

## Assessment of Parental Training on the Implementation of Competency Based Curriculum in Public Primary Schools in Baringo Central Sub-County, Kenya

### Authors

Naomi Jelimo Chepkwony <sup>(1)</sup>; Lydiah Kanake Kobiah <sup>(2)</sup>; William C. Kipkoros <sup>(3)</sup>

Main Author's email: [naomichepkwony2016@gmail.com](mailto:naomichepkwony2016@gmail.com)

(1.2.3) Kabarak University, Kenya

#### Cite this article in APA

Chepkwony, N. J., Kobiah, L. K., & Kipkoros, W. C. (2025). Assessment of parental training on the implementation of competency based curriculum in public primary schools in Baringo Central Sub-County, Kenya. *Journal of pedagogy and curriculum*, 4(1), 16-32. <https://doi.org/10.51317/jpc.v4i1.838>



A publication of Edition Consortium Publishing (online)

#### Article history

Received: 14.08.2025

Accepted: 15.09.2025

Published: 15.10.2025

Scan this QR to read the paper online



**Copyright:** ©2025 by the author(s). This article is an open access article distributed under the license of the Creative Commons Attribution (CC BY NC SA) and their terms and conditions.



#### ABSTRACT

This article examines parental empowerment through training on the implementation of CBC. Parents have globally been acknowledged as crucial stakeholders in curriculum implementation. In Kenya, parents are key stakeholders in curriculum implementation, yet little is known about their empowerment in training in the implementation of the Competency- Based Curriculum (CBC). Thus, this study aimed at examining parental training on the implementation of CBC in public primary schools in Baringo Central sub-County. A descriptive survey design was used. Slovin's formula was used to get the sample size of 344 Grade Six parents, and systematic random sampling was used to select them. Questionnaires were administered to 38 grade six class teachers and 344 Grade Six parents. Interviews were conducted with 38 head teachers in public primary schools in Baringo Central Sub-County. Content, face validity and construct validity were used to check the validity of the research instruments, and Cronbach's Alpha was used for reliability. Quantitative data were analysed using SPSS Version 29. Descriptive statistics and inferential tests, such as Pearson's correlation, ANOVA and chi-square, were used to analyse quantitative data. The study found that there is a significant association between parental empowerment through training and the implementation of CBC, with a significant value of  $p 0.001 < 0.05$ . The study concluded that parents were not adequately trained on CBC and that parental empowerment is key to the success of CBC. This study recommends that schools, in collaboration with the Ministry of Education, provide more seminars and workshops for parents on their roles in CBC.

**Key terms:** Competency-Based Curriculum, curriculum implementation, Baringo Central, parental empowerment, parental training, public primary schools.

## 1.0 INTRODUCTION

Education systems around the world are moving from content-based curricula towards competency-based curricula, which place more emphasis on skills, knowledge, and attitudes imperative for learners to thrive in the 21st Century (Kabita & Ji, 2017). The Presidential Working Party on Education Reform (PWPER, 2023) in Kenya proposed recommendations on improving the quality of education and relevance. The mission of CBC is to 'Nurture every learner's potential' by equipping them with knowledge, values and competencies required in line with Kenya Vision 2030 (Akala, 2021). Curriculum implementation is a crucial and more complex process that requires the support of all stakeholders, especially parents (Mulenga & Kabobwe, 2019). The government of Kenya, through the Kenya Institute of Curriculum Development (KICD), has provided guidelines for schools to empower parents through training for the success of CBC implementation (KICD, 2019). However, the implementation of these guidelines and their effectiveness in the implementation of CBC have not been well established in the literature, hence necessitating this investigation (Makena, 2023).

Parental empowerment refers to the process of equipping parents with the knowledge and skills necessary to perform their roles effectively (KICD, 2019). Parental empowerment requires the effort of the school management members, such as the school head teachers and teachers, who play a crucial role in providing parents with knowledge on their roles in CBC and also are responsible for implementing government policies (Waruingi et al., 2022; Epstein et al., 2002). Parental empowerment has been identified as a crucial factor in the implementation of CBC. According to UNESCO (2017), it enables parents to be active stakeholders in the holistic development of their children. It enables parents to take part in decision-making on issues regarding their children's education. In addition, research has shown that schools that provide parents with empowerment strategies, such as conferences, seminars and workshops, experience smooth implementation of CBC. Consequently, there is a need for schools to prioritise parental empowerment, and limited parental empowerment is a critical barrier to the effective implementation of CBC in Baringo County.

Training is one of the ways of empowering parents. In this study, training refers to the process of helping people gain knowledge and skills essential to perform their duties (Armstrong, 2020). Studies globally have linked parental acquisition of information and skills on their roles to successful curriculum implementation (Beatrice, 2021). A study in Florida, USA, for example, indicated that inadequate knowledge, skills and information on their roles by educators has made it difficult to involve parents, hence affecting the curriculum implementation process (Paulynice, 2020). In Tanzania, CBC is said to have been poorly implemented due to a lack of knowledge about the curriculum by parents and the community (Nkya & Huang, 2019). In Kenya, a study was done by Mwarari et al. (2020) in Nairobi and Nyeri on parental involvement in the implementation of CBC. The study targeted 335 parents whose children were in grade 3. The study adopted a cross-sectional research design. The study's findings indicated low parental involvement in CBC, and they found that it was due to a lack of parental training on their roles that affected CBC implementation. These studies show the importance of prioritising training in the implementation of the Competency-Based Curriculum.

