

Relationship Between Parental Involvement in Supervision of Learners' Homework and Implementation of Competency-Based Education in Mogotio Sub-County Public Primary Schools, Kenya

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Abstract: This article examines the relationship between parental involvement through supervision of learners' homework and the implementation of CBE. The Kenyan government replaced the 8-4-4 educational system with a Competency-based Education (CBE) system in order to improve students' technical skills and special abilities while also making education relevant and responsive to community needs. Its implementation has encountered difficulties despite its apparent advantages, most notably insufficient parental involvement. In order to improve learning outcomes and facilitate successful curriculum implementation, parental participation is crucial. The following goals served as the basis for this study: to determine the relationship between parental involvement in supervising learners' homework and the implementation of CBE in public primary schools in Mogotio Sub-County. Using Epstein's theory of parental participation (2018), which describes six types of parental involvement, the study used a convergent parallel mixed methods design that allowed for the simultaneous collection and analysis of quantitative and qualitative data. 4,400 parents of learners in Grades 5 and 6, 440 class teachers, 110 head teachers, and 8 Curriculum Support Officers from public primary schools made up the target population. A sample of 322 respondents was chosen using simple random selection and stratified sampling. Questionnaires and interview schedules were used to gather data. Twenty-two respondents from the nearby Rongai sub-county participated in a pilot study. Expert review was used to demonstrate instrument validity, and the split-half approach was used to confirm reliability, yielding a Cronbach's alpha of 0.70. Descriptive statistics (frequencies and percentages) and inferential statistics were employed to analyse quantitative data; in particular, the null hypotheses were tested using the Pearson Correlation Coefficient. Thematic analysis was used to examine qualitative data. The study found a statistically significant correlation ($r=0.220^{**}$, $p < 0.001$) between the use of CBE and parental engagement in homework supervision. The study concludes that while parents participate in the implementation of CBE, their involvement in supervising homework remains uneven and falls short of its potential.

Keywords: Parental Involvement, Implementation of CBE, Relationship, Supervision of Homework, CBE, Public Primary Schools.

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I. INTRODUCTION

It is well known that parental participation in their children's educational activities has a significant impact on both academic achievement and general development. It involves parents actively participating in both school-based and home-based activities, such as monitoring homework, attending school functions, and helping to recognise and develop students' skills (Salac and Florida, 2022). Hidayatullah & Csikos (2024) assert that these engagement

traits have a significant impact on learners' attitudes, motivation, and learning of competencies—all of which are critical for successful curriculum implementation.

There is a discrepancy between educators' expectations and actual parental participation (Paulynice, 2020), even though parental involvement in curriculum implementation is associated with improved learner performance, more frequent school attendance, and a greater sense of personal efficacy, among other positive behaviours (Tuli and Tarekegne, 2019).

As part of national curriculum revisions in line with Vision 2030 and the 2010 Constitution, Kenya started implementing the Competency-Based Education (CBE) framework in 2017 through the Kenya Institute of Curriculum Development (KICD), according to Robert et al. (2021). CBE's primary goal is to inspire parents to support their kids in realizing their full potential (KICD, 2019). Curriculum implementation, according to Piliyesi, Ogada, and Ochieng (2020), is the process of implementing pre-planned objectives, materials, instructional strategies, and activities within the teaching and learning process.

The 8-4-4 framework was superseded by the Competency-Based Education (CBE) system. It enables students to demonstrate mastery of the required abilities while moving at their own pace (BCEF, 2017). The goal of the curriculum changes is "Nurturing Every Learner's Potential." According to the 2010 Constitution and Vision 2030, the goal is to create capable individuals with 21st-century capabilities, national values, and practical skills (MoEST, 2015).

Parental Empowerment and Engagement (PE&E) is a key component of the Basic Education Curriculum Framework (BCEF, 2017). In order to enhance students' growth, this principle emphasizes the cooperation of parents, educators, and other stakeholders (Republic of Kenya, 2017). Unlike the previous 8-4-4 system, which did not explicitly specify parental roles, the framework encourages parents to actively participate in their children's education.

