

**RELATIONSHIP BETWEEN PARENTAL EMPOWERMENT AND THE  
IMPLEMENTATION OF COMPETENCY-BASED CURRICULUM IN PUBLIC  
PRIMARY SCHOOLS IN BARINGO CENTRAL SUB-COUNTY, KENYA**

**CHEPKWONY NAOMI JELIMO**

**A Thesis Submitted to the Institute of Postgraduate Studies of Kabarak University  
in Partial Fulfilment of the Requirements for the Award of Master of Education in  
Curriculum Studies Degree**

**KABARAK UNIVERSITY**

**NOVEMBER, 2025**

## DECLARATION

1. I do declare that;
  - i. This thesis has not been presented for the award of a degree in any university or college.
  - ii. The work has not incorporated material from other works or paraphrased such material without due or appropriate acknowledgement.
  - iii. The work has been subjected to anti-plagiarism and has met the Kabarak University 15% similarity index threshold.
2. I do understand that issues of academic integrity are paramount, and therefore, I may be suspended or expelled from the university or my degree may be recalled for academic dishonesty or any other related academic malpractices.

Signed: \_\_\_\_\_

Date: \_\_\_\_\_

Chepkwony Naomi Jelimo

GMECS/M/0579/05/22

## RECOMMENDATION

To the Institute of Postgraduate Studies;

This thesis entitled '*Relationship between Parental Empowerment and the Implementation of Competency Based Curriculum in Public Primary Schools in Baringo Central Sub-County, Kenya,*' written by **Chepkwony Naomi Jelimo** , is presented to the Institute of Postgraduate Studies of Kabarak University. We have reviewed the thesis and recommend that it be accepted in partial fulfillment of the requirements for the award of the degree of Master of Education in Curriculum Studies.

Signed: \_\_\_\_\_

Date: \_\_\_\_\_

Dr. Lydiah Kanake Kobiah, PhD

Department of Education (Arts)

Kabarak University

Signed: \_\_\_\_\_

Date: \_\_\_\_\_

Dr. William C. Kipkoros, PhD

Department of Education (Arts)

Kabarak University

## **COPYRIGHT**

© 2025

Chepkwony Naomi Jelimo

All rights reserved. No part of this thesis may be reproduced or transmitted in any form. Either mechanical, including photocopying, recording, or any other information storage or retrieval system, without permission in writing from the author or Kabarak University.

## **AKNOWLEDGEMENT**

First of all, I thank Almighty God for endowing me with the strength, good health, insight, knowledge, patience, and sufficient grace to see me through this study. All glory and honour be unto You, Lord.

I am heartily thankful to my supervisors, Dr. Lydiah Kanake Kobia and Dr. William C. Kipkoros, whose constant encouragement, professional guidance, mentorship, and support, from the initial to the final stage, enabled me to develop a thorough understanding of the subject. It has been an honour and a privilege to work with you.

I want to thank my parents, Mr. and Mrs. Gedion Chepkwony for their unwavering financial support, guidance and encouragement throughout my life, from my early years to the present, you are such responsible parents and a source of inspiration in the family. May God reward you abundantly

I also express my gratitude to Mr. and Mrs. Timothy Kiplimo for their support, guidance and encouragement.

Thank you, my sister, Mercy Jesang, and brothers, Emmanuel Chieng and Jacob Lagat, for your encouragement and for your unity as a family.

Lastly, I extend my regards and blessings to my friends and everyone who supported me in any way in my efforts to complete this course, and more specifically, this thesis. May God bless you all.

## **DEDICATION**

I sincerely dedicate this work to my parents, Mr. and Mrs. Gedion Chepkwony, as well as to my siblings, Mercy Jesang, Emmanuel Chieng, and Jacob Lagat.

## ABSTRACT

Parents are globally recognized as key stakeholders in the implementation of the curriculum. In Kenya, they play a vital role in the Competency-Based Curriculum (CBC), yet limited attention has been given to their empowerment in supporting its implementation. This study examined the relationship between parental empowerment and the implementation of CBC. The study focused on four objectives: To examine the relationship between parental empowerment through training and the implementation of CBC, to assess the relationship between parental empowerment through advocacy and the implementation of CBC, to examine the relationship between parental empowerment in resource provision and to examine the effect of parental empowerment through training, advocacy and resource provision on the implementation of CBC in public primary schools in Baringo Central sub-county, Kenya. The study was guided by Epstein's Theory of Parental Involvement and Vygotsky's Sociocultural Theory. A Descriptive survey design was employed, targeting 124 Head teachers, 124 Grade Six class teachers, and 2426 Grade Six parents from 124 public primary schools in Baringo Central Sub-County. Slovin's formula was used to get the sample size of 344 Grade Six parents, and systematic random sampling was used to select them. Content and construct validity were used to assess the validity of the research instruments. Cronbach's Alpha was used to evaluate reliability. Data were collected through questionnaires and interviews, and analyzed using SPSS Version 29, employing descriptive and inferential statistics, including Pearson correlation, multiple regression, ANOVA, and chi-square tests. The study found a significant association between parental empowerment through training and the implementation of CBC, with a p-value of 0.001 ( $<0.05$ ). The study established a significant relationship between parental empowerment through advocacy and the implementation of CBC, with a p-value of 0.001 ( $<0.05$ ). It was also established that there is a significant relationship between parental empowerment through resource provision and the implementation of CBC, with a significant p-value of  $0.039 < 0.05$ . In addition, parental empowerment through training, advocacy, and resource provision has a statistically significant effect on the implementation of CBC, with a significance value of  $p < 0.05$ . The study concluded that parents were not adequately trained on CBC and that parental empowerment is key to the success of CBC. The study also found out that parents were more empowered through advocacy than training and resource provision. This study recommends that schools, in collaboration with the Ministry of Education, provide more seminars and workshops for parents on their roles in the CBC. Schools should come up with simpler communication channels for parents for easy communication on matters of CBC. The findings may inform the Kenya Institute of Curriculum Development (KICD) in reviewing policies for better integration of parents in CBC implementation.

**Keywords:** *Competency-Based Curriculum, Curriculum Implementation, Parental Empowerment.*

## TABLE OF CONTENTS

<b>DECLARATION</b> .....	<b>ii</b>
<b>RECOMMENDATION</b> .....	<b>iii</b>
<b>COPYRIGHT</b> .....	<b>iv</b>
<b>ACKNOWLEDGEMENT</b> .....	<b>v</b>
<b>DEDICATION</b> .....	<b>vi</b>
<b>ABSTRACT</b> .....	<b>vii</b>
<b>TABLE OF CONTENTS</b> .....	<b>viii</b>
<b>LIST OF TABLES</b> .....	<b>xii</b>
<b>LIST OF FIGURES</b> .....	<b>xiv</b>
<b>LIST OF ABBREVIATIONS AND ACRONYMS</b> .....	<b>xv</b>
<b>CONCEPTUAL AND OPERATIONAL DEFINITION OF KEY TERMS</b> .....	<b>xvi</b>
<b>CHAPTER ONE</b> .....	<b>1</b>
<b>INTRODUCTION</b> .....	<b>1</b>
1.1 Background to the Study .....	1
1.2 Statement of the Problem.....	4
1.3 Research Objectives.....	5
1.3.1 General Objectives of the Study .....	5
1.3.2 Specific Objectives of the Study .....	5
1.4 Research Hypothesis.....	5
1.5 Justification of the Study .....	6
1.6 Purpose of the Study .....	6
1.7 Significance of the Study.....	7
1.8 Scope of the Study .....	8
1.9 Limitations of the Study .....	9
<b>CHAPTER TWO</b> .....	<b>11</b>
<b>LITERATURE REVIEW</b> .....	<b>11</b>
2.1 Introduction.....	11
2.2 Theoretical Review .....	11
2.2.1 Epstein Model of Parental Involvement (Epstein, 1995) .....	11
2.2.2 Vygotsky's Social Learning Theory (Vygotsky, 1978).....	13
2.3 Empirical Literature Review.....	14
2.3.1 Parental Empowerment and Curriculum Implementation.....	14

2.3.2 Introduction of CBC in Various Countries .....	15
2.3.3 Parental Empowerment through Training and the Implementation of CBC .....	17
2.3.4 Parental Empowerment through Advocacy and the Implementation of CBC .....	22
2.3.5 Parental Empowerment through Resource Provision and the Implementation of CBC .....	25
2.3.6 Effect of Parental Empowerment through Training, Advocacy, and Resourcing on the Implementation of CBC .....	28
2.4 Conceptual Framework.....	31
2.5 Summary of Research Gaps.....	32
<b>CHAPTER THREE.....</b>	<b>34</b>
<b>RESEARCH METHODOLOGY .....</b>	<b>34</b>
3.1 Introduction.....	34
3.2 Research Design .....	34
3.3 Location of the Study.....	35
3.4 Population of the Study .....	35
3.5 Sampling Procedure and Sample Size .....	37
3.5.1 Sampling Procedure.....	37
3.5.2 Sample Size .....	37
3.6 Instrumentation .....	39
3.6.1 Pilot Study .....	40
3.6.2 Validity of the Instruments .....	41
3.6.3 Reliability of Research Instruments.....	42
3.7 Data Collection Procedure .....	43
3.8 Data Analysis and Presentation .....	44
3.8 Ethical Considerations .....	46
<b>CHAPTER FOUR .....</b>	<b>48</b>
<b>DATA ANALYSIS PRESENTATION AND DISCUSSION .....</b>	<b>48</b>
4.1 Introduction.....	48
4.2 Response Rate.....	48
4.3 Demographic Information of the Respondents.....	50
4.3.1 Gender Distribution for the Respondents .....	50

4.3.2	Age Distribution of the Respondents.....	51
4.3.3	Education Qualification of Parents and Class Teachers .....	52
4.3.3	Grade Six Parents Occupation .....	55
4.3.4	Length of stay of Grade Six Parents .....	56
4.3.5	Teaching Experience for Head Teachers and Grade Six Class Teachers	56
4.4	Parental Empowerment through Training and the Implementation of CBC ....	58
4.4.1	Descriptive Statistics on Parental Empowerment Through Training .....	58
4.4.2	Effectiveness of Training Sessions to Improve Parental Understanding Of CBC .....	62
4.4.3	Relationship between Parental Empowerment through Training and the Implementation of CBC .....	63
4.5	Parental Empowerment through Advocacy and the Implementation of CBC .....	66
4.5.1	Descriptive Statistics .....	66
4.5.2	Association between Presence of Communication Platforms and Parental Awareness of School Policies, Programs, and Activities .....	69
4.5.3	Relationship between Parental Empowerment Through Advocacy and the Implementation of CBC .....	70
4.5.4	Parent-Teacher Meetings and CBC Implementation Involvement by Parents .....	71
4.6	Parental Empowerment in Resource Provision and the Implementation of CBC .....	73
4.6.1	Descriptive Statistics for Parental Empowerment in Resource Provision .....	73
4.6.2	Relationship between Parental Empowerment in Resource Provision and the Implementation of CBC.....	76
4.7	Effect of Parental Empowerment through Training, Advocacy and Resource Provision on the Implementation of Competency Based Curriculum.....	77
4.7.1	Regression Analysis.....	78
4.7.2	Regression Coefficients .....	79

<b>CHAPTER FIVE .....</b>	<b>82</b>
<b>SUMMARY, CONCLUSIONS AND RECOMMENDATIONS .....</b>	<b>82</b>
5.1 Introduction.....	82
5.2 Summary of the Major Findings.....	82
5.3 Conclusion .....	84
5.4 Recommendations.....	86
5.5 Suggestions for further Research.....	87
<b>REFERENCES .....</b>	<b>88</b>
<b>APENDICES .....</b>	<b>94</b>
<b>Appendix I: Letter of Introduction .....</b>	<b>94</b>
<b>Appendix II: Consent Form .....</b>	<b>95</b>
<b>Appendix III: Questionnaire for Grade Six Class Teachers .....</b>	<b>96</b>
<b>Appendix IV: Questionnaire For Grade Six Parents .....</b>	<b>101</b>
<b>Appendix V: Interview Schedule For Head Teachers .....</b>	<b>105</b>
<b>Appendix VI: Map of Baringo County.....</b>	<b>110</b>
<b>Appendix VII: KUREC Clearance Letter .....</b>	<b>111</b>
<b>Appendix VIII: NACOSTI Research Permit .....</b>	<b>112</b>
<b>Appendix IX: Evidence of Conference Participation.....</b>	<b>113</b>
<b>Appendix X: List of Publication.....</b>	<b>114</b>

## LIST OF TABLES

<b>Table 1:</b> Sample Frame for the Target Population.....	36
<b>Table 2:</b> Sample Frame for Sample Size .....	38
<b>Table 3:</b> Total Study Participants.....	39
<b>Table 4:</b> Construct Validity Table for the Research Instruments .....	42
<b>Table 5:</b> Internal Consistency and Reliability.....	43
<b>Table 6:</b> Data Analysis and Summary of Variables.....	45
<b>Table 7:</b> Response Rate.....	48
<b>Table 8:</b> Gender Distribution of the Respondents .....	50
<b>Table 9:</b> Age Distribution of the Respondents.....	51
<b>Table 10:</b> Education Qualifications of Grade Six Parents .....	53
<b>Table 11:</b> Education Qualifications of Grade Six Class Teachers.....	53
<b>Table 12:</b> Education Qualifications for Head Teachers.....	54
<b>Table 13:</b> Occupation of Grade Six Parents.....	55
<b>Table 14:</b> Experience of Head Teachers at Current School.....	56
<b>Table 15:</b> Grade Six Class Teachers' Working Experience .....	57
<b>Table 16:</b> Parental Empowerment through Training .....	58
<b>Table 17:</b> Composite score for Training Construct by Teachers .....	60
<b>Table 18:</b> Frequency of Parent Training Sessions on CBC at the School .....	61
<b>Table 19:</b> Effectiveness of Training Sessions to Improve Parental Understanding of CBC .....	62
<b>Table 20:</b> Correlation between Parental Training and CBC Implementation.....	63
<b>Table 21:</b> Training Attendance and Attitude towards CBC Curriculum Cross Tabulation.....	65
<b>Table 22:</b> Impact of Training attendance on attitude towards CBC Curriculum.....	66
<b>Table 23:</b> Descriptive Statistics of Parental Empowerment through advocacy.....	67
<b>Table 24:</b> Association between Presence of Communication Channels and Parental Awareness in School Policies, Programs, and Activities .....	69
<b>Table 25:</b> Correlation between Parental Empowerment through Advocacy and CBC Implementation .....	70
<b>Table 26:</b> Parent-Teacher Meetings and CBC Implementation Cross Tabulation .....	71
<b>Table 27:</b> Parent-Teacher Meetings and CBC Implementation Chi-square .....	73
<b>Table 28:</b> Effectiveness of Parental Empowerment in Provision of Resources .....	74

<b>Table 29:</b> Descriptive Statistics for Resourcing items .....	75
<b>Table 30:</b> Correlation between Resource Provision and CBC Implementation .....	76
<b>Table 31:</b> Regression Analysis Summary .....	78
<b>Table 32:</b> Model Significance – ANOVA Table .....	78
<b>Table 33:</b> Regression Coefficients .....	79

## LIST OF FIGURES

<b>Figure 1:</b> Conceptual Framework .....	31
<b>Figure 2:</b> Response Rate Pie Charts .....	49
<b>Figure 3:</b> Length of Stay of Grade Six Parents in the Current School .....	56
<b>Figure 4:</b> Effectiveness of Training Sessions to Improve Parental Understanding of CBC .....	62

## LIST OF ABBREVIATIONS AND ACRONYMS

ANOVA	Analysis of Variance
BCSC	Baringo Central Sub-county
BECF	Basic Education Curriculum Framework
BOM	Board of Management
CBC	Competency-Based Curriculum
CDE	County Director of Education
CIDP	County Independent Development Plan
COVID	Corona Virus Disease
IDEA	Individual with Disabilities Education Act
SERC	Scientific and Ethics Review Committee
KICD	Kenya Institute of Curriculum Development
KIE	Kenya Institute of Education
MOE	Ministry of Education
NACOSTI	National Commission for Science, Technology, and Innovation
KNPFP	Kenya National Policy on Family Promotion and Protection
PA	Parent Association
PEE	Parental Engagement and Empowerment
PTA	Parent Teacher Association
ROK	Republic of Kenya
ROU	Republic of Uganda
SCDE	Sub-County Director of Education
SDG	Sustainable Development Goals
SPSS	Statistical Package of Social Sciences
UNESCO	United Nations Educational, Scientific and Cultural Organization
	Sustainable Development Goals

## CONCEPTUAL AND OPERATIONAL DEFINITION OF KEY TERMS

**Advocacy** refers to the process of supporting someone to do something effectively (Mirriam-Webster, 2018). This is the support parents receive from the school through frequent communication, providing information on school policies, activities, and programs

**Competency-Based Curriculum:** It is a knowledge-based curriculum that mainly provides learners with an opportunity to do what is required of them, rather than what they already know (UNESCO, 2017). In this study, CBC is the Kenyan education system that is in operation in public primary schools in Kenya, and which replaced the 8.4.4 education system, and it is now referred to as Competency Based Education (CBE)

**Curriculum implementation** is the act of putting into action what has already been developed or planned. In this study, it refers to what schools do regarding parental empowerment (Syomwene, 2017).

**Parent:** In this study, it is referred to as a person who is responsible for the upbringing of a child, can be a biological Father or biological mother, or a guardian of the child (KICD, 2019; Akello, 2018). In this study, a parent refers to a father, a mother, or a guardian whose child is in Grade Six.

**Parental empowerment:** refers to the process by which parents' skills, knowledge, and attitudes are enhanced to enable them to perform their role effectively. In this study, parental empowerment refers to the activities undertaken to help parents acquire the skills and knowledge necessary to fulfill their role in CBC (Armstrong, 2019). In this study, parental empowerment referred to activities such as training, advocacy, and resourcing

undertaken by the school management, teachers, and Head Teachers to inform parents about the implementation of CBC.

**Public schools** refer to those schools that are run by individuals working for the Government of Kenya and depend on the government. In this study, public primary schools refer to the 124 schools in Baringo Central sub-county, Kenya that have adopted CBC.

**Resourcing** refers to the process of providing someone with the necessary support to accomplish something effectively. In this study, advocacy refers to the activities that schools engage parents in, providing resources. These include volunteering, mobilizing resources, identifying resource gaps in schools, and taking part in decision-making.

**Training** is defined as the process of helping someone acquire the skills and knowledge necessary to perform a specific task (KICD, 2019). In this study, training refers to the activities conducted by the school to educate parents on how to assist their children with homework, how to review school tasks, and how to monitor their children's progress reports.

## **CHAPTER ONE**

### **INTRODUCTION**

#### **1.1 Background to the Study**

Education systems worldwide are shifting from content-based curricula to competency-based curricula (CBC), which emphasize the acquisition of knowledge, skills, values, and attitudes necessary for learners to thrive in the 21st century (Kabita & Ji, 2017). In Kenya, reforms that led to the introduction of CBC were initiated in 2017 (MOE, 2017). The mission of CBC is to ‘Nurture every learner's potential’ by equipping them with the knowledge, values, and competencies required in line with Kenya's Vision 2030 (UNESCO, 2017). Curriculum implementation is a crucial and complex process that requires support from all stakeholders, especially parents (Mulenga & Kabombwe, 2019). The government of Kenya, through the Kenya Institute of Curriculum Development (KICD), has provided guidelines for schools to empower parents through training, advocacy, and resource provision, in support of the success of CBC implementation (MOE, 2019). However, the implementation of these guidelines and their effectiveness in implementing CBC have not been well established in the literature, hence necessitating 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). Countries such as Finland, Singapore, and Mexico have reported success in implementing CBC, largely due to strong stakeholder involvement, particularly from parents (Villavicencio & Moral, 2019; Uusimaki et al., 2019).

In countries like Mexico, specific strategies have been devised to empower parents in supporting their children's education. One such initiative is the school management

support program, known as the "Apoyo a La Gestión Escolar" These sessions, typically lasting an hour, cover topics such as the importance of parental involvement in education which aims to provide guidance to parents through interactive sessions (Villavicencio & Moral, 2019). These Programs have been shown to increase parental engagement in decision-making and school activities (Berrera Osorio et al., 2020).

In European countries, such as Finland, parental empowerment is the cornerstone of successful educational initiatives. The implementation of CBC in Finland was ranked the top in 2016 (PISA, 2016), drawing admiration from nations around the world, including Kenya, due to its remarkable success. In Finland, for example, effective curriculum implementation has been linked to close collaboration between parents and teachers, which enhances learners' outcomes (Levinthal et al., 2021). In Asia, empowering parents in curriculum implementation has been found to be essential for improving learners' academic achievement (Tang, 2020). Additionally, parental advocacy is essential for increased parental engagement. These international experiences highlight the importance of parental empowerment in educational reforms.

