

Assessing Influence of Family School Partnerships on Primary School Teachers' Implementation of Competency-Based Curriculum in Kibra Constituency, Nairobi, Kenya

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Abstract

This study assessed influence of family-school partnerships on primary school teachers' implementation of the Competency-Based Curriculum (CBC) in Kibra Constituency, Nairobi, Kenya. The study had the following objectives, to: examine the extent to which family-school communication influences teachers' implementation of CBC, to establish relationship between family-school decision-making and teachers' implementation of CBC, and assess the extent to which parent-teacher relationships influence teachers' implementation of CBC in Kibra Constituency, Nairobi County, Kenya. The research was anchored on Joyce Epstein's Family-School Partnership Theory. A convergent parallel mixed-methods design was adopted for the study. The target population included public primary school head teachers, teachers, Parent Teacher Association (PTA) chairpersons, and the Quality Assurance and Standards Officer (QASO). For the quantitative component, simple random sampling was employed to select 301 out of 550 teachers in Kibra Constituency, ensuring an unbiased and representative sample for statistical analysis. For the qualitative component, purposive sampling was used to select all 22 public primary schools, 22 head teachers, 22 PTA chair persons, and one QASO, ensuring that key informants with relevant expertise and experience were included to provide in-depth insights. A questionnaire was used to collect data from teachers, while interview guides were used to gather information from head teachers, parent representatives, and the QASO. The quantitative instrument was validated by consulting research experts, while the qualitative instrument was validated using the member-checking technique. Content validity and split-half reliability ensured the reliability of the quantitative instrument, yielding a reliability coefficient of 0.80, which was considered acceptable. Member checking was used to verify the reliability of the qualitative instrument. Descriptive statistics (frequencies and percentages) were used to analyze quantitative data, which was processed using SPSS version 25. Quantitative findings were presented using tables, pie charts, and graphs, while qualitative data was analyzed thematically and presented as narratives and direct quotations. The study revealed that conferences and parent-teacher seminars in schools facilitate discussions on students' academic progress, thereby enhancing the implementation of CBC. However, limited support for family-school partnerships hinders students' academic progress. The study concluded that parents in Kibra face challenges in contributing to the formulation of school policies, which in turn affects curriculum implementation. Based on these findings, the study recommends that the government develop and implement policies that promote effective family-school partnerships.

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Dedication

With profound humility, I dedicate this Thesis to my parents and the Congregation of Holy Cross for the unwavering support given during this Thesis writing journey and in my academic progress.

Measuring Well for Better Life



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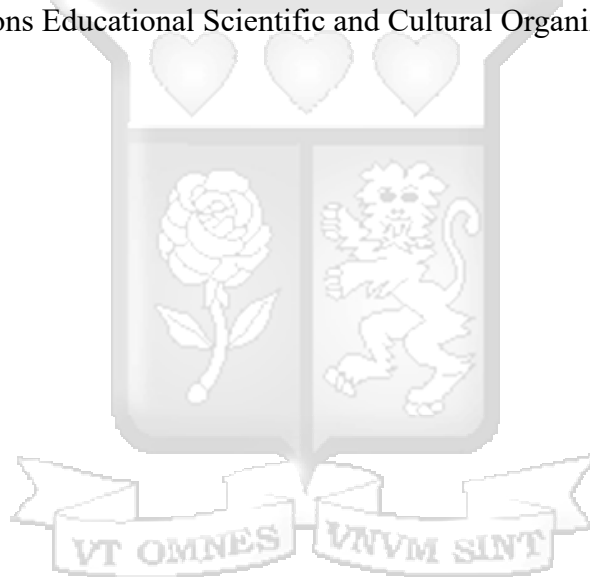
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List of Abbreviations and Acronyms

APA	American Psychological Association
CBC	Competency Based Curriculum
KEMI	Kenya Education Management Institute
KICD	Kenya Institute of Curriculum Development
NACOSTI	National Commission for Science, Technology and Innovation
PTA	Parent Teacher Association
QASO	Quality Assurance and Standards Officer
UNESCO	United Nations Educational Scientific and Cultural Organization



Definition of Terms

Competency Based Curriculum: Competency-Based Curriculum (CBC) is an educational approach that focuses on the development and mastery of specific skills, knowledge, and abilities, rather than solely relying on traditional methods such as grades.

Family school partnership: This is a process involving three parties: the parent/guardian, the teacher, and the learner. As used by the researcher, the main interest is the collaborative enterprise in ensuring the implementation of CBC and hence, the performance of learners.

Family-school communication: This is the exchange of information, feedback, and dialogue between families (parents, guardians, and other family members) and educational institutions or schools. Effective communication between families and schools is crucial for the overall development and academic success of students.

Family-School Decision-Making. This refers to the collaborative process in which families (parents or guardians) and schools work together to make decisions related to a child's education and well-being.

Parent-teacher relationships: This refers to the interactions and collaborations between parents or guardians and teachers in the context of a child's education. This partnership is crucial for the overall development and academic success of the child.

Pedagogy: Refers to the art and science of teaching. It encompasses the strategies, methods, and techniques employed by teachers to facilitate learning and help students acquire knowledge, skills, and attitudes.

Teachers' pedagogy: This refers to the instructional approaches and practices that teachers use in the classroom or educational settings.

Chapter One

Introduction to the Study

1.1 Introduction

This chapter presented the background to the study. The chapter also presented the statement of the problem, objectives of the study (both general and specific objectives), research questions, scope of the study, and significance of the research.

1.2 Background to the Study

The collaboration between schools, families, and communities plays a crucial role in shaping the quality of education worldwide. Globally, education systems that emphasize strong family-school partnerships tend to produce better academic outcomes and holistic child development. Research has shown that when parents, educators (teachers), and learners engage as partners in education, a supportive community emerges, fostering student success both academically and socially (Getswicky, 2010; Epstein, 2009). Developed countries, such as the United States and Finland, have adopted competency-based education systems that integrate family involvement as a core pillar of learning. Finland, for instance, attributes its exemplary education system to active parental participation, for instance in decision making, which enhances student engagement and performance (Calagrossi, 2018).

The study by Calagrossi (2018), further noted that strong parent-teacher relationships enhance the implementation of Competency-Based Curriculum (CBC) by fostering collaboration, supporting learners' needs, encouraging parental involvement, and aligning home-school expectations, which collectively improve student engagement.

Across Africa, education systems are increasingly recognizing the significance of family-school partnerships in improving learning outcomes (Abuya et al, 2019). Various governments have implemented policies to encourage parental involvement, though challenges such as limited awareness, financial constraints, and cultural factors hinder full participation. In Kenya, the education sector has undergone significant reforms, with the introduction of the Competency-Based Curriculum (CBC) in 2016/2017 aimed at addressing the evolving learning needs of students. One of the key guiding principles of CBC is parental empowerment and engagement, which underscores the importance of collaboration between teachers and parents in facilitating

learners' development (Republic of Kenya, 2017). The curriculum emphasizes the role of parents in nurturing children's potential by participating actively in their academic journey.

Despite the recognition of parental involvement as a crucial component in CBC implementation, studies indicate that most Kenyan parents face challenges in actively engaging in their children's education. Research by Amunga (2020) in Kakamega County highlighted reluctance among parents to take up their co-educator roles, citing a lack of sensitization and understanding of their responsibilities. Similarly, Ikoore (2023) found that parents' literacy levels significantly influence their ability to support CBC implementation. These studies suggest that while parental involvement is critical, its effectiveness depends on awareness, capacity-building, and structured engagement strategies.

In Nairobi, and more specifically in Kibra Constituency, primary school teachers play a central role in implementing CBC. However, the success of this implementation is largely influenced by the nature of family-school partnerships. Kibra, being a densely populated urban area with socio-economic challenges, presents unique obstacles to effective parental engagement in education. Studies such as those by Kihima (2023) and Koros and Achieng (2023) have explored various barriers to CBC implementation, including inadequate parental participation, limited resources, and teachers' digital literacy gaps. While these studies provide valuable insights, they do not comprehensively address how family-school partnerships influence teachers' implementation of CBC.

This study, therefore, seeks to assess the influence of family-school partnerships on public primary school teachers' implementation of CBC in Kibra Constituency. By examining key aspects such as family-school communication, shared decision-making, and parent-teacher relationships, the research aims to bridge existing knowledge gaps and provide insights into strategies for strengthening these partnerships. Understanding these dynamics will contribute to the successful implementation of CBC and ultimately enhance learning outcomes in primary schools within Kibra Constituency and Kenya at large.

1.3 Statement of the Problem

The implementation of Kenya's Competency-Based Curriculum (CBC) aims to equip learners with 21st-century skills such as critical thinking, problem-solving, creativity, digital literacy, communication, and collaboration. These skills are essential for success in a rapidly changing world, enabling learners to adapt to new challenges, participate meaningfully in the economy, and become responsible global citizens. Nevertheless, despite teacher training and Government support, effective CBC implementation remains a challenge, particularly in low-income urban areas such as Kibra Constituency. Teachers face persistent difficulties, including limited resources, parental disengagement, and inadequate institutional support, which hinder the successful adoption of competency-based teaching approaches.

Family-school partnerships are recognized as critical in enhancing curriculum implementation by fostering collaboration, improving resource availability, and supporting teachers. However, the extent to which these partnerships influence CBC implementation in Kibra remains unclear. Contextual factors such as socio-economic disparities, parental involvement levels, and communication barriers may further limit their effectiveness.

This study assesses influence of family-school partnerships on public primary school teachers' implementation of CBC in Kibra Constituency. Specifically, it explores the nature and extent of teacher-family communication, parental involvement in school decision-making, and the overall relationship dynamics between schools and families.

1.4 Objectives of the Study

This study was guided the general objective and three specific objectives:

1.4.1 General Objective

The main objective of this study was to assess the influence of family-school partnerships on public primary school teachers' implementation of competency-based curriculum (CBC) in Kibra Constituency, Nairobi Kenya.

1.4.2 Specific Objectives

This study was guided by the following specific objectives:

- i. To examine the extent to which family-school communication influences public primary school teachers' implementation of CBC in Kibra Constituency.

- ii. To establish the relationship between family-school decision-making and public primary school teachers' implementation of CBC in Kibra Constituency.
- iii. To assess the extent to which parent-teacher relationship influences public primary school teachers' implementation of CBC in Kibra Constituency.

1.5 Research Questions

This study was guided by the following research questions:

- i. To what extent does family-school communication influence public primary school teachers' implementation of CBC in primary schools in Kibra Constituency?
- ii. What is the relationship between family-school decision-making and public primary school teachers' implementation of CBC in Kibra Constituency?
- iii. To what extent do parent-teacher relationships influence public primary school teachers' implementation of CBC in Kibra Constituency?

1.6 Significance of the Study

The findings of this study may be beneficial to various school stakeholders. For instance, the study may be instrumental to the Ministry of Education (MoE) in recognizing the importance of family-school collaboration and in developing policies that strengthen such partnerships for improved CBC implementation. Likewise, the Teachers' Service Commission (TSC) may use the insights to design and implement targeted training programs, seminars, and workshops aimed at equipping teachers with strategies to foster productive relationships with parents, thereby enhancing their effectiveness in CBC implementation.

Additionally, the Kenya Education Management Institute (KEMI) may find the study beneficial in refining its management training and coaching programs for head teachers, ensuring that school leaders are well-equipped with managerial strategies that promote effective family-school partnerships. This, in turn, may contribute to the creation of a supportive teaching and learning environment. For teachers, improved family-school partnerships may lead to greater motivation and better instructional practices, ultimately enhancing the successful implementation of CBC. The study may also encourage parents to take an active role in their children's education, fostering a culture of engagement that strengthens student learning and development.

Furthermore, the study's findings may benefit the community by demonstrating how effective collaboration between schools and families can contribute to improved student outcomes, thereby shifting societal attitudes towards CBC. A well-implemented CBC may produce learners who are not only academically competent but also equipped with values and skills that positively impact their communities. In a nutshell, this research may serve as a valuable reference for future scholars seeking to explore related aspects of family-school partnerships and CBC implementation, contributing to the broader body of knowledge in education research.

1.7 Scope of the Study

The study was conducted in Kibra constituency, Kenya. Its primary focus was to assess the influence of family-school partnerships on public primary school teachers' implementation of competency-based curriculum in Kibra Constituency, Kenya. Specifically, the study was focused on family school communication, family school decision-making, and parent-teacher relationships. Thus, the study did not seek to investigate other factors that constitute family-school partnerships that may influence learners' performance in the implementation of CBC in Kibra constituency. The target population for this research consisted of head teachers, teachers, parent teacher association (PTA) chairpersons and the quality assurance and standards officer. This study adopted a convergent parallel mixed methods design, which allowed the use of qualitative and quantitative research methods in the collection and analysis of data.

1.8 Delimitations of the Study

Delimitations define the boundaries set by the researcher to narrow the study's scope in terms of content, geographical coverage, and time frame (Kariuki, 2014).

This study was confined to Kibra Constituency, Nairobi County Kenya and will focus exclusively on public primary schools. The target population included head teachers, teachers, PTA chair persons, and QASO. Additionally, the study was delimited to its general and specific objectives. While for data collection instruments, was delimited to collection of data via questionnaires and interview guides.

Chapter Two

Literature Review

2.1 Introduction

This chapter discusses the theoretical and conceptual frameworks of the study. Under the theoretical framework, it explores Joyce Epstein's Family-School Partnership Theory. Additionally, it presents a review of literature on family-school partnerships and the role of public primary school teachers in implementing the competency-based curriculum. The literature review covers global, continental, regional, and local perspectives, aligning with the study's research objectives. Lastly, the conceptual framework is used to operationalize the variables under study.

2.2 Theoretical Framework

A theoretical framework is a foundational review of existing theories that serves as a roadmap for developing arguments in a research study (Vinz & Tegan, 2022). It introduces and describes the theory that explains why the research problem under study exists. Accordingly, this study is anchored in Joyce Epstein's Family-School Partnership Theory.

