

**INFLUENCE OF PRINCIPALS' PARENTAL ENGAGEMENT PRACTICES ON
IMPLEMENTATION OF COMPETENCY BASED CURRICULUM IN BOMET
COUNTY, SOTIK SUB-COUNTY, KENYA**

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Declaration and Approval

Declaration by the Student

This research project is my original work and has not been presented in any other University or for any other award.

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I confirm that the work reported in this research project has been carried out by the candidate under my supervision.

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Dedication

It is with great appreciation that this work has been sincerely dedicated to my wife, children as well as my parents.



Acknowledgement

I extend my heartfelt thanks to all my lecturers and most specifically Prof Mary Mugwe whose insightful lectures and academic wisdom have significantly contributed to shaping my understanding of research methodologies. In addition, encouragement and dedication to fostering a learning environment have been a source of inspiration therefore I am grateful for lecturers and panelist during oral presentations impactful role in my academic journey. Also, all participants whose contribution shaped the investigation receive much appreciations. Last but certainly not least, I want to express my deepest appreciation to my wife, Daphine Moraa. Her unwavering support, patience and understanding during the challenges and time-consuming phases of this research have been my anchor.



Mount Kenya University

Abstract

This research investigation main purpose was to examine influence of parental involvement practices on effective implementation of Competency-Based Curriculum in Sotik Sub-County. However, parental engagement in guidance and counseling, training, as well as instructional resources provision on successful implementation of Competency-Based Curriculum (CBC) formed specific objectives of investigation. In addition, investigation employed descriptive research design with a mixed-methods approach. Interviews, questionnaires and focus group guides were applied to comprehensively examine multifaceted roles of parents in shaping Competency-Based Curriculum (CBC) landscape. Fredricks, Blumenfeld and Paris (2004), engagement theory and product theory by Katherine W and Noel R, (2023), formed theoretical framework. A target population of 59760 included 28782 parents, 30,201 learners, 622 teachers and 155 school administrators actively involved in Competency-Based Curriculum (CBC) implementation. Using Yamane's formula, a sample of 398 respondents consisting of 18 Headteachers, 100 teachers, 180 students and 100 parents was arrived at. A stratified purposeful sampling method ensured representation from various school types and grade levels. The research instruments underwent a rigorous piloting process for clarity and reliability. Moreover, tools validity was measured through expert review whereas reliability was assessed using a test-retest approach. Data collection involved questionnaires for quantitative data but interviews and focus group discussions for qualitative insights. However, for qualitative information analysis was achieved thematically whereas quantitative information analysis was attained by use of frequency tables and percentages but for inferential findings Karl Pearsons Correlation was applied with aid of Statistical Packages of Social Sciences Version 30. The findings aimed to contribute to the existing body of knowledge on parental involvement in Competency-Based Curriculum (CBC), providing insights for educators, policymakers, and researchers. However, on research findings, it was established that there is limited access to parental guidance and counselling in Junior secondary schools, parents lack adequate training on Competency Based Curriculum framework, Headteachers rarely involve parents in decision making in Junior secondary schools and although parental provision of instructional materials has a significant impact on effective implementation of Competency Based Curriculum parents face hard social-economic challenges making it problematic to facilitate in provision of instructional resources. Therefore, investigation recommends that Headteachers to be in the front line to facilitate parental guidance and counselling, Headteachers to encourage parental participation in decision making, education policy makers to develop policies aiming at programs that enhance parental training on Competency Based Curriculum and Ministry of Education to ensure that there is adequacy of instructional materials in all Junior secondary schools to ease the burden for parents as many are the times parents experience economic challenges.

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List of Abbreviations and Acronyms

CBC	Competency-Based Curriculum
CBI:	Competency-Based Instruction
CRD	Content Validity Review
ECEC	Early Childhood Education and Care
G&C	Guidance and Counseling
IP	Informed Participation
KICD	Kenya Institute of Curriculum Development
PE	Parental Engagement
PT	Parental Training
PTA	Parents Teachers Association
PIM	Parental Instructional Materials
PD	Professional Development
TPL	Teacher Preparedness Level

CHAPTER ONE

INTRODUCTION

1.0 Introduction

This chapter discusses the study's background, problem statement, purpose, objectives, research questions, justification, significance, assumptions, scope, constraints, limits, and study assumptions. It also includes a list of operational definitions for major terminology used throughout the investigation.

1.2 Background of the Study

The Education for All (EFA) initiative spearheaded by United Nations Educational Scientific and Cultural Organization (UNESCO), focuses on educational global needs of all children. Article 26 of 1948 Universal Declaration of Human Rights states that everyone has the right to a high-quality education. Therefore, Kenyan government has been carrying out major educational reforms where these reforms are designed to allow the sector to provide individuals with an education that better reflects the nation's changing socioeconomic realities in accordance with Kenya Vision 2030. The changes were in response to the 8.4.4 educational system which had numerous flaws and did not meet the needs of 21st-century learners. In recent years, Kenya's government has made major attempts to modernize the education sector. One of the most apparent improvements is change of content-based curriculum to competency-based curriculum, which focuses on acquiring skills and knowledge that can be applied in real-world settings while also supporting learners in becoming competent and prosperous as envisioned by Vision 2030. This new curriculum seeks to change from traditional rote memorization to a more practical learner-centered approach. However, any educational reform successful implementation normally depends on a number of elements, including parental and community involvement. Parental involvement and empowerment

have been linked to higher student accomplishment, motivation and academic results. For instance, when parents are well actively engaged and empowered in education of students, learners' attendance, test grades as well as behavior improve. It is vital that all stakeholders understand and accept the rationale for getting involved in CBC curriculum implementation. Education is a normally a responsibility to be shared therefore all stakeholders ought to understand and accept what is being done and expected of them in order to make meaningful contributions to the process. This is because, parents are normally a child's first teachers whereby a big impact is exerted on learners' academic performance (KICD, 2017a; Caulfield, 2001; KICD, 2019). Interaction among teachers as well as parents is critical for early childhood education success (KICD, 2019; Jackman, 2009; Essa, 2011; KICD, 2017a; KIE, 2000). To achieve the intended learning results, instructors must work with parents to implement CBC (KICD, 2019; KICD, 2017a; Essa, 2011; Catron and Allen, 2008). To properly integrate competency-based curriculum, parents needed to be informed and educated about important changes to their children's education system (KICD, 2019). One distinctive element of CBC is that it encourages parents to become actively engaged in students' education. Parents additionally ought to familiarize with technological tools for example radios, televisions, mobile phones as well as internet while developing a positive supportive attitude facilitative to learners' education. Therefore, parents should guide, mentor and cultivate positive relationships with learners. (MOE, 2022). Empowerment efforts are also necessary for effective parental engagement.

When parents have the right tools, information and resources, are likely to be well involved in learners' education hence helping in implementation of Competency-Based Curriculum. Empowerment strategies may include giving parents with training, workshops, educational materials, and ongoing assistance to help them become more participative in students'

education. In keeping with global issues, Competency-Based Education was introduced in the United States in 1968 (Nodine 2016). However, CBC has become a popular educational model in United States. This is because, CBC curriculum has now been introduced in several states across United States. The origins of CBC in USA commenced in 1960s, when mastery learning evolved, emphasizing student mastery of specific skills before moving on. However, CBC models have been implemented in a number of states and districts over time, notably Rhode Island's Big Picture Learning initiative. However, India has also adopted a Competency-Based system of education. This is because, in 2017, Central Board of Secondary Education (CBSE) adopted the Competency-Based Education strategy in grades 9 and 10. This curriculum emphasized critical thinking, creativity and teamwork. The Competency-Based model aimed to reduce exam stress while simultaneously encouraging students' overall development. However, implementation in all states and schools is still ongoing. Mexico has created a Competency-Based plan called the New Model of Educational Management (NMEG). This concept, introduced in 2013, aimed to transform the existing educational system by stressing competencies, skills, and student-centered learning. The NMEG plans emphasized personalized learning, teacher training and use of technology in education. Infrastructure, teacher professional development and evaluation methods have all posed challenges to the competency-based model's implementation.

In keeping with East Africa Community, in Tanzania's competency-based learning got introduced in 2005 as part of Education and Training Policy. The curriculum aimed to change the educational system by changing the focus from content-based to competency-based learning. This technique aimed at teaching students' essential life skills so that to prepare learners for job market after years of schooling. However, implementation was impeded by a shortage of resources, worries about teacher capacity and widespread resistance to change

among stakeholders. Malaysia implemented CBC to provide teachers with the information, skills and values required for success classroom curriculum delivery. According to Ministry of Education, (2015) in Rwanda, CBC teacher profile for Rwandan lower junior school teachers includes development of social skills, linguistic skills, physical and cerebral talents and community obligations. Therefore, what this brings out is that adoption as well as success of CBC has a varying level of implementation among different countries across the globe. However, policy support, teacher training and capacity building, resource availability, and community engagement have all contributed to the success and efficacy of these reforms.

1.2 Statement of the Problem

Successful implementation of CBC in Kenya heavily depends on parental involvement, yet several significant challenges persist. For instance, parental engagement in guidance and counseling sessions is notably low in Bomet County, Sotik Sub-County, with only 25% of parents actively participating, (Momanyi & Rop, 2019). This limited involvement raises concerns about whether students are receiving adequate support for their educational and personal development as effective guidance is crucial for navigating academic and personal challenges. Moreover, parental inclusion in decision-making processes related to CBC implementation is minimal. A local education advocacy group reports that merely 20% of parents feel their opinions are considered in these decisions. This lack of inclusion potentially leads to policies and practices that do not fully reflect the community's needs and preferences thereby undermining the overall effectiveness of CBC. Another significant challenge is the inadequate training of parents on CBC. For instance, a report by Kenya Institute of Curriculum Development (2019) observed 30% of parents, particularly in regions such as Bomet County's Sotik Sub-County, have received formal training on curriculum. Without a sufficient understanding of CBC, parents mostly struggle in effectively supporting students' education. This gap in knowledge and engagement can hinder the curriculum's intended

outcomes, as parents play have a critical responsibility of reinforcing educational activities at home. Access to instructional materials is another critical factor for the success of students under CBC. In keeping with Momanyi & Rop, (2019), in Sotik Sub-County, 40% of junior school students lack essential instructional materials at home. Furthermore, financial constraints prevent 60% of parents from providing these necessary resources, as reported by the Kenya National Examinations Council. These shortages can significantly impede students' ability to engage with and benefit from the CBC, which relies on practical, hands-on learning experiences. Thus, the need for the study was underscored by the critical role of engaging parents for success of CBC implementation in Sotik Sub-County. Understanding and addressing these challenges through focused research informed effective strategies and interventions, ensuring that the CBC achieves its intended outcomes and benefits all students across Sotik Sub-County.

1.3 Purpose of the Study

To examine influence of parental engagement on implementation of Competency-Based Curriculum in Bomet County, Sotik Sub-County.

1.4 Objectives of the Study

- (i) To assess influence of parental participation in guidance and counseling on implementation of CBC in Bomet County, Sotik Sub-County.
- (ii) To examine parental engagement in decisions making on implementation of CBC in Bomet County, Sotik Sub-County.
- (iii) To determine influence of parental training on implementation of CBC in Bomet County, Sotik Sub-County.
- (iv) To establish influence of parental provision of instructional materials on implementation of CBC in Bomet County, Sotik Sub- County.

1.5 Research Questions

- (i) How does parental participation in guidance and counseling sessions influence successful implementation of in Bomet County, Sotik Sub- County?
- (ii) What is the extent of parental engagement in decision-making processes on implementation of CBC in Bomet County, Sotik Sub- County?
- (iii) What are the effects of parental training programs on enhancing understanding and support for CBC implementation in Bomet County, Sotik Sub- County?
- (iv) How has provision of instructional materials by parents influence on implementing competency-based curriculum in Bomet County, Sotik Sub- County?

1.6 Justification of the Study

The study project was motivated by the critical need to investigate and understand headteachers complex dynamics of parental engagement concerning kind of influence it has on successful implementation of Competency-Based Curriculum (CBC). Understanding principals' roles in engaging as well as empowering parents in students' educational process is important for elevating CBC effectiveness. This investigation shed light on the collaborative efforts needed to narrow existing gap between home environment as well as school environment resulting in a more complete approach to student education. Furthermore, the study's findings may shape educational policies and practices, promoting more supportive and synergistic interactions between school administration and parents, as well as the implementation of modern curricular methodologies such as Competency-Based Curriculum.

1.7 Significance of the Study

Investigation was essential because it gives a thorough understanding of critical role bestowed on parents for effective implementation of Competency-Based Education in Sotik Sub-County in Bomet County. The findings help policymakers, educators whereas parents maintain a collaborative atmosphere that promotes students' optimal growth as follows;

To Educational Policy Makers

Findings from investigation benefits policy development or creation on curriculum effective implementation in comprehensive schools in Kenya; primary school and Junior secondary school. This is because through research findings educational policy makers are now able to base educational policies on best practices of engaging parents and other vital educational stakeholders in effective implementation of CBC curriculum among learners in Junior school.

To Teachers

Junior school teachers benefit from research outcomes in that more knowledge and skills is generated on best practices on how parents, teachers and learners, teachers being the unifying factor can collaboratively work together for the betterment of learners' performance levels in schools.

To parents

Parents being one of the critical stakeholders in education process in JSS benefits from research findings in that now can properly get engaged in education of their children based on best practices of involvement by school administration through researched data. Also, parents identify their roles in education process of their learners.

To Learners

Learners being the consumers of knowledge and skills developed in curriculum benefits from research outcomes in that better education programs and policies when put into place favors learners' educational attainment while in school and also get better prepared for life after school through impartation of skills and competencies that best suit learners' lives.

1.8 Scope of the Study

Investigation was only conducted in Junior public schools in Bomet County's Sotik Sub-County. However, main focus was on steps taken by government, county government and school administrations to engage and empower parents in implementation of CBC. Therefore,

parental attendance as well as participation on guidance and counselling, parental participation in decision making in junior schools, parental participation in training workshops concerning CBC curriculum and implementation of curriculum as well as parental influence on choice of instructional resources for use in teaching-learning practices together with how it impacts on implementation of CBC curriculum in schools. In addition, the investigation also employed mixed methods technique yielding a contemporaneous triangulation research design. School administrators and parents were surveyed through application of questionnaires together with interviews to gather qualitative as well as quantitative data. However, investigation was done between January and February, 2025.

1.9 Limitations of the Study

- (i) One possible limitation was lack of consistent and active engagement from all parents or guardians, which could impact the effectiveness of investigation. To address this, researcher implemented diverse communication strategies such as regular newsletters, phone calls and community meetings to encourage greater parental participation.
- (ii) Another limitation that arose from a small sample size or lack of diverse representation from various socio-economic backgrounds within the study group. To mitigate this, researchers ensured a sufficient and well-rounded sample size by collaborating with schools and community organizations to reach a broader spectrum of parents.
- (iii) External conditions outside school such as socio-political events as well as economic conditions could more likely influence level of parental engagement, thus impacting research outcomes. To handle this limitation, researcher conducted sensitivity analyses to identify and factor in any external influences that may affect the results.
- (iv) There could be a tendency for participants to provide socially desirable responses, leading to response bias and inaccurate data. To counter this, researchers incorporated

anonymous surveys or interviews conducted by independent facilitators to encourage genuine and unbiased feedback from parents.

1.10 Delimitations of the Study

- (i) Investigation only considered Junior school principals, teachers, students Junior school parents.
- (ii) Research looked at how principals' parental engagement and empowerment tactics influence effective implementation of CBC in public Junior schools in Bomet County's Sotik Sub-County.
- (iii) The study focused on public Junior schools in Bomet County Sotik Subcounty only.

1.11 Assumptions of the Study

- (i) All school administrators, teachers along with parents included in research had a similar concept of what constitutes a Competency-Based Curriculum.
- (ii) Adoption of Competency-Based Curriculum is consistently applied in all selected schools, with no substantial variances or deviations.
- (iii) During the research period, no substantial changes in educational policies occurred that could have an impact on curriculum implementation.
- (iv) Participants shared a common perspective of what defines parental participation and empowerment, with no major cultural or contextual differences.
- (v) The data gathered from participants, including survey and interview replies, was reliable and reflected participants real thoughts and experiences.
- (vi) Communication lines between parents and school administration are efficient, allowing for meaningful participation and empowerment.
- (vii) Parents had similar expectations, attitudes as well as degree of involvement in JSS students' education.

1.12 Operational Definitions of Key Terms

Competency-Based Curriculum. A type of curriculum design focusing on development of specific skills, knowledge, and abilities, with measurable results and competency in essential competencies.

Parental Engagement. Active involvement as well as participation of parents in students' education which may include activities such as attending school events, participation of parent-teacher conferences along with helping learners in attending to homework.

Parental Training. Is the process of enabling and increasing parents' ability to actively participate in educational decision-making, policy lobbying, and collaborative efforts with school authorities.

Parental guidance and counselling. Refers to parents' awareness of guidance and counselling practices, attendance to guidance and counselling sessions in schools as well as getting involved in individual students' guidance and counselling activities.

Parental decision making. Refers to parental participation in school-based decisions together with participation in school committees or advisory boards during implementation of Competency Based Curriculum.

Parental provision of instructional materials. This refers to parental engagement in provision of learning materials to Junior school students in line with Competency Based Curriculum requirements.

CHAPTER TWO

LITERATURE REVIEW

2.0 Introduction

This area investigation provides a detailed and critical review and synthesis of existing body of knowledge on impact of principal parental engagement on effective implementation of CBC. In addition, review of key areas as per objectives of investigation is addressed putting into consideration of association between theoretical as well as conceptual framework. Consequently, this assisted the researcher in identifying gaps, trends, and noteworthy results while exhibiting investigator knowledge of subject for research through review of related studies.

2.1 Empirical literature

2.1 Parental Engagement and Competency Based Curriculum Implementation

Everwijn, Bomers, Bomers, and Knubben (1993) noted that Junior school education is constantly confronted with challenge that information acquisition does not always imply successful application of same skills or know how. Therefore, a need for a curriculum that prioritized development of certain skills, knowledge and abilities, with an emphasis on measurable outcomes and mastery in essential competencies was necessary to be provided. Significant societal developments in recent decades have resulted in a shift in knowledge perspective, as well as a greater emphasis on competency acquisition and Competence-Based Education and training (Keams, 2001). Gibbons (1998) considers two types of knowledge generation. That is; production, which refers to discipline-specific knowledge that is frequently produced in conventional universities as well as Knowledge creation which is the context of application; that is, it arises during process of resolving specific tough challenges. Therefore, Competency-Based Curriculum seeks to reduce joblessness among youths and

graduates through equipping students with required skills, knowledge, behaviors as well as attitudes for a variety of life positions (Maodzwa-Taruvunga et al., 2012).