Despite the introduction of policies regarding parents by the government of Kenya, the issue of low parental engagement in curriculum implementation remains unresolved. This is evident in studies in Nyeri

by Mwarari et al. (2021), who found that 40.77 per cent of the parents did not have time for their children's education, and teachers struggled to engage them in school activities. Teachers have also shown 80.09 per cent cases of lack of parental support in CBC, and low parental engagement in children's homework (Amunga et al., 2020). Baringo County is also facing contextual challenges such as low literacy level, inadequate resources, low socioeconomic status and high poverty rates in the implementation of CBC (Aengwo, 2023). These challenges may hinder parental empowerment in the implementation of CBC, hence a knowledge gap that this study sought to address.

Parents are key stakeholders in curriculum implementation. They are the first co-educators of a child, and they contribute towards their children's educational success. The basic education curriculum framework outlines parental empowerment as one of the guiding principles, which mandates schools to empower parents for the success of the implementation of CBC.

The government of Kenya has contributed a lot to providing policies regarding parents in order to provide support for their children's education. These policies include Article 32 of the Basic Education Act of 2013, which provides parents with the right to contribute towards their children's character development (MOE, 2013). Article 45 of the Kenyan constitution recognises parents as a fundamental unit, and they are guaranteed protection. In addition, Article 53 of the Kenyan constitution stipulates that every child has a right to be provided with education and care from their parents (GOK, 2010). Despite all these efforts by the government, the problem of low parental engagement in the implementation of CBC in rural areas remains unresolved. Teachers have also found difficulty in effectively engaging parents in the implementation of CBC.

Research globally and locally has linked parental empowerment in training with the successful implementation of CBC. It helps parents have a better understanding of their roles; it helps parents develop confidence in performing their roles in CBC. In addition, it enables parents to be consistent with every learner's potential. Yet in rural areas like Baringo Central Sub-County, contextual challenges such as low literacy rates, economic constraints, and inadequate resources play their roles in CBC. All this helps in the achievement of the CBC mission of empowering and improving learner retention rate, which may hinder parental participation in school activities (Aengwo, 2024). As public primary schools navigate through these challenges, it is essential to investigate the extent to which parents have been empowered.

If the issue of parental training is not addressed, the implementation of CBC may not succeed; SDG Goal 4 on quality education may also not be achieved. Further, parents will not be consistent co-educators of their children, thereby leading to low learner outcomes, and, therefore, the CBC mission of nurturing every learner's potential will not be achieved. It is for these reasons that this study seeks to conduct a study on the assessment of parental training on the implementation of CBC in public primary schools in Baringo Central Sub-County, Kenya.

## 2.0 LITERATURE REVIEW

The introduction of CBC demands empowerment of all stakeholders, especially parents, for proper actualisation of the curriculum (UNESCO, 2017). According to Mwenje et al. (2020), parents are crucial stakeholders in the implementation of CBC; therefore, they require knowledge, skills, and ability to play

their roles effectively. A comparative study done in Florida on the perceptions of parents on the strategies to be used to improve parental involvement agreed that parents must be empowered for successful engagement (Paulynice, 2020). The study conducted in high school, middle school and elementary schools found out that parents acknowledged that much of their children's success was obtained from school. Parents noted that they had high trust in the school in terms of accountability. To close the gaps, the current study adopted a descriptive research design, which is more advantageous as it provides credible findings (Cohen et al., 2018). The study focused on primary schools alone and assessed ways in which parents are supported in CBC implementation, which the study by Paulynice (2020) did not address. The study findings might not be suitable for the Kenyan setup by virtue of being a third-world country; hence, there is a need for a study to be conducted in Kenya.

A study was conducted in Brazil on parental involvement in academic performance (Oliveira et al., 2025). The study revealed that parents' level of education and socioeconomic status affect their engagement in curriculum implementation. The study recommends the need to educate parents through training and workshops in order to build parents' confidence in supporting their children's learning.

A qualitative study was carried out in South Africa on parental involvement in learners' outcomes (Ndwandwe, 2023). Thematic analysis was used to analyse the data. Data were collected through focus group discussions for both teachers and parents. The findings showed that low parental involvement was hindered by parents' lack of confidence in their roles, especially in homework, poor communication from school and parents' reluctance to attend meetings. This study recommended more training for parents in order to improve their capacity to play their roles in curriculum implementation. This study paints a positive picture of the need for schools to prioritise parents' awareness of their roles and the need for communication. However, the study has limitations; to address this, the study used a quantitative approach, which is more generalisable, unlike a pure qualitative approach.

A study in Ethiopia explored parental involvement in curriculum implementation (Tuli & Terekegne, 2019). The study revealed that a lack of parent training and awareness of their roles affected curriculum implementation. This led to low parental involvement in secondary schools in the East Wollega zone. The study, however, has limitations since it focused on secondary schools and employed mixed methods, unlike the current study. To close the gaps, the study focused on public primary schools and was purely quantitative in nature. The study recommends that schools come up with different strategies to enhance parental involvement in curriculum implementation.