2.2.1 Family-School Partnership Theory

This study is based on Joyce Epstein's (1995) Family-School Partnership Theory, which highlights how schools can support families in educating students through active family involvement. The theory facilitates interaction among three key entities: the learner within their school, the family, and the community (Epstein, 2013). According to this theory, six types of involvement are essential for students' learning, development, and the overall effectiveness of schools and families. Parenting focuses on fostering healthy home environments that promote school learning and appropriate behavior at each grade level. Communication involves establishing effective two-way interactions between schools and families regarding school initiatives and student progress.

Volunteering fosters parental involvement in school programs, student activities, and classroom support, which can directly enhance teachers' ability to deliver CBC effectively. Learning at home, where families assist students with assignments and curriculum-related tasks, reinforces classroom learning and helps meet CBC's learner-centered goals. Involving parents in decision-making integrates them into school governance and policy processes, promoting a shared vision for CBC implementation. Furthermore, community collaboration, through the use of local resources and services creates a supportive ecosystem that empowers schools, teachers, and families to work

together in nurturing key competencies among learners. Since schools have varying needs, Hall and Quinn (2014) suggest that different institutions may implement different components of each type of involvement. This theory is relevant to the present study as it highlights various ways families can contribute to improving students' academic performance.

2.2.2 Strengths and Weaknesses of Family-School Partnership Theory

The Family-School Partnership Theory enhances understanding of how families and schools collaborate to benefit students. It also provides valuable educational insights, fostering critical discourse on educational reform. Despite its merits, the theory has certain limitations including the fact that it does not acknowledge that parent involvement approaches often treat families as homogenous, disregarding diversity. As a result, teachers may not be encouraged to explore and appreciate individualized and personalized pathways for developing effective family-school partnerships.

2.2.3 Application of Joyce Epstein's Partnership Theory to the Study

Parents, schools, and society collectively share a common understanding of and commitment to student education (Epstein & Sheldon, 2016). Epstein's family-school partnership concept advocates for and encourages collaboration among all stakeholders to enhance children's well-being. According to Epstein, this concept refers to an intersecting sphere of influence among individuals involved in educating learners and fostering their educational growth.

Epstein's theory is particularly relevant to this study as it highlights the importance of parental engagement in school activities to support children's development. Effective family-school involvement is assumed to contribute to students' positive behavior and improved academic performance. It is essential to acknowledge that teachers may not be as effective if they do not engage with parents and children regarding students' learning and development (McIntosh, 2023).

Given these advantages, this theory serves as the foundation of the study. According to Epstein, families serve as the primary instructors, shaping learners' development both during and after school. At the same time, schools play a crucial role in educating and preparing future generations. Families trust schools to lay the educational groundwork for their children's future success, underscoring the need for schools to recognize the family's role in student achievement. By sharing relevant information, parents and teachers can better support children's behavioral and academic

growth. As Epstein (2009) suggests, consultation and collaboration between families and schools create an environment conducive to realizing a learner's full potential.

2.3 Family-School Communication and Teachers' Implementation of CBC

Communication is a crucial component of educational institutions. Kraft and Dougherty (2013) investigated the impact of teacher communication with parents and students on student engagement in the United States. Their research revealed that regular teacher-family communication significantly enhanced student engagement, as demonstrated by increased homework completion, on-task behavior, and class participation. Specifically, teacher-family contact led to a 15% improvement in class participation, a 25% reduction in instances where teachers needed to redirect students' attention, and a 40% increase in the likelihood of students completing their assignments.

In the Netherlands, family-school interaction and parental involvement have been identified as key factors in enhancing children's academic achievement. However, ethnic minority parents often exhibit lower levels of engagement compared to parents from the majority population. Fenella (2014) examined differences in parental involvement using nationally representative survey data from the Netherlands, focusing on primary school-aged children of Dutch, Turkish, and Moroccan origin. Descriptive findings revealed lower levels of parental involvement among ethnic minority parents compared to their Dutch counterparts. Additionally, the study highlighted that mothers tend to be significantly more involved than fathers. To explain ethnic and gender disparities in parental engagement, Fenella considered factors such as parents' skills, household resources, parenting goals, and self-efficacy as crucial determinants of their motivation to be involved.

Improving community and parental engagement with schools is widely recognized as a key strategy for enhancing student learning and improving the quality and accountability of education systems across South Asia. Andira (2022) conducted a mixed-methods study on accountability relations in education within the Indian states of Rajasthan and Bihar, examining formal platforms that strengthen connections between socially disadvantaged families and schools. The study revealed a proliferation of platforms across public, low-cost private, and non-government schools. While these platforms effectively promoted enrollment, attendance monitoring, and general

oversight, they lacked a substantive focus on student learning. Moreover, the research highlighted a communication gap between schools and families, negatively impacting school effectiveness.

Although Andira's (2022) study focused on South Asian schools, the current study aims to examine the impact of family-school communication on teachers' performance, specifically in public primary schools such as Kibra Constituency in Kenya.

The proposed model accounted for substantial variance in parental involvement and fully explained ethnic discrepancies by incorporating factors such as parental education and language proficiency. The study further revealed that limited parental involvement was primarily linked to inadequate school-parent communication, negatively affecting both teachers and learners. However, the study did not explore parental involvement from the perspective of CBC implementation, which is the primary focus of the current research.

Asanga (2023) investigated the impact of social media on the academic performance of senior secondary school students in Uyo, Akwa Ibom State, Nigeria. Using a simple random sampling technique, the researcher selected 200 students from four Senior Secondary Schools. The participants were surveyed using a four-point Likert scale, and data were analyzed using descriptive statistics, chi-square, t-tests, and Pearson product-moment correlation. The results indicated that a significant proportion of students were addicted to social media (SM), with no notable differences between boys and girls. Additionally, the study found a correlation between SM addiction and students' academic performance.

To address this issue and mitigate academic setbacks, the study recommended utilizing social media for educational purposes, including the development of academic-focused networking sites. Moreover, teachers and parents were encouraged to monitor students' social media usage. However, the study primarily focused on student communication via short message services (SMS) and social sites and lacked comprehensive insights into parental-school communication and teachers' performance. This gap serves as the motivation for the current study, which aims to explore these aspects in greater detail.

In another study in Nigeria, Mamaril, Paik, and Gozali (2019) conducted a qualitative investigation into family-school communication and its impact on student success in public schools. The study found that strong partnerships among teachers, parents, and administrators positively influence student outcomes, including academic performance. Despite parents' willingness to be involved, the study highlighted that they often lack knowledge on how to effectively support their children. Consequently, the research emphasized the need for teachers to enhance parental involvement by maintaining regular communication with parents about their children's progress. However, the study did not specifically address the context of CBC implementation, creating a gap that the current research seeks to address.

Family-school communication plays a vital role in student achievement in both South African and international contexts (Ndwandwe, 2023). According to Ndwandwe, parent-teacher conferences are the most common means of direct communication between parents and teachers. These conferences provide opportunities for in-depth discussions on students' academic progress and behavior. Through qualitative research, Ndwandwe explored the perspectives of parents and teachers on parent-teacher conferences. However, the present study shifts its focus to examine the influence of family-school communication on teachers' performance in the implementation of the competency-based curriculum (CBC) in public primary schools in Kibra, Kenya.

Educational research has consistently linked parental involvement in children's schooling to improved academic outcomes. Parental participation requires a commitment of time and resources to support children's education. Muhuro (2016) conducted a study in Uganda examining how parental participation enhances student academic achievement in the Iganga and Mayuge districts. The research, which involved 2,669 Grade 6 students from public and private primary schools, adopted a cross-sectional survey approach.

Muhuro's study applied two of Epstein's six types of parental involvement: parenting and communication. The research hypothesized that these two forms of involvement provide children with an academic advantage. Regression analysis, controlling for individual, school, and household variables, found that a unit increase in parental participation through parenting and communication significantly improved students' numeracy scores by 6 and 15 percentage points,

respectively, and literacy scores by 6 and 12 percentage points, respectively. These findings suggest that parental participation plays a crucial role in motivating children to improve their academic performance. However, while Muhuro's study focused on student performance in terms of grades, the current study in Kenya examines learners' mastery and application of CBC competencies among others, such as creativity, imagination, problem-solving, communication, and collaboration.

Mamaril (2019) and Munyua, Kiplangat, and Kaptich (2019) investigated the influence of parent-teacher communication on academic achievement in public primary schools in Kenya's Ainabkoi Sub-County. Using an ex-post facto research design, they studied a sample of 2,404 Class 8 students and 61 teachers. Their findings revealed a significant positive correlation between parent-teacher communication and student achievement. Notably, parental consultations with deputy head teachers regarding disciplinary matters had a positive impact on children's academic progress. However, the study did not assess teachers' performance, highlighting a gap that the current study seeks to address by exploring the influence of family-school communication on teachers' implementation of the competency-based curriculum (CBC).

2.4 Family-School Decision-making and Teachers' Implementation of CBC

Achieving success among learners in schools requires family involvement, particularly in decision-making regarding learners' performance. In the United States, Zagona and Amanda (2017) investigated parents' experiences in making educational decisions for their children and teenagers. The study examined the extent of parental involvement in educational decision-making and service selection for children with disabilities. Responses from participating parents indicated that school leadership played a crucial role in fostering parental engagement in school decision-making. The study further highlighted that school leadership significantly influences the level of parental involvement in school-related decisions. However, Zagona and Amanda's (2017) study primarily focused on parental engagement in school decision-making without exploring the impact of family-school decisions on learners' performance in the implementation of the Competency-Based Curriculum (CBC). Additionally, their research centered on special needs students, whereas the current study focuses on (all inclusive) primary school learners in Kibra Constituency.

School governance systems that prioritize the opinions of all stakeholders are more likely to yield significant results. In a study conducted in Finland, Wulandary (2018) identified parental engagement in decision-making as a crucial factor in school success. The research defined decision-making as a practice in which parents actively participate in determining school-related matters, such as students' academic progress and the formulation of school rules. This involvement is primarily facilitated through the development of parent leaders and representatives. According to Wulandary, parents engage in school decision-making by participating in committees such as parent-teacher association (PTAs). While Wulandary's study is relevant to the present research, it does not explore how family-school decisions influence learners' mastery of competencies in the implementation of CBC. This gap in knowledge underscores the necessity of the current study.

Cuskelly (2023) conducted a study investigating the factors influencing parental and teacher decision-making regarding children's performance in Singapore. Parents and teachers completed questionnaires assessing each child's behavior, temperament, and school readiness, with their perceptions analyzed separately. The results revealed that chronological age, adaptability, well-developed social skills, and persistence in completing activities influenced both parents' and teachers' perceptions of school readiness. Furthermore, teachers' decisions were found to be influenced by gender, with girls being perceived as more ready for school than boys. Additionally, the presence of an inhibited temperament (withdrawn, shy behaviors) impacted teachers' perceptions. These findings suggest that factors beyond a child's developmental status play a role in parental and teacher decision-making. However, the study did not provide a comprehensive discussion of teachers' performance, highlighting the need for the current study to address this gap.

In South Africa, Potokri (2025) conducted a study on managing student discipline in schools. Employing a descriptive survey design, the research utilized both quantitative and qualitative methodologies. The findings revealed that certain disruptive behaviors among learners stemmed from their parents' lack of involvement in decision-making processes, largely due to authoritarian leadership within schools. The study posited that learners may exhibit violent tendencies when they are denied input into matters affecting their lives and when their parents are excluded from decisions related to their performance and discipline. While Mammen's study is relevant to the present investigation, it does not provide an in-depth analysis of how parental involvement in

decision-making specifically influences learners' performance within the context of CBC implementation. Additionally, it does not examine the impact on teachers' performance, creating a gap that the current study aims to address.

Kenyan schools are increasingly recognizing the significance of family involvement in educational decision-making. For instance, Jeptoo, et al 2024 examined the role of volunteerism as a parental involvement strategy in enhancing core competencies among learners in public primary schools in Nandi County, Kenya. Guided by Epstein's Model of Parental Involvement, the research employed a multistage sampling technique to select 293 participants, including sub-county education officers, head teachers, and parents. Data were collected through questionnaires for parents and interview schedules for education officers and head teachers. The study found a positive linear effect of parental volunteerism on the achievement of core competencies among learners ($\beta = 0.432, p = 0.000$). The findings underscore the importance of structured programs that promote and recognize parental volunteerism to create a supportive and enriching educational environment.

2.5 Parent-Teacher Relationships and Teachers' CBC Implementation

Parent-teacher relationships and trust are crucial dimensions of parental involvement in education. Tiffany (2016) conducted a study titled "Parent-Teacher Relationships in Elementary School: An Examination of Parent-Teacher Trust" in the United States. The research employed a qualitative approach and utilized questionnaires to gather data from teachers, students, and parents. The findings indicated a positive correlation between parental trust in teachers and schools and favorable outcomes in student learning and behavior. However, the study focused primarily on student performance in elementary schools. The current study differs in that it focuses on primary schools, addressing this gap.

Hughes (2017) investigated the impact of student-teacher and parent-teacher relationships on the engagement and achievement of lower-achieving readers in the primary grades in Texas. The study involved 443 participants (52.6% male, 47.4% female), who were ethnically diverse 1st-grade, lower-achieving readers attending one of three school districts in Texas. Using latent variable structural equation modeling, the study tested a theoretical model proposing that (a) the quality of teachers' relationships with students and their parents mediates the associations between children's background characteristics and teacher-rated classroom engagement, and (b) classroom

engagement, in turn, mediates the relationships between student-teacher and parent-teacher interactions and student achievement in the following year. The hypothesized model demonstrated a strong fit with the data. The study found that African-American children and their parents, compared to Hispanic and Caucasian children and their parents, had less supportive relationships with teachers. These disparities in parent-teacher relationships were linked to lower achievement trajectories for African American children in early grades. Importantly, the study underscored the significant influence of parent-teacher relationships on teacher performance, emphasizing the need for further research in this area.

