



**ASSESSMENT OF PARENT'S ENGAGEMENT IN  
IMPLEMENTATION OF COMPETENCY-BASED CURRICULUM IN  
PRIVATE PRIMARY SCHOOLS IN THARAKA SOUTH SUB-COUNTY  
OF THARAKA-NITHI COUNTY, NITHI COUNTY, KENYA**

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**Abstract:**

Education is a shared responsibility and all stakeholders need to understand and appreciate what is being done and what is required of them to make meaningful contributions to the process. Because the Competency-Based Curriculum shifted its focus from teaching-centric to collaborative-centered, parents are important stakeholders for its successful implementation. Therefore, empowering and engaging a parent in the learning process is essential to the learner's growth and development. The study examined parents' engagement in CBC implementation. This study specifically aimed to determine parents' engagement in the implementation of Competency-Based Curriculum in private primary schools in Tharaka South Sub-County of Tharaka-Nithi County. To get this, the researcher went to private primary schools in Tharaka South Sub County to observe how parents are embracing CBC and randomly selected some parents for interviews, teachers, and head teachers to fill out questionnaires. The study adopted a descriptive survey design where the targeted population was drawn from the 30 private schools in the sub-county. The study targeted 528 respondents. 66 respondents were sampled: 42 parents, 18 teachers and 6 head teachers. Simple random sampling was then used to select the participant. The study conducted a pretest study in 3 private primary schools for the purpose of validating the research instruments. Data was collected using questionnaires for head teachers and teachers and interview schedules for parents. The validity of the research instruments was determined through expert judgment whereas the reliability of the questionnaires was determined through a Cronbach's alpha coefficient of 0.7982 was obtained. Qualitative data was analyzed thematically whereas

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quantitative data was summarized using percentages, mean, standard deviation and frequencies were used. This was facilitated by the Statistical Package for Social Sciences (SPSS) Version 21. The study established a significant relationship between the parent's literacy and the implementation of CBC with a significance value of  $p=0.000<0.05$ . The study concluded that the implementation of CBC is greatly challenged by a lack of sensitization on the implementation of the CBC and perceived CBC as expensive, demanding and time-consuming. Thus, recommended that the private schools get more time with their parents to sensitize them on the CBC implementation and get to know their role in the academic performance of their children and also try to change their perception of CBC as expensive, demanding and time-consuming.

**Keywords:** parent's engagement, competency-based curriculum, curriculum implementation

## 1. Background of The Study

Any country's social and economic development is driven by education. All children's learning requirements are addressed through a variety of initiatives that support and facilitate education, such as the worldwide initiative Education for All (EFA), which was spearheaded by UNESCO. Similar to other children's and human rights, education is a right. According to Article 26 of the 1948-adopted Universal Declaration of Human Rights, everyone has the right to a top-notch education. The government of Kenya undertook wide-ranging reforms in the education sector. The reforms were aimed at enabling the sector to provide the citizens with an education that better meets the changing socio-economic conditions of the nation in line with Kenya Vision 2030. The reforms were in response to the 8.4.4 system of education that had proved to have many challenges and did not meet the needs of learners in the 21st Century. The reform was Competency Based Curriculum that was meant to equip learners with knowledge, skills and values to make them competitive and prosperous as envisioned in Vision 2030. This was because education opens doors, freedoms and expands opportunities. Education is a shared responsibility and all stakeholders need to understand and appreciate what is being done and what is required of them to make meaningful contributions to the process (Ministry of Education, 2022).

The initiation of Competency-Based Education has been traced to 1968 in United State of America education (Ford, 2014, Klein, 2012). The Competency-Based Education formed an education trend in the United State of America (USA). Its initial idea was to adopt from generative grammar by Chomsky who declared it in 1965. In America, Competency-Based Education went through three overall phases. Programs for innovative teacher preparation began in the 1960s and continued into the 1970s and beyond. The use of CBE programs grew steadily at American universities in those years, and this trend was expected to continue (Kelchin, 2015).

Indonesia adopted CBC in 2004 while other English-speaking countries including the United Kingdom, Brazil, New Zealand, Australia, Canada, and Sweden adopted it in 2017. In Mexico, the introduction of a curriculum based on a competency-based approach started in 2009. A lot of changes were made to the country's educational system and national policy. Using skills, knowledge, values, and attitudes, the competence-based approach was seen (Secretaria de Educacion Publica, 2011). In 2019, India began implementing a Competency-Based Curriculum, which aimed to provide teachers with the abilities needed to educate students in a social context and cultivate critical thinking. The adoption of Competency-Based Curriculum in Brazil was geared to train and produce teachers who were effective and well-equipped with different capabilities of methodological abilities to assist learners to develop their full potential.

It was largely owing to the present African preference of certain International Agencies to promote Competency-Based Curriculum in several African nations including Botswana, Senegal, South Africa, Tanzania, Nigeria, Malaysia, and Rwanda. Many African nations, including Kenya, also embraced the Competency-Based Curriculum, which placed greater focus on formative rather than summative assessment, in order to shift from objective learning material to outcome learning techniques. In a Competency-Based Curriculum, the students are responsible for their own education. To be competent, students must acquire, grow, exhibit, and achieve real competence.

CBC was adopted in Tanzania's secondary and elementary schools, respectively, between 2005 and 2006 to address the issues that students face in training institutions and the quality of their education (Komba and Kira, 2013). The CBC was expected to produce graduates with the necessary skills so that they can fit into modern society. Komba and Kira (2013) state that graduates educated in antiquated curricula lack the necessary skills and abilities to compete in today's local, national, and worldwide labor markets. When Komba looked at how the Competency-Based Curriculum was being implemented in Tanzanian schools, they found that it was being done poorly. According to Komba, greater attention should be paid to the creation of tutorials and principals' comprehension of the Competency-Based Curriculum approach (Komba, 2012).

In Malaysia, the Competency-Based Curriculum (CBC) was implemented to provide teachers with the information, skills, and values necessary to succeed in the classroom. The Rwandan government established a Competency-Based Curriculum in 2015 to address a skills shortage in the country's educational system, with a focus on science. According to the Ministry of Education (MOE), "*the development of social skills, linguistic skills, physical and cerebral talents and community obligations*" are all part of the CBC teacher profile for lower primary school teachers in Rwanda.

The Kenyan government adopted CBC in response to the 8.4.4 system of education that has been in place for more than 30 years and which has progressively not meet not met the needs of learners in the 21st Century, (MOE, 2022). Kenyan Education Act Cap 211 defines curriculum as "*subjects and activities at any school*". Competency-Based Curriculum (CBC) on the other hand, is a process that gives learners an opportunity to

be actively involved in learning (Kenya, Vision 2030). The aim of the new curriculum is to ensure that teachers facilitate the identification and development of learners' unique talents and abilities. This is made possible by providing different career pathways after grade 9. Competency-Based Curriculum assists learners acquire, nurture and apply values in day-to-day living (KICD, 2019).

