

INFLUENCE OF PARENTAL LEVEL OF EDUCATION ON LEARNERS' COMPETENCY-BASED CURRICULUM LEARNING OUTCOMES IN PUBLIC PRIMARY SCHOOLS IN STAREHE SUB-COUNTY, NAIROBI COUNTY.

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Abstract

The study investigated how parental education influences learners' outcomes under Kenya's Competency-Based Curriculum (CBC) in publicly funded elementary schools within Starehe Sub-county, Nairobi. Anchored on Joyce Epstein's Theory of Parental Involvement, the research adopted a convergent mixed-methods design that integrated cross-sectional and phenomenological approaches. The target population comprised one sub-county director of education, 1,893 sixth graders, 300 parents, 263 teachers, and 17 head teachers. Through a combination of probability and non-probability sampling techniques, a sample of 275 respondents was selected, including 5 principals, 50 teachers, 30 parents, 1 sub-county director, and 189 sixth graders. Data collection employed multiple instruments teacher surveys, principal and parent interview guides, sixth-grade focus groups, classroom observation checklists, and document analysis guides. Validity and reliability were established through content and face validity assessments. Quantitative data were analyzed using the Statistical Package for the Social Sciences (SPSS) and presented in tables showing frequencies and percentages, while qualitative data were analyzed thematically using content analysis, with participants' quotations used to support interpretations. Ethical standards such as voluntary participation, informed consent, confidentiality, and institutional research approval were observed. Findings revealed that parental education significantly influences learner outcomes in CBC. Pupils whose parents had higher educational attainment exhibited superior academic performance, greater consistency in completing CBC projects, and higher levels of confidence and classroom engagement. The study concluded that parental education is a key determinant of learners' success and participation in CBC activities. It recommended that schools and educational authorities strengthen parental empowerment through continuous training and sensitization programs to enhance parents' understanding, involvement, and support for their children's learning under the CBC framework.

Key Words: Learning outcomes, Parental involvement, Socioeconomic status

Introduction

Parental socioeconomic status (SES) remains a key determinant of children's educational outcomes globally (MDPI, 2023; Wiley, 2023). SES, which encompasses parental education level, household income, and occupation, shapes learners' access to learning resources, academic support, and overall school performance (Frontiers in Education, 2024). Studies consistently show that higher parental education enhances children's cognitive

development and learning achievement, while low SES constrains educational opportunities (Wiley, 2023; *Frontiers in Education*, 2022). In developed countries such as Finland, the United States, Australia, and Canada, the role of SES is well-documented, with evidence linking parental education and income to learners' engagement, school belonging, and access to quality instruction (OECD, 2021; Hautala et al., 2022; Allen et al., 2022). However, despite structured educational systems, inequalities persist, often affecting children from low-income or less-educated families (Burger, 2022; Tompsett & Knoester, 2023).

Across Africa, parental education and income similarly influence students' academic performance. Studies from Ghana, South Africa, and Nigeria reveal that learners from educated and economically stable families perform better and demonstrate stronger motivation due to academic guidance and access to learning materials (Şengönül, 2021; Memon & Pathan, 2021). Research in Tanzania, Uganda, and other Sub-Saharan countries also shows that financial stability and parental literacy enhance exposure to learning resources and language proficiency, thereby improving overall academic outcomes (Nyamubi, 2019; Masereka et al., 2023). These findings underline the strong correlation between parental SES and learner achievement across diverse educational settings.

CBC has shifted its learning responsibilities toward home and community. Unlike traditional curricula, parents under CBC are expected to take more active role in learning. Parents educational background is hence very crucial for it can either amplify the expected learning outcome by enriching the learning environment or advocate for the necessary resources required in CBC. In Kenya, the implementation of the Competency-Based Curriculum (CBC) has amplified the importance of parental education and socioeconomic background in determining learning outcomes. Parents with higher education levels better understand CBC demands and can effectively guide learners, while those with limited education struggle to provide academic support (Ketgeronye, 2018; Kamau, 2020). Income and occupational stability also influence learners' access to CBC-aligned materials and participation in school programs (Kisache, 2019; Mutisya & Mutilu, 2024). In urban settings such as Nairobi's Starehe Sub-County, characterized by socioeconomic diversity and widespread informal employment, these disparities are more pronounced. Despite evidence linking SES to academic performance, few studies have specifically examined how parental education influences CBC learning outcomes in this context. The current study therefore sought to address this gap by investigating how parental education levels affect learners' CBC outcomes in public primary schools in Starehe Sub-County, Nairobi County, with the goal of informing equitable strategies for improving educational achievement

Statement of the Problem

Parental education is very profound and far-reaching in the way it influences the performance of their children. The Competency-Based Curriculum (CBC) should be provided to all the students equally; this is possible solely through the active involvement of parents in the life of their children, assistance with homework, and the provision of the required learning materials (Ngware et al., 2020; Mutua and Mwangi, 2022).

Other individuals with the information are concerned that the parents are not doing their bit to assist their children with education. The worried individuals have indicated that despite the CBC requirements, parents who have lower education do not necessarily prioritize the education of their children. This has affected the outcomes of education students of CBC. Besides that, studies have indicated these limitations (Karimi, 2020; Ondimu, 2019; Musiman et al., 2020). This research did not however investigate the role of parents who had educational backgrounds on their involvement in the schooling of their children. As such, this study was intended to address that gap through the examination of that sub-county of Nairobi County, Starehe, Kenya and the impact of the level of education of parents on CBC learning outcomes.

