



Influence of School-Parent Collaboration in Monitoring of Homework Activities on Implementation of Competency-based Curriculum in Public Junior Secondary Schools in Yatta Sub-County, Machakos County, Kenya

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Abstract: Schools collaborate with parents to monitor how learners undertake their homework as envisaged under competency-based curriculum (CBC). Despite these efforts, CBC implementation in public junior secondary schools in Yatta Sub-county has faced significant challenges. Many teachers rarely cover syllabus in time with many learners manifesting competencies which are below expectations. This study sought to investigate how collaboration between schools and parents influences CBC implementation in public junior secondary schools. This study adopted a mixed methodology and applied a concurrent triangulation research design. Target population consisted of 170 headteachers, 510 junior secondary school (JSS) teachers, 170 parents' representatives, and 5 Curriculum Support Officers (CSOs), totaling 855 respondents from which a sample of 315 respondents was determined using Yamane's Formula. This comprised 50 headteachers, 175 teachers, 50 parents' representatives, and 5 CSOs. Qualitative data were analyzed thematically based on study objectives and presented in narrative form, whereas quantitative data were analyzed using descriptive statistics such as frequencies and percentages and inferentially using Pearson's Product Moment Correlation Analysis in Statistical Package for Social Sciences (SPSS Version 25) and presented using tables. The study found that implementation of CBC is still a challenge in public junior secondary schools. Many teachers do not cover syllabus in time and low learning outcomes among learners. To mitigate this, schools have collaborated with parents to monitor learners' homework activities, though challenges still persist. Thus, headteachers should regularly partner with parents to ensure that learners consistently undertake their homework assignments and complete them in time.

Keywords: Public, Primary schools, Competency-based curriculum, Implementation, Headteachers

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1. Introduction

Education constructively impacts on learners' minds, character traits and physical ability. According to the United Nations Educational, Scientific and Cultural Organization (2023), education is viewed as the process

through which every society intentionally imparts knowledge, skills and values from generation to generation. In modern systems of education worldwide, education in school settings consists of a set of academic activities which take place during learners' growth period and is aimed at producing an all-round and a holistic individual who becomes responsible of society

(UNESCO, 2023). To achieve this noble role, different countries in the world continually change their education systems and undertake learner-centered curricula reforms to suit the needs, interests, preferences of learners and to tap on their talents and competencies at any given moment. This has seen many countries adopt competency-based curriculum as a panacea to education challenges.

According to Bondi and Wiles (2023), competency-based curriculum is the form of a curriculum that emphasizes the complex outcomes of a learning process, that is, knowledge, skills and attitudes to be applied by learners rather than mainly focusing on what learners are expected to learn about in terms of traditionally defined subject content. The authors further opine that competency-based curriculum is usually designed around a set of key learner competencies that can be cross-curricular or subject-bound. In Finland, for example, Edinger (2022) avers that, because of the existence of excessive programme overload in many educational institutions throughout the world, education policymakers decided to push for formulation of objectives so as to better the structure of education. In this respect, therefore, Edinger (2022) posits that proficiency becomes the primary alternative with the focus on a training programme regarding what learners in primary school settings are able to do based on what they were taught over the years.

In Finland, where implementation of CBC has been successful, Bennett, Swanson, Schaefer and Falbe (2022) assert that much work has been done to put into practice the officially prescribed courses of study, syllabuses and subjects. According to Bennett et al (2022), implementation of competence-based curriculum cannot take place as the learner acquires the planned or intended experiences, knowledge, skills, ideas and attitudes that are aimed at enabling the same learner to function effectively in a society. In other words, the researchers opine that implementation of CBC entails how the planned or officially designed course of study is translated by teachers into syllabuses, schemes of work and lessons to be delivered to learners. However, its implementation has not been without its fair share of challenges. In Latin America, Hanushek and Luque (2023) note that only 23.9% of schools have been able to implement CBC with a paltry 20.8% of learners manifesting improved basic numeracy, language and creativity skills. The researchers opine that failure to implement CBC has been attributed to a multiplicity of factors including how school management collaborates with parents to monitor learners' homework activities.