In Tanzania, a study was done by Nkya (2019) in Arusha on the extent to which awareness had been raised in the community on the implementation of CBC. The study took place in secondary schools in Arusha, different from the current study, which focused on public primary schools. The findings indicated that 80 per cent of the respondents reported that they did not have an understanding of any objective of CBC. This was said to have affected the implementation of CBC in Tanzania. It was also observed that little awareness had been raised about parents who are key stakeholders in curriculum implementation. This study puts more emphasis on the need to provide parents with information on curriculum implementation. This study, however, had a limitation; the study purposively selected 15 teachers who had children who were learning and 35 others. Purposive sampling is prone to biasness, and the current study employed

# Journal of Pedagogy and Curriculum

simple random sampling in selecting study participants. The findings of the study may not be generalised in Baringo County. Therefore, to address the gaps, the current study used multistage sampling and a simple random sample to avoid biasness, which is associated with purposive sampling.

A study conducted in Tanzania by Kadau (2023) investigated the challenges that affect the involvement of parents towards implementing CBC. It was discovered that parents felt that they did not have sufficient skills and knowledge in assisting their children in school tasks, especially as their children moved to upper grades. Parents also did not receive training on how to help children in home and school activities, as many noted that they did not know their roles. Further, parents were also passive in contributing towards their children's education due to their busy schedules. Six parents who were both parents and teachers were purposively selected. These findings may not be generalised to other areas due to the small sample size. Case design was adopted, and quantitative data were mainly analysed in themes. To close the gaps, the current study adopted a descriptive survey design.

In Rwanda, the lack of parental training was found to be a challenge among parents in the implementation of CBC (Bavunjempore & Ngabonziza, 2024). The majority of the Grade one, two, and three parents of about 49.30 per cent who filled the questionnaires were unable to effectively contribute towards CBC implementation, thereby preventing them from assisting their children with homework. The study recommends that frequent training be organised by the Ministry of Education in Rwanda for parents on CBC. The study also recommends that more training be conducted for teachers on how to engage parents in CBC.

A study conducted by Katheranya and Kiptum (2022) in Embu on the relationship between parental empowerment and engagement in management of primary schools acknowledged the fact that parental empowerment must be prioritised in the implementation of CBC, failure to which it yields poor outcomes. The study further affirmed that when parents are empowered, there would be easy management of the primary schools. The study employed two research designs: cross-sectional and descriptive survey. This is contrary to the current study, which used only a descriptive survey design. Data was collected through questionnaires and interview schedules from 187 teachers, 4 Parent Association members, 120 subject heads and 53 head teachers. To close the gap, this study collected data from parents, teachers and the parents' association only. In as much as the study emphasises the need to utilise parental empowerment in school management, it does not mention empowerment of parents as key stakeholders in curriculum implementation, this was, therefore, to be addressed in this study.

A study by Mwarari et al. (2020) in Nairobi and Nyeri on the challenges parents faced in the implementation process of CBC adopted a cross-sectional design. Questionnaires were administered to parents who had children in the early years, that is, pre-primary one to grade three. The study was anchored on the theory of Epstein. The authors of the study found that most parents were willing to help their children in their education, but they did not know how to do it. Most parents noted that they did not know their roles in CBC and their knowledge. The majority of the parents recommended that training help them be more engaged. It was also pointed out that parents did not receive timely information from the school regarding their children's learning. This greatly affected CBC implementation. To close these gaps, this study employed a descriptive survey design. Data was collected from teachers, parents whose children

# Journal of Pedagogy and Curriculum

are in Grade Six, head teachers and the Parent Association. The study focused on parents of Baringo Central Sub-County, since most of them are not empowered, considering the fact that most are illiterate, and this is a rural area where access to modern technologies is a problem (County Government of Baringo, 2018).

An assessment conducted in Isiolo by Atikiya (2021) on the implementation of CBC used the theory by Gross (1971) and the Social Learning Theory by Vygotsky (1978). The study findings indicated that most parents have not been sensitised on CBC, and this affected its implementation since most of the parents were not able to help their children, either with homework or tracking their progress. This means for the success of CBC, parents must have the necessary skills and knowledge. To address the mentioned gaps, this study used Epstein's theory.

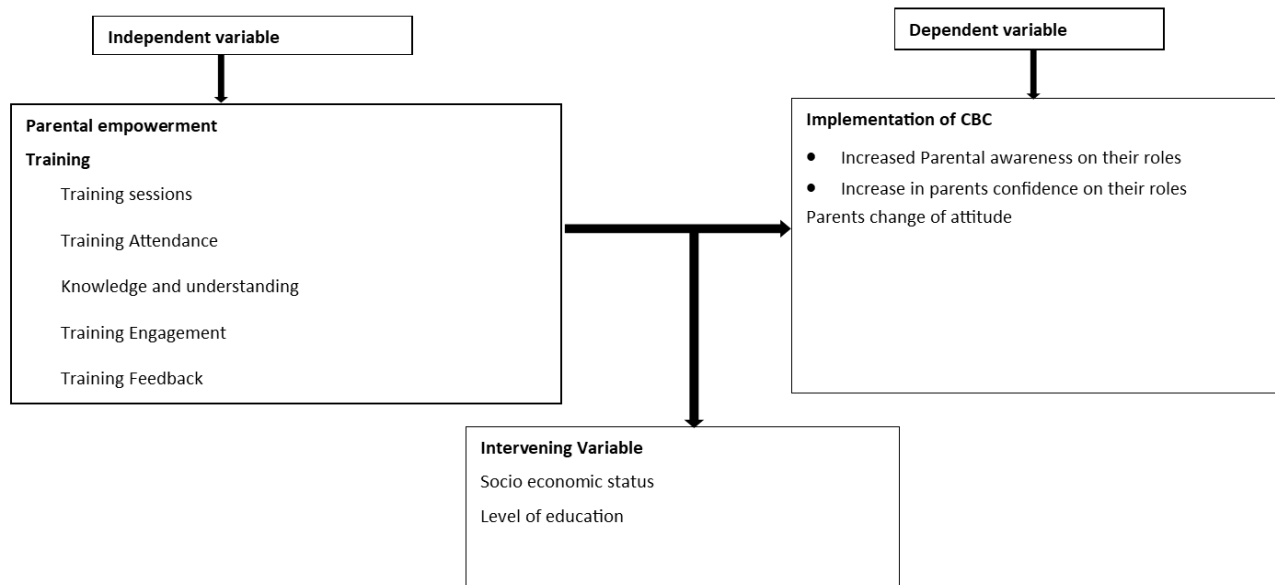
Similarly, a study was conducted in Wajir by Gedi and Kamau (2023) on the roles played by parents in public primary schools in CBC. The study adopted a descriptive survey design, and transformational theory guided the study. They argued that successful parental engagement in their roles is determined by their knowledge and skills. The study findings revealed that there was a low parental involvement scale in their roles. This was a result of inadequate induction for parents on their roles in the new curriculum. The study recommended the need to empower parents through training and sensitisation on their roles in CBC. The study showed the need to prioritise parental training for the success of CBC. Inasmuch as there is a similarity in research design, the study adopted Epstein's theory. The study findings revealed parental involvement in curriculum implementation and not their empowerment, which is a knowledge gap that this study addressed.

