

Parental Capacity in Provision of Resources and Effective Implementation of Competency Based-Education in Baringo County: Insights from Parents and Head Teachers

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Abstract: Many studies have been conducted on parental involvement in curriculum in competency based education (CBE) yet little evidence is known on parental capacity on provision of resources and curriculum implementation. Hence this study aim is to establish the influence of parental capacity in provision of resources and effective implementation of Competency Based Education in Baringo County. This study adopted descriptive survey research design. The target population for this study was 2426 parents, and head teachers. Questionnaires were administered to 341 parents in sixth grade who were selected using systematic random sampling and 38 class teachers in the sixth grade while 38 head teachers from the 38 schools were interviewed. Reliability of the questionnaires and interview schedule were tested using Cronbach alpha while its validity was determined using content type of validity. Descriptive analysis and inferential statistics was used to analyze quantitative data; Pearson correlation and multiple regressions. The study findings reveled that majority of the parents did not fully participate in providing resources. The study findings also revealed that the influence of parental capacity in provision of resources and effective implementation of CBE in Baringo Central sub-county is statistically significant. The recommendation for the current study is that the Ministry of Education should conduct capacity building and sensitizations for parents on their roles in providing resources for successful implementation of CBE.

Keywords: Parental Empowerment, Resourcing, Implementation of Competency Based Education.

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I. INTRODUCTION

Parents are crucial stakeholders in curriculum implementation in any Country around the world. Parents play crucial roles in curriculum implementation and their roles goes beyond assisting their children with homework to taking part in school decision making, participating in school activities and provision of the required resources such as classrooms, human resource, textbooks, project materials (Mwarari et al., 2021). Despite the availability of policies in curriculum on parental empowerment and involvement little evidence has been established on parental capacity on their roles in providing resources and the implementation success of Competency-Based Education (CBE).

Many Countries around the world have moved from rote learning to based curriculum to Competency Based Curriculum where learners develop competencies. In China Competency based curriculum was introduced as a way of ensuring that the curriculum meets the international standards and that it produces and that learners demonstrate theoretical knowledge and core competencies for 21 st Century (Goulet et al., 2024). In Tanzania Competency curriculum was introduced in 2005 because graduates did not acquire the necessary skills to adapt to the evolving needs of the job market in 21 st century. (Tarmo & Kimaro, 2021). This was a way of ensuring that learners acquire skills, knowledge and values to respond to changing societal needs (Nkya, 2021). Similarly in Kenya Competency Based Education was introduced in 2017 as way of quipping learners with skills, competencies and knowledge essential for them to succeed in the rapidly evolving world (Wanyama, 2025).

Curriculum implementation is a crucial process that should be done carefully for better results (Mwereria et al., 2025). Parental empowerment is a fundamental component for curriculum implementation. In United States of America parental involvement is understood as collaboration between home and schools. According (Drew et al., 2024) explains that parental involvement and high academic achievement is determined by how schools provide parents with training and information on how to effectively participate in their roles.

In Nigeria parental empowerment has been associated with curriculum implementation (Pepple & Ali, 2025). Nigeria as nation has made good process in curriculum implementation however curriculum implementation is still facing challenges such as limited parental level of education and low socio economic status which has also lead to differences in children performance (Pepple & Ali, 2025). This is an indication that parental empowerment is still lacking.

In Kenya the empowerment of parents and guardian and involvement is a fundamental principle in the implementation of competency based curriculum (KICD, 2019). Parents are encouraged to be engaged fully in the education of their kids by providing them with the required teaching and learning resources, decision making and participating school activities. Studies in Kenya have associated parental empowerment with successful implementation of competency Based Curriculum. According to (Simiyu, 2025) parental empowerment helps to enhance parental understanding of their roles and their leads to smooth curriculum implementation. This therefore helps to reduce the gap between what schools expect parents to do and the differences on what parents perceive about their roles. (Gedi & Kamau, 2023) The study found out that low parental involvement in their roles affects the implementation of the curriculum. This study therefore recommended schools to provide parents capacity building programs initiated for enhancing parental effectiveness on their roles. While parental capacity in providing resources is associated with curriculum implementation there are limited empirical studies on the influence of parent's capacity in providing resources and effective implementation of competency-based education (CBE). This study therefore seeks to establish the influence of parent's capacity in providing resources and effective implementation of Competency-Based Education (CBE).