Shoukat et al (2023) conducted a study titled “Relationship between teacher-parents interaction and student’s performance at secondary school level in District Faisalabad” to explore how communication between teachers and parents influences academic outcomes. The study was carried out in 20 secondary schools (10 public and 10 private) in Tehsil Faisalabad, Pakistan. Employing a descriptive research design, the researchers used a structured questionnaire to collect data from a sample of parents, teachers, and students. The results revealed that 90% of participants agreed on the importance of parental involvement in school activities. The study emphasized that regular parent-teacher meetings, effective communication, and a collaborative approach positively impact student academic performance. Moreover, parental education level and family income were found to be significant factors affecting learners’ success.

Sewenet (2019) conducted a descriptive study exploring the role of parents in improving student behavior at Azena Primary School in Ethiopia. Using a census survey method, 40 teachers were selected to complete questionnaires, while 10 parents participated in key informant interviews. The data were analyzed using simple descriptive statistical tools such as frequency and percentage. The findings revealed that parental involvement in improving student behavior was minimal due to a lack of proper training strategies and weak home-school interactions. Factors contributing to student indiscipline included unclear school regulations, negative student-teacher relationships, inadequate monitoring by school administrators, ineffective teaching methods, insufficient school facilities, and limited parental oversight. The study found that rewarding well-behaved students and involving parents in school discipline policies were effective strategies for fostering positive behavior. The study recommended that parents and school staff work collaboratively to minimize

disciplinary issues. However, it primarily focused on parental involvement in student behavior and did not examine its impact on teachers' performance. This gap necessitates further research on how parent-teacher relationships influence teachers' implementation of CBC.

Tanzania has implemented free and compulsory primary education since 2002, leading to a significant rise in enrollment in both primary and secondary schools. Despite these efforts, educational outcomes have remained suboptimal. Jaffar (2024) examined the impact of a teacher capacity-building program designed to enhance parental involvement in Tanzanian primary schools. The program aimed to improve student performance by training both in-service teachers (n = 169) through specific workshops and pre-service teachers (n = 509) through a blended learning course. Hierarchical linear modeling revealed an increase in teachers' self-reported beliefs regarding parental involvement. Notably, pre-service teachers demonstrated a rise in actively inviting parents to participate in school activities. However, the study found no statistically significant increase in self-reported teacher efficacy. These findings underscore the benefits of teacher-parent collaboration and serve as the foundation for the current research. The present study seeks to investigate how parent-teacher relationships influence teachers' implementation of CBC.

The Competency-Based Curriculum (CBC) is designed to enable learners to apply acquired knowledge, skills, attitudes, and values throughout their education. Initially met with resistance, CBC is now being implemented in Kenya following a successful pilot study conducted in various counties. The successful execution of this curriculum requires collaboration between teachers and parents. Amunga (2020) conducted a study to identify CBC activities requiring parental involvement, assess parents' opinions on these expectations, examine teachers' perceptions of CBC, and explore challenges encountered during its implementation. Grounded in Vygotsky's social constructivism theory, the study employed an exploratory research design and involved 56 participants. Data were collected through open-ended questionnaires and in-depth interviews, with thematic analysis used for interpretation.

The findings indicated that parents were expected to act as co-educators by providing learning materials for practical sessions; however, many parents were reluctant to fulfill these expectations. While teachers acknowledged that CBC fosters sustained student interest in learning, they

identified several challenges, including a lack of materials, insufficient parental support, time constraints, curriculum structure issues, and large class sizes. The study recommended increasing parental awareness of their role in CBC, maintaining optimal class sizes, ensuring adequate government funding, and improving teacher staffing in public primary schools through the Teachers Service Commission (TSC). However, the study did not explore how parental involvement enhances teachers' implementation of CBC, highlighting the need for further research in this area.

2.5.1 Summary on Gaps in Literature Review

The literature review identifies key gaps in research on family-school communication and primary teachers' implementation of the Competency-Based Curriculum (CBC). While studies in the United States and the Netherlands highlight the benefits of teacher-family communication on student engagement and performance (Bakker & Denessen, 2007; Epstein, 2018), they do not examine its effect on CBC implementation. Similarly, research in South Asia and Nigeria notes communication gaps affecting school effectiveness (Okeke, 2014; Ategeka et al., 2021) but overlooks their impact on instructional practices under CBC. Studies on social media and education primarily focus on student interactions rather than its role in teacher-family communication for CBC delivery (Wang & Sheikh, 2020).

Parental involvement in school governance is linked to student success in Finland, Singapore, and South Africa (Jeynes, 2012; Naicker, 2019), yet its influence on CBC implementation remains unexplored. In Kenya, research connects parent-teacher communication to student performance (Wainaina et al., 2022) but does not assess its direct effect on teachers' CBC implementation. The link between family-school decision-making and competency development in learners remains unaddressed. Parent-teacher relationships are recognized as essential for student success in the U.S., Ethiopia, and Pakistan (Fan & Chen, 2001; Yohannes, 2018), but studies focus on academic outcomes and parental trust rather than teachers' performance. While research in Kenya and Tanzania suggests that teacher capacity-building programs enhance parental involvement (Ngware et al., 2020), they provide no conclusive evidence on how these relationships strengthen CBC implementation.

Despite acknowledging parental support in CBC, existing Kenyan studies primarily discuss teacher challenges rather than how parental involvement facilitates CBC delivery (Orodho, 2017). This study addresses these gaps by examining the role of family-school communication, decision-making, and parent-teacher relationships in CBC implementation by teachers in public primary schools in Kibra Constituency, Kenya.

2.6 Conceptual Framework

A conceptual framework serves as a graphical classifying instrument that guides research in the form of a mental map (Van der Waladt, 2020). Figure 1 displays the conceptual framework for the current study.

Figure 1 Conceptual Framework Showing Relationship between Variables

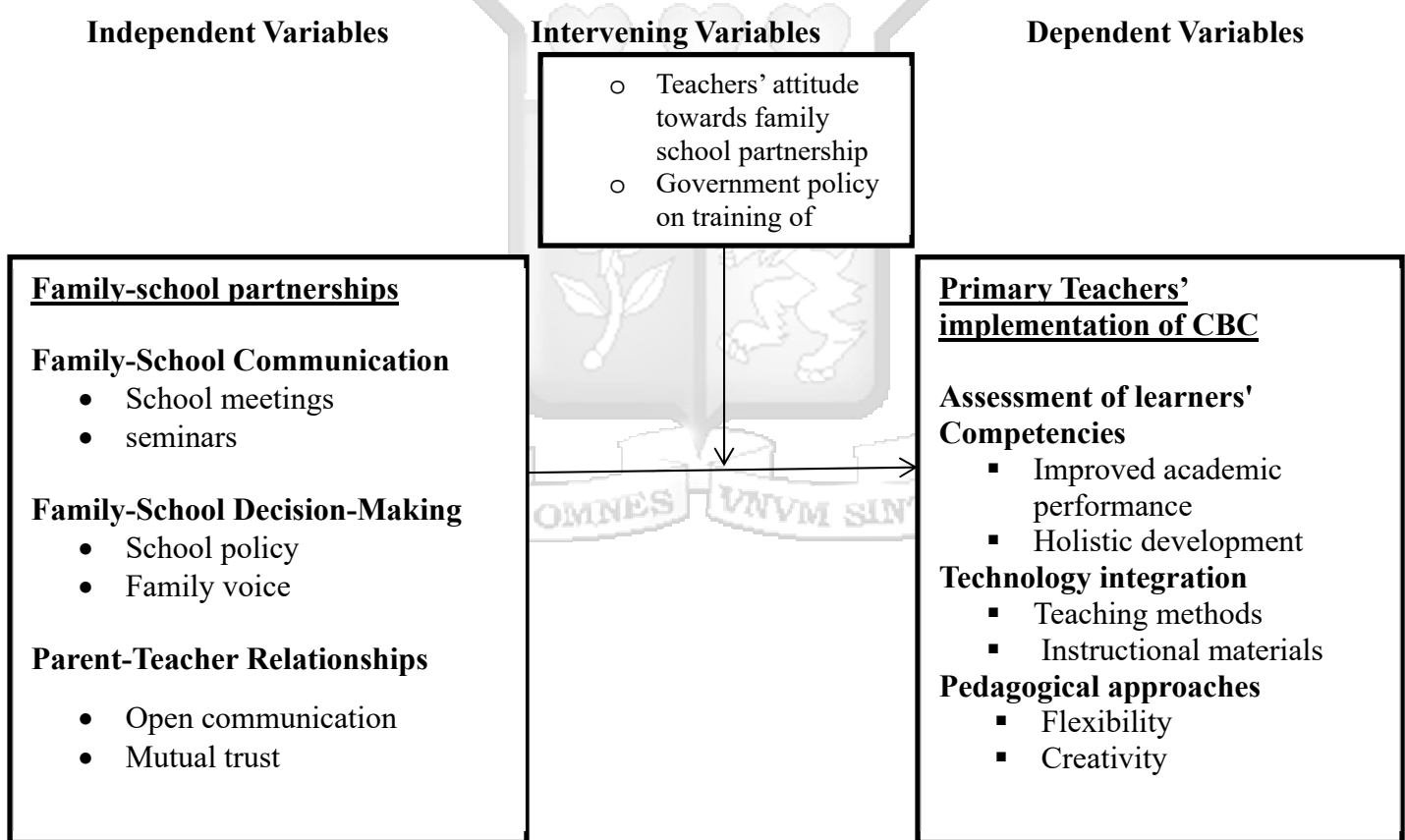


Figure 1 illustrates the interrelationships among the study variables, with family-school partnerships serving as the independent variable. This variable encompasses Family-School

Communication, Family-School Decision-Making, and Parent-Teacher Relationships, all aimed at enhancing teachers' implementation of the Competency-Based Curriculum (CBC).

In this study, the dependent variables include teachers' implementation of CBC, assessed in terms of learners' competencies, among others, such as critical thinking, communication, collaboration, and creativity, leading to improved academic performance and holistic development. Additionally, technology integration and the effectiveness of teachers' pedagogical approaches are considered. Intervening variables include teachers' attitudes toward family-school partnerships and government policies on teacher retraining. These factors serve as moderating variables, influencing the relationship between family-school partnerships and teachers' implementation of CBC.

As noted by Bordalba (2019), family-school communication plays a crucial role in shaping teachers' implementation of CBC by fostering collaboration, understanding, and alignment between home and school environments. Effective communication channels between families and teachers facilitate the exchange of valuable information about students' strengths, needs, and progress, which can inform instructional planning and decision-making. When teachers maintain open lines of communication with families, they gain insights into students' diverse backgrounds, experiences, and learning styles, enabling them to tailor instruction to meet individual needs effectively.

Family-school decision-making is also essential in influencing teachers' implementation of CBC by fostering a supportive environment that values diverse perspectives, experiences, and expertise. When families actively participate in decision-making processes, they contribute valuable insights into students' individual needs, preferences, and learning styles, which help shape CBC initiatives. Family-school decision-making also promotes transparency, accountability, and shared responsibility among stakeholders, ensuring that teachers receive the necessary support, resources, and training to implement CBC effectively. Through collaborative decision-making, families and schools can align their efforts to create inclusive, responsive, and student-centered learning environments that prioritize the holistic development of every learner.

Parent-teacher relationships are pivotal in influencing teachers' implementation of CBC, as they provide a foundation for collaboration, support, and mutual understanding. Strong relationships between parents and teachers create a conducive environment for open communication, allowing

for the exchange of valuable insights into students' academic, social, and emotional development. When teachers establish positive connections with parents, they gain important perspectives on students' strengths, needs, and learning preferences, which inform instructional planning and differentiation. Strong parent-teacher relationships enhance teachers' ability to implement CBC effectively by promoting collaboration, communication, and shared ownership of students' educational journey.



Chapter Three

Research Methodology

3.1 Introduction

This chapter describes the research design, target population and sampling, data collection methods, data analysis, validity and reliability of study instruments. Finally, the chapter presents the ethical considerations that the researcher followed.

3.2 Research Design

Creswell (2014) defines research design as the procedures for collecting, analyzing, interpreting, and reporting data. The current study employed a convergent parallel mixed-methods design, which allows researchers to collect both quantitative and qualitative data simultaneously, analyze them separately, and then integrate the results. This design is part of the broader mixed-methods paradigm, which also includes explanatory sequential, embedded, transformative, and multiphase designs. The convergent design was chosen for its strength in offering a comprehensive understanding of the research problem. This approach has been used in educational studies in Kenya, such as those exploring teacher preparedness for CBC implementation and parental involvement in learner performance, yielding well-rounded insights that neither method alone could provide. Outcomes from such studies often reveal both statistical trends and deeper contextual explanations, enhancing the overall validity of findings.

3.3 Target Population

Kibra constituency has 22 public primary schools. The study targeted all schools for participation, involving 550 teachers, 22 head teachers, 22 Parent-Teacher Association (PTA) Chairperson and one Quality Assurance and Standards Officer.

3.4 Sample Size and Sampling techniques

Makwana, et al, (2023) defined sampling as the technique of choosing a sub-group from a population to participate in the study. The current study employed both probability and non-probability sampling techniques to select the sample size for the study. Kibra constituency has 22 public primary schools. The study employed purposive sampling to include all 22 public primary

schools and their 22 head teachers. The head teachers were included in the study because of their administrative roles and responsibility for the performance of teachers and students in the schools. Purposive sampling was also used to include 22 PTA Chairperson as well as one Quality Assurance and Standards Officer for the area. Including PTA chairpersons in this study was crucial as they represent parents' perspectives, playing a key role in family-school partnerships. Their insights on collaboration may help understand how parental involvement impacts teachers' implementation of the competency-based curriculum. The inclusion of Quality Assurance and Standards Officers (QASO) was based on the fact that they are government representatives who supervise schools to ensure the performance of head teachers, teachers, and students in the implementation of CBC.