A study was conducted to determine parents' engagement in implementing CBC in Tharaka Sub-County in Kenya (Njeru & Karimi, 2023). The study targeted 539 teachers, head teachers and parents. Simple random sampling was used to select 42 parents who participated in the study, 18 teachers and six head teachers. Data was collected through interviews with parents and questionnaires with both teachers and head teachers. The study found that there is a significant relationship between parents' literacy rate and the implementation of CBC. It was also noted that the lack of sensitisation on CBC implementation for parents affected curriculum implementation. This study emphasised the need to empower parents through training on the roles for the success of CBC. This is, therefore, imperative to conduct this study. The study, however, was conducted in private schools in Tharaka Sub-County. To close these gaps, the current study was carried out in public primary schools in Baringo Central Sub-County, Kenya.

Orina (2020) carried out a mixed-method study on the assessment of parents' preparedness for their roles in the implementation of CBC. The study aimed to ascertain whether parents are able to fulfil their roles. The study was conducted in public primary schools in Nairobi. The target group included parents of grades one to four. This study took place during the COVID-19 lockdown; the researcher collected data through online platforms, and parents were identified by using snowball sampling. The findings revealed that there was poor parent support in assisting learners with homework, and it was a result of low literacy rate, poverty and inadequate knowledge about CBC. However, this study had limitations because it was conducted during Covid COVID-19 lockdown, way back when CBC was in its initial stages of implementation and again, data collection might have been affected during this season, unlike today,

when Kenya has already overcome the COVID-19 pandemic. The findings of the study may also be applied today since CBC is being implemented in junior secondary schools. In addition, this study by Orina (2020) was done in Nairobi, which is an urban setup, and the findings may not apply to Baringo Central Sub-County, which is a rural setup. Therefore, there is a need to conduct an assessment on parental empowerment.

## Conceptual Framework



(Researcher, 2025)

**Figure 1; Conceptual framework**

The conceptual framework above in Figure 1 comprises independent, intervening and dependent variables. The independent variable in this study is parental empowerment in terms of training. It is expected that CBC, which is the dependent, will be successful when parental empowerment is done through training. The following dependent variables will be achieved if parental empowerment is done: an increase in parental awareness of their roles, an increase in parents' confidence in their roles, an increase in parental engagement, an increase in parents' confidence in their roles, and a change in parents' attitude. However, factors such as parents' level of education and socioeconomic status may hinder parental empowerment, which may then affect the implementation of CBC negatively.

## Theoretical Review

The underpinning theory for this study is Epstein's theory. The proponent for this theory is Joyce Epstein (Epstein et al., 2002). This study focused on two overlapping spheres of parental involvement in parenting and volunteering. Epstein argues that parents require training on how to support their children's learning and for successful curriculum implementation. The theory also emphasises the need to provide parents with information on how to be active stakeholders, for example, how to assist learners with homework.

# Journal of Pedagogy and Curriculum

This therefore builds their parents' capacity on how to play their roles in curriculum implementation (KICD, 2019).

## 3.0 METHODOLOGY

The researcher adopted a descriptive survey research design. The target population comprised 124 grade six class teachers, 124 Head teachers and 2426 grade six parents from 124 public primary schools in Baringo Central Sub-County, Director of Education Office (2025). The sample size for grade six class teachers and head teachers was determined using proportionate sampling of 30 per cent while Slovin's formula was used to determine the sample size for grade six parents for equal distribution of the research participants. Simple random sampling was used to select 38 grade six class teachers to fill the questionnaires, whereas 344 grade six parents were selected using systematic sampling and were given questionnaires. Simple random sampling was used to select 38 head teachers for interview. Cronbach's Alpha was used to test the reliability of the research instruments. Quantitative data were coded into SPSS version 29 and were analysed using both descriptive and inferential statistics. The researcher followed ethical considerations throughout the study process. The researcher obtained permission from the school head teachers and sought the consent of all the study participants before collecting data. Voluntary participation was a priority, anonymity was upheld, and all information provided was treated with utmost confidentiality.