➤ *Research Objective*

To assess the influence of parent's capacity in providing resources and effective implementation of Competency-Based Education in Baringo County.

➤ *Research Hypothesis*

There is no statistically significant influence of parental capacity in providing resources and effective implementation of competency-Based Education in Baringo County.

➤ *Significance of the Study*

This study may be useful to policy makers in education by enabling them find out the effective ways of empowering parents on their roles for successful curriculum implementation of Competency-Based Education in both public and private schools in Kenya.

This study may also be useful to parents in helping them to understand their roles in providing resources to support their children education. This will help strengthen smooth implementation of Competency-Based Education (CBE) in Kenyan schools today.

➤ *Theoretical Framework*

The theory for this study was anchored on Vygotsky Social learning theory. This theory was developed by Lev Vygotsky in 1978 (Vygotsky, 1978). This theory is appropriate for this study on parental capacity in supporting the education of their children because it emphasizes on the fact that learning takes place through social interaction, through collaboration and also through the More Knowledgeable Other (MKO). Parents are regarded as the More Knowledgeable Other in Competency Based Education. When parents are engaged in capacity building programs in schools are empowered they will be able to provide their learners with supportive environment for learning by providing them with the required resources such as learning materials required for projects and assignments completion (Gedi & Kamau, 2023).

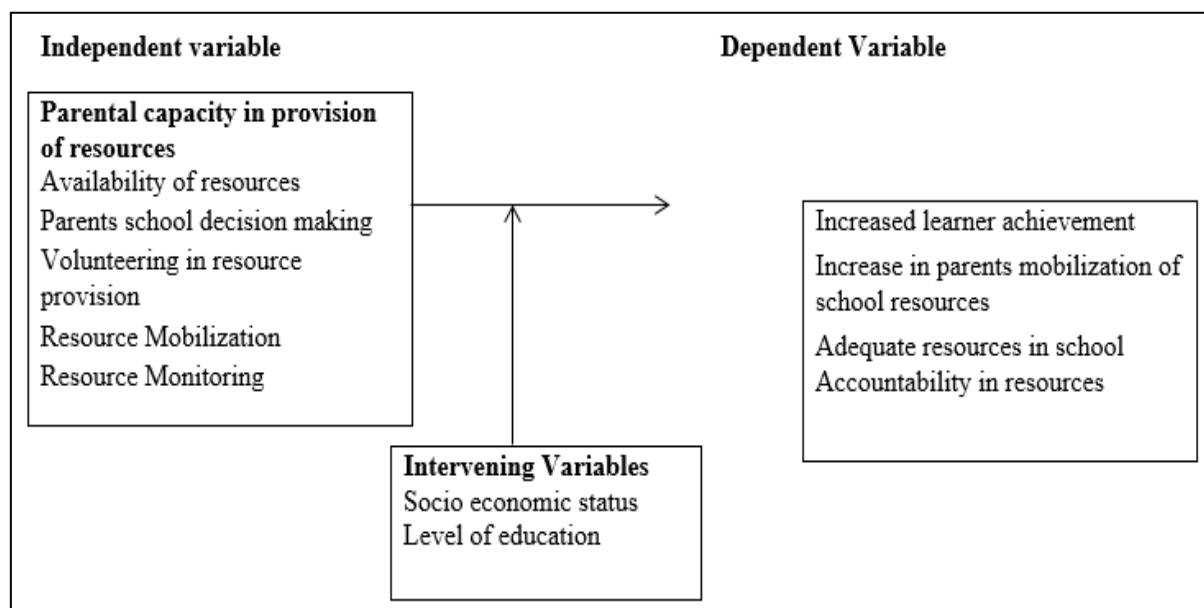
➤ *Conceptual Framework*

Fig 1 Research Framework (Author, 2026)

Research framework in table one shows the independent variables, depend variables and the intervening variables of the study. The Independent variable is on parental empowerment in provision of resources and they include availability of resources, resource mobilization, monitoring of resources, parents school decision making. The following dependent variables will be observed if parents are empowered successfully and this includes increase in resource availability in schools, increased accountability in resource use, and increased parental involvement in provision of resources. However determinants like socio-economic status of parents and parent's education levels may affect successful implementation of Competency Based Education.