Kibra constituency has 550 primary school teachers (Kibra Sub-County Report, 2024). In the selection of teachers from the sampled schools, the researcher first stratified them in terms of gender and then used simple random sampling to select teachers from each stratum. As a result, 301 teachers were selected using simple random sampling, which constituted of 55% of the total sample size. Through the use of simple random sampling, the researcher assigned numbers to the names of teachers based on a list. These numbers were written on pieces of paper, folded, and placed in a container. The papers were then randomly picked from the container until the required number of teachers was reached. Those whose names were picked were considered to participate in the study. The teachers were included in the study because of the important role they play in the implementation of CBC through teaching. Their opinions were important for the study.

Table 1 Sample and Sampling Procedures

Category	Target population	Sampling Technique	Sample size	Percentage
Primary schools	22	Purposive	22	100%
Head teachers	22	Purposive	22	100%
Teachers	550	Stratified and Simple Random sampling	301	55%
Parents	22	Purposive	22	100%

QASO	1	Purposive	1	100%
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3.5 Data Collection Methods

This study used interviews and questionnaires to collect data from the study participants. The interviews were used to collect data from head teachers, PTA chairpersons and the QASO, while the questionnaire was used to collect data from the teachers.

3.5.1 Questionnaire for Teachers

The questionnaire was divided into five sections. Section one presented the demographic information of teachers; section two sought for information about the extent to which family-school communication influence teachers' implementation of CBC; section three found out information about how family-school decision-making influences teachers' implementation of CBC; and section four sought information about the extent to which parent-teacher relationships influence teachers' implementation of CBC in Kibra Constituency.

3.5.2 In-depth Interview Guide for Head-teachers and QASO

The in-depth interview guide contained probing questions seeking to prompt significant information from the head teachers and QASO. Through the in-depth interview, the researcher had an advantage of obtaining more information and at a greater depth from the head teachers and QASO than with any other instrument. Interviews also provided a flexibility and an opportunity to restructure or clarify questions in case the interviewee encounters difficulties understanding them (Cozby & Bates, 2012).

3.5.3 In-depth Interview Guide for the Parent Representatives (PTA Chairpersons)

In this study, an interview guide was used to collect data from parents. The in-depth interview guide consisted of two sections. Section A included questions aimed at gathering demographic information, such as parents' age, gender, and educational level. Section B contained questions designed to explore the extent to which family-school communication influences teachers' implementation of the Competency-Based Curriculum (CBC), how family-school decision-making impacts this implementation, and the extent to which parent-teacher relationships influences teachers' implementation of CBC in Kibra Constituency.

3.6 Data Analysis

This study analyzed data using both quantitative and qualitative techniques. Quantitative data was analyzed by the use of the Statistical Package for Social Sciences (SPSS) version 25. The study used descriptive statistics (frequencies and percentages) in the analysis of quantitative data which was collected using questionnaires and data was presented in the form of tables, and bar graphs. Qualitative data obtained through qualitative instruments such as open-ended questions and interviews was analyzed in themes and presented in direct quotations and narratives.

3.7 Validity of Research Instruments

Guo et al, (2024) defined validity as the extent to which an instrument measures what it is intended to measure. The researcher ensured the validity of the quantitative research instruments through consultations experts in research which included with supervisors. The supervisors' input was incorporated into the questionnaire, thereby enhancing the content and face validity of the instruments. To augment the validity and credibility of the findings, the researcher employed the member-checking research technique. This technique ensures that participants in the research process are involved in verifying the accuracy of the collected data and the interpretations made based on that data (Creswell, 2013). The validity of the qualitative data collection instrument was established by providing participants with an opportunity to review and confirm whether the researchers' interpretations accurately reflect their views and experiences. In cases where discrepancies are identified, participants were asked to clarify their responses and provide additional context if necessary. The researcher carefully considered the participants' feedback and made appropriate adjustments to interpretations to ensure accuracy and rigor in the research process.

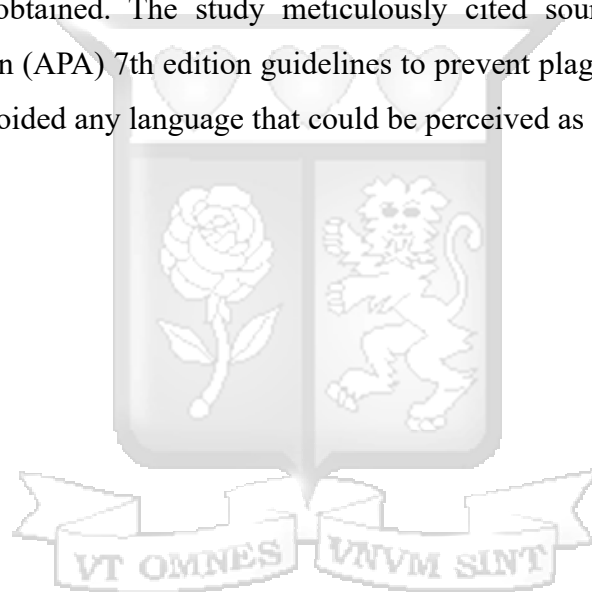
3.8 Reliability of Research instruments

Mugenda (2013) defines reliability as the extent to which any measuring procedure yields the same results on repeated trials. Reliability of the instruments may be tested using split-half, test retest, alternate forms, or equivalent forms. The current study used a split-half approach to determine the internal reliability of the teacher questionnaire. The researcher administered questionnaires to 9 teachers during pilot testing. The received responses of items in the Likert scale were subjected to the Cronbach's alpha formula that was applied to a section of the teachers' questionnaire. The Statistical Package for Social Science (SPSS) version 29 was used to compute the reliability index.

Kothari and Garg (2014) recommend that an alpha ($\alpha > 0.7$) is normally deemed satisfactory. Therefore, the researcher considered reliability coefficients of 0.8 as reliable.

3.9 Ethical Considerations

According to Mugenda and Mugenda (2013), researchers must adhere to ethical standards. Prior to data collection, the researcher submitted the signed research proposal to Strathmore University's Department of Postgraduate Studies. This step was essential for obtaining a recommendation letter to apply for a research permit from National Commission for Science, Technology and Innovation (NACOSTI). Additionally, permission was sought from the County Director of Education in Kibra and respective head teachers. Participants were assured of anonymity and confidentiality, and informed consent was obtained. The study meticulously cited sources following American Psychological Association (APA) 7th edition guidelines to prevent plagiarism and any associated issues. The researcher avoided any language that could be perceived as threatening or coercive.



Chapter Four

Presentation, Interpretation and Discussion of Findings

4.1 Introduction

This chapter presents the analysis, interpretation, and discussion of the study's findings, which assesses the influence of family-school partnerships on primary school teachers' implementation of the Competency-Based Curriculum (CBC) in Kibra Constituency, Nairobi, Kenya. The chapter begins with an overview of participants' response rates and demographic information, which are essential for understanding the context and representativeness of the sample.

The findings are structured around the study's objectives to ensure a thorough study of key research areas. First, the chapter explores the extent to which family-school communication influences teachers' implementation of CBC, highlighting interactions such as school-home communication, conferences, and parent-teacher meetings. Second, it examines the relationship between family-school decision-making and teachers' implementation of CBC, focusing on parental involvement in policy formation and collaboration to support students' learning. Finally, the chapter assesses the influence of parent-teacher relationships on teachers' implementation of CBC, emphasizing mutual trust, open communication, and collaboration.

The analysis integrates quantitative data from questionnaires with qualitative insights from head teachers, Parent-teacher association (PTA) chairpersons, and the Quality Assurance and Standards Officer (QASO). Findings are discussed in relation to previous research, providing a deeper understanding of how family-school partnerships influence the effective implementation of CBC in primary schools. The chapter concludes with interpretations that link the findings to the study's broader objectives, setting the stage for the conclusions and recommendations presented in Chapter Five.

4.2 The Response Rate of the Study Participants

The researcher distributed research instruments to different study participants; questionnaires were distributed to teachers which was beneficial in the collection of quantitative data. Interview guides were used to collect qualitative data from the head teachers, parent teacher association chair persons and QASO that were included in the study. Table 2 shows the response rates of the study participants.

Table 2 The Response Rate of the Study Participants

Participants	Sampled Participants	Actual Participants	Response Rate (%)
Head teachers	22	19	86.4
Teachers	301	297	99
PTA chair persons	22	18	82
QASO	1	1	100
Total	324	317	97.8

Source: Field Data, 2025

Table 2 presents the distribution and return rates of data collection tools among key education stakeholders in primary schools within Kibra Constituency, Nairobi, Kenya. A total of 301 questionnaires were distributed to teachers, of which 297 were completed and returned, yielding a high response rate of 99%. This indicates strong engagement and enhances the reliability of the findings. Additionally, 19 out of 22 head teachers participated in interviews, resulting in an 86.4% response rate. The Quality Assurance and Standards Officer was also interviewed, marking a 100% response rate in that category. Furthermore, 18 out of 22 PTA chairpersons were interviewed, giving an 82% response rate. These high response rates significantly boost the validity and credibility of the study's conclusions.

However, as shown in Table 2, there were some gaps in the response rate of the teachers, head teachers and the PTA chair persons. The four teachers who did not return their questionnaires reported having misplaced them, while the three head teachers who did not participate in the study reported having a tight schedule that week and unavailable for interviews. The three parents who were unavailable for interviews reported being busy and engaged in activities that prevented them from being available for the interviews. Mugenda and Mugenda (2013) argue that a response rate of 50% is adequate for data analysis and reporting, a rate of 60% is good, and a response rate of 70% or more is excellent. Thus, following the recommendation of Mugenda and Mugenda (2013), the response rates of 99% for teachers, 86.4% for head teachers, and 100% for the QASO and 82% for PTA chair persons were excellent for data analysis and reporting.

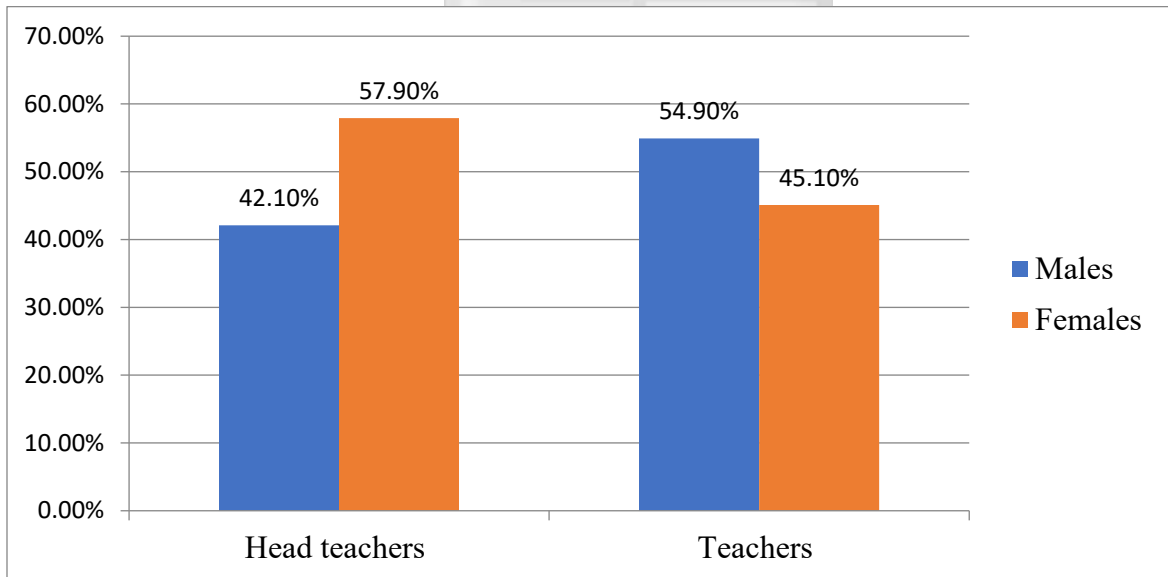
4.3 Demographic Information of the Participants

In this, the study sought to establish the personal characteristics of the study participants which involved the age, gender, experience in years of service, and levels of qualification. This was done in order to find out how the demographic characteristics of the study participants are related to how family-school partnerships influence primary school teachers' implementation of competency-based curriculum in Kibra constituency, Nairobi Kenya.

4.3.1 Distribution of Study Participants by Gender

This study sought to establish the gender of the participants to determine whether there was a difference between female and male participation in rating how family-school partnerships influence primary school teachers' implementation of competency-based curriculum in Kibra constituency, Nairobi Kenya. Figure 2 presents the findings of the study.

Figure 2 Distribution of Study Participants by Gender



Source: Field Data, 2025

As demonstrated in Figure 2, 42.10% of the head teachers were male, while the majority (57.90%) was female. The number of male teachers (54.90%) was greater than that of female teachers (45.10%). It can thus be said that in this study, there was gender balance in terms of gender participation though male teachers were more than the female teachers. Gender-balanced participation is crucial in this study as it ensures diverse perspectives from both male and female teachers, reflecting the broader teaching community. In the context of family-school partnerships,

balanced representation allows for a comprehensive understanding of how gender dynamics influence the implementation of competency-based curricula, fostering equitable strategies that address the needs of all students in Kibra.

4.3.2 Distribution of Head-teachers and Teachers by Age

The study sought to find out the age range of the head teachers and teachers to find out if age had any influence on the participants' rating of how family-school partnerships influence primary school teachers' implementation of competency-based curriculum in Kibra constituency, Nairobi Kenya. Table 3 presents the findings of the study.