Research Questions

How does the level of parental education influence learners' outcomes in the Competency-Based Curriculum in public primary schools in Starehe sub-county?

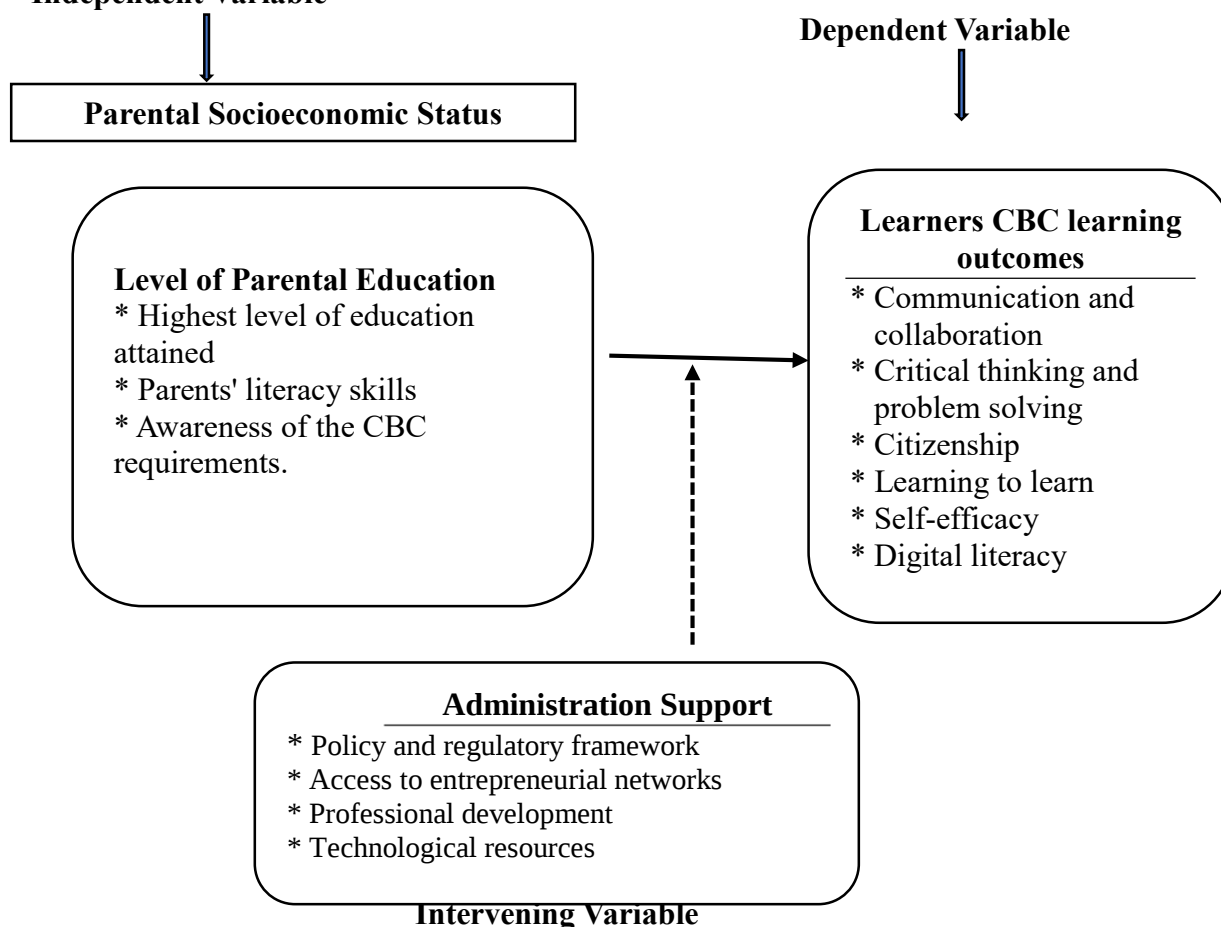
Theoretical Framework

The study was founded on the Theory of family Involvement provided by Epstein which was developed in the late 90s and emphasises the significance of community partnerships, school policies, and family participation in enhancing academic achievement of students. The concept fosters inclusive practices that unite communities, schools, and families to establish support networks that increase learning, as mentioned by Epstein et al. (2019). Those partnerships that promote shared accountability and improve academic outcomes are more inclined to thrive in schools where learners are recognized as members of broader systems in their families and communities (Peacock, 2024). The model provides six attributes of parental participation as a viable way of examining the impact of socioeconomic position on parenting, communication, volunteering, learning at home, decision-making, and community engagement (Lee, 2019).

It is the parents who play a significant role in influencing the learning of their children and this theory takes into consideration most of the parental involvement. The parents are engaged in decision-making, establishment of nurturing home environments, and homework and meeting support. But it assumes that all parents are able to contribute and they can afford to do so. Trying to fill these gaps with the additional perspectives of the Attribution Theory of Heider (1985) and Social Cognitive Theory of Bandura (1986), the researcher attempted to close these gaps.