Homework activities are central to the CBC approach, as they encourage independent learning, critical thinking, and problem-solving outside the classroom. In other words, when parents actively participate in monitoring and supporting their children's homework, learners experience enhanced academic performance and a deeper understanding of the subject matter. For instance,

in the United States and the United Kingdom, parental involvement in homework is strongly correlated with higher achievement levels and the development of positive learning habits (Epstein, 2018). The U.S. Department of Education (2024) found that when parents engage with their children's homework, students are more likely to demonstrate self-regulation and persistence in learning tasks, both of which are essential competencies in the CBC model. Additionally, in the UK, a study by the Education Endowment Foundation (2024) revealed that active parental involvement in homework not only supports academic achievement but also fosters an environment conducive to the acquisition of competencies such as teamwork and self-management. In India, parental involvement in CBC is relatively new, but research is beginning to show its significance. In the words of Sharma (2020), in areas where schools have engaged parents in monitoring homework, learners perform better in assessments designed to test practical skills rather than traditional knowledge. Similarly, in Brazil, Pereira, Souza and Silva (2021) posit that a strong collaboration between schools and parents has facilitated smoother transitions to CBC by ensuring that students receive the necessary support and resources to develop their competencies. Parents' active participation in guiding and supervising homework assignments helps students internalize the curriculum's focus on real-world applications.

In Africa, particularly in countries such as Nigeria, South Africa, Rwanda, and Tanzania, the relationship between schools and parents plays a crucial role in CBC implementation, though there are disparities in how these countries approach it. Research undertaken by Adeyemi and Oyeleke (2019) in Nigeria emphasized that parental engagement in homework activities correlates with improved learning outcomes, especially in rural areas where access to educational resources may be limited. In South Africa, a study conducted by Ndwandwe (2024) observed that, when schools partnered with parents to monitor homework, students not only showed better academic results but also developed competencies in areas such as problem-solving and communication. In Rwanda and Tanzania, where CBC is still being integrated, studies have indicated that the quality of parental involvement can significantly influence the success of CBC programs. A study undertaken by Kanyamibwa (2023) found that in Rwanda, schools that effectively involved parents in homework supervision had better learning outcomes in terms of competency acquisition, particularly in languages and mathematics. Similarly, research undertaken in Tanzania by Mugisha and Ng'umbi (2020) revealed that teachers who communicated regularly with parents about homework assignments saw improved student performance in critical thinking and practical skills.

In Kenya, especially in regions such as Yatta Sub-county, where CBC is gradually being implemented, school-parent collaboration in homework monitoring is a powerful tool for enhancing curriculum delivery. For

instance, a study carried out by Mwangi (2023) on CBC implementation in Kenya found that schools with active parent involvement in monitoring homework reported better student outcomes in areas that CBC emphasizes, such as creativity and critical thinking. In Yatta Sub-county, collaboration between parents and teachers has been essential in overcoming barriers such as inadequate teaching resources and infrastructure. Parents' active participation ensures that learners are engaged in meaningful homework that aligns with the CBC's objectives. However, implementation of competence-based curriculum is still facing numerous challenges. Public junior secondary schools in Yatta Sub-county are no exception with implementation of CBC having been a challenge. Many junior secondary school teachers rarely cover syllabus in time. A report by Yatta Sub-county Education Office (2025) shows that only 43.8% of the teachers cover terms one and two in time which has occasioned many learners to register low competencies in designed learning areas. The report shows that, despite the introduction of junior secondary classes, learning has not been effective with many learners manifesting low competencies in mathematics, languages, sciences, foreign languages and business studies. The report further shows that, in the internal assessments done in term one of 2023, only 18.7% of learners registered competencies in mathematics above expectations, 21.7% manifested improved language and communicative competencies and 20.1% manifested sciences skills above expectations.

A similar trend has been reported in terms two and three 2023 assessment tests with close to 59.8% of the junior secondary school learners' performance being below expectations. In other words, mastery of concepts in key learning areas among learners in public junior secondary schools is still below expectations. Despite this state of affairs, few empirical studies had interrogated the extent to which school-parent collaboration for monitoring of learners' homework activities influences implementation of CBC in public secondary schools, thus, the study.