KICD (2019) Defines Parental empowerment as a process or activity that aims to improve parents' participation level in developing students' potential both in school as well as out of school. KICD (2019) opines that for students in Junior secondary schools to realize educational outcomes parents have to be well involved. Collaborating with teachers may foster a positive learning school environment while motivating students to reach their best potential. Principal and parent engagement are equally important because new curriculum has changed how parents participate in students' education. Effective implementation requires collaboration with parents, children, corporate sector participants and community support. KICD further opines that parental empowerment will be implemented using Training, Advocacy and Resourcing. According to KICD, training is an organized procedure for acquiring skills and concepts, changing attitudes and advancing knowledge. This is because it enhances the performance of a person or a group of people with a shared target or goal. As a result, parents, together with teachers along with other members of school community are trained on how to nurture potential of students.

Parental engagement and empowerment play crucial roles in aligning effective implementation of CBC curriculum in educational settings. Over the past decade, researchers have delved into understanding the intricate dynamics between these factors and their impact on the overall effectiveness of CBC. This literature review explores key studies and findings from the last ten years, shedding light on effects of parental engagement or empowerment on successful implementation of Competency-Based Curriculum. In keeping with an investigation made by Johnson and Smith (2013) highlights need of parental engagement in

CBC. The researchers found that active participation of parents on students' learning process significantly contributed to the students' understanding and application of Competency-Based Skills. This involvement ranged from participating in parent-teacher meetings to facilitating at-home activities that reinforced the curriculum. Furthermore, the work of Martinez et al. (2015) highlighted the need for empowerment among parents to support CBC. Empowered parents, as the study suggested, were more likely to advocate for curriculum improvements, participate in decision-making processes, and effectively collaborate with educators.

This empowerment not only positively impacted the students but also fostered a sense of community within the educational institution. Another important aspect addressed by Thompson and Brown (2018) was on need of communication in parental engagement where findings illustrated productive communication between educators as well as parents was found to be crucial in facilitating a smooth implementation of CBC. The study argued that transparent communication channels facilitated the exchange of ideas, concerns, and feedback, creating a collaborative environment that supported both parents and JSS teachers in overcoming challenges of a Competency-Based approach. Moreover, the research conducted by Garcia and Rodriguez (2016) delved into the socio-economic aspects of parental empowerment. The study suggested that empowering parents from diverse socio-economic backgrounds played a pivotal role in bridging the achievement gap among students. Empowered parents were better equipped to navigate the complexities of CBC, thus making sure benefits of curriculum are in reach of junior school learners, irrespective of socio-economic status.

In addition to these findings, work of Smith and Davis (2019) explored the impact of parental empowerment on teacher-student relationships within a CBC framework. However, investigation revealed that empowered parents or guardians not only support students learning

but also collaborates with teachers, contributing to a positive and enriching learning environment. This emphasized the interconnectedness of parental empowerment, teacher collaboration, and student success in competency-based education. On the policy front, the research by Brown et al. (2017) highlighted the need for institutional support in empowering parents for CBC. The study argued that schools and educational authorities should actively implement policies that foster parent-teacher partnerships and provide resources for parental empowerment initiatives. Such policies, the researchers contended, were instrumental in creating a supportive ecosystem for CBC implementation. Furthermore, the study conducted by Anderson and White (2020) brought attention to the need for professional development opportunities for both parents and educators. The researchers found that continuous learning and skill-building initiatives positively impacted parental engagement and empowerment. Professional development programs were identified as essential components in ensuring that parents and educators were well-equipped to navigate the evolving landscape of CBC.

In conclusion, the last decade has witnessed a significant body of research highlighting the intricate relationship between parental engagement, empowerment, and effective CBC curriculum implementation. Additionally, studies emphasize significance of active involvement, effective communication, socio-economic considerations, and institutional support to create an environment where CBC can flourish. Moreover, educational systems progressively evolve, proper internalization as well as addressing such factors become a condition in attaining full potential of competency-based education. Despite existing research on the influence of principal-parental engagement in the implementation of competency-based learning, a notable gap lies in a comprehensive examination of the qualitative aspects of this collaboration. While some studies have touched on quantitative outcomes, there's limited exploration into nuanced experiences, perceptions or challenges faced by both

principals and parents. Investigating the qualitative dynamics could shed light on the intricacies of their interactions, barriers to effective engagement as well as impact of various dynamics on students' holistic development in context of Competency-Based Education in Bomet County Sotik Sub-County. Addressing this gap can provide a more holistic understanding of intricate relationships shaping successful implementation of Competency-Based Curriculum.

2.2 Parental Engagement in Guidance and Counseling on Implementation of CBC

Over past decade, empirical researches have significantly made a contribution to various dynamics between engagement of parents, guidance and counseling and effective implementation of CBC. According to an investigation made by Anderson and Johnson (2018) explored nuanced influence of parental engagement in guidance and counseling on integration of CBC. Employing a mix of surveys and interviews, the researchers established a positive association between active parental engagement in counseling process and effective implementation of Competency-Based Approaches in curriculum. This study shed light on various ways parents contribute to shaping the educational environment, emphasizing the importance of their participation in guidance and counseling initiatives. Building on this foundation, Smith et al. (2019) delved deeper into the specific mechanisms through which parental engagement in guidance and counseling influences CBC implementation. Utilizing a mixed-methods approach that included classroom observations and focus group discussions, the study highlighted the multifaceted role of parents as advocates for student well-being within the Competency-Based framework. It underscored how informed and engaged parents contribute to a supportive atmosphere, fostering effective CBC implementation. This research not only added granularity to our understanding but also emphasized the active place of parents as it concerns shaping educational experience of learners in Junior secondary schools.

In keeping with global investigations, United Kingdom in early 1970s as a result of an economic pleasure on need of people with various skills in the industry. However, CBC implementation in United Kingdom had largely been facilitated by parents through their act of providing guidance and counselling to learners on the areas of competencies learners can pursue more so in junior schools in United Kingdom (Mulenga and Kabombwe, 2019). Therefore, what this means is that parental guidance is a necessary practice for learners in Junior secondary schools as learners due to their tender age may not fully be able to make decisions on their own hence the need for guidance and counselling from parents on educational decisions learners make so that learners can make most appropriate academic decisions. However, in United State of America the movement on Competency Based Curriculum began way back in 1970s and later spread to European countries such as Germany and United Kingdom in 1980s. Therefore, according to Komba & Mwandanji, (2015) CBC implementation in USA was highly facilitated by parental guidance to learners in Junior secondary schools. These is because parents would actively participate in career development of learners so that each and every learner becomes better placed in their courses in higher education in universities and colleges.

According to the context of African region, Komba & Mwandanji, (2015) noted that South Africa was among first countries to adopt CBC in 1998 which was pressured by acute inadequacy of individuals including engineers as well as artisans who would compete favorably to the challenging environment of 21st century. However, in keeping with Mwarari, Githui and Mwenje, (2020) implementation of CBC did not lack its own challenges where one of the prominent challenge was inadequacy of involving parents in guidance and counselling of learners in CBC curriculum which posed problems to learners on selection of pathways to follow from Junior high schools to senior school and later to the universities and

colleges and as a result it was recommended for headteachers to actively engage parents on guidance and counselling of students in Junior secondary schools to facilitate academic achievements of learners while in school. Furthermore, according to East African Community, in Rwanda, Tabaro & Uwamahoro, (2020) made an investigation on challenges affecting implementation of CBC Rwanda where it was established that; although there was a mountable level of success on CBC curriculum implementation parental guidance had a significant effect on ways through which Junior school students select career pathways in senior secondary schools. Therefore, it was recommended that parents to be properly engaged in guidance and counselling of Junior secondary school learners to facilitate educational success of learners and to aid in proper decision making of learners in Junior secondary schools for academic matters.

However, Kenya has not been left behind in the shift of curriculum from content based 8-4-4 curriculum to Competency Based Curriculum that is now more skills-oriented basing on learners' competencies. Therefore, in December 2017, Kenya commenced the Journey to move from 8-4-4 model of learning to CBC curriculums spearheaded by Kenya Institute of Curriculum Development (KICD) and a key pillar on implementation of CBC was identified as parental engagement in various practices such as guidance and counselling as part of guidelines of implementing CBC in Kenyan schools (Kenya Institute of Curriculum Development, 2019). Therefore, bearing on the importance placed on use of parental guidance and counselling on CBC curriculum implantation the study investigates on how parental guidance and counselling influences CBC implementation in public Junior high schools in Sotik Sub-County, Bomet County, Kenya.

2.3 Parental Training Influence on the Implementation of CBC

Shifting focus to parental training, a study conducted by Brown and Garcia in 2020 delved into effects of structured parental training programs on CBC curriculum delivery. Through pre- and post-training assessments, the research demonstrated a significant improvement in parents' understanding of Competency-Based principles and their subsequent active participation in supporting JSS Students learning. This study illuminated the potential of targeted training initiatives to enhance parental contributions to CBC, emphasizing need of equipping parents with the knowledge and skills necessary to navigate the nuances of a Competency-Based Educational system.

In keeping with global investigations, Tupper & Dykeman, (2017) in Canada made an observation that government of Canada via ministry of education has laid down strategies for community engagement in implementation of the curriculum. This is because government and community collaboratively working together was identified as a crucial step towards success of learners in schools. This is because through community and school partnerships parents can have an opportunity to provide support materials to students in schools to facilitate learning. These sentiments also agree with Barrick, (2016) who noted that United State of America there has been programs that aim on empowering parents with knowledge on Competency Based Curriculum so that parents can be more effective in assisting learners while in school as one of the competencies in CBC curriculum is that of collaborative learning where parents are also involved in learning process of the students. Therefore, what this indicates is that for parents to be effective in their role as stakeholders in education of students in Junior secondary schools parental training on working of CBC curriculum and identification as well as sensitization of parental roles in education process of students is necessary.

According to Kabombwe and Mulenga (2019) the case of African region is different. This is because in Lusaka Zambia in an investigation it was revealed that 67% of members of the community lack adequate knowledge on CBC curriculum. This is an identifiable gap that has to be fixed as lack of parent training on requirements of the CBC curriculum, parents fail to become effective in their role of facilitating learners at Junior secondary schools. Therefore, this means is that parental training on demands of the CBC curriculum is a practice that can never be avoided. However, in a similar investigation conducted by Mugambi, (2022 in Tanzania alluded that community engagement particularly parents of various schools are an important approach to effective implementation of CBC curriculum among Tanzania schools. These is because in most cases mostly in rural schools in Tanzania parents normally assist Junior secondary school students with resources such as human resources and financial resources as well as development of curriculum plans for learners in the schools. in addition, in Uganda Bral & Cunningham, (2016) observes a notable impact of programs aimed to educate parents on how well parents may facilitate students learning in Junior high schools. As a results parents through the Parents Teachers Associations (PTA) are able to facilitate learning in schools more so in Junior secondary schools where parents are effectively able to mobilize resources.

In Kenyan perspectives, Waweru (2018) made an investigation in Nyandaura County and established that there was need of training on CBC implementation among critical educational stakeholders such as teachers and parents. According to Waweru, (2018) these training is important in that it will help parents to provide support services to teachers in instructional materials making CBC implementation in Kenyan schools smoother as well as effective. Furthermore, Nairobi County Education Report, (2021) indicates that in Makandara Sub-County, overcrowded classrooms, inadequate qualified teachers and lack of access to quality

instructional materials as some of the major factors contributing to poor execution of Competency Based curriculum among schools. However, the report recommends that through the engagement of other educational stakeholders such as school community and parents the schools can be provided with more human resources and instructional resources although parental education was found necessary for parents to effectively participate in implementation of the CBC. Therefore, it can be objectively drawn that for curriculum execution of CBC to be fully effective, ministry of education cannot achieve it in isolation but requires support of other educational stakeholders such as parents but in order to have meaningful parental participation parental education through training programs is necessary hence the need for the study to evaluate influence of parental training on implementation of Competency Based Curriculum in Junior high schools in Sotik Sub-County, Bomet County, Kenya.

2.4 Parental Involvement in Provision of Instructional Materials on the Implementation of CBC

In examining link between parental availing of instructional resources and CBC execution, a recent investigation done by Wang and Lee (2021) made observations on crucial need of place of resources and success of any curriculum as resources such as learning materials are of primary concern for students' welfare in school. Moreover, findings illustrated a significant positive relationship of adequacy of instructional resources supplied by parents and effective CBC curricular execution. This research highlighted multifaceted nature of parental contributions, showcasing that beyond engagement in guidance and counseling, the provision of suitable materials is vital for a comprehensive curriculum delivery. These empirical studies have made a contribution to an ever-growing scholarly work providing a nuanced as well as a comprehensive understanding of how parental engagement, training and provision of

instructional materials collectively influence the successful implementation of Competency-Based Curriculum. As educators and policymakers continue to refine educational approaches, these insights highlight suitable responsibilities of parents on education practices enhancing effectiveness of Competency-Based learning. Further, research undoubtedly contribute to ongoing efforts to optimize the partnership among parents, educators along with students in context of changing educational paradigms.

According to global researches, Liisa, Tina, Susanne and Heidi, (2019) observed that in Sweden and Finland, the role of Early Childhood Education and Care (ECEC) ensure there are provisions of engaging with parents collaboratively in the provision of education. Therefore, curriculum design in Finland and Sweden is designed in a manner that it enables parents or guardians to take part in provision of necessary materials to learners in schools to facilitate learning. However, in Canada, Hamlin & Flessa, (2018) ministry of education has developed a policy framework for parents to take part in provision of monetary resources for students while at school. In addition, Chile has also recognized advantages of parental involvement in provision of education where educational policies have been developed to guide parents on how to engage students through provision of materials and resources for learning to supplement government efforts (Jabar, 2021). What this indicates is that parental provision of instructional resources among other resources such as financial resources are useful in supplementing already available government resources which may not be adequate for Junior secondary school students learning smoothly.

In Africa, an investigation was conducted by Amunga, Were and Ashioya (2020) in Zambia among predicaments of implementation of CBC was identified as lack of adequate involvement of parents in provision of resources for students to use in school leading to acute

shortage of resources such as books in junior high schools. Moreover, in South Africa an investigation by Mulenga & Kabombwe, (2019) reported that some of the common problems hindering implementation of CBC in African countries is lack of proper engagement of parents in activities of the school such as provision of learning materials for students in school. Similarly, in Rwanda and Zambia it was observed that lack of adequate parental engagement in provision of financial resources acts as a barrier to effective CBC execution in Junior secondary schools (Mulenga & Kabombwe, 2019).

In keeping with East Africa, in Uganda, Kidega, Zheng, and Thet (2023) carried an investigation in Uganda to establish some of the factors hindering proper implementation of CBC in Uganda. However, it was established that inadequate participation of parents in provision of financial resources, human resources and learning materials were the major factors affecting adequate implementation of CBC in Uganda. Therefore, these findings place role of parents in provision of learning materials collaboratively with government via ministry of education in fore front. This is because, education provision is expensive and it requires engagement of various stakeholders in order to adequately provide all learning resources to students to facilitate their educational accomplishment. These observations agree with Amunga, (2020), parental participation in education of students in Junior high schools encompasses activities such as provision of a suitable learning environment, guiding students on internet use especially when students are at home, supporting students with resources to carry out homework assignments as well as working collaboratively with the school in order to ensure the school has enough learning materials for students' welfare while at school. In Kenya, Ondieki (2019), observes that there lack proper integration structures of parents in execution of CBC where parents as key stakeholders are not adequately involved nor adequately informed about CBC curriculum as well as parental obligation in effective execution of CBC curriculum in

Junior high schools. Therefore, with consideration of these great important place of parents in productive execution of CBC curriculum, current investigation seeks to determine how parental involvement in provision of instructional resources in Junior secondary schools influences productive execution of CBC in Sotik Sub-County, Public Junior high schools.

2.5 Parental Engagement in Decision Making Influence on Implementation of CBC

Parental involvement in decision-making has emerged as a critical aspect of contemporary educational discourse, reflecting a shift towards more collaborative and inclusive approaches. Research by Henderson and Mapp (2002) emphasizes importance of involving parents in decision-making in education processes, fostering a partnership between schools as well as families. Henderson and Mapp (2002) work underscore that involving parents goes beyond traditional responsibilities to encompasses participation in school-level decisions, contributing to a more comprehensive and productive school environment. This collaborative model aligns with ethos of the Competency-Based Curriculum (CBC), emphasizing a holistic approach that involves various stakeholders, including parents, in shaping the educational landscape. Studies, such as that by Epstein (2010), delve into effects of parental involvement in making decisions on educational outcomes. Epstein's framework explains multifaceted nature of parental participation, encompassing involvement not only at home but also in school together with community surrounding the school. Within the realm of decision-making, parents are positioned as valuable contributors, offering unique insights into the needs and preferences of their children. Therefore, this significant association on parental involvement in decision-making and improved educational learning outcomes underscores the potential of collaborative decision-making processes within the CBC framework. This literature review underscores the significance of understanding and fostering parental

involvement in decision-making as an integral component of effective educational practices, aligning with the overarching goals of the study.

Globally, Ngina, (2024) noted that parental decision input in secondary schools on kind of materials required on execution of Competency Based Learning curriculum is highly influential on the level of success schools are likely to make. This is because parents as stakeholders and CBC curriculum targeting on parents to work collaboratively with teachers calls for parents to be engaged in making various school decisions so that students' learning in Junior high schools can be smooth where adequate learning resources are provided. However, Sahlberg, (2015) noted that in Finland parental participation in education of students has seen better improvement in academic achievements among secondary schools. therefore, secondary school management usually engage parents in making of certain decisions concerning the curriculum that has facilitated improved students' performance. However, although there exists a positive association on parental participation in making decisions there still exist a gap to establish how it influences on curriculum implementation in Junior high school where current study main focus is enriched.

In keeping with Africa continent, Tabaro & Uwamahoro, (2020) in an investigation in Rwanda identified that one of the major problems preventing proper implementation of Competency Based Learning in Rwanda as lack of adequate parental participation in school decisions. It was further found that many of high schools' management rarely involve parents in school decision making processes which hindered curriculum implementation in that parents are not taken as key stakeholders in implementation of curriculum. Moreover, Nsengimana, (2020) adds that African nations including Zambia and Rwanda have faced several challenges in involvement of parents in school level decision making processes where

level of education of parents in day school was found to be a challenge affecting the level of participation of parents in school management.