According to the Theory of Parental Engagement by Epstein, parents play a very significant role in helping to support education by ensuring that they promote the holistic learning focus of CBC. This support, as it is demonstrated in the studies by Ayako et al. (2024) and Nyaundi et al. (2020), can be expressed in the form of regular cooperation with teachers, engagement in home tasks, and learning environment development within the home. According to the Social Cognitive Theory, the role of parents in the education of their children is affected by the self-efficacy and the behaviours that they are modelling. Parents have a higher tendency to be actively engaged in the learning activities because they feel that they can make a difference. In this regard, the Attribution Theory can help us to understand how the perceptions about the academic success and failures of their children relate to the degree of participation and the type of support parents offer. Combined together, these concepts indicate that the perceptions, interpretations, and views of parents towards the learning experience of their children are major influences on parental participation, which is not only structural like Epstein believes, but also highly subjective.

Figure 1: Conceptual Framework



Source: Researcher (2025)

Learners' learning outcomes in the CBC framework are directly influenced by the educational attainment of their parents. Higher-educated parents are more likely to be proficient readers who can understand and encourage studying at home. These parents are more likely to comprehend CBC standards and help their kids develop computer literacy, communication, and critical thinking abilities. Their understanding of CBC enables them to match classroom goals with at-home activities, fostering student outcomes like cooperation and self-efficacy. On the other hand, parents with low levels of education could find it difficult to give their kids the academic help they need, which would hinder their development under CBC.

Theoretical Framework

Attribution Theory is another theory applicable in the classroom to understand better how students, instructors, and parents interpret test scores. Students who attribute personal success to their efforts (internal attribution), which is suggested by Weiner, have a higher chance to sustain their motivation and commitments to studying. On the other hand, Weiner writes that students take the risk of losing interest and enthusiasm when they attribute their failure to external circumstances such as unfair grading or failure to offer support (Pappas, 2023). Since the perceptions of parents regarding the achievement of their children influence the parental involvement, the hypothesis can be said to have implications on the parental involvement as well.

The researcher also did not want to rely on Attribution Theory as the main foundation of the research because of the limited scope of the study in responding to the complexity of

parental participation as a part of the CBC framework. This study considered the impact of the education level of parents on the CBC scores of their children in Starehe sub-county of Nairobi county. The theory is very effective in showing why parents do what they do but it falls short to give a bigger picture on how the educational environment of CBC is changing which incorporates institutional, social and cultural aspects.

The theory of social cognition by Albert Bandura focuses on how social variables influence behaviors and results in a given situation. Learning takes place when people actively participate in their personal growth and uses other people around them to take a hint, whether in modeling, imitation or observation (Charlotte, 2024). In the case of the application of Competency-Based Curriculum to the public primary schools of the Starehe sub-county, the experiences and performance of the students are highly influenced by the socioeconomic level (SES) of the parents. The socioeconomic status of the parents affects the accessibility of the children to resources, their exposure to good role models, as well as the processes of reinforcement that enable the children to perform excellently in school.

The Bandura theory of observational learning lays stress on the significance of educating good behavior. Parent engagement in a CBC classroom portrays positive performance amongst students. By way of example, a 1963 experiment by Bandura and Walters revealed that individuals would be more willing to imitate behavior that they were compensated to do. In the same way, the children are believed to absorb the good practices when they see their parents or guardians reading to them or applauding their achievements in the classroom. However, when parents are not interested or do not care, the absence of reinforcement might reduce motivation and performance of a child and result in poor outcomes (LaMort, 2019).

Critics of the Social Cognitive Theory (SCT) claim that it pays too much attention to external stimuli, leaving the task of internal mental processes in learning underexplored. It further assumes that all people have the same abilities in keeping track of and copying the tasks and this ignores differences in cognitive abilities and attention. This paper by Oketch and Mutegi (2023) contends that SCT oversimplifies the connection between socioeconomic status and CBC learning outcomes in too many aspects and especially when it comes to the ability of students to think critically and resolve problems. They claim that SCT cannot sufficiently respond to the environmental issues that children raised in low-SES parents have even though it has high emphasis on observable behavior and self-efficacy.

Perhaps, the larger structural and systemic factors which determine education are not well considered by the social cognitive theory offered by Bandura, even though this theory impacted greatly on the social learning of people. As an example, due to its focus on the individual initiative and observation learning, the theory might fail to enumerate the impacts of socioeconomic status (SES) and the influences on opportunities and resources.

Review of Related Literature

In developed contexts such as the United States, the United Kingdom, and Finland, studies consistently demonstrate that parental education is one of the strongest predictors of children's academic achievement and engagement (OECD, 2022; Reardon, 2019). Parents with higher education levels are more likely to cultivate supportive home learning environments, maintain high expectations, and communicate effectively with teachers. However, debates remain regarding causality and contextual moderators. While some longitudinal studies attribute improved learner outcomes to direct parental involvement, others argue that the effects are mediated by socioeconomic advantages such as access to better schools, learning resources, and extracurricular opportunities (Chevalier et al., 2020). Under competency-based models, research indicates that educated parents are better equipped to guide project-based learning and

formative assessment tasks (Anderson & Hamilton, 2021). Yet, critics warn that this may widen inequality if less-educated parents are not supported through targeted policy interventions.