## 4.0 FINDINGS AND DISCUSSION

### **Descriptive Statistics on Assessment of Parental Training on the Implementation of CBC**

This article aimed to examine parental training on the implementation of Competency-Based Curriculum in public primary schools in Baringo Central Sub-County, Kenya. Grade Six parents and Grade Six class teachers were asked various questions that would help in establishing if parents were being empowered through various ways of training by computing their composite scores and taking their average. Scores with an average of 3.4 and above are considered to suggest that there is a high level of agreement with the overall items, while scores below 3.4 indicate uncertainty or disagreement.

**Table 2: Parental Empowerment through Training**

Training Empowerment	SD (%)	D (%)	U (%)	A (%)	SA (%)	Mean
I have attended various training sessions organised by the school on CBC	12.5	33.0	5.6	34.3	13.1	3.03
The school provides me with information on how to assist my child with homework	5.3	10.6	3.1	54.8	24.9	3.85
I have received training on how to help my child with homework	5.0	12.1	5.3	49.2	26.5	3.82
I have information on how to monitor my child's school work through training engagement	11.5	27.4	6.2	39.3	14.6	3.18
I am given an opportunity to give feedback on training and CBC at large	17.4	30.8	12.8	26.5	10.6	2.82
I take part in ensuring the effectiveness of CBC implementation through training	15.6	24.3	10.3	35.2	12.5	3.05
Empowerment through training average score						3.2942

Source: Researcher (2025)

Parents were asked various questions to assess whether they had been empowered through training on the implementation of CBC. The first question sought to find out whether parents attended various trainings organised by the school on CBC. The question had a mean score of 3.03, which meant that the majority of the respondents disagreed. 33 per cent Disagreed, 12.55 per cent strongly disagreed, while 5.65 per cent were undecided. This could be attributed to the fact that most parents do not have active parent representatives to inform them about the training. The second question had a mean score of 3.85, which sought to find out whether the respondents were provided with information on how to assist a child with school work through training. This means the majority, 54.9 per cent, and 24.9 per cent agreed and strongly agreed, respectively. The third question examined whether the respondents received training on homework and had a mean score of 3.82, suggesting that the majority were in agreement. This could suggest that teachers work closely with parents on their children's homework. The third question sought to check whether parents had information on how to check their children's schoolwork. The question had a mean score of 3.18, which means the majority of them disagreed at 38.9 per cent while 6.2 per cent were undecided.

Question four had a mean of 3.18, which investigated whether parents receive information on how to monitor their child's school work. This suggests that the majority, 39.3 per cent agreed, 14.6 per cent

disagreed, 6.2 per cent were undecided, 11.5 per cent strongly disagreed, and 27.4 per cent disagreed. Question five sought to investigate whether parents are given the opportunity to give feedback on their training in CBC. The question had a mean of 2.82, suggesting that the majority of the respondents, 30.8 per cent disagreed, while 17.4 per cent strongly disagreed. Generally, the parents showed uncertainty with their empowerment through training on CBC, with the composite score averaging at 3.2942, as shown in Table 2. This means parents in public primary schools have not received training on the implementation of CBC. The composite score for teachers' responses on parent empowerment through training is shown in Table 2.

**Table 3: Composite Score for Training Construct by Teachers**

<b>Construct</b>	<b>Mean</b>
Empowerment Through Training	2.8843

(Researcher, 2025)

Similarly, according to the Grade Six class teachers, it is not clear if parental empowerment through training has been achieved. The composite score had an average of 2.8843, which is below 3.4, indicating high levels of disagreement by teachers about the parental empowerment through training. Training was not achieved for the parents. This means parents have not received training in public primary schools in Baringo Central Sub-County. The findings are in line with a study in Uganda by Bavungempore and Ngabonziza (2024) on challenges hindering parents from effectively being involved in CBC. They found out that 49.30 per cent of the parents had not received training on CBC implementation. This prevented parents from assisting their children with homework. These findings are in line with Kadau (2023), who explored reasons for low parental involvement in CBC. The study findings revealed that parents did not receive training on curriculum implementation, making it difficult for parents to assist their children in English and mathematics assignments. The study findings are consistent with those of Kinyua (2025), who examined the challenges and strategies needed to enhance parental engagement in curriculum implementation in Nyeri County. The majority of the parents interviewed claimed that they did not have adequate knowledge of their roles in CBC, making it difficult to participate in their children's education. Based on the findings of these studies, we can conclude that the majority of the parents have not been trained on CBC implementation in public primary schools and that successful implementation of CBC is dependent on training. The implication of this study is that CBC will not be effectively implemented in public primary schools in Kenya if at all parents are not trained. Consequently, parents will not be active stakeholders in playing their role in CBC. It is therefore important for schools to prioritise parental training.