In Africa, several countries, such as Zambia, Uganda, and Rwanda, have also adopted CBC; however, challenges remain in effectively engaging parents (Amunga et al., 2020). Studies in Zambia revealed that inadequate communication between schools and parents, coupled with a lack of awareness, hinders parents from fully participating in curriculum implementation (Mwase et al., 2020). Uganda has made deliberate efforts to empower parents through training and the provision of information on how to assist learners with homework, resource provision, and school activities. However, limited parental knowledge and inadequate resources continue to constrain their role in supporting their children's education (Bavungempore & Ngabonziza, 2024). Similarly, in Tanzania, it was established that adequate parental training on the roles is key to the full realization

of CBC implementation (Nkya & Huang, 2019). These findings demonstrate that while parental empowerment is a recognized priority across African nations, contextual barriers, particularly in rural areas, continue to limit effective involvement.

In Kenya, the government introduced the Competency Based Curriculum in 2017 with the aim of producing empowered citizens (MOE, 2017). The Kenya Institute of Curriculum Development (KICD) has developed guidelines emphasizing parental empowerment through training, advocacy, and resourcing as key strategies for successful CBC implementation (KICD, 2019). Studies have shown that these empowerment strategies are essential for learners' holistic development, as well as for enhanced parental decision-making and engagement (Cannor & Cavendish, 2018). Studies in research in different counties in Kenya, however, have shown persistent challenges in this area. For example, studies in Nyeri, Nairobi, and Embu found that parents often lack adequate knowledge of their roles, struggle to support their children with homework, and demonstrate limited engagement in school activities (Mwarari et al., 2021; Amunga et al., 2021).

Teachers also report difficulties in mobilizing parents to participate in CBC activities, with low literacy levels and competing economic demands cited as major barriers (Omariba, 2022). Baringo County is also facing contextual challenges, including a low literacy level, inadequate resources, a low socioeconomic status, and high poverty rates, which hinder 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. Despite the government's efforts to support CBC implementation in Kenya by empowering parents, there are limited studies on parental empowerment in the implementation of CBC, a significant gap that this study aims to address. Therefore, this study sought to establish the relationship between parental

empowerment and the implementation of a Competency Based curriculum in public primary schools in Baringo Central Sub-County, Kenya.

## **1.2 Statement of the Problem**

In Kenya, Parental empowerment is one of the guiding principles of the Basic Education Curriculum Framework. The implementation of CBC is a crucial process, and parents must be empowered to ensure its full realization. While studies globally have cited parental empowerment as a key factor in successful curriculum implementation, the situation in rural counties, such as Baringo, is particularly concerning. The region faces challenges, including high poverty rates, low literacy levels, and inadequate resources, all of which may hinder parental empowerment and limit the effectiveness of CBC implementation (Aengwo, 2023; Chepkilol et al., 2024). While studies conducted in urban settings, such as Nairobi and Nyeri, provide useful insights, their findings cannot be directly generalized to rural contexts, where parents face unique socio-economic and cultural barriers. Indeed, limited research has been conducted in Baringo Central Sub-County to establish the extent to which parents are empowered to support the implementation of CBC.

From the reviewed evidence, it is clear that parental empowerment through training, advocacy, and provision of resources is a critical factor in the successful implementation of CBC both globally and locally. However, despite the government's policies and initiatives, studies indicate that many parents in Kenya remain inadequately prepared to fulfil their roles in CBC. This is particularly true in rural areas such as Baringo County, where contextual challenges may further constrain parental involvement. Therefore, this study sought to establish the relationship between parental empowerment and the implementation of CBC in public primary schools in Baringo Central Sub-County, Kenya.

### **1.3 Research Objectives**

#### **1.3.1 General Objectives of the Study**

The study's general objective was to establish the relationship between parental empowerment and the implementation of the Competency-Based Curriculum in public primary schools in Baringo Central Sub-County, Kenya.

#### **1.3.2 Specific Objectives of the Study**

- i. To examine the relationship between parental empowerment through training and the implementation of CBC in public primary schools in Baringo Central Sub-County, Kenya.
- ii. To assess the relationship between parental empowerment through advocacy and the implementation of CBC in public primary schools in Baringo Central Sub-County, Kenya.
- iii. To examine the relationship between parental empowerment in resource provision and the implementation of CBC in public primary schools in Baringo Central Sub-County, Kenya.
- iv. To determine whether parental empowerment through training, advocacy, and resourcing has a statistically significant effect on the implementation of CBC in public Primary schools in Baringo Central Sub-County.

### **1.4 Research Hypothesis**

H<sub>01</sub>: There is no statistically significant relationship between parental empowerment through training and the implementation of CBC in public primary schools in Baringo Central Sub-County, Kenya.

H0<sub>2</sub>: There is no statistically significant relationship between parental empowerment through advocacy and the implementation of CBC in public primary schools in Baringo Central Sub-County, Kenya.

H0<sub>3</sub>: There is no statistically significant relationship between parental empowerment in resource provision and the implementation of CBC in public primary schools in Baringo Central Sub-County, Kenya.

H0<sub>4</sub>: There is no statistically significant effect of parental empowerment through training, advocacy, and resource provision on the implementation of CBC in public primary schools in Baringo Central Sub-County, Kenya.

### **1.5 Justification of the Study**

Parents are crucial stakeholders in the implementation of CBC (Syomwene, 2021). Parents are expected to participate actively in their children's education in school and at home (Dingili & Yunguyungu, 2022). Guidelines have been provided by the Ministry of Education (MOE) for schools to empower parents on the implementation of CBC. However, the problem of low parental involvement in the roles of CBC remains unresolved in Kenya. It was therefore necessary to address this gap by establishing the relationship between parental empowerment and the implementation of CBC. This study will contribute to the body of knowledge on education policy and the improvement of CBC implementation in public primary schools.

### **1.6 Purpose of the Study**

The purpose of this study was to establish the relationship between parental empowerment and the implementation of CBC in public primary schools in Baringo Central Sub-County, Kenya.

## **1.7 Significance of the Study**

The study findings may be useful to parents, KICD, Head teachers, and the government. The study findings may be useful to parents in understanding the need to be part of the CBC implementation. It may also help them understand their roles and importance in CBC implementation, which may enable them to be proactive and thereby lead to an increase in learners' outcomes.

The study findings will raise awareness among public primary schools about the importance of utilizing strategies to empower parents in the CBC. This may enhance parental participation in their children's education, thereby leading to the success of CBC implementation. The data obtained from this study may be useful to educators and policymakers in assessing parental empowerment and its effectiveness, and also expose gaps that need to be filled. The identified gaps may be useful in amending the existing policies on parental empowerment and engagement.

The study findings may be useful to the Kenya Institute of Curriculum Development and school managers in knowing the extent to which parents have been prepared in schools in CBC implementation. From the study recommendations, school managers may adopt changes that will improve the implementation of CBC in marginalized areas, such as Baringo.

This study's findings may also help head teachers identify their challenges and weaknesses in empowering parents. This will also serve as an eye-opener, enabling head teachers to see the need for empowering parents to play their roles effectively in CBC, as mandated by the Ministry of Education. This may thereby reduce cases of parental resistance to their role, hence facilitating the successful implementation of CBC.

This study may help parents recognize the importance of actively participating in their children's education. This will enable them to explore their talents in various pathways, thereby helping to achieve the Vision 2030 social pillar of acquiring education and training. This may assist in the future with the realization of SDG Goal 4, quality education, especially in rural areas like Baringo County.

### **1.8 Scope of the Study**

This study focused on parents of Grade six students, Grade six class teachers, and head teachers in public primary schools in Baringo Central Sub-County, Kenya. The study focused on assessing the relationship between parental empowerment and the implementation of CBC in public primary schools. The study focused on public primary schools only because of their unique nature compared to those of private schools. Public primary schools face various challenges in the implementation of CBC, including inadequate teaching and learning resources, low levels of parental education, and poor parental support (Omariba, 2022).

Secondly, most public primary schools in Baringo Central Sub-County are day schools, and parents interact with their children in education; therefore, this was an appropriate setting for the researcher to collect credible data on their empowerment. The researcher focused on Grade Six parents, as this is the second group to use the new education system, CBC, and by virtue of having utilized the new system for approximately five years since the delivery of the parental engagement and empowerment guidelines (MOE, 2019; UNESCO, 2017).

The study also focused on head teachers and Grade Six class teachers. Teachers were also chosen because they are the centre of Curriculum implementation (Syomwene,

2017). Head teachers were chosen because they are the ones who supervise curriculum implementation in schools (Assey, 2022).

### **1.9 Limitations of the Study**

Research limitations refer to the shortcomings or constraints that are beyond the researcher's control and can influence the research findings and conclusions (Dimitriou & Antigoni, 2019). The study was conducted in public primary schools in rural areas of Baringo Central Sub-County. Therefore, the study findings may not be generalized to other counties, specifically private schools and schools in urban areas, due to contextual challenges such as economic constraints.

The variations in the respondents' attitudes and understanding of CBC could affect the accuracy and reliability of the feedback, making it difficult to draw conclusions. To mitigate this challenge, the researcher explained the purpose of the study and requested that the respondents be honest, assuring them that their feedback would be taken with confidence.

The findings of this study were confined to Baringo Central Sub-County and may not be generalized to other counties with different setups, especially those with high literacy levels and high socio-economic status. The challenges experienced in Baringo Central Sub-County may not be similar to those in urban areas, therefore limiting the overall conclusions regarding the implementation of CBC across public primary schools in Kenya. To address this limitation, the study provided suggestions to future researchers on parental empowerment in CBC in urban areas.

The study employed a structured interview to collect data. This type of data collection is rigid in nature, limiting the researcher's ability to address the research problem in depth

regarding the relationship between parental empowerment and the implementation of CBC.

In addition, while this study addressed parental empowerment in training, advocacy, and resource provision during the implementation of CBC, there could be other factors influencing the implementation of CBC, such as parental perceptions and attitudes. These factors could affect the overall effectiveness of CBC implementation, but were not under the scope of the study. To address this limitation, future research is needed to understand the influence of CBC implementation.

## **CHAPTER TWO**

### **LITERATURE REVIEW**

#### **2.1 Introduction**

This part provides empirical literature relevant to the study on the relationship between parental empowerment and the implementation of CBC. This helps in the identification of research gaps. The literature review is presented in accordance with the study's objectives. The theoretical and conceptual frameworks are also presented in this section.

#### **2.2 Theoretical Review**

This study adopted two theories. The theories include Epstein's model of parental involvement (Epstein, 1995) and Vygotsky's theory of social interaction (Vygotsky, 1978).

##### **2.2.1 Epstein Model of Parental Involvement (Epstein, 1995)**

The proponent of this theory is Joyce Epstein, who developed it in 1995. The theory has been revised over time and has been applied in various studies on parents in education settings (Newman et al., 2019). Epstein is behind the idea that successful curriculum implementation requires collaboration between the school and the parent. The theory further suggests that the way schools perceive parents influences curriculum implementation. The theory also suggests that schools should view parents as partners and work closely together for the learner's success. In addition, the implementation of CBC requires partnership aid in improving family support, increasing parents' skills in their roles, and strengthening home-school collaboration, which are among the variables the study focused on.

This theory is also relevant to this study because it focuses on ways schools can empower parents in curriculum implementation through the use of six spheres: parenting,

communication, volunteering, learning at home, decision-making, and collaboration with the community (Epstein, 1995).

Parenting - the theory emphasizes providing parents with training on how to support their children in learning. This is crucial and will help enhance parents' capacity in their roles (KICD, 2019).

Communication - This involves establishing effective home-school communication, where schools inform parents about school programs, learners' progress, and school policies. This aids in building a strong parent-teacher partnership and leads to the successful implementation of CBC.

Volunteering - Parents play a crucial role in curriculum implementation and should be provided with information on how to assist their children with homework. This will help increase learners' achievement (Duristic & Bunijevic, 2017).

Volunteering is the third sphere, and here, school programs run well; they need support from parents. Parents should be provided with opportunities to support curriculum implementation through volunteering. Parents can volunteer through fundraising to support school programs, or they can volunteer as assistant resource persons to help teachers. Parents need to be involved in school decision-making to provide their children with a conducive learning environment. This will help in the implementation of CBC (Grace et al., 2020)

This theory, however, has weaknesses. It does not directly indicate the benefits associated with parental empowerment; rather, it focuses more on the parent than on the learner. The theory also does not provide insights into the outcomes of curriculum implementation. Despite the weaknesses, the theory seems relevant to this study. One is that it guided the researcher in establishing the various ways in which parents can be

empowered through training, advocacy, and resourcing, which are the variables in the study. Secondly, the theory also focuses stakeholders in the implementation of CBC. more on the parents who are the key

### **2.2.2 Vygotsky's Social Learning Theory (Vygotsky, 1978)**

This study was grounded in Vygotsky's theory. Lev Vygotsky, a Russian psychologist, developed this theory. According to Vygotsky, learning occurs through social interaction with the More Knowledgeable Other (Syomwene, 2021). They include teachers and parents who are informed about curriculum implementation. The theory explains a gap that exists between what children can achieve with teachers or parents and what is known as the Zone of Proximal Development.

Vygotsky explained that one could only learn from the More Knowledgeable Other in the environment they interact with. Kids learn from their parents and teachers as well. This theory is relevant to this study because it suggests that learning occurs at home with parents. In CBC, parents ought to be empowered to provide their children with a conducive and supportive environment for learning. This can be achieved through parent-teacher conferences, workshops, seminars, and resource mobilization, among others (KICD, 2019; Duristic & Bunijevic, 2017). This theory has limitations. First, it emphasizes learners more than parents. CBC is an innovation, and parents are learners who need to be informed of their roles in CBC by teachers and educators. This will enable them to be equipped with knowledge and skills for effective curriculum implementation. The theory emphasizes parental engagement more than empowerment, which this study addresses.

## **2.3 Empirical Literature Review**

### **2.3.1 Parental Empowerment and Curriculum Implementation**

Many scholars have defined curriculum implementation differently, and there is no exact definition of it. According to Tamil (2021), curriculum implementation is defined as the act of reinforcing all the plans prepared by curriculum specialists. Bediako (2019) refers to it as the process of putting into practice what is written for the purpose of attaining specific goals. From the two definitions, curriculum implementation refers to the process of putting into practice all the plans made by curriculum experts to attain a specific goal. Parental empowerment refers to the process of providing parents with avenues to acquire knowledge and skills on how to support their children's learning (KICD, 2019).

Many scholars have argued that the success of curriculum implementation requires the effort of all stakeholders (Mulenga & Kabobwe, 2019). Some other scholars argue that teachers play a significant role in implementing the CBC (Isoboke, 2022). However, parents are key stakeholders and play a crucial role in the implementation of CBC (Rodgers & Yunguyungu, 2020). Teachers are expected to work closely with parents to provide their children with a conducive learning environment, identify talents, and assist with homework, thereby boosting learners' outcomes (KICD, 2019). Additionally, head teachers play a crucial role in curriculum implementation. According to Sifuna and Obonyo (2019), school heads are responsible for empowering parents to be effective co-educators. This means that the success of CBC parents requires support from teachers and head teachers.

Parental empowerment is associated with positive outcomes both in and out of school. It has been noted that empowered parents become active advocates of their children (Hsiao et al., 2019). These parents are able to monitor their children's homework, provide learning materials, and create a conducive environment for learning (Gitahi, 2019).

A study in Finland by Hsiao et al. (2021) revealed that those parents who received training became active advocates in supporting their children's education. McQuiggan et al. (2017) claim that conferences between parents and teachers increase parental involvement.

### **2.3.2 Introduction of CBC in Various Countries**

Scholars claim that CBC was first introduced in the USA in 1957 (Ruth, 2020). Mulenga and Kabombwe (2019) observed that a union known as the Soviet, which first launched a satellite in 1957, conceived the idea of CBC. Ruth (2020) indicated that the CBC in the USA was introduced as a result of poor learner achievement and teacher performance, with the intention of improving learner outcomes to meet societal needs.

In Africa, many countries have also adopted CBC. In 2013, Zambia amended its curriculum and adopted a skills-based curriculum rather than a content-based curriculum, which did not meet the needs of learners in Zambia (Mulenga & Kabombwe, 2019). A report from the World Bank (2017) indicated a high rate of unemployment among youths, which was attributed to a lack of useful education for citizens. Researchers and scholars were also engaged in assessing the weaknesses of the current curriculum, and it was affirmed that there is a need to change the curriculum in order to achieve Vision 2030 and quality education (MoGE, 2013). With the introduction of CBC, Zambia aims to produce individuals who are independent and can apply their skills and knowledge in life (Zulu, 2015). Zambia acknowledged the views of all stakeholders, including parents, in adopting the CBC.

In 2005, Tanzania adopted CBC, and in 2006, it was implemented in primary schools. According to Ruth (2020), the CBC in Tanzania emerged as a result of the problems that arose in the training system, which did not provide learners with the necessary

competencies. A study conducted among teachers in Arusha further indicated that the CBC in Tanzania was intended to prepare learners who are creative and acquire the skills necessary to perform certain tasks (Nkya et al., 2021). Despite these efforts, it has been observed that the implementation of CBC was poor, and this is ascertained to be due to inadequate parent empowerment in parent-school partnerships (Asssey, 2022). It is clear that a smooth transition to the new curriculum can only be achieved with the support of parents.

In South Africa, CBC was introduced in 2005, and it is being used today. The adoption of CBC in South Africa was due to a shortage of professionals in the field of engineering, and therefore, the need to equip citizens with the skills required in the 21<sup>st</sup> century (Mulenga & Kabowe, 2019). Despite the efforts, schools are still facing challenges in engaging parents in curriculum implementation. The low parental engagement was due to inadequate knowledge and skills on the new curriculum among parents. This study provided evidence that the implementation of CBC can be hindered by inadequate parental empowerment. However, the study was conducted in public primary schools, which have a different setting from Kenya, and the findings might not be applicable.

Kenya launched CBC in 2017 (Suto, 2021). CBC was introduced based on the need assessment conducted in 2016, which revealed that the 8.4.4 system was content-oriented and produced learners who are not self-reliant, hence the increased rate of unemployment in the country. 8.4.4 The system was also blamed for not giving learners a chance to explore their talents (Wanzala, 2018). There was also a need for Kenya to align the education system with Vision 2030 and the constitution (UNESCO, 2017). It is expected that CBC will equip learners with the necessary knowledge, 21<sup>st</sup>-century skills, and values to cope with challenges in the 21<sup>st</sup> century (UNESCO, 2017). Since the

introduction of CBC, a gap still exists in the relationship between parental empowerment and the implementation of CBC.

### **2.3.3 Parental Empowerment through Training and the Implementation of CBC**

The introduction of CBC requires the empowerment of all stakeholders, especially parents, for the proper implementation and actualization of the curriculum (UNESCO, 2017). Through effective parental empowerment strategies, parents are equipped with the knowledge, skills, and information necessary for their roles in the successful implementation of CBC (Mwenje et al., 2020). Studies have shown that schools that implement empowerment strategies, such as training, receive strong support from parents in curriculum implementation. For instance, a comparative study conducted in Florida on parents' perceptions of strategies to improve parental involvement agrees that parents must be empowered for successful engagement (Paulynice, 2020).

A study conducted in high school, middle school, and elementary schools found that parents acknowledged that much of their children's success was attributed to their school experiences. To close the gaps, the current employed quantitative approach is more advantageous, as it provides credible findings (Cohen et al., 2018). The study found that parent training programs are essential in improving their involvement in curriculum implementation. The study recommends that school heads provide parental training programs to increase parental involvement.

In Tanzania, a study was conducted by Nkya (2019) in Arusha on the extent to which awareness had been raised among the community about the implementation of CBC. The findings indicated that 80% of the respondents reported not having 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 among parents, who

are key stakeholders in curriculum implementation. This study places greater emphasis on the need to provide parents with information on curriculum implementation. This study, however, had limitations; the study purposively selected 15 teachers who had children learning and 35 others. Purposive sampling is prone to bias, and the current study employed simple random sampling to select study participants. This study failed to establish the relationship between parental training and curriculum implementation, a significant gap in this research.

This further implies that parental empowerment strategies enhance parental participation in the implementation of CBC. A study conducted in Asia established that organizing parental empowerment programs aids in improving learners' outcomes and their mastery of concepts (Tang, 2020).

A study conducted in Tanzania by Kadau (2023) investigated the challenges that impede parents' involvement in implementing CBC. It was discovered that parents felt they lacked sufficient skills and knowledge in assisting their children with school tasks, especially as their children progressed to upper grades. Parents' lack of training hindered their participation in school activities and homework. Furthermore, parents were also passive in contributing to 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 analyzed in themes. To close the gaps, the current study adopted a descriptive survey design. This study also did not address the relationship between lack of training and curriculum implementation, a gap this study addressed.