1.1 Research Objectives

The study sought to address the following objectives:

1. To assess the status of implementation of competency-based curriculum in public junior secondary schools in Yatta Sub-county.
2. To investigate the influence of school-parent collaboration in monitoring of homework activities on implementation of competency-based curriculum in public junior secondary schools in Masinga Sub-county.

2. Literature Review

Homework is any task or set of tasks assigned by educators for students to complete outside of class often provided by teachers to reinforce concepts learned

during lessons, encourage independent learning, and develop skills like time management and responsibility. In the words of Glickman and Gordon (2022), homework is often presented as a school requirement for successful child learning, and parents often create school-like structures to support homework success, for instance, arranging the environment, establishing schedules for time use. According to Glickman and Gordon (2022), homework is an important variable which contributes immensely to implementation of competency-based curriculum and parents' involvement in children's homework has been established to achieve impressive academic grades. In other words, collaboration is increasingly recognized as a pivotal element that enhances learning outcomes, specifically in the context of competency-based curricula, which emphasizes skills, competencies, and real-world applications over rote memorization. In contemporary educational settings, such collaboration has become imperative, particularly during transitions posed by new curricular frameworks, which often require active engagement and adaptability from all stakeholders involved.

A study carried out in the United States by Epstein and Sheldon (2023) found that, when parents participate in homework monitoring and assistance, students are more likely to complete assignments and produce higher-quality work. This phenomenon is mirrored in various international contexts, such as France, where the collaborative approach between parents and teachers in homework activities is encouraged through informative workshops and structured communication channels. In Italy, educational policies advocate for parental involvement by establishing homework guidelines that delineate the roles of educators and parents. Italian literature suggests that when clear expectations are set, parents are more empowered to engage effectively with their children's homework (Bennett, 2020). Italy's educational reforms have highlighted the importance of a competency-based approach, with the Ministry of Education, Universities, and Research advocating for curricula that integrate knowledge and skills. The 'new curricula' initiated in 2018 position educational outcomes around competencies while also addressing the monitoring of student progress through evaluations that consider various learning activities, including homework (Ministero dell'Istruzione, 2018). In comparison, New Zealand's educational framework underscores culturally responsive practices that facilitate parent involvement across diverse communities, contributing to a more inclusive approach to homework monitoring (Bishop & Glynn, 2021).

This lends credence to the findings of a study carried out in Great Britain by Goldman (2022) who established that parents who helped in their children's homework saw their children register a record 89% in their creativity tests compared to their colleagues whose parents were ever absent who registered a paltry 34% in the same tests. France has also witnessed significant shifts towards competency-based education, particularly in its primary

and secondary education systems. The French National Curriculum emphasizes the development of key competencies, including problem-solving, teamwork, and critical thinking (Ministère de l'Éducation Nationale, 2024). The monitoring of homework activities is integral to assessing whether students are conforming to these requirements.

In Africa, the implementation of competency-based curricula presents unique challenges and opportunities. In Rwanda, Munyaneza (2020) asserts that the country is striving to create educational frameworks that promote skills development. Similarly, Ghanaian initiatives emphasize building strong home-school partnerships that enable parents to support these educational reforms effectively (Kwame & Motshedi, 2021). Conversely, in Lesotho and Kenya, the implementation has been characterized by disparities in resources and training. Nonetheless, literature indicates attempts to mobilize parental involvement through community outreach programs aimed at bridging the gap between schools and families (Namasasu, 2020). For instance, in Kisumu County, a study carried out by Odebero, Were and Wamalwa (2021) found that educational stakeholders have developed targeted programs to promote parental understanding and involvement in their children's academic pursuits, thereby enhancing the efficacy of competency-based curriculum implementation. Odebero et al. (2021) further found that homework serves not only as a means for reinforcing classroom learning but also as an opportunity for parents to interact with their children on educational matters.

