



Influence of Parents -Teachers Collaboration in Junior Schools on the Achievement of Core Competencies in the Competency-Based Education in Laikipia County, Kenya

Geoffrey Mbugi Kithaka, Joseph Kirugua, Luke Kathenya & Shadrack Munanu
Tharaka University

Email: geoffreymbugi@gmail.com

Abstract: *Despite several studies highlighting administrative challenges in Kenya's education sector, barriers such as parental-teachers' collaborations, hinder the effective achievement core competencies in the competency-based curriculum. The objective of the study was to evaluate the influence of parents-teachers collaboration in junior schools on the achievement of core competencies in the competency-based curriculum in Laikipia County Kenya. A target population of 23067 consisting junior school head teachers, teachers, and class representatives and TSC sub-county directors. A sample size of 302 respondents comprising 88 junior school teachers, 51 headteachers and 160 junior school class representatives was proportionately and randomly sampled, while 3 sub-county directors were purposively sampled and used as respondents in the study. Data was collected using questionnaires and interview schedule. Quantitative data was analyzed using regression analysis, while Qualitative data analyzed descriptively and reported thematically. The study revealed that achievement of CBE core competencies in Junior school learners in Likipia county Kenya was influenced by the parents-teachers collaboration. Regression analysis established a statistically significant influence of parents-teachers collaboration on the achievement of CBE core competencies in junior school learners where the p value was 0.040, which was less than the critical value 0.05. The study recommends the Ministry of Education organize workshops to sensitize teachers, head teachers, and parents on the importance of teachers-parents collaboration, to develop more strategies for increasing parental involvement and their collaboration with teachers in shaping learners in real-life situation.*

Keywords: *Junior School Board of Management, Competency-Based Education, Parent-Teacher Collaboration, Junior Schools, Administrative Management.*

How to cite this work (APA):

Kithaka, G. M., Kirugua, J., Kathenya, L. & Munanu, S. (2025). Influence of Parents -Teachers Collaboration in Junior Schools on the Achievement of Core Competencies in the Competency-Based Education in Laikipia County, Kenya. *Journal of Research Innovation and Implications in Education*, 9(4), 99 – 109. <https://doi.org/10.59765/fth739y>.

1. Introduction

The demand for quality education has been a priority globally as nations quest to prepare learners to meet the demands of 21st-century skills. Worldwide, there has been a compelling shift towards emphasizing the development

of knowledge, skills, attitudes, and values necessary for learners to thrive in dynamic social, economic and technological environments that aim at developing core competencies among learners to cope with the changing world of work (Penprase 2018).

The partnership with parents and teachers is often considered a cornerstone of comprehensive education. A

study by Mahuro and Hungi (2012) in Uganda shows that parents who rarely or never have any influence or involvement in the educational programme of their children are associated with a parallel decline in academic performance. The research implies that in the cases where parents are actively involved in the education of their children, the parents create a friendly home environment complementing the classroom efforts to develop the CBE core competencies by encouraging productive dialogue, affirming common academic goals, and resolving challenges promptly.

1.1 Statement of the Problem

Effective administrative management has been instrumental in advancing the successful implementation of the Competency-Based Education (CBE) in junior schools across Kenya. The government of Kenya has put effort into facilitating the sensitization of BoM and parents on their roles. However, despite these promising instances, disparities such as limited parents' involvement and their collaboration with teachers pose challenges thus threatening the effective achievement of CBE core competencies. Several studies have highlighted administrative challenges in Kenya's education sector, however, there is limited empirical research on how specific aspects of administrative management, such as parental engagement and their collaboration with teachers directly influence the attainment of CBE core competencies at the junior school level. This study examined the influence administrative management aspect of parents- teachers collaboration on the achievement of core competencies among junior school learners in Laikipia County and provided insights that can inform policy and practice to enhance the achievement of the CBE core competencies.

1.2 Research Objectives

The study targeted to assess the influence of teacher-parent collaboration on junior school learners' achievement of core competencies in CBE in Laikipia County, Kenya.

1.3 Research Hypotheses

H_0^2 : Teacher-parent collaboration has no statistically significant influence on junior school learners' achievement of core competencies in CBE in Laikipia County, Kenya.

2. Literature Review

Parents' attributes such as age, status and educational background have an impact on the support that the parents

give to their children's education as affirmed by a study by Koch (2018) in a correlational research design that surveyed 53 respondents on factors hindering parental contribution in the learners' academic achievements in United States of America. The study illustrated how the age and level of education of the parents, the older parents may have learned through experience the importance of support for their Children's education. The time allocated to be involved in the children's education was also seen to have been affected by the parents' status. In view of the study by Koch (2018), some parents have very little time at their disposal to attend to their children's educational issues.