A study conducted by Kathenya and Kiptum (2022) in Embu on the relationship between parental empowerment and engagement in the management of primary schools acknowledged the fact that parental empowerment must be prioritized in the implementation of CBC, failure to which it yields poor outcomes. The study further found out there was smooth management of primary schools among head teachers who provided parents with training. The study employed two research designs: a cross-sectional design and a descriptive survey. This is contrary to the current study, which used only a descriptive survey design. Data were 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. This study recommends that schools promote empowering parents to ensure the success of CBC implementation.

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, specifically from pre-primary 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 with their education, but they did not know how to do so. Most parents noted that they were unsure of their roles in CBC and their knowledge. The majority of parents recommended that training would help them be more engaged. It was also noted that parents did not receive timely information from the school regarding their children's academic progress. This greatly affected CBC implementation. To close these gaps, this study employed a descriptive survey design, which was grounded in social learning theory by Vygotsky. Data were collected from teachers, parents whose children are in Grade Six, head teachers, and the Parent Association. The study focused on parents in Baringo Central Sub-County, as

most of them are not empowered, given that many are illiterate, and this is a rural area where access to modern technologies is a challenge (CIDP, 2018-2022).

An assessment conducted in Isiolo by Atikiya (2021) on the implementation of CBC utilized theories by Gross (1971) and Social Learning Theory by Vygotsky (1978). The study findings indicated that most parents had not been sensitized to CBC, which affected its implementation, as many parents were unable to assist their children with homework or track their progress. For the success of CBC, parents must possess the necessary skills and knowledge. To address the mentioned gaps, this study employed the partnership model and participation model proposed by Hornby.

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 employed a descriptive survey design, and transformational theory guided the study. They argued that their knowledge and skills determine successful parental engagement on their roles. 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 sensitization on their roles in CBC. The study showed the need to prioritize parental training for the success of CBC. Given the similarity in research design, the study adopted Epstein's theory. The study findings revealed a lack of parental involvement in curriculum implementation, rather than their empowerment, which is a knowledge gap that this study addressed.

A qualitative study was conducted in South Africa on parental involvement in learners' outcomes (Ndwandwe, 2023). Thematic analysis was used to analyze 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 recommends more training for parents to improve their capacity to play their roles in curriculum implementation. This study presents a positive picture of the need for schools to prioritize parents' awareness of their roles and the importance of communication. However, the study has limitations. To address this, the study employed a quantitative approach, which is more generalizable than a pure qualitative approach.

A study was conducted to determine parents' engagement in implementing CBC in Tharaka Sub-County in Kenya (Njeru & Kirimi, 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 were collected through interviews with parents and questionnaires with both teachers and head teachers. The study found a significant relationship between parents' literacy rates and the implementation of CBC. It was also noted that the lack of sensitization on CBC implementation for parents affected curriculum implementation. This study emphasized the need to empower parents through sensitization on their 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 conducted in public primary schools in Baringo Central Sub-County, Kenya.

Orina (2020) carried out a mixed-methods 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 fulfill their roles. The study was conducted in public primary schools in Nairobi. The target group consisted of parents of students in grades 1 to 4. This study took place during the COVID-19 lockdown. The researcher collected data

through online platforms, and parents were identified 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 the COVID-19 lockdown, when CBC was in its initial stages of implementation, and data collection might have been affected during this period, unlike today, when Kenya has already overcome the COVID-19 pandemic. The study's findings may also be applied today, as CBC is currently being implemented in junior secondary schools. Additionally, this study by Orina (2020) was conducted in Nairobi, an urban setting, and the findings may not be applicable to Baringo Central Sub-County, a rural setting. Therefore, there is a need to conduct an assessment on parental empowerment.

#### **2.3.4 Parental Empowerment through Advocacy and the Implementation of CBC**

A study conducted in Ghana explored parents' perceptions of their roles and barriers to engagement (Bartoli et al., 2022). It was observed that in Ghana, awareness was created for parents on how to play their roles in curriculum implementation in education. The study was conducted in pre-primary schools, whereas the current study focused on parents of Grade Six. They also noted that frequent communication between the teacher and parent helps them learn and, therefore, effectively play their roles. This study in Ghana may not be applicable to Kenya, and there is a need to conduct a study on how parents are supported through advocacy for curriculum implementation.

Similarly, another study in Ghana was conducted to explore ways of improving parental engagement in supporting their children's remote education (Wolf & Aurino, 2021). This study was conducted during the COVID-19 period, which differs from the current study, which is being conducted post-COVID-19 period. The researchers noted that parental participation was low, and it was found that this was due to a lack of skills and

insufficient information among parents on how to act as educators. The study also affirmed that parents could be empowered by providing them with timely information, especially for those who are uneducated.

A study conducted in Mpumalanga, South Africa (Mavuso & Mahahlela, 2022), explored the barriers that impede parents from supporting their children's education and their solutions. The sample size consisted of 6 parents from three schools: one from a rural school, one from an urban area, and one from a suburban area. Hornby's theory of parent participation was used. The study's findings revealed a low rate of parental involvement in the area. The study recommended that parent and school communication should be improved, as it enables parents to be more active in helping their children with homework and also boosts parent-teacher relationships. This study highlights the importance of home-school communication, which is a key factor in the success of curriculum implementation. To address the gaps, this study conducted research using a larger sample size to obtain credible and generalizable research findings. Vygotsky and Epstein's theories were employed, and a descriptive survey design was used.

Tuli and Terekenge (2019) conducted a study on the involvement of Ethiopian parents in curriculum implementation. The study found that there was poor parental involvement. Thus, it was due to inadequate school facilities, such as phones and emails, which greatly affected school-parent communication. Further, inadequate skills and knowledge by parents also affected curriculum implementation. This study, however, focused on secondary schools. To address this gap, the current study therefore focused on public primary schools. In addition, it used a cross-sectional survey research design, which differs from the current study, which adopted a descriptive survey. Purposive sampling was also used to select twenty principals, eight supervisors, and ten PTAs. Purposive

sampling is prone to bias, which may limit the generalizability of the study findings. The current study employed simple random sampling to minimize bias.

KICD (2019) stipulates that parents require timely communication, which helps them to be informed about their children's education. When parents are empowered, they are better able to understand their children and advocate for them. In America, through the IDEA Act of 2006, parents are given the right to be involved in their children's education. Parents are empowered through training and educated on how to provide their children with support in education. In addition, parents are also informed annually about the educational matters of their children with disabilities. The Act also recognizes communication between parents and education experts, and encourages them to communicate frequently.

Wairimu (2022) conducted a study in Langata on school-home partnership at CBC, adopting a mixed-methods research design. Questionnaires were administered to the teachers and parents, while an interview schedule was used for the Head teachers and parents. The study findings indicated that parents received information from the school; however, it was not timely, which affected their partnership. Many of the parents claimed that there was no advocacy group in the school to lobby for school development. These study findings may not be applicable to Baringo Central Sub-County, as it is a rural setting. Although this study is similar to the current one, the target population data were collected from parents through an interview schedule to gather in-depth information on parental empowerment in curriculum implementation. The study also did not focus on parental empowerment, which this study addressed.

### **2.3.5 Parental Empowerment through Resource Provision and the Implementation of CBC**

Resources such as human capital, finances, and physical facilities are paramount in any education system (Njati & Ileri, 2022); this is also relevant to the implementation of CBC in Kenya. Successful implementation of CBC has been observed in countries like Finland and Singapore due to their well-established infrastructure and adequate resources (Chepkilol et al., 2024). A study in the Democratic Republic of Congo by Nzikako and Warue (2018) established that inadequate resources in any school set up are a hindrance to curriculum implementation. The authors agreed that schools must be creative enough in adopting diverse ways to deal with resource inadequacy.

The study was grounded in donor cultivation theory, impact philanthropy, and community theory. They agreed that in the Congo, community participation and fundraising were highly valued and had a significant influence. The study targeted pastors, businesspeople, public service managers, and company managers. It is therefore wise to conduct a study and determine the ways in which schools can be empowered to access resources related to CBC implementation. The study recommended that educators come up with different ways to avail resources, such as school fundraising, to support curriculum implementation. This can be achieved by involving parents and the community in resource mobilization. This study emphasizes the need for resource mobilization to ensure the success of curriculum implementation. This study, however, has limitations in study design, theoretical framework, and target population. To close the gaps, this study employed a descriptive survey design, drawing on Epstein's theory, and targeted head teachers, parents, and teachers.

In Tanzania, Mgayo and Onyangi (2022) conducted a study in Kilolo District on the strategies schools use for resource mobilization. The study design used was convergent

parallel, unique from the one of the current studies, yet it adopted a descriptive survey approach. They agreed that schools should not only depend on the government for resource provision, but should also partner with parents in addressing resource gaps. The findings showed that the majority of the respondents agreed that schools engaged the community in acquiring physical resources, which helps in curriculum implementation. The study recommended that educators adopt different ways of acquiring resources to implement the curriculum effectively. The study focused on secondary schools; to address this gap, the current study focused on public primary schools. It is with these reasons that it was necessary to assess how this is done in public primary schools in Baringo Central Sub-County.

In Machakos, Wambua (2019) explored constraints that hinder the successful implementation of CBC, adopting Dewey's social constructivism theory. A descriptive research design was used. 83 Head teachers, 367 teachers of grades one, two, and three were selected by use of a stratified sampling technique. Sub-County Directors were selected using purposive sampling, which is prone to bias. The study findings indicated that there is an inadequate supply of teaching and learning materials in schools, which has affected the implementation of CBC. This was supported by Nyoni (2018). To address the gaps, the current study utilized social learning theory by Vygotsky and Epstein's theory, and also assessed how parents partner with schools in obtaining resources, which this study did not address. Although the study by Wambua (2019) shares similarities in research design, target population, and sampling procedure, the study was conducted during the initial stages of CBC, unlike the current study, which was conducted after CBC had been fully implemented in comprehensive schools.

A study by Isoboke et al. (2021) employed a descriptive research design and used a random sampling technique. The study identified the challenges facing CBC in Nairobi,

which included a lack of school infrastructure, such as inadequate classrooms, making it difficult for schools to accommodate a large number of pupils. A lack of sufficient support from parents and teachers indicated that parents lacked a sufficient understanding of the curriculum, which has made it difficult to implement the CBC. In Rwanda, it was also found that inadequate teaching and learning resources hinder the implementation of CBC (Ndambaje, 2018). This means that schools must find ways to acquire the necessary resources. A similar study in Tanzania by Hipolite (2019) employed a case study design, and it was found that a lack of resources affected CBC implementation. This study was conducted in Tanzania, and the findings may not be applicable to primary schools in Baringo Central Sub-County, Kenya.

A study conducted in Kiambu on the challenges principals face in implementing CBC. The study employed inductive thematic design and contingency theory as the underpinning theory. Fifteen principals and their deputies were purposively selected and participated (Mogere & Mbataru, 2023). The researchers agree that inadequate resources for teaching and learning hinder the success of CBC. The findings revealed that principals lacked adequate facilities in school for practical lessons for students. It was further recommended that resourcing should be a shared responsibility with all stakeholders, especially parents. To close the gaps, the current study adopted a partnership model, and the research was conducted in Baringo County, which is a rural setting, unlike Kiambu, which is an urban area.

A study was conducted in Nandi County to investigate the role of parents in volunteerism (Jeptoo & Mogeni, 2024). The study adopted a descriptive survey design, and data were collected from 28 teachers of Biology, 317 Biology students, 10 HODs for science, and 28 lab technicians. The study found a positive linear relationship of  $p < 0.000$  effect on the achievement of core competencies among learners. The study

indicated that parents' volunteering helps in supporting a rich and conducive learning environment for their children. The study recommended that schools organise avenues for parents to volunteer in providing resources. A study in Vihiga County on parent volunteerism revealed that parents' lack of participation in school activities hindered their ability to support their children in various ways, ultimately affecting their performance (Kwendo & Ngwacho, 2022). This study highlighted the importance of empowering parents through volunteering, and therefore, it was relevant to investigate the extent to which parent volunteerism is practiced in Baringo Central Sub-County.

### **2.3.6 Effect of Parental Empowerment through Training, Advocacy, and Resourcing on the Implementation of CBC**

Studies globally and locally have revealed the need to empower parents through training, advocacy, and resourcing on CBC. Most of these studies have revealed the positive effect that parental empowerment has on the implementation of CBC.

For example, an investigation conducted in Brazil on parental empowerment has proven to affect the curriculum implementation process, as indicated by Oliveira et al. (2025), who carried out a study in public primary schools on parental involvement in enhancing learner outcomes. The study findings showed that parental engagement in curriculum implementation was undermined by challenges such as low socioeconomic status, low levels of education among families, poverty, lack of time, and insufficient resources. The study highlights the need for consistent communication between parents and teachers, as it enables parents to be aware of their children's progress and how to improve. Conversely, a lack of communication leads to disengagement among stakeholders. The study also underscores the need to encourage parents to volunteer in resource allocation to help address the issue of minimal government funding. The study further recommends that parents be educated on their role in curriculum implementation to build their

confidence. This study's findings might not be applicable to Baringo County because it is a rural setting.

A study in Rwanda examined the challenges that hindered parents' involvement in the implementation of CBC (Bavungempore & Ngabonziza, 2024). This study adopted a descriptive survey design. Questionnaires were administered to 45 parents and 105 Grade Six children, while interviews were conducted among 3 Head teachers and 31 class teachers in 3 selected primary schools in Rwanda. The study findings strongly revealed that parental training has a positive effect on the implementation of CBC if done. It was established that a lack of parental knowledge and awareness of CBC roles affected parents' ability to support their children's education. Furthermore, 49.30% of the parents indicated that they had not been trained on CBC, which affected its implementation. This study highlighted the importance of providing parents with training on matters related to CBC to be effective advocates for their children.

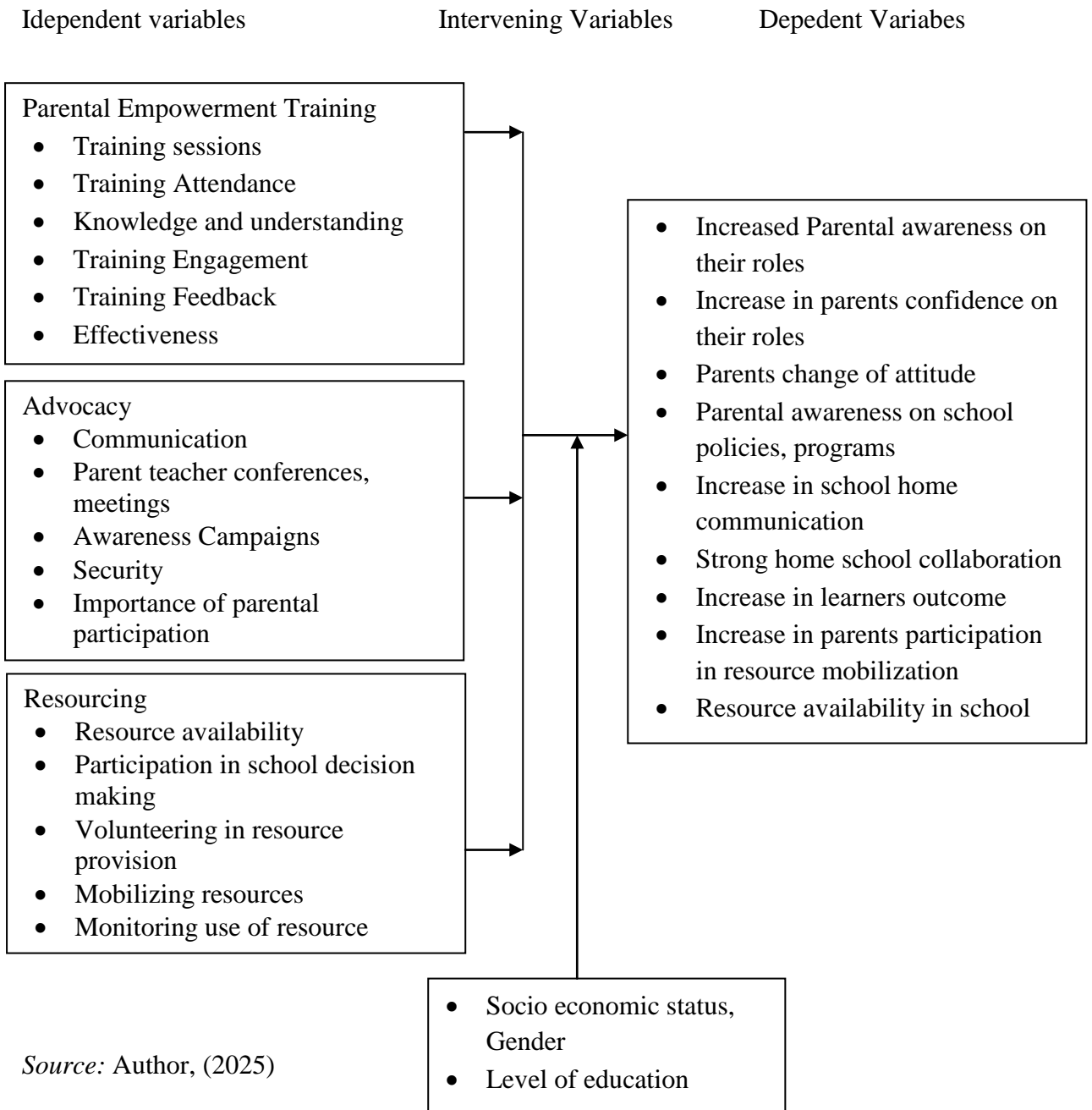
In Kenya, a study was done in public primary schools in Nairobi on ways of enhancing parental wellbeing through CBC (Ayako et al., 2024). This study emphasized the need to provide parents with training through workshops and seminars on matters related to the CBC and the importance of effective parent-teacher communication. It was observed that parents in the area did not have adequate knowledge of the implementation of CBC, which hindered them from assisting their children with homework. The findings also revealed that parents did not receive timely updates from school on the resources they were required to provide their children with, which affected lesson delivery. This study demonstrates that empowering parents through training and advocacy facilitates the successful implementation of CBC.

A study was carried out in the Nairobi informal settlement in Loresho on parental perception and the challenges in implementing CBC. Data were collected using focus groups and questionnaires among 83 respondents, who were parents and Grade Six teachers. Purposive sampling was used to select the respondents for the study. The study findings revealed the impact of empowering parents on CBC. The findings revealed that parents were not engaged in school decision-making, which led to a negative attitude towards the curriculum. Parents who had access to learning resources were found to be more engaged in CBC implementation. Parents with higher socio-economic status were found to be more involved in CBC than those with low socio-economic status. The study emphasized the need to provide parents with advocacy through effective communication for a strong parent-teacher partnership.

## 2.4 Conceptual Framework

**Figure 1**

*Conceptual Framework*



*Source: Author, (2025)*

The conceptual framework in Figure 1 comprises independent, intervening, and dependent variables. The independent variable in this study is parental empowerment in terms of training, advocacy, and resources. It is expected that the CBC, which is the dependent, will be successful when parental empowerment is achieved through training,

advocacy, and resourcing. The following dependent variables will be achieved if parental empowerment is done that is increase in parents' confidence on their roles, increased parental engagement, increase in parents' confidence on their roles, parents change of attitude, parental awareness on school policies and programs, increase in home-school communication, increase in learner outcome, increase in parent participation in resource mobilisation, resource availability in school and strong home-school partnership.

However, factors such as parents' level of education, socioeconomic status, and gender may hinder parental empowerment, which may then negatively affect the implementation of CBC. These intervening variables were controlled through regression analysis after the data had been collected to account for the influence of participants' gender, level of education, and socio-economic status when analyzing the relationship between the independent and dependent variables.

## **2.5 Summary of Research Gaps**

The literature review was conducted in accordance with the study objectives. Numerous studies have been conducted on the parental influence on curriculum implementation. However, various gaps exist, which this study aims to address. Most studies on CBC have not focused on parental empowerment in the implementation of CBC, which is a knowledge gap that this study aims to fill. Most of the studies conducted on CBC were also done during the early stages of CBC implementation; this might not apply today, as CBC has been implemented up to grade 8. In these studies, various theories, including partnership theory, Bronfenbrenner's theory, and the ADKAR model, have been employed to address the issue of parents in curriculum implementation and to close the gap. This study, however, utilized Epstein's theory and Vygotsky's theory.

From the reviewed literature, many studies have focused on parental involvement in the implementation of CBC; however, parental empowerment in CBC is a knowledge gap that this study sought to address.