According to Jeng'ere (2016), the Basic Education Curricular Framework (BECF) in Kenya was developed with the intention of putting curriculum changes into practice. A review of the national curriculum was started in January 2011. The goal of the evaluation was to create a curriculum that adequately addresses and satisfies the needs and ambitions of Kenyans by providing students with the information, relevant skills, and attitudes that allow them to fit in and compete worldwide. Deliberate initiatives to integrate competencies often concentrate on nurturing skills that cut across all sectors (Sullivan, 2014). There is a high demand for education and job market opportunities in the 21st Century. This demand can only be met by applying a Competency-Based Curriculum. The new curriculum was expected to be transparent and aligned with industry and academic expectations (Johnstone & Soars, 2014). As a result, educational reforms require a change in order to equip learners with the ever-fast-growing world. In a bid to improve the quality and accessibility of education, the government of Kenya undertook broad educational reforms. To ensure that every child has access to high-quality basic education in accordance with the Kenyan Constitution (2010) and Basic Education Act, these changes began in 2012.

Competency-Based Curriculum was geared to nurture every learner's potential and develop skills necessary for the 21st century. To prepare students for a fast-changing world, this curriculum focuses on developing applicable skills. Communication and collaboration, Self-efficacy; and Digital literacy are some of the characteristics that students should possess (The Republic of Kenya, 2017). According to CBC, developing one's talents entails mastering a wide range of abilities, values, attitudes, abilities, and information that are all intertwined (Mulder, 2014). Evaluation of the new curriculum provides light on its advantages and increases our knowledge of its methods and foundations. This gives students a chance to get a good and quality education. Simply because, we are living in a knowledge-based economy that requires creativity and innovation and therefore, education must equip learners with knowledge, skills and values to make our nation competitive and prosperous as envisioned in Vision 2030. Mulder, (2014) cited Pertinent and current issues (PCIs) in CBC as education for global citizenship (GC), health education (HE), life skills and values in education (LVE), and education for sustainable development (ED).

Since the country's independence in 1963, Kenya has seen just one substantial change. "The Presidential Working Party on the Second University in Kenya" was established in 1981 as a commission on education. It was given the task of providing guidance on the creation of Kenya's second university. To improve the country's educational infrastructure and curriculum, the group made recommendations

throughout its discussions. This resulted in the shift from 7 years of primary education to 8. The secondary education was changed from 6 years to 4 years. Additionally, the minimum number of years at the university was raised to four from the initial three. The whole system changed from a 7-4-3-2-3 to 8-4-4 system. The 8-4-4 curriculum has undergone several reviews (1990, 1992, 1995, 2001 and 2003) since its introduction in 1985. Kenya's educational system underwent a major overhaul beginning in 1985, which served as an impetus for the changes.

Objectivity-based curricula, such as the 8-4-4 system, received a lot of flak for overloading kids with knowledge and focusing only on exams. The ministry was keen to implement Competency-Based Curriculum so that every learner has access to quality basic education. The Kenyan government launched the national curriculum in January 2011. By providing students with the information, relevant abilities, and attitudes they'll need to participate in and compete in a global economy, the new curriculum aimed to adequately address and satisfy the needs and ambitions of Kenyans. The government did a massive induction to primary teachers in the country on December 18<sup>th</sup>, 2017 and the training is still going on throughout the country.

The introduction of the new curriculum started with piloting in 470 schools in Kenya selected from each county. The Children who are affected by the new curriculum were those who were in the nursery to grade six. The ones in classes seven and eight continued with the 8-4-4 system until they sit for their KCPE in 2022 and KCSE in the year 2026. The new method aimed to generate a youngster who is capable of thriving in a world that is always changing. Competencies such as communication and collaboration, problem-solving and critical thinking skills, creativity and imagination, civic engagement and the ability to study on their own, as well as digital literacy, are all part of this list (The Republic of Kenya, 2017).

Unlike in the introduction of the 8-4-4 where the change was effected immediately and at once, the new curriculum was introduced gradually in phases which were termed as phase in phase out. The grade 3 learners in 2019 were the pioneers up to the last stage which will be grade 12. Kenya National Examination Council (KNEC) has developed the Competency-Based Assessment Framework (CBAF). In CBC national assessments are meant to be in grade 3, grade 6, grade 9 and finally grade 12 where the learner will be issued with a Basic Education Completion Certificate. The written test is done in pre-primary. Assessment in school would be done orally, through observation and administering written tests. Grade 3 learners would be sitting for a national assessment called KEYA (Kenya Early Years Assessment).

The importance of Competency-Based Curriculum is based on core competencies, principles of Basic Education Competency Framework and pillars of Basic Education Competency Framework. Students must be able to communicate effectively, collaborate with others, think critically and creatively, and be self-confident in their abilities (Republic of Kenya, 2017). Opportunity, excellence, diversity, inclusion, parental empowerment and participation, and individualized curriculum and learning are some

of the guiding principles of the Basic Education Curriculum Framework (BECF). Characteristics of a fair and honest society include "*love, responsibility, respect, unity, peace, patriotism, social justice, and integrity*" (Warrio, 2019; KICD, 2017) are among the foundational principles of the Basic Education Curriculum Framework.

Learners are given the chance to receive excellent education via the use of Competency-Based Curriculum, which examines the progress achieved in the curriculum reform process. A distinguished feature of CBC is that it calls upon parents to be actively engaged in the education of their children. With parental engagement and empowerment being one of the major pillars for the effective implementation of Competency-Based Curriculum, it was necessary to inform parents as well as educate them about the crucial changes in their children's education system (KICD, 2019). The parents also need to be conversant with technological tools such as televisions, radios, mobile phones and the internet and have a positive attitude towards the learning of their children. Parents being the first teacher of their children, should provide guidance, mentor their children and build healthy relationships with them (MOE, 2022). Are these Parents prepared for the implementation of Competency-Based Curriculum bearing in mind that they are the pillar for the successful implementation of CBC? (Republic of Kenya, 2018). Looking at the above researchers, not even one individual addressed parent's preparedness for the implementation of CBC in private primary schools and it remained a gap that the researcher wanted to fill in this study.