In Yatta Sub-County, where traditional practices may influence parents' perceptions of educational involvement, understanding how to effectively monitor homework can strengthen parent-child relationships and encourage dialogue around academic responsibilities. A study carried out by Muthoni and Njuguna (2020) suggest that many parents in Yatta Sub-County lack the necessary resources and knowledge to assist their children with homework, leading to frustration and disengagement. The discrepancy in educational levels between parents and their children further compounds this issue, often resulting in reduced parental support. Furthermore, a report by the African Institute for Development Policy (2022) notes that cultural perceptions regarding academic assistance can hinder effective collaboration, as some parents may feel that their involvement could undermine the teacher's authority. However, much still needed to be done since Muthoni and Njuguna (2020) and other reviewed studies had not interrogated how specific homework activities undertaken by schools and parents influence of implementation of CBC in public junior secondary schools, hence the study.

Theoretical Framework

This study was guided by the stakeholder involvement theory which was postulated by Freeman (2000). The

origins of stakeholder involvement theory draw on four key academic fields: sociology, economics, politics and ethics, and especially the literature on corporate planning, systems theory, corporate social responsibility and organizational theory. Freeman (2000) set out his model as a chart in which the company is positioned at the center and is involved with stakeholders connected with the company. According to Freeman (2000), the basic premises of stakeholder theory are: the organization enters relationships with many groups that influence or are influenced by the company. The theory focuses on the nature of these relationships in terms of processes and results for the company and for stakeholders, the interests of all legitimate stakeholders are of intrinsic value, and it is assumed that there is no single prevailing set of interests. The theory focuses upon school management decision making, explains how stakeholders try and influence school decision making processes to be consistent with their needs and priorities. In this theory, stakeholder management recognizes, analyzes and examines the characteristics of parents as school partners being influenced by organizational behavior and how their involvement is key to the implementation of CBC. In other words, this theory takes cognizance of the fact that school-parental' collaboration provides a platform upon which implementation of CBC is carried out over three levels namely, planning and provision of key resources, provision of physical facilities and ensuring that learners are always disciplined as well as construction of relationships with the entire process structured around schools' curriculum objectives. The study was also anchored on the curriculum implementation theory which was postulated by Bobbit (1918). This theory is anchored on the assumption that any curriculum worth being implemented should prepare learners for future roles in the new industrial society and thus influence school curriculum by showing how teaching classical subjects should be replaced by teaching subjects that correspond to social needs. According to this theory, a curriculum has to adapt to the needs of an individual and the needs of the new industrial society, people should not be taught what they would never use. The curriculum being implemented should only teach those skills that were necessary to fulfill their tasks, which resulted in an early differentiation in education for girls and boys.

To achieve this, Bobbit (1918) developed and created five steps for curriculum making. The first step was about separating all human experience into major fields. This was followed by step two, where the fields were broken down into more specific activities. The third step was to form the objective from the abilities needed to perform the activities. Next is the fourth step, where the objectives are selected to find ones that would serve as the basis for planning activities for learners. The last step was to lay out activities, experiences and opportunities needed to obtain the objectives. According to Bobbit (1918), there was a need to eliminate conventional school subjects and examinations, that is, he believed that schools are charged to provide society with what it needs

as determined by scientific analyses. In this study, the theory fits in that implementation of CBC considers learners' strengths, weaknesses, needs and preferences and advocates for change in teaching methods.

3. Methodology

This study adopted a mixed methodology and applied a concurrent triangulation research design. Target population consisted of 170 headteachers, 510 junior secondary school (JSS) teachers, 170 parents' representatives, and 5 Curriculum Support Officers (CSOs), totaling 855 respondents. Using Yamane's formula, the study identified a representative sample of 275 respondents. This sample comprised 50 headteachers, 175 teachers, 50 parents' representatives, and 5 CSOs. Data collection utilized questionnaires for quantitative insights from teachers, interviews for qualitative information from headteachers, parents' representatives and CSOs, and document analysis. Qualitative data underwent thematic analysis aligned with study objectives and were presented narratively. Quantitative data analysis involved descriptive statistics (frequencies, percentages) and inferential analysis through Pearson's Product Moment Correlation using SPSS Version 25 software, with findings presented in tables. In this research, an ethical clearance certificate was obtained from Mount Kenya University Ethical Review Committee (MKU ERC) before embarking on data collection processes. The researcher undertook to

keep private any information given by the respondents that touched on their personal life. The researcher assured the respondents that no private information would be divulged to a third party. The nature and the purpose of the research were explained to the respondents by the researcher.