Table 3 Distribution of Head teachers and Teachers by Age

Age	Head teachers (n=19)		Teachers (n=297)	
	F	%	F	%
20-30 years	-	-	18	6.1
31-40 years	3	15.8	220	74.1
41-50 years	10	52.6	43	14.5
51-60 years	6	31.6	16	5.4

Source: Field Data, 2025

Table 3 shows that most of the head teachers (52.6%) were in the age bracket between 41 and 50 years of age. There were no head teachers in the age bracket between 20 and 30 years of age. The study further shows that most of the teachers (74.1%) were in the age bracket between 31 and 40 years of age. This shows that most of the head teachers were older than the teachers in the primary schools in Kibra constituency which allows easy supervision as older head teachers can easily supervise young teachers based on the accumulated experience. Mbunde (2018) noted that having head teachers slightly older than primary school teachers is important as it brings a wealth of experience, maturity, and leadership skills that can guide and mentor younger teachers effectively. Older head teachers often possess a deeper understanding of school dynamics, curriculum implementation, and conflict resolution (Foucher, 2024). Their experience enables them to provide sound decision-making, offer guidance, and foster a stable, supportive environment, ultimately

benefiting both teachers and students in achieving educational goals and maintaining a positive school culture.

Additionally, having a majority of teachers in the 31-40 age brackets may offer some advantages in the implementation of CBC. For example, these educators often bring a blend of experience and fresh perspectives, making them highly adaptable to new teaching methods and technologies. They are typically more relatable to students, fostering a dynamic, engaging learning environment. Their energy and enthusiasm for innovation can inspire students to think creatively. Additionally, as argued by Ivanishhcheva (2022), teachers in this age group are often more open to continuous professional development, keeping their skills and teaching approaches current.

4.3.3 Distribution of Head-teachers and Teachers according to Academic Qualifications

The researcher aimed to examine the distribution of head teachers and teachers according to their academic qualifications. This was done to understand whether their educational backgrounds influence their assessment of the impact of family-school partnerships on primary school teachers' implementation of the competency-based curriculum in Kibra Constituency, Nairobi, Kenya. The study sought to determine whether higher qualifications correlate with more effective parental involvement in CBC implementation. Table 4 presents the findings of the study.

Table 4 Distribution of Head teachers and Teachers according to Academic Qualifications

	Head teachers		Teachers	
	F	%	F	%
Diplomas	4	21.1	224	75.3
Bachelor's degree	14	73.7	69	23.2
Master's degree	1	5.2	4	1.5

Source: *Field Data, 2025*

Figure 4 indicates that most of the head teachers (73.7%) held bachelor's degrees. Only 5.2% of head teachers had attained master's degree qualifications, while 21.1% had diploma qualifications. It was further noted that the majority of teachers (75.3%) held diploma qualifications, 23.2% possessed bachelor's degrees, and 1.5% had attained master's degrees. These findings indicate that

a substantial proportion of teachers in Kibra Constituency are professionally qualified to teach at the primary level. This high level of qualification is significant in the context of assessing how family-school partnerships influence the implementation of the Competency-Based Curriculum (CBC). Qualified teachers are more likely to appreciate and leverage the role of parental involvement in education, thus potentially enhancing CBC implementation. Their training equips them to engage effectively with families and adapt to the pedagogical demands of the CBC, which emphasizes learner-centered approaches and holistic development.

The head teachers were also well-qualified to lead the schools (TSC, 2024). Qualified teachers with diplomas and degrees, along with head teachers holding degrees, are crucial for effective curriculum implementation, particularly in competency-based education (CBC), which emphasizes holistic student development and parental involvement. Educators with strong academic backgrounds are better equipped to understand and apply modern teaching methods, assess students' progress, and adapt to the CBC's dynamic approach. Additionally, as highlighted by Gudyanga (2025), knowledgeable head teachers can guide and support teachers, foster community engagement, and ensure successful collaboration with parents, all of which are essential for achieving the curriculum's goals.

4.3.4 Distribution of Head-teachers and Teachers according to Experience in Service

The researcher sought to determine the years of experience of the head teachers and teachers in order to assess whether they had acquired knowledge and skills along the years of service that could have helped them to effectively involve parents in the effective implementation of competency-based curriculum. Table 5 shows the findings of the study

Table 5 Distribution of head teachers and Teachers according to Experience in Service

	Head teachers		Teachers	
	F	%	F	%
Less than 2 years				
2-7 years	10	52.6	221	74.4

8-17 years	6	31.6	60	20.2
13-18 years	3	15.8	14	4.7
19 and above	-	-	2	0.7

Source: *Field Data, 2025*

Table 5 shows that most of the head teachers (52.6%) have between 2 to 7 years of experience. The percentage of head teachers with 13 to 18 years of experience was 15.8%, with 31.1% who were between 8-17 years of experience. Furthermore, most of the teachers were found to have between 2 to 7 years of experience. This indicates that both head teachers and teachers have varied experiences throughout their careers. Head teachers need to have extensive experience for the successful implementation of a competency-based curriculum. Head teachers who possess substantial leadership experience, strategic thinking, and adaptability needed to navigate complex changes. Head teachers' experience helps in understanding diverse student needs, fostering teacher development, and managing challenges (Katundu, 2017). Experienced leaders can effectively communicate the vision, align resources, and ensure consistent assessment practices, all of which are key for the curriculum's success. Their guidance helps create a supportive environment for both educators and students.

4.4 Findings of the Study

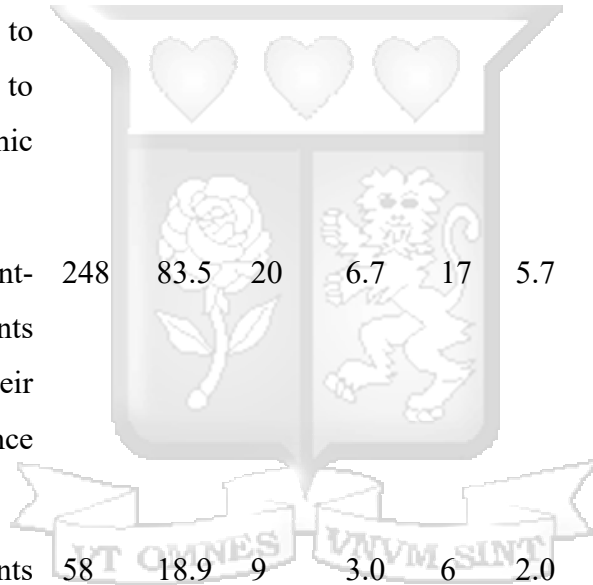
This section deals with the findings based on the research questions, including to examine the extent to which family-school communication influences teachers' implementation of CBC, to find out the relationship between family-school decision-making and teachers' implementation of CBC, and finally to examine the extent to which parent-teacher relationships influence teachers' implementation of CBC in Kibra Constituency.

4.4.1 Family-School Communication and Teachers' Implementation of CBC

The first research question of this study sought to examine the extent to which family-school communication influences teachers' implementation of CBC in primary schools in Kibra Constituency. Under this question, the teachers were requested to choose the response that best represented their opinions on a five-point scale. As presented in Table 6, the rating scale was Strongly Agree (SA), Agree (A), Undecided (UD), Disagree (D), and Strongly Disagree (SD).

Table 6 Family-School Communication and Teachers' Implementation of CBC

Statement	SA		A		UD		D		SD	
	F	%	F	%	F	%	F	%	F	%
School-home interactions enhance teacher's ability to foster critical thinking skills among learners in the implementing CBC.	105	35.4	14	48.5	24	8.1	20	6.7	4	1.3
Conferences enable teachers and parents to explore issues related to students' academic progress.	259	87.2	10	3.4	16	5.4	7	2.3	5	1.7
With the help of parent-teacher seminars, parents freely discuss their children's performance with teachers.	248	83.5	20	6.7	17	5.7	8	2.8	4	1.3
The school ensures parents access information through various platforms leading to their children academic progress in implementing CBC.	58	18.9	9	3.0	6	2.0	199	67	27	9.1
Families provide information to teachers about any challenges their child may be facing, which	2	0.7	9	3.0	48	16.2	68	22.9	170	57.2



teachers use to adapt their pedagogy to fit learners' CBC needs.

Communication between families and the school enable teachers to engage learners in problem-solving activities that enhance creativity in the implementation of CBC.	252	84.8	5	1.7	24	8.1	14	4.7	2	0.7
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Source: Field Data, 2025

The findings as presented in Table 6 indicate that most of the teachers (84%) agreed with the idea that school-home interactions enhance teachers' ability to foster critical thinking skills among learners in implementing of CBC which shows great importance of involving teachers in the academic life of learners. There were however a small number of the teachers (8.8%) who were not sure whether school-home interactions enhance teachers' ability to foster critical thinking skills among learners in implementing CBC. One of the head teachers commented:

I support school home communication because I know that it fosters communication and collaboration between teachers and parents, providing valuable insights into students' learning styles and challenges. This partnership enables teachers to tailor strategies, offer personalized support, and reinforce critical thinking skills both at school and home (Head teacher 1, 14/02/2025).

This finding underscores the critical role of effective family-school communication in supporting CBC implementation. It highlights how strong partnerships empower teachers to personalize instruction, align learning goals, and reinforce competencies both at school and home, ultimately enhancing learner outcomes in CBC-focused classrooms.

One of the parents expressed similar sentiments, highlighting the need for parents to collaborate with teachers to enhance students' performance in school. For instance, a parent argued, "As

parents, we have the duty to collaborate with teachers and support them where needed, and this has led to our children improving and performing well in school." A related argument was raised by the Quality Assurance and Standards Officer (QASO), who mentioned, "Every time I talk to head teachers and teachers in schools, I encourage them to collaborate with parents, as this enhances student performance and the management of student behavior." These findings highlight a strong consensus among the participants in the study that school-home interactions positively influence the ability of teachers to foster critical thinking skills in learners during the implementation of the CBC.

The teachers who were unsure suggest some uncertainty or a lack of clear understanding regarding the role of these interactions. This indicates the potential need for further professional development or clarification on the importance of school-home collaboration in enhancing critical thinking. Yunfeng (2024) emphasizes that school-home collaboration is crucial for student success, as it ensures consistent support across environments. It strengthens communication between parents and teachers, fostering a unified approach to addressing students' academic and behavioral needs, ultimately enhancing their overall learning and development.

Regarding whether conferences enable teachers and parents to explore issues related to students' academic progress, most of the teachers (87.2) were in agreement with the idea. Only 2.4% of the teachers disagreed with the idea. Parents seemed to be in support of the idea that conferences enable teachers and parents to explore issues related to students' progress as one of them argued:

As a parent, I understand how important conferences can be in enhancing students' progress. Conferences provide a platform for teachers and parents to engage in direct communication, discussing students' strengths, challenges, and academic progress. This collaborative dialogue fosters mutual understanding, allowing both parties to work together in developing strategies to support student improvement (PTA Parent A, 14/02/2025).

These findings highlight strong support for family-school partnerships with teachers agreeing that conferences facilitate discussions on students' academic progress. This reflects mutual recognition of their value. Parents also emphasized the importance of conferences in fostering collaboration, enhancing students' progress through direct communication and shared strategies. The input of the parents and teachers are in line with what the QASO mentioned in the interview that, "Family-

school partnerships enhance the effective implementation of CBC by fostering collaboration, ensuring consistent support for students, and aligning home and school strategies. This shared commitment helps address individual learning needs, promoting better student outcomes and skill development.” In line with these findings, a study by Zhiwen (2023) argued that in schools where parents are involved in the affairs of students, the implementation of the curriculum tends to be more effective, and students are more likely to successfully achieve their academic goals.

Table 6 further shows that 83.5% of the teachers agreed with the idea that with the help of parent-teacher seminars, parents freely discuss their children’s performance with teachers. This shows that when parents are involved in the affairs of their learners there is improved performance. Only 2.7% of the teachers were undecided about the idea. The QASO also supported the idea and commented, “Parent-teacher seminars provide an opportunity for open dialogue, allowing parents to discuss their children’s academic progress, strengths, and challenges. This collaborative setting fosters a deeper understanding between parents and teachers, enabling them to work together to support the child’s development”. One of the parents also commented:

As parents, we find the conferences organized at school beneficial. Such conferences allow us to discuss students' performance with teachers, helping us understand our child's strengths, challenges, and overall development. This fosters a collaborative approach to addressing academic or behavioral issues, ensuring both home and school are aligned in supporting the child's success and well-being (PTA Parent B, 14/02/2025).

The findings highlight the positive impact of parent-teacher seminars in fostering collaboration between parents and teachers. This collaborative effort as noted by Denzil (2024) strengthens the connection between home and school, ensuring student success and well-being.

As demonstrated in Table 6, most of the teachers (67%) disagreed that the school ensures parents can access information about their children's academic progress through various platforms in implementing CBC. However, 18% of the teachers agreed with this idea. Parents, on the other hand, believed that teachers make efforts to provide information through social media platforms, though challenges remain. One parent noted:

As parents, we face several challenges when using social media to communicate with schools. One issue is limited digital literacy, where some parents may not be comfortable navigating online

platforms. Additionally, unequal access to technology or internet connectivity sometimes hinders effective communication (PTA Parent C, 14/02/2025).

The QASO also mentioned:

Some parents face challenges with miscommunication, which has become a concern, as informal social media interactions may lead to misunderstandings or lack of clarity. Lastly, privacy and security is another issue that has been raised, as sensitive student information may be vulnerable on public platforms (QASO, 12/02/2025).

These findings suggest that while most schools make an effort to communicate with parents through social media platforms, challenges persist, affecting parent-school collaboration. As a result, this has impacted teachers' implementation of CBC in primary schools in Kibra Constituency, Nairobi, Kenya.

The findings indicate a lack of strong communication between families and teachers regarding students' challenges, with 68% of teachers disagreeing that families provide this crucial information. This gap in communication limits teachers' ability to adapt their pedagogy to meet the specific needs of learners in a CBC framework. The uncertainty expressed by 16% of teachers further highlights the need for stronger collaboration between parents and teachers, which is essential for effectively implementing CBC and supporting individualized student learning. The QASO also noted, "Parents in our schools do not show much interest in receiving and providing information to the schools." This is a significant challenge because if parents are not informed about what is happening with their learners or do not report back to the school about their children's progress, little will be known about their development. This lack of communication can negatively impact their performance and ultimately hinder the successful implementation of CBC.