## **CHAPTER THREE**

### **RESEARCH METHODOLOGY**

#### **3.1 Introduction**

This section outlines the procedures that were employed in the study. This section focuses on the research design used, location of the study, population of the study, sampling procedure, and sample size, research instruments used, pilot study, validity of the research instruments, reliability of the research instruments, data collection procedure, how data were analyzed and presented, and ethical considerations observed during the study.

#### **3.2 Research Design**

This study used a descriptive survey design. According to Kothari (2018), in descriptive survey design, the researcher is in a position to describe the characteristics of a group or individual. The research design also has the ability to answer questions such as what, where, and how, and a lot of data can be collected within a short period (Combes, 2023), hence saving time and allowing data to be collected within the required timeframe for academic reasons.

The descriptive survey design was deemed appropriate because it enabled the researcher to utilize questionnaires and an interview schedule to collect data. Questionnaires are commonly used in descriptive studies to gather the opinions and views of parents concerning the topic (Mugenda & Mugenda, 2018). This was relevant because the researcher is in a position to gather valuable information and insights regarding the experiences, opinions, and characteristics of parents, teachers, and head teachers on the relationship between parental empowerment and the implementation of CBC in public primary schools in Baringo Central Sub-County, Kenya. This information may inform future research and policymakers on policies regarding parents. The descriptive survey

design was also found to be suitable because it is less expensive and less time-consuming (Thomas & Onyango, 2022).

### **3.3 Location of the Study**

This study was conducted in Baringo Central Sub-County, located in Baringo County, Kenya. Baringo County has been divided into seven sub-counties: Baringo Central, Koibatek, Baringo South, Baringo North, Eldama Ravine, Mogotio, Tiaty West, and Tiaty East. Baringo Central Sub-County occupies an area of 799.9 Km Sq. The residents include the Pokot, Tugen, Ilchamus, and Nubians, as well as the Ogiek and Turkana, who are the minority groups. The total population was 96,949, according to the Kenya Population and Housing Census (KPHC, 2019). The choice of this area is due to the limited studies that have been conducted on parental empowerment in the implementation of CBC in public primary schools in Baringo County.

Secondly, it is due to the contextual challenges facing parents in the area, including a high level of illiteracy, poverty, and inadequate resources required for the effective implementation of CBC (County Integrated Development Plan, 2023). The data collected may be useful in addressing issues related to parents' empowerment and in improving existing policies regarding parents. It was, therefore, imperative for the researcher to establish whether they had been empowered to effectively participate in their roles in CBC implementation.

### **3.4 Population of the Study**

A population is a group of individuals who share similar characteristics that a researcher identifies as the intended audience (Bhandari, 2023). The target population refers to a specific group of individuals or elements within a larger population that a researcher

selects for the purpose of concluding from (Willie, 2023). The individuals and elements possess similar characteristics (Bhandari, 2023).

The target population consisted of 124 Grade Six class teachers, 124 head teachers, and 2426 parents, drawn from 124 public primary schools in Baringo Central Sub-County, Kenya, as shown in Table 3.1 (Sub-County Education Office, 2025). The study specifically targeted parents of Grade Six because their pupils have spent a longer time since the implementation of CBC, about six years, compared to other grades (Suto, 2020), and it is expected that by this time, schools have provided these parents with avenues for empowerment on the implementation of CBC (KICD, 2019).

**Table 1**  
*Sample Frame for the Target Population*

Zone	No of schools per zone	No. of Grade Six parents	No. of Grade Six Class Teachers	Head teachers
1	12	253	12	12
2	22	637	22	22
3	15	223	15	15
4	18	280	18	18
5	14	209	14	14
6	15	275	15	15
7	22	458	22	22
8	6	91	6	6
Total	124	2426	124	124

*Source:* Sub-County Director of Education, (2025)

### 3.5 Sampling Procedure and Sample Size

#### 3.5.1 Sampling Procedure

A sample refers to a subgroup of participants with common characteristics that a researcher draws from a target population. Sampling is the process by which a researcher selects a group from which data is collected (Cohen et al., 2018).

This study employed systematic random sampling. Systematic random sampling is a type of probability sampling where the elements of a population are listed and the sample size is selected systematically (Bhandari, 2023). Systematic sampling was employed because it is an effective and efficient method for selecting a sample size from a large population. It is also free from bias, since every member of the population is selected based on a random starting point, and the sample size is evenly spread over the entire target population proportionately (Cohen et al., 2018; George, 2023).

In systematic random sampling, every individual has an equal chance of participating. The sample number is selected according to a random starting point using a regular interval, that is, every  $n^{\text{th}}$  is selected. In this study, the regular interval was 7th person was selected for inclusion. Every 7th parent was selected from the school using the list of parents. In the schools where parents were below 7, parents were not selected for the study. The 116 schools are those that had more than 7 parents shown in Table 2. The regular interval was obtained by dividing the target population by the sample size, as shown below;

$$f = \frac{N}{sn} \quad \text{where } f \text{ is the frequency, } N \text{ is the population, and } sn \text{ is the sample size.}$$

#### 3.5.2 Sample Size

In this study, Slovin's formula was used to get the sample size for the Grade Six parents.

The sample size was 344. This is shown in Table 2.

Slovin's formula is shown below as follows;

$$n = \frac{N}{1 + Ne^2}$$

n is the sample size

N is the population size

e is the margin of error in this case 0.05 margin of error was used confidence level of 95%

1 is a constant value.

In this study, the 344 parents who participated were identified using systematic random sampling, as shown in Table 2.

**Table 2**

*Sample Frame for Sample Size*

Name of Zone	No of schools per zone	Population of Grade Six parents (N)	sample of the schools	Systematic random sampling for Grade Six parents
			Sample (n)	Sample size (n) for Grade Six Parents
1	12	253	12	35
2	22	637	19	90
3	15	223	13	31
4	18	280	17	40
5	14	209	13	30
6	15	275	14	40
7	22	458	22	65
8	6	91	6	13
Total	124	2426	116	344

*Source:* Author, (2025)

The researcher took 30% of the Grade Six class teachers and 30% of the head teachers from every zone for the study. The sample size was 38 Grade Six class teachers and 38

head teachers from the 38 public primary schools in Baringo Central Sub-County. Simple random sampling was used because it allows the researcher to select an individual randomly from the entire population, thereby eliminating bias and ensuring that individuals have an equal chance of being selected (Cohen et al., 2018). Simple random sampling was used to select the schools for the head teachers and Grade Six class teachers who participated in the study. The total number of study participants was 420, as shown in Table 3.

**Table 3**

*Total Study Participants*

Participants	Sample Size
Grade Six parents	344
Grade Six class teachers	38
Head teachers	38
Total	420

*Source:* Author, ( 2025)

### **3.6 Instrumentation**

A questionnaire and an interview schedule were used to collect data. A questionnaire is a research instrument that consists of questions formulated by the researcher to collect data from respondents (Cohen et al., 2018). The questions in the questionnaire are used to collect primary data on people's opinions, views, and attitudes (Bhandari, 2023). This is suitable because large amounts of data can be collected within a short period of time. The questionnaires were administered to Grade Six class teachers and parents to assess the extent to which parents have been empowered in the implementation of CBC in public primary schools in Baringo Central Sub-County, Kenya. In cases where parents were illiterate, the researcher translated the questionnaires for them, and the research

assistant guided the parents on how to answer the questions. The questionnaires are also useful in gathering quantitative data. The questionnaire consisted of five sections. Section one contains questions regarding biodata, section two contains questions on parental empowerment through training, section three contains questions on parental empowerment through advocacy, section four contains questions on resourcing, and section five contains questions on successful curriculum implementation. The questions in the questionnaires were closed-ended. A Likert scale of 1 to 5, ranging from "strongly disagree" to "undecided" to "agree" and "strongly agree," was used to examine each of the objectives.

An interview is a type of communication that is conducted verbally and takes place between two or more people (Cohen, 2018). The researcher used a structured interview for the head teachers. According to Bhandari (2023), a structured interview is a type of interview that involves the interviewer and interviewee, containing a fixed set of questions organized in a specific order that addresses a specific topic and is consistent among all respondents. This approach was deemed appropriate because it enables the researcher to easily compare the responses of the respondents while keeping other factors constant, which helps in avoiding bias and is also less time-consuming (George, 2023). The structured interview enabled the researcher to gather quantitative data because the questions were closed-ended, and different rating scales were used.

### **3.6.1 Pilot Study**

A pilot study was conducted in four nearby public primary schools in Baringo Central Sub County, as the schools shared similar characteristics. Questionnaires were administered to the Grade 4 class teachers, 34 Grade 6 parents, and an interview schedule was used for 4 head teachers from the four schools selected for the pilot study. In determining the sample size for the pilot study, the researcher employed proportionate

sampling, selecting 10% of the actual study sample size, as recommended by Mugenda and Mugenda (2010). According to their guidelines, a sample size of 10-30% is suitable for pilot studies. All participants for the pilot study were selected using simple random sampling and were not included in the actual study.

### **3.6.2 Validity of the Instruments**

Validity refers to the extent to which a research instrument accurately measures what it is purported to measure (Middleton, 2023). According to Cohen et al. (2018), research can also be worthwhile if it is valid, and therefore, all researchers must ensure that the research instruments are sound. According to Patino and Ferreira (2018), internal validity refers to the extent to which a study's results accurately represent the true picture of the population being studied. In other words, the research findings should accurately describe the situation as it is. They further claim that one can proceed to make judgments on external validity after establishing internal validity. In this study, the researcher used content validity and construct validity as types of internal validity.

Content validity refers to the research experts' evaluation of the research instruments to ensure that they cover all the relevant content they should measure (Nikolopulou, 2023). The researcher presented the research instruments to experts in the area of study, including supervisors and colleagues pursuing a curriculum studies course, to check whether the content and face validity of the research instruments contained the relevant concepts that answered the research objectives. Their recommendations were used to make amendments to improve the quality of the research instruments.

To ensure that the questionnaires test what they were actually intended to test, construct validity was also assessed using Exploratory Factor Analysis to verify whether the items

designed to measure the same concept were indeed measuring the same concept. This is shown in Table 4.

**Table 4**

*Construct Validity Table for the Research Instruments*

	Grade Six Parents	Grade Six Class Teachers
Keiser-Meyer-Olkin Measure of Sampling Adequacy (KMO)	0.884	0.648
Degrees of Freedom	210	378
P-value	<0.001	<0.001

*Source:* Author, (2025)

For the questionnaire for Grade Six parents, the KMO measure was 0.884, and for Grade Six class teachers, it was 0.648, with a significant Bartlett’s test of sphericity (p-value < 0.001), as shown in Table 4. Validity tests for Grade Six class teachers reported a KMO of 0.648, with a similarly significant Bartlett’s test of sphericity, indicating suitability for factor analysis, as shown in Table 4. Items were grouped into four distinct factors corresponding to the constructs of parental training, advocacy, resourcing, and implementation of CBC, confirming good construct validity.

### **3.6.3 Reliability of Research Instruments**

Reliability refers to the extent to which a research instrument produces the same results consistently, multiple times, under the same conditions (Sürücü & Maslaka, 2020). In order to check the reliability of the test scores, Cronbach's Alpha was used. Cronbach’s alpha is the most commonly used measure of reliability. Overall reliability statistics were calculated to check for overall inter-item correlation and effect on Cronbach’s alpha. The results are shown in Table 5.

**Table 5***Internal Consistency and Reliability*

Construct	No. of Items	Reliability coefficient (Cronbach's Alpha)
Parental Empowerment through training	6	0.843
Parental Empowerment through advocacy	5	0.782
Parental Empowerment through resourcing	5	0.806
CBC Implementation	5	0.851

*Source* : Author, (2025)

For the parents, the 6-item training scale scored  $\alpha = 0.843$ , the 5-item advocacy construct had  $\alpha = 0.782$ , the 5-item resourcing construct had  $\alpha = 0.806$ , and the 5-item CBC implementation construct had  $\alpha = 0.851$ . All the items, if deleted, did not indicate a significant increase in the Cronbach's Alpha value; therefore, they are all consistent, given that they all yielded an average of  $\alpha = 0.809$ . The scores above indicate good internal consistency and reliability of each scale. Cronbach's alpha values for both independent and dependent variables were above 0.7 level, indicating good reliability of the research instruments (Field, 2009).

**3.7 Data Collection Procedure**

The researcher received approval from Kabarak Institute of Postgraduate Studies through the School of Education, Humanities, and Social Sciences. After which, the researcher waited for approval for the study from the Scientific and Ethics Review Committee

(SERC). The researcher then sought an authorisation permit from the National Commission for Science, Technology and Innovation (NACOSTI). After obtaining this permit, a letter of authorisation was sought from the County Director of Education (CDE) of Baringo, followed by a request to the Sub-County Director of Education of Baringo Central Sub-County. The researcher then sought an appointment with the school head teachers and requested permission to collect data from the selected school. The researcher then proceeded to meet with the Grade Six class teachers and requested the contacts of the Grade Six parents to explain the purpose of the study. They were given the consent forms and then issued the questionnaires. The distribution of questionnaires to the parents was done with the assistance of a research assistant. The researcher also administered questionnaires to the Grade Six class teachers and conducted interviews with the head teachers in public primary schools in Baringo Central Sub-County, Kenya.

### **3.8 Data Analysis and Presentation**

According to Cohen et al. (2018), data analysis is the process by which raw data is inspected, cleansed, and interpreted to provide useful information for decision-making. After data collection, quantitative data from the respondents were analyzed. Once the data collection was done, the researcher analyzed quantitative data. Quantitative data were coded and entered into the Statistical Package for the Social Sciences (SPSS) version 29. Data accuracy was assessed by checking for any missing data and outliers. Descriptive statistics, including percentages and means, were used to summarize the data. Inferential tests including ANOVA, correlation, independent samples t-test, chi-square tests and Multiple linear regression was carried out to test the following null hypotheses; there is no significant relationship between parental empowerment through training and CBC implementation, there is no statistically significant relationship between parental empowerment through advocacy and the implementation of CBC, there is no statistically

significant relationship between parental empowerment through resourcing and CBC implementation and finally there is no statistically significant effect of parental empowerment through training, advocacy and resourcing on the implementation of CBC. The results were then presented in tables, bar graphs, and pie charts. Inferential statistics enabled the researcher to draw conclusions and make references about the larger population based on the sampled data (Bhandari, 2023).

**Table 6**

*Data Analysis and Summary of Variables*

<i>HO</i>	Hypothesis	Independent variable	Dependent variable	Type of data analysis
1	There is no statistically significant relationship between parental empowerment through training and the implementation of CBC	Training	Successful implementation of CBC	Percentages, Mean, Pearson Correlation
2	There is no statistically significant relationship between parental empowerment through advocacy and the implementation of CBC	Advocacy	Successful implementation of CBC	Mean, Percentages, Fishers Exact, Chi-Square, Pearson Correlation
3	There is no statistically significant relationship between parental empowerment through resourcing and the implementation of CBC	Resourcing	Successful implementation of CBC	Mean, Percentages, Pearson Correlation
4	There is no statistically significant relationship between parental empowerment through training, advocacy and resourcing on the implementation of CBC	Parental empowerment through training, advocacy and resourcing	Successful implementation of CBC	Multiple Linear Regression, ANOVA

*Source:* Author, (2025)

### **3.8 Ethical Considerations**

This study adhered to several ethical considerations required for the study. They are as follows;

Informed consent is necessary for any research (Cohen et al., 2018). The researcher also briefed the research participants on the purpose and the need for conducting the study. After briefing them, the researcher provided the research participants with consent forms to sign. The research participants were involved in data collection on a voluntary basis, and none of them was coerced throughout the study. The research participants were also allowed to withdraw from the study at any time if they wished.

Research Permit: The researcher first sought permission from IPGS, thereafter from the Scientific Ethical Review Committee (ISERC), and then applied for a permit from NACOSTI before conducting the research. The researcher then obtained a letter of introduction from the County Director of the Education Office. Since the researcher conducted the study in public primary schools, permission was sought from the school head teachers to conduct the study. Acknowledgement of sources was done. The researcher acknowledged all sources for the information provided in the study. All the citations for the information provided were included in the reference section, using APA 7<sup>th</sup> edition as per Kabarak University guidelines.

Privacy and confidentiality are fundamental in any study. According to Cohen et al. (2018), researchers are prohibited from revealing any personal information regarding respondents in a manner that might expose them (Cohen, 2018). In this case, the respondents were not allowed to write their names, the names of their schools, their email addresses, or their phone numbers on the questionnaires. Instead, the researcher wrote numbers on the questionnaires before distributing them for accountability purposes.

The research participants must be assured of safety throughout the study. In this case, the researcher met the respondents in school and at home for safety purposes. Data security is fundamental in any study. The respondents were assured that the information collected was only used for the study. The researcher limited access to data, which was stored separately from the research data, and passwords were used to keep the data in secure locations.

## CHAPTER FOUR

### DATA ANALYSIS PRESENTATION AND DISCUSSION

#### 4.1 Introduction

This chapter presents the findings from data collected through questionnaires administered to Grade Six parents and class teachers, as well as interviews conducted with head teachers in public primary schools in Baringo Central Sub-County, on the relationship between parental empowerment and the implementation of the Competency-Based Curriculum. It also includes the interpretation of the findings and discussions, based on the study's objectives. The analysis is structured around the four main objectives of the study. The data collected was coded into IBM SPSS Statistics 29 as categorical variables and cleaned for data analysis.

#### 4.2 Response Rate

This study targeted Grade Six parents, Grade Six class teachers and Head teachers in public primary schools in Baringo Central Sub-County. The response rate is shown in Table 7.

**Table 7**

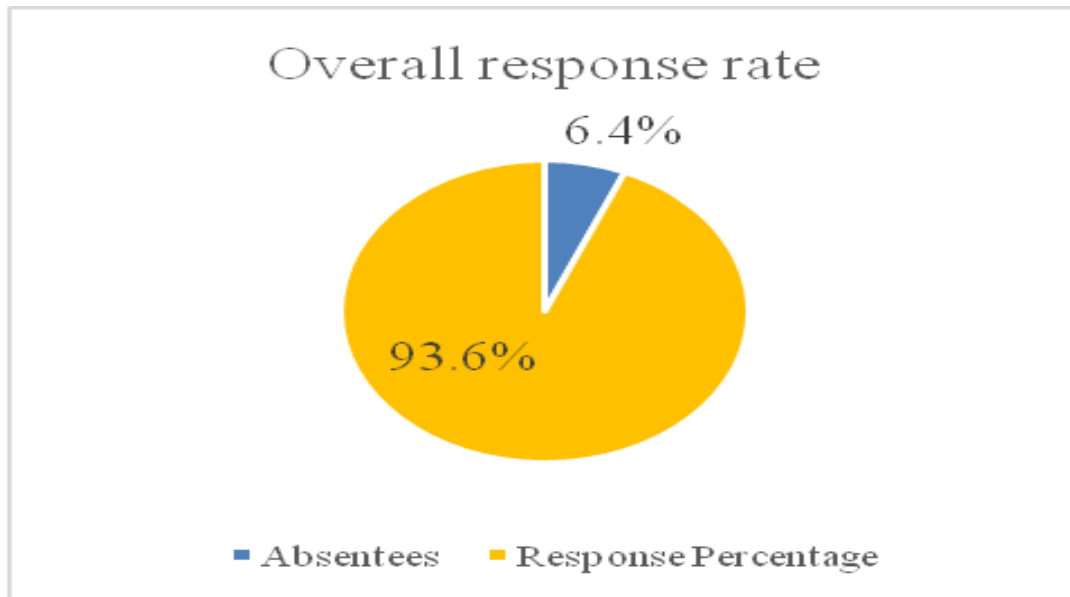
*Response Rate*

Participants	Target Sample	Actual Sample	Response Percentage
Grade Six parents	344	321	93.3
Grade Six class teachers	38	37	97.4
Head teachers	38	35	92.1
Total	420	393	93.6

*Source:* Researcher, ( 2025)

**Figure 1**

*Response Rate Pie Charts*



*Source:* (Microsoft Excel)

At the onset, the study targeted a total sample of 420 respondents including 344 Grade Six parents, 38 Grade Six class teachers and 38 school head teachers to provide information necessary for the relationship between parental empowerment and the implementation of CBC in public primary schools in Baringo Central Sub-County, Kenya. From the study, 321 out of 344 Grade Six parents and 37 out of 38 Grade Six class teachers filled in and returned questionnaires, while 35 out of 38 school head teachers were interviewed. This yields an overall response rate of 93.6% (393), which is acceptable and befitting for the study. According to Fincham (2008), a response rate of 70% and above is considered suitable for analysis and reporting using Microsoft Excel. Similarly, Sataloff and Vontela (2021) indicated that a response rate above 70% is considered excellent and adequate for generalizing the study's outcome. The high response rate can be attributed to the strict follow-up of the data collection process.