However, in Kenya (Callen, 2020) noted that CBC was not well received by a majority of Kenyans including Teacher Unions such as Kenya National Union of Teachers (KNUT). According to report by KNUT in 2019, it was indicated that CBC was hurriedly implemented without due assessment and considerations of other factors such as parental engagement on decision making on what kind of curriculum parents would wish for their students in school. Therefore, this, means that there was inadequate public participation on the need for change of the curriculum and also in curriculum implementation process. In other words, parents' views were not well put into considerations. These findings are further in support by an investigation done by Momanyi and Rop (2019) who observed that effective implementation of CBC in Kenya lacked a clear roll out on how to engage various stakeholders in the education sector so that parents can know their role in education of students such as decision making participation in schools that has caused several challenges in productive execution of CBC in Kenyan schools including lack of adequate knowledge about curriculum by parents despite being a key stakeholder, acute shortages of teachers, inadequate resources such as classrooms and learners assessment and grading. Therefore, basing on identifiable gap on lack of adequate parental engagement on decision making investigation seek to fill this gap by addressing issue of influence of parental involvement in decision making on effective implementation of Competency Based Curriculum in public Junior high schools in Sotik Sub-County, Bomet County, Kenya.

2.6 Theoretical Literature Review

2.6.1 The Engagement Theory

Engagement theory, proposed by Fredricks, Blumenfeld and Paris (2004), puts emphasis on need of active involvement, interest as well as enthusiasm in student learning. Therefore, keeping in context of research, engagement theory proposes that when parents are actively involved in guidance, counseling, decision-making as well as training activities related to CBC, they are more likely to understand the curriculum goals, support its implementation and contribute significantly to junior high school students' educational experiences. Parents who are engaged in the educational process are more likely to acquire improved communication skills with teachers, monitor progress of learners in junior secondary institutions as well as provide necessary support at home, thereby enhancing the overall success of CBC implementation.

The engagement theory serves as a theoretical anchor that intricately intertwines with the study's objectives on principal parental engagement in CBC implementation. By embracing the engagement theory, the research acknowledges the dynamic and active role parents play in shaping educational processes. Through the lens of the engagement theory, the study aimed to unravel the multifaceted ways in which parental involvement actively contributes to the successful execution of Competency-Based Curriculum, enriching theoretical foundation together with practical implications of research.

2.6.2 Product Theory

The product theory by Katherine W and Noel R, (2023), a conceptual framework that focuses on the tangible outcomes or products resulting from a process, holds significant relevance in understanding the dynamics of principal involvement of parents in effective execution of Competency-Based Curriculum (CBC). Therefore, product theory, as proposed by Becker,

focuses on the outcomes or products of education, such as knowledge, skills, and credentials. Consequently, in keeping within context of investigation, product theory proposes that parental involvement in decision-making, provision of instructional materials, and participation in training programs can directly influence the quality and effectiveness of CBC execution by taking part in contribution of availability of resources, enhancing teacher-parent communication and fostering a home environment supportive to students' educational success.

These is because, parents who get well engaged in supporting learners' education are much likely to contribute to desired outcomes of CBC, such as improved academic performance, higher levels of competency attainment, and increased overall educational achievement. The product theory provides as a valuable theoretical lens by which individuals to assess or measure the tangible outcomes and impacts of principal parental engagement in CBC implementation. By focusing on the measurable products resulting from proper engagement of parents, research aims to provide a comprehensive enlightenment of how such involvement contributes to overall success of Competency-Based Curriculum. Therefore, product theory through emphasizing importance of assessing concrete results, enriches the theoretical foundation of the research and provides insights into the practical outcomes of effective principal parental engagement and empowerment in the educational landscape.

2.7 Conceptual Framework

Independent variables comprise of parental engagement in guidance and counseling, parental training as well as parental provision of instructional materials which constitutes independent variable but on the other hand, effective implementation of Competency-Based Curriculum (CBC) constitute dependent variable. In addition, intervening variables was taken as parental preparedness as illustrated in Figure 1.

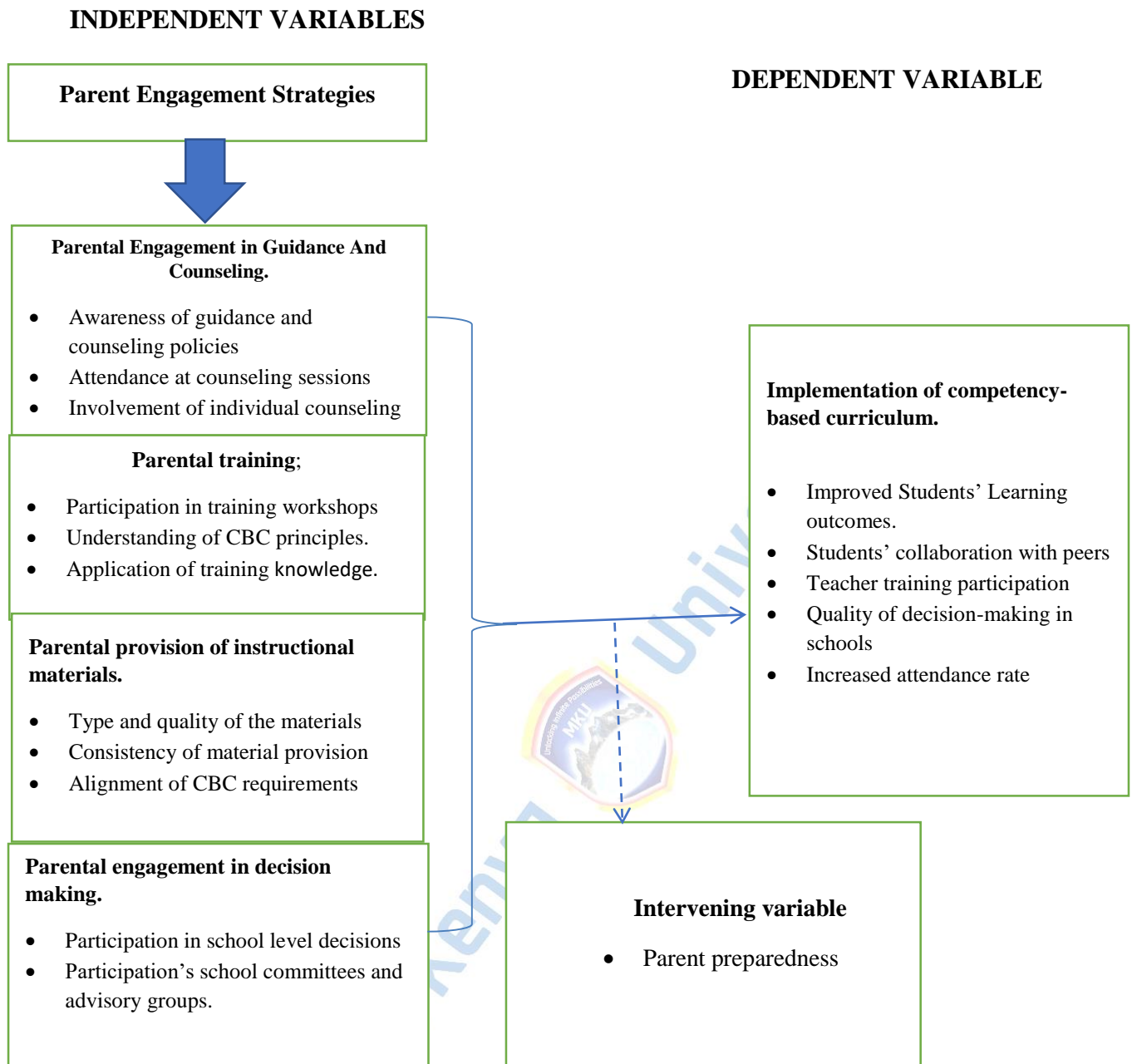


Figure 1 *Conceptual Framework*

2.8 Research Gaps

Despite substantial body of knowledge on parental engagement, there remains a noticeable research gap concerning the specific dynamics of parental involvement in guidance and counselling within Competency-Based Curriculum (CBC). Existing studies often provide a broad overview of parental engagement but lack depth in exploring how parents actively

participate in guidance and counselling activities. In addition, further exploration is needed to have specific ways parents engage in guiding and counselling their children, shedding light on the nature and impact of these interactions within the CBC framework (Henderson & Mapp, 2002; Sheldon, 2003). While the significance of parental training is acknowledged, a research gap persists in understanding the specific training needs perceived by parents in the context of CBC implementation.

Existing studies often offer generalized perspectives on parental training without pinpointing the specific skills or knowledge areas parents feel inadequately prepared for. There is a need for focused research to identify the specific training requirements expressed by parents, contributing to the development of targeted and effective parental training programs aligned with CBC objectives (Epstein, 2011; Jeynes, 2012). Despite the recognition of parental engagement's influence on educational outcomes, a research gap exists in understanding the intricate dynamics of engaging parents in making decisions related to CBC effective implementation. Existing studies often lack granularity in delineating how parents' active engagement in forums for making decisions, nature of parents' contributions, and resultant impact on shaping implementation strategies. Addressing this gap requires research that delves into decision-making processes, elucidating role parents play in shaping CBC policies and practices (Hornby, Lafaele, & Pihama, 2011; Sheldon, 2003). While there is acknowledgment of importance of parental provision of instructional materials for learners' educational success, a research gap remains in understanding the specific ways parents contribute to this aspect within the CBC framework. Existing studies often provide broad overviews without delving into the nuances of parental involvement in ensuring the availability of instructional materials.

2.9 Summary of Literature Review

Literature review explores impact of parental engagement in guidance and counseling, training of parents, participation of parents in making decisions as well as provision of resources for instruction on effective execution of Competency-Based Curriculum (CBC). Anderson and Johnson (2018) a significant relationship between parental engagement in guidance and counseling and effective CBC integration. Smith et al. (2019) delved into specific mechanisms, emphasizing parents as advocates for student well-being. Brown and Garcia's study (2020) demonstrated the impact of structured parental training programs, highlighting improvements in understanding and active involvement. Wang and Lee (2021) focused on instructional materials, revealing a positive association between parental provision and successful CBC implementation. Overall, these studies underscore the multifaceted role of parents, emphasizing their active participation and contributions beyond traditional involvement in shaping the educational environment and enhancing CBC implementation. The literature suggests that a holistic approach, encompassing engagement, training, and material provision, is vital for optimizing parental contributions to Competency-Based Learning.

CHAPTER THREE

RESEARCH METHODOLOGY AND DESIGN

3.0 Introduction

This section looked at type of research methodology applied as well as design considered to direct investigation so that to obtain objective results. In addition, location where investigation took place was addressed, population targeted as well as sample included as part of population as respondents, instruments used for data collection. Moreover, discussions pertaining methods applied to collect data together with analysis of collected data was looked at having made considerations of ethical issues for the research.

3.1 Research Methodology

Investigation used a mixed-methods research approach so that to make use of both qualitative aspects as well as quantitative aspects for research. Therefore, mixed-approach strategy was chosen to maximize on the strengths of both qualitative together with quantitative methods, providing a thorough knowledge of research topics (Creswell & Creswell, 2017). Creswell and Plano Clark (2018) argue that integrating these methodologies improves the validity of study findings by triangulating many data sources and allowing for a more robust exploration of complicated phenomena.

3.2 Reserch Design

This investigation applied a descriptive research design, combining quantitative as well as qualitative methods. According to Creswell (2014), a descriptive survey design involves collecting numerical data for statistical analysis. To add a qualitative perspective, the researcher also gathers detailed descriptions of the study problem. Descriptive surveys explain rather than explore or experiment. This justifies the chosen design as ideal because it give the researcher well-supported findings without the need for interactions between survey respondents and interviewees. This method observed phenomena in their natural settings,

providing insights without interference. It allows for a thorough understanding, flexible data collection, and blended depth of qualitative research with the precision of quantitative analysis. Therefore, the results from this study directly informs educational policies and practices, making it a suitable approach for the research.

3.3 Location of the study

Research was made in various schools across Sotik Sub-County in Bomet County. This geographic diversity was crucial for capturing heterogeneity of socio-economic contexts, providing a richer understanding of how principal parental engagement and empowerment manifest across different settings (Creswell & Creswell, 2017; Stake, 1995). Moreover, Sub-County has a population of 187,968 residents, covering an area of 544km² hence a population density of 418.6/km² (KNBS census 2019). The main economic activities are dairy farming, tea planting, subsistence agriculture and trading. The rationale of this location was facilitated by need of study because according to Momanyi & Rop, (2019), in Sotic Sub-County 40% of student lacks essential materials for CBC implementation while 60% of parents are not able to provide students with essential resources or CBC hence need to look for a solution to this problem.

3.4 Target Population

Research population targeted comprised of parents, teachers together with school administrators involved in CBC implementation within the Bomet county, Sotik Sub-County. However, there are a total of 155 Junior schools in Sotik Sub-County with a total of 35,000 learners in Junior Schools in Sotik Sub-County, 620 Junior school teachers and 30,000 parents.

Table 1 *Target Population of the study*

Category	Target Population
Headteachers	155
Teachers	622
Parents	30,201
Students	28,782
Total	59760

Source: Sotik Sub-County Director of Education Office

3.5 Sampling Procedure and Sample Size

Stratified method of sampling was employed to ensure uniform representation of population of various socio-economic contexts and engagement practices. This approach aligns with the in-depth exploration characteristic of qualitative research (Creswell & Creswell, 2017). Consequently, a sample size for quantitative phase was determined based on principles of saturation and statistical power, ensuring the adequacy of data to address research questions (Creswell & Creswell, 2017).

$$n = \frac{N}{1 + N(e^2)}$$

Where;

n = sample size

N = population size

e = margin of error which is 0.05

Considering a total population of 65,775 total sample therefore was obtained as;

$$n = \frac{59760}{1 + 59760(0.05)^2} = \mathbf{398}$$
 as the sample size

Table 2 *Sample Size of the Study*

Category	Target Population	Sample size	Sampling Technique
Headteachers	155	18	Purposive
Teachers	622	100	Simple random
Students	30,201	180	Simple random
Parents	28,782	100	Stratified random
Total	59760	398	

Source; Researcher, 2025

Therefore, a total of 18 headteachers, 100 JSS teachers, 180 JSS Students and 100 JSS parents formed sample size for investigation as illustrated in table 2 displayed above. However, in order to achieve this Sotik Sub-County was divided according to the five zones which are Rongena, Ndanai, Chemagel, Kapletundo and Kipsonoi zones so that to come up with 5 sampling units. In every zone 25 JSS students, 25 parents and 36 students will be sampled. However, for Rongena, Ndanai and Chemagel 4 Headteachers were sampled in each zone while for Kapletundo and Kipsonoi, 3 Headteachers were selected in each zone.

3.6 Research Instruments

Qualitative data was collected by help of semi-structured guides for interviews meant for school administrators; headteachers together with parents. Therefore, allowed for an in-depth analysis of various experiences from participants, perceptions or dynamics of principal-parental engagement on successful execution of Competency-Based Curriculum (CBC) (Creswell & Creswell, 2017). Quantitative data on the other hand was gathered using questionnaires administered to students and teachers. These questionnaires were developed based on insights gained from the qualitative phase. Consequently, used approach ensured that the questionnaires tools were grounded on real-world experiences as well as contexts,

aiming to quantify patterns and relationships identified in the qualitative findings (Creswell & Creswell, 2017). By basing the questionnaires on qualitative insights, the researcher can ensure that the variables and questions are relevant and comprehensive.

3.7.0 Piloting of Research Instruments

To ensure clarity, relevance as well as appropriateness of both qualitative and quantitative instruments, a pilot testing phase was conducted. This integrative process, guided by participant feedback, enhances the face validity together with reliability of instruments (Creswell & Creswell, 2017). Pilot research constituted 10% of study sample as Kothari (2005), illustrates that a sample of 10 % is adequate for pilot investigation or 30 to 50 individuals thus piloting was conducted among 40 respondents who were not part of main study.

3.7.1 Testing for Validity

Member checking and peer debriefing enriched the qualitative data validation process by incorporating participant perspectives and external expert insights. On the quantitative side, statistical validation processes ensure the reliability together with validity of tools, collectively contributing to the methodological rigor and robustness of the research study.

3.7.2 Testing of Reliability

Qualitative data underwent member checking and peer debriefing whereby results from pre-testing were used to establish reliability using Cronbach's formula to establish reliability (Creswell & Creswell, 2017). Quantitative data, on the other hand, underwent statistical validation processes, including reliability tests for survey instruments, assuring credibility a long with robustness of investigation (Creswell & Creswell, 2017).

3.8 Data Collection Procedures

Having been provided with a letter of introduction to NACOSTI by university of MKU together with Ethical Review Certificate, investigator sought for licensing from NACOSTI.

Consequently, licensing approval permitted acquiring of authorization letters from County Government of Bomet, Commissioner as well as County Director of Education. In addition, researcher developed introduction letter to participants that was issued prior to gathering of information. However, for qualitative information collection was aided by administering of interviews to headteachers but for quantitative data gathering was aided by use of questionnaire tools. However, this was attained through an assistance of a research assistant who had been trained prior to gathering of information from respondents.

3.9 Data Analysis Procedures

Investigation made use of thematic analysis to identify patterns together with themes within qualitative data, as suggested by Braun and Clarke (2006). This qualitative analysis helped develop variables for the subsequent quantitative phase. For the quantitative data, various statistical analyses were conducted. In addition, descriptive statistics tools were applied to scrutinize data, including frequencies, percentages as well as mean. On the other hand, inferential statistics, specifically correlation analyses, was employed to explore relationships and predict outcomes. Moreover, analysis was done quantitatively with considerations of Statistical Package for Social Science (SPSS Version 30). After data being analyzed, findings were presented in form of tables or charts so as to objectively come up with conclusions for investigation. Thematic analysis was chosen for the qualitative data as it is effective in identifying and interpreting patterns within the data, which is crucial for developing meaningful variables for the quantitative phase. Using SPSS will ensure that the data is analyzed accurately and efficiently, given its robust capabilities for handling complex statistical procedures. Presenting the findings with tables and charts made the results accessible and easy to interpret for a wide audience, including policymakers and practitioners in the field of education.

3.10 Ethical Considerations

(i) Informed consent from participants

Researcher took time to explain to respondents on expectations of research and time frame likely to be spent on data collection and purpose of information gathering as well as presented informed consent form to participant before commencement of data collection. This ensured that all participants are aware of what is expected of them and their rights and privileges during interrogation

(ii) Confidentiality

All participating respondents were well informed on data protection and privacy for all information gathered from them as all data obtained was specifically applied for the sole purpose of research.

(iii) Voluntary participation

Individuals participating were well informed that participation was voluntary as well as existence of freedom of withdrawal from participation without any form of fear of victimization or punishment for not taking part in research. Also, members who took part in the study were informed that they can discontinue with the interrogation at any point without explanation for their withdrawal.

(iv) Data protection and safety

Data collected from research tool was well handled and placed under key and lock where only researcher would be able to access it as no other unauthorized person would be able to access it.

(v) Anonymity

All research tools lacked an option for writing personal information and also participating members for the research were also highly advised not to indicate any information that could identify them.