Parental engagement refers to the active involvement of parents, teachers, and other stakeholders in their children's education and general development (KICD, 2019). Children's academic performance depends on this involvement.

In implementing Competency-Based Education (CBE), the Kenya Institute of Curriculum Development (2019) delineates particular duties for parents. These responsibilities include meeting basic needs, spotting children's abilities, collaborating with educators to develop them, teaching responsibility by assigning age-appropriate tasks, and taking part in school events like talent displays and academic clinics. The efficacy of parental involvement in CBE implementation is yet unknown despite these recommendations (Ondieki, 2019). This study focuses on the parental role in supervising students' homework.

In an Asian study conducted in Nepal, Kumar (2019) asked parents how frequently they reviewed their children's assignments. In response to this question, it was discovered that most parents (54%) routinely reviewed their kids' homework, which had a favourable effect on their academic performance. As a result, 27% of parents said they checked their kids' homework once a week, 7% said they examined it once a month, and only 22% said they didn't check it. This study demonstrated that the achievement level was high and satisfactory for parents who kept an eye on their kids' homework.

Although past documented studies support the significance of parental involvement, many of them

concentrate on other factors and pay little attention to the relationship between parental participation in supervision of homework and the implementation of CBE in the Mogotio sub-county. The goal of this study was to close the gap.

Significant research in Africa demonstrates that parents' willingness to support their children's learning activities at home, their active participation in school activities, and their involvement in their development all positively contribute to improved academic performance. Conversely, inefficient school-family partnerships, low literacy rates, and socioeconomic constraints frequently impede successful parental involvement. These kinds of restrictions not only make it more difficult for parents to fulfil certain responsibilities, such as supervising homework, participating in school functions, and fostering talent, but they also have a direct impact on their capacity to carry out the curriculum.

The introduction of the Competency-Based Education (CBE) concept in Kenya in 2017 signaled a change in the way that learner-centred practices are used to create competencies.

One of the fundamental principles of the Basic Education Curriculum Framework is Parental Empowerment and Engagement, which promotes parents' active participation in their children's education. The responsibilities include supervising the completion of homework assignments as part of the reinforcement of lessons at school, participating in school events to collaborate with teachers, and identifying and supporting their children's skill development. The components of CBE are directly related to these jobs.

Mwarari et al. (2020) conducted a cross-sectional survey study on the perceived potential and constraints of parental involvement in the implementation of the competency-based curriculum in an urban settlement in Nairobi and Nyeri Counties. The findings showed that due to a lack of training on the competency-based curriculum and insufficient abilities and knowledge to support children, parents became involved in other activities that were not necessary for them to carry out CBE. This study concentrated on public primary schools in rural areas in the Mogotio sub-county, where there are significant rates of illiteracy, whereas the previous study solely looked at urban schools. To produce new ideas, a variety of research techniques are required. Parents should constantly monitor, sign, and assess the complexity of the task. If this isn't done, curriculum implementation may suffer. It is necessary to evaluate whether parents supervise their children and their relationship with the implementation of CBE in Mogotio Sub-County because, according to another study, Mutea (2020), parents find it difficult to assist their children with their homework, which affects the child's outlook towards learning.

Parental involvement in their duties is uneven, according to empirical data from Kenya. Many parents face challenges such as a lack of knowledge about CBE requirements, a restricted ability to assist with homework, sporadic attendance at school functions, and a lack of resources to help their kids grow.

Few studies have explicitly established the connection between parental participation in educational activities and the application of CBE, despite the expanding body of literature on the subject. This is especially true in rural areas like Mogotio Sub-County, where contextual factors may further influence these correlations. This information gap emphasises the need for empirical research on how parental engagement helps or impedes the implementation of CBE in these situations. Additionally, the majority of earlier studies have been on issues with CBE implementation or general parental engagement in the 8-4-4 system. Thus, by determining the connection between parental participation in educational activities and the application of CBE in public primary schools in Mogotio Sub-County, the current study aimed to close this gap.