II. LITERATURE REVIEW

Countries globally have recognized the importance of parental empowerment and involvement in curriculum implementation (Kim, 2024). Parents are recognized as key stakeholders for successful curriculum implementation, this is attributed to parents significant roles in facilitating their children's learning by providing learning materials and taking part in decisions made at school, participate in school activities and collaborate with teachers in schools (KICD, 2019). Parental empowerment and involvement in important and can be achieved through collaboration between parents, teachers and schools. While this is relevant for curriculum implementation few studies have established how parents have been provided with capacity to support their children education in providing required resources at school and at home.

Recent studies in Pakistan, Ghana and in Kenya show that curriculum implementation is determined by how schools provide parents opportunities for empowerment (Gedi & Kamau, 2023).

A qualitative research in Pakistan by (Ahmed et al., 2022) examined the perceptions of children on parental involvement of their education. Data was collected using focus group discussion from 40 children from 8 state schools in Pakistan. The respondents indicated that parents encouraged them to continue with their education even when they had limited level of education. However challenges such as poverty and low socio economic status hindered parents from supporting their children education. The study recommended the need to encourage extended family support in providing resources for learning instead of relying on individual parents who do not have the capacity to do so. This study however focused on children's perception of parental involvement and not on parents involvement on providing resources which this study seeks to address.

A study in Ghana by (Bartoli et al., 2022) examined parental engagement in the Early Years of Education. Semi structured interviews were used to obtain qualitative data among 25 parents whereas quantitative data was collected through questionnaires from 2136 care givers. The findings revealed that parental engagement was affected by parent's level of education and wealth. Parents also created many forms of engagement because there were no clear structures. The authors recommended the need to establish clear frameworks that support parental engagement rather than assuming that they understand their roles. The study is limited since it did not establish the roles played by parents in providing resources in curriculum implementation which this study will address.

In Uganda a study by (Tumwesigye et al., 2024) In Kazo District, a study was carried out to examine the relationship that parental involvement has on academic performance of learners under competency-based education. The research findings of the study revealed that when active parental involvement is observed through provision of

learning materials and uniforms there is increase in learners achievement and therefore leads to successful implementation of CBC. The study however recommended school administrators to organize for parents meetings during their convenient time and that this will help increase their participation in school activities. Similarly a qualitative study conducted in Nakeseke district in Uganda examined the parental involvement in providing resources and curriculum implementation. Questionnaires were used to obtain quantitative type of data among 350 students. The research findings revealed that students who received parental support through provision of learning materials tended to score higher performance (70% agreement) while 78.3% of the respondents agreed that those students who did not receive adequate learning material were associated with lower academic achievement.

In Kenya the parents play an active role that ensures the implementation of Competency-Based curriculum goes beyond assisting their children with homework to providing them with the required teaching and learning materials. In addition schools expect parents to take part in decision making in schools, attending school activities, provide their children with an environment that is conducive for learning as mentioned in the Basic Education Curriculum framework (KICD, 2019). While this is regarded as fundamental there is limited literature on the influence of parents capacity in providing resources in curriculum implementation which this study seeks to address.

A descriptive study was conducted in Kakamega by (Amagove. et al., 2024) on parent's engagements on the implementation of CBC in primary schools. The study examined the roles played by parents in resourcing, providing conducive environment for learning and in homework. Interviews and questionnaires were used to collect data from class teachers, grade six learners and parents of about 49, 341 and 49 respectively from the identified 8 primary schools. The study findings revealed that parent's participation in provision of resources to learners was majorly hindered by their socio economic status. The authors recommendations was that parents should be provided with trainings on resourcing and also schools should provide sensitizations programs. The study however failed to establish the effect that parental involvement has on curriculum implementation which this current study will address.

A study on parental involvement in home take away assignments was conducted in Vihiga county (Dingili & Yungungu, 2023). Grounded theory was employed unlike the current study. Data was conducted through use of interviews from 20 parents with learners in grade 4. The study findings show that parents were cooperative to support their learner's education, however they did not have enough learning materials and other resources to provide the support needed. The implication is that availability of learning and teaching resources is essential in enabling parents play an active role in curriculum implementation. The authors for this study agreed to the fact that parental involvement and empowerment is crucial for better academic achievement

among learners. The study recommended schools to provide immediate communication to parents on the resources required to support home take away assignments and also sensitize them on their role on providing learners with resources.