CHAPTER FOUR

RESEARCH FINDINGS AND DISCUSSIONS

4.0 Introduction

Chapter four has looked at report on general response rate, demographic information of participants, major findings as well as discussions of the four objectives of investigation on involvement of parents or guardians in guidance and counselling, parental engagement in decision making, parental training as well as parental provision of instruction materials and impact on successful execution of Competency Based Curriculum in Sotik Sub-County, Bomet County, Kenya. Therefore, findings have been descriptively and inferentially discussed so that to draw objective conclusions on parental engagement practices impact on successful CBC delivery in Junior high schools in Kenya; the case of Sotik Sub-County.

4.1 Respondents Rate of Response

Tools for obtaining information from respondents generated a response rate of 378 (94.97%) when administered to participant which was adequate as well as appropriate for drawing objective conclusions.

Table 3 *Respondents Rate of Response*

Category	Respondents sampled	Participants Response	Response Rate
Headteachers	18	16	88.89%
Teachers	105	102	97.14%
Students in JSS	175	170	97.14%
Parents	100	90	90.00%
TOTAL	398	378	94.97%

Source; Researcher, 2025

From these findings it was found that a total of 16 (88.89%) of Headteachers responded, 100 (98.04%) of teachers responded, students from JSS who responded were 170 (97.14%) and a total of 90 (90.00%) of parents responded generating a response rate of 378 (94.97%) total response rate.

4.2.0 Report on Demographic Information of Respondents

Tools governed to respondents also obtained information on general characteristics of participants whereby information on level of education, gender, age of students was captured.

4.2.1 Gender of Participants

For the characteristic on gender, gathered information revealed that there was adequate gender parity representation of gender across all respondents. For instance, headteachers 10 (62.5%) were male while female headteachers were 6 (37.5%), for teachers 54 (54.00%) were male while 46 (46.00%) were female, while girls in JSS appeared to be slightly more than boys as there were 90 (52.94%) whereas boys were 80 contributing for 47.06%. In addition, for those parents who participated in the research just as it was the case for JSS students there were more female parent participants at 58 (64.44%) and male parents contributed for 32 (35.56%). Consequently, information on respondents' gender was presented as illustrated as in figure 2 below.

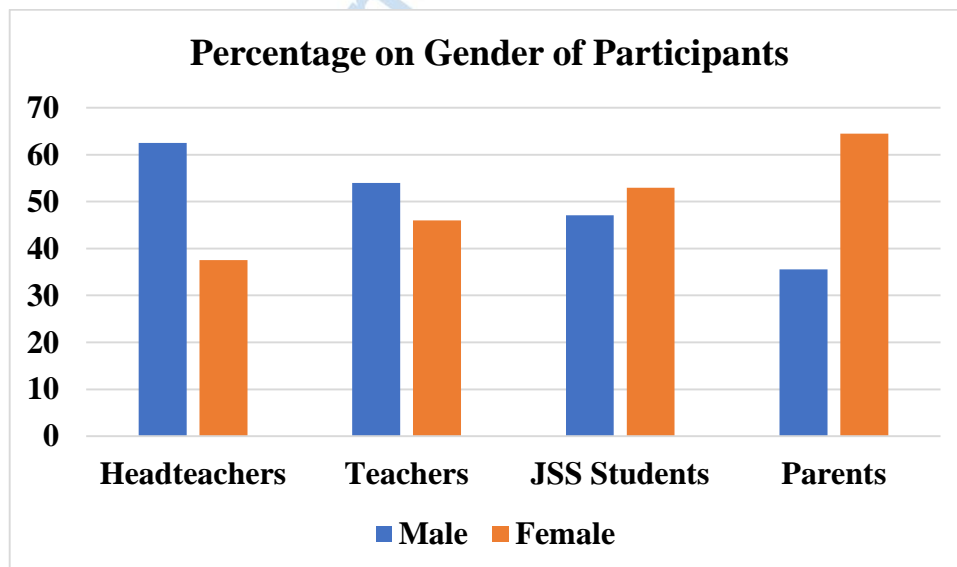


Figure 2 Percentage on Gender of Participants

4.2.2 Level of Education Achievement

Research participants were also examined on highest educational attainment and obtained data revealed that the lowest level of education for Junior secondary teachers was a diploma in education where only 5 (5.00%), degree contributed the majority at 87 (87.00%) but those who had attained post graduate qualification were 8 (8.00%). For headteachers, 10 (62.50%) had a diploma, 3 (18.75%) had a degree same as those who had a post graduate qualification at 3 (18.75%). In addition, results indicated that a majority of parents in Junior secondary school had a certificate at 48 (52.17%), those parents who had a diploma were 22 (23.91), a degree were 12 (13.04%) whereas 10 (10.87%) had a post graduate qualification. These data were then presented in figure 3 as shown below.

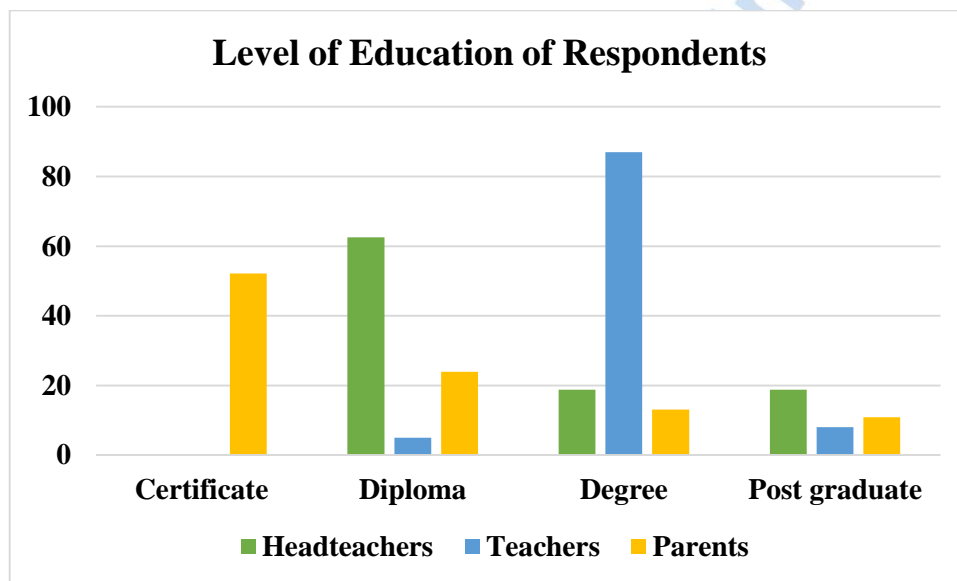


Figure 3 Level of Education of Respondents

4.2.3 Age of Students

Information concerning age of JSS students was captured where data obtained indicated that 52 (30.59%) were 12 years of age or below, 80 (47.06%) were of the age 13 years to 14 years, whereas those students who had attained the age of 15 years and above were 38 (22.35%) as illustrated in figure below.

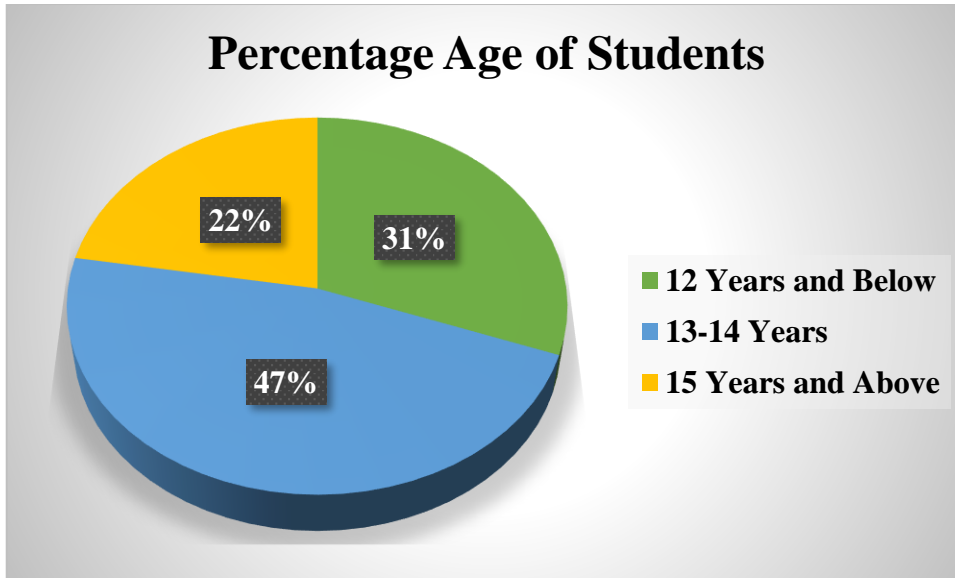


Figure 4 *Percentage Age of JSS Students*

4.2.4 Teachers Teaching Experience

Teachers experience in terms of number of years in teaching profession was another demographic information captured by research tools governed by participants. However, findings indicated that high number of teachers in Junior high schools have been in teaching profession for 0 to 5 years at 80 (80.00%) while those teachers with 6 years to 10 years were 10 (10.00%) whereas teachers who had a teaching experience of 11 years or above were 10 (10.00%) as demonstrated in figure 5 below.

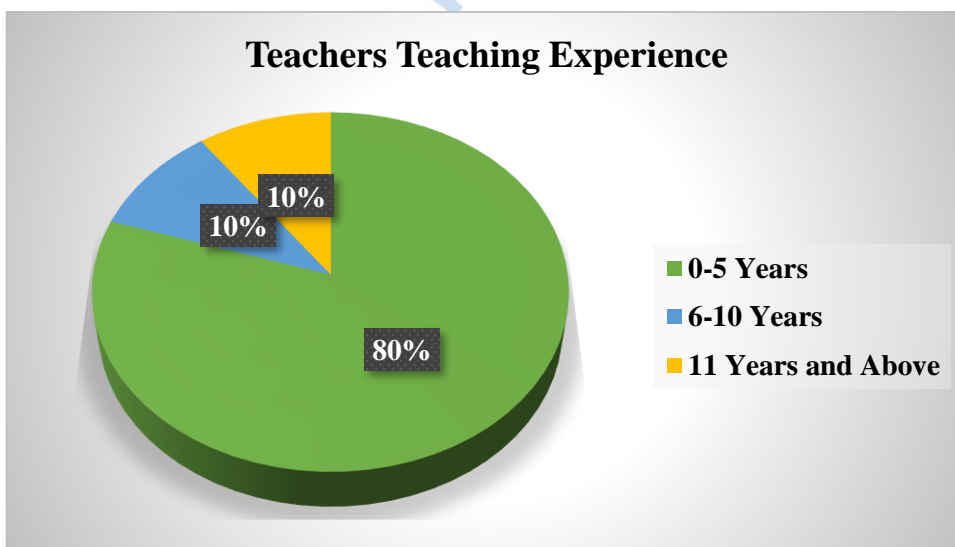


Figure 5 *Teachers Teaching Experience*

4.2.5 Teachers and Students' Views on Whether School Has Placed Parental Engagement Strategies that Facilitate Effective Implementation of CBC in Junior Secondary

General opinion of teachers as well as students was also captured in the questionnaire on preparedness of Junior secondary schools for parental engagement practices that facilitate effective CBC implementation where findings indicated that high number of students in Junior high schools together with teachers felt that Junior schools have not laid down strategies that facilitate parental engagement to enable effective implementation of CBC as 200 (74.07%) indicated No, those who remained undecided were 40 (14.81%) whereas those who indicated Yes were 30 (11.11%) as illustrated also in figure 6 below.

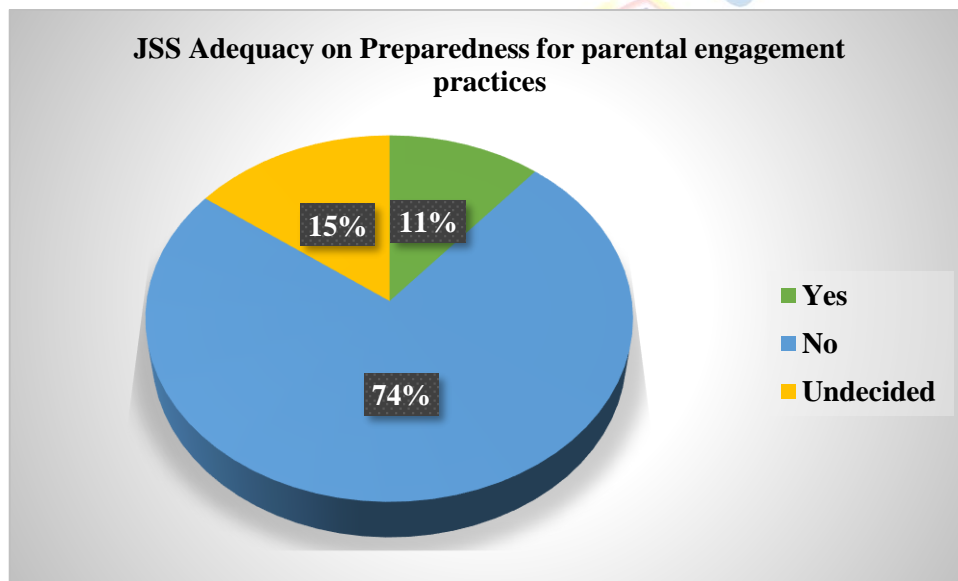


Figure 6 JSS Adequacy on Preparedness for parental engagement practices

4.3.0 Report on Parental Participation in Guidance and Counseling Sessions on successful Implementation of Competency-Based Curriculum in Public Junior Secondary Schools

Students at Junior secondary schools were examined on effects of involvements of parents in guidance and counselling on possible effects on successful implementation of CBC where outcomes from the study were presented as demonstrated in table below.

Table 4 Report on Students' Questionnaire on Influence of Parental Engagement in Guidance and Counselling on Effective Implementation of CBC in Junior Secondary Schools

		Very Ineffective 1	Ineffective 2	Neutral 3	Effective 4	Very Effective 5
Test Item					5	4
					3	2
					1	
How can you rate awareness of guidance and counselling policies influence on students learning outcomes in assessments and evaluation in your school?	F	30	20	70	18	32
	%	17.65	11.76	41.18	10.59	18.82
How can you rate the level of effectiveness of parental attendance on guidance and counselling sessions in school on students' collaboration with peers in your school?	F	28	38	40	50	14
	%	16.47	22.35	23.53	29.41	8.24
In your school how can you rate individual participation of parents in Guidance and Counselling impact on students' quality of decision making?	F	80	40	28	10	12
	%	47.06	23.53	16.47	5.88	7.06
How can you rate parental participation on guidance and counselling on increased rate of attendance of students in your school?	F	90	50	8	10	12
	%	52.94	29.41	4.71	5.88	7.06
Rate the level of effectiveness of parental attendance to programs on guidance and counselling impact on students' attendance in Junior secondary school.	F	70	47	29	10	14
	%	41.18	27.65	17.06	5.88	8.24

How effective is parental participation in guidance and counselling in Junior secondary on students' acquisition of collaborative skills in your school?	F	40	38	20	30	42
	%	23.53	22.35	11.76	17.65	24.71
What are your views on the use of parental participation in guidance and counselling and effectiveness of execution of CBC in Junior high schools?	F	94	50	10	6	10
	%	55.29	29.41	5.88	3.53	5.88

Source: Researcher, 2025

Rate of awareness on guidance and counselling policies to parents on how it influences on performance levels of students in Junior high schools 17.65% (30) of student recorded that it was very effective, 11.76% (20) as effective, number of students who remained neutral contributed for 41.18% (70), while student who noted as ineffective were 10.59% (18) and very ineffective at 18.82% (32). On the same vein students were asked to rate level of effectiveness of parental attendance to guidance and counselling sessions in junior schools on influence to students' collaboration with peers where a small number of students at 16.47% (28) indicated that it was very effective, 22.35% (38) mentioned that it was effective, 23.53% (40) were neutral, 29.41% (50) mentioned that it was ineffective but students who observed that it was very ineffective contributed for 8.24% (8). In addition, students were asked to rate level of individual parents' participation during guidance and counselling on influence to students' quality of decision making where nearly half of the students at 47.06% (80) recorded that it was very effective, 23.53% (40) mentioned that it was effective, 16.47% (28) remained neutral, 5.88% (10) indicated that it is ineffective and 7.06% (12) observed that it was very ineffective. Moreover, learners in JSS were asked to rate participation of parents or guardians on matters concerning guidance and counseling influence on increased rate of JSS learners school attendance where half of the learners in JSS at 52.94% (90) indicated that it is very effective, 29.41% (50) said that it is effective , a small number of learners at 4.71% (8)

remained neutral, learners who commented that it is ineffective contributed for 5.88% (10) and learners whose opinion was that it is very ineffective contributed for 7.06% (12). Furthermore, JSS learners were asked to rate level of effectiveness of parental attendance to guidance and counselling programs influence on students' attendance in JSS where a majority of students at 41.18% (70) in JSS observed that it is very effective, 27.65% (47) mentioned that it was effective, 17.06% (29) were neutral, 5.88% (10) indicated ineffective while 8.24% (14) indicated that it was very ineffective. Also, on how effective parental guidance and counselling influence learners' acquisition of collaborative skills 23.53% (40) of students mentioned that it was very effective, 22.53% (50) said that it was effective, 11.76% (20) were neutral, 17.65% (30) indicated ineffective while 24.71% (42) observed that it was very ineffective. Consequently, JSS learners were asked a general question on level of effectiveness of parental guidance and counselling practices influence on CBC implementation where results indicated that half of the students in JSS were of the view that it is very effective at 55.29% (94), whereas 29.41% (50) mentioned that it is effective but learners who remained neutral contributed for 5.88% (10) and learners who indicated ineffective were 3.53% (6) whereas learners who indicated very ineffective were 5.88% (10). Teachers were also administered with a questionnaire so that to examine level of effectiveness of involvement of guardians or parents in guidance and counselling practices and its effectiveness in execution of CBC in Junior high schools. Teachers' responses were also taken and recorded below.

Table 5 Report on Teachers Questionnaire on Influence of Parental Engagement Practices on Guidance and Counselling on Effective Implimentation of CBC in Public Junior Secondary Schools.