Parental involvement constitutes a critical determinant in the successful execution of Kenya's Competency-Based Education (CBE), which prioritizes the attainment of competencies, skills, and values among learners. The Kenya Institute of Curriculum Development (KICD, 2019) requires parents to actively supervise homework as part of supporting curriculum implementation. However, Mwarari et al. (2020) note that parental involvement in this specific role remains inconsistent, with many parents showing low levels of homework supervision, irregular attendance at school activities, and limited engagement in talent development.

These deficiencies have been associated with challenges in CBE implementation, evidenced by learners' inadequate mastery of core competencies such as numeracy, creativity, and life skills. Although such findings have been documented in broader and urban contexts, there is limited knowledge regarding the relationship between parental involvement in supervision of learners' homework and CBE implementation in rural settings like Mogotio Sub-County. In this context, factors such as socio-economic constraints, low literacy levels, and restricted access to learning resources may further influence the measurable dimensions of parental involvement, namely, the frequency of homework supervision.

Despite KICD's emphasis on parental involvement, empirical evidence connecting it to CBE implementation in public primary schools in Mogotio Sub-County is limited. This study intends to explore the relationship between parental involvement in supervising homework through indicators like setting structured study time, homework assistance, signing completed homework, and providing learning materials, and the implementation of CBE in these schools.

➤ *Objectives of the Study*

To establish the relationship between parental involvement in supervision of learners' homework and the implementation of CBE in the Mogotio Sub-County public primary schools.

II. LITERATURE REVIEW

Homework is tasks assigned by teachers for completion outside the classroom; it is schoolwork designated for completion at home. It represents a practical form of study that aids students in revising and recalling previously learned material. Parental involvement in supervising homework encompasses activities such as establishing rules and structured time, reading, writing, solving challenging problems, and signing off on assignments. In the context of CBE, performance indicators of parental engagement include diary entries, report cards, portfolios, consent forms, clinic days, and progress reports, among others, which may be unfamiliar to many parents.

Supervising homework enables parents to monitor their child's progress with lessons and provides the discipline often necessary to ensure a substantial amount of time is devoted to learning. CBE specifies that, in supervising learners' homework, parents should establish rules and structured time, assist with reading, writing, and solving difficult problems, and sign homework (BECF, 2017). By actively taking part in their child's educational journey, parents can cultivate a love of learning and create an environment that promotes curiosity and a growth mindset (Voyer, 2019; Morales-Almazan, 2020). Parental support for home-based homework activities, collaboration with teachers, and roles in their children's academic pursuits contribute to improved learning outcomes for their children (Ribeiro et al., 2021).

Globally, empirical data suggest that supervising homework positively influences academic performance. Gurung et al. (2021) attribute Bhutanese underachievement to families that do not prioritise literacy, identifying a lack of parental involvement as detrimental to children's academic success. Tshering and Ugyen (2021) further revealed that while many parents wish to support their children's education, their limited educational background restricts their capability to assist effectively, mainly providing emotional rather than academic support. In Africa, Anegu and Chukwu (2021) pointed to insufficient parental involvement as a factor in poor mathematics performance, albeit with methodological weaknesses. Similarly, Kelvin (2020) observed limited parental engagement in Tanzania. Conversely, Naite (2021) and Thuba (2018) highlighted the positive impact of parental involvement in Kenya, correlating it with adolescents' development and academic achievement. Overall, these studies emphasize the importance of parental supervision of homework in enhancing educational outcomes.