## **2. Statement of the Problem**

Quite recently, Competency-Based Curriculum appeared as the alternative approach to equalizing Kenyan children focusing on the learners who will work with teachers and parents. CBC was meant to be a solution for Kenyans. However, politics took center stage and spoiled everything. There are so many loose ends, especially parental roles posing a challenge. Despite all the efforts the government is putting in training teachers, proving materials and monitoring the curriculum, training parents are left out and they are part of curriculum implementers, educators, trainers and sources of information and authority for their children knowing that Parents are heterogeneous. Some of them live in rural areas where there is no electricity, others are very poor to buy technological devices and yet others are semi-illiterates. Most learners in private primary schools in Tharaka South Sub-County are sponsored by Non -Governmental Organizations (NGOs) because their parents are poor. Very few studies, however, have measured on CBC implementation, particularly in private primary schools. This study, therefore, sought to determine parents' preparedness for the implementation of Competency-Based Curriculum specifically in private primary schools in Tharaka South Sub-County of Tharaka-Nithi County where Non -Governmental Organizations sponsor most children.

## **2.1 Research Objective**

To determine parent's engagement in the implementation of Competency-Based Curriculum in private primary schools in Tharaka South Sub-County of Tharaka-Nithi County.

## **3. Literature Review**

### **3.1 Theoretical Literature Review**

#### **3.1.1 The ADKAR Change Management Model (Jefferey, 2021)**

Competency-Based Curriculum is based on a number of theories that have evolved over the years and enabled the researcher to use one of them to develop independent variables (change theory). The ADKAR Change Management Model by Jeffrey looks at individuals behind change leading to a bottom-up approach. In this model, every letter has a goal leading to five acronym goals.

Letter A stands for Awareness of the need for change. The study sought to know whether parents were prepared for this change from the 8.4.4 system to CBC Curriculum. This study wanted to determine whether KICD in conjunction with MOE has created awareness for parents either through seminars and workshops about CBC.

Letter D stands for Desire to support the change and that is where parental perceptions in CBC come in. The study wanted to establish whether after sensitization the parents developed a desire or interest to embrace and implement CBC.

Letter K stands for Knowledge on how to change. This goal looked at parents' literacy level and technological skills. Students in the twenty-first century needed a growing amount of information and communication technology (ICT) in the classrooms they attended, according to Buageng-Andoh (2012). The government of Kenya in realizing Vision 2030 embraced a technologically empowered nation in order to gain the status of the economy (Republic of Kenya, 2019). Parents' competencies that needed to be developed in order to make learning more captivating and extended beyond classroom learning included knowledge and skills in the use of digital devices in all areas of the curriculum delivery (Bonanno, 2011). Curriculum delivery and teaching process can be facilitated by technology. However, according to Bonanno (2011), the implementers, especially parents, lack sufficient knowledge and skills to exploit technology to support curriculum implementation.

Letter A on the fourth goal stands for the ability to demonstrate skills and behavior. This goal was answered by parental literacy level and technological skills. Parents who received training were more equipped to answer their children's queries and direct them toward learning activities. This was due to the fact that digital learning is critical to the Competency-Based Curriculum's success. With the help of their parents or guardians, children would be taught about a variety of subjects, including how to complete their homework at home (Morgan, 2019). The world is moving towards ICT integration. The learners together with their parents are supposed to access the internet

and watch videos which was impossible for some parents. This was because some are not computer literate, others lacked smartphones, others couldn't afford daily bundles, and yet others lacked time to guide their children in technical areas (MOE, 2022).

Letter R in the fifth goal stands for Reinforcement to make the change stick. This reinforcement could be brought about by the government through their continued support for CBC and parental engagement. Parents' engagement and support at school and at home immediately and favorably affects their children's educational achievement, according to Anyikwa et al. (2012). In order to help their children study more effectively, parents are expected to provide curricular assistance. Engaging parents in their children's education means recognizing them as partners in their children's education and providing them with information about their children's school experiences and opportunities to engage with the school on those experiences (Anyikwa, 2012). They could also ensure that the learners are given the opportunity to ask questions and get answers that will advance their learning experience. Parents should also cultivate reading cultures in their children by reading with them as they do their homework or during their free time. The new Kenyan curriculum stresses the importance of parental engagement in the effective implementation of the curriculum. The way parents and the community engage with schools and education must change in order to accommodate this growth (Thomas, 2012).

The ADKAR model may be used to successfully plan out the changes required at both the person (here, the parent) and organizational levels to bring about each of the five outcomes (school). Step one in bringing about change was to raise awareness among parents. This could be done via one-on-one interactions such as meetings, workshops, seminars, or orientations; these settings allow for open dialogue on the goals at hand and the best ways to accomplish them. A desire to alter one's behavior must be sparked. The government could do this by making an appeal to the parents. The success of this stage depends on parents seeing the value in the transition and believing it can apply to them. One goal worth pursuing is establishing regular communication with parents, both to address any issues they may have and to collect and consider their suggestions. The ADKAR model's knowledge objective was to spread acceptance of the need for change and an understanding of how to implement it across the management school. The most effective method for doing this was to have a well-defined list of what kinds of expertise will be required after the change has been implemented. This could help figure out where there was still room for improvement by pinpointing areas where proper training was neglected. The ADKAR change management model focused on individuals. In this study, individuals are parents, an aspect which seemed as if it was not done according to KNUT, (2019). This step was not considered in depth as evidenced by other researchers.

To achieve lasting behavioral change, reinforcement was essential. Setting up a monitoring system early to analyze and discover faults early and remedy them was something that was not done in the Competency-Based Curriculum; thus, it was important to consider all the steps that need to be taken to make the change the norm.



The outcomes of the transformation process are also assessed via monitoring. There is no tracking of parents' participation in CBC implementation, but KICD and TSC are attempting to gauge the success of the transition by collecting TPAD data from teachers. With the procedures well defined and parental commitment secured, the ADKAR change management model ensures that all parties involved have a common knowledge of the problems and solutions from the outset, making it ideal for deploying a new system (CBC). This fills a void that was neglected throughout the new curriculum's development by drawing attention to the problem's remedy.

## **3.2 Empirical Literature**

### **3.2.1 Concept of Competency-Based Curriculum**

Many diverse definitions and interpretations of "Competency-Based Curriculum" existed among various educational institutions. According to Le, Wolf, and Steinberg (2014), CBC is a dynamic area for which there is as yet no agreed-upon description. The authors of the aforementioned book (2014) concur that the term "Competency-Based Curriculum" lacks a universally agreed meaning. However, Kenya Vision 2030 defined Competency Based Curriculum (CBC) as a process that gives learners an opportunity to be actively involved in learning. Competency-based curricula, according to Jallow (2011), focus on increasing students' abilities to do things, learn and understand how to learn. The focus is on what they should do. Competency-Based Curriculum is seen as the best way to meet the country's evolving social, technical, and economic requirements. The aim of the Competency-Based Curriculum was to reduce unemployment among the youth and graduates by equipping them with skills, knowledge, behavior and attitudes significant in carrying out various functions in life (Maodzwa-Taruvinga et al., 2012). Ji (2017) on the other hand, explained that "*the Competency-Based Curriculum emphasized what the learner was expected to know.*" The Competency-Based Education (CBE) theory put out by Milkman (2017) contends, on the other hand, that mastery of specific information and abilities was the key to students' advancement to more advanced material.