The researcher explained to the respondents the procedure that would be followed during the data collection so that they could participate willingly. The raw data collected were filed for easy reference. Once the data were analyzed, computer printouts were filed while soft copies were stored in storage devices such as CDs and flash discs.

4. Results and Discussion

In this section, findings of the study as per the objectives are outlined besides highlighting presentation of findings as well as discussions.

4.1 Response Rates

In this study, 170 questionnaires were administered to JSS teachers, and in return, 160 questionnaires were filled and returned. In the same token, the researcher interviewed 42 headteachers, 42 parents' representatives and 5 Curriculum Support Officers. This yielded response rates shown in Table 1;

Table 1: Response Rates

Respondents	Sampled Respondents	Those Who Participated	Achieved Return Rate (%)
Headteachers	50	42	84.0
JSS Teachers	170	160	97.5
Parents' Representatives	5	5	100.0
Curriculum Support Officers	50	42	84.0
Total	275	249	90.5

Source: Field Data (2025)

Table 1 shows that headteachers registered a response rate of 84.0%, JSS teachers registered 97.5% whereas parents' representatives registered a response rate of 84.0%.

However, all (100.0%) of the Curriculum Support Officers (CSOs) took part in the study. This yielded an average response rate of 90.5%, which is consistent with the assertions of Creswell (2018) that a response rate above 75.0% is adequate. This information was important since it allowed the researcher to generalize the study outcomes to the target population.

4.2 Status of Implementation of Competency-based Curriculum in Public Junior Secondary Schools

The study sought to assess the status of implementation of competency-based curriculum in public junior secondary schools in Yatta Sub-county. This was measured by analyzing records of learners' manifestation of competencies in key learning areas in line with the CBC rubrics such as mathematics, language, creativity and integrated sciences among others. Results are shown in Table 2;

Table 2: Status of Implementation of Competency-based Curriculum in Public Junior Secondary Schools

Manifestation of Learning Competencies	Exceeding	Approaching	Below
	Expectations	Expectations	Expectations
	%	%	%
Competencies in mathematics activities	31.3	17.9	50.8
Competencies in language activities	29.5	20.5	50.0
Competencies in creative activities	45.5	25.9	28.6
Competencies in integrated sciences	33.8	27.3	38.9

Source: Field Data (2025)

Table 2 shows that slightly less than a third (31.3%) of learners manifest competencies in mathematics activities which exceeded expectations, 17.9% indicated approaching expectations whereas slightly more than half (50.8%) indicated below expectations. Table 2 also shows that only 29.5% of learners exceeded expectations in manifestation of language competencies, 20.5% approach expectations whereas half (50.0%) of the learners manifest language competencies which are below expectations. Table 2 further indicates that 45.5% of the JSS learners manifest creativity skills which exceeded learning expectations, 25.9% approach expectations whereas 28.6% are below expectations. On integrated sciences, slightly more than a third (33.9%) of the JSS manifested competencies which exceeded expectations, 27.7% approach expectations whereas 38.4% are below expectations. These findings support the assertions of a report authored by Yatta Sub-county Education Office (2025) which showed that only 18.7% of learners registered competencies in mathematics above expectations, 21.7% manifested improved language and communicative competencies and 20.1% manifested sciences skills above expectations. According to the report, a similar trend has been reported in terms two and three 2023 assessment tests with close to 59.8% of the JSS learners' performance being below expectations. In other words, mastery of concepts in key learning areas among learners in public junior secondary schools is still below expectations. This implies that, despite the efforts by different stakeholders to improve the learning outcomes of learners in public junior secondary schools, implementation of CBC is still facing numerous challenges with learners registering low grades in key learning areas under CBC.