➤ *Conceptual Framework*

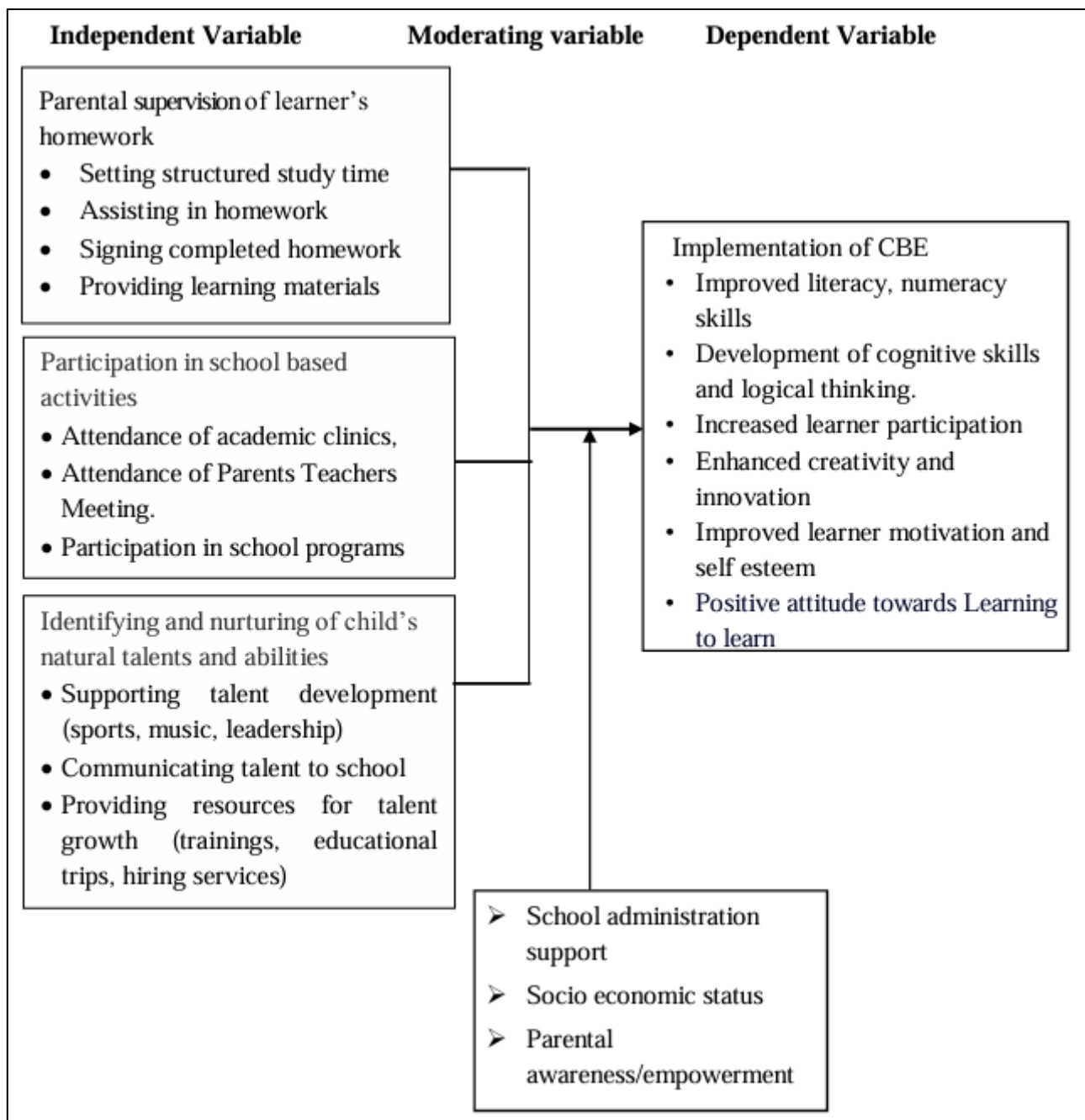


Fig 1 Conceptual Framework
 Source: Author, (2026)

III. RESEARCH METHODOLOGY

This study employed a convergent parallel mixed methods design, collecting and analyzing qualitative and quantitative data concurrently. This approach allowed for the exploration of both statistical trends and in-depth insights into parental roles in CBE implementation. Recommended by Creswell and Plano Clark (2018), this design enhances understanding by validating results across different data sources. A descriptive survey method was used to gather quantitative data, enabling the exploration of correlations related to parental participation without altering variables.

Additionally, qualitative data captured parents' perspectives, utilizing questionnaires and interviews for a comprehensive understanding of their experiences in Mogotio Cub County. The analysis of both data types was conducted separately before merging insights during interpretation, with qualitative findings enriching the quantitative results.

➤ *Summary of the Major Findings*

First, an assessment was conducted to determine whether or not the school assigned homework to students by asking both parents and class teachers.