### **3.2.2 Parental Engagement in the Implementation of Competency-Based Curriculum**

By working together toward shared goals, staff, parents/caregivers, and students engage in a reciprocal relationship-building process known as "engagement" (Early Child National Centers, 2018). Both home and institution are equally accountable. The parental engagement was characterized by Gonzalez-Mena (2011) as a mix of parental dedication and active participation in support of the school and the kid. Parents' engagement and support at school and at home immediately and favorably affects their children's educational achievement, according to Anyikwa et al. (2012). Families' In order to help their children study more effectively, parents should provide curricular assistance. Engaging parents in their children's education means recognizing them as partners in their children's education and providing them with information about their children's school experiences and opportunities to engage with the school on those experiences

(Anyikwa, 2012). They could also ensure that the learners are given the opportunity to ask questions and get answers that would advance their learning experiences. Parents should also cultivate reading cultures in their children by reading with them as they do their homework or during their free time.

The new Kenyan curriculum stressed the importance of parental engagement in the effective implementation of the curriculum. The way parents and the community engage with schools and education must change in order to accommodate this growth (Thomas, 2012). A research project done by Olibie, (2013) revealed that there is little extent of parental engagement in curriculum implementation in Nigeria. This study attempted to look at how parents get engaged in the implementation of the curriculum in general but did not specify what type of curriculum remains a gap to this study.

In the opinion of KICD (2019), parents have a significant impact on their children's educational outcomes. When they work together with teachers, they can help students achieve their full potential in a setting that is favorable to learning and motivating. The teacher's engagement is equally as crucial as that of the parents. As a result of the new curriculum, the role of parents in their children's education has been shifted. As a result, effective and easy implementation needed collaborations with parents, children, business sector players, and community support.

Mogambi (2017) posits that the parents displayed a lack of knowledge of talent identification. He continued to say that parents stated that it is not their responsibility to complement and complete a teacher's work outside the classroom. Parents should participate more in their children's education now that a new curriculum has been implemented. The days when the teacher was the authority figure and the parent just 'follows orders' are long gone. The instructors' efforts outside of the classroom will be bolstered by parental engagement. This structure, which is regrettably absent in many schools, must be established and maintained by our institutions (KICD, 2019). In addition, increased communication between educators and parents would have been a top goal. In accordance with the agreement, the parent should be kept informed of the student's activities via newsletters and performance reports.

Marshall & Jackman (2017) emphasized that parental engagement in the learning process influences students' academic outcome positively. It also develops comprehensive school-parent partnerships. There are many ways parents help their children's academic achievement by taking on diverse responsibilities in their homes, schools, and communities if parental engagement is defined more broadly. Gitah (2019) argued that parental engagement is required for the successful implementation of Competency-Based Curriculum. He continued to say that the successful implementation of CBC depends on the teacher and the engagement of the parent. This is because some demands of the curriculum go beyond school boundaries. As a result, the parents play a very important role in the success of their children's education by ensuring that they provide conducive learning, motivating them to fulfill their potential by helping them complete assigned tasks, and monitoring and guiding them while doing their homework.

Parents also are needed to provide required aids and materials for practical activities, collecting and sending evidence of children's completed tasks according to Gitah (2019). They are also expected to ensure biodata is correctly captured in the Kenya Early Years Assessment (KEYA) database. This clearly demonstrated the nurturing and building competencies which are at the heart of CBC are expected to be done by parents.

Hill (2015) studied the correlation between parental involvement in schooling and the academic success of children in kindergarten through 12th grade. She identified a direct link between student accomplishment in kindergarten through the 12th grade and parental involvement in schooling. Students' academic performance has been demonstrated to increase when parents are more engaged (Ross, 2016). Lower high school dropout rates and higher trust between parents and the development of the school have been linked to parental participation. According to Aldridge (2015), parents who are actively engaged in their children's education are more likely to support their children's education. A sense of school pride and a higher level of trust in the judgments of teachers and schools are fostered in children who witness their parents taking an interest in what they are learning in the classroom. School development may be achieved via open communication and team spirit as a result of collaboration.

According to Vukovic et al. (2013), one way to reduce the achievement gap between ethnic minority and Caucasian pupils is to encourage parental engagement in their children's education. Parents may help their children succeed academically by talking to them about the school, conveying their expectations of them, planning for the future, and sharing their own learning techniques, according to Hasmi (2015). This has a positive impact on educational achievements and success as cited by Barshir & Barshir (2016). Kenya National Union of Teachers (KNUT) (2019) conducted research on the preparedness of the teachers for Competency-Based Curriculum (CBC) in pre-primary and lower primary grades in Kenya. As a result of the implementation of Competency-Based Curriculum, they discovered that parents and other interested parties were not consulted or public awareness campaigns launched. Having looked at what earlier scholars have said about CBC, the researcher found a gap in parents' preparedness for the implementation of Competency-Based Curriculum which needs to be filled.

#### **4. Conceptual Framework**

This study was supported by Input-Process-Output of Steiner, Hackman and McGrath. Conceptual frameworks are diagrams depicting the links between the variables under research (Mugenda et al., 2011). Team dynamics were better understood with the help of the input-process-output model. According to the IPO, there are several elements that affect the efficiency and harmony of a group. It's a tool for learning about and improving team performance. Systems thinking is at the heart of the IPO model. It's predicated on the idea that a group is more than the sum of its parts and more than a set of one-to-one correlations between variables. It implies that several things interact with one another

and feedback to one another. Group activities begin with inputs, or the pre-activity conditions already in place. Interactions inside a group are referred to as processes. The outputs of a cooperative effort are the outcomes that the group as a whole finds valuable.

Implementation of a Competency-Based Curriculum are the dependent variables. Parents' abilities to execute a Competency-Based Curriculum which is, their engagement in school matters, especially those that affect their children is the independent variable.