Across sub-Saharan Africa, evidence shows that parental education remains a strong determinant of children's school participation, retention, and learning outcomes (Şengönül, 2021; Guo & Harris, 2020). In Ghana and South Africa, studies reveal that educated parents engage more actively in school affairs and promote reading culture at home (Mensah & Kiernan, 2021). However, the mechanism differs across contexts. In urban areas, parental education enhances academic success through enrichment activities and advocacy, while in rural settings it improves outcomes mainly through persistence and navigation of school bureaucracies. A major debate in African research concerns whether CBC-style curricula amplify or mitigate inequalities driven by parental education. While project-based learning may favor educated parents, evidence also suggests that well-implemented school support systems can equalize outcomes (Adebayo, 2022). These studies emphasize the need for contextualized policies that strengthen home-school collaboration and adult literacy initiatives.

In Kenya, the adoption of the Competency-Based Curriculum has reignited discussions about the role of parents in learners' educational experiences. Research by Ketgeronye (2018) and Kamau (2020) shows that learners whose parents have higher educational attainment exhibit stronger project completion rates and more positive attitudes toward CBC tasks. Conversely, parents with lower education levels often find CBC complex and struggle to assist with home-based assignments (Ngware et al., 2020; Mutua & Mwangi, 2022). The challenge is compounded by limited school-level mechanisms for parental sensitization. While government frameworks such as the *National Education Sector Strategic Plan (NESSP, 2018–2023)* advocate for community engagement, empirical evidence on effective implementation remains limited. Critically, Kenyan literature often treats parental education as a categorical variable, overlooking dimensions like literacy, pedagogical familiarity, and access to social networks that could influence CBC engagement.

Within Nairobi's Starehe Sub-County, socioeconomic disparities further shape how parental education affects CBC learning outcomes. Urban families with educated parents often provide digital learning tools, structured study time, and mentorship opportunities, fostering higher learner confidence and performance. Meanwhile, parents with limited education may rely heavily on teachers or peers for academic support, leading to uneven outcomes in competency development. Focus group discussions and local studies (Wachira, 2023) reveal that CBC's emphasis on parental facilitation intensifies this divide. Yet, schools that organize parental training sessions and regular feedback forums have reported improved parental understanding and learner engagement. This highlights the importance of localized strategies that empower less-educated parents through structured communication, adult literacy programs, and inclusive school policies.

To enhance the impact of this research and align it with Kenya's national education strategy, future policy actions should focus on structured parental empowerment programs within CBC implementation. The Ministry of Education and Teachers Service Commission (TSC) could institutionalize parent sensitization workshops on CBC pedagogy, integrate adult literacy and digital learning modules into community programs, and incentivize schools that demonstrate inclusive parental engagement practices. Furthermore, future research should adopt mixed-method design to unpack causal pathways between parental education, learner competencies, and home-learning environments. By operationalizing parental education as a multidimensional construct, encompassing literacy, pedagogical knowledge, and school navigation skills, policymakers and educators can better tailor interventions that promote equity in CBC learning outcomes.

Research Design and Methodology

This study adopted a mixed-methods convergent parallel design, allowing for the simultaneous collection and integration of quantitative and qualitative data to provide a deeper understanding of how parental level of education influences learners' outcomes under the Competency-Based Curriculum (CBC) (Creswell & Creswell, 2018). The quantitative strand employed a cross-sectional survey design to examine relationships between parental education levels and CBC learning outcomes, such as project completion, creativity, and class participation within a defined time frame (Kothari, 2019). In parallel, the qualitative strand utilized a phenomenological approach to explore teachers', learners', and administrators lived experiences and perceptions regarding how parental education shapes CBC implementation and learner engagement (Vagle, 2018). The integration of these strands ensured triangulation, enhancing the study's validity, reliability, and credibility.

The study targeted 1,893 learners, 263 teachers, 300 parents, 17 head teachers, and one sub-county director of education drawn from 17 public primary schools in Starehe sub-county (Nairobi County Annual Development Plan, 2023). Stratified random sampling was used to select ten schools representing both county and sub-county categories to capture institutional diversity (Taherdoost, 2020). From these, 189 learners were selected through systematic sampling to ensure representation by grade and gender, while 50 teachers were chosen using Yamane's (1967) formula with proportionate allocation for gender balance. Additionally, five head teachers and the SCDE were purposively included to provide policy-level insights into CBC implementation and parental involvement.

Data collection involved multiple tools suited to the mixed-methods approach. Structured questionnaire administered to teachers gathered quantitative data on trends in learner outcomes and parental educational backgrounds (McLeod, 2024). Focus group discussions with pupils provided qualitative insights into how parental education affects CBC-related learning activities at home and school (Tegan, 2021). Semi-structured interviews with headteachers and the SCDE explored school strategies for engaging parents of varied educational levels in CBC implementation (Patton, 2019). Supplementary methods included document analysis of learner progress records and parental engagement reports (Bowen, 2022), and observation checklist to assess learner participation and collaboration in CBC classrooms (O'Leary, 2023).