➤ *Chart of Availability of Homework for Learners*

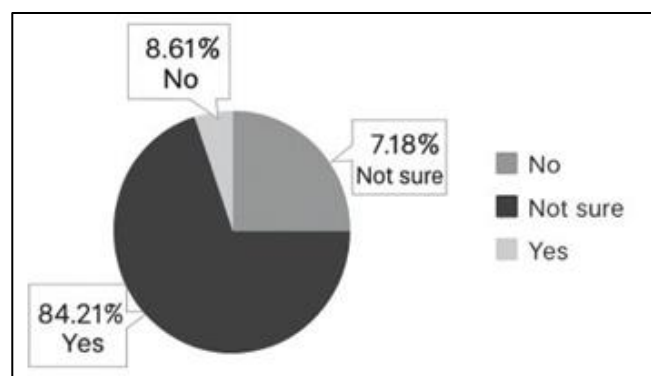


Fig 2 Chart of Availability of Homework for Learners

According to the findings, the majority of parents (84.2%) agreed that their children receive homework from their schools, while 8.6% disagreed and 7.2% were unsure. This suggests that the majority of parents were aware that their kids had homework.

Table 1 Frequency of Assigning Homework

Frequency of Homework	Count	Percentage
Once per term	3	1.4
Once per week	65	30.8
Daily	109	51.7

Source: Researcher (2025).

More than half of the parents surveyed stated that homework was assigned to pupils on a regular basis. 109 respondents (51.7%) claimed that tasks were given every day, whereas 65 respondents (30.8%) reported that assignments were given at least once a week. However, three (1.4%)

claimed that their students only received homework once every semester. This demonstrates that some schools in Mogotio Sub-County, Kenya, have not completely integrated assigning homework to their CBE students in grades five and six.

Table 2 Homework Help According to Parents

Individual who helps with homework	Frequency	Percent
Mother	104	49.3
Father	17	8.1
Siblings	20	9.5
Anyone	43	20.4
House help	21	10.0

Source: Researcher (2025)

When asked which members of the household help the students with their homework, the results show that mothers make up the majority (49.3%) of those who do so, while 20.4% of respondents answered that anyone in the home helps.

children with their homework, making them the least involved family member.

Additionally, 10% stated that housekeepers are tasked with helping kids with their homework. Additionally, 9.5% of respondents said that older siblings helped with schoolwork. Only 8.1% of fathers actively assist their

In Mogotio Sub-County, Kenya, moms were therefore more involved than any other family member in directly supervising and helping their children with their homework. In a similar vein, Hall (2021) found that moms were more likely than fathers to assist and mentor their children and assist students in completing their schoolwork. Homework diaries are used by schools to track how parents help students with their assignments.

Table 3 Issuance of Homework Diaries

Are Diaries Provided?	Parents		Class Teachers		Head teachers	
	Freq.	Percent	Freq.	Percent	Freq.	Percent
No	72	35.0	15	22.7	4	12.1
Yes	134	63.5	51	77.3	29	87.9

Source: Researcher (2025)

According to the results of this tracking tool, 72 parents (35%) reported not receiving homework diaries, whereas 134 parents (63.5%) reported receiving homework diaries with

their children's assignments. The finding was corroborated by class teachers, 15 (22.7%) of whom reported that parents were not given homework journals. But the majority of

teachers—51, or 77.3%—confirmed that they did give parents homework diaries.

The results aligned with the opinions of head teachers who claimed that homework diaries were available in their schools.

A total of 29 (87.9%) principals confirmed that these provisions were in place, while only 4 (12.1%) indicated that their schools did not have homework diaries. Just 4 (12.1%) principals reported that their schools lacked homework diaries, whereas 29 (87.9%) principals affirmed that these facilities were in existence.

Table 4 Filling of Homework Diaries by Parents

Do parents fill homework diaries	Frequency	Percentage
No	5	9.8
Not Sure	3	5.9
Yes	43	84.3

Source: Researcher (2025)

The majority of class instructors, 43 (84.3%), confirmed receiving completed homework diaries from parents, according to the class teachers who verified the issuing of diaries. However, three (5.9%) were unsure if the parents had

filled out the diaries, and five (9.8%) did not receive properly completed diaries from parents when they assigned assignments to students.