**Figure 1:** Conceptual Framework

This necessitates parental involvement in the choice-making process. Cooperation between parents in decision-making and the development of programs that serve the needs of their children is a key component of parental engagement. It's important for parents to feel like they can influence their children's care and education. This would help the school and the parent build trust and a strong connection. The parent-child bond benefits from this as well. When parents are involved, they provide valuable feedback to teachers and administrators. School programs that cater to families in need are one possible kind of parental engagement as are initiatives that actively include parents in decision-making processes. Other programs include encouraging parents to help with homework which is an aspect of Competency-Based Curriculum. Engaged parents are the ones who provide their children with basic needs including education and their rights. These parents know their roles towards their children and execute them accordingly. These parents provide school materials and home-based activities such as homework. These parents will participate in the decision-making process for their children. These parents will guide their children to solve problems that directly affect them in school.

In order to help their children succeed in school and at home, parents needed to be properly empowered and engaged. Parents throughout the country have been left perplexed by the Ministry of Education's conflicts with the Kenya National Union of Teachers over the implementation of Competency-Based Curriculum. According to Amunga's (2020) research, parents were hesitant to collaborate with teachers in the classroom. Reluctantly, they accepted the responsibility to impart knowledge and skills to the next generation. Families blamed the government for not adequately preparing them for their new role in the school's new curriculum. The parents claimed that they lacked knowledge of identifying talents for their children as cited by Mogambi (2017) remaining a gap to be filled.

## **5. Research Methodology**

### **5.1 Research Design**

The research design for this study was a descriptive research survey. This sort of design was useful because the researcher sought to describe the current state of the study variables at a certain moment in time. The researcher's goal was to discover the answers to the study's stated objectives via the use of the design. A descriptive survey design, according to Sandra (2020) is used in early and exploratory investigations to collect data, synthesize it, and then present and evaluate the findings. Quantitative research tried to confirm the theory and qualitative research aimed to comprehend the phenomena from the perspective of the local people involved. Qualitative research was efficient in gathering culturally specific information on the values, behaviors, views and social settings of a particular community. Qualitative research assisted the researcher to analyze and grasp a better the complicated reality of a particular situation and the implications of quantitative data. The researcher utilized both qualitative and quantitative methodologies to come up with enhanced data.

### **5.2 Target Population**

Mugenda & Mugenda (2013) define the target population as the group of people to whom the researcher wishes to apply the results. It refers to the whole group of actual individuals from whom the researcher hopes to derive the research's results (Louise, 2018). The target population for this study was 528 subjects composed of 30 private primary school head-teachers, 180 teachers and 318 parents in Tharaka South Sub-County.

### **5.3 Sampling Procedures and Techniques**

Orodho (2009) defines a sample as a portion of a population, which is representative of the wider population. Samples are drawn from a population in such a way that they are representative of the whole group's characteristics. This is what sampling is all about. The researcher utilized simple random selection to pick 10 percent of private primary schools out of the total number (30) of schools as from where the respondents of the study were recruited according to Mugenda and Mugenda (2013). A sample of between 10% and 30% of the population was a good representative which is considered minimum in research surveys. This means that a sample of 56 respondents was appropriate for this study since the target population is 528.

### **5.4 Research Instruments**

Questionnaires for head teachers and teachers, as well as an interview guide for parents, were employed as research instruments in this study. The questionnaire is the best tool to gather information from head teachers and teachers. The researcher preferred questionnaires because they are simpler to administer and gather information in a short

amount of time, as well as because respondents were allowed to reply to sensitive topics. An interview guide for collecting data from the parents was preferred as in-depth information is compared with the information which was generated from the head teachers and teachers. Smith, (2013) stated that observation checklists enable the researcher to get first-hand what is ideally happening instead of relying on reports from participants. These tools would help to condense all the data and were free from distortion at the time of analysis. Questionnaires were also effective because they reached a large group within a short time.

## 6. Results and Discussions

### 6.1 Response Rate

The study sample size was 66 respondents comprising 6 head teachers, 18 teachers and 42 parents. All 18 teachers and 6 head teachers responded to the questionnaires presented to them forming a response rate of 100% respectively, while 40 parents out of 42 parents responded to the interview guide forming a response rate of 96.97%. The researcher found this response rate adequate and suitable to carry on with the data analysis as recommended by Fincham (2016), who asserts that a response rate of 75% and above is adequate for the generalization of the outcomes to the target population.

### 6.2 Respondent Demographic Information

On the demographic information of the respondents, the study sought information on the respondent's gender, level of education, and teaching experience. The results which were obtained are presented in the subsequent sections.

### 6.3 Gender of Respondents

The study sought to find the respondent's gender. The obtained data is presented below.

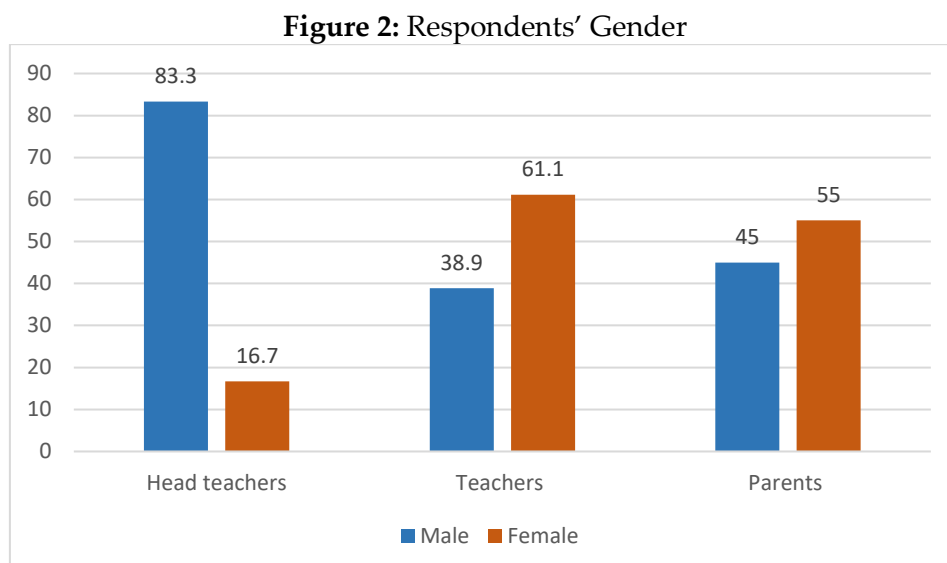
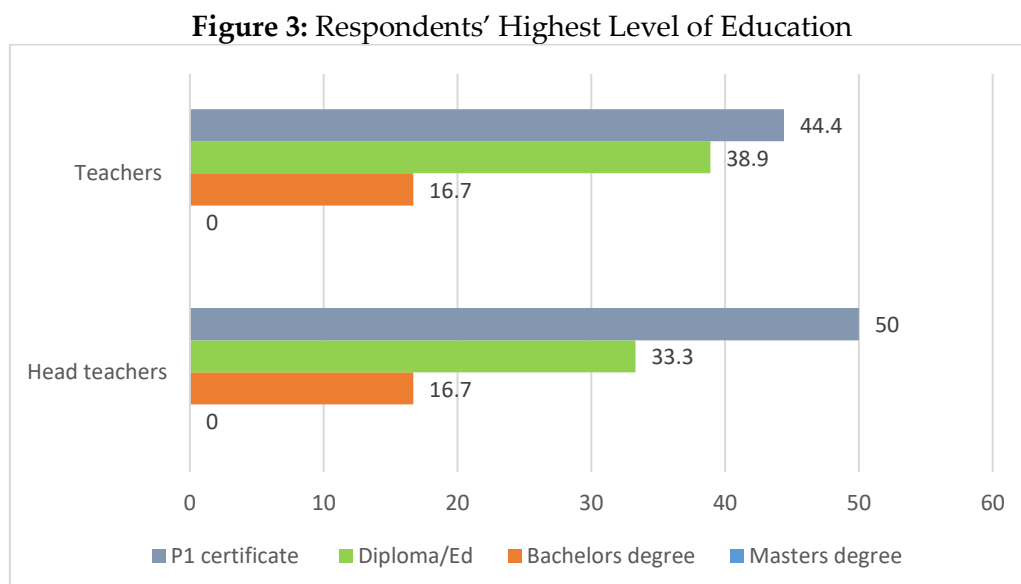