	Very Ineffective	Ineffective	Neutral	Effective	Very Effective			
	1	2	3	4	5			
Test Item				5	4	3	2	1
How can you rate awareness of guidance and counselling policies influence on JSS students learning outcomes in assessments and evaluation in your school?	F	20	25	10	20	27		
	%	19.61	24.51	9.80	19.61	26.47		
How can you rate the level of effectiveness of parental attendance on guidance and counselling sessions in school on students' collaboration with peers in your school?	F	47	30	5	15	5		
	%	46.08	29.41	4.90	14.71	4.90		
In your school how can you rate individual participation of parents in Guidance and Counselling impact on students' quality of decision making?	F	55	28	4	6	9		
	%	53.92	27.45	3.92	5.88	8.82		
How can you rate parental participation on guidance and counselling on increased rate of attendance of students in your school?	F	12	16	6	38	30		
	%	11.76	15.69	5.88	37.25	29.41		
Rate the level of effectiveness of parental attendance to programs on guidance and counselling impact on students' attendance in Junior high school.	F	22	34	8	18	20		
	%	21.57	33.33	7.84	17.64	19.61		
How effective is parental participation in guidance and counselling in Junior secondary on students' acquisition of collaborative skills in your school?	F	38	30	7	17	10		
	%	37.25	29.41	6.86	16.67	9.80		
What are your views on the use of parental participation in guidance and counselling and effectiveness of successful execution of CBC in Junior high schools?	F	56	28	4	7	7		
	%	54.90	27.45	3.92	6.86	6.86		

Source: Researcher, 2025

Teachers were examined on effectiveness of awareness of guidance and counselling policies influence on students learning outcomes where 19.61% (20) of teachers recorded that it is very effective, 24.51% (25) indicated it is effective, 9.80% (10) remained neutral, 19.61% (20) felt that it is ineffective whereas 26.47% (27) indicated that it is very ineffective. In addition, teachers were asked on how they could rate on level of effectiveness of attendance to guidance and counselling sessions in schools on students' acquisition of collaboration skills where 46.08% (47) of teachers mentioned that it is very effective, 29.41% (30) indicated effective, 4.90% (5) were neutral, 14.71% (15) indicated ineffective and 4.90% (5) illustrated very ineffective. Moreover, participation of parents in guidance and counselling on impact to students' quality of decision-making attracted half of teachers at 53.92% (55) to agree that it is very effective, 27.45% (28) effective, 3.92% (4) remained neutral, 5.88% (6) ineffective whereas 8.82% (9) very ineffective. On the other hand, concerning parental participation in guidance and counselling influencing increased learners' attendance attracted 11.76% (12) of teachers to indicate that it is very effective, 15.69% (16) indicated effective, 37.25% (38) felt that it was ineffective and number of teachers who felt that it is very ineffective contributed for 29.41% (30). In another question teachers were asked to rate level of effectiveness for parental attendance to guidance and counselling on impact on JSS students attendance rate in Junior schools where 21.57% (22) indicated very effective, 33.33% (34) effective, 7.84% (8) remained neutral, 17.64% (18) ineffective and 19.61% (20) very ineffective. Furthermore, concerning effectiveness of parental participation in guidance and counselling influence on students obtaining collaborative skills, 37.25% (38) indicated very effective, 29.41% (30) effective, 6.86% (7) remained neutral, 16.67% (17) ineffective and only 9.80% (10) indicated very ineffective. Consequently, teachers were asked a general question on impact of parental guidance and counselling on effective implementation of CBC in Junior secondary where

slightly above half of teachers at 54.90% (56) indicated very effective, 27.45% (28) effective, 3.92% (4) were neutral, 6.86% (7) ineffective whereas 6.86% (7) very ineffective.

4.3.1 Report on Inferential statistics on Parental Participation on Guidance and Counselling Practices on Effective Implementation of CBC in Public Junior Secondary Schools.

Frequencies for students and Teachers were analyzed so that to establish any form of relationship on parental engagement in guidance and counselling influence on implementation of CBC in Junior high schools using Karl Pearson Correlation Coefficient as shown below.

Table 6 *Report on Analysis of Frequencies of Students and Teachers on Participation of Parents on Guidance and Counselling Practices on Implimentation of CBC in Public Junior Secondary Schools*

Frequencies	Very Effective	Effective	Neutral	Ineffective	Very Ineffective
Students' (X)	94	50	10	6	10
Teachers' (Y)	56	28	4	7	7

Source; Researcher, 2025

Students and Teachers frequencies after analysis were then subjected to Karl Pearson Analysis to examine relationship. Therefore, the range of value of r was taken as +1 to -1 whereby of value of r obtained was close to 1 there was a strong positive or negative relationship but when close to zero there is a weak relationship between factors of examination as demonstrated below.

Table 7 Karl Pearson Correlation Analysis on Parental Engagement on Guidance and Counselling Practices on Effective Implimentation of CBC in Public Junior Secondary Schools.

Variable	$\sum X$	$\sum X^2$	N	$\sum XY$	r	Decision
Students' (X)	170	11572	5	6816	0.99	High Positive Correlation
Teachers'(Y)	102	4034				

Source; Researcher, 2025

Consequently, the value of r obtained was established as 0.99 indicating that there is a high significant association between parental participation in guidance and counselling practices and successful CBC implementation in public Junior high schools.

4.3.2 Report on Thematic Analysis on Parental Participation in Guidance and Counselling Practices on Effective Implementation of CBC in Junior Secondary Schools

Headteachers in comprehensive schools are responsible for management activities in Junior high schools. However, headteachers participated in interviews while parents in Junior secondary schools took part in focus group discussion. Concerning the first objective on parental participation in guidance and counseling and its effectiveness in effective execution of CBC curriculum in Junior high schools during one of the interviews a respondents noted that;

“For students in Junior secondary schools to effectively participate in CBC curriculum parents can get engaged in various ways such as good parenting, communicating with learners on issues concerning life and academics, volunteering in various ways to provide aid to students, facilitating learning at home as well as decision making guidance so that learners in Junior secondary schools may make sound decisions as far as learning is concerned”

In keeping with words of above respondent it places emphasis on need for parents or guardians working hand in hand with students guiding students on proper decision making as well as academic decisions so that learner’s academic performance can be improved in Junior secondary schools. Therefore, this parental guidance assists students in Junior school to

navigate personal as well as academic challenges while in school. These observations were also in support by another respondent during parents focus group discussions who also noted that:

“Parental guidance for CBC learners in Junior school develops an atmosphere that facilitates learners to engage with activities of the CBC in school in a more effective manner. In addition, communication between teachers and parents during guidance and counselling helps parents to have a better understanding of the CBC curriculum hence consequently facilitating JSS learners by providing support for learning at home”

According to this participant it places weight on need for counselling for students in JSS as it is likely to facilitate teacher-parent collaboration practices consequently fostering students learning experiences in Junior secondary schools. Moreover, these results agree with Kitasse and Ssembatya, (2024) that awareness of CBC curriculum requires parents-teachers communication where one of the ways this communication can be enhanced is through guidance and counselling practices that involve both teachers and parents in JSS.

4.4.0: Report on Parental Engagement in Decisions Making on Effective Implementation of CBC in Public Junior Secondary Schools

Second objective concerned parental engagement in decisions making on how it influences successful execution of CBC curriculum in Junior high schools. Students in JSS participated in questionnaire to generate quantitative data for the investigation where responses were recorded in table below on students' views on level of effectiveness on various decision-making practices of parents in Junior secondary schools.

Table 8 Report on Students' Questionnaire on Parental Engagement in Decisions Making on Effective Implimentation of CBC in Public Junior Secondary Schools

	Very Ineffective	Ineffective	Neutral	Effective	Very Effective	
	1	2	3	4	5	
Test Item				5	4	3
				2	1	
How effective is parental participation in school level decision making impact on students learning outcomes in assessment and evaluation?	F	71	40	25	14	20
	%	41.76	23.53	14.71	8.24	11.76
How is the level of parents' participation in school committees aimed at facilitating teacher training participation to ensure effective implementation of CBC?	F	20	12	18	55	65
	%	11.76	7.06	10.59	32.35	38.24
Participation of parents in advisory boards of the school normally increases school attendance in your school. How effective is it?	F	80	60	8	11	11
	%	47.06	35.29	4.71	6.47	6.47
School level participation of parents in decision making influences students quality of decision making. How effective is it in your school?	F	15	10	16	74	55
	%	8.82	5.88	9.41	43.53	32.35
Participation of parents in school committees has enabled students increased attendance in Junior secondary school. How effective is it in your school?	F	52	64	9	20	25
	%	30.59	37.65	5.29	11.76	14.71
How is participation of parents in advisory boards in Junior secondary schools impacts on students' collaboration with peers in your school?	F	40	44	24	30	32
	%	23.53	25.88	14.12	17.65	18.82
Parental engagement in decision making has influenced implementation of CBC in Junior secondary schools.	F	26	20	10	53	61
	%	15.29	11.76	5.88	31.18	35.88

Source: Researcher, 2025

When students in JSS were asked on effectiveness of parental participation in school level decision making impact on students learning outcomes where 41.76% (71) indicated very effective, 23.53% (40) effective, 14.71% (25) neutral, 8.24% (14) ineffective and 11.76% (20) very ineffective. In another question on level of participation of parents in school committees on training of teachers to ensure successful CBC implementation 11.76% (20) of the students mentioned that it is very effective, 7.06% (12) effective, 10.59% (18) neutral, 32.35% (55) ineffective and 38.24% (65) indicated very ineffective. Furthermore, concerning participation of parents on advisory boards of the school increasing students' attendance 47.06% (80) of students indicated that it was very effective, 35.29% (60) effective, 4.71% (8) remained neutral, 6.47% (11) ineffective and 6.47% (11) very ineffective. Moreover, on the statement on parental participation at school level on decision making to facilitate students' quality of decision making only 8.82% (15) indicated very effective, 5.88% (10) effective, 9.41% (16) remained undecided, 43.53% (74) indicated ineffective, 32.35% (55) very ineffective. In addition, participation of parents in school committees enabling increased school attendance in Junior secondary schools 30.59% (52) indicated very effective, 37.65% (64) effective, 5.29% (9) were neutral, 11.76% (20) ineffective, whereas 14.71% (25) very ineffective. Moreover, on participation of parents in advisory boards in Junior secondary schools impacting students' collaboration skills with peers 23.53% (40) indicated very effective, 25.88% (44) effective, 14.12% (24) neutral, 17.65% (30) whereas 18.82% (32). Furthermore, in order to establish whether there is existence of any association between involvement of parents in decision making and effective CBC execution in Junior high schools where 15.29% (26) indicated very effective, 11.76% (20) effective, 5.88% (10) remained neutral, 31.18% (53) indicated ineffective while 3.88% (61) indicated very ineffective. However, for teachers' response was as indicated below.

Table 9 Report on Teachers' Questionnaire on Parental Engagement in Decision Making Practices on Effective Implimentation of CBC in Public Junior Secondary Schools

	Very Ineffective	Ineffective	Neutral	Effective	Very Effective	
	1	2	3	4	5	
Test Item				5	4	3
				2	1	
How effective is parental participation in school level decision making impact on students learning outcomes in assessment and evaluation?	F	55	24	4	9	10
	%	53.92	23.53	3.92	8.82	9.80
How is the level of parents' participation in school committees aimed at facilitating teacher training participation to ensure effective implementation of CBC?	F	12	16	8	42	24
	%	11.76	15.69	7.84	41.18	23.53
Participation of parents in advisory boards of the school normally increases school attendance. How effective is it in your school?	F	6	11	5	20	60
	%	5.88	10.78	4.90	19.61	58.82
School level participation of parents in decision making influences students quality of decision making. How effective is it in your school?	F	18	34	10	22	18
	%	17.65	33.33	9.80	21.56	17.65
Participation of parents in school committees has enabled students increased attendance in Junior secondary school. How effective is it in your school?	F	44	32	7	9	10
	%	43.14	31.37	6.86	8.82	9.80
How is participation of parents in advisory boards in Junior secondary schools impacts on students' collaboration with peers in your school?	F	32	38	12	10	10
	%	31.37	37.25	11.76	9.80	9.80
Parental engagement in decision making has influenced successful CBC execution in Junior secondary schools.	F	7	7	8	48	32
	%	6.86	6.86	7.84	47.06	31.37

Source: Researcher, 2025

Teachers responded on parental participation in school level decision making impact on students learning outcomes where half of teachers at 53.92% (55) indicated very effective, 23.53% (24) effective, 3.92% (4) neutral, 8.82% (9) ineffective, while 9.80% (10) very ineffective. Moreover, level of participation in school committees aiming at facilitating teacher training to ensure effective implementation of CBC 11.76% (12) indicated very effective, 15.69% (16) effective, 7.84% (8) were neutral, 41.18% (42) ineffective, whereas 23.53% (24) very ineffective. However, on participation of parents on advisory boards influencing school attendance 5.88% (6) indicated very effective, 10.78% (11) effective, 4.90% (5) were neutral, 19.61% (20) indicated ineffective whereas 58.82% (60) indicated very ineffective. Moreover, on school level participation in decision making influence on students' quality of decisions making 17.65% (18) indicated very effective, 33.33% (34) effective, 9.80% (10) were neutral, 21.56% (22) ineffective, 17.65% (18) very ineffective. Furthermore, 43.14% (44) mentioned that it was very effective, 31.37% (32) effective, 6.86% (7) were neutral, 8.82% (9) ineffective and 9.80% (10) very ineffective. On the issue on parents participating in school boards facilitating students' collaboration skills 31.37% (32) indicated very effective, 37.25% (38) effective, 11.76% (12) were neutral, 9.80% (10) indicated ineffective, 9.80% (10) indicated very ineffective. However, so that to establish whether there is any relationship between involvement of parents in making decisions practices influence on effective execution of CBC in Junior secondary institutions where 6.86% (7) indicated very effective, 6.86% (7) effective, 7.84% (8) were neutral while 47.06% (48) indicated ineffective and 31.37% (32) very ineffective. Therefore, these results suggest that parents or guardians are rarely involved in Junior secondary schools' decision-making practices because of the high percentages of teachers indicating that it is ineffective at 47.06% (48) and very ineffective 31.37% (32).

4.4.1 Report on Inferential Statistics on Influence of Parental Involvement in Decision-Making Practices on effective Implimentation of CBC in Public Junior Secondary Schools

To determine existence of an association among parental involvement in making decisions practices on effective development of CBC in Junior high schools' frequencies of both teachers and students were analyzed as illustrated in table below.

Table 10 Report on Analysis of Frequencies of Students and Teachers on Influence of Parental Involvement in Decision Making Practices on Effective Implementation of CBC in Public Junior Secondary Schools

Frequencies	Very Effective	Effective	Neutral	Ineffective	Very Ineffective
Students' (X)	26	20	10	53	61
Teachers' (Y)	7	7	8	48	32

Source; Researcher, 2025

Above frequencies were also subjected to further analysis using Karl Pearson correlation where the value of r range was taken as -1 to +1 where if value of r obtained was close to zero that means a weak positive or negative correlation but when close to 1 a strong positive or negative correlation exists among frequencies of adopting involvement practices of parents in decision making practices on effective execution of CBC in Public Junior schools.

Table 11 Karl Pearson Correlation Analysis on Influence of Parental Involvement in Decision Making Practices and Effective Implementation of CBC in Public Junior Secondary Schools

Variable	$\sum X$	$\sum X^2$	N	$\sum XY$	r	Decision
Students' (X)	170	7706	5	4898	0.87	High Positive Correlation
Teachers'(Y)	102	3490				

Source; Researcher, 2025

The results from Karl Pearson calculated indicates that $r = 0.87$ indicating a high positive correlation between involvement of parents in decision making practices and effective CBC development in Junior secondary institutions.

4.4.2 Report on Thematic Analysis on Parental Decision-Making Involvement Practices on Effective Implementation of CBC in Public Junior Secondary Schools.

Parents in Junior high schools participated in focus group discussion in order to generate qualitative information on parental involvement in decision-making and its influence on effective CBC curriculum development in JSS while headteachers took part in interviews.

During an interview one of the participants noted that;

“Majority of parents in Junior secondary schools are not aware of CBC framework which is likely to hinder or limit ability of parents to effectively participate in implementation of CBC in Junior secondary schools by participation in decision-making practices. As a result, it requires for an urgent action for parental awareness on CBC framework so that parents can fully participate in decision-making activities that enhance effective implementation of CBC curriculum in Junior secondary schools. This is because, parents contribute valuable information that facilitate school management in operating schools”

According to respondent above in the interview it is important for educational stakeholders such as parents to made aware of activities that involve the school curriculum so that parents can manage to effectively take part in execution of curriculum in an effective manner. In addition, above observations were also supported by discussions in focus group with the parents where one parent noted that;

“Junior secondary schools that creates provisions for parental engagement in decision making through meetings are able to adapt strategies in school management that bring on bound insights from parents consequently leading to effective implementation of CBC in Junior schools”

Consequently, this means that parental engagement has a critical role in decision making activities surrounding effective CBC curriculum development in public Junior secondary institutions whereby through engagement practices in decision making parents as educational

stakeholders helps schools to enhance students learning outcomes in assessments and evaluation that consequently help learners to improve in specific performance levels. Moreover, these findings are in support of Jean De Diieu and Jean De Amin, (2024) on challenges facing effective implementation of CBC where it was observed that lack of awareness on the requirements of the CBC curriculum was identified as one of problems impending effective delivery of Competency-Based Curriculum in Junior secondary institutions. Therefore, it is crucial for parents to be educated on issues concerning the curriculum to act as an enabler to enhancement of curriculum delivery through parental participation in decision making activities in Junior secondary schools.

4.5.0 Report on Parental Training Involvement Practices on Effective Implementation of CBC in Public Junior Secondary Schools

Objective three involved Parental training strategies on effective CBC curriculum execution in Junior Public secondary institutions. Students, participated in a questionnaire so that to determine effectiveness of various parents training strategies on effective implementation of CBC curriculum then results were recorded as demonstrated below.

Table 12 Report on Students' Questionnaire on Parental Training Involvement Practices on Effective Implementation of CBC in Public Junior Secondary Schools

Very Ineffective	Ineffective	Neutral	Effective	Very Effective					
1	2	3	4	5					
Test Item					5	4	3	2	1
Participation of parents in workshops facilitates students' improvement in assessment and evaluation in Junior secondary institutions. What is the level of effectiveness in your school?					F 50	40	24	30	26
					% 29.41	23.53	14.12	17.65	15.29
Parental training on CBC has led to parents better understanding of CBC principles consequently leading to enhanced increased attendance rates in Junior secondary schools. To what level is it effective in your school?					F 34	36	22	18	60
					% 20.00	21.18	12.94	10.59	35.29
Application of training knowledge by parents facilitates students' collaboration in Junior secondary schools. To what extent is it effective in your school?					F 20	38	18	44	50
					% 11.76	22.35	10.59	25.88	29.41
Parental participation in training has impacted on teacher training participation in Junior secondary schools. At what level is it effective in your school?					F 34	26	16	56	38
					% 20.00	15.29	9.41	32.94	22.35
Parental workshops have enabled students increased attendance. In your school how can you rate the level of effectiveness?					F 22	40	14	60	34
					% 12.94	23.53	8.24	35.29	20.00
Parental training has a significant influence on CBC implementation. In your school, how can you rate its effectiveness?					F 15	28	18	70	39
					% 8.82	16.47	10.59	41.18	22.94

Source: Researcher, 2025

Students in JSS views when gathered on parental participation in workshop facilitating students improvement in students assessment and evaluation on its effectiveness students opinion

29.41% (50) indicated very effective, 23.53% (40) effective, 14.12% (24) were neutral, 17.65% (30) ineffective while 15.29% (26) indicated that it was very ineffective. In addition, on statement that parental training on CBC leading to better understanding of CBC principles that enhance students' attendance rate 20.00% (34) indicated it was very effective, 21.18% (36) effective, 12.94% (22) were neutral 10.59% (18) ineffective while 35.29% (60) of students were of the opinion that it was very ineffective. However, on training knowledge acquired by parents facilitating students' collaboration skills 11.76% (20) indicated very effective, 22.35% (38) effective, 10.59% (18) were neutral, 25.88% (44) ineffective and 29.41% (50) indicated very ineffective. Moreover, effectiveness of parental training impacting on teacher training participation in JSS 20.00% (34) of students indicated very effective, 15.29% (26) effective, 9.41% (16) were neutral, 32.94% (56) indicated ineffective and 22.35% (38) very ineffective. Furthermore, concerning parental workshops enabling students increased attendance rate 12.94% (22) indicated very effective, 23.53% (40) ineffective, 8.24% (14) were neutral, 35.29% (60) ineffective and 20.00% (34) indicated very ineffective. Consequently, so that to establish existence of an association on parental training strategies and effective CBC execution in Junior secondary institutions where 8.82% (15) indicated that it was very effective, 16.47% (28) indicated effective, 10.59% (18) remained neutral, 41.18% (70) illustrated ineffective while 22.94% (39) indicated that it was very ineffective. On the other hand, teachers also participated in a questionnaire where responses were recorded as follows in table below.