Table 5 Frequency of Filling Homework Diaries by Parents

Statistic	Never	Rarely	Sometimes	Often	Always
Frequency	2	17	46	30	36
Percentage	1.5	13.0	35.1	22.9	27.5

Source: Researcher (2025)

The frequency with which parents filled out their children's homework diaries revealed that 2 (1.5%) parents never filled them out, 17 (13.0%) did so infrequently, and 46 (35.1%) did so occasionally. While 36 (27.5%) said they

always fill out the homework diaries whenever their kids are given an assignment, another 30 (22.9%) said they do it very frequently.

Table 6 Reported Diary Filling Frequency by Class Teachers

Statistic	Never	Rarely	Sometimes	Often	Always
Frequency	0	4	33	10	4
Percentage	0	7.8	64.7	19.6	7.8

Source: Researcher (2025)

The majority of class teachers, 33 (64.7%), observed that parents only occasionally filled out the diaries, while another 10 (19.6%) stated that parents frequently filled them out when they were issued. Just 4 people (7.8%) said that parents consistently filled out the homework diaries, whereas an equal number reported that parents only infrequently did so.

diaries less regularly, while a comparatively small percentage do so infrequently. Despite the fact that the school provided the diaries, a small percentage of parents (1.5%) said they never filled them out. However, no class teacher reported that the parents did not complete the diaries at all.

The class teachers' observations merely corroborate the parents' assessment in that the majority of parents fill out the

The following is a summary of some alternative methods parents monitor their kids' homework. An overview of the various ways parents supervised their children's homework is that they adequately supplied resources.

Table 7 Summary of Parental Involvement in Supervising Homework

Statement	N	R	S	O	A	Mean
I check my child's homework every day.	6 (2.9%)	23 (11.1%)	74 (35.7%)	46 (22.2%)	58 (28%)	3.61
I help my child understand difficult homework tasks.	7 (3.4%)	22 (10.6%)	85 (40.9%)	42 (20.2%)	52 (25%)	3.53
I set aside a regular time for my child to do homework.	5 (2.4%)	25 (12%)	82 (39.4%)	32 (15.4%)	64 (30.3%)	3.60
I review the teacher's feedback and notes on my child's homework.	8 (3.8%)	20 (9.6%)	84 (40.2%)	38 (18.2%)	59 (28.2%)	3.57
I provide learning resources for homework.	8 (3.8%)	13 (6.3%)	74 (35.1%)	31 (15%)	81 (39.1%)	3.79

Source: Researcher (2025)

According to 81 (39.1%) of the respondents who said they always did so, 31 (15%) said they did it frequently, and another 74 (35.1%) said they did so occasionally. Over 75% of all responders fell within these categories.

Furthermore, 40.2% of parents said they occasionally reviewed the teacher's remarks or feedback on their kids' homework, compared to 18.2% who did so frequently and 28.2% who did it consistently. Just 3.8% and 9.6% of the parents, respectively, never or infrequently examined the instructor feedback. Furthermore, a significant number of parents reported setting aside time to assist their kids with

their homework. In particular, 40.2% did this infrequently, whereas 18.2% and 28.2%, respectively, set aside time for Given that the percentage was 11.1%, it appears that the number of parents who hardly ever check their kids' homework on a daily basis has increased. However, only 28% of parents check their kids' homework every day. Finally, 25% of parents always help their kids solve challenging homework problems, compared to 18.2% who do so frequently and 40.2% who do so occasionally. Remarkably, 3.4% of parents never helped their kids solve challenging homework problems.

Table 8 Composite Score for Supervision of Homework

Construct	Mean	Median	Standard Deviation
Roles in homework supervision	3.6199	3.600	0.92669

Source: Researcher (2025)

With a median score of 3.6, the average score for parents' supervision of schoolwork was $M = 3.6199$ ($S. D = 0.92669$). The average indicates that parents are, on average, quite interested in their children's education by helping them with school-assigned homework. The standard deviation is quite minimal, indicating that parents' individual roles in homework vary by less than one standard deviation from the mean, which is considered moderate. Each respondent's individual assignment supervision score would range from 2.69321 to 4.54659.