Further findings as revealed on Table 6 show that 84.8% of the teachers agreed that communication between families and the school enable teachers to engage learners in problem-solving activities that enhance creativity in the implementation of CBC. In line with these findings, one of the parents commented:

As a parent, I know that effective communication between families and the school provides teachers with valuable insights into students' strengths and challenges. This allows teachers to tailor problem-solving activities that align with individual needs, fostering creativity. When

teachers and parents collaborate, they can create a more supportive environment that enhances the implementation of CBC (PTA Parent D, 13/2/2025).

A study by Wulandary (2018) contended that communication between families and the school is vital for the effective implementation of the curriculum, as it ensures that both teachers and parents are aligned in supporting the student’s academic journey. When parents provide insights into their child's strengths, challenges, and needs, teachers can adapt their instruction accordingly. This collaboration fosters a unified approach to student development, enhances problem-solving, and ensures that the curriculum is tailored to meet each student's unique needs, improving overall learning outcomes.

4.4.2 The Relationship between Family-school Decision-Making and Teachers’ Implementation of CBC

The second research question of this study sought to establish the relationship between family-school decision-making and teachers’ implementation of CBC in Kibra Constituency. The teachers were asked to choose the response that best represented their opinions on a five-point scale. The rating scale presented was: Strongly Agree (SA), Agree (A), Undecided (UD), Disagree (D), and Strongly Disagree (SD). Table 7 presents the findings.

Table 7 The Relationship between Family-School Decision-making and Teachers’ Implementation of CBC

Statement	SA		A		UD		D		SD	
	F	%	F	%	F	%	F	%	F	%
Families are usually involved during creation of school policies that enhance teachers’ implementation of CBC.	9	3.0	15	5.1	3	1.0	25	84.5	19	6.4
As a teacher, I make good use of school policies and make informed decisions concerning	5	1.7	226	76.1	2	0.6	59	19.9	5	1.7

my pedagogical approaches in implementing CBC.

Our school conferences provide an opportunity for parents to collaborate with teachers to support their child's learning journey.

60	20.2	205	69.0	2	0.7	8	2.7	22	7.4
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Parents are encouraged to reach out to teachers and school administrators with any concerns or suggestions regarding the learning of their children.

187	63.0	58	19.5	2	0.6	2	0.7	48	16.2
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Source: Field Data, 2025

As shown in Table 7, most teachers (84.5%) disagreed with the idea that families are involved in the creation of school policies that support teachers' implementation of the CBC which shows that head teachers are making efforts to involve parents in the education of learners. Only 3% of the teachers agreed with this idea. The QASO also supported these findings, noting, "In our schools, we face a challenge with parents not cooperating when invited to meetings, which has affected their inclusion in the formulation of school policies." Parents, however, had a different perspective. One parent argued:

We are not usually invited to meetings. I know we, as parents, can be busy, but if invited, we could make significant contributions toward the creation of school policies. I also think the use of social media to communicate with us has been a challenge. We sometimes don not receive information that the school sends via social media, which has affected our attendance at school matters (Parent E, 12/02/2025).

These findings suggest that teachers in schools in Kibera face challenges in contributing to the formulation of school policies, which in turn affects the implementation of the curriculum. When

parents are not involved in shaping school policies or curriculum implementation, teachers may struggle to align their teaching with students' diverse needs and backgrounds. Without parental input, teachers may lack insight into students' home environments, learning styles, or cultural values, making it harder to create a supportive and inclusive classroom. This disconnect can negatively impact student engagement, academic performance, and overall success, as the teaching process may not fully reflect students' broader contexts or needs. In line with these findings, a study by Zagona and Amanda (2017) contended that including parents in the creation of school policies ensures that diverse perspectives are considered, fostering collaboration between home and school. This involvement enhances student support, improves communication, and ensures policies are aligned with family needs and values.

Most of the teachers (76.1%) supported the idea that they make good use of school policies and make informed decisions concerning their pedagogical approaches in implementing CBC; this is expressed especially through integration of involvement of parents and use of technology in teaching. They were however 0.6% of the teachers who were undecided about the idea. These findings indicate a strong alignment between policy and practice. However, the 0.6% of undecided teachers may reflect uncertainty or lack of clarity, suggesting room for improvement in providing clear guidance and support for all educators. The QASO also shared the following insight:

Teachers in our schools are doing their best in implementing the curriculum. I acknowledge that it has been a challenge, especially since it's a new curriculum for them. However, with the training they've received, they've successfully aligned their pedagogical approaches to meet the needs of the CBC (QASO, 13/02/2025).

It should be acknowledged that effective pedagogical approaches enhance teaching and learning by promoting active, student-centered engagement. For CBC implementation, these approaches align teaching with the curriculum's emphasis on competencies, critical thinking, and holistic development. Teachers can use diverse methods, like project-based learning and formative assessments, to cater to students' needs, ensuring deeper understanding, fostering creativity, and successfully adapting to the CBC framework. A study by Vozyuk (2024) argued that if pedagogical approaches are ineffective, teaching and learning may suffer from disengagement, low motivation, and poor understanding. Students may struggle to grasp concepts, leading to decreased academic performance and hindered skill development.

The study findings further show that the majority of the teachers 69.0% were of the view that their school conferences provide an opportunity for parents to collaborate with teachers to support their child's learning journey. This could have been noted through parent teacher interaction in conferences where learning needs of learners are discussed and improvements made where needed. There were only 7.4% of the teachers who disagreed with the idea. The response from parents also supported the idea as one of the parents argued:

As a parent, I can acknowledge that conferences provide a platform for parents and teachers to discuss a child's progress, strengths, and areas for improvement. This collaboration fosters open communication, enabling parents to understand teaching strategies and reinforce learning at home, ensuring a more cohesive and supportive educational experience for the child (PTA Parent F, 14/02/2025).

These findings concur with the findings of a study by Yankey (2024), which affirmed that conferences between parents and teachers strengthen the child's learning journey by fostering open communication about the child's academic progress, strengths, and challenges. They offer a chance to set shared goals, discuss strategies for improvement, and address any concerns. This partnership allows parents to better support their child's learning at home, creating a more cohesive, nurturing educational experience.

As indicated in Table 7, the study reveals that a majority of teachers (63.0%) agreed that parents are encouraged to reach out to teachers and school administrators with concerns or suggestions about their children's learning. This finding is significant in the context of assessing influence of family-school partnerships on the implementation of the Competency-Based Curriculum (CBC) in Kibra Constituency. It suggests that schools are fostering an open and inclusive communication environment, which is a foundational element of effective family-school collaboration. Such engagement allows parents to play an active role in their children's education, providing feedback and insights that can help teachers adjust instructional strategies to better support individual learner needs, an essential aspect of CBC implementation. There were only 16.2% of the teachers who disagreed with the idea. These findings from teachers were also in line with what the QASO mentioned in the interview:

Whenever I have the opportunity to speak with head teachers, I consistently encourage them to actively involve parents in decision-making processes. This means inviting parents to the school

to address any concerns they may have. By doing so, it fosters collaboration between parents and teachers, ultimately enhancing the successful implementation of the curriculum and supporting a more holistic educational experience for students (QASO, 15/02/2025).

The parents also agreed with the idea of expressing their views to the school, acknowledging that they are encouraged to do so, despite their busy schedules and limited time to follow up on school matters. One parent shared:

In my school, as parents, we are always invited to express any concerns we have regarding our children's learning. However, the challenge has been finding time to engage with the school on teaching and learning issues. We often find ourselves busy trying to keep up with life outside, and as a result, we struggle to prioritize school matters, even when invited (Parent G, 14/02/2025).

These findings highlight that while most teachers and parents agree on the importance of communication and collaboration, challenges such as limited time hinder full engagement. Involving parents in decision-making supports curriculum implementation by fostering a strong partnership between home and school, leading to a more effective and inclusive learning environment.

4.4.3 The Extent to which Parent-teacher Relations Influences Teachers’ Implementation of CBC in Kibra Constituency

The last research question of this study sought to find out the extent to which parent-teacher relationships influence teachers’ implementation of CBC in Kibra Constituency. The teachers were asked to choose the response that best represented their opinions on a five-point scale. The rating scale presented was: Strongly Agree (SA), Agree (A), Undecided (UD), Disagree (D), and Strongly Disagree (SD). Table 8 presents the findings of the study.

Table 8 Parent-teacher Relationships and Teachers’ Implementation of CBC

Statement	SA		A		UD		D		SD	
	F	%	F	%	F	%	F	%	F	%

There is effective communication between teachers and parents regarding the progress of learners in implementing CBC.	1	0.3	3	1.0	45	15.	31	10.4	21	73.1
Parents engage in discussions with teachers about learners' strengths and weaknesses in implementing CBC.	3	1.0	28	9.5	1	0.3	1	0.3	26	88.9
Open communications between parents and teachers enhances teachers' performance.	111	37.4	143	48.1	5	1.7	7	2.4	31	10.4
There is noticeable relationship between parents and teachers which enhances teacher' pedagogy.	10	3.4	26	8.8	2	0.6	25	85.2	6	2.0
There is mutual trust between parents and teachers which enhances teachers' implementation of CBC.	6	2.0	6	2.1	1	0.3	25	86.2	28	9.4

Source: Field Data, 2025

As shown in Table 8, a significant majority of teachers (73.1%) strongly disagreed with the notion that there is effective communication between teachers and parents regarding learners' progress in implementing the Competency-Based Curriculum (CBC), while only 0.3% agreed. This finding highlights a major gap in family-school partnerships, particularly in the area of communication, which is a critical component for the successful implementation of CBC. The CBC model relies heavily on continuous feedback, individualized support, and collaboration between educators and parents to nurture each learner's competencies.

Ineffective communication hinders parents from understanding their children's academic and personal development, limiting their ability to support learning at home. This disconnect can ultimately undermine the goals of CBC, which emphasizes holistic, learner-centered education. Parents also shared similar concerns, feeling they are not adequately engaged in the teaching and learning process. For example, one parent argued, "While it is important that we are informed about everything happening at school regarding our children, our school has not succeeded in providing adequate information. We are only told after decisions are made, which is not right." The QASO also expressed dissatisfaction with the lack of parental involvement, stating, "I normally encourage head teachers to involve parents, but it seems this has not been implemented, which is a challenge in most of our schools."

These findings suggest that ineffective communication between teachers and parents hinders curriculum implementation. A lack of parental engagement and timely information limits collaboration, making it difficult for teachers to align their teaching with students' needs, ultimately affecting the successful execution of the CBC. In line with these findings, a study by Samsinar (2024) conducted on School and Family Partnerships in Bone, Indonesia, argued that effective communication between teachers and parents is crucial for curriculum implementation. It fosters collaboration, ensures alignment between home and school, and provides valuable insights into students' needs, ultimately supporting student learning, engagement, and academic success.

Further findings revealed that 88.9% of teachers strongly disagreed with the idea that parents actively engage in discussions with teachers about learners' strengths and weaknesses in implementing the Competency-Based Curriculum (CBC). This overwhelming response points to a serious lack of meaningful dialogue between parents and educators, which is essential for the success of CBC. Since CBC emphasizes continuous assessment, personalized learning, and the development of individual competencies, collaboration between parents and teachers is crucial. When parents are not involved in discussing their children's learning progress, it becomes difficult for teachers to gain insights into learners' experiences outside the classroom, hindering the development of well-rounded support strategies. This lack of engagement weakens family-school partnerships and can negatively affect learner outcomes under the CBC framework. The study also revealed that only a small percentage (1.0%) of the teachers agreed with the idea. the QASO also expressed his concern arguing, "the reason why parents are not engaged in schools' matters is

because most of the schools lack effective communication methods, such as timely updates or accessible platforms for parents to engage in meaningful discussions.” The QASO also noted that some parents may not fully understand the importance of their involvement in their child’s education or how to engage with teachers effectively and as a result as educators we need to help them understand the need for their involvement. While expressing reasons for not attending school matters, one of the parents argued:

In rural or marginalized areas, parents in most cases live far from schools, making physical attendance at meetings or discussions challenging. In addition, many parents have busy schedules, making it difficult for them to attend school meetings or engage with teachers regularly about their children’s progress (PTA Parent F 17/02/2025).

These findings highlight significant barriers to parental engagement in discussions about learners' strengths and weaknesses. Limited communication methods, lack of understanding, geographical distance, and busy schedules hinder parents from actively participating, ultimately affecting the successful implementation of the CBC and student progress. It must however be acknowledged that If parents do not engage in discussions with teachers about learners' strengths and weaknesses, it can lead to misalignment between home and school, hindering personalized support, limiting student growth, and affecting academic progress.

It was found that 85.5% of the teachers supported the idea that open communications between parents and teachers enhances teachers’ performance. Though there were some teachers 1.7% who were undecided about whether open communications between parents and teachers enhances teachers’ performance. These findings indicate that most teachers believe open communication with parents enhances their performance in implementing CBC. However, the small percentage of undecided teachers suggests that further clarity or support may be needed to fully integrate parental involvement in the teaching process. In an interview with parents, one of them had this to say:

I always support the idea of open communication between parents and teachers because I know that it enhances teachers' performance by fostering a collaborative relationship that supports student learning. It enables teachers to gain valuable insights into students' home environments, learning styles, and challenges, allowing them to tailor their teaching strategies. This partnership also helps address concerns early, improving overall student success (PTA Parent H, 11/02/2025).

The QASO also expressed support for open communication between parents and teachers, arguing that it fosters cooperation, allowing both parties to better support learners, which ultimately enhances teacher performance in the teaching and learning process. A study by Zagona and Amanda (2017) supported these findings, revealing that communication between parents and teachers improves teacher performance by providing valuable insights into students' needs and progress, fostering a collaborative approach to addressing challenges, and ensuring consistent support both at school and home.