Data were analyzed using both statistical and thematic approaches. Quantitative data were coded and analyzed using SPSS Version 23, generating descriptive statistics (frequencies, percentages) and inferential tests such as ANNOVA to determine the extent to which parental education levels influenced CBC learning outcomes (Creswell, 2021). Qualitative data were transcribed coded, and thematically analysed to identify recurring patterns consistent with research questions (Nowell et al., 2017). Integration of findings occurred during the interpretation phase to provide a comprehensive understanding of how parental education affects learner performance, engagement, and CBC competency attainment in Starehe Sub-County. Ethical considerations such as informed consent, confidentiality, voluntary participation, and respect for respondents' dignity were strictly observed throughout the research process, in line with institutional and national research ethics guidelines.

Results and Findings

Based on information gathered via questionnaires, interview guides, focus group discussions, and checklists used in the field, this segment provides a thorough analysis, interpretation, and discussion of the research findings.

Instruments Return Rate

The researcher administered a questionnaire to all the sampled teachers, interview guides for head teachers and parents, and focus group discussions for learners. The response rate of each category of the respondents is presented in Table 2.

Table 1.1: Rate of Return of Research Instruments

Instruments	Sample	Returned	Percentage
Questionnaire for Teachers	50	46	92.0%
Interview Guide for Head Teachers	5	5	100.0%
Interview Guide for Parents	30	26	86.7%
Focus Group Discussion for Learners	189	135	71.4%

Source: Field Data, 2025.

The researcher approached 212 out of the 275 respondents with the questions of the study, which had a response rate of 77.0. However, this rate is the bare minimum educational research can get. Although admitting that the higher the rate, the more the validity and reliability of the data, Mugenda and Mugenda (2019) state that return rates that exceed 70 can be considered acceptable. However, these findings indicate the effectiveness of the data collection methods in the study.

Presentation, Interpretation, and Discussions of the Findings

In the state primary schools of Starehe Sub-county, this part examines the relationship of the level of education of parents of students on their performance in Competency-Based Curriculum. Considering the subject matter of the study, the results are addressed and analyzed thereupon and subsequently analyzed and judged against the existing scholarly literature.

Influence of Parents' Education on CBC Learning Outcomes

The level of education of the parents of learners in the competency-based curriculum in the public primary schools in the Starehe sub-county affects the performance of the learners, as stated by the first study question. It was proposed eight propositions, and the teachers were requested to rate their degree of agreement by means of a Likert scale (Starting with Strongly Agree (1) to Agree (2) to Neutral (3) to Disagree (4) to Strongly Disagree (5)). Table 5 shows the results of the evaluation in a systematic way.

Table 1.1: Teachers' Response: Influence of Parents' Education on CBC Learning Outcomes

No.	Statement	SA	A	U	D	SD
I	Parents with higher education levels are more likely to support their children's learning outcomes.	29 (63.0%)	13 (28.3%)	3 (6.5%)	0 (0.0%)	1 (2.2%)
II	Children of more educated parents receive better academic guidance and motivation.	24 (52.2%)	18 (39.1%)	3 (6.5%)	0 (0.0%)	1 (2.2%)
III	Parental involvement in school academic activities improves when parents are educated.	21 (45.7%)	17 (37.0%)	5 (10.9%)	2 (4.3%)	1 (2.2%)
IV	Parents with advanced education are more aware of the Competency-Based Curriculum.	15 (32.6%)	17 (37.0%)	8 (17.4%)	6 (13.0%)	0 (0.0%)
V	Educated parents have better communication with teachers on learners' progress.	22 (47.8%)	19 (41.3%)	4 (8.7%)	0 (0.0%)	1 (2.2%)
VI	Educated parents are likely to provide additional learning resources.	24 (52.2%)	17 (37.0%)	3 (6.5%)	1 (2.2%)	1 (2.2%)

As Table 5 indicates, the level of education of parents of students is another important factor that influences the performance of students in the Competency-Based Curriculum (CBC). A total of thirteen teachers (28.3 percent of the total) said that they believe having parents with an advanced degree makes them more likely to stimulate their children to do well academically, and twenty-nine teachers (63.0 percent of the total) strongly agreed with Statement I. Only one (2.2) of the respondents was categorical about it, and three (6.5) were not certain.

Educators are highly convinced that the level of parental education and involvement in their children learning processes accompany one another. Overall more highly educated parents will be in a better position to understand CBC needs, offer academic advising, and create a learning environment at home conducive to learning. These findings are another indication that better-educated parents are more effective in promoting and facilitating the learning process of their children, discovering which increase the engagement and academic performance of the students.

Statement II reiterated that children do benefit immensely through the education of their parents particularly in academic support and encouragement. Out of all the instructors interviewed, 24 (or 52.2% of the total) responded with a resounding approval, and 18 (or 39.1) approved. Only 2.2 percent of the teachers were disagreeing vehemently, and 6.5 percent were not sure. Judging by these findings, it appears that educationally more advanced parents actively influence their children and the academic success of the child through high standards established, constructive criticism provided, and the promotion of the environment in which academic success is appreciated. They can possibly lead and inspire students due to their levels of education better than their less educated counterparts.

According to the finding of statement III, parents of high educational level have a greater involvement in the academic life of their children with both 21 teachers strongly agreeing and 17 teachers agreeing. Among the total number of educators that were surveyed, 4.3% disagreed, 2.2% strongly disagreed and 5.9% were not sure. This distribution supports the hypothesis that the parental appreciation of school cooperation is promoted through education. Parents who are better educated are more likely to participate in academic events such as parent-teacher sessions, open forums and school-sponsored events since they understand better the structure and objectives of the school system.