### 4.3 Demographic Information of the Respondents

Demographic information of the respondents examined included age, gender, level of education, occupation, years of experience as a head teacher and Grade Six teacher, and length of stay as a parent. This was crucial in assessing parental empowerment on the implementation of CBC in public primary schools in Baringo Central Sub-County. The results obtained were presented in the subsequent sections.

#### 4.3.1 Gender Distribution for the Respondents

The researcher sought to examine the respondents' gender. The information is summarized in Table 8.

**Table 8**

*Gender Distribution of the Respondents*

Gender	Grade Six parents		Grade Six Class teachers		School Head teachers	
	Frequency	Percentage	Frequency	Percentage	Frequency	Percentage
Male	122	38	19	51.4	30	85.7
Female	199	62	18	48.6	3	8.6
Total	321	100	37	100	33	94.3

*Source:* Researcher (2025)

The information in Table 8 shows that the study sample comprised a mixed-gender group of male and female Grade Six parents. As shown in Table 9, 199 (62%) of the 321 Grade Six parents were female, while only 122 (38%) were male parents. This means that the majority of female parents are more concerned with the education of their children than male parents. These findings are crucial in that they indicate a significant gap in gender parity regarding parental empowerment in CBC implementation. The findings also align with Caremdeem (2024), who noted that male and female parents differ significantly in their level of parental engagement in their children's education. Therefore, this study

concludes that there is a gender disparity in parental empowerment in CBC, which poses a danger to its implementation, as both genders should be equally involved.

The gender distribution for teachers and Head teachers differs from that of Grade Six parents. Table 9 shows that the majority, 51.4%, of male teachers were higher than the 48.6% of female teachers. Similarly, male head teachers comprised 85.7%, while only 8.6% were female head teachers. This means there is a gender inequality in employment and promotion among teachers and head teachers, respectively, in public primary schools, as the the majority of them are male. The findings are consistent with those of Akalla (2021), which indicated that male head teachers comprised the majority at 58%, while female head teachers were fewer at 42%. The reason for this is that leadership positions, such as headship and class teacher, in public primary schools are often associated with male teachers.

#### 4.3.2 Age Distribution of the Respondents

Table 9 provides a summary of the age distribution of all the respondents.

**Table 9**

*Age Distribution of the Respondents*

Age (Years)	Grade Six Parents		Grade Six Class Teachers		Head Teachers	
	Frequency	Percentage	Frequency	Percentage	Frequency	Percentage
Below 30	22	6.9	5	13.5	0	0
30 – 39	143	44.5	12	32.4	1	2.9
40 – 49	124	38.6	10	27.0	6	17.1
50 and above	32	10.0	10	27.0	26	74.3

*Source:* Researcher, (2025)

Table 9 presents a summary of the respondents' ages in the study. The age of the respondents was grouped into four age brackets: below 30 years, 30-39 years, 40-49 years, and 50 years and above.

Table 9 indicates that there were few parents on both extremes of the age groups, with 22 (6.9%) aged below thirty years and 32 (10%) aged above fifty years, as shown in Table 4.3. The majority of parents were aged between thirty and thirty-nine years, making up 44.5%, and 38.6% were aged between forty and forty-nine years. A large, youthful population of parents would be very vibrant and resourceful in implementing CBC, and is also easy to empower. This group is also digitally literate, making them easy to empower. Few parents, comprising 32 (10%), were above 50 years of age. This finding has implications for the study, as it suggests that youths can be easily empowered through CBC.

Similarly, the Grade Six class teachers are also youthful, comprising 72.5%, while only 27% were above 50 years. The head teachers are mostly aged over fifty years, accounting for 74.3% of the total sample, with no head teacher being below 30 years of age. This means that the majority of the head teachers had more experience in the teaching profession and could provide more information on parental empowerment in CBC in public primary schools in Baringo Central Sub-county. Additionally, they have experience with the 8.4.4 education system and CBC, which was an added advantage in providing solutions to policies on parental empowerment.

#### **4.3.3 Education Qualification of Parents and Class Teachers**

The education levels of Grade Six parents, Grade Six class teachers, and head teachers are as shown in Table 10, Table 11, and Table 12, respectively.

**Table 4***Education Qualifications of Grade Six Parents*

Highest Education Qualification	Frequency	Percentage
No formal Education	50	15.6
Certificate	178	55.5
Diploma	69	21.6
Bachelor's Degree	20	6.3
Master's Degree	4	0.9

The research findings in Table 10 show that the majority of the parents sampled had attained at least a certificate level of training, accounting for 55.5% of the total sample, while only 0.9% had a master's degree. A significant number of parents had no formal education, accounting for 15.6%. This indicates a mix of both semi-literate and literate parents. Those who have master's degree were guardians to pupils in primary schools in the urban zone. The fact that the majority of the parents we educated were in a better position to understand their roles in CBC means that they could provide information regarding their empowerment in CBC implementation in their respective schools. The education qualification of Grade Six class teachers is summarized in Table 11.

**Table 5***Education Qualifications of Grade Six Class Teachers*

Highest Education Qualification	Frequency	Percentage
P1 Certificate	13	35.1
Diploma	15	40.5
Bachelor's Degree	9	24.3

*Source:* Researcher, (2025)

A teacher's level of education is fundamental and influences their ability to impart knowledge to parents on the implementation of CBC. Table 11 indicates that the majority of the Grade Six class teachers held a minimum of a P1 certificate, constituting 35.1%, diploma holders were 40.5%, and those who attained a Bachelor's degree comprised 24.3%. These findings indicate that all Grade Six class teachers were qualified to teach in primary schools as stipulated in the TSC Act of 2012. None of the teachers pursued master's degree; this could be due to a lack of motivation in teacher remuneration. This means that, with their experience in teacher education training, they are likely to contribute positively to the implementation of CBC, according to Penual et al. (2017), as cited in Isoboke (2021).

**Table 12**

*Education Qualifications for Head Teachers*

Highest Education Qualification	Frequency	Percentage
Diploma	10	28.6
Bachelor's Degree	22	62.9
Master's Degree	3	8.6

School Head Teachers were found to have a bachelor's degree, with 62.9% holding a major in this field. However, 28.6% had a Diploma as their highest qualification, with only 8.6% having attained a master's degree, as shown in Table 12. This means the minimum education qualification of the head teachers was a diploma. These findings concur with a study conducted in Kericho County on the CBC determinants necessary for CBC implementation in public primary schools in Kericho County, Akalla (2021), which found that 88% of the head teachers had a minimum diploma. This means that the head teachers in this study had sufficient experience in managing public primary schools

and could provide sufficient information on parental empowerment in the implementation of CBC. Parent's occupation was also examined and is summarized in Table 13.

### 4.3.3 Grade Six Parents Occupation

**Table 13**

*Occupation of Grade Six Parents*

Occupation	Frequency	Percentage
Farmer	171	53.3
Teacher	62	19.3
Business	59	18.4
Nurse	2	0.6
Other	25	7.8

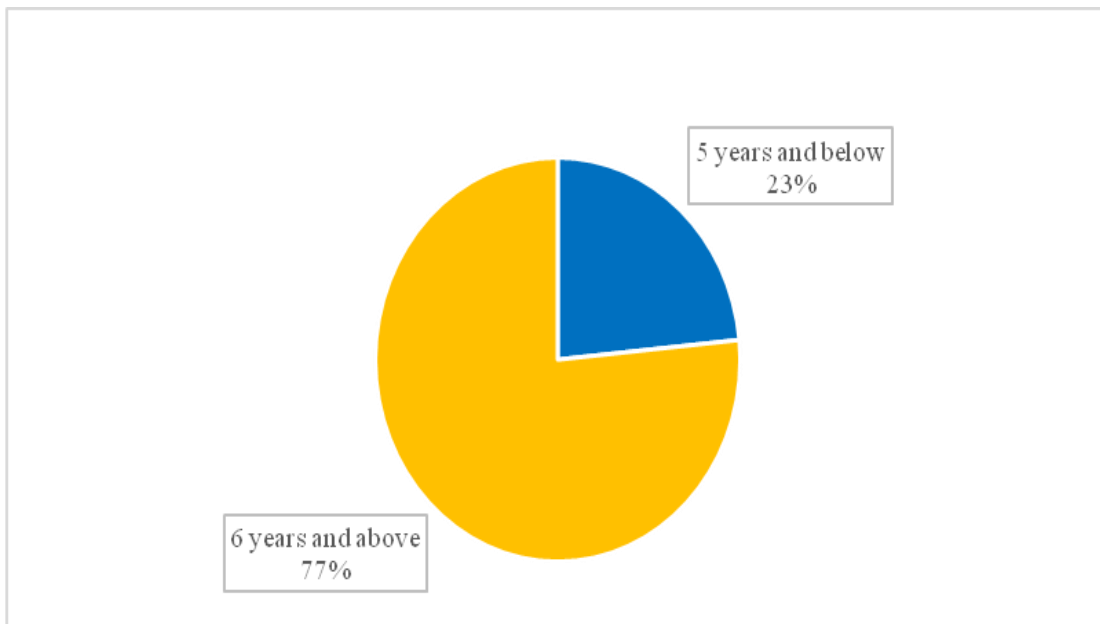
As shown in Table 13, the majority of parents identified their occupation as farmers, totaling 171 (53.3%). Teachers and those in business make up 19.3% and 18.4% of the sample, respectively. The farmers are a mix of both small and large-scale farmers whose earnings vary. This could suggest that their occupation may affect their empowerment in terms of providing resources and their availability in supporting their children. The findings concur with Mutea (2021), who found that parental involvement in their children's education was low among poor parents, as they prioritize basic needs, which has affected curriculum implementation. The findings are similar to those of Guyo et al. (2022), who revealed that parental occupation affected their involvement. They further claimed that parents were too busy to spend time with their children. The findings contradict those of Ngare et al. (2017), who found that parents' occupation did not have a significant relationship with learners' performance in secondary schools in Nyamira.

#### 4.3.4 Length of stay of Grade Six Parents

The years of experience of Grade Six parents, Grade Six class teachers and head teachers in the current school were examined. Figure 3 shows that the majority of parents, 76.56%, had pupils at the current school for over six years. Those who had pupils for less than 5 years at the current school were 23%. This indicates that all parents were in a position to provide feedback on the empowerment in CBC, given the time they have had pupils in the school, during which they may have been involved in parental empowerment avenues.

**Figure 2**

*Length of Stay of Grade Six Parents in the Current School*



Source : (IBM SPSS Statistics 29)

#### 4.3.5 Teaching Experience for Head Teachers and Grade Six Class Teachers

**Table 14**

*Experience of Head Teachers at Current School*

Duration	Frequency	Percentage
Below 5 years	5	14.3
5 to 9 years	7	20.0
10 years and above	23	65.7

Table 14 indicates that a total of 23 (65.7%) school head teachers had been in their current role for over 10 years, 7 (20%) for five to nine years, and the remaining 5 (14.3%) had led their current institutions for under five years. This means that all the head teachers have sufficient experience to provide information on the extent to which parents have been empowered in implementing CBC, as it is expected that by this time, they have utilized the parental empowerment strategies. The different ages in service were important since they are in a better position to express themselves depending on their experience.

**Table 6**

*Grade Six Class Teachers' Working Experience*

Duration	Frequency	Percentage
5 years and below	9	24.3
6 to 10 years	9	24.3
Above 10 years	19	51.4

Table 15 shows that 19 (51.4%) of the Grade Six class teachers indicated having served as teachers for over 10 years, while only 9 (24.3%) had either been teaching for less than 5 years or between 6 and 10 years. These numbers indicate a higher level of experience and greater exposure to the CBC, as most teachers and school heads have been teaching since the rollout of the curriculum. Teachers have already been working since the introduction of parental empowerment guidelines (KICD, 2019), which puts them in a better position to provide feedback on how they have utilized parental empowerment strategies in their schools.

## 4.4 Parental Empowerment through Training and the Implementation of CBC

### 4.4.1 Descriptive Statistics on Parental Empowerment Through Training

The first objective sought to examine the relationship between parental empowerment through training and 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 to help establish whether parents were being empowered through various training methods, as measured by computing their composite scores and taking their average. Scores with an average of 3.4 and above are considered to suggest a high level of agreement with the overall items, while scores below 3.4 indicate uncertainty or disagreement.

**Table 16**

*Parental Empowerment through Training*

Training Empowerment	SD (%)	D (%)	U (%)	A (%)	SA (%)	Mean
I have attended various training sessions organized by the school on CBC	12.5	33.0	5.6	34.3	13.1	3.03
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 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 aimed to determine whether parents had attended various trainings organized by the school on CBC. The question had a mean score of 3.03, indicating that the majority of respondents disagreed. 33% Disagreed, 12.55% strongly disagreed, while 5.65% 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 aimed to determine whether the respondents had received training on how to assist a child with schoolwork. This means that the majority, at 54.9%, agreed, and 24.9% strongly agreed.

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 aimed to determine whether parents had access to information on how to review their children's schoolwork. The question had a mean score of 3.18, which means that the majority disagreed, at 38.9%, while 6.2% were undecided. However, a considerable number, 43.9%, agreed with the question. Question four had a mean of 3.18, which investigated whether parents receive information on how to monitor their child's schoolwork. This suggests that the majority, 39.3%, agreed, 14.6% disagreed, while 6.2% were undecided, 11.5% strongly disagreed, and 27.4% disagreed.

Question five sought to investigate whether parents are allowed 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%) disagreed, while 17.4% strongly disagreed. Generally, the parents showed uncertainty regarding their empowerment through training on CBC, with the composite score averaging 3.2942, as shown in Table 18. Question six has a mean of 3.05, seeking to find out whether parents participate in ensuring the effectiveness of CBC

implementation through training. Suggesting that the majority of the parents of about 39.9% either disagree or strongly disagree, while 10.3% undecided. This means that parents in public primary schools have not received training on implementing the CBC. The composite score for teacher’s responses on parent empowerment through training is shown in Table 17.

**Table 7**

*Composite score for Training Construct by Teachers*

Construct	Mean
Empowerment Through Training	2.8843

Similarly, according to the Grade Six class, teachers showed that parent training had not been adequately 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 align with a study in Uganda by Bavungempore and Ngabonziza (2024) on the challenges hindering parents from effectively participating in CBC.

They found out that 49.30% of the parents had not received training on CBC implementation. This prevented parents from assisting their children with homework. These findings align with Kadau (2023), who explored the reasons for low parental involvement in CBC. The study findings revealed that parents did not receive training on curriculum implementation, making it difficult for them to assist their children with 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 for them to participate in their children's education. Based on the findings of these studies, we can conclude that the majority of parents have not been trained on CBC implementation in public primary schools, and that the successful implementation of CBC is dependent on training. This study implies that CBC will not be effectively implemented in public primary schools in Kenya if parents are not adequately trained. Consequently, parents will not be active stakeholders in playing their role in CBC. It is therefore important for schools to prioritize parental training.

**Table 8**

*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
Total	35	100

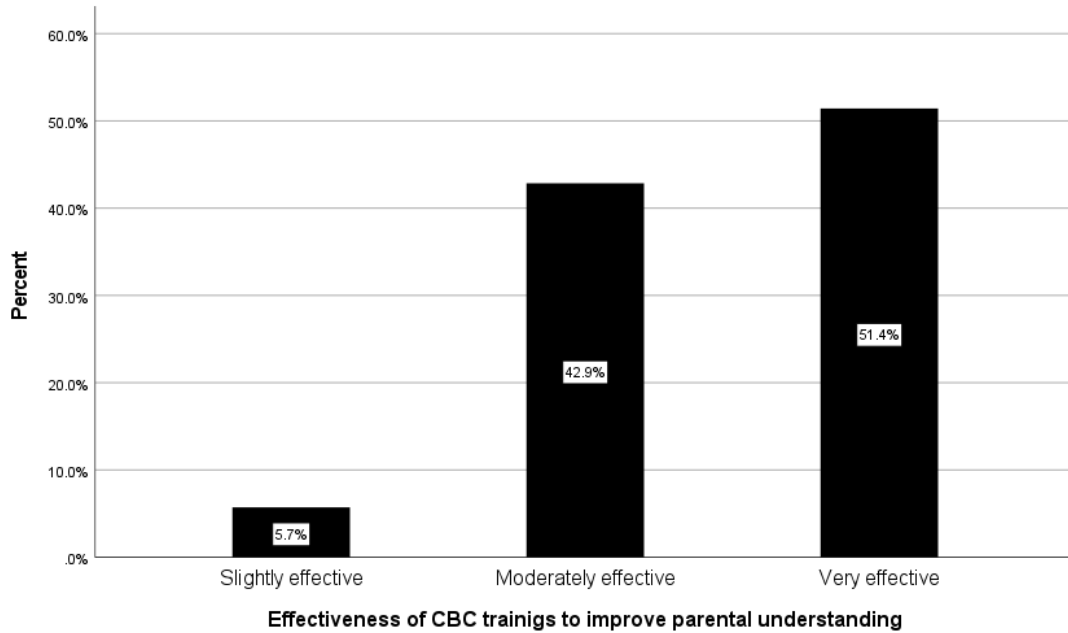
Source: Researcher,(2025)

According to Table 18, as reported by the school heads, there are no frequent training sessions organized by the school for parents on matters related to CBC. 91.4% of the interviewed school heads have these sessions only done once every school term, and some, 5.7%, have them only once every academic year. This means that schools in public primary education do not frequently organize parent training sessions, which will affect their involvement in school activities.

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

**Figure 3**

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



Source : (IBM SPSS Statistics 29)

**Table 19**

*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
	35	100

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% of the head teachers, who indicated that the training is very effective, and 42.9% suggested that it is moderately effective. Only 5.7% of the heads were of the contrary opinion. This is

shown in Table 19. These findings are similar to those of Mwarari et al. (2021), who examined the challenges teachers face in implementing the CBC in public primary schools in Nyeri and Nairobi County. The findings indicated that the majority of parents had not received training on CBC matters. This hindered them from checking their children's schoolwork, assisting with their children's assignments, and attending school meetings. This implies that a lack of parental training hinders the achievement of CBC success.

#### **4.4.3 Relationship between Parental Empowerment through Training and the Implementation of CBC**

The Pearson Correlation test was conducted on the composite scores for training variables and CBC implementation. The null hypothesis states that there is no statistically significant relationship between parental empowerment through training and the implementation of CBC. According to Tabachnik & Fidell (2019), a correlation coefficient above 0.75 is considered a strong correlation, while one between 0 and 0.3 is considered a weak correlation. The findings are shown in Table 20.

**Table 20**

*Correlation between Parental Training and CBC Implementation*

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

*Source:* (Researcher, 2025)

Table 20 indicates that the test yielded N = 36, R = 0.678, and P-value < 0.001. The correlation coefficient, R, of 0.678 indicates a strong positive linear relationship 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 statistically significant relationship between parental empowerment through training and CBC implementation in public primary schools in Baringo Central Sub-County. This means that CBC cannot succeed without prioritizing parent training. These findings align with those of Ayako et al. (2024), who conducted a study on the mental well-being of parents during 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 about the new curriculum. The study emphasized the importance of parental education through training and workshops, highlighting the benefits of parental involvement. These findings align with Epstein's theory on the need to provide parents with training on their role, enabling them to be effective and proactive stakeholders in curriculum implementation (Epstein, 2009). This study concludes that a lack of training will affect parental engagement in children's education, hence hindering the success of CBC.

#### **4.4.4 Impact of Parental Training Attendance on Attitude towards CBC Curriculum**

The majority of Grade Six parents indicated that they attended trainings organized by the school on CBC, but they also indicated at a high level that, despite attending sessions, their attitude towards the CBC curriculum remains negative. This is as shown in the cross-tabulation in Table 21.

**Table 21***Training Attendance and Attitude towards CBC Curriculum Cross Tabulation*

Attended trainings	Have a positive change of attitude towards the CBC Curriculum					
	Strongly Disagree	Disagree	Undecided	Agree	Strongly Agree	Total
Strongly Disagree	9 (2.9%)	10 (3.2%)	3 (1.0%)	7 (2.3%)	10 (3.2%)	39(12.6%)
Disagree	23 (7.4%)	49 (15.9%)	6 (1.9%)	16 (5.2%)	8 (2.6%)	102 (33.0%)
Undecided	7 (2.3%)	3 (1.0%)	4 (1.3%)	2 (0.6%)	2 (0.6%)	18 (5.8%)
Agree	21 (6.8%)	59 (19.1%)	7 (2.3%)	13 (4.2%)	8 (2.6%)	108(35.0%)
Strongly agree	15 (4.9%)	15 (4.9%)	2 (0.6%)	4 (1.3%)	6 (1.9%)	42 (13.6%)
Total	75(24.3%)	136(44.0%)	22 (7.1%)	42(13.6%)	34(11.0%)	309 (100%)

Source: Researcher, (2025)

A total of 21 (6.8%) of the sampled parents who had agreed to attend training strongly disagreed with having a positive change in attitude on CBC, while 59 (19.9%) disagreed. Only 13 (4.2%) and 8 (2.6%), respectively, who attended the training agree or strongly agree that they experienced a positive change in attitude towards the curriculum. The findings concur with findings reported by Waruingi et al. (2022), who conducted a study on the challenges head teachers experienced in the implementation of CBC. The study findings revealed that parental attitude on CBC affected their empowerment.