Studies in Kenya have also established that while parental involvement and empowerment is fundamental parents face various challenges is resource provision. In resourcing a research conducted by (Omariba, 2022) showed that low level of parents income, low education level and inadequate resource pose a serious challenge to the success of competency-based education implementation in Kenyan schools. The study recommendations were that parents should be sensitized on their roles and there is need for schools to utilize the locally available materials for learning instead of relying heavily on parents.

III. RESEARCH METHODOLOGY

This study applied descriptive survey research design. Descriptive survey was found suitable for this study because it ensures the researcher describes the characteristics of the study respondents and also questions such as what, how and where on parental empowerment on resource provision (Kothari, 2018). The target population for this study comprised of 2426 parents of grade six learners, 124 head teachers from 124 from Baringo Central sub-county public primary schools from the identified 8 zones (Sub County-director of Education, 2025). Slovincs formulae was employed to find out the sample size of the 344 parents in sixth grade. Questionnaires were administered to the 344 parents with grade six learners who were selected using systematic random sampling from the 124 Baringo Central sub-county public primary schools. The researcher administered questionnaire and interviews schedules from 30% of the grade six teachers and head teachers. The sample size for the head teachers was 38 from the 38 public primary schools. Cronbach Alpha was employed in evaluating the reliability of the research instruments. The fifth item of the Cronbach Alpha for the 5 item for parent's capacity in implementing the CBE curriculum was 0.806 which is an indication of good reliability (Field, 2009). Content validity was employed to evaluate the research instruments validity. In this study the researcher involved the researchers, supervisors, experts in the department of education, colleague in the department of curriculum studies. Data analysis was conducted using version 29 of Statistical Package of Social Sciences (SPSS) (IBM Corp, 2022). Two types of data analysis that is descriptive and inferential statistics were employed during analysis of data. Inferential statistics like ANOVA and multiple linear regression was used to determine the hypothesis that indicates the influence of parent's capacity in providing resources is not statistically significant to effective implementation of Competency Based Education.

IV. RESULTS AND DISCUSSION

This objective of this research was to establish the extent to which influence of parent's capacity to provide

resources influence the effective implementation of Competency Based Education (CBE) Baringo County. The study majorly focused on public schools. The researcher gathered data from head teachers and parents with learners in grade six from the public primary schools from the eight zones. The respondents were asked to rate their

disagreement and disagreement using the 5 Likert scale on the extent to which parents capacity in providing resources influence the effective implementation of Competency Based Education. The findings for this study are shown in tables 1 and 2.

Table 1 Grade Six Parents Response on Parental Capacity in Providing Resources and Effective Implementation of Competency Based Education

Parental capacity in providing resources	Strongly Disagree %	Disagree %	Undecided %	Agree %	Strongly Agree %	mean
I ensure that my children have the materials for learning and teaching	0.6	3.4	2.5	54.7	38.8	4.28
I participate in decision making in school	0.6	6.4	6.1	54.6	32.2	4.11
I assist the school in volunteering by providing the required resources	3.8	13.9	11.4	49.5	21.5	3.71
I participate in school resource mobilization	3.8	14.9	12.7	51.3	17.4	3.64
I take part in school monitoring of resources	8.2	25.9	12.0	39.7	14.2	3.26
Average score for parental capacity in providing resources						3.797

The study findings in table 1 shows that most of the study participants of about 54.7% agreed that they ensure that their children are provided with the essential materials required to support student learning, while 38.8% strongly agreed. Conversely 3.4% disagreed, 0.6% strongly disagreed and 2.5% with undecided indicating a composite mean score of 4.28. This finding signifies that a considerable percentage of 93.5% of the respondents claimed that they provide their children with learning and teaching materials. This study agreed with a study by Similarly majority of the respondents of 54.6% agreed that they take part in school decision making, while 32.2% strongly agree, 6.4% disagree, 0.6% strongly disagree and 6.1% not decided. This findings is an indication that most of the research participants of about 86.8% agree that they participate in school decision making by attending meetings.

