate family and community activities yielded a mean score of 4.109, with a relatively low standard deviation of 0.932. This indicates strong and consistent parental involvement in such activities, which suggests that most parents prioritize and actively engage in community and family-based educational experiences for their children. The low variability in responses points to a common practice among parents, suggesting that these types of activities are integral to the home-based learning strategy in this community. From the qualitative data, parents and teachers similarly highlighted the importance of external activities in children's development. For instance, one teacher mentioned that *"Parents and children engage in digital literacy activities, searching for materials, printing them, and bringing them to school,"* underscoring that parental involvement extends beyond the home to include external resources like digital tools. Item HBLS3 obtained a mean rating of 4.095 and a standard deviation of 0.936, indicating that the majority of the parents agree about their contribution to their children's learning conditions. Parents are encouraged to take part more by PTA members, and one parent offered a glowing example, mentioning, *"I let my child use my phone for study purposes and assuming any extra role in homework while I am around early,"* suggesting that parents are prepared to back their children in supporting roles. This indicates that parents recognize the importance of providing both material and emotional support for their children's educational growth. This reflects a holistic approach that covers all aspects of how parents are involved in their children's learning.

Lastly, item HBLS2, which assessed whether parents involve their primary school children in play and chores for their development, recorded the lowest mean of 4.071, with a standard deviation of 1.000, indicating a solid level of agreement among parents. However, the higher standard deviation suggests some variability in how consistently parents are implementing these strategies. This variability can be attributed to differences in household dynamics, schedules, and the availability of resources to engage children in these activities. The qualitative responses echo the critical role of play and chores in children's development. One parent noted, *"I share my phone with the child for research,"* suggesting that beyond academic learning, parents also see value in using everyday tasks and activities that contribute to children's physical, social, and emotional development. While the data demonstrates strong parental engagement in School-Home-Based Learning and Development Strategies, improving teacher-parent communication on learning standards and providing clearer guidance on how parents can support their children's education at home could further enhance this aspect of parental engagement for effective CBC implementation in primary schools.

4.3 Hypotheses Testing

The study hypotheses (H₀₁, H₀₂, and H₀₃) on the effects of parental engagement constructs on CBC implementation were tested using a multiple linear regression analysis. The results are shown in Tables 8, 9 and 10.

Table 8: Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Sig.
1	.423 ^a	0.179	0.167	0.4237	.000
a Predictors: (Constant) Participatory Decision Making, Resourcing Volunteering and Linkages, Home Based Learning Strategies					
b Dependent Variable: CBC Implementation					

The findings in Table 8 demonstrated a moderate positive correlation ($r=.423$, $p<0.05$) between the predictors (Parental Engagement in Participatory Decision Making, Resourcing Volunteering and Linkages, and Home-Based Learning Strategies) and the dependent variable (CBC Implementation). The change in the coefficient of determination (R^2 change = 0.179) indicates that the perceived parental engagement constructs account for approximately 17.9% of the total variation in CBC implementation in primary schools.

Table 9: Model Fit

ANOVA ^a						
Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	8.103	3	2.701	15.046	.000 ^b
	Residual	37.16	207	0.18		
	Total	45.263	210			
a Dependent Variable: CBC Implementation						
b Predictors: (Constant), Participatory Decision Making, Resourcing Volunteering and Linkages, Home-Based Learning Strategies						

The ANOVA results (Table 9) confirm that the predictors jointly have a statistically significant effect on CBC Implementation, $F(3, 207) = 15.046$, $p < 0.05$. This implies that jointly, parental engagement constructs (Participatory Decision Making, Resourcing Volunteering and Linkages, and Home-Based Learning Strategies) have a statistically significant influence on CBC implementation in primary schools. The regression coefficient output was examined to determine each factor's specific contribution to the overall model. The results are shown in Table 10.

Table 4.10: Regression Coefficients

Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.
	B	Std. Error	Beta		
(Constant)	3.138	0.186		16.844	.000
Participatory Decision Making	0.135	0.043	0.241	3.115	.002
Resourcing and Volunteering	0.006	0.053	0.01	0.109	.913
Linkages Home Based Learning Strategies	0.171	0.058	0.244	2.92	.004
a Dependent Variable: CBC Implementation					

H₀₁ stated that parental engagement in participatory decision-making has no statistically significant effect on CBC implementation in public primary schools. However, the results in Table 10 showed that parental engagement in participatory decision-making had a positive and statistically significant effect on CBC implementation ($\beta = .241$, $p < 0.05$). This suggests that for every unit increase in parental engagement in decision-making, CBC implementation increased by a predicted 0.241 units. As a result, the null hypothesis was rejected. The study concluded that CBC implementation in primary schools is positively influenced by parental participation in school-level decision-making. These findings align with earlier studies that emphasize the importance of parental involvement in governance and planning for improved learner outcomes (Goodall & Montgomery, 2014; Gitah, 2019; Njeru & Karimi, 2023). The results of this study, however, contradicted those of Olibie (2014), who found that parental involvement in African contexts was often minimal, limited to attending meetings or providing material support, with minimal influence on actual instructional or curricular decisions.