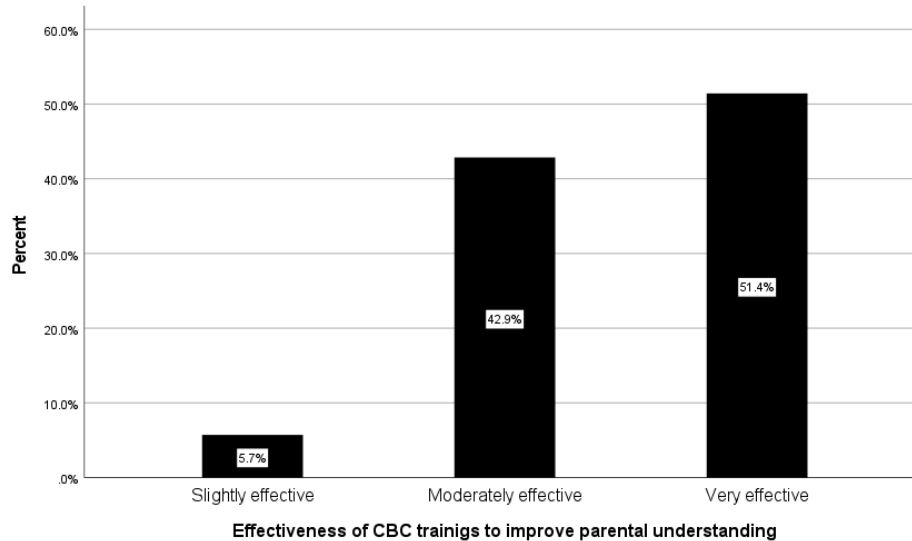
**Table 4: Frequency of Parent Training Sessions on CBC at the School**

Sessions Interval	Frequency	Percentage
Monthly	1	2.9
Termly	2	5.7
Yearly	32	91.4
<b>Total</b>	<b>35</b>	<b>100</b>

(Researcher, 2025)

According to the school heads, there are no frequent training sessions organised by the school for the parents on matters of CBC. 91.4 per cent of the interviewed school heads have these sessions only done once every school term, and some, 5.7 per cent, have them only once every academic year. This means public primary schools do not frequently organise parent training sessions, and this will affect their involvement in school activities.

## Effectiveness of Training Sessions to Improve Parental Understanding of CBC



**Figure 2: Effectiveness of Training Sessions to Improve Parental Understanding of CBC**  
*Source (IBM SPSS Statistics 29)*

**Table 5: Effectiveness of Training Sessions to Improve Parental Understanding of CBC**

Rating	Frequency	Percentage
Slightly Effective	2	5.7
Moderately Effective	15	42.9
Very Effective	18	51.4
	<b>35</b>	<b>100</b>

(Researcher, 2025)

When training for parents is done correctly and consistently, it has been established to be effective in improving parental understanding of CBC. This is according to 51.4 per cent of the head teachers who indicated that the training is very effective, and 42.9 per cent suggested that it is moderately effective. Only 5.7 per cent of the heads were of the contrary opinion. This is shown in Table 5. These findings are similar to those of Mwarari et al. (2021), who examined the challenges teachers face in CBC implementation in public primary schools in Nyeri and Nairobi County. The findings indicated that the majority of the parents had not been trained on CBC matters. This hindered them from checking their children's schoolwork, assisting children with assignments and attending school meetings. This implies that a lack of parental training hinders the success of CBC from being achieved.

### **Distribution of Parental Training against Education Level and Parent Occupation**

Mean comparison using ANOVA was conducted to test the distribution of training score against the control variable on the parent level of education to examine whether there is a significant difference between training and parent occupation. The null hypothesis states that the result was as follows: there is no significant difference between training and the parents' level of education.

### **Distribution of Training Scores against the Education Level of a Parent**

**Table 6: Distribution of Training Scores against the Education Level of a Parent**

Source	Sum of Squares	Degrees of freedom	Mean Square	F	P-value
Between groups	4.190	4	1.048	1.208	0.307
Within Groups	261.049	301	0.864		
Total	265.239	305			

(Researcher, 2025)

From the ANOVA table 6, the test statistics were:  $N=305$ ,  $F=1.208$ ,  $df=(4,301)$  and  $P\text{-value}=0.307$ . At 95 per cent confidence level, the p-value is greater than level of significance, 0.05, hence there is no sufficient

evidence to suggest existence of a significant difference in the distribution of training scores across the level of education of a parent, therefore we fail to reject the null hypothesis and conclude that empowerment through training is not significantly informed by the highest education level attained by a parent. This study differs from a study by Mwenje et al. (2020) on parental involvement in home-based learning activities in public primary schools. The results revealed that parents with a high level of education participated more in their children's home-based learning activities than those with a low level of education. The findings also contradict a study carried out by Okalla (2021) that found that there was low parental participation in their children's school tasks among illiterate parents, which made their children unable to complete their school assignments.

**Table 7: Distribution of Training Scores against the Occupation of a Parent**

Source	Sum of Squares	Degrees of freedom	Mean Square	F	P-value
Between groups	9.350	4	2.337	2.734	0.029
Within Groups	256.471	300	0.855		
Total	265.821	304			

(Researcher, 2025)

However, there is a significant difference in the parents' rating of their parental training and their occupation. The ANOVA test produced  $N=304$ ,  $F=2.734$ ,  $df= (4,300)$  and  $P\text{-Value}=0.029$  as in the table below. The p-value is significant at a 95 per cent confidence level. We reject the null hypothesis and conclude that the different occupations of the Grade Six parents would significantly impact their understanding, and with respect to their rating of empowerment through training. The findings agree with those of Kiboi (2018), who conducted a study on the influence of parental occupation and student performance. The findings showed that 66.65 per cent of children whose parents worked in the public sector scored high grades compared to 58.8 per cent those whose parents were farmers. The findings are consistent with those of Beatrice (2021), who reveals that the lack of time among working parents has greatly hindered them from assisting their children in education. The finding is also similar to that of Mulinya and Kimotho (2025), who did a study on parents' perceptions in supporting CBC in Nairobi County. The results showed that there is a significant association between parents' socioeconomic status and curriculum implementation. They suggested that there is financial stability among parents who have better jobs.