Further findings, as revealed in Table 8, show that most teachers (85.2%) disagreed that there is a noticeable relationship between parents and teachers that enhances teachers' pedagogy. Only 3.4% of teachers agreed with this idea, while 0.7% were undecided, a very small number. These findings suggest a significant gap in collaboration between parents and teachers, which may hinder effective teaching practices. Without a strong relationship as noted by Epstein and Sheldon (2016) teachers may struggle to fully understand students' needs, limiting their ability to enhance pedagogy and support student success. However, these findings contradict the views of the QASO, who stated, "In our schools, we encourage teacher-parent cooperation, and this has helped in the successful implementation of the curriculum." One parent also shared a similar perspective, stating that parents cooperate with teachers to ensure effective learning for their children.

The idea that there is mutual trust between parents and teachers, which enhances teachers' implementation of CBC, was strongly disagreed with by the majority of teachers (86.2%). A small number of teachers (2.0%) agreed, while 0.3% remained undecided on the matter. However, contrary findings were revealed by the parents, for example, one of the parents commented:

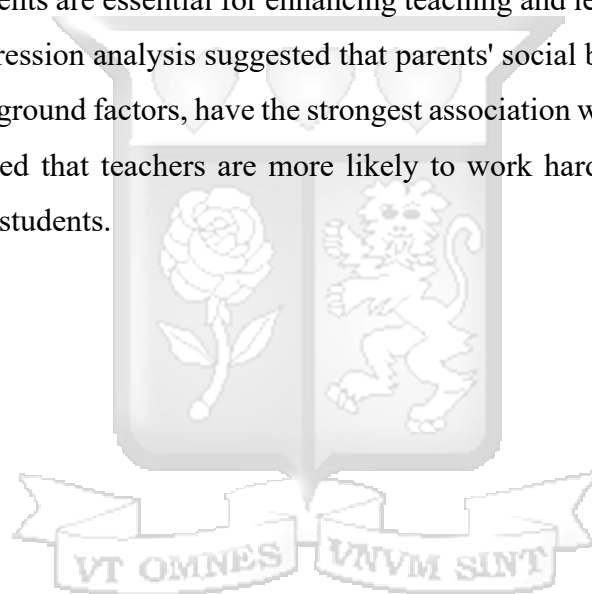
In our schools, we have tried to ensure that there a good relationship between teachers and parents because we know that Mutual trust cooperation between parents and teachers fosters open communication and collaboration, allowing both to work together to support students' academic growth. When parents and teachers trust each other, they can share insights, address challenges promptly, and ensure consistent support for students, enhancing the overall teaching and learning experience (PTA Parent I, 12/2/2025).

Similar findings were revealed by the QASO who mentioned that: *Mutual trust between parents and teachers encourages parents to be more committed to supporting their children's education. When parents trust teachers, they are more likely to contribute resources, whether financial or*

material, for their child's learning. This collaboration fosters a positive school environment, where parents actively participate in providing learning materials, helping create a more enriching educational experience for students (QASO, 13/02/2025).

These findings suggest a disconnect between teachers and parents regarding mutual trust in implementing CBC. While teachers largely disagree on its importance, parents and the QASO highlight how trust fosters collaboration, communication, and resource support, ultimately enhancing the teaching and learning process.

In relation to these findings, a study by Chan and Wong (2023) in Hong Kong titled Building Trust in Elementary Schools: The Impact of Home-School Community Collaboration indicated that trust between teachers and parents are essential for enhancing teaching and learning in schools. Results from the hierarchical regression analysis suggested that parents' social background factors (SES), rather than teachers' background factors, have the strongest association with teachers' level of trust. The results further showed that teachers are more likely to work harder to establish trust with parents of working-class students.



Chapter Five

Summary, Conclusions and Recommendations

5.1 Introduction

This chapter provides a summary of the research findings and conclusions. It also offers recommendations based on the study's findings and suggests areas for further research. In this chapter, a paradigm shift in CBC implementation for Kibra Constituency and across Kenya has been proposed.

5.2 Summary of the Findings

5.2.1 Family-School Communication and Teachers' Implementation of CBC

The research found that strong school-home connections enhance teachers' ability to foster critical thinking skills in learners during the implementation of the Competency-Based Curriculum. Parent-teacher conferences and workshops were recognized as valuable platforms for collaboration. However, a significant communication gap existed regarding the use of digital platforms to share information about students' academic progress.

These findings align with Yunfeng (2024), who emphasized that collaboration between schools and homes provides cohesive support across different settings, fostering a unified approach to addressing students' academic and behavioral needs. Similarly, Zhiwen (2023) argued that parental engagement in educational activities enhances curriculum implementation, reinforcing the positive perceptions of conferences and seminars found in this study. Additionally, Wulandary (2018) highlighted the importance of family-school communication in tailoring instruction to individual student needs, which aligns with this study's conclusions on the role of problem-solving activities and creativity.

However, this study diverges from previous research by revealing strong support for traditional communication methods, such as conferences and seminars, while identifying challenges associated with digital platforms, including low digital literacy and unequal access to technology. This contrasts with studies like Samsinar (2024), which emphasized the potential of digital technologies to improve communication when implemented effectively.

Moreover, the absence of clear policies on digital communication in educational institutions contradicts the recommendations of Epstein and Sheldon (2016), who advocated for structured

communication frameworks to ensure equitable parental involvement. The findings suggest that while conventional communication methods remain effective, capacity-building programs are needed to bridge digital literacy gaps and enhance the integration of technology in family-school communication.

5.2.2 Family-School Decision-Making and Teachers' Implementation of CBC

The majority of teachers reported that families do not actively participate in the formulation of school policies that support CBC implementation. However, teachers acknowledged the role of school policies in guiding their instructional practices, demonstrating alignment between policy and classroom application.

These findings are consistent with Zagona and Amanda (2017), who argued that parental involvement in policy creation ensures the inclusion of diverse perspectives, thereby fostering collaboration between home and school. Similarly, Vozyuk (2024) emphasized the importance of aligning instructional methodologies with institutional policies, reinforcing this study's finding that teachers make informed decisions based on existing regulations.

However, the findings contrast with Yankey (2024), who found that active parental involvement in decision-making processes leads to improved student outcomes. This study revealed a disconnect between teachers and parents regarding policy participation, suggesting that cultural or practical barriers may hinder parental engagement in Kibra Constituency. The study highlights the need for targeted strategies to enhance parental involvement in policy-making. These may include flexible meeting schedules, improved communication on the importance of parental participation, and initiatives to address geographical and socioeconomic challenges.

5.2.3 Parent-Teacher Relationships and Teachers' Implementation of CBC

The majority of teachers expressed significant concerns about the effectiveness of communication between teachers and parents regarding students' progress. Similarly, they reported that parents rarely engage in discussions about students' strengths and challenges. However, the study found that clear and open communication between parents and educators enhances teachers' effectiveness.

The findings align with Samsinar (2024), who emphasized that effective communication enhances teamwork and facilitates student learning. Additionally, the positive impact of open communication on teacher effectiveness supports the conclusions of Zagona and Amanda (2017).

Esther (2007) highlighted the importance of trust in improving teaching and learning, echoing the QASO's perspective that mutual trust fosters resource support and collaboration.

However, this study notably diverges from the findings of Epstein and Sheldon (2016), who argued that strong parent-teacher relationships are essential for effective teaching methodologies. The data reveal a significant gap in collaboration, as most teachers dispute the presence of such relationships in Kibra Constituency. Unlike research conducted in urban or developed regions—where trust and cooperation tend to be stronger due to higher socioeconomic status—this study identifies challenges specific to marginalized communities, such as demanding schedules and geographical barriers. Consequently, the findings stress the need for personalized interventions to build trust and strengthen relationships within marginalized communities. Schools could, for instance, organize community-centered workshops or collaborate with local leaders to improve parental engagement.

5.2.3.1 Broader Implications and Literature Gap

The research highlights significant challenges in implementing the Competency-Based Curriculum due to weaknesses in family-school collaborations, particularly in underprivileged areas such as Kibra Constituency. While certain aspects of collaboration, such as parent-teacher conferences and open communication, were well-supported, others including digital platforms and policy involvement were underutilized.

5.2.3.2 Consistency with Prior Research

The findings align with existing literature emphasizing the importance of family-school collaborations in curriculum implementation. Mbunde (2018) found that experienced head teachers play a crucial role in mentoring novice teachers, reinforcing this study's demographic insights on age and experience.

5.2.3.3 Key Insights Summary

The study highlights the contrast between traditional engagement methods (such as meetings and seminars) and digital platforms in strengthening family-school partnerships. While traditional methods remain effective, limited digital literacy and access challenges hinder the adoption of digital communication, emphasizing the need for capacity-building initiatives for parents and teachers.

Additionally, the research reveals a lack of parental involvement in policy-making, limiting their influence on the implementation of the Competency-Based Curriculum. This calls for flexible strategies to enhance parental participation in decision-making processes.

Findings also underscore the unique challenges faced by marginalized communities, including economic and social barriers that affect family-school collaboration. Addressing these disparities requires context-specific interventions tailored to their needs.

Moreover, the study identifies a trust gap between educators and parents, which affects collaboration in CBC implementation. Strengthening trust through targeted initiatives is essential for fostering effective partnerships. While the study aligns with existing research on family-school partnerships, it highlights critical gaps in digital communication, parental policy involvement, and trust-building within marginalized communities, reinforcing the need for interventions specific to Kibra's socio-cultural context.

5.3 Conclusions of the Study

Based on the findings, the study draws the following conclusions and proposes a paradigm shift for Kibra Constituency and across Kenya.

Regarding the first objective, which aimed to examine the extent to which family-school communication influences teachers' implementation of CBC in primary schools in Kibra, the study concluded that school-home interactions enhance teachers' ability to foster critical thinking skills among learners. Additionally, conferences enable teachers and parents to discuss students' academic progress, facilitating CBC implementation. However, the study found that there is inadequate support for family-school partnerships, which are essential for improving students' academic performance. Furthermore, it concluded that parent-teacher seminars provide a platform for parents to openly discuss their children's progress with teachers, thereby enhancing curriculum implementation.

In relation to the second objective, which focused on the relationship between family-school decision-making and teachers' implementation of CBC in Kibra Constituency, the study concluded that families are not sufficiently involved in the development of school policies that support teachers in implementing CBC. The findings suggest that teachers in Kibra face challenges in influencing school policy formulation, which, in turn, affects curriculum implementation.

Nonetheless, the study found that teachers effectively utilize school policies to inform their pedagogical approaches in CBC implementation. Additionally, it was concluded that school conferences offer parents an opportunity to collaborate with teachers in supporting their children's learning journey.

Regarding the final objective, which sought to examine the extent to which parent-teacher relationships influence teachers' implementation of CBC in Kibra Constituency, the study concluded that communication between teachers and parents about learners' progress is ineffective. Moreover, parents do not actively engage in discussions with teachers regarding their children's strengths and weaknesses in CBC implementation. However, the study found that open communication between parents and teachers enhances teachers' performance, thereby improving CBC implementation.

5.4 Recommendations of the Study

Based on the findings, the study provides recommendations in three key areas: policy, practice, and further research.

5.4.1 Recommendation for Policy

To enhance the parent-teacher relationship, head teachers should prioritize creating a more inclusive and transparent school environment by establishing regular communication channels between teachers and parents. This can be achieved through scheduled parent-teacher meetings, school events, and digital platforms. Additionally, organizing workshops to educate both teachers and parents on the importance of collaboration in effective curriculum implementation is essential. Encouraging an open-door policy where parents feel welcome to discuss concerns, along with providing timely updates on students' progress, can strengthen relationships. Ultimately, these efforts will enhance the overall learning experience for students and support the effective implementation of the CBC.

5.4.2 Recommendation for Practice

To enhance parent-teacher relationships, head teachers should prioritize creating a more inclusive and transparent school environment by establishing regular communication channels between teachers and parents. This can be achieved through scheduled parent-teacher meetings, school events, and digital platforms. Additionally, organizing workshops to educate both teachers and parents on the importance of collaboration for effective curriculum implementation is essential.

Encouraging an open-door policy where parents feel welcome to discuss concerns and providing timely updates on students' progress can foster stronger relationships. Ultimately, these efforts will enhance the overall learning experience for students and support the effective implementation of the Competency-Based Curriculum (CBC).

5.4.3 Recommendation for Further Research

This study recommends conducting similar research on the influence of family-school partnerships on primary school teachers' implementation of the competency-based curriculum in other counties across Kenya to enable a comparative analysis. Expanding the research scope would offer additional insights essential for informing government policymakers and school head teachers about effective strategies to strengthen family-school partnerships and enhance teachers' implementation of the CBC.

5.4.4 Contribution of the Study to body of Knowledge

This study offers new evidence on how socio-economic challenges in urban informal settlements like Kibra hinder effective family-school partnerships in Competency-Based Curriculum (CBC) implementation. The study also highlights critical gaps in parental involvement, specifically in digital communication and policy-making, challenging assumptions that digital tools and inclusive governance are universally accessible or effective. Finally, this study introduces a paradigm shift from a school-centered to a community-led CBC implementation model, emphasizing co-leadership, trust-building, and context-specific strategies for marginalized communities.

5.4.5 Paradigm Shift in CBC implementation in Kibra Constituency and across Kenya

A paradigm shifts in CBC implementation in Kibra Constituency and across Kenya is essential to address systemic challenges and enhance curriculum effectiveness. This shift should transition from a school-centric model to a holistic, community-driven approach that fosters collaborative governance, digital inclusivity, and trust-building in marginalized communities such as Kibra. Strengthening parental involvement through co-leadership in policy-making, adopting hybrid digital-community communication strategies, fostering trust networks between teachers and parents, and promoting context-specific CBC implementation will ensure more inclusive and effective curriculum delivery. By embracing these transformative strategies, CBC can evolve from a policy-driven initiative to a community-empowered framework, leading to sustainable improvements in education across Kenya.