Furthermore majority of the respondents agreed that they volunteer by providing resources required in school, while 21.5% strongly agreed and 3.71% strongly disagree. Consequently a considerable number of respondents of 13.9% disagreed while 3.8% strongly disagree and 11.4% were undecided with a composite average score mean of 3.71. This shows that many respondents of about 25.21 strongly agree to the statement. In addition this finding shows that a significant number of respondents of 68.7% agreed that they take part in mobilizing resources required by the school. While 25.9% disagree, 8.2% of the respondents strongly disagree and 12.7% undecided.

Finally majority of the respondents of 39.7% agree that they monitor use of resources in school, 14.2% strongly agreed. Consequently 25.9% of the respondents disagreed, 8.2% strongly disagreed and 12.0% of the respondents were undecided.

Table 2 Head Teachers Response on Parental Capacity in Provision of Resources

Provision of Resources	S E (%)	M E (%)	V E (%)	E E (%)	Score mean
Parents provide the required teaching and learning resources	23.5%	47.1%	26.5%	2.9%	3.09
Parents Volunteer	8.8	26.5	44.1	20.6	2.76
Parents participate in making decisions (e.g., meetings)	0.0	25.7	68.6	5.7	3.80
Parents monitor the resources used in school	3.1	50.0	40.6	6.3	3.50

According to the 38 head teachers majority of the parents were empowered in providing resources, take part in decision making and they monitor use of resources except in volunteering in providing resources as shown in table 2. The most effective form empowering parents was participating in decision making with a composite score of 3.80, 68.6% of the respondents indicated that it was very effective, 25.7% indicated it was moderately effective and 5.7% indicated that it was extremely effective. Majority of the respondents of 50.0% indicated that monitoring use of resources was moderately effective, while 40.6 showed that it was very

effective and 6.3 of the respondents indicated that it was extremely effective with a composite mean score of 3.50.

Furthermore majority of the respondents showed that 47.1% indicated that providing resources by parents was moderately effective, 26.5% showed that it was very effective, while 2.9% showed that it was extremely effective. However a considerable number of respondents of 23.5% indicated that empowerment of providing resources by parents was slightly effective.

The findings also indicate that majority of the parents did not participate in volunteering in providing school the required resources. The mean score for this item was 2.76 an indication that a considerable number of parents of about 35.5% did not volunteer. The findings of this study are similar with a study conducted in Vihiga County according to Kwendo and Ngwacho (2022) shows the influence of

parental volunteering in school activities on Mathematics. The study finding shows that when parents fail to volunteer in supporting the school and learners with resources they become inactive in playing their roles especially in taking part in school activities. This study concludes that for smooth CBE implementation in Kenyan middle schools parents should be empowered more on volunteering.

Table 3 Correlation Between Parental Capacity in Provision of Resources and Effective Implementation of Competency Based Education

Correlation	0.341
Value of p	0.039
N	37

Table 3 The correlation coefficient was employed to determine the direction and strength of the relationship of parent's capacity to provide resources and the Competency-Based Education effectiveness. The findings shown in table 3 reveals that 0.341 is the correlation coefficient and the p-value is 0.039 an indication that there is moderate positive influence of parents capacity in providing resources and the effective implementation of CBE. The relationship is statistically significant at 0.5% confidence level. Therefore, this study rejected the null hypothesis and concluded the influence of parental capacity in providing of resources is statistically significant with the effective implementation of Competency Based Education. These findings suggest that if parental capacity in provision of resources is conducted the implementation of CBE will be successful. Therefore schools should strengthen parent's capacity on their roles for successful implementation of the curriculum.

V. CONCLUSIONS AND RECOMMENDATIONS

➤ Conclusions

This study concludes that parent's capacity in provision of resources, participating in resource mobilization, decision making is vital for successful implementation of competency based Education (CBE). Therefore it is not only essential for parents to be informed of their roles but to understand their roles for them to be effective in supporting the education of their learners.

➤ Recommendations

The study recommends that the Ministry of Education should develop clear policy guidelines on how schools should empower parents to be effective in providing teaching and learning resources to support their children education.

Schools in Kenya should provide parents with initiatives for trainings, sensitization on their roles.

Parents should be encouraged by teachers on the need to participate in school activities that aid in improving learner achievement.

Research should also focus on the effect of parental capacity building programs and its effectiveness in the implementation of curriculum in both private and public primary schools.

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