Figure 2 indicates that the majority (83.3%) of the head teachers in the private primary schools in Tharaka South Sub-County were male while 16.7% accounted for the female head teachers. The majority of the teachers (61.1%) were female while 38.9% were male. Among the parent majority of the respondents (55%) were female while 45% were male. The results show that gender inequality existed in the private primary schools where most of the respondents were female. These findings concur with Wambiri and Ndani (2014) and Murage (2015) who reported that most primary school teachers in Kenya were female. Similarly, a study by Abdullahi (2020) revealed that the majority of private primary school teachers in Garissa County were female.

### 6.4 Education Level

The study sought to establish the respondent's highest level of education as discussed below:



Source: Researcher (2023)

The results in Figure 3 indicate that the majority (44.4%) of the teachers had a P1 certificate level of education, 38.9% had a diploma, and 16.7% had a bachelor's degree. Head-teachers with the P1 certificate also formed the majority at 50% compared to 33.3% of the head teachers who had a diploma in education as their highest level of education while 16.7% of the head teachers had a bachelor's degree as their highest education level. However, from the study findings, none of the respondents had attained a master's level of education. Based on the results, it can be concluded that all the participants were trained teachers however; it was observed that most of the private primary school teachers had not advanced their education. This could be due to a lack of motivation as a result of poor remuneration.

The findings of this study show that all of the teachers had the required professional qualifications for them to teach at the primary school level. This is likely to

influence the implementation of CBC positively as elucidated by Penuel, Fishman, Yamaguchi and Gallagher (2017) that teachers who are professionally qualified tend to associate and commit themselves more to curriculum implementation requirements.

### 6.5 Teaching Experience

The study sought to establish from teachers the number of years they had taught. The findings are presented in Figure 4.

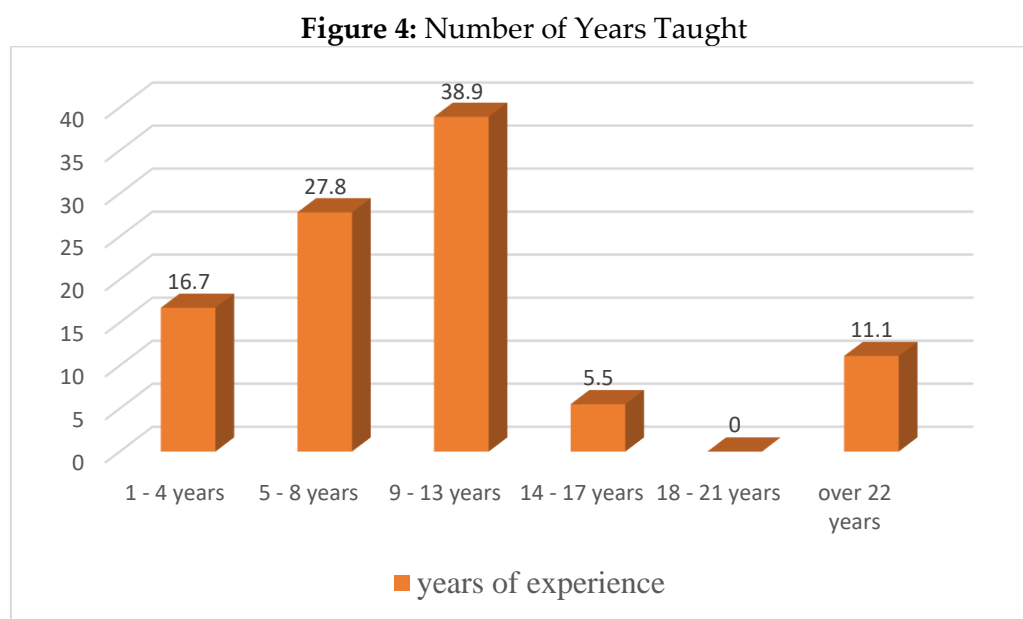


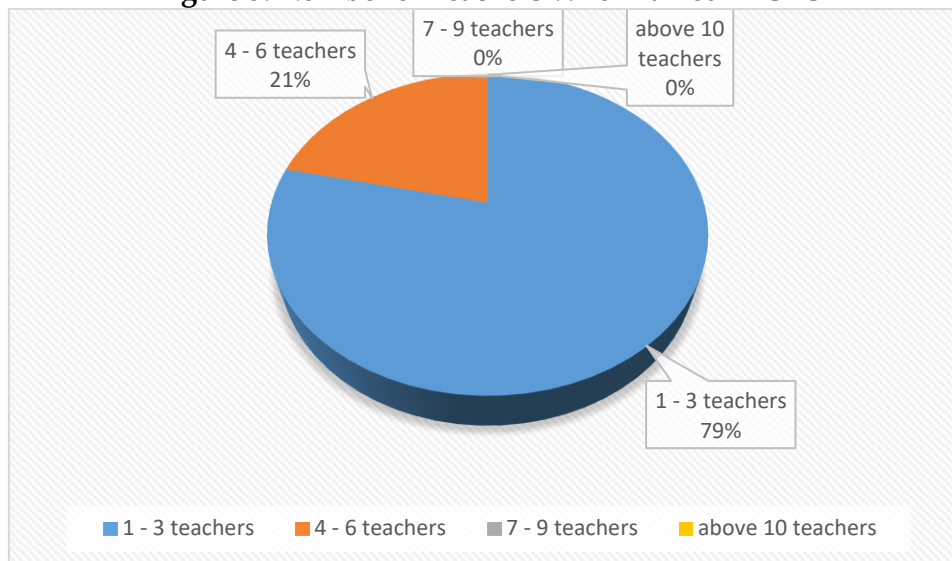
Figure 4 indicates that the majority (38.9%) of the primary school teachers had taught for a period of 9 – 13 years, 27.8% of respondents had taught for a period of 5 – 5 years, 16.7% had taught for a period between 1 – 4 years while 11.1% of the teachers had taught for over 22 years. There were only 5.5% of the teachers who had worked for a period of 13 – 17 years. However, none of the sampled teachers had worked a period between 18 – 21 years. These results confirm that most of the primary school teachers in the private primary schools in Tharaka South Sub-County had taught for a longer period of time. With regard to this study, the teacher's working experience symbolizes their capacity to organize pedagogical practices effectively to implement CBC.