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Appendices

Appendix A: Similarity Report

BARUTA MOSES 146854-Thesis.docx

ORIGINALITY REPORT

19% SIMILARITY INDEX	19% INTERNET SOURCES	14% PUBLICATIONS	12% STUDENT PAPERS
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PRIMARY SOURCES

1	Submitted to Mount Kenya University Student Paper	2%
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23	Marcellinus Peter Asanga, Uduak Udoh Essiet, Kingsley Eghonghon Ukhurebor, Adenrele Afolurunso, Patrick Hussaini. "Social Media and Academic Performance: A Survey Research of Senior Secondary School Students in Uyo, Nigeria", International Journal of Learning, Teaching and Educational Research, 2023 Publication	<1 %

Appendix B: Ethical Clearance Confirmation



2nd December 2024

Mr Baruta Moses,
moses.baruta@strathmore.edu

Dear Mr Baruta,

RE: Assessing the Influence of Family-School Partnerships on Primary School Teachers' Implementation of Competency-Based Curriculum in Kibra Constituency, Nairobi Kenya

This is to inform you that SU-ISERC has reviewed and **approved** your above **SU-masters** proposal. Your application reference number is **SU-ISERC2405/24**. The approval period is from **2nd December 2024 to 1st December 2025**.

This approval is subject to compliance with the following requirements:

- i. Only approved documents including (informed consents, study instruments, MTA) will be used.
- ii. All changes including (amendments, deviations, and violations) are submitted for review and approval by SU-ISERC.
- iii. Death and life-threatening problems and serious adverse events or unexpected adverse events whether related or unrelated to the study must be reported to SU-ISERC within 72 hours of notification.
- iv. Any changes anticipated or otherwise that may increase the risks or affected safety or welfare of study participants and others or affect the integrity of the research must be reported to SU-ISERC within 72 hours.
- v. Clearance for the export of biological specimens must be obtained from relevant institutions.
- vi. Submission of a request for renewal of approval at least 60 days prior to the expiry of the approval period. Attach a comprehensive progress report to support the renewal.
- vii. Submission of an executive summary report within 90 days of completion of the study to SU-ISERC.

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

Yours sincerely,

A handwritten signature in black ink, appearing to read "Ambrose Rachier".

Mr Ambrose Rachier,
Chairperson; SU-ISERC

Ole Sangale Rd, Madaraka Estate. PO Box 59857-00200, Nairobi, Kenya. Tel +254 (0)703 034000
Email admissions@strathmore.edu www.strathmore.edu

Appendix C: Letter of Introduction for Master of Science in Educational Management



Dear participant,

RE: COLLECTION OF RESEARCH DATA

I am Baruta Moses, a Masters student at Strathmore University conducting research entitled "*Assessing the influence of family-school partnerships on primary school teachers' implementation of competency-based curriculum (CBC) in Kibra constituency, Nairobi Kenya.*" This research is aimed at finding out whether *family-school partnerships have an influence on primary school teachers' implementation of CBC.* The information you will provide will be used for academic purposes and will be treated with confidentiality. I am kindly requesting your participation in this study.

Thank you in advance!
Yours Sincerely,
Baruta Moses



Appendix D: Participant Information and Consent Form

My name is Baruta Moses, a Masters student at Strathmore University, School of Humanities and Social Sciences. I am inviting you to participate in a research study entitled “*Assessing the influence of family-school partnerships on primary school teachers’ implementation of competency-based curriculum (CBC) in Kibra constituency, Nairobi Kenya.*” You have been identified to voluntarily participate in this study, and you deserve the right to participate or not. You may also decline to answer any questions or decide to withdraw from this study at any time without giving reasons.

This study is being carried out for study purpose and will be submitted in Partial Fulfillment of the Requirements for the Degree of Master of Science in Educational Management, School of Humanities and Social Sciences of Strathmore University. Be assured that all information you share will be kept anonymous and confidential and will be used for academic purposes only.

If you have any question(s) or concerns about this research, you can reach out to Baruta Moses (Researcher) through, moses.baruta@strathmore.edu or by phone via +254791274437. You can also contact my supervisor, Dr. Mukami Njoroge at the School of Humanities and Social Sciences, Nairobi by email, mnjoroge@strathmore.edu . If you would wish to ask someone independent anything about this research please contact: The Secretary–Strathmore University Institutional Ethics Review Board, P. O. BOX 59857, 00200, Nairobi, email ethicsreview@strathmore.edu. Tel number: +254 703 034 375.

I, _____, have had the study explained to me. I have understood all that I have read and have had explained to me and had my questions answered satisfactorily. I understand that I can change my mind at any stage. I am expressing my willingness to take part in the research by signing the form below. I am aware that the information gathered as a result of my participation will be used for a Masters’ Thesis and will also be used, in a condensed form, for journal publication. I give my approval for that use.

Please tick the boxes that apply to you;
Participation in the research study

I AGREE to take part in this research

I DON’T AGREE to take part in this research

Name..... **Signature**..... **Date**.....

Thank you for your willingness to be part of this study.

Appendix E: Questionnaire for Teachers

Please read the following questions and tick (✓) your appropriate response.

Section One: Demographic Information

- 1) Your gender: male [] female []
- 2) Your age bracket 20 – 30 [], 31 – 40 [], 41 – 50 [], 51-60 [], 61 and above []
- 3) Your highest level of education. Diploma [] Bachelor's degree [] Master's Degree []
any other (specify).....
- 4) How long have you served as a teacher? Less than two years [], 2-7 years [],
8-12 years [], 13-18 years [], 19 and above []

Section Two: Family-School Communication and Teachers' implementation of CBC

Please indicate the extent of agreement or disagreement to the following statements. Tick (✓) appropriately: Strongly Agree (SA), Agree (A), Undecided (UD), Disagree (DA), and Strongly Disagree (SD).

Number	Statement	SA	A	UD	D	SD
1.	Q5 School-home interactions enhance teacher's ability to foster critical thinking skills among learners in the implementing CBC.					
2.	Q6 Conferences enable teachers and parents to explore issues related to students' academic progress.					
3.	Q7 With the help of parent-teacher seminars, parents freely discuss their children's performance with teachers.					
4.	Q8 The school ensures parents access information through various platforms leading to their children academic progress in implementing CBC.					
5.	Q9 Families provide information to teachers about any challenges their child may be facing, which teachers use to adapt their pedagogy to fit learners' CBC needs.					
6.	Q10 Parental engagement with schools is a crucial strategy for enhancing learning in implementing CBC.					
7.	Q11 Communication between families and the school enable teachers to engage learners in problem-solving activities that enhance creativity in the implementation of CBC.					

8.	Q12 Communication with families provides teachers with feedback on their pedagogical approaches, which enhances teaching in implementing CBC					
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9. Explain how the communication between families and the school influences the pedagogical practices of teachers at your school.

.....

Section Three: The relationship between family-school decision-making and teachers' implementation of CBC

10. Please indicate the extent of agreement or disagreement to the following statements. Tick (✓) appropriately: Strongly Agree (SA), Agree (A), Undecided (UD) Disagree (DA), and Strongly Disagree (SD).

	Statement	SA	A	UD	D	SD
1	Q13 Families are usually involved during creation of school policies that enhance teachers' implementation of CBC.					
2	Q14 As a teacher, I make good use of school policies and make informed decisions concerning my pedagogical approaches in implementing CBC.					
3	Q15 Our school conferences provide an opportunity for parents to collaborate with teachers to support their child's learning journey.					
5	Q16 Parents are encouraged to reach out to teachers and school administrators with any concerns or suggestions regarding the learning of their children.					
6	Q17 There is collaboration between teachers and parents in decision-making processes concerning the teaching of learners.					

8. State how your school involves families in decision making concerning learners' performance.

.....

9. What are the challenges that hinder effective family-school decision-making in implementing CBC?

.....

Section Four: Parent-teacher relationships and Teachers' implementation of CBC

9. Please indicate the extent of agreement or disagreement to the following statements. Tick (✓) appropriately: Strongly Agree (SA), Agree (A), Undecided (UD), Disagree (DA), and Strongly Disagree (SD).

Number	Statement	SA	A	UD	D	SD
1.	18 There is effective communication between teachers and parents regarding the progress of learners in implementing CBC.					
2.	19 Parents engage in discussions with teachers about learners' strengths and weaknesses in implementing CBC.					
3.	20 Open communication between parents and teachers enhances teachers' performance.					
4.	21 There is noticeable relationship between parents and teachers which enhances teacher' pedagogy.					
5.	22 There is mutual trust between parents and teachers which enhances teachers' implementation of CBC.					

11. Explain how parent-teacher relationships influence teacher performance in the implementation of CBC.

.....

.....



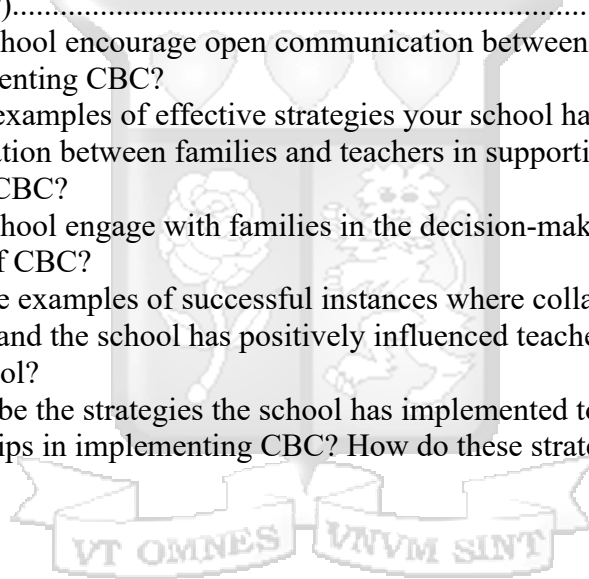
Appendix F: Interview Guide for Head-teachers

1. Your gender: male [1] female [2]
2. Your age bracket 20 – 30 [1], 31 – 40 [2], 41 – 50 [3], 51-60 [4]
3. Your highest level of education. Diploma [1] Bachelor's degree [2] Master's Degree [3] any other (specify).....
4. How long have you served as a head teacher? Less than two years [1], 2-7 yeas [2],
 - a. 8-12 years [3], 13-18 years [4], 19 and above [5]
5. How does your school encourage open communication between families and teachers regarding implementing of CBC?
6. Can you provide examples of effective strategies your school has implemented to ensure ongoing collaboration between families and teachers in supporting students' learning in implementing of CBC?
7. How does your school engage with families in the decision-making process regarding the implementation of CBC, and what strategies have been effective in fostering collaboration between the school and parents?

8. Could you provide examples of successful instances where collaborative decision-making between families and the school has positively influenced teachers' implementation of CBC? How do you address any challenges that may arise in this collaborative process to ensure smooth implementation and sustained teacher effectiveness?
9. Can you describe the strategies the school has implemented to foster strong parent-teacher relationships in implementing CBC? How do these strategies contribute to student success?
10. What challenges have you encountered in promoting effective parent-teacher partnerships in implementing CBC, and how has the school addressed these challenges?

Appendix G: Interview Guide for Parents' Representatives

1. Your gender: male [1] female [2]
2. Your age bracket 20 – 30 [1], 31 – 40 [2], 41 – 50 [3], 51-60 [4]
3. Your highest level of education. Diploma [1] Bachelor's degree [2] Master's Degree [3] any other (specify).....
4. How does your school encourage open communication between families and teachers regarding implementing CBC?
5. Can you provide examples of effective strategies your school has employed to ensure ongoing collaboration between families and teachers in supporting students' learning in implementing of CBC?
6. How does your school engage with families in the decision-making process regarding the implementation of CBC?
7. Could you provide examples of successful instances where collaborative decision-making between families and the school has positively influenced teachers' implementation of CBC in your school?
8. Would you describe the strategies the school has implemented to foster strong parent-teacher relationships in implementing CBC? How do these strategies contribute to student success?



Appendix H: Interview Guide for Quality Assurance and Standards Officer (QASO)

1. How do schools in your area encourage open communication between families and teachers regarding to the implementation of CBC?
2. Can you provide examples of effective strategies schools in your area have implemented to ensure ongoing collaboration between families and teachers in supporting students' learning in the implementing of CBC?
3. Do schools in your area engage with families in the decision-making process regarding the implementation of CBC, and what strategies have been effective in fostering collaboration between the school and parents?
4. Can you describe the strategies the schools in your area have used to foster strong parent-teacher relationships in implementing CBC? How do these strategies contribute to student learning?

Appendix I: Work Plan for the Study

ACTIVITIES	TIME
Developing of the concept paper	September 2023- October 2023
Concept paper presentation.	November 2023
Developing of the proposal.	December 2023- Jenuary2024
Completion of research proposal and proposal defense.	April 2024
Data collection process	January 2025
Data analysis, and interpretation	February-March 2025
Final thesis defense and graduation	April-June 2025

Appendix J: Proposed Budget for the Study Process

Scheduled Activities	Amount in Kshs.
Printing services and binding the research proposal	6,000
Transport cost to/from the various schools	10,000
Data collection assistant	6,000
Printing & binding the research project	8,000
Miscellaneous expenses	10,000
TOTAL ESTIMATE COST	40,000


Appendix K: Research Permit


REPUBLIC OF KENYA


NATIONAL COMMISSION FOR SCIENCE, TECHNOLOGY & INNOVATION

Ref No: **989289** Date of Issue: **16/January/2025**

RESEARCH LICENSE



This is to Certify that Mr.. MOSES BARUTA of Strathmore University, has been licensed to conduct research as per the provision of the Science, Technology and Innovation Act, 2013 (Rev.2014) in Nairobi on the topic: ASSESSING THE INFLUENCE OF FAMILY-SCHOOL PARTNERSHIPS IN PRIMARY SCHOOL TEACHERS' IMPLEMENTATION OF COMPETENCY-BASED CURRICULUM IN KIBRA CONSTITUENCY, NAIROBI KENYA for the period ending : 16/January/2026.

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Appendix L: Map of Kibra Constituency



Source: <https://www.google.com/search?q=map+of+kibra+constituency&oq=map>