Recent Statement IV had a minor disparity of agreement. The same teachers were found to agree that parents with higher education levels are more likely to know about the CBC, as 15 teachers (or 32.6% of the total) agreed and 17 teachers (or 37.0% of the total) disagreed with this statement and 8 teachers (or 17.4% of the total) were not certain. Even highly educated parents could be required to be sensitized consciously, as such diversity might be an outcome of the youth of the CBC and the continued evolution. The improvement of the curriculum cannot be entirely understood through educational entertainment only, but there should be focused exposure and participation.

The importance of parental education and positive influence on student-teacher dialogue received a great deal of agreement in Statement V. The plan was supported by 89.1% of the respondents and 22 (47.8) instructors strongly supported the plan whereas 19 (41.3) were in agreement. Only four teachers (8.7%) were undecided, and one (2.2) strongly disagreed. This overwhelming agreement reiterates the point that parent education plays a very essential role in laying the groundwork of effective channels of communication between the school and the home. The more educated parents are more human to understand the necessity of having open communication lines with the educators of their children so that they can talk about their children progress in school, and problems that they might be having at home. The CBC model values a focus on personalized learning and continuous assessment, and such a conversation is even more valuable. Involvement of parents as active participants in the learning process makes students better at school and home because they reinforce the things that they learn at home and ensure that they have the same level of support at both levels.

In matters that concern education of their children, parents who have more education are more willing to offer supplemental resources, as it has been pointed out in Statement VI. Having 24 teachers strongly agreeing and 17 teachers agreeing, the number of 89.2% of teachers who agree with this opinion is obtained. The percentage that disagreed (two and a half) strongly disagreed (two and a half) and undecided (three and a half) was two and a half percent. This almost unanimity serves to maintain the idea that parents who have attended more years of school have a higher chance of having the means and the knowledge to make education their first priority with their children. A CBC model with self-direction, creativity, and engagement requires such investments as learning support materials, technological devices, learning applications, and reliable access to the internet.

As shown in Table 5, most teachers reckon that the performance of students on Competency-Based Curriculum (CBC) goes up in case their parents are learned. The most common respondents (28.3) showed that parents who have high education tend to facilitate their children in their academic activity, and 63.0 were strongly in agreement with this. On the same note, 91.3 percent of teachers reported that when the parents of students are better educated, then they have better chances of being guided and inspired to study. A big majority of the instructors (82.7%), also say that higher education influences parents to participate in school activities.

And not only that, but 84.7% of parents with some form of postsecondary education indicate having better communication with teachers of their children and 89.2% of parents with postsecondary education say that more learning resources are provided by the educated parents. The higher the education level of the parents, the better the CBC results of learners are as parents are more involved and helpful, and can distribute the resources properly.

In addition to the results presented in Table 5, the qualitative data observed in teachers demonstrated that the level of parental education affected the CBC learning outcomes of students in a number of other ways. They found that children whose parents had college education were more likely to easily acquire the strong language and communication skills during their early childhood provided their parents read them aloud and talked to them extensively at home. The teachers also realized that the more the parents were educated the more responsive they were to school messages and they understood better the needs of the curriculum. These parents regularly reviewed the homework of their children, assisted their children in putting into practice what they studied in schools, and gave the instructors and students prompt feedback. The latter, in specific, enabled them to support their children in the project-based learning and research that is promoted by CBC due to their experience with the educational tools and internet resources.

Qualitative data collected by teachers showed that parents with advanced degrees were able to be good role models and their children became life-long learners who achieved academic success. Their value of education could have been strongly manifested in the self-confidence of their children, motivation, and discipline in the classroom. Besides, such parents were more likely to independently look into academic help materials or interventions when their children exhibited indications of difficulty. Moreover, the educators have noticed that students in families with lower incomes do not necessarily have equal opportunities to get an education, which may complicate the process of acquiring such CBC skills as creativity and problem solving. On the other hand, students whose parents had high degrees can engage in more rewarding extracurricular activities and field trips, which enhanced their academic achievements and self-improvement.

The observer confirmed as illustrated in Table 5 that numerous factors of parental influence upon the CBC outcomes of kids were confirmed through a checklist. This checklist has helped us find out that children with more educated parents were more likely to carry with them all their class materials to class such as already done assignments, writing tools and books. These youngsters appeared more confident, and they were more engaged in classroom activities, as though he/she was not getting sufficient support at home. Those parents of these kids communicated with the teachers on a regular basis and responded in a timely manner as observed by the observer which reflects home-school collaboration.

The findings of the checklist took more interest in the students and improved their performance as a team due to the backing of the instructors claims in Table 5 particularly the significance of the availability of resources, positive reinforcement and better communication.

During the analysis of the document, the observer examined such files as the correspondence between teachers and parents, attendance control, and academic data. Students whose parents possessed higher education levels had better performance in standardized tests, had lower chances of missing school and were more likely to say their parents were involved in extracurricular activities. Parents signed comments in report books were always common as they were keen to monitor the progress of their children. Comparatively, student records of

households with lower education were at times not accompanied by this type of feedback or had lost assignments and attendance. This gives credence to the suspicion given by the head teacher that the education level of the parent determines the extent of involvement and support given by the parent. The document analysis has shown that more informed parental workforce resulted in improved CBC learning outcomes, as more people became involved.