### **Association between Empowerment through Training and CBC Implementation Outcome**

Using the responses by Grade Six class teachers, the Pearson Correlation test was conducted on the composite scores for training variables and CBC implementation. The null hypothesis states that there is no significant association between parental empowerment through training and the implementation of CBC. According to Tabachnick and Fidell (2019), a correlation coefficient that is above 0.75 is a strong correlation, while one that is between 0.5 and 0.4 is a weak correlation.

**Table 8: Association between Training and CBC Implementation**

Scale		Training	CBC implementation
Training	Pearson correlation	1	0.678
	Sig. (2-tailed)		<0.001
	N	36	36
CBC Implementation	Pearson correlation	0.678	1
	Sig. (2-tailed)	<0.001	
	N	36	36

(Researcher, 2025)

The test yielded;  $N = 36$ ,  $R = 0.678$  and  $P\text{-Value} < 0.001$ . The correlation coefficient,  $R$ , of 0.678 indicates a strong positive linear association between training scores and the CBC implementation outcome. Since the  $p$ -value is less than the level of significance, 0.05, we reject the null hypothesis and conclude that there is a significant association between parental empowerment through training and CBC implementation in public primary schools in Baringo Central Sub-County. This means that CBC cannot succeed without prioritising parent training. These findings agree with Ayako et al. (2024), who conducted a study on the mental well-being of parents in the implementation of CBC in public primary schools in Nairobi. The study revealed that parents failed to support their children's education due to a lack of knowledge of the new curriculum. The study emphasised the need for parental education through training and workshops on the importance of parental involvement. These findings agree with the Epstein theory on the need to provide parents with training on their role for them to be effective and proactive stakeholders in curriculum implementation (Epstein et al., 2002). The study concurs with Syomwene (2017), who revealed that a lack of parental knowledge and skills on CBC hindered parents from helping their children develop pupils' literacy skills. This study concludes that a lack of training will affect parental engagement in children's education, hence hindering the success of CBC.

## 5.0 CONCLUSION AND RECOMMENDATIONS

**Conclusion:** This article sought to examine parental training on the implementation of CBC in public primary schools in Baringo Central sub-county. The study concludes that parental training is not informed by the highest level of education attained by a parent and that their empowerment in training is significantly informed by their occupation. A few of the training efforts in the study area were found to be relatively enhanced, such as training on homework and how to monitor children's school work. However, the majority of the respondents showed uncertainty and disagreement on parental empowerment through training. The study concludes that parents have not been trained on the implementation of CBC.

**Recommendations:** This study recommends that schools, in collaboration with the Ministry of Education, should provide more avenues for training, such as seminars, workshops and meetings for parents on their roles for the success of CBC implementation. These trainings should target all parents of all occupations.

This study also recommends that the Ministry of Education train teachers on how to engage parents in curriculum implementation.

## 6.0 REFERENCES

1. Aengwo, F. (2024). Leadership factors influencing implementation of competency-based curriculum in Baringo County, Kenya. *African Journal of Biomedical Research*, 27, 222–229. 10.53555/AJBR.v27i1.7456
2. Akala, B. M. (2021). Revisiting education reform in Kenya: A case of Competency Based Curriculum (CBC). *Social Sciences & Humanities Open*, 3(1), 100107. <https://doi.org/10.1016/j.ssaho.2021.100107>
3. Amunga, J., Were, D., & Ashioya, I. (2020). The teacher-parent nexus in the Competency-Based Curriculum success equation in Kenya. *International Journal of Educational Administration and Policy Studies*, 12(1), 60–96. <https://doi.org/10.5897/IJEAPS2020.0646>
4. Armstrong, M. (2020). *Handbook of Human Resource Management Practice*. Kogan Page.
5. Atikiya, D. (2021). Assessment of the capacity to implement Competence-Based Curriculum in Isiolo County primary schools, Kenya. *International Journal of Scientific Research and Management*, 9(6), 1700-1710. <https://doi.org/10.18535/ijstrm/v9i1.el01>
6. Ayako, L & Ngari, S & Asatsa, S. (2024). Parental perceptions on the introduction of competence-based curriculum in public day primary schools in Nairobi County, Kenya. *International Journal of Research and Innovation in Social Science*. VIII, 2149-2157. 10.47772/IJRISS.2024.8080159
7. Bavugempore, J., & Ngabonziza, A. D. (2024). Challenges preventing parents from effectively involving themselves in the implementation of CBC in Rwanda's lower primary (Grades 1-3). *African Journal of Empirical Research*, 5, 117-126. <https://doi.org/10.51867/ajernet.5.4.9>
8. County Government of Baringo. (2023). *Baringo County Integrated Development Plan (2023-2027)*. <https://baringo.go.ke/resource/cidp-2023-2027-popular/?tk=NDaxOA=>
9. Epstein, J., Sanders, M., Simon, B., Salinas, K., Jansorn, N., & Voorhis, F. (2002). *School, family, and community partnerships: Your handbook for action* (2nd ed.). Corwin Press.
10. Gedi, F., & Kamau, J. N. (2023). The role of parental/guardian involvement in the implementation of a competency-based curriculum project in Tarbaj Sub-County, Wajir County, Kenya. *International Journal of Professional Practice*, 11(2), 55–67. <https://doi.org/10.1234/ijpp.v11i2.299>
11. Government of Kenya (GoK) (2010). *The Constitution of Kenya 2010*. Government Printer.
12. Kabita, C., & Ji, Y. (2017). Education for self-reliance: A historical overview of Kenya's education reforms. *Journal of Education and Learning*, 6(1), 10-19
13. Kadau, I. (2023). Parental involvement in the implementation of CBC in primary schools. *Journal of Research Trends in Social Sciences and Humanities*, 2(2), 135–146. <https://doi.org/10.59110/aplikatif.v2i2.257>
14. Kathenya, L. & Kiptum, Dr. (2022). Relationship between parental empowerment and engagement, and management of primary school curriculum implementation in Embu County, Kenya. *International Journal of Research and Innovation in Social Science*, 06, 579–583. 10.47772/IJRISS.2022.61231
15. Kenya Institute of Curriculum Development (KICD). (2019). *Competency-Based Curriculum: Guidelines on Parental Empowerment and Engagement*. Retrieved from <https://kicd.ac.ke/wp-content/uploads/2020/03/PARENTAL-GUIDE-LINES-2.pdf>
16. Ministry of Education. (2013). *The Basic Education Act, 2013 (No. 14 of 2013)*. Government Printer