### 6.6 Number of Teachers Who Had Been Trained in CBC

The study sought to find out the number of teachers in private primary schools in Tharaka South Sub-County who have been trained in CBC. The head teachers were asked to indicate in the questionnaire the number of trained teachers in CBC in their respective schools. The teachers were also asked to indicate the number of years they have served as CBC-trained teachers. The findings are shown in Figure 5 and Table 6 respectively.



**Figure 5: Number of Teachers Who Trained in CBC**



## 6.7 Descriptive Analysis of Study Variables

### 6.7.1 Parent's Engagement and Implementation of Competency-Based Curriculum

To measure the parent's engagement towards the implementation of CBC, the respondents were provided with statements describing parental engagement from both head teachers and the teacher, the responses were also obtained from the interview guide conducted from the parents.

The findings are presented in Table 1.

**Table 1: Head Teacher's Responses on Parental Engagement**

Descriptive Statistics					
Statements	N	Min	Max	Mean	Std. Dev
Parental engagement is achieved through incorporating parents in planning of school activities	6	4	5	4.33	.786
Parental engagement is determined by the parental commitment	6	4	5	4.5	.879
Parental engagement is ensured through teamwork	6	2	5	4.02	1.003
Valid N (LISTWISE)	6				

The results in Table 1 show that respondents agreed to a very large extent with the statement that Parental engagement is determined by parental commitment as support by a mean of 4.5 and a standard deviation of 0.879. On achieving parental engagement through incorporating parents in the planning of school activities the head teachers were in agreement with the construct to a larger extent (Mean = 4.33 and Std Deviation = 0.786). The study also shows that respondents agreed to a greater extent with the statement that Parental engagement is ensured through teamwork (Mean = 4.02 and Std Deviation = 1.003).

### 6.7.2 Parent's Invitation to the School

The study sought to establish how often the schools invite parents to school to learn more about the CBC implementation.

**Table 2:** Head Teacher's Responses on Parent's Invitation to School

Statement	Response	N	Percent
How often do you invite parents to learn more about you, your staff and how your school operates?	Always	0	0
	More frequently	2	33.3
	Frequently	4	66.7
	Occasionally	0	0
	<b>Total</b>	<b>6</b>	<b>100</b>
How often do you engage your parents to be resourceful in your school?	Always	4	66.7
	More frequently	2	33.3
	Frequently	0	0
	Occasionally	0	0
	<b>Total</b>	<b>6</b>	<b>100</b>
How frequent conduct do you parents meeting in your school?	Always	0	0
	Thrice per term	2	33.3
	Once per term	4	66.7
	<b>Total</b>	<b>6</b>	<b>100</b>

The study results in Table 2 show that the majority (66.7%) of the head teachers indicated that they frequently invite parents to learn more about the school and its operation which may be a good engagement to elaborate on CBC implementation. The study also revealed that 33.3% of the head teachers invite their parents to the school more frequently. These findings are also supported by the parent interview guide from the parents which indicated that parents are regularly invited to the school to discuss CBC implementation as reported.

*“Our headteacher has been inviting us in school to explain about grade three and grade six examinations and also request materials to support CBC.”*

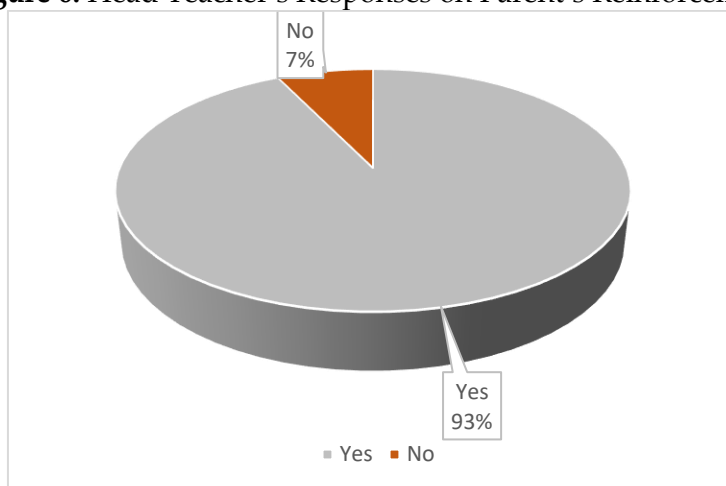
On engaging parents to be resourceful in the school, the majority (66.7%) of the head teachers indicated that they always engage their parents in support of CBC implementation, while 33.3% of the head teachers indicated that they engage them more frequently. The study also revealed that 66.7% of the head teachers indicated that they conduct parent meetings once per term while 33.3% indicated that they hold parent meetings twice per term. These results were supported by the parent's interview guide that indicated that parents participate in school programs by attending termly academic clinics as reported.

*“...we usually attend the academic clinic to discuss the progress of my child with the class teacher every term.”*

The teacher's responses also supported that 100% of the teachers indicated that they organize academic clinic day once per term.

The study sought to establish whether the head teacher reinforced parents for being engaged in the school, the results were shown in Figure 6.