4.3 Thematic Analysis

During the interviews, the headteachers, parents' representatives and Curriculum Support Officers (CSOs) also responded in favour of the view that many JSS teachers rarely cover syllabus in time with many learners registering low learning outcomes in key CBC thematic areas. Headteacher, H1, noted:

In my school, JSS teachers rarely complete their syllabi on time. Sometimes, learners are rushed through the content just to cover the syllabus. This has hurt the learning outcomes of learners in CBC key learning areas (15th May 2025)

The researcher also observed that many JSS learners have challenges with mastery of concepts under CBC. Many had challenges basic mathematics problems, poorly-developed language and creativity competencies as well as poor mastery of concepts in integrated sciences. As noted in quantitative findings, these views further point to the fact that JSS learners still register low competencies in different concepts taught under CBC. This trend suggests challenges in the implementation of the CBC at the junior secondary level.

4.4 Monitoring of Homework Activities and Implementation of Competency-based Curriculum in Public Junior Secondary Schools

The study sought to determine how monitoring of homework activities influences the implementation of competency-based curriculum in public junior secondary schools. Descriptive data were collected from JSS teachers and results are presented in Table 3;

Table 3: Views of JSS Teachers on the Influence of Monitoring of Homework Activities on Implementation of Competency-based Curriculum in Public Junior Secondary Schools

Test Items	Ratings				
	SA %	A %	U %	D %	SD %
Public junior secondary schools often ensure that there is regular communication between teachers and parents with regard to homework assignments which has improved CBC implementation	55.4	14.4	5.8	16.5	7.9
In public junior secondary schools, there is collaboration with parents to ensure that parents create study spaces for learners which has improved implementation of CBC	59.7	7.2	3.6	26.6	2.9
In school, teachers collaborate with parents to check whether students have completed their assignments as a way of improving CBC implementation	53.2	8.6	4.3	21.6	12.3
In public junior secondary schools, CBC has not been successfully implemented since the headteachers and parents have not regularly monitored whether students undertake their assignments or not	51.8	13.7	3.6	27.3	3.6
Collaboration between headteachers and parents has seen improved monitoring of homework activities whose consequence has been improved CBC implementation	45.3	6.4	2.2	42.5	3.6

Source: Field Data (2025)

Table 3 shows that 89(55.4%) of the JSS teachers strongly agreed with the view that public junior secondary schools often ensure that there is regular communication between teachers and parents with regard to homework assignments which has improved CBC implementation while 23(14.4%) agreed, 9(5.8%) were undecided, 26(16.5%) disagreed whereas 13(7.9%) strongly disagreed. These findings point to the fact that regular communication between teachers and parents regarding homework assignments plays a crucial role in improving CBC implementation. This lends credence to the assertions of Mutua (2022) that, when teachers consistently inform parents about the expectations and deadlines for homework, it enhances the ability of parents to support their children’s academic growth. This communication helps in setting clear expectations and provides parents with the necessary tools to assist their children in completing assignments on time, fostering a learning environment conducive to CBC principles. These findings also support the assertions of Wambui (2023) who stated that collaboration between teachers and parents helps in building trust, which is integral to the effective execution of the CBC model. In some cases, teachers utilize platforms such as school newsletters or parent-teacher meetings to regularly update parents on their children’s academic performance and homework completion. This proactive communication ensures that students are consistently engaged in their learning, making the implementation of CBC more robust. The