Table 13 Report on Teachers' Questionnaire on Parental Training Involvement Practices on Effective Implimentation of CBC in Public Junior Secondary Schools

Very Ineffective 1	Ineffective 2	Neutral 3	Effective 4	Very Effective 5		
Test Item		5	4	3	2	1
Participation of parents in workshops facilitates students' improvement in assessment and evaluation in Junior secondary institutions. What is level of effectiveness in your school?	F	14	15	8	40	25
	%	13.73	14.71	7.84	39.22	24.51
Parental training on CBC has led to parents better understanding of CBC principles consequently leading to enhanced increased attendance rates in Junior secondary schools. To what level is it effective in your school?	F	10	18	8	40	26
	%	9.80	17.65	7.84	39.22	25.49
Application of training knowledge by parents facilitates students' collaboration in Junior secondary schools. To what extent is it effectiveness in your school?	F	24	16	8	40	14
	%	23.53	15.69	7.84	39.22	13.73
Parental participation in training has impacted on teacher training participation in Junior secondary schools. At what level is it effective in your school?	F	30	20	9	23	20
	%	29.41	19.61	8.82	22.55	19.61
Parental workshops have enabled students increased attendance. In your school how can you rate the level of effectiveness?	F	34	20	6	28	14
	%	33.33	19.61	5.88	27.45	13.73
Parental training has a significant influence on CBC implementation. In your school how can you rate its effectiveness?	F	12	14	6	20	50
	%	11.76	13.73	5.88	19.61	49.02

Source: Researcher, 2025

Teachers also took part in in the study where participation of parents in workshops facilitating students' improvement in students' assessment and evaluations in JSS 13.73% (14) of

teachers indicated very effective, 14.71% (15) effective, 7.84% (8) were neutral, 39.22% (40) ineffective and 24.51% (25) indicated very ineffective. Moreover, on parental training on CBC brings better understanding of CBC principles leading to increased school attendance 9.80 % (10) of teachers agreed that it is very effective, 17.65% (18) mentioned that it is effective, 7.84% (8) of teachers remained neutral, 39.22 % (40) felt that it is ineffective whereas 25.49% (26) teachers were of the opinion that it is very ineffective. Furthermore, teachers were asked on parental training knowledge facilitating students to acquire collaboration skills 23.53% (24) felt that is very effective, 15.69% (16) felt it is effective, a small number of teachers at 7.84% (8) remained neutral, 39.22% (40) indicated that it is ineffective and 13.73% (14) felt that it is very ineffective. Moreover, parental participation in training facilitating teacher training participation in JSS 29.41% (30) felt that it was very effective, 19.61% (20) indicated effective, 8.82% (9) of teachers remained neutral while 22.55% (23) indicated ineffective and 19.61% (20) very ineffective. Additionally, teachers were asked on how effective is parental workshops in facilitating increased student attendance 33.33% (34) indicated very effective, 19.61% (20) effective, 5.88% (6) remained neutral, 27.45% (28) indicated ineffective and 13.73% (14) felt that it is very ineffective.

4.5.1 Report on Inferential Statistics on Parental Training Involvement Practices and Effective Implementation of CBC in Public Junior Secondary Schools

Teachers and students' frequencies were analyzed to determine existence of any relationship between parental training involvement strategies on effective execution of CBC in Junior secondary institutions as demonstrated in table below.

Table 14 Report on analysis of Students and Teachers Frequencies on Parental training involvement Practices and Effective Implementation of CBC in Junior Secondary Schools

Frequencies	Very Effective	Effective	Neutral	Ineffective	Very Ineffective
Students' (X)	15	28	18	70	39
Teachers' (Y)	12	14	6	50	20

Source; Researcher, 2025

Above frequencies were also subjected to further analysis using Karl Pearson correlation coefficient where range of value of r was taken as -1 to +1. Therefore, if value of r was near to zero it indicated existence of a weak positive or negative association among parental training involvement strategies and effective CBC execution but where value of r was nearer to 1 there existed a strong positive or negative association as illustrated in table below.

Table 15 Report on Karl Pearson Correlation on influence of Parental Training Involvement Practices on Effective Implimentation of CBC in Public Junior Secondary Schools

Variable	$\sum X$	$\sum X^2$	N	$\sum XY$	r	Decision
Students' (X)	170	7754	5	4030	0.37	Weak Positive Correlation
Teachers'(Y)	102	3276				

Source; Researcher, 2025

From Karl Pearson Correlation r calculated of r=0.37 demonstrates existence of a positive weak association among parental training involvement practices on effective execution of CBC in Junior secondary institutions.

4.5.2 Report on Thematic Analysis on Parental Training Involvement Practices and Effective Implementation of CBC in Public Junior Secondary Schools

Parents took part in focus group discussion while headteachers took part in interviews so that to gather qualitative information on parental training impact on effective execution of CBC in Junior secondary institutions. During one of the interviews with headteachers it was observed that;

“Parental training in Junior secondary schools boosts the understanding parents have concerning the CBC curriculum. These understanding helps parents to overlook misconceptions about the curriculum as well as eliminate fears about any new curriculum. Also, parental training acts as an enabler for parents to facilitate learning of JSS students at home fostering an environment of collaboration between parents and learners that impacts students learning outcomes in JSS”

According to this interviewee, a lot of weight is attached to need for parental training as this kind of training helps parents understand the CBC curriculum. These observations were additionally supported during focus group discussion with parents where one of the parents noted that;

“CBC training programs that focus on communication skills helps parents lead to improved dialogue between teachers and parents enabling parents to ask relevant questions concerning CBC curriculum, give appropriate feedback, as well as be able to express concerns that parents could be having consequently helping parents in Junior secondary schools become more active in participation of the delivery of the curriculum”

What all this means is that parental training in JSS provide a significant impact on effective delivery of CBC curriculum in Junior secondary institutions. These is because, through parental training, majority of the parents are able to improve on communication with teachers, motivate and engage learners at home, developing a supportive home environment for learning as well as understand CBC frameworks therefore making it necessary for educational policy developers to make policies emphasizing on parental training for better understanding of curriculum that consequently impacts on learners outcomes while in school which is one indicator for effective execution of curriculum (Jane, Dinah and Irene, 2020).

4.6.0 Report on Parental Involvement on Provision of Instructional materials on Implementation of CBC in Public Junior Secondary Schools

Teachers as well as students participated in answering questionnaire to enable collection of information pertaining parental provision of instructional resources on successful execution of CBC in JSS. Responses from students were recorded as illustrated below.

Table 16 Report on Frequencies of Students on Parental Provision of Instructional Materials on Implimentation of CBC in Public Junior Secondary Schools

		Very Ineffective	Ineffective	Neutral	Effective	Very Effective
		1	2	3	4	5
Test Item						
				5	4	3
				2	1	
Type and quality of instructional materials provided by parents influences on how students perform in assessment and evaluation tests facilitating improved learners' outcome. How effective is it in your school?	F	60	45	8	27	30
	%	35.29	26.47	4.71	15.88	17.65
Consistency of parental provision of instructional materials in Junior secondary schools influences on students' rate of attendance. How can you rate it in your school?	F	44	72	6	28	20
	%	25.88	42.35	3.53	16.47	11.76
How effective is alignment of CBC materials in your school to facilitate teacher participation in training programs on CBC?	F	20	18	10	82	40
	%	11.76	10.59	5.88	48.24	23.53
Type or quality of instructional resources has a positive effect on students' collaboration with peers. How can you rate its effectiveness in Junior secondary school?	F	18	28	14	60	50
	%	10.59	16.47	8.24	35.29	29.41
Parental consistency in provision of instructional materials impacts on quality of decision making in schools. To what extent is it effective in your school?	F	30	44	8	28	60
	%	17.65	25.88	4.71	16.47	35.29
Alignment of CBC materials have facilitated increased attendance rate. How effective is it in your school?	F	22	30	14	58	46
	%	12.94	17.65	8.24	34.12	27.06
How can you rate provision of instructional resources influence on successful CBC execution in Junior secondary institutions?	F	82	54	12	11	11
	%	48.24	31.76	7.06	6.47	6.47

Source: Researcher, 2025

Students gave their views on impact of type and quality of instructional resources on effective CBC execution in JSS institutions through improved performance of students in assessment and evaluation where 35.29% (60) of students indicated that it is very effective, 26.47% (45) indicated that it was effective, a small number of students at 4.71% (8) remained neutral, 15.88% (27) found that it was ineffective and 17.65% (30) indicated very ineffective. On the question on consistency of parental provision of instructional materials in JSS on influence on rate of attendance of students attracted a quarter of the students at 25.88% (44) to indicate that it was very effective, 42.35% (72) that it was effective, number of students who remained neutral were only 3.53% (6) while 16.47% (28) mentioned that it was ineffective and 11.76% (20) were of the opinion that it was very ineffective. Students were also asked on how effective is alignment of CBC materials in JSS influences teacher participation in training programs where 11.76% (20) felt that it was very effective, 10.59% (18) effective, number of students who remained neutral contributed for 5.88% (10), 48.24% (82) of students felt that it was ineffective whereas 23.53% (40) felt that it was very ineffective. On the same vein, type and quality of instructional materials provided were assessed on whether has any effect on students' collaboration with peers where 10.59% (18) of students indicated that it was very effective, 16.47% (28) indicated that it was effective, 8.24% (14) indicated neutral, 35.29% (60) felt that it was ineffective but 29.41% (50) felt that it was very ineffective. In addition, students were asked on parental consistency in provision of materials for instruction impact on students' quality of decision making where 17.65% (30) of students felt that it was very effective, 25.88% (44) indicated that it was effective, 4.71% (8) remained neutral, 16.47% (28) indicated ineffective while 35.29% (60) were of the view that it was very ineffective. In addition, when asked on alignment of CBC materials whether has facilitated increased school attendance where 12.94% (22) felt that it was very effective, 17.65% (30) effective, 8.24% (14) remained neutral, 34.12% (58) mentioned that it was ineffective and 27.06% (46)

indicated very ineffective. On the other hand, JSS learners were asked a general question on influence of parental involvement in provision of resources for instruction in classroom and its effectiveness in effective execution of CBC in public Junior secondary institutions where 48.24% (82) of students mentioned that it was very effective, 31.76% (54) effective, 7.06% (12) remained neutral, 6.47% (11) indicated ineffective and 6.47% (11) indicated very ineffective. Moreover, teachers also participated in writing questionnaire to obtain information on influence of parental provision of instructional resources involvement practices on kind of influence it has on effective implementation of CBC curriculum in Junior secondary schools. however, responses were recorded as demonstrated below.



Table 17 Report on Teachers Questionnaire on Influence of Parental Involvement in Provision of Instructional materials on Effective Implementation of CBC in Public Junior Secondary Schools

		Very Ineffective	Ineffective	Neutral	Effective	Very Effective	
		1	2	3	4	5	
Test Item					5	4	3
			2	1			
Type and quality of instructional materials provided by parents influences on how students perform in assessment and evaluation tests facilitating improved learners' outcome. How effective is it in your school?	F	44	21	7	14	16	
	%	43.14	20.59	6.86	13.73	15.69	
Consistency of parental provision of instructional materials in Junior secondary schools influences on students' rate of attendance. How can you rate it in your school?	F	22	32	8	25	15	
	%	21.57	31.37	7.84	24.51	14.71	
How effective is alignment of CBC materials in your school to facilitate teacher participation in training programs on CBC?	F	18	28	10	30	16	
	%	17.65	27.45	9.80	29.41	15.69	
Type or quality of resources for instruction has a positive influence on students' collaboration with peers. How can you rate its effectiveness in Junior secondary school?	F	20	28	9	32	13	
	%	19.61	27.45	8.82	31.37	12.75	
Parental consistency in provision of instructional materials impacts on quality of decision making in schools. To what extent is it effective in your school?	F	30	38	6	12	16	
	%	29.41	37.25	5.88	11.76	15.69	
Alignment of CBC materials have facilitated increased attendance rate. How effective is it in your school?	F	40	34	5	15	8	
	%	39.22	33.33	4.90	14.71	7.84	
How can you rate provision of resources for instruction influence on successful CBC execution in Junior secondary institutions?	F	58	20	7	7	10	
	%	56.86	19.61	6.86	6.86	9.80	

Source: Researcher, 2025

Teachers were also examined on type and quality of instructional materials provided by parents on impact to improved learners' outcomes in assessment and evaluation where 43.14% (44) of teachers indicated that it was very effective, 20.59% (21) effective, 6.86% (7) remained neutral, 13.73% (14) indicated ineffective, 15.69% (16) indicated very ineffective. However, the other question that teachers participated on was consistency of parental provision of instructional resources influencing students rate of attendance whereby 21.57% (22) of teachers mentioned that it was very effective, 31.37% (32) shown effective, 7.84% (8) remained neutral, 24.51% (25) indicated ineffective and 14.71% (15) indicated very ineffective. In addition, how effective alignment of CBC materials is on facilitating teachers' participation in training was also examined whereby 17.65% (18) of teachers mentioned that it was very effective, 27.45% (28) indicated that it was effective, 9.80% (10) of teachers remained neutral, 29.41% (30) indicated ineffective while 15.69% (16) indicated that it was very ineffective. Moreover, concerning type and quality of instructional materials provided having a positive influence of students' collaboration with peers 19.61% (20) of teachers indicated that it was very effective, 27.45% (28) indicated that it was effective, 8.82% (9) remained neutral, 31.37% (32) indicated that it was ineffective while 12.75% (13) indicated very ineffective. Furthermore, on the statement that consistency on provision of instructional materials impacts on quality of decision making among students' teachers views was that 29.41% (30) indicated very effective, 37.25% (38) indicated that it was effective, 5.88% (6) of teachers remained neutral, 11.76% (12) indicated ineffective while 15.69% (16) indicated very ineffective. On the other hand, when teachers were asked that alignment of CBC materials have facilitated increased attendance among the students 39.22% (40) felt that it was very effective, 33.33% (34) indicated that it was effective, 4.90% (5) of teachers remained neutral, 14.71% (15) indicated ineffective whereas 7.84% (8) indicated that it was very ineffective. Consequently, teachers were also examined on a general question on

effectiveness of parental involvement in provision of materials for teachers instruction in class and its impacts on effective execution of CBC in public Junior high schools where findings indicated that slightly above half of teachers at 56.86% (58) felt that it is very effective, 19.61% (20) mentioned it is effective, 6.86% (7) of teachers remained neutral same number of teachers who indicated that it was ineffective but 9.80% (10) indicated that it is very ineffective.

4.6.1 Report on Inferential Findings on Influence of Parental Involvement in Provision of Instructional Materials on Effective Implimentation of CBC in Public Junior Secondary Schools

Teachers' and students' frequencies were analyzed so that to determine whether there is relationship and to which degree using Karl Pearson correlation between parental involvement in provision of resources for instruction and effective execution of CBC in Public Junior secondary institutions where findings were recorded as illustrated below.

Table 18 *Report on Analysis of Teachers and Students Frequencies on Parental Involvement in Provision of Instructional Materials and Effective Implementation of CBC in Public Junior secondary schools*

Frequencies	Very Effective	Effective	Neutral	Ineffective	Very Ineffective
Students' (X)	82	54	12	11	11
Teachers' (Y)	58	20	7	7	10

Source; Researcher, 2025

However, above frequencies were additionally subjected to Karl Pearson Correlation Analysis. The value of r was taken to be between +1 and -1 where if r obtained was close to 1 that means there is a high positive association on parental involvement in provision of resources for instruction and effective CBC implementation in Junior secondary institutions. Moreover, if value of r was nearer to zero (0) that means an existence of a weak either positive or negative association.

Table 19 Report on Karl Pearson Analysis of Frequencies of Parental Involvement in Provision of Instructional Materials on Effective of Implimentation of CBC in Public Junior Secondary School

Variable	$\sum X$	$\sum X^2$	N	$\sum XY$	r	Decision
Students' (X)	170	10026	5	6107	0.93	High Positive Correlation
Teachers' (Y)	102	3962				

Source; Researcher, 2025

From value of r of Karl Pearson Correlation calculated it is was found that parental involvement in provision of resources for instruction and effective CBC implementation in JSS generated a value of $r=0.93$ meaning that there is a high positive association of involvement of parents in provision of resources for instruction on effective execution of CBC in public Junior secondary institutions.

4.6.2 Report on Thematic Analysis on Influence of Parental Involvement in Provision of Instructional Materials on Effective Implimentation of CBC in Public Junior Secondary schools.

Headteachers in Junior secondary schools participated in interviews to yield qualitative data whereas parents in JSS took part in focus group discussions so that to generate qualitative information concerning parental involvement in provision of instructional resources and its influence on effective execution of Competency-Based Curriculum. However, in an interview on of the Headteachers observed on parental provision of instruction resources that;

“Not all families have same potential to participate in provision of instructional resources because of the social economic abilities that are bound to limit ability of parents to participate in provision of instructional resources in Junior secondary schools. However, participation of parents in aiding in provision of instructional materials has a significant influence to effective implementation of CBC in Junior secondary schools. These is because provision of education to students is an expensive enterprise but involving all stakeholders such as parents’ aids to lessen the burden of provision of quality education to students in Junior secondary schools”

According to the interviewee, although there is a notable positive significance impact on parental participation in provision of resources for learning, it is also appreciated barriers such as social economic backgrounds of some of the parents is a hindrance to effective provision of resources because some families have economic challenges they are already battling with. In addition, during focus groups discussions it was also noted that;

“Engaging parents on matters concerning welfare of students while in school in Junior secondary schools helps parents to have an opportunity to participate in education of their students. Therefore, when parents or guardians are involved, they are likely to advocate for provision of more resources such as text books, learning aids, Information Communication Technology tools among other types of resources consequently leading to enhanced educational resources for use by teachers in the classroom in the school. Consequently, this will lead to improved learners’ participation in education due to improvement in studies hence improvement in effectiveness in the way CBC curriculum is implemented”

Therefore, it is indicative that engaging parents has a significant impact on availability of instructional resources in Junior secondary institutions and collaborative working together of parents and teachers fosters a conducive school climate that creates a robust school educational framework that normally support learning of JSS students in Junior high schools.