Parents who were interviewed expressed their concerns and claimed that they did not attend parent training sessions in schools because they did not want to participate in the CBC. This has implications for this study; schools might organize effective parent

training sessions, but parents' attitudes still hinder them from being empowered. This is an issue that creates a gap that should be addressed.

A Chi-Square test of independence was conducted to check the statistical significance of the projected relationship, and the results are shown in Table 22. The Null hypothesis tested states that there is no significant relationship between training attendance and parental attitude towards the CBC curriculum.

**Table 9**

*Impact of Training attendance on attitude towards CBC Curriculum*

Statistic	Value	Degrees of Freedom	P-value
Pearson Chi-Square	33.136	16	0.007
Likelihood Ratio	30.120	16	0.017
Linear by Linear relationship	3.802	1	0.51
N	309		

The test produced the following results:  $\chi^2 = 33.136$ ,  $N = 309$ , and  $P\text{-value} = 0.007$ , as shown in Table 22. Since the p-value is less than the level of significance (0.05), we reject the null hypothesis and conclude that there is a statistically significant relationship between parental training attendance and parental attitude towards the CBC curriculum. This means that when parents are trained, there is a change in attitude.

## **4.5 Parental Empowerment through Advocacy and the Implementation of CBC**

### **4.5.1 Descriptive Statistics**

The second objective was to assess the relationship between parental empowerment through advocacy and the implementation of CBC. Advocacy as a strategy for parental empowerment in CBC implementation was also assessed to determine its existence. Scores with an average of 3.4 and above are considered to suggest a high level of

agreement with the overall items, while scores below 3.4 indicate uncertainty or disagreement.

**Table 23**

*Descriptive Statistics of Parental Empowerment through advocacy*

Advocacy Empowerment	SD (%)	D (%)	U (%)	A (%)	SA (%)	Mean
The school has a well-established communication channel for parents	3.8	11.7	1.9	54.9	27.6	3.91
The school organizes parent and teacher meetings and conferences	3.1	10.0	1.6	53.6	31.8	4.01
I receive information about school policies, programs and activities	3.2	6.0	4.7	54.6	31.5	4.05
I am aware of the importance of providing my child with security	0.6	2.5	1.9	49.1	45.9	4.37
It is important to participate in my roles in CBC	2.2	2.8	3.1	51.2	40.6	4.25
Empowerment through advocacy average score						4.118

*Source:* Researcher (2025)

Table 23 presents the questions parents were asked regarding parental empowerment through advocacy for the implementation of CBC. The first question sought to determine whether the school has well-established communication channels for parents. This had a mean score of 3.91, showing that the majority of respondents agreed at 54.9%, 27.6% strongly agreed, 3.8% strongly disagreed, 11.7% disagreed, and 1.5% were undecided. The second question revealed that the majority of respondents agreed that the school organizes parent-teacher conferences, with a mean score of 4.01. This indicates that the majority agreed at 53.6%, while 31.8% strongly disagreed, 3.1% strongly disagreed, and 10.0% disagreed.

This could suggest that public primary schools' administrators are concerned with parental empowerment. The third question aimed to determine whether parents receive information on school policies, programs, and activities. This indicated a mean score of 4.05, which implies that the majority of the respondents (54.6%) agreed, and 31.5% strongly agreed. However, 3.2% strongly disagreed, and 6.0% disagreed, which could suggest that they do not have phones and do not receive information from school. Question four aimed to determine whether parents consider it important to provide their children with security.

This question had a mean score of 4.37, which means that the majority of respondents agreed and strongly agreed, at 49.1% and 45.9%, respectively. Question five found that the majority of parents find it important to participate in their roles in CBC, with a mean score of 4.25, suggesting that 51.2% agree and 40.6% strongly agree. However, a considerable number of parents, approximately 5.0 cumulatively, disagreed, making it an area for improvement and further study, according to 310 Grade Six parents. The overall assessment indicates high levels of agreement with the question of whether parents are empowered through advocacy, with an average composite score of 4.1181, as shown in Table 26.

This means parents in public primary schools have been empowered through advocacy on the implementation of CBC. The findings agree with a study conducted in Brazil by Oliveira et al. (2025), who indicated that communication between parents and teachers enables parents to be aware of their children's progress and areas for improvement. They further argued that inconsistent communication between teachers and parents leads to disengagement. It is, therefore, important for schools to empower parents through advocacy. The study further employed inferential statistics, such as the chi-square test and Fisher's Exact test, to achieve its objectives effectively.

#### 4.5.2 Association between Presence of Communication Platforms and Parental Awareness of School Policies, Programs, and Activities

Using the responses by Grade Six class teachers, a Fisher’s Exact Chi-square test was conducted at a 95% confidence level to test the hypothesis that there is no significant association between the presence of communication platforms and parental awareness of policies, programs, and activities, and generated the following results;

**Table 10**

*Association between Presence of Communication Channels and Parental Awareness in School Policies, Programs, and Activities*

Statistic	Value	Degrees of Freedom	P-value
Pearson Chi-Square	13.172	9	0.155
Likelihood Ratio	14.321	9	0.122
Fishers Exact Test	11.235		0.157
Linear by Linear Association	5.321	1	0.21
N	37		

*Source:* Researcher, (2025)

Fisher’s Exact Chi-square test statistic,  $\chi^2 = 11.235$ , N= 37, and P-Value = 0.157 as shown in Table 24. At 5% level of significance, the p-value is greater than 0.05. Therefore, we failed to reject the null hypothesis and conclude that there is no significant association between the presence of communication channels and parental awareness of policies. This means that the channels in place have not been successful in increasing parental awareness of school policies, programs, and activities. This could be a result of a lack of consistent communication channels among stakeholders. The findings are similar to those of the study by Kinyua (2025), who explored the challenges of parent-teacher partnership in CBC. The study findings showed parents experienced poor

communication about school updates. Teachers indicated that a lack of consistent channels of communication has made it difficult to update parents on time. A case study conducted in Tanzania on strategies to enhance parental involvement by Assey (2022) emphasized the need for a clear communication channel to facilitate CBC and enhance parent-teacher collaboration. The study therefore concludes that schools should endeavour to establish reliable communication channels, as a lack of them might lead to poor parental support and a lack of strong parent-teacher collaboration, hence affecting curriculum implementation.

#### **4.5.3 Relationship between Parental Empowerment Through Advocacy and the Implementation of CBC**

The relationship between advocacy and CBC implementation was assessed using the Pearson Correlation test. The null hypothesis tested was that there is no statistically significant relationship between parental empowerment through advocacy and the implementation of CBC.

**Table 25**

*Correlation between Parental Empowerment through Advocacy and CBC Implementation*

Scale	Implementation of CBC	
Advocacy	Pearson Correlation	0.668
	P-value	<0.001
	N	36

*Source:* Researcher (2025)

The correlation coefficient is  $R = 0.668$ , with a  $p$ -value  $< 0.001$ , suggesting a statistically significant relationship. Since the  $p$ -value is less than the level of significance, we reject

the Null hypothesis and conclude that there is a statistically significant relationship between parental empowerment through advocacy and CBC implementation. The correlation coefficient,  $R = 0.668$ , indicates a strong positive linear relationship between advocacy and CBC implementation. These findings are consistent with those of Mwarari et al. (2021), who revealed that parents did not effectively play their roles in CBC due to a lack of timely information from the school. The findings are also similar to those of Wairimu (2022), who revealed that the majority of parents did not receive adequate advocacy from the school through communication on school programs. Parents claimed that they did not receive timely communication regarding their child's needs, which negatively impacted parent-teacher collaboration. Therefore, there is a need to provide parents with advocacy for the successful implementation of CBC.

#### 4.5.4 Parent-Teacher Meetings and CBC Implementation Involvement by Parents

According to the cross-tabulation below, 74.2% of the school heads indicated that parent-teacher meetings are organized by their schools, but only attract moderate to slight parent involvement.

**Table 26**

*Parent-Teacher Meetings and CBC Implementation Cross Tabulation*

Parent-Teacher meetings	Parents involved in CBC implementation				Total
	Slightly Involved	Moderately involved	Very Involved	Extremely Involved	
Rarely	0	1 (2.9%)	0	0	1 (2.9%)
Occasionally	6 (17.1%)	6 (17.1%)	2 (5.7%)	0	14 (40%)
Frequently	2 (5.7%)	9 (25.7%)	5 (14.3%)	0	16(45.7%)
V. Frequently	0	2 (5.7%)	1 (2.9%)	1 (2.9%)	4 (11.4%)
Total	8 (22.9%)	18 (51.4%)	8 (22.8%)	1 (2.9%)	35 (100%)

According to Table 26, 2.9% of the head teachers believe that parents are extremely empowered through resourcing in the CBC implementation, while a majority, 51.4%, think that parents are only moderately empowered through resourcing in the curriculum implementation. In cases where parent-teacher meetings are rarely held, parental involvement is only moderate, as stated by 2.9% of the school head teachers. The findings also indicate that parent-teacher meetings are held either frequently or occasionally, with 45.7% and 40% of the responses, respectively, from the head teachers. Furthermore, when these meetings are held frequently, 25.7% of the responses indicated that parents are mainly only moderately involved in the CBC implementation.

This suggests that when parents are empowered through parent-teacher meetings, they tend to be more involved, which leads to the success of CBC. These findings align with a study by Kagosi et al. (2021) on parental contributions to curriculum implementation in secondary schools in Tanzania. The study revealed that 90% of parents attended parent-teacher meetings at school once a year. They discovered that parents who did not attend other meetings were provided with information by parents who had attended the meetings. However, the study indicates that parent-teacher meetings enhance parental support in CBC and school-home collaboration. The findings align with those of Njeri and Kirimi (2023), who reported that 66.7% of the head teachers held parent meetings once a year, while 33.3% held them twice every term. The study concludes that parent meetings enhance their participation in implementing the CBC.

**Table 27***Parent-Teacher Meetings and CBC Implementation Chi-square*

Statistic	Value	Degrees of Freedom	P-value
Chi-Square	11.883	9	0.208
N	35		

*Source:* (Researcher, 2025)

A Chi-Square test of independence was conducted, generating the following results:  $\chi^2 = 11.883$  and  $P\text{-value} = 0.208$ , as shown in Table 27. This implies that there is no statistically significant relationship between the frequency of parent-teacher meetings and parental involvement in CBC implementation. This study disagrees with that of Byejwe and Mwila (2025) in Tanzania, which observed active parental support and an increase in student outcomes among 68% of parents who attended parent-teacher meetings. They went further to say that the increase in parent-teacher meeting attendance was a result of intensive communication methods. They further found that parent-teacher meetings help enhance parent-teacher collaboration.

#### **4.6 Parental Empowerment in Resource Provision and the Implementation of CBC**

##### **4.6.1 Descriptive Statistics for Parental Empowerment in Resource Provision**

The third objective was to examine the relationship between parental empowerment in resource provision and the implementation of CBC in public primary schools in Baringo Central Sub-County. There are various ways that parents have been empowered to provide resources to the schools for the successful implementation of CBC. These included providing required resources, volunteering, participating in decision-making, such as being part of the Board of Management, and monitoring the use of resources in the school. These were examined because parents are key stakeholders when it comes to

curriculum implementation, and resources such as finances, human resources, and materials are crucial for the effective implementation of CBC (Njati & Ileri, 2022).

**Table 28**

*Effectiveness of Parental Empowerment in Provision of Resources*

Resource provided	Slightly Effective (%)	Moderately Effective (%)	Very Effective (%)	Extremely Effective (%)	Mean
Providing required resources	23.5	47.1	26.5	2.9	3.09
Volunteering	8.8	26.5	44.1	20.6	2.76
Participating in decision-making (e.g., BOM)	0.0	25.7	68.6	5.7	3.80
Monitoring resource use	3.1	50.0	40.6	6.3	3.50

Source: Researcher, (2025)

According to the 35 school heads, as shown in Table 28, parents are perceived to effectively participate in all ways of empowering parents in resource provision, except for providing the required resources and volunteering resources for CBC implementation. Participation of the parents in decision making was the most effective with an average score of 3.80, which means the majority of the respondents, at 68.6% indicated that it was very effective, followed by monitoring of resource use, with a score of 3.50, 40.6% indicating that it is very effective, and 6.3% indicating it is extremely effective. Volunteering by parents was the least effective, with a score of 2.76, suggesting that the majority disagreed, followed by providing required resources, with a mean score of 3.09.

The study aligns with that of Mulinya and Kimotho (2024), who reported that 78% of parents were unable to provide their children with learning materials, and 62% of parents

had limited access to learning resources. This affected the teaching and learning process. The study findings also agree with a study conducted in Vihiga County on the influence of parent volunteering in school activities on Mathematics by Kwendo and Ngwacho (2022). The study found that parents who did not volunteer in school activities were unable to assist their children with a number of tasks. This study concludes that parents should be encouraged to volunteer in providing resources for the success of CBC implementation.

**Table 29**

*Descriptive Statistics for Resourcing items*

Resourcing Empowerment	SD	D	U	A	SA	mean
	%	%	%	%	%	
I provide my child with teaching and learning materials	0.6	3.4	2.5	54.7	38.8	4.28
I take part in school meetings in decision-making	0.6	6.4	6.1	54.6	32.2	4.11
I volunteer in school in providing resources required	3.8	13.9	11.4	49.5	21.5	3.71
I mobilize resources required in school	3.8	14.9	12.7	51.3	17.4	3.64
I monitor use of resources in school	8.2	25.9	12.0	39.7	14.2	3.26
Average score for empowerment through resourcing						3.797

*Source:* Researcher, (2025)

Table 29 shows that there are mixed views on monitoring the use of resources by Grade Six parents at school, with a mean of 3.26, and 46.1% cumulatively either strongly Disagreeing, Disagreeing, or Undecided. The other majority, 53.9%, however, agrees with the statement. Regarding the other items, including providing the child with learning materials, participating in decision-making, volunteering required resources, and mobilizing resources in school, there is a clear majority agreement, with composite mean

scores of 4.28, 4.11, 3.71, and 3.64, respectively. Their individual choices are shown in Table 29. According to the parents, they generally consider that they are fully empowered through resourcing for the implementation of CBC. The average score for all items under resourcing was approximately 3.80, indicating generally higher levels of agreement.

These findings are similar to a study conducted in Bungoma on parental participation in resourcing in CBC (Amagove et al., 2024). The study found that parents actively provided their children with learning resources at a mean of 4.48. They also demonstrated consistency in providing human resources for education, and they participated in school fundraising and meetings when requested. This helped strengthen school development, thereby contributing to CBC's success.

#### **4.6.2 Relationship between Parental Empowerment in Resource Provision and the Implementation of CBC**

Pearson correlation was used to examine the relationship between parental empowerment through resourcing and the implementation of CBC. The results are shown in Table 30.

**Table 30**

*Correlation between Resource Provision and CBC Implementation*

Correlation Coefficient	0.341
P-value	0.039
N	37

*Source:* Researcher (2025)

The correlation coefficient,  $R=0.341$ , with a p-value of 0.039. The significant p-value indicates a statistically significant relationship between parental empowerment in resource provision and the implementation of CBC, as shown in Table 30. There is a weak positive linear relationship between the two constructs, as indicated by the 95%

confidence interval for the true correlation coefficient. Therefore, the null hypothesis was rejected and it was concluded that there is a statistically significant relationship between parental empowerment in resource provision and the implementation of CBC.

The findings are consistent with a study conducted by Isobo (2022) on the association between teacher preparedness and CBC implementation. The study examined the challenges teachers faced while implementing the CBC. One major challenge was the lack of infrastructure, including classrooms, chairs, tables for learners, and teaching resources such as workbooks. This hindered the implementation of CBC. Similarly, a case study was done in Rwanda by Mugabo et al. (2021) to explore the relationship between school profiles and their capacity to implement CBC. The study revealed that challenges such as inadequate teaching and learning resources affected the implementation of CBC. These findings indicate the importance of having adequate teaching and learning resources in schools for effective curriculum implementation. The study concludes that primary schools in Kenya do not have adequate resources necessary for CBC, and there is a dire need to engage all stakeholders, especially parents.

#### **4.7 Effect of Parental Empowerment through Training, Advocacy and Resource Provision on the Implementation of Competency Based Curriculum**

The fourth objective was to examine the effect of parental empowerment through training, advocacy, and resource provision on the implementation of CBC. To measure the levels of empowerment that, when achieved, will lead to the success of the CBC curriculum in terms of implementation, a multiple linear regression analysis was carried out with parental Training, Advocacy, and Resource provision composite scores as the independent variables, while the score for CBC implementation served as the response variable. The null hypothesis states there is no significant effect of parental

empowerment through training, advocacy, and resource provision on the implementation of CBC. The test produced the following results;

#### 4.7.1 Regression Analysis

**Table 31**

*Regression Analysis Summary*

R	R Square	Adj. R Square	Standard Error
0.780	0.609	0.571	0.51466

Source: Researcher, (2025)

The model's coefficient of determination, R Square = 0.609. This shows that the three constructs, training, advocacy, and resource provision, explain approximately 61% of the successful implementation of CBC. The correlation coefficient, R = 0.780, shows a strong positive linear relationship between the CBC implementation score and the three constructs. This is in accordance with Tabachnick and Fidell (2019), who stated that a correlation coefficient above 0.75 indicates a strong linear relationship.

**Table 11**

*Model Significance – ANOVA Table*

Source	Sum of Squares	Degrees of freedom	Mean Square	F-test	P-value
Regression	12.786	3	4.262	19.090	<0.001
Residual	8.211	31	0.265		
Total	20.997	34			

Source: Researcher, (2025)

From the ANOVA table 32, the regression model is significant at a 95% confidence level, with a p-value < 0.001, F=16.090, and df= (3, 31). Since the p-value is less than the level

of significance, 0.05, we fail to reject the null hypothesis and conclude that there is a statistically significant effect of parental empowerment through training constructs, training, advocacy, and resource provision on the successful implementation of the CBC.

#### 4.7.2 Regression Coefficients

**Table 12**

*Regression Coefficients*

Variable	Coefficient	T-test	P - value
Training	0.316	2.633	0.013
Advocacy	0.438	3.225	0.003
Resource provision	0.006	0.082	0.935
Constant Term	0.717	1.685	0.102

*Source:* Researcher, (2025)

The coefficients in Table 33 show that the CBC implementation score stands at 0.717 when all the factors, in this case, training, advocacy, and resource provision, are not considered. A unit increase in the training score leads to a 0.316-unit increase in the CBC implementation score, while a unit increase in the advocacy score increases the implementation score by 0.438 units. Lastly, a unit increase in empowerment score increases the CBC implementation score momentarily by 0.006; however, this change is not statistically significant.

It is possible to predict the level of CBC implementation using respective composite scores for parental empowerment, which include training, advocacy, and resource provision. When all three are successfully achieved, CBC implementation will also be successful. The following mathematical model can therefore be used to assess the success of CBC implementation.

$$Y_c = 0.717 + 0.316X_1 + 0.438X_2 + 0.006X_3$$

Where;  $Y_c$  = CBC

$X_1$  = Training score

$X_2$  = Advocacy Score

$X_3$  = Resource provision score

The Composite Score is the level of CBC implementation, comprising the Training Score, Advocacy Score, and Resource Provision Score, which are the composite scores from all items used to assess parental empowerment through training, advocacy, and resource provision, respectively. Studies have established the connection between parental training, resource provision, and advocacy and the success of CBC. The findings concur with Syomwene (2017), who established that parent training on skills and knowledge leads to successful curriculum implementation.

Parents require advocacy for the success of CBC. This can be achieved through various means, such as communication from the school, programs, activities, and informing them of the importance of parental participation, among others (KICD, 2019). According to Assey (2022), there is a need to provide parents with clear information on school requirements for the effective implementation of CBC.

The success of CBC implementation depends on the availability of resources, such as human resources, finances, and materials (Njeru & Kirimi, 2023). Different stakeholders, such as parents, play a crucial role in determining resources in schools. According to Dingili and Yungungu (2023), the availability of learning resources helps enhance learners' outcomes in primary schools. A study by Mgayo and Onyango (2022) revealed the strategies schools in Tanzania employed in resource mobilisation. They discovered

that parents were involved in securing resources for curriculum implementation through fundraising. This was because they could not depend only on government support, thus improving teaching and learning. This study concludes that when parents are empowered through training, advocacy, and resource provision, there is a positive effect, and that CBC will be successful. Therefore, schools must prioritize parental empowerment.