study revealed that 96(59.7%) of the JSS teachers strongly agreed with the view that, in public junior secondary schools, there is collaboration with parents to ensure that parents create study spaces for learners which has improved implementation of CBC while 12(7.2%) agreed, 6(3.6%) were undecided, 43(26.6%) disagreed whereas 5(2.9%) strongly disagreed. These findings support the research undertaken by Waweru (2021) which revealed that, when parents collaborate with teachers to establish designated study spaces for their children, there is a marked improvement in the students’ focus and academic performance. Study spaces that are quiet, well-lit, and free from distractions align with the CBC’s emphasis on personalized and independent learning. In the same token, research carried out by Gikonyo (2022) also found that, when parents are actively involved in setting up these spaces, students are more likely to engage with their homework and, as a result, demonstrate a deeper understanding of the competencies outlined in CBC. Furthermore, parents’ active participation in ensuring their children have an appropriate place to study correlates with greater completion rates of assignments, which is critical for CBC’s success (Mwangi & Ochieng, 2023). This partnership between parents and teachers ultimately leads to the better implementation of CBC by fostering an environment of shared responsibility for student achievement. The study revealed that 85(53.2%) of the JSS teachers strongly agreed with the view that, in public

junior secondary schools, teachers collaborate with parents to check whether students have completed their assignments as a way of improving CBC implementation while 14(8.6%) agreed, 7(4.3%) were undecided, 35(21.6%) disagreed whereas 20(12.3%) strongly disagreed.

Slightly more than half, 83(51.8%), of the JSS teachers strongly agreed with the view that, in public junior secondary schools, CBC has not been successfully implemented since the headteachers and parents have not regularly monitored whether students undertake their assignments or not whereas 22(13.7%) agreed, 6(3.6%) were undecided, 44(27.3%) disagreed whereas 6(3.6%) strongly disagreed. The study found that 72(45.3%) of the JSS teachers strongly agreed with the view that collaboration between headteachers and parents has seen improved monitoring of homework activities whose consequence has been improved CBC implementation while 10(6.4%) agreed, 4(2.2%) were undecided, 68(42.5%) disagreed whereas 6(3.6%) strongly disagreed. These findings corroborate the findings of a study conducted by Okoth (2023), which revealed that teacher-parent collaboration in monitoring the completion of homework assignments is a significant contributor to the success of CBC implementation. Okoth (2023) further noted that, when teachers and parents work together to ensure students complete their

assignments, it not only improves academic performance but also instills a sense of responsibility in students. These findings affirm the fact that collaboration between teachers and parents is crucial in enhancing the implementation of CBC in public junior secondary schools. Regular communication regarding homework assignments, parental involvement in creating study spaces, and joint efforts to monitor homework completion are all vital components of a successful CBC implementation strategy.

4.4 Inferential Analysis

To verify influence of monitoring of homework activities on the implementation of competency-based curriculum in public junior secondary schools, data were collected from 21 out of the 42 headteachers of the sampled public junior secondary schools on how often (Very Often = 5, Often = 4, Sometimes = 3, Rarely = 2 and Never = 1) they collaborate with parents to ensure that learners undertake their homework activities and the average levels of competencies among JSS learners in 2023 National School-Based Assessments, which was measured in terms of Below Expectations = 1, Approaching Expectations = 2, Meeting Expectations = 3 and Above Expectations = 4) as shown in Table 4:

Table 4: How Often Schools Collaborate with Parents to Monitor Learners' Homework Activities and Implementation of CBC Public Junior Secondary Schools

How Often Schools Collaborate with Parents to Monitor Learners' Homework Activities	Levels of Competencies among JSS Learners in 2023 National School-Based Assessments (SBAs)
2	3
1	2
2	4
3	2
2	2
4	4
4	2
2	1
3	4
3	3
2	2
4	4
2	3
3	4
2	3
3	3
1	2
2	1
4	3
3	2
4	4

Source: Field Data (2025)

Table 4 shows that, in public junior secondary schools, where parents are frequently involved in monitoring their children's homework activities, the levels of

competencies manifested by learners in such schools is relatively above expectations. This indicates that, when parents are engaged in their children's homework

routines, it not only helps reinforce the concepts learned in class but also creates a support system that fosters responsibility and discipline. This environment allows students to stay on track, tackle academic challenges, and feel more confident in their abilities. In other words, consistent parental engagement leads to improved academic performance, as students benefit from the guidance and encouragement provided at home. Moreover, parents' active participation in the homework process helps bridge the gap between school and home, ensuring that students receive continuous learning reinforcement. In schools with this kind of involvement, teachers can also better track students' progress, identify

areas of improvement, and offer tailored support. This further implies that, when parents are involved in monitoring homework, students in public junior secondary schools tend to outperform their peers in schools with less parental involvement.