H₀₂ stated that parental engagement in resourcing, volunteering, and linkages has no statistically significant effect on CBC implementation in public primary schools. The regression results revealed a non-significant effect ($\beta = .006$, $p > 0.05$), indicating that this domain of parental engagement did not significantly predict CBC implementation. As a result, the null hypothesis was accepted. The study concluded that although the CBC framework encourages parents to support schools through material contributions, volunteering, and external partnerships, these efforts have limited practical influence on CBC implementation. This may be attributed to inconsistent participation, limited awareness, or socioeconomic constraints limiting parental capacity to contribute meaningfully. These findings support earlier research by Mogambi (2017), who found that many parents lack clarity on their roles and often perceive education as primarily the teacher's responsibility. However, the findings contrast with expectations set by Kenya Institute of Curriculum Development (KICD) in 2019 and Gitah (2019), who advocated for more active parental participation in school operations and instructional support. Therefore, while the theoretical foundation of parental engagement in

resourcing and linkages remains strong, its translation into impactful practice requires strategic parental awareness and structural support.

H₀₃ stated that parental engagement in the school-home-based learning and development process has no statistically significant effect on CBC implementation in public primary schools. However, the results in Table 10 showed that parental engagement in the school-home-based learning and development process had a positive and statistically significant effect on CBC implementation ($\beta = .244$, $p < 0.05$). This suggests that for every unit increase in parental engagement in the school-home-based learning and development process, CBC implementation increased by a predicted 0.244 units. As a result, the null hypothesis was rejected. The study concluded that CBC implementation in primary schools is positively influenced by parental engagement in the school-home-based learning and development process. These findings highlight the value of learning at home and are consistent with Mwarari *et al.*'s (2020) argument that any learning support at home is important for competency development in CBC implementation.

5. Conclusion

This study examined how the three parental involvement aspects (participatory decision-making, resourcing and linkages and school-home-based learning) impact the implementation of CBC in public primary schools. The findings show that having engaged parents is very important for student results under CBC. Parental involvement in both school-level decision-making and home-based learning plays a crucial role in enhancing CBC implementation. When parents help lead at school and assist at home, they strongly support the success of the CBC. This means learners have more control over their learning, and their families are also connected to help them gain confidence in new skills. However, the study showed that parental support in money, volunteering and family-to-school activities did not influence the implementation of CBC significantly. This suggests that material supplies and contributions alone do not always result in significant gains in student learning. It is clear from these findings that there is a need to work on awareness, capacity and inclusive ideas to realize the maximum advantage of this area. The study concludes that fostering parental engagement, especially in participatory school decision-making processes and pupils' home-based learning, can significantly enhance CBC implementation in primary schools in Kenya.

6. Recommendations

Several practical implications arise from the findings of this study. The study has shown that parental involvement greatly improves how the CBC is carried out in primary schools. Based on the conclusions, the study recommends that the Ministry of Education, Science and Technology (MOEST) and the Kenya Institute of Curriculum Development

(KICD) should develop targeted national strategies to increase parental awareness, provide school-based training, and distribute simplified toolkits to guide parental involvement in learning both at home and school. Teacher Training Colleges (TTCs) and the Teachers Service Commission (TSC) are encouraged to revise both pre-service and in-service training programs to include modules on effective parental engagement. As a result, educators will gain skills to help establish good partnerships between schools and families in line with CBC goals. Primary school administrators should also create structured platforms, such as parent advisory forums and governance inclusion, to promote active parental participation in school-level decision-making processes. This shared approach will strengthen parent-school partnerships, promote shared responsibility, and address contextual barriers that hinder meaningful parental participation in the learning and development process of their children for effective CBC implementation in primary schools.

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Conflict of Interest Statement

The authors declare that they have no financial or personal interests that may have inappropriately influenced the results of this paper.

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