These quantitative findings were further elaborated by qualitative data as the result of interviews with the head teachers. Principals have continuously discovered that more educated parents are more committed to their children learning and understand more of the mission, structure of the CBC and their contributions, which are expected. One executive principal noted that teachers are more likely to be in contact with parents who are more educated than with those who are not (SSPPSHT 1). The achievement of the students is enhanced when they receive frequent encouragement by adults in their life both at home and in classroom. Another principal (SSPPSHT 3) added that such parents are conscious of what the curriculum wants and more aggressive to follow up on the progress of their children. Also, school-based observation conducted by the principal has revealed that these parents often provide their kids with additional materials and guidance, which helps them to comprehend CBC competencies, which focus on initiative, innovation, and practicality (SSPPSHT 4). This perspective demonstrates that highly educated parents have a positive effect on the education of their children through not only their financial input but also intellectual and emotional guidance that enables these students to accomplish the learning outcomes of the competency-based curriculum that are learner-centered. On the other hand, one of the head teachers observed that:

Parents with little or no education frequently do not want to be involved in their children's education. These parents might be apathetic or reluctant to participate in school events because they do not comprehend the CBC approach. Others participate in economic comparisons that diminish education, while others place a higher priority on employment or household responsibilities than on education. Because children from such households might not receive the academic support or resources required for CBC success, this disengagement has a detrimental influence on learners' achievements. Without parental support at home, learners might find it difficult to master important skills, which would lower their performance and curricular advancement (SSPPSHT 5 Personal Communication February 18, 2025).

The data suggests that poor parental education is likely to adversely affect student performance in the CBC. The head teacher observed that lack of interest in the education of their children is a normal characteristic of its parents who have low education levels. Not all people do it because they are not aware of the CBC system, they have other financial needs, or they think that it is better to go to school rather than work or look after the house. There are parents who do not participate in schools of their children or assist them in learning at home. Students with such demographics will, therefore, be less likely to get the motivation, guidance, and resources they require to succeed in CBC. This absence of support may adversely affect their academic level and their progress in mastering the curriculum, and it prevents their ability to acquire valuable competences.

Parents of learners have a great influence on the kind and level of support that the students receive with CBC related tasks, as shown by learner focus groups. Most organizations concur that any parent whose education is more advanced has a greater chance of paying cash on such activities as project supplies, textbooks and internet connectivity. Others also mentioned how they were directly assisted by their parents in assignments and subjects, and others said that they had been assisted as they were using the internet to study

or visit learning websites, which implies that they were made aware of more advanced learning opportunities. However, most of the groups discovered that their parents were not much of help, and the reason was that their parents did not know the CBC standards.

During one of the class sessions, the students shared their personal individual experiences with encouragement by parents. One student said that her mom always helped her in her homework since she understands. She also reads my notes to me after class to ensure that I have not forgotten anything. In subject areas such as math and physics where I am confused, my dad takes time to clarify them to me. Someone responded by saying that when they are at home, they read additional books since they are purchased by their parent. On the other hand, some students also stated their troubles: I have cases when I have to do my homework myself because my parents are very busy or because they say that they do not understand the CBC information. Another student added that she is told to do chores first and read later, but does not have time to study at times.

The education level of the parents played a major role in determining the home experiences of the students as it was discussed. When parents with higher level of education said that they provided more academic support to their children at home, such as more learning resources, more frequent checkups on the academic performance and more assistance over homework, students reported the same. These parents were also aware of the CBC system besides their participation in the education of their children. Contrarily, students whose parents never finished their high school/college education mentioned the challenges of lack of guidance when doing homework, preference towards housework rather than their studies, and parents who were not familiar with the course work and hence could not support their children. The findings in this research support other studies that had been conducted in the past which indicated that as per the Competency-Based Curriculum, the level of education of parents has a strong influence on the attitude of the students, the availability of learning resources, and overall academic performance.

This trend was supported by interviews with parents. Some parents admitted that their educational background had a significant influence on their ability to raise their children under the CBC. Other students claimed that CBC assignments were challenging to them particularly when they were required to read a new vocabulary or to deal with complex concepts. Others experienced challenges in information and communication technology (ICT)-related activities, which included doing online research or working on digital projects when provided by parents not very technologically literate. As far as we observe, the digital and research-based nature of CBC might increase the support gap that exists between children in a more and less educated family.

Nevertheless, some of the parents (SSPPSP 3, 7, 8, 10, and 14) had a clear picture of providing a home environment where children can learn regardless of all the challenges. They proceeded to state that they continued to motivate their kids by displaying a good attitude towards school and the CBC approach. These were the parents who demonstrated their commitment without a degree by supervising projects, complimenting hard work or avoiding vice. They are involved and this indicates that they are interested in the education of their children and will be willing to assist to the best of their ability.