CHAPTER FIVE

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

5.0 Introduction

Section five of project presents a key highlight of summary of main research findings on parental involvement practices as it concerns effective execution of CBC in Junior secondary institutions in Kenya, specifically case of Sotik Sub-County Junior secondary institutions in Bomet County. In addition, summary of parental involvement in guidance and counselling strategies, decision making, parental training as well as parental provision of instructional resources on effective CBC implementation in Junior secondary institutions which were the main objectives of investigation.

5.1 Summary of Research Findings

Preliminary findings on general demographic characteristics of the sample size were taken where tools for gathering information indicated a high return rate of 378 respondents contributing to 94.97% return rate. However, concerning gender of participants for headteachers and teachers' male participants formed the majority at 62.5% (10) and 54.00% (54) respectively. On the other hand, for JSS students and parents' female participants formed the majority at 52.94% (90) and 64.44% (58) respectively. Moreover, majority of teachers in JSS were found to have a degree at 87.00% (87) while a good majority of parents had a certificate level of education at 52.17% (48). However, concerning the age of students in Junior secondary schools' majority of students were of the age bracket of 13 years to 14 years at 47.06% (80). Consequently, findings on four main objectives of investigation were recorded as demonstrated below.

5.2.1 Parental Involvement in Guidance and Counselling Practices and Effective Implementation of CBC in Public Junior secondary schools.

Concerning parental engagement practices in guidance and counselling gathered data demonstrated there was lack of adequate engagement of parents or guardians in guidance and counselling as a highest number of students as well as teachers generally indicated that participation was somehow ineffective although more than half of teachers at 54.90% (56) as well as students at 55.29% (94) observed that use of guidance and counselling in Junior secondary institutions is a very effective strategy to employ so that to attain effective CBC implementation in Junior secondary schools. This kind of relationship was also supported by the high value of r in Karl Pearson Correlation Coefficient of $r=0.99$ indicating a high positive association on practicing parental involvement in guidance and counselling and effective execution of CBC in public Junior high schools. However, despite guidance and counselling being a good thing and effective in ensuring effectiveness of implementation of CBC it has challenges of its own kind in most of Junior high schools. These is because a majority of Junior secondary schools lacked clear programs on parental engagement in guidance and counselling and many are the times guidance and counselling is applied when modifying bad behaviors among students in Junior secondary institutions calling for need for creation of very clear guidelines on how to engage parents as well as other educational stakeholders on guidance and counseling to earners that can help to develop an enabling environment for study for learners both at home environment and also at school where most of the learning normally take place. Additionally, it was worth noting that there was lack of adequate skills on guidance and counselling among parents in Junior secondary institutions calling for need to have programs that aim at impacting parents with guidance and counselling skills.

5.2.2 Parental Involvement in Decision-Making and Effective Implementation of CBC in Public Junior Secondary Schools

Shared responsibilities of parents together with school management as far as decision making is concerned at school level and activities of the school was established to be an effective way of facilitating CBC curriculum effective Implementation in public Junior high schools. However, lack of adequate skills in communication among parents was identified to be one of the leading causes of poor participation by parents in decision making practices in secondary schools. Although both students and teachers agreed that there is a low level of effectiveness at 15.29% (29) for students and at 6.86% (7) for teachers' inferential statistics indicated a high positive association on parental participation in decision making practices in Junior secondary institutions and effective execution of CBC curriculum in Junior secondary institutions of $r= 0.87$. Therefore, a need was identified for headteachers to encourage parents to participative effectively in school level decision making practices so that to facilitate teachers in Junior secondary institutions to effectively execute CBC in Junior secondary institutions. in addition, it was found that headteachers do not effectively engage parents in decision making as the parent-teachers meeting normally carried out in Junior secondary schools many are the times parents views are not given the significance they deserve leading to an overlook of parents' thoughts and ideas. Moreover, by having a large number of parents having certificate level of education in Junior secondary schools at 52.17% (48) was another factor limiting level of participation of parents' indecision making activities in the school management. Moreover, it was also noted that a majority of parents lacked adequate information about the CBC curriculum and principles operating in its provision as well as inadequacy on knowledge about the learning areas being offered in Junior secondary schools that hinders parents' level of participation in decision making at Junior secondary school level in public institutions.

5.2.3 Parental Training Practices and Effective Implementation of CBC in Public Junior Secondary Schools

Objective three addressed issue on parental training strategies on effective CBC implementation in public Junior secondary institutions. However, both teachers and students appreciated that there was need for parental training on how CBC curriculum is designed as majority of parents were not aware on what are the demands of CBC framework as well as role of parent in execution of CBC in Junior high schools. These is because, although there exists a weak positive association between parental training and effective CBC implementation in Junior secondary public institutions of $r=0.37$ from Karl Pearson correlation coefficient, both teachers as well as students appreciated need for parental workshops to equip parents with knowledge of CBC and how learning takes place so that the collaboration between teachers and parents, as well as parents with their learners can become more effective because parents are able to develop a suitable home environment for JSS learners in CBC consequently facilitating learning as well as educational outcomes making implementation of CBC among Junior secondary public schools become more successful through adequate collaboration among key stakeholders for example parents, teachers as well as learners. On the other hand, Headteachers as well as parents both agreed that parental training boosts on level of understanding parents have pertaining CBC making parents become a little more effective in assisting their learners at home. In addition, it was established that training programs for parents that can focus on improving communication skills for parents' aids parents to become more productive with their engagement with teachers in Junior high schools as it helps to create more understanding.

5.2.4 Parental Involvement in Provision of Instructional Materials and Effective Implementation of CBC in Public Junior Secondary schools

Teachers as well as students both felt that for CBC implementation to be effective parental engagement is an important aspect of stakeholder engagement practice that cannot be overlooked. This is because a majority of students at 48.24% (82) and teachers at 56.86% (58) all agreed that provision of instructional resources by parents in Junior secondary schools is very effective in ensuring that there is effective execution of CBC in Junior high schools. Moreover, these quantitative data was further supported by inferential findings whereby it was determined that there is a strong positive relationship of $r= 0.93$ from Karl Pearson Correlation calculated between parental provision of instructional materials and effective implementation of CBC curriculum in Junior public secondary schools. What this means is that when parents get involved in provision of resources it helps to curb the deficit of instructional resources experienced in Junior high schools. However, it was established from qualitative results that due to social economic status of parents in the various spheres of life making parents who hail from poor social economic backgrounds experience challenges in participating in provision of resources for classroom instruction for instance text books, digital tools among other types of resources needed for effective CBC implementation in public Junior secondary institutions. It was also worth noting that parents were found to actively get involved in provision of human resources by employing more teachers under Board of Management to try and fix the existing gap of inadequacy of human resources in Junior schools. This inadequacy of human resources was established to be one of the contributing factors to ineffective execution of Competency-Based Curriculum in Junior public secondary institutions. However, in aim of facilitating students a platform for collaboration of parents together with teachers erupts facilitating students learning outcomes improvement.

5.3 Conclusions

Below conclusions were drawn from the results of investigation.

1. That involvement of parents in guidance and counselling practices is a necessary activity that can enhance wholesome development of students in Junior secondary schools although its level of effectiveness in application in Junior secondary schools is low. Therefore, headteachers level of engagement with parents on guidance and counselling is low and strategies on how this kind of engagement can be improved are inadequate in Junior secondary public schools. Consequently, it was also established that there is a high positive relationship between parental involvement in guidance and counselling practices and effective implementation of CBC in public secondary schools.
2. That engagement of parents in decision making process in Junior secondary schools is rarely practiced and whenever parents are engaged it is only a kind of formality through parent meetings where parents' thoughts are many are the times are not put into considerations. In addition, in addition it was examined that majority of parents had a certificate level of education hence low level of education was a great hinderance to proper participation in decision making that facilitates effective implementation of CBC among Junior public secondary schools. However, it was concluded that parental engagement in decision making has a high positive relationship with effective implementation of CBC curriculum in Junior secondary schools.
3. That there lack well organized parental training programs on Competency Based Curriculum in Junior secondary schools although the kind of relationship between parental training on effective implementation of CBC was established to be a weak positive relationship.

4. That engagement of parents in provision of instructional resources has a high positive relationship with effective execution of CBC curriculum although Junior secondary institutions were found to be having insufficient resources for instruction hindering effective learning in schools. Additionally, it was noted that disparities in social economic backgrounds have greatly affected parents' ability to effectively participate in provision of instructional resources.

5.4 Recommendations

Research recommendations comprised both recommendations for practice as well as for further studies.

5.4.1 Recommendations for Practice

1. Headteachers in Junior secondary schools to develop programs for enhancing parental guidance and counselling skills for parents to become more productive in assisting learners to excel in various competency areas.
2. Education policy makers may develop policies that aid in parental decision-making processes participation in delivery of Competency Based Curriculum in Junior Secondary institutions.
3. Ministry of Education may develop training programs to parents in various Junior secondary schools to make parents understand more about Competency Based Curriculum framework for parents to become more effective in guiding learners through the system of education more objectively.
4. Ministry of Education together with other educational stakeholders may assist the parents by ensuring each and every Junior secondary school has adequate instructional resources to aid the already struggling parents economically in order to have uniform provision of instructional materials.

5.4.2 Recommendations for Further Research

Research may be carried out in the following areas

1. Headteachers management strategies on learners' performance levels in public Junior high schools.
2. Resource management practices on effective execution of Competency Based Curriculum in public Junior high schools.



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APPENDICES

Appendix I Self Introductory Letter

January, 2025

Dear Sir/Madam,

RE: PERMISSION TO CARRY OUT RESEARCH

I am a Mount Kenya University student doing a Master of Education in Curriculum Studies degree. My study topic is *influence of principal parental engagement on implementation of competency-based curriculum in public junior high schools in Sotik Sub-County*. Kindly note that your involvement attracts no monetary benefits as intentions for research are academic with voluntary participation although information you give will be beneficial for policy development in education of students in Junior high schools. Also, it is within your right to abstain from participation without explanations on your withdrawal and no action can be taken against your decision.

Your taking part in this investigation is highly welcomed.

Thank you in advance.

Yours sincerely,



Edward Ogega Sosa

Appendix II Informed Consent Form

Dear participant

RE: Informed Consent Form

My name is *Edward Ogega Sosa* and am a student in university of Mount Kenya taking a master of education degree course. My study tile is *Influence of Principals' Parental Engagement Practices on the Implementation of Competency-Based Curriculum in Boment County, Sotik Sub-County, Kenya*. Am pleased to inform you the research has been cleared by Ethical Review Committee from MKU and licensed by NACOSTI and authorized by Head of Public Service/ Secretary to County Government in Bomet County, County Director of Education together with County Commissioner in Bomet County. Therefore, I take this oppertune moment to request you to be part of my study respondents. Kindly note that the research is voluntary and hence no monetary benefits will be gained as information gathered will only be applied for scholarly uses only. Also, participant has freedom to discontinue from participation at any point of interrogation without any fear or victimization. Your participation is highly welcomed. However, for any compliments or even complain you can reach out to the Chairperson Ethical Review Committee of Mount Kenya university under address provided.

The Chairperson,

ERC Committee,

P O BOX 342,

THIKA

Code of participant _____ sign _____

Researcher

Edward Ogega Sosa

sign



Appendix III Students' Assent Form

Dear student

RE: Assent to Participate in Research

My name is *Edward Ogega Sosa* a Bonafide student of MKU university. I am conducting an investigation as part of my studies on master of education on the title *Influence of Principals' Parental Engagement Practices on the Implementation of Competency-Based Curriculum in Boment County, Sotik Sub-County, Kenya*. However, I take this moment to pass my request for your engagement in this investigation. Kindly note that your participation is willingly hence researcher will not award you in whichever manner. You may consider sharing about your involvement with your parent or guardian. However, your taking part in this research will be beneficial for academic purposes. Also, note that no personal information or information of your school will be part of research and for all information you are going to give will be private and handled with a lot of confidentiality.

Your participation is highly welcomed

Yours faithfully,



Edward Ogega Sosa

Appendix IV Parents' Consent Form

Dear Parent/Guardian

RE: Consent to Subject Your Son/Daughter to Research

I am *Edward Ogega Sosa* a student from MKU university taking a master of education degree. As part of my study, I am required to take a project work in order to accomplish my studies. My study title is *Influence of Principals' Parental Engagement Practices on the Implementation of Competency-Based Curriculum in Boment County, Sotik Sub-County, Kenya*. I take this opportunity to make a humble request to allow your son/daughter to take part in my study. All information gathered will be confidential and private. Also note that no personal information or even information concerning identification of the school shall be allowed during research as for information gathered will only be academic and used for scholarly reasons only. Also, kindly note that participation will be willingly and no benefits comes as a result of taking part in the study. A participant is also given room for withdrawal during interrogation or even not respond to a question that they may feel uncomfortable to respond to and there is no action can be taken against them for their refusal.

Your consent shall be highly appreciated.

Yours faithfully,



Edward Ogega Sosa

Appendix V Interview Guide for Headteachers

Demographic Information

Level of education

Diploma Degree Post graduate

Gender

Male Female

- Welcome and express gratitude for participation.

- Briefly explain the purpose of the interview.

Guiding questions

1. How would you assess parental awareness of guidance and counseling policies, and in what ways does this awareness impact CBC implementation in your classroom?
2. Can you share insights on parental attendance at counseling sessions, and how this participation contributes to the overall well-being and academic progress of students under the CBC?
3. In your experience, how does involvement of individual parents in counseling sessions influence academic and personal development of students in CBC?
4. Could you discuss the significance of parents participating in training workshops related to CBC principles, and how this impacts parents' ability to offer assistance to students' learning?
5. How do you perceive parents' understanding of CBC principles, and what role does this understanding play in enhancing their support for CBC implementation?

6. Have you observed instances where parents apply the knowledge gained from training workshops in aiding learners' education under CBC? Can you provide examples?
7. Regarding instructional materials, can you comment on type or quality of materials provided by parents to support CBC learning in your classroom?
8. How consistent are parents in providing instructional materials, and in what ways does this consistency influence students' engagement with CBC?
9. In your view, how well do parents align the instructional materials they provide with the specific requirements of the CBC, and what impact does this alignment have on students' learning outcomes?
10. How does parental participation in school-level decisions related to CBC implementation contribute to the overall success of the curriculum in your school?

Appendix VI Focus group Guide for Parents

Demographic Information

Level of education

Certificate level Diploma level Degree level Post graduate

Gender

Male Female

Guiding questions

1. How actively are you engaged in your child's guidance and counseling sessions related to CBC?
2. In what ways do you feel your input contributes to decision-making processes regarding CBC in your school?
3. Have you participated in any training programs provided by the school to aid CBC execution?
4. How do you ensure the provision of instructional materials to aid CBC learning experience for your child?

Very Ineffective 1	Ineffective 2	Neutral 3	Effective 4	Very Effective 5
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Test Item	5	4	3	2	1
How can you rate awareness of guidance and counselling policies influence on students learning outcomes in assessments and evaluation in your school?	5	4	3	2	1
How can you rate level of productiveness of parental attendance on guidance and counselling sessions in school on students' collaboration with peers in your school?	5	4	3	2	1
In your school how can you rate individual participation of parents in Guidance and Counselling impact on students' quality of decision made?	5	4	3	2	1
How can you rate parental participation on guidance and counselling on increased rate of attendance of students in your school?	5	4	3	2	1
Rate the level of effectiveness of parental attendance to programs on guidance and counselling impact on students' attendance in Junior secondary school.	5	4	3	2	1
How effective is parental participation in guidance and counselling in Junior secondary institutions on students' acquisition of collaborative skills in your school?	5	4	3	2	1
What are your views on use of parental participation in guidance and counselling on productiveness of execution of CBC in Junior high schools?	5	4	3	2	1

Section C: Parental Engagement in Decisions Making on Implementation of CBC

Very Ineffective 1	Ineffective 2	Neutral 3	Effective 4	Very Effective 5	
Test Item	5	4	3	2	1
How effective is parental participation in school level decision making impact on students learning outcomes in assessment and evaluation?	5	4	3	2	1
How is the level of parents' participation in school committees aimed at facilitating on teacher training participation to ensure effective implementation of CBC?	5	4	3	2	1
Participation of parents in advisory boards of the school normally increases school attendance in your school. How effective is it?	5	4	3	2	1
School level participation of parents in decision making influences students quality of decision making. How effective is it in your school?	5	4	3	2	1
Participation of parents in school committees has enabled students increased attendance in Junior secondary school. How effective is it in your school?	5	4	3	2	1
How is participation of parents in advisory boards in Junior secondary schools impacts on students' collaboration with peers in your school?	5	4	3	2	1
Parental engagement in decision making has influenced execution of CBC in Junior secondary institutions.	5	4	3	2	1

Section D: Parental Training on Implementation of CBC

Very Ineffective 1	Ineffective 2	Neutral 3	Effective 4	Very Effective 5	
Test Item	5	4	3	2	1
Participation of parents in workshops facilitates students' improvement in assessment and evaluation in Junior high schools. What is the level of effectiveness in your school?	5	4	3	2	1
Parental training on CBC has led to parents better understanding of CBC principles consequently leading to enhanced increased attendance rates in Junior secondary schools. to what level is it effective in your school?	5	4	3	2	1
Application of training knowledge by parents facilitates students' collaboration in Junior secondary schools. to what extent is it effectiveness in your school?	5	4	3	2	1
Parental participation in training has impacted on teacher training participation in Junior secondary schools. At what level is it effective in your school?	5	4	3	2	1
Parental workshops have enabled students increased attendance. In your institution how can you rate level of effectiveness?	5	4	3	2	1
Parental training has a significant influence on CBC execution. In your school, how can you rate its effectiveness?	5	4	3	2	1

Section E: Parental Provision of Instructional materials on Implementation of CBC

Very Ineffective 1	Ineffective 2	Neutral 3	Effective 4	Very Effective 5	
Test Item	5	4	3	2	1
Type and quality of instructional materials provided by parents influences on how students perform in assessment and evaluation tests facilitating improved learners' outcome. How effective is it in your school?	5	4	3	2	1
Consistency of parental provision of instructional materials in Junior secondary schools influences on students' rate of attendance. How can you rate it in your school?	5	4	3	2	1
How effective is alignment of CBC materials in your school to facilitate teacher participation in training programs on CBC?	5	4	3	2	1
Type or quality of instructional resources has a positive influence on students' collaboration with peers. How can you rate its effectiveness in Junior secondary institutions?	5	4	3	2	1
Parental consistency in provision of instructional resources impacts on quality of decision making in your institution. to what extent is it effective in your school?	5	4	3	2	1
Alignment of CBC materials have facilitated increased attendance rate. How effective is it in your school?	5	4	3	2	1
How can you rate provision of instructional resources influence on productive execution of CBC in Junior secondary institutions?	5	4	3	2	1

I am highly appreciative for your participation

Appendix VIII Teachers Questionnaire

Dear Student

I am *Edward Ogega Sosa* a MKU student taking a master of education degree. It is within part of my learning; I am required to take a project work in order to accomplish my studies. My study title is *Influence of Principals' Parental Engagement Practices on the Implementation of Competency-Based Curriculum in Boment County, Sotik Sub-County, Kenya*. I am pleased to have you as one of my respondents in this investigation. Kindly note participation is voluntary and no personal identities nor school identities are needed. For each and every question kindly tick only one option.