## **CHAPTER FIVE**

### **SUMMARY, CONCLUSIONS AND RECOMMENDATIONS**

#### **5.1 Introduction**

This section provides a summary of the study's major findings, conclusions, and recommendations. The summary was presented in accordance with the study's objectives. The summary of the major findings aids in making conclusions and recommendations. Suggestion for further study is also included in this section.

#### **5.2 Summary of the Major Findings**

The first objective sought to examine the relationship between parental empowerment through training and the implementation of CBC in public primary schools in Baringo Central sub-county. According to Grade Six parents, there is a low level of satisfaction with the training sessions organized by the schools in the study area. The majority of parents and grade six class teachers showed that they believe the training has not been adequately achieved. For instance, the majority of parents, approximately 48.2%, indicated that they were given little to no opportunity to provide feedback on the training and CBC as a whole. This reduced their participation as key stakeholders in the CBC implementation.

The majority of the head teachers in Baringo Central sub-county, at about 91.4%, only organize training sessions for parents once a year. This sparse distribution of the training sessions would later prove ineffective for the parents, as continuous sensitization on the implementation of CBC is key. The majority of head teachers (51.4%) indicated that training sessions are effective in improving parental understanding of CBC. In addition, the study found a statistically significant relationship between parental empowerment through training and the implementation of CBC in public primary schools in Baringo

Central Sub-County, with a significance value of  $0.001 < 0.05$ . This shows that only if parents are well-informed and equipped with the necessary information, they will be able to contribute positively towards the success of CBC in public primary schools in Baringo Central Sub-County.

The second objective was to assess the relationship between parental empowerment through advocacy and the implementation of CBC. Parent-teacher meetings, effective communication platforms, awareness of school policies, programs, and activities, the importance of providing children with security, and the importance of parents participating in their roles, among other forms of advocacy, were found to be well implemented and achieved in public primary schools in Baringo Central Sub-County. The majority of parents showed that they find it important to participate in their roles at CBC. Male and female parents were equally empowered in advocacy. The research hypothesis for this study stated that there is no significant relationship between parental empowerment through advocacy and the implementation of CBC, with a p-value of 0.001. The research null hypothesis was therefore rejected. This implies that if advocacy is conducted properly, a significant milestone will be achieved towards the success of the CBC curriculum. Schools should therefore endeavour to provide parents with advocacy.

The third objective sought to examine the relationship between parental empowerment through resource provision and the implementation of CBC in public primary schools in Baringo Central sub-county. According to the 35 school heads, parents are perceived as effectively participating in all aspects of providing resources, except for providing the required resources and volunteering to provide the required resources for CBC implementation. The inability of parents to provide resources is a result of the majority of them being small-scale farmers and having low literacy levels. The impact of resourcing on the implementation of CBC in Baringo Central Sub-County was found to

be very weak and barely significant, with p value of 0.39. The research null hypothesis for this objective was rejected, concluding that there is a significant relationship between parental empowerment in resource provision and the implementation of CBC. The incapacity and inability of parents to fully participate in the provision of resources, including materials, volunteering, decision-making, and resource mobilization, have negatively impacted the implementation of the CBC in Baringo Central Sub-County, Kenya.

The fourth objective aimed to investigate whether parental empowerment through training, advocacy, and resource provision has a statistically significant impact on the implementation of CBC in public primary schools in Baringo Central Sub-county. The study found a statistically significant effect of parental empowerment through training, advocacy, and resource provision on the implementation of CBC (Significant effect found at  $p < 0.001$ ). Thus, when schools conduct training, advocacy, and resource provision, it will lead to the effective implementation of CBC.

### **5.3 Conclusion**

In conclusion, the study on the relationship between parental empowerment and the implementation of competency-based curriculum in public primary schools in Baringo Central Sub-County, Kenya, established that there has been a positive impact on the CBC implementation in public primary schools in Baringo Central Sub-County, as a result of some aspects of parental empowerment through training and advocacy. 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 schoolwork. The study concludes that there was inadequate parental training on the implementation of CBC in public primary schools.

The majority of respondents indicated that parents have been empowered more through advocacy than through training. It was found to be practiced effectively through methods such as parent-teacher meetings, which enhance parental awareness of school policies, programs, and activities, as well as well-established communication channels. However, the study revealed that the existing communication channels have not been successful in increasing parental awareness of school policies, programs, and activities. It is therefore important for schools to establish common and consistent channels of communication for parents to enhance their awareness of school policies, programs, and activities. The study also found a statistically significant relationship between parental empowerment through advocacy and the implementation of CBC.

The third objective examined parental empowerment in resource provision and the implementation of CBC. In Public primary schools in Baringo Central sub-county, the majority of parents were effective in participating in school decision-making and monitoring the use of resources. However, there are not enough resources in the study area to support the full implementation of CBC, and parents have not fully taken up their roles to help bridge the gap in resource availability. Parents were not effective in volunteering and providing resources for the implementation of CBC.

The fourth objective aimed to examine the effect of parental training, advocacy, and resource provision, as well as the implementation of CBC. The study findings revealed a significant effect when parents are trained, provided with advocacy, and empowered regarding resource provision. Therefore, schools should endeavour to prioritize empowering parents for the success of CBC. For stakeholders to measure the implementation of the CBC in public primary schools in Baringo Central sub-county, training, advocacy, and resource provision empowerment metrics can be used to provide

clear indication scores that will be used to inform policies and identify areas for improvement in the implementation of CBC.

#### **5.4 Recommendations**

Based on the findings of this study, the following recommendations were made;

- i) There is a need for the Ministry of Education to provide head teachers and teachers with adequate training on how to implement guidelines for parental empowerment. This will help increase the frequency of parent training sessions conducted in schools on the implementation of CBC.
- ii) The Ministry of Education should provide more training avenues through workshops, seminars, and radio programs for parents on their roles in implementing the CBC and the benefits of being engaged. This will help address cases of inadequate parental training.
- iii) There is a need for the Ministry of Education to provide clearer and more detailed guidelines on how head teachers should implement parental empowerment strategies in schools.
- iv) The study findings revealed that the majority of parents were unable to volunteer in providing resources. Schools should therefore develop policies that empower parents to volunteer in providing resources. This will help avert the challenge of inadequate resources in the area.
- v) Schools should establish clear and effective feedback channels for parents to receive feedback on areas where they have little to no understanding. This may help improve their awareness of school programs, policies, and activities, which will enhance their involvement.
- vi) Increased funding from government, non-governmental organizations, and religious institutions is necessary to support the implementation of CBC.

vii) For advocacy purposes, simpler communication channels, such as phone calls and direct messages, should be identified by school management to maximize the number of parents reached with information on CBC, as most parents in this rural setting have limited access to more sophisticated mediums of communication. These will help promote parental awareness of policies related to the curriculum.

### **5.5 Suggestions for further Research**

- i. The current study investigated the relationship between parental empowerment and the implementation of CBC. Parental empowerment was measured in terms of training, advocacy, and resource provision. Therefore, other studies can be conducted to determine how other parent-related factors, such as economic status, literacy level, attitude, and cultural practices, influence the implementation of CBC in public primary schools.
- ii. The study was conducted in public primary schools in Baringo Central Sub-county. A similar study can be conducted in private schools to compare the impact of parental empowerment on the implementation of Competency-Based Education.
- iii. A comparative study can be conducted in both public schools and private schools to compare the findings.

## REFERENCES

- 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
- 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>
- Akello, G. R. (2020). *Influence of Parents' Involvement in Education on their Children's Performance at the Kenya Certificate of Primary Education in Nyakach Sub-County, Kisumu, Kenya*. Doctoral dissertation, University of Nairobi.
- 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>
- Armstrong, M. (2020). *Handbook of Human Resource Management Practice*. Kogan Page.
- Assey, E. S. (2022). The strategies for improving effective implementation of the Competency-Based Curriculum in secondary schools in Tanzania: A case study of Tabora region. *Journal of Education and Practice*, 6(3), 13-33.
- 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.e101>
- 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
- Barrera-Osorio, F., Gertler, P. J., Nakajima, N., & Patrinos, H. A. (2020). Promoting parental involvement in schools: Evidence from two randomized experiments. *Policy Research Working Paper Series 9462*. The World Bank.
- Barrera-Osorio, F., Gertler, P., Nakajima, N., & Patrinos, H. A. (2020). Promoting parental involvement in schools: Evidence from two randomized experiments. *Papers in Education and Development*, 39(2), 300-350.
- Barrera-Osorio, F., Gertler, P., Nakajima, N., & Patrinos, H. A. (2020). Promoting parental involvement in schools: Evidence from two randomized experiments. *NBER Working Paper w28040*. <https://doi.org/10.3386/w28040>
- Bartoli, B., Joshi, C., & Wolf, S. (2022). Parental engagement in Ghanaian pre-primary schools: A mixed-methods study. *International Journal of Educational Research*, 7(3), 112-150. <https://doi.org/10.1016/j.ijer.2022.101926>
- Bavugempore, J., & Amini Ngabonziza, J. 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>

- Bavugempore, J., & Amini Ngabonziza, J. 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>
- Caremdeem, J. D. (2024). Influence of parental income and gender on parental involvement in the education of secondary school children in Sri Lanka: A comprehensive investigation. *e-Bangi: Journal of Social Sciences & Humanities*, 21(1). <https://doi.org/10.17576/ebangi.2024.2101.19>
- Chepkilol, T. B., Kipkoech, L., & Keter, J. (2024). Level of infrastructure and resource preparedness in the implementation of competency-based curriculum in public primary schools in Baringo County, Kenya. *Journal of Research Innovation and Implications in Education*, 8(3), 437–445.
- Cheptoo, R. (2019). The “Africanized” competency-based curriculum: The twenty-first century strides. *International Journal of Education*, 7(4), 1-6. <http://www.hanlaxjournals.in/journals/index.php/education>
- Cohen, L., Manion, L., & Morrison, K. (2018). *Research methods in education* (8th ed.). Routledge.
- County Government of Baringo. (2023). *Baringo County Integrated Development Plan (2023-2027)*. <https://baringo.go.ke/resource/cidp-2023-2027-popular/?tk=NDAXOA=>
- County Government of Baringo. (2023). *Baringo County Integrated Development Plan (2023-2027)*. <https://baringo.go.ke/resource/cidp-2023-2027-popular/?tk=NDAXOA=>
- Dingili, R., & Yungungu, A. M. (2023). Parental involvement in grade four learners' take-home assignments in Vihiga County, Kenya. *Social Sciences & Humanities Open*, 8(1), 100589. <https://doi.org/10.1016/j.ssaho.2023.100589>
- Duristic, M., & Bunijevic, M. (2017). Parental involvement as an important factor for successful education. *Centre for Educational Policy Studies Journal*, 7(3), 137-153. <https://doi.org/10.26529/cepsj.291>
- Emily, M. (2023). *Participatory Communication in enhancing Stakeholder involvement in Competency Based Curriculum reforms in selected Private schools in Kararani sub county* (Master's Thesis). Nairobi, Kenya. Nairobi University.
- 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.
- 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.
- Field, A. (2009). *Discovering Statistics Using SPSS*. 3rd Edition, Sage Publications Ltd., London
- 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>

- Government of Kenya (GoK) (2010). *The Constitution of Kenya 2010*. Nairobi: Government Printer.
- Grace, O., Abuya, I., & Amolo, P. (2020). Influence of stakeholder empowerment on mobilization of resources for science activities in early years' education programmes in Kisumu West Sub-County, Kenya. *Journal of Advances in Education and Philosophy*. <https://doi.org/10.36348/jaep.2020.v04i02.001>
- Guyo, M. D., Mwirichia, S., & Kibaara, T. (2022). Parental occupation and parental involvement in education among public day secondary schools in Moyale Sub-County, Marsabit County, Kenya. *Journal of Education*, 2(1), 23–31.
- Hipolite, J. (2019). Teachers' strategies in addressing challenges of implementing competency-based curriculum: The case of selected public secondary schools in Morogoro Municipality. *Mzumbe University Repository*. <https://scholar.mzumbe.ac.tz/server/api/core/bitstreams/b33f9a29-9755-4f01-b7b6-f133ec08c82a/content>
- Hornby, G. (2011). *Parental Involvement in Childhood Education: Building Effective School-Family Partnerships*. Springer.
- Hsiao, Y., Higgins, K., & Diamond, L. (2018). Parent empowerment: Respecting their voices. *Teaching Exceptional Children*, 51(1), 43–53. <https://doi.org/10.1177/0040059918790240>. <https://unesdoc.unesco.org/ark:/48223/pf0000250431>
- Indimuli, M. W. (2022). *Parental Support, Communication, and Supervision of Homework as Predictors of Academic Achievement among Standard Seven Pupils in Nairobi City County, Kenya*. Doctoral dissertation, Kenyatta University.
- Kabita, D. N., & Ji, L. (2017). The why, what and how of Competency-Based Curriculum reforms: The Kenyan experience. Nairobi, Kenya: UNESCO International Bureau of Education. Retrieved from;
- 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>
- Kathanya, Luke & 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
- Kenya Institute of Curriculum Development (KICD). (2019). *Competency-Based Curriculum: Guidelines on Parental Empowerment and Engagement*. <https://kicd.ac.ke/wp-content/uploads/2020/03/PARENTAL-GUIDE-LINES-2.pdf>
- Kenya Institute of Curriculum Development (KICD). (2019). *Competency-Based Curriculum: Guidelines on Parental Empowerment and Engagement*. <https://kicd.ac.ke/wp-content/uploads/2020/03/PARENTAL-GUIDE-LINES-2.pdf>
- Kenya. (2013). *The Basic Education Act, 2013 (No. 14 of 2013)*. Nairobi: Government Printer

- Kiboi, W. N. (2018). Effect of parental socioeconomic status on students' academic performance in secondary schools in Bungoma County, Kenya. <https://www.semanticscholar.org/paper/Effect-of-parental-Socio-Economic-Status-on-in-in-Kiboi/d6775388365>
- Kirimi, V. (2023). *Influence of Parental Involvement in the Implementation of Competency-Based Curriculum in Early Years Learners in Hamisi Sub-County, Kenya*. Doctoral dissertation, University of Nairobi.
- Kothari, C. R. (2018). *Research Methodology: Methods and Techniques*. New Age International.
- Levinthal, C., Kuusisto, E., & Tirri, K. (2021). Finnish and Portuguese parents' perspectives on the role of teachers in parent-teacher partnerships and parental engagement. *Education Sciences, 11*(6). <https://doi.org/10.3390/educsci1106030>
- 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>
- Malmqvist, J., Hellberg, K., Möllås, G., Rose, R., & Shevlin, M. (2019). Conducting the pilot study: A neglected part of the research process? Methodological findings supporting the importance of piloting in qualitative research studies. *International Journal of Qualitative Methods, 6*(5), 100–167. <https://doi.org/10.1177/1609406919878341>
- Mogere, V. B., & Mbataru, P. (2023). Determinants of competency-based curriculum implementation in selected public primary schools in Nairobi County, Kenya. *Journal of Public Policy and Governance, 3*(1), 39–50. <https://doi.org/10.70619/vol3iss1pp39-50>
- 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>
- 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.
- 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>
- Newman, N., Northcutt, A., Farmer, A., & Black, B. (2019). Epstein's model of parental involvement: Parent perceptions in urban schools. *Language Teaching and Educational Research, 2*(2), 81–100. <https://doi.org/10.35207/late.559732>
- Ngare, N., Maronga, E., Tikoko, B., & Sigei, J. (2017). Parental occupation as a predictor of students' academic performance in the Kenya Certificate of Secondary Education in public mixed-day secondary schools in Nyamira North Sub-County, Kenya. *Kabarak Journal of Research & Innovation, 4*, 70–83. <https://doi.org/10.58216/kjri.v4i2.38>

- Ngeno, B., Mweru, M., & Mwoma, T. (2021). Availability of physical infrastructure in the implementation of the competency-based curriculum in public primary schools in Kericho County. *East African Journal of Education Studies*, 3(1), 130–146. <https://doi.org/10.37284/eajes.3.1.344>
- Nikolopoulou, K. (2023). Probability and sampling. *The Handbook of Social Work Research Methods*. Springer.
- Njati, I. C., & Ileri, C. W. (2022). Necessity for up-scaling resource mobilization for the implementation of competency-based curriculum at the basic education cycle. *African Journal of Social and Technological Studies*, 1(2). <https://doi.org/10.58506/ajstss.v1i2.10>
- 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>
- 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>
- Nyoni, K. Z. (2018). Challenges facing teachers in Tanzania: The implementation of the paradigm shift towards a competency-based curriculum in ordinary level secondary schools in Iringa municipality. *Kervan: International Journal of African and Asian Studies*, 22(3), 300–367. <https://doi.org/10.13135/1825-263X/2878>
- Rwanda Education Board. (2018). *Implementing CBC: Successes and challenges*. Kigali, Rwanda: Rwanda Education Board.
- Sifuna, D. N., & Obonyo, M. M. (2019). Competency-based curriculum in primary schools in Kenya: Prospects and challenges of implementation. *Journal of Popular Education in Africa*, 3(7), 1–12. <http://cedred.org/images/Issues/JulAugSept2019/PDF-DA1.PDF>
- Sub County Director of Education Office. (2025) Baringo Central Sub-County.
- Sürücü, L., & Maslakci, A. (2020). Validity and reliability in quantitative research. *Business and Management Studies: An International Journal*, 8, 2694–2726. <https://doi.org/10.15295/bmij.v8i3.1540>
- 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>
- Tabachnick, B. G., & Fidell, L. S. (2019). *Using multivariate statistics* (7th ed.).
- Tang, M. (2020). The effectiveness of empowerment strategies in primary schools in Asian contexts: A systematic review. *British Journal of Educational Studies*, 63(4), 575-594.

- Thomas, P., & Onyango, D. (2022). Administrative challenges preventing effective curriculum implementation in public secondary schools in Nyamagana District - Mwanza City, Tanzania. *East African Journal of Education Studies*, 6(3), 700–765. <https://doi.org/10.37284/eajes.5.1.568>
- Tuli, D. M., & Tarekegne, W. M. (2019). Parental involvement in secondary school curriculum implementation: The case of East Wollega Zone, Ethiopia. *Journal of Education and Research*, 9(1), 28–45. <https://doi.org/10.3126/jer.v9i1.28821>
- Urunana. (2018). *Implementing CBC: Successes and challenges*. Kigali, Rwanda: Urunanarw'abarezi.
- Wairimu, N. L. (2022). *Parental Involvement in the Formation of School and Family Partnerships in the Implementation of Competency-Based Curriculum: A Study of Public Primary Schools in Lang'ata Sub-County*. Master's thesis, Strathmore University. <http://hdl.handle.net/11071/13044>
- Wanyonyi, E. A. & Thinguri, R. W. (2025). Influence of school-parental collaborative empowerment strategies on implementation of competency-based curriculum in public primary schools in Nyamache Sub-County, Kisii County, Kenya. *Journal of Research Innovation and Implications in Education*, 9(2), 1142 – 1152. <https://doi.org/10.59765/jriie.9.2,105>.
- 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.

## APENDICES

### Appendix I: Letter of Introduction

Kabarak University  
School of Education, Humanities and Social Sciences  
P. o Box 20157  
Nakuru Kenya,

To  
The Head Teacher  
.....

Dear sir/ madam

#### **Re: Participation In Research**

I am a postgraduate student at Kabarak University, undertaking research on the topic **Relationship between Parental Empowerment and the Implementation of Competency-Based Curriculum in Public Primary School in Baringo Central Sub-County**. Your school was randomly selected for the study. I kindly request that you allow me to collect data from your school. The information that will be collected will be used solely for academic purposes, and confidentiality will be assured.

Yours Faithfully

Naomi Chepkwony

**Appendix II: Consent Form**

Kabarak University

P.O. Box 20157

Nakuru.

Dear Participant,

I am a master's student at Kabarak University School of Education, Humanities, and Social Sciences. I have been allowed to conduct research on the relationship between parental empowerment and the implementation of the Competency-Based Curriculum. The research will target teachers and parents of Grade Six in Baringo Central Sub-County. Teachers will be asked to fill in questionnaires, and interviews will be conducted among head teachers and parents.

The data you provide will be treated confidentially. Please complete the questionnaire honestly and attach it. Please sign below if you agree to participate.

Signature.....

Date.....