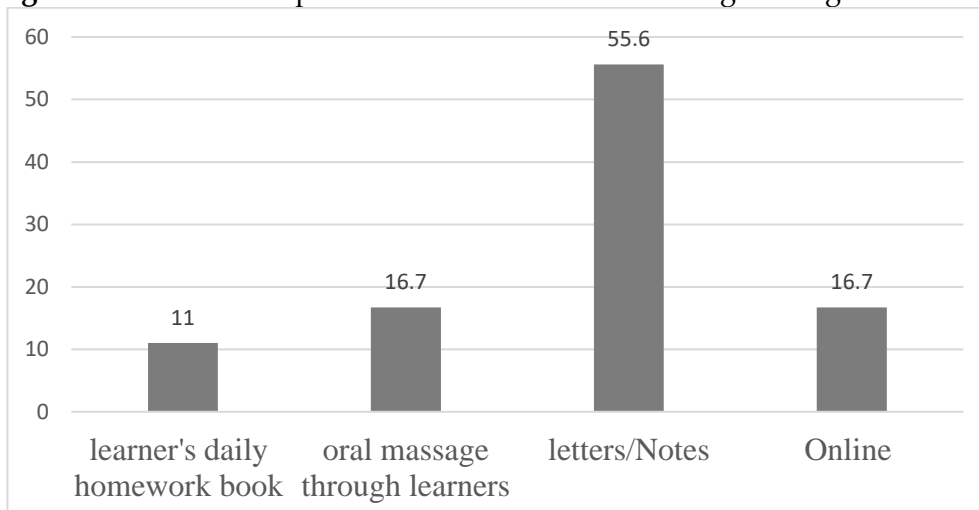
**Figure 6:** Head Teacher's Responses on Parent's Reinforcement



The results in Figure 6 show that the majority (93%) of the head teachers indicated that they reinforce parents for their effort to engage in school activities while 7% of the head teachers indicated that they do not reinforce their parents. The most frequent mode of reinforcement as indicated by the head teachers was words of appreciation and refreshments during meetings and clinics. These findings were also supported by the responses from the teachers which indicated that they appreciate the parents who attend academic clinics by a word of appreciation.

The study further sought to establish how class teachers engage parents in the CBC implementation process, the teacher's responses are shown in Figure 7.

**Figure 7:** Teacher's Responses on Mode of Disseminating Messages to Parents



Results from Figure 7 shows that 55.6% of the teachers indicated that they send letters or short notes to the parents to inform them of any engagement with e school, 16.7% of the respondents indicated that they use online messages and phone calls and sending of oral messages through the learners. However, 11% of the teachers write the message in the learner's daily homework book for parents to read and act on it.

The study sought to establish whether parents were aware of their roles in CBC implementation, the respondents were required to indicate various ways in which they get engaged in school programs. Results from the interview guide were tabulated as indicated in Table 3.

**Table 3:** CBC activities that required parental involvement

Activity	Percent
Taking pictures of accomplished/ongoing tasks, printing them and sending them to school for portfolios.	84.08
Helping with homework and assigned activities	90.89
Environmental related activities	88.62
Provision of materials for practical lessons	90.89

Results from Table 3 indicate that most of the parents (90.89%) explained that they assist their children with certain tasks such as the provision of materials for practical lessons as recorded.

*"...I assisted my child in preparation of sweeping and cleaning instruments in a market cleaning activity."*

Another 90.89% of the parents indicated that they assist their children with homework and assigned activities. 88.62% of the parents indicated that they help their children in handling environmental-related activities which include caring for animals, cleaning equipment used for feeding and watering animals and demonstrating a willingness to use water sparingly at home. While 84.08% of the parents helped their children by taking pictures of accomplished/ongoing tasks, printing them and sending them to school for portfolios as recorded.

*"... the teacher asked me to take a picture of my child making the bed and send the same to school"*

*".... The teacher requested me to take a picture of my child while preparing a tree seedling and print the picture."*

### 6.7.3 Inferential Statistics

The study conducted a correlation analysis to establish the relationship between the dependent and the independent variable. The results are as in Table 4.

**Table 4: Correlation Analysis**

CBC Impl			Parent Engagement
Parental Engagement	Pearson Correlation	.768**	1
	Sig. (2-tailed)	.603	

The result in Table 4 established that parent engagement and parent perception had no significant relationship with CBC implementation ( $r = .768$ ,  $p = .603$ ) and ( $r = .623$ ,  $p = .132$ ) respectively.

A regression analysis was performed to determine the association in the predictor variable between parents' preparedness and Competency-Based Curriculum implementation. Table 5 represents the model summary from the regression analysis.

**Table 5: Model Summary**

Model Summary				
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.787 <sup>a</sup>	.615	.611	.29018
a. Predictors: (Constant), parent's literacy, parent's technological skills. Parents' engagement, Parent perception				

The four independent variables in the study influence 61.1% of the CBC implementation in Tharaka South Sub County as represented by the R<sup>2</sup> (0.611). This is an implication that factors outside this study influence 38.9% of CBC implementation at Tharaka South Sub County. Hence, additional research should be conducted with the aim of determining the other factors that constitute 38.9% of CBC implementation.

## 7. Summary of the Results

The study objective sought to determine the effect of parents' engagement on the implementation of Competency-Based Curriculum in private primary schools in Tharaka South Sub-County of Tharaka-Nithi County. The study found out that respondents agreed to a very large extent that Parental engagement is determined by the parental commitment to the school programmes and can be achieved through incorporating parents in the planning of school activities. The majority (66.7%) of the head teachers indicated that they frequently invite parents to learn more about the school and its operation which may be a good engagement to elaborate on CBC implementation. Further, the study established that there was no significant relationship between parent's engagement and the implementation of CBC in private primary schools with a significance value of  $p=0.603>0.05$ . Therefore, the implementation of CBC in private primary schools in Tharaka South Sub County Tharaka Nithi County was not influenced by parent engagement about the curriculum.

## 8. Conclusion

The study did not establish any significant relationship between parent's engagement and the implementation of CBC in private primary schools. The head teachers indicated that they frequently invite parents to learn more about the school and its operation which may be a good engagement to elaborate on CBC implementation.

### 8.1 Recommendations

Based on the findings and conclusions of this study, the following recommendations for improving the implementation of CBC in private primary schools were made;

- 1) That the Tharaka Nithi County Government should adequately provide adequate resources and educate parents on their roles in education programmes either private or public schools. This will be geared towards improving their literacy and understanding of the curriculum.
- 2) The KICD in collaboration with the Tharaka Nithi County Government should develop and distribute digital learning resources to private primary schools to enable the children to get access to them so that they may even get a chance of using them at home.
- 3) To the private schools to get more time with their parents to sensitize them on the CBC implementation and get to know their role in the academic performance of their children and also try to change their perception of CBC as expensive, demanding and time-consuming.

### Conflict of Interest Statement

The authors declare no conflicts of interest.

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SOUTH SUB-COUNTY OF THARAKA-NITHI COUNTY, NITHI COUNTY, KENYA

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