This collaborative effort between parents and educators creates an environment that nurtures academic success and fosters higher levels of competency in learners. The results in Table 4 were subjected to Pearson's Product Moment Correlation Analysis and the results are shown in Table 5:

Table 5: Relationship between Monitoring of Homework Activities and Implementation of Competency-based Curriculum in Public Junior Secondary Schools

		Monitoring of Homework Activities	Implementation of CBC
Monitoring of Homework Activities	Pearson Correlation	1	.511*
	Sig. (2-tailed)		.028
	N	21	21
Implementation of CBC	Pearson Correlation	.511*	1
	Sig. (2-tailed)	.028	
	N	21	21

*. Correlation is significant at the 0.05 level (2-tailed).

Table 5 shows Pearson's Product Moment Correlation Analysis which indicates that there is a positive correlation between school-parent collaboration to monitor homework activities and implementation of competency-based curriculum in public junior secondary schools ($r(21) = 0.511$, $p = 0.028$ at $\alpha = 0.05$). This implies that successful implementation of CBC requires students to engage in activities that allow them to demonstrate their competence, which often involves homework tasks that reinforce classroom learning. When schools collaborate with parents to monitor homework activities, it creates a supportive environment for students' learning. Parents, being actively involved in overseeing homework assignments, ensure that students complete tasks on time and with the necessary attention to detail. This consistent monitoring helps students develop a strong work ethic, promotes responsibility, and allows for early intervention when challenges arise. Moreover, school-parent collaboration fosters communication, ensuring that parents are well-informed about the curriculum and how their children's progress is being assessed. This alignment between home and school reinforces the goals of the CBC, ensuring that both parties work toward enhancing the students' overall development. The resulting partnership significantly strengthens the effectiveness of the CBC, contributing to improved learning outcomes and skill acquisition for students in public junior secondary schools.

4.5 Thematic Analysis

During the interviews, the headteachers, parents' representatives and Curriculum Support Officers (CSOs) also stated that schools and parents often collaborate to monitor homework activities undertaken by learners. Headteacher, H2, noted;

In my school, I always collaborate with parents to share ideas on how to create conducive study spaces for their children and how to check whether learners complete their assignments or not (15th May 2025)

On their part, the CSOs noted that implementation of CBC is a collaborative exercise which involves parents constantly monitoring the academic activities of their children including homework activities. Just like quantitative findings, these mixed findings point to the fact that the success of CBC implementation largely hinges on the frequency of collaboration between schools and parents in monitoring students' homework activities. In the CBC model, students are expected to demonstrate mastery of specific skills and competencies rather than just memorizing content. Therefore, regular feedback and continuous assessment are crucial in ensuring that learners are progressing appropriately. Teachers provide guidance on assignments and performance, while parents, through daily communication with their children, reinforce the importance of completing tasks thoughtfully. This collaborative effort ensures that students stay on track with their learning goals and are not just completing homework to finish it but rather developing the necessary competencies. Parents can alert teachers to issues their child might be facing, while teachers can suggest strategies for improvement.

5. Conclusion and Recommendations

5.1 Conclusion

The implementation of CBC is still a challenge in public junior secondary schools. Many teachers do not cover syllabus in time, unimproved classroom pedagogy characterized by low learning outcomes of learners in key learning areas under CBC. To mitigate this, schools have collaborated with parents to monitor learners' homework activities. Public junior secondary schools partner with parents to monitor how learners undertake their homework activities, as a useful approach for reinforcing learning outside the classroom, ensuring that learners stay engaged with their studies to develop key competencies.

5.2 Recommendations

The following recommendations have been suggested:

1. As a practice, headteachers should regularly partner with parents to ensure that learners consistently undertake their homework assignments and complete them in time.
2. As a policy, the Ministry of Education should formulate and develop a framework of how headteachers can involve parents in CBC implementation through regular training of parents on their key roles in CBC.

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