17. Kiboi, W. N. (2018). Effect of parental socioeconomic status on students' academic performance in secondary schools in Bungoma County, Kenya. Retrieved from <https://www.semanticscholar.org/paper/Effect-of-parental-Socio-Economic-Status-on-in-in-Kiboi/d6775388365>
18. Kinyua, J. (2025). Challenges of teacher-parent partnership in implementation of competence-based curriculum for learners with special needs in Nyeri County, Kenya. *Research Journal of Education, Teaching and Curriculum Studies*, 3(1), 58-70
19. Makena, E. (2023). Participatory communication in enhancing stakeholder engagement in the implementation of competency-based curriculum Reforms: A case of selected Private schools in Kasarani Sub-County. Retrieved from <http://erepository.uonbi.ac.ke/handle/11295/164645>
20. Mulenga, I. M., & Kabombwe, Y. M. (2019). A competency-based curriculum for Zambian primary and secondary schools: Learning from theory and some countries around the world. *International Journal of Education and Research*, 7(2), 117–130. <http://dspace.unza.zm/handle/123456789/6571>
21. Mulinya, S., & Kimotho, S. (2025). Parental perceptions and challenges in supporting the competency-based curriculum (CBC) in Deep Sea informal settlement, Loresho, Nairobi County. *African Journal of Education and Practice*, 11(1), 73–90.
22. Mwarari, D. N., Githui, D., & Mwenje, D. (2020). Parental involvement in the implementation of competency-based curriculum in Kenya: Perceived challenges and opportunities. *American Journal of Humanities and Social Sciences Research*, 4(3), 201–208. <http://www.academicjournals.org/journal/IJEAPS>
23. Ndwandwe, N. D. (2023). Parental involvement and academic achievement: Voices of role-players in secondary schools in Mpumalanga, South Africa. *Research in Social Sciences*. <https://doi.org/10.46303/ressat.2023.4>
24. Njeru, A. I., & Kirimi, J. (2023). Assessment of parents' engagement in implementation of competency-based curriculum in private primary schools in Tharaka South Sub-County, Tharaka-Nithi County, Kenya. *European Journal of Education Studies*, 10(7), 396. <https://doi.org/10.46827/ejes.v10i7.4890>
25. Nkya, H. E., & Huang, F. (2019). Community awareness for competency-based curriculum: A case of parents of public secondary school students in Arusha, Tanzania. *International Journal of Academic Management Science Research*, 3(3), 19–23. <https://doi.org/10.47191/ijsshr/v6-i5-67>
26. Okalla, K. (2021). *CBC is difficult for children with illiterate parents*.
27. Oliveira, J. H., Moreira, L., & Santos, F. A. D. (2025). The role of parental engagement in improving academic performance: Evidence from Brazilian public schools. *Research and Advances in Education*, 4(1), 28–37. <https://doi.org/10.56397/rae.2025.01.04>
28. Orina, W. A. (2022). *Preparedness in implementing CBC for science learning areas in public primary schools*.
29. Paulynice, R. (2020). *A comparative study on parental involvement* (Doctoral dissertation).
30. Republic of Kenya. (2017). *Basic Education Curriculum Framework*. Kenya Institute of Curriculum Development.
31. Sub County Director of Education Office. (2025). *Baringo Central Sub-County*.
32. Syomwene, A. (2017). Teacher support and school environment factors influencing children's outdoor play in early childhood curriculum in pre-schools in Kenya. *Journal of Scientific Research and Reports*, 14(4), 1–13. <https://doi.org/10.9734/JSRR/2017/33594>
33. Tabachnick, B. G., & Fidell, L. S. (2019). *Using multivariate statistics* (7th ed.).

## Journal of Pedagogy and Curriculum

34. UNESCO. (2017). Competency-based Approaches. International Bureau of Education. Retrieved from <http://www.ibe.unesco.org/en/topics/competency-based-approaches>
35. UNESCO. (2017). *The why, what and how of Competency-Based Curriculum reforms: The Kenyan experience*. UNESCO International Bureau of Education.
36. Waruingi, A. W., Mbogo, R., & Mambo, A. (2022). Assessment of challenges faced by principals in the implementation of the competency-based curriculum in public primary schools in Kenya: A case of Kiambu. *Journal of Educational Policy and Leadership*, 9(2), 45–60.