Premium on parental education was also concurred by teachers, principals, students, and parents alike in the competency-based curriculum. As both teachers and principals have reported, educated parents were more active, aware of CBC standards and supportive of the education of their children through the open communication channels, provision of the required resources and general assistance. Homework, motivation, and course materials support enabled such students to feel more supported and ultimately led to their confidence and higher performance in school. Since a lot of parents were not ready or were too busy, students with parents who reported lower levels of education claimed to receive very little.

People considered household chores to be more important than the intellectual studies. The results show a significant influence of parental education on the access to academic assistance, participation in school life, and the attainment of CBC learning outcomes by the learners. These results are consistent with the elements of parenting and home learning that are the key points of parental involvement theory developed by Joyce Epstein. The more years of schooling parents have, the better placed they are to ensure that their children achieve in their academic background and offer good learning conditions due to the higher familiarity with CBC contents. This gives credence to the assertion by Epstein that the intervention of parents is key to academic success of a child.

Parents who are less educated on the other side might not be able to take an active part as they are not familiar with the demands of the curriculum or the demands of the technology. Their attempts at providing warm environments and promoting a desire to learn are indicative of the parenting aspect of the Epstein model because parents of all backgrounds can make a difference in their children learning, provided they have the appropriate type of help and guidance.

In an article by the researchers Oluwakemi, Moeniera, and Aloka (2022), the theory of life-span, life-space helped the researchers conclude that the educational level of parents, particularly, college, significantly affected the choice of the career of South African students in Grade 12. Considering these findings, the conclusions of the present study have solid grounds to rely on. This study was primarily done on sixth graders in Kenya, but the findings indicate that the students have more advantages of parents who have higher educational levels since they offer greater emotional and intellectual support. In line with the Super theory, which focuses on the developmental phases and social responsibility in the lives of the individual, the current study established that when the parents participate in early learning of their children, they provide the groundwork in which the future academic and professional achievements of their children are established. Although the research in South Africa is based on critical life stage of decision-making, the Kenyan results indicate influence of parental education on CBC learning outcomes at a tender age.

The further research supports the current findings. A study conducted in Malawi by Soojung (2021) revealed that the education level of fathers had a significant impact on the behaviour and literacy of their children especially among females. This supports the conclusion provided by the current study that, despite possible disparities between the cultural and gender dynamics in Kenya, the level of education of both a mother and a father influences the outcomes of CBC of learners. In a study done by Chemagosi (2020) in Nandi County, Kenya, parents with higher education levels were found to offer more learning support to their children, which can be compared to the statements expressed by both teachers and students in the current research. Even though Chemagosi studied pre-primary learners in village setting and the current research was done on Grade 6 learners in metropolitan Nairobi, having higher levels of parent education does result in increased participation and learning. Mutei et al. (2023) have also given another piece of evidence corroborating the universality of the parental education effect on Kenyan secondary school. To seal existing gaps and enhance fairness in the implementation of CBC, it should be used as a particular intervention such as community sensitization and parent empowerment programs, as the data demonstrates that parent education is one of the key factors influencing CBC learning outcomes.

Conclusion

The CBC framework relies heavily on parental involvement in learning, as parents are expected to support home-based assignments, co-curricular projects, and values formation (Re-

public of Kenya, 2019). This study demonstrates that disparities in parental education risk exacerbating educational inequalities, as less-educated parents may lack the knowledge, confidence, and resources to meet these expectations.

The study's findings corroborate Epstein's Theory of Parental Involvement, which underscores the importance of parenting, communication, and learning at home as key drivers of educational success (Epstein et al., 2019). However, the data also reveal that structural barriers such as parents' limited literacy levels restrict their ability to participate meaningfully, suggesting that Epstein's model must be adapted for low-literacy contexts. Social Cognitive Theory and Attribution Theory help explain that parents with low self-efficacy or who attribute poor performance solely to learners may withdraw from engagement, further diminishing outcomes.

Recommendations

To strengthen the implementation of the Competency-Based Curriculum (CBC), the study presents several interrelated recommendations. First and foremost, it recommends that the Ministry of Education, in collaboration with school administrators and teachers, should organize parental capacity-building programmes, such as literacy workshops, CBC orientation sessions, and parental mentorship programmes, at least three times a year. Through these initiatives, parents would gain a clearer understanding of CBC principles, assessment approaches, and effective strategies for supporting home-based learning, thereby fostering stronger school - home partnerships.

In addition, the study advises the Ministry of Education to develop and roll out structured digital platforms within two years to facilitate effective parent-teacher communication. By doing so, the Ministry would enhance parents' engagement in learners' homework, progress monitoring, and overall academic support. These digital tools, aligned with the CBC's continuous assessment framework, would also strengthen feedback mechanisms between schools and families.

Furthermore, and in alignment with the Sustainable Development Goals (SDGs), the government through the Ministry of Education and relevant partners should subsidize learning materials for low-literacy households and pilot parental mentorship programmes. Such measures would help reduce disparities in parental education, minimize learning inequalities, and promote inclusive quality education. At the same time, teachers should provide clear home-learning guides to reinforce school-home collaboration.

Finally, the study makes a notable contribution to existing knowledge by highlighting the interaction between parental education and CBC's project-based learning and formative assessment in urban Kenya. Specifically, it demonstrates that parental education levels influence certain learner competencies more strongly than others, thereby emphasizing the need to integrate parental empowerment strategies within CBC reforms to promote equitable and effective learning outcomes.

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