This is consistent with a research by Ribeiro et al. (2021) that discovered that children's educational results are improved when parents assist with homework, encourage academic achievement, consistently attend parent-teacher conferences, and talk to teachers about their progress.

This result is consistent with Kanyoi & Kirimi's (2025) findings, in which educators verified that the majority of parents actively supervised their children's homework, supplied the required supplies, and created a comfortable study space. The results are corroborated by the observations of the interviewed curriculum support officers, most of whom stated that parents do participate in their kids' education. According to the Curriculum Support Officers, parents are frequently observed monitoring their kids' progress. Here are some answers given when asked if they observe parents

monitoring their kids' academic progress during routine school visits:

"Yes, I find them following up on fee payment and learners' performance when they underperform," stated Curriculum Support Officer 1.

"Yes, occasionally to check the child's progress and to sort out disciplinary issues," stated another Curriculum Support Officer 4. "At times, not always," added Curriculum Support Officer 7. They are monitoring students' performance. This demonstrates how parents participate in their children's education in a variety of ways and follow up at school.

To determine whether there is a linear link between the composite score for parents' supervision of their children's homework and the score for CBE implementation, a Pearson correlation test was performed at a 95% confidence level. The correlation table below displays the findings. According to the tested null hypothesis, there is no statistically significant linear link between parental supervision of the learner's homework and implementation of CBE in public primary schools in Mogotio Sub-County, Kenya.

➤ *Correlation Between Parental Involvement in Supervising Homework and CBE Implementation*

Table 9 Correlation Table for Homework Supervision and CBE Implementation

Correlation Coefficient	0.220
P-value	0.001
N	210

Source: Researcher (2025)

With a p-value of 0.001, the Pearson correlation coefficient was $r = 0.220$. A weakly positive linear relationship is indicated by the coefficient of 0.22. The null hypothesis was rejected since the p-value fell below the significance level of 0.05. According to the study's findings, there is a modest but statistically significant positive linear link between the use of CBE in Mogotio Sub-County, Kenya, and parental supervision of homework.

Previous research by An and Yang (2018), Pilivesi et al. (2020), and Van Gelder-Horgan (2016) supports the findings. They suggest that parents do, in fact, take part in their children's homework in different ways. In their study on parental engagement in children's homework, Mora & Escardibul (2018) discovered that parents have duties that include scheduling the time for homework, asking the kids about any schoolwork they have, and setting up a conducive environment for learning. Additionally, they supplied the

tools needed for education, such as a laptop, a smartphone, and the Internet (Suizzo et al., 2014). They also took part in keeping an eye on their kids' homework progress.

Involvement in homework sometimes involved reading aloud to the kids, instructing them, simplifying the assignment for them to do, demonstrating the process to be followed, and having conversations about homework. Additionally, parents signed the homework diaries in response to any messages about schoolwork. Additionally, they encouraged kids and corrected them when necessary in response to their assignments (Benner et al., 2016).

The majority of parents of students in grades five and six were young, with over half being under 45. Compared to their male counterparts, female parents were more actively involved in their children's education.

The first objective was to determine the connection between CBE implementation and parental supervision of students' assignments. The majority of schools assign homework every day. The main assistants were mothers. Most schools had homework journals, although they weren't usually filled out regularly. For homework supervision, the composite mean was 3.62 (SD = 0.93). Homework supervision and CBE implementation were found to have a weak but statistically significant positive connection ($r = 0.220$, $p = 0.001$).

IV. CONCLUSION

➤ *Based on the Findings, the Following Conclusions are Made:*

- There is a weak but statistically significant positive relationship between parental involvement in supervising homework and CBE implementation in public primary schools in Mogotio Sub-County.

RECOMMENDATIONS

➤ *Based on the Findings and Conclusions, the Following Recommendations are Made:*

- To the Ministry of Education: Develop structured parental sensitization programs on the scope, strategies, and expected outcomes of CBE to improve parents' understanding and attitudes.
- To school administrators: Strengthen accountability mechanisms for homework issuance and diary filling. Regular monitoring of homework practices should be conducted.

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