Section A: Demographic Information of Students

1. In the bracket tick your gender appropriately

Male Female

2. Indicate number of years you have been teaching since you were employed

0-5 years 6-10 years Above 11 years

3. Do you feel that your school has laid down appropriate parental engagement strategies that effectively facilitate execution of Competency-Based Curriculum

Yes No undecided

Section B Parental Participation in Guidance and Counseling Sessions Influence on successful Implementation of Competency-Based Curriculum

Kindly read carefully below statement then for each one of the statements rate your views on its level of effectiveness on implementation of CBC. (*Tick only one view in every statement*)

Very Ineffective 1	Ineffective 2	Neutral 3	Effective 4	Very Effective 5
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Test Item	5	4	3	2	1
How can you rate awareness of guidance and counselling policies influence on students learning outcomes in assessments and evaluation in your school?	5	4	3	2	1
How can you rate level of productivity of parental attendance on guidance and counselling sessions in your institution on students' collaboration with peers in your school?	5	4	3	2	1
In your school how can you rate individual participation of parents in Guidance and Counselling impact on students' quality of decision made?	5	4	3	2	1
How can you rate parental participation on guidance and counselling on increased rate of attendance of students in your school?	5	4	3	2	1
Rate the level of effectiveness of parental attendance to programs on guidance and counselling impact on students' attendance in Junior high school.	5	4	3	2	1
How effective is parental participation in guidance and counselling in Junior secondary on students' acquisition of collaborative skills in your school?	5	4	3	2	1
What are your views on use of parental participation in guidance and counselling and effectiveness of execution of CBC in Junior secondary institutions?	5	4	3	2	1

Section C: Parental Engagement in Decisions Making on Implementation of CBC

Very Ineffective 1	Ineffective 2	Neutral 3	Effective 4	Very Effective 5	
Test Item	5	4	3	2	1
How effective is parental participation in school level decision making impact on students learning outcomes in assessment and evaluation?	5	4	3	2	1
How is the level of parents' participation in school committees aimed at facilitating on teacher training participation to ensure effective implementation of CBC?	5	4	3	2	1
Participation of parents in advisory boards of the school normally increases school attendance in your school. How effective is it?	5	4	3	2	1
School level participation of parents in decision making influences students quality of decision making. How effective is it in your school?	5	4	3	2	1
Participation of parents in school committees has enabled students increased attendance in Junior secondary school. How effective is it in your school?	5	4	3	2	1
How is participation of parents in advisory boards in Junior high schools impacts on students' collaboration with peers in your school?	5	4	3	2	1
Parental engagement in decision making has influenced execution of CBC in Junior high schools.	5	4	3	2	1

Section D: Parental Training on Implementation of CBC

Very Ineffective 1	Ineffective 2	Neutral 3	Effective 4	Very Effective 5	
Test Item	5	4	3	2	1
Participation of parents in workshops facilitates students' improvement in assessment and evaluation in Junior secondary institutions. What is level of effectiveness in your school?	5	4	3	2	1
Parental training on CBC has led to parents better understanding of CBC principles consequently leading to enhanced increased attendance rates in Junior secondary schools. To what level is it effective in your school?	5	4	3	2	1
Application of training knowledge by parents facilitates students' collaboration in Junior secondary schools. To what extent is it effectiveness in your school?	5	4	3	2	1
Parental participation in training has impacted on teacher training participation in Junior secondary schools. At what level is it effective in your school?	5	4	3	2	1
Parental workshops have enabled students increased attendance. What is level of effectiveness in your institution?	5	4	3	2	1
Parental training has a significant impact on CBC execution. In your school, how can you rate its effectiveness?	5	4	3	2	1

Section E: Parental Provision of Instructional materials on implementation of CBC

Very Ineffective 1	Ineffective 2	Neutral 3	Effective 4	Very Effective 5	
Test Item	5	4	3	2	1
Type and quality of instructional materials provided by parents influences on how students perform in assessment and evaluation tests facilitating improved learners' outcome. How effective is it in your school?	5	4	3	2	1
Consistency of parental provision of instructional materials in Junior secondary schools influences on students' rate of attendance. How can you rate it in your school?	5	4	3	2	1
How effective is alignment of CBC materials in your school to facilitate teacher participation in training programs on CBC?	5	4	3	2	1
Type or even quality of instructional resources has a positive influence on students' collaboration with peers. How can you rate its effectiveness in Junior secondary school?	5	4	3	2	1
Parental consistency in provision of instructional resources impacts on quality of decision making in schools. to what extent is it effective in your school?	5	4	3	2	1
Alignment of CBC materials have facilitated increased attendance rate. How effective is it in your school?	5	4	3	2	1
How can you rate provision of instructional resources effects on execution of CBC in Junior secondary institutions?	5	4	3	2	1

I am highly appreciative for your participation

Appendix IX Introduction Letter to NACOSTI



DIRECTORATE OF GRADUATE STUDIES

MED/2022/45247

27th August, 2024

National Commission for Science Technology & Innovation (NACOSTI)
Off Waiyaki, Upper Kabete
P.O Box 30623- 00100
NAIROBI, KENYA

Dear Sir/Madam,


RE: EDWARD OGEKA SOSA- REGISTRATION NO. MED/2022/45247

The purpose of this letter is to introduce the above named student who is pursuing **Master of Education** in the **Department of Educational Management and Curriculum Studies** in the **School of Education**.

The title of the research is **"Influence of Principal Parental Engagement on the Implementation of Competence Based Curriculum in Bomet County Sotik Sub County."** It has been cleared by the University's Ethics Review Committee (Certificate attached) and now has to proceed to the field to collect data between **September, 2024 and November, 2024**.

Any assistance accorded to the student will be highly appreciated.

Thank you.


Dr. Samuel M. Karenga, Ph.D.
Director, Graduate Studies

Mount Kenya University
P.O. Box 342 - 01000, THIKA
Office of the Director
Graduate Studies

Enc.

Main Campus, General Kago Road, P.O. Box 342-01000 Thika.
Cell: +254 709 153 000 / +254 709 153 200
Email: info@mku.ac.ke, Web: www.mku.ac.ke
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Appendix X Ethical Review Committee Certificate



Date: 26 August 2024

REG: MED/2022/45247

Dear Sir/Madam,

RE: INFLUENCE OF PRINCIPAL PARENTAL ENGAGEMENT ON THE IMPLEMENTATION OF COMPETENCE BASED CURRICULUM IN BOMET COUNTY SOTIK SUBCOUNTY


This is to inform you that **Mount Kenya University** has reviewed and approved your above research proposal. Your application approval number is **3042**. The approval period is **26/08/2024 - 25/08/2025**.

This approval is subject to compliance with the following requirements;

- i. Only approved documents including informed consents, study instruments, MTA will be used
- ii. All changes including amendments, deviations and violations are submitted for review and approval by **Mount Kenya University**
- iii. Death and life-threatening problems and serious adverse events or unexpected adverse events whether related or unrelated to the study must be reported to **Mount Kenya University** within 72 hours of notification
- iv. Any changes, anticipated or otherwise that may increase the risks or affect the safety or welfare of study participants and others or affect the integrity of the research must be reported to **Mount Kenya University** within 72 hours
- v. Clearance for export of biological specimens must be obtained from relevant institutions
- vi. 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
- vii. Submission of an executive summary report within 90 days upon completion of the study to **Mount Kenya University**

Prior to commencing your study, you will be expected to obtain a research license from National Commission for Science, Technology and Innovation (NACOSTI) <https://research-portal.nacosti.go.ke> and also obtain other clearances needed.

Yours sincerely,



Dr. Alfred Owino, PhD
Chairman, Mount Kenya University ISERC



THE SCIENCE, TECHNOLOGY AND INNOVATION ACT, 2013 (Rev. 2014)
Legal Notice No. 108: The Science, Technology and Innovation (Research Licensing) Regulations, 2014

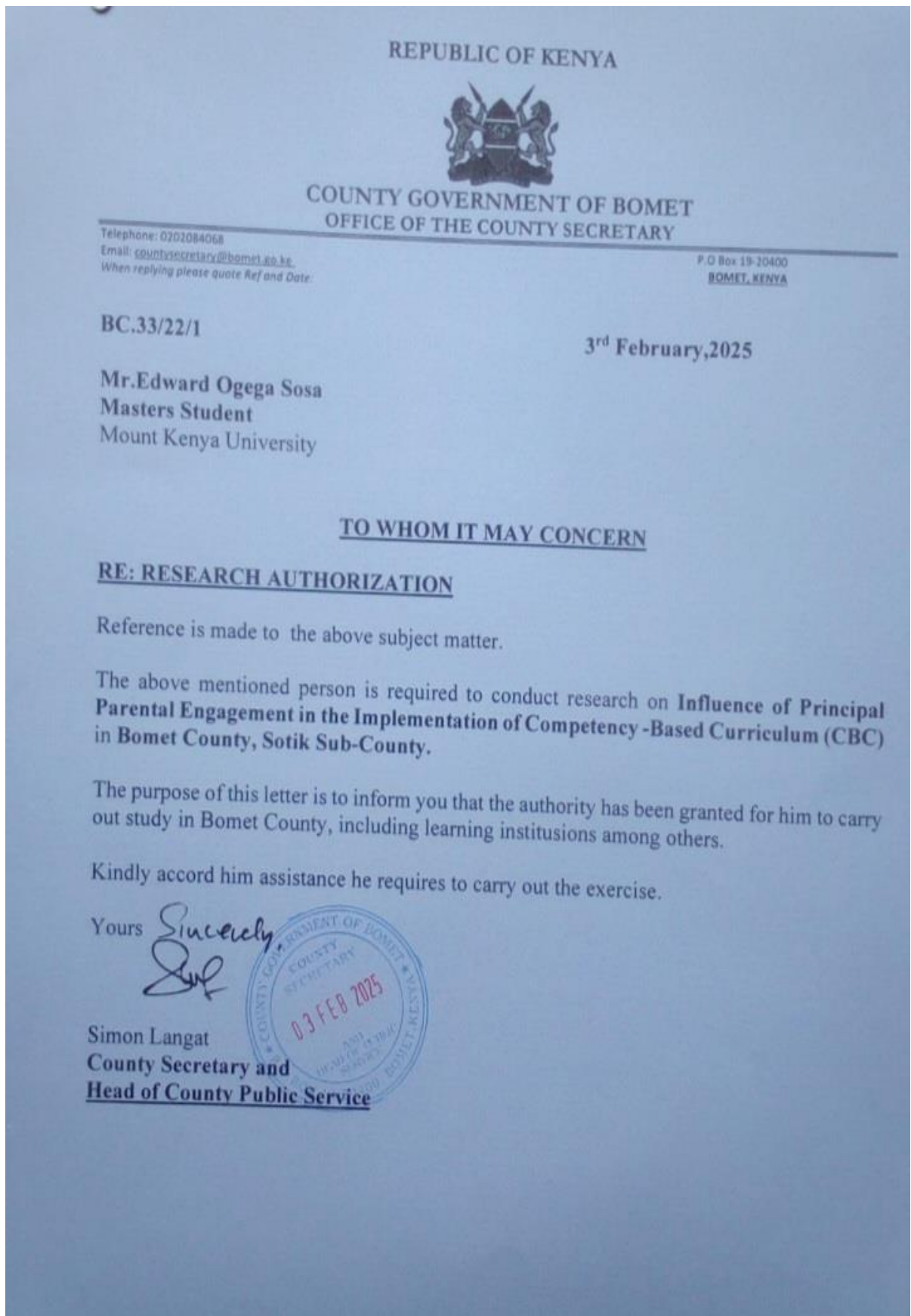
The National Commission for Science, Technology and Innovation, hereafter referred to as the Commission, was established under the Science, Technology and Innovation Act 2013 (Revised 2014) herein after referred to as the Act. The objective of the Commission shall be to regulate and assure quality in the science, technology and innovation sector and advise the Government in matters related thereto.

CONDITIONS OF THE RESEARCH LICENSE

1. The License is granted subject to provisions of the Constitution of Kenya, the Science, Technology and Innovation Act, and other relevant laws, policies and regulations. Accordingly, the licensee shall adhere to such procedures, standards, code of ethics and guidelines as may be prescribed by regulations made under the Act, or prescribed by provisions of International treaties of which Kenya is a signatory to
2. The research and its related activities as well as outcomes shall be beneficial to the country and shall not in any way:
 - i. Endanger national security
 - ii. Adversely affect the lives of Kenyans
 - iii. Be in contravention of Kenya's international obligations including Biological Weapons Convention (BWC), Comprehensive Nuclear-Test-Ban Treaty Organization (CTBTO), Chemical, Biological, Radiological and Nuclear (CBRN).
 - iv. Result in exploitation of intellectual property rights of communities in Kenya
 - v. Adversely affect the environment
 - vi. Adversely affect the rights of communities
 - vii. Endanger public safety and national cohesion
 - viii. Plagiarize someone else's work
3. The License is valid for the proposed research, location and specified period.
4. The license any rights thereunder are non-transferable
5. The Commission reserves the right to cancel the research at any time during the research period if in the opinion of the Commission the research is not implemented in conformity with the provisions of the Act or any other written law.
6. The Licensee shall inform the relevant County Director of Education, County Commissioner and County Governor before commencement of the research.
7. Excavation, filming, movement, and collection of specimens are subject to further necessary clearance from relevant Government Agencies.
8. The License does not give authority to transfer research materials.
9. The Commission may monitor and evaluate the licensed research project for the purpose of assessing and evaluating compliance with the conditions of the License.
10. The Licensee shall submit one hard copy, and upload a soft copy of their final report (thesis) onto a platform designated by the Commission within one year of completion of the research.
11. The Commission reserves the right to modify the conditions of the License including cancellation without prior notice.
12. Research, findings and information regarding research systems shall be stored or disseminated, utilized or applied in such a manner as may be prescribed by the Commission from time to time.
13. The Licensee shall disclose to the Commission, the relevant Institutional Scientific and Ethical Review Committee, and the relevant national agencies any inventions and discoveries that are of National strategic importance.
14. The Commission shall have powers to acquire from any person the right in, or to, any scientific innovation, invention or patent of strategic importance to the country.
15. Relevant Institutional Scientific and Ethical Review Committee shall monitor and evaluate the research periodically, and make a report of its findings to the Commission for necessary action.

National Commission for Science, Technology and
Innovation(NACOSTI),
Off Waiyaki Way, Upper Kabete,
P. O. Box 30623 - 00100 Nairobi, KENYA
Telephone: 020 4007000, 07 13788787, 0735404245
E-mail: dg@nacosti.go.ke
Website: www.nacosti.go.ke

Appendix XII Authorization Letter from Bomet County Government



Appendix XIII Authorization Letter from Bomet County Commissioner



**MINISTRY OF INTERIOR & NATIONAL ADMINISTRATION
STATE DEPARTMENT FOR INTERNAL SECURITY AND NATIONAL ADMINISTRATION**

Telegrams: "DISTRICTER", Bomet
Telephone: (052) 22004/22077 Fax 052-22490
When replying please quote

COUNTY COMMISSIONER
P.O BOX 71- 20400
BOMET

3rd October, 2024

REF: EDU.12.1 VOL.IV/(189)

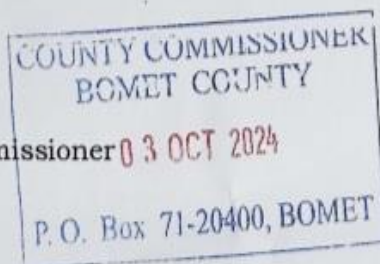
The Deputy County Commissioner
Sotik Sub County
SOTIK

RE: RESEARCH AUTHORIZATION – EDWARD OGEKA SOSA

The above named person has been authorized to carry out Research on ***"Influence of Principal Parental Engagement on the implementation of Competency Based Curriculum in Bomet County, Sotik Sub County"*** for the period ending 12th September, 2025 by the National Commission for Science, Technology and Innovation vide their letter Ref. No.883664 dated 12th September, 2024.

Any assistance accorded would be appreciated.

Rose Gakii
For: County Commissioner **03 OCT 2024**
BOMET



Appendix XIV Authorization Letter from Bomet County Director of Education



**REPUBLIC OF KENYA
MINISTRY OF EDUCATION
STATE DEPARTMENT FOR BASIC EDUCATION**

Telegrams: "ELIMU",
Telephone: 052-22265
When replying please quote
email: cdebometcounty@gmail.com
Ref/CDE/BMT/ED/AUTH/74/VOL.III/56

COUNTY EDUCATION OFFICE,
BOMET COUNTY,
P.O. BOX 3-20400,
BOMET.

3rd October, 2024

Mr. Edward Ogega Sosa
Mount Kenya University
P.o Box 342-001000
THIKA

TO WHOM IT MAY CONCERN

RE: RESEARCH AUTHORIZATION.

Reference is made to the letter dated 12th September, 2024 Ref: No. NACOSTI P/24/39807/883664 from NACOSTI requiring the above-mentioned person to conduct research on "*Influence of principal parental engagement on the implementation of competency based curriculum in Sotik Sub County, Bomet, Kenya,*" for the period ending 12th September, 2025.

The purpose of this letter is to inform you that authority has been granted for him to carry out the study in Bomet County, including learning Institutions among others.

Kindly accord him the assistance he requires to carry out the exercise.

COUNTY DIRECTOR OF EDUCATION
BOMET
P.O. Box 3 - 20400, BOMET

LEONARD NGUGI
COUNTY DIRECTOR OF EDUCATION
BOMET COUNTY.

Copy

CEO- NACOSTI

Appendix XVI Similarity Index



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