Thank you

Yours faithfully

Naomi Chepkwony

### Appendix III: Questionnaire for Grade Six Class Teachers

I am a student at Kabarak University undertaking my master's and I am conducting a study on: *The Relationship between Parental Empowerment and the Implementation of Competency-Based Curriculum in Public Primary School in Baringo Central Sub-County*. The purpose of this study is to collect information regarding the extent to which parents have been empowered in the implementation of the Competency-Based Curriculum. Please read the instructions carefully and respond to the questions provided based on your knowledge, skills, and experience precisely. I will be grateful for your participation.

The information you provide will be treated as confidential and will only be used for the purpose of research. Therefore, **DO NOT** write your name in this questionnaire.

Please respond to the question below by ticking the boxes provided and filling in the spaces accordingly.

#### Section One: Bio data

1. What is your gender?

Male  Female  Transgender

2. What is your age bracket?

Below 30 Years  31-40 Years  41-50 years  50 years and above

3. What is your highest level of Education?

P1 Certificate  Diploma  Degree  Masters  Doctorate (PhD)

4. For how long have you been a class teacher in the current grade?

5 years and below  6 Years and above

5. For how long have you been a teacher?

Below 5 years  6-10 Years  Above 10 years

**Section Two: Parental empowerment through training and the implementation of CBC**

Please indicate to what extent you agree or disagree with the following statements on empowerment through training by ticking the appropriate scale number from 1- 5 beside the question.

**Key:** (1= Strongly Disagree, 2=Disagree, 3=Undecided, 4=Agree, 5=Strongly Agree)

No.	Statement	Strongly Disagree (1)	Disagree (2)	Undecided (3)	Agree (4)	Strongly Agree (5)
1	The school organizes training sessions for parents on CBC					
2	Parents attend training for information on how to assist their children with homework					
3	Parents have basic knowledge about CBC curriculum					
4	Parents fully take part in the process of training on CBC					
5	Parents are given chance to give their feedback on training process					
6	Parents have registered a good effectiveness on training					

**Section Three: Parental empowerment through advocacy and the implementation of CBC**

Please indicate to what extent you agree or disagree with the following statements on empowerment through advocacy by ticking the appropriate scale number from 1- 5 beside the question.

**Key:** (1= Strongly Disagree, 2=Disagree, 3=Undecided, 4=Agree, 5=Strongly Agree)

No.	Statement	Strongly disagree (1)	Disagree (2)	Undecided (3)	Agree (4)	Strongly agree (5)
1.	The school has well established communication platforms for parents					
2.	School organizes parent teacher conferences					
3.	School organizes parent-teacher meetings					
4.	Parents are given information of school, policies, activities and programs					
5.	Parents are aware of the need to provide their children with security					
6.	Parents find it important to be involved in their children education					
7.	Parents are informed of the importance of parent participation in curriculum implementation					

**Section Four: Parental empowerment in Resource Provision and the implementation of CBC**

Please indicate to what extent you agree or disagree with the following statements on empowerment through resourcing by ticking the appropriate scale number from 1 to 5 beside the question.

*Key: (1= Strongly Disagree, 2=Disagree, 3=Undecided, 4=Agree, 5=Strongly Agree)*

No.	Statement	Strongly Disagree (1)	Disagree (2)	Undecided (3)	Agree (4)	Strongly Agree (5)
	Parents provide their children with teaching and learning materials i.e. books, pens, uniform					
	Parents Take part in school decision making					
	Parents volunteer in providing school with resources					
	Parents help school in mobilizing for resources					
	Parents help in identifying resource shortage in school					
	Parents help in providing solutions to resource shortage in school					

### Section Five: Successful Implementation Competency-Based Curriculum

Please indicate to what extent you agree or disagree with the following statements by ticking the appropriate scale number from 1- 5 beside the question.

**Key:** (1= Strongly Disagree, 2=Disagree, 3=Undecided, 4=Agree, 5=Strongly Agree)

No.	Statement	Strongly Disagree (1)	Disagree (2)	Undecided (3)	Agree (4)	Strongly Agree (5)
1	There is increased parental awareness on their roles in CBC					
2	There is increased parental confidence on their roles					
3	There is increased parental awareness on school policies, programs and activities					
4	There is strong collaboration between teachers and parents					
5	There is a well-established home school communication					
6	There is increase in learner outcome					
7	Parents participation in resource provision has increased					
8	School has adequate teaching and learning resources					
9	Parents have a positive change of attitude on CBC curriculum					

## Appendix IV: Questionnaire For Grade Six Parents

### Instructions to the Questionnaire

- You are kindly requested to provide answers to the following questions honestly and precisely.
- The answers you provide will be treated as confidential and will only be used for the purpose of research therefore, **DO NOT** write your name in this questionnaire.
- The information you provide will be used to improve the implementation of CBC in your school.
- Fill in your answers in the spaces provided by putting a tick on the correct answer inside the boxes, or fill in the answers in the spaces given.

### Section One: Background information

1. What is your gender?

Male  Female

2. What is your age bracket?

20-29 Years  30-39 Years  40-49 Years   
50 Years and above

3. What is your marital status?

Single  Married  Divorced

4. What is your highest level of education?

No formal education  Certificate  Diploma   
Degree  Masters  Doctorate (PhD)

5. How long have you been a parent in this school?

5 years and below  6 Years and above

6. What do you do for a living?

Farming  Teacher  Business person  Teacher  Nurse any other?

---

---

**Section Two: Parental empowerment through training and the implementation of  
CBC**

Please indicate to which extent you agree or disagree on the following statements on Parental empowerment through training by ticking the appropriate scale number 1- 5 beside the question.

**Key:** 5= strongly agree, 4= agree, 3= Undecided, 2= Disagree, 1= strongly disagree.

No		1	2	3	4	5
1	I have attended various training sessions organized by the school on CBC					
2	School provides me with information on how to assist my child with homework					
3	I have received training on how to help my child with homework					
4	I have information on how to monitor my child's school work through training					
5	I am given an opportunity to give feedback on training and CBC at large					
6	I take part in ensuring the effectiveness of CBC implementation through training					

**Section Three: Parental empowerment through advocacy and the implementation of CBC**

Please indicate to which extent you agree or disagree on the following statements on Parental empowerment through advocacy by ticking the appropriate scale number 1- 5 beside the question.

**Key:** 5= strongly agree, 4= agree, 3= Undecided, 2= Disagree, 1= strongly disagree.

<b>No.</b>	<b>Statement</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>
1	The school has a well-established communication channel for parents					
2	The school organizes parent and teacher meetings and conferences					
3	I receive information about school policies, programs and activities					
5	I am aware of the importance of providing my child with security					
6	It is important to participate in my roles in CBC					

**Section Four: Parental empowerment in Resource Provision and the implementation of CBC**

Please indicate to what extent you agree or disagree with the following statements on Parental empowerment through resourcing by ticking the appropriate scale number 1- 5 beside the question.

**Key:** 5= strongly agree, 4= agree, 3= Undecided, 2= Disagree, 1= strongly disagree.

No.	Statement	5	4	3	2	1
1	I provide my child with teaching and learning materials					
2	I take part in school meetings in decision making					
3	I volunteer in school in providing resources required					
4	I mobilize resources required in school					
5	I monitor use of resources in school					

**Section Five: Successful Implementation Competency-Based Curriculum**

Please indicate to what extent you agree or disagree with the following statements by ticking the appropriate scale number from 1- 5 beside the question.

**Key:** (1= Strongly Disagree, 2=Disagree, 3=Undecided, 4=Agree, 5=Strongly Agree)

No.	Statement	1	2	3	4	5
1	There is strong collaboration between teachers and parents					
2	There is a well-established home school communication					
3	There is increase in learner outcome					
4	School has adequate teaching and learning resources					
5	I have a positive change of attitude on CBC curriculum					

## Appendix V: Interview Schedule For Head Teachers

This study aims to establish the Relationship between Parental Empowerment and the Implementation of the Competency-Based Curriculum (CBC). Your honest responses are highly appreciated. All information provided will be treated confidentially and used solely for research purposes.

### Section 1: Demographics & Experience

1. Age (in years):            29 and Below     30 – 39 Years     40 – 49 Years   
 50 and Above
2. Gender:                     Male                     Female                     Other
3. Highest Level of Education:  
Secondary     Diploma     Bachelor's Degree     Master's Degree   
Doctorate
4. Years of experience as a Head Teacher in this school:  
4 and below     5 – 9 Years     10 and Above

### Section 2: Stakeholder Parental Empowerment and Engagement

5. How frequently does the school employ the following methods to empower parents on CBC implementation (in a scale of 1-5)

*Key: (1=Never, 2=Rarely, 3=Occasionally, 4=Frequently, 5=Very Frequently):*

S.no	Item	1	2	3	4	5
1	Parent-Teacher Meetings:					
2	Workshops/Training Sessions:					
3	Newsletters/Communication Platforms:					
4	Individual Consultations:					
5	School Events/Activities:					

6. Do you utilize parental empowerment and engagement guidelines?  Yes  No
7. How frequently are parent training sessions regarding CBC organized at your school?  
(Please select one)
- Termly  Monthly  Yearly
- Other (Please specify) \_\_\_\_\_
8. Who is typically involved in conducting these training sessions? (Please select all that apply)
- Teachers
- School Administrators
- External Experts
- Parents
- Other (Please specify) \_\_\_\_\_
9. What percentage of parents typically attends these training sessions? \_\_\_\_\_%

10. Please rate the effectiveness of training to improve parental understanding of CBC (on a scale of 1-5),

**Key:** (1=Not at all effective, 2= Slightly Effective, 3= Moderately Effective, 4=Very effective, 5=Extremely effective):

S.no	Item	1	2	3	4	5
1	Effectiveness of these training sessions					

11. Please rate the extent to which parents are able to assist their children with CBC-related homework (in a scale of 1-5)

**Key:** (1=Not at all, 2=Slightly, 3=Moderately, 4=Considerably, 5=To a great extent):

S.no	Item	1	2	3	4	5
1	The extent to which parents are able to assist their children					

12. How effective are the following communication platforms used by the school to communicate with parents (on a scale of 1-5)

**Key:** (1=Not at all effective, 2= Slightly Effective, 3= Moderately Effective, 4=Very effective, 5=Extremely effective):

S.no	Item	1	2	3	4	5
1	SMS/Text Messaging:					
2	Email:					
3	School Website/Online Portal:					
4	Social Media Platforms:					
5	Physical Notices/Letters:					

13. How satisfied are parents with the timeliness of communication regarding school programs, policies, and events (on a scale of 1-5)

**Key:** 1=Very dissatisfied, 2=Dissatisfied, 3=Neutral, 4=Satisfied, 5=Very satisfied):

S.no	Item	1	2	3	4	5
1	Parents' satisfaction with the timeliness of communication					

14. How frequently are Parent-Teacher Meetings/Conferences/Workshops held? (Please select one)

Termly  Monthly  Yearly  Other (Please specify) \_\_\_\_\_

15. Please rate the importance parents place on participating in their roles in CBC (in a scale of 1-5)

**Key:** (1=Not at all important, 2=Slightly Important, 3=Moderately Important, 4=Very Important, 5=Extremely important):

S.no	Item	1	2	3	4	5
1	Rate the importance parents place on participating in their roles					

16. Please rate the importance parents place on providing their children with security (in a scale of 1-5)

**Key:** (1=Not at all important, 2=Slightly Important, 3=Moderately Important, 4=Very Important, 5=Extremely important):

S.no	Item	1	2	3	4	5
1	Rate the importance parents place on providing their children with security					

17. To what extent does the school partner with parents in providing teaching and learning resources (on a scale of 1-5)

**Key:** (1=Not at all, 2=Slightly, 3=Moderately, 4=Considerably, 5=To a great extent):

S.no	Item	1	2	3	4	5
1	To what extent does the school partner with parents					

18. Please rate the effectiveness of the following ways parents contribute to providing resources (on a scale of 1-5)

**Key:** (1=Not at all effective, 2= Slightly Effective, 3= Moderately Effective, 4=Very effective, 5=Extremely effective):

S.no.	Item	1	2	3	4	5
1	Providing required resources:					
2	Volunteering:					
3	Participating in decision-making (e.g., BOM):					
4	Monitoring resource use:					

**Section 3: Challenges and Recommendations**

19. Please rate the severity of the following challenges faced in empowering parents in CBC (in a scale of 1-5)

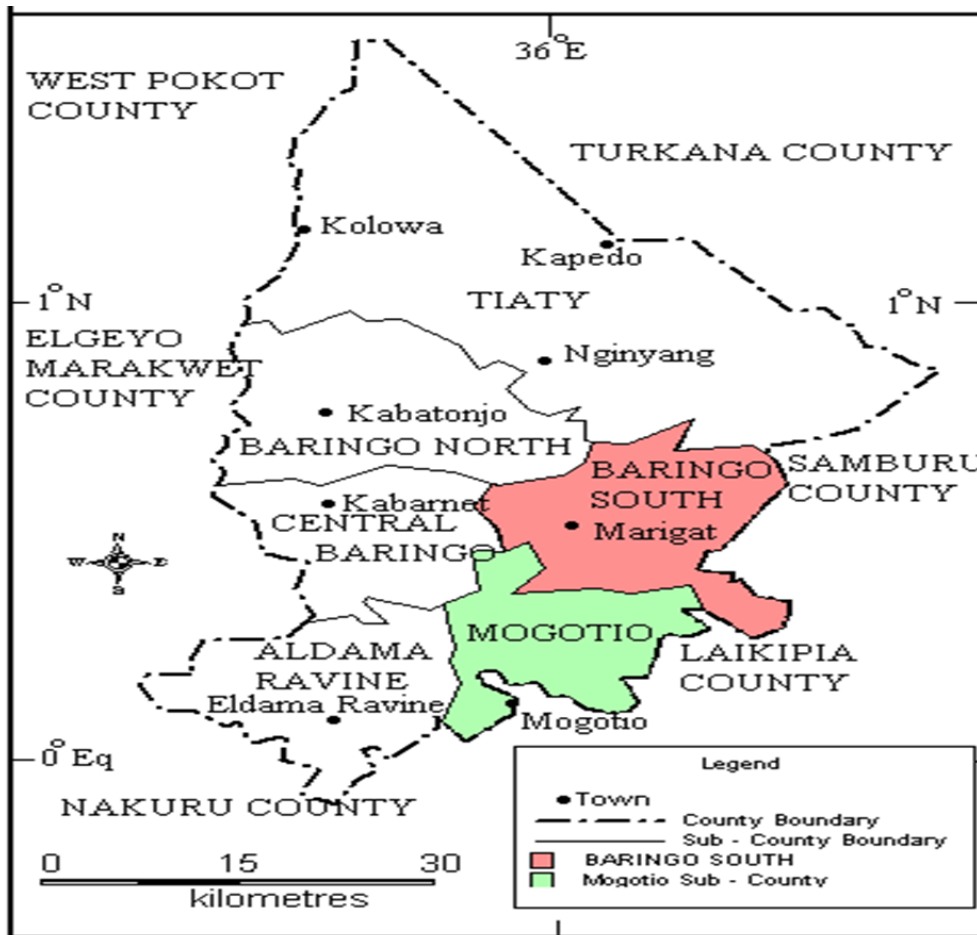
**Key:** 1=Not a challenge, 2=Minor Challenge, 3=A moderate Challenge, 4=Significant Challenge, 5=A very significant challenge):

S.no.	Item	1	2	3	4	5
1	Parental apathy/lack of interest:					
2	Limited parental education/literacy levels:					
3	Lack of resources:					
4	Communication barriers:					
5	Time constraints for parents:					

20. Please provide three specific recommendations for enhancing the implementation of CBC. ....  
 .....

*Thank you for your participation.*

Appendix VI: Map of Baringo County



## Appendix VII: KUREC Clearance Letter



### KABARAK UNIVERSITY RESEARCH ETHICS COMMITTEE

Private Bag - 20157  
KABARAK, KENYA  
Email: [kurec@kabarak.ac.ke](mailto:kurec@kabarak.ac.ke)

Tel: 254-51-343234/5  
Fax: 254-051-343529  
[www.kabarak.ac.ke](http://www.kabarak.ac.ke)

OUR REF: KABU01/KUREC/001/03/01/25

Date: 9<sup>th</sup> Jan, 2025

Naomi Jelimo Chepkwony  
Reg No: GMECS/M/0579/05/22  
Kabarak University,

Dear Naomi,

**RE: ASSESSMENT OF PARENTAL EMPOWERMENT ON THE IMPLEMENTATION OF COMPETENCY BASED CURRICULUM IN PUBLIC PRIMARY SCHOOLS IN BARINGO CENTRAL SUB COUNTY, KENYA**

This is to inform you that *KUREC* has reviewed and approved your above research proposal. Your application approval number is *KUREC-030125*. The approval period is 9/1/2025 – 9/1/2026.

This approval is subject to compliance with the following requirements:

- i. All researchers shall obtain an introduction letter to NACOSTI from the relevant head of institutions (Institute of postgraduate, School dean or Directorate of research)
- ii. The researcher shall further obtain a RESEARCH PERMIT from NACOSTI before commencement of data collection & submit a copy of the permit to *KUREC*.
- iii. Only approved documents including (informed consents, study instruments, MTA Material Transfer Agreement) will be used
- iv. All changes including (amendments, deviations, and violations) are submitted for review and approval by *KUREC*.
- v. Death and life-threatening problems and serious adverse events or unexpected adverse events whether related or unrelated to the study must be reported to *KUREC* within 72 hours of notification;
- vi. Any changes, anticipated or otherwise that may increase the risk(s) or affected safety or welfare of study participants and others or affect the integrity of the research must be reported to *KUREC* within 72 hours;
- vii. Clearance for export of biological specimens must be obtained from relevant institutions and submit a copy of the permit to *KUREC*;
- viii. Submission of a request for renewal of approval at least 60 days prior to expiry of the approval period. Attach a comprehensive progress report to support the renewal and;
- ix. Submission of an executive summary report within 90 days upon completion of the study to *KUREC*

Sincerely,

**Prof. Jackson Kitetu PhD.**  
KUREC-Chairman

Cc Vice Chancellor  
DVC-Academic & Research  
Registrar-Academic & Research  
Director-Research Innovation & Outreach  
Institute of Post Graduate Studies

*Revised - but kindly accept the necessary assistance 18/3/2025*






SUB-COUNTY DIRECTOR OF EDUCATION  
BARINGO CENTRAL  
P.O. Box 6 - 30400,  
KABARNET

*As members of Kabarak University family, we purpose at all times and in all places, to set apart in one's heart, Jesus as Lord.*  
(1 Peter 3:15)



Kabarak University is ISO 9001:2015 Certified

**Appendix VIII: NACOSTI Research Permit**

 <p><b>REPUBLIC OF KENYA</b></p>	 <p><b>NATIONAL COMMISSION FOR SCIENCE, TECHNOLOGY &amp; INNOVATION</b></p>
Ref No: <b>708912</b>	Date of Issue: <b>21/January/2025</b>
<b>RESEARCH LICENSE</b>	
	
<p><b>This is to Certify that Ms.. Naomi Jelimo Chepkwony of Kabarak University, has been licensed to conduct research as per the provision of the Science, Technology and Innovation Act, 2013 (Rev.2014) in Baringo on the topic: ASSESSMENT OF PARENTAL EMPOWERMENT ON THE IMPLEMENTATION OF COMPETENCY BASED CURRICULUM IN PUBLIC PRIMARY SCHOOLS IN BARINGO CENTRAL SUB COUNTY, KENYA for the period ending : 21/January/2026.</b></p>	
License No: <b>NACOSTI/P/25/415365</b>	
708912	
Applicant Identification Number	Director General <b>NATIONAL COMMISSION FOR SCIENCE, TECHNOLOGY &amp; INNOVATION</b>
	Verification QR Code
	
<p>NOTE: This is a computer generated License. To verify the authenticity of this document, Scan the QR Code using QR scanner application.</p>	
<b>See overleaf for conditions</b>	

Appendix IX: Evidence of Conference Participation



# KABARAK UNIVERSITY

## Certificate of Participation

### Awarded to

***Naomi Jelimo Chepkwony***

For successfully participating in the 15<sup>th</sup> Annual Kabarak University International Research Conference held from 15<sup>th</sup> -16<sup>th</sup> October, 2025 and presented a paper entitled ***“Parental empowerment through training on the implementation of CBC in public primary schools in Baringo central sub-county, Kenya.”***

### Conference Theme

*Current Trends in Education Management, Policy, Curriculum Design and Pedagogy*

Prof. Gladys Kiptiony  
Dean, School of Education,  
Humanities & Social Sciences

Dr. Phillip Nyawere  
Director - Research, Innovation  
and Outreach

---

#### Kabarak University Moral Code

As members of Kabarak University family, we purpose at all times and in all places, to set apart in one's heart, Jesus as Lord.

(1 Peter 3:15)



Kabarak University is ISO 9001:2015 Certified

## Appendix X: List of Publication



#### 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 Editon 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.

16