A study by Hornby and Lafaele (2018) argued that parental involvement is a critical aspect of education and it should be best achieved when teachers and parents achieve collaboration. At home, these practices include such involvement of parents as their reading with their children, helping with them in their homework, and taking them to school in those events like parent meetings, education workshops and so forth. Moreover, the research states that the participation of parents is spread also on sport involvement of their children thus increasing the development of competencies and giving them extra incentive to succeed in general.

Faugstad and Jenssen (2019) conducted a qualitative study to examine the role of school administration in fostering collaboration between educators and learners' caregivers in Norway. Using a sample size of 158 respondents, the study revealed that there was very little effort by the teachers to cultivate positive collaboration with the parents and that Norwegian teachers largely rely on their own experiences in developing practices for parents'- teachers collaboration. Further, the study asserts that Parent-teacher conferences are largely characterized by formalities that seem to hinder genuine and meaningful collaboration.

A descriptive survey by Ule and du Bois-Reymond (2015) in Europe to explore parental involvement in children's educational trajectories using 71 respondents affirms that parents were aware that the future of their children did not solely depend upon teachers' work but to a larger extent on parents as co-educators. In addition, the study observed that parental and family collaboration with teachers has an impact on literacy outcomes for their children. The study concluded that Schools should build a trusting collaborative culture with the teachers.

A cross-sectional study was conducted by Mahuro and Hungi (2016) in the rural schools of Uganda on teacher-parent collaboration and its contribution to students' performance. Using 363 students as respondents, the study found out that there was relationship between family structure and the learners' academic achievement, confirming that parents who played little or no role in their children's homework and their study programs contributed

to their children's poor performance in their educational pursuits. Further, the study established that parental involvement led to significantly increased numeracy and literacy scores of their children. The study also affirmed that lack of time to take part in home-school activities is consistent with other studies on challenges facing parents in home-school partnerships. Evidence in support is further proved by the related literature that shows the lack of sufficient time to be available to parents reduces their ability to meet their obligations in the home-school relationship, and the result is the reduction of the educational performance of their children

In a qualitative study conducted by Amunga and Ashioya (2020), using an exploratory research design, a small sample of 56 respondents found that parents are supposed to serve as co-educators of the teachers and provide learning contents of practical lessons, but this was not the case. The results underscore the fact that one of the strongest and most central barriers to good educational performance is insufficient support on part of parents. The paper also demonstrated that the majority of parents and guardians of learners schooling under the competence-based education are the products and the results of the 8-4-4 Curriculum and, therefore, they have minimal awareness of the new curriculum. The only people who do not have to receive training are those who work in the education sector and have received it as a part of their employment requirements. These situations cause these parents to have a hard time situating themselves in learning that this new education entails and thus the students cannot effectively help them with their schoolwork and supervise them effectively.

Additional facts show that the age of the learners is also one of the barriers to parent involvement in the education sector. The older children tend to have an adverse attitude towards the involvement of parents in school-based activities and almost never encourage direct involvement in cases where the involvement is to happen. Murray and Cheng (2014) further prove that language serves as a major obstacle to successful teacher-parent partnership. Those parents who do not speak the official language would at times be embarrassed and therefore, will not be willing and able to engage in such an undertaking. Balouch and Amiri (2015) relate this evidence with the level of education the parents have and state that it can limit communication and give rise to sense of intimidation in the school setting. The study in reference used a cross-sectional design combining features within different geographic areas hence making

the findings not generalizable. To overcome this shortcoming in the present study, the study was only performed in one region that had homogeneous characteristics.

Kagochi (2022) conducted a study to determine the influence of parent-teacher collaboration in monitoring school attendance on pupils' academic performance in public pre-primary schools in Kieni East and West Sub Counties Nyeri County, using a descriptive survey with 88 respondents. The study established that teacher-parent collaboration in monitoring the attendance of pupils at school significantly influenced pupils' academic performance. The study recommended that parents and teachers establish effective collaboration in monitoring the learners' attendance to ensure their consistency in school attendance, therefore improving their academic performance. The study formed a foundation for the current study, although it targeted to establish only one area of collaboration of monitoring the learners' school attendance. The current study strived to establish varying collaborative areas and investigated how they influenced the achievement of the learners' CBE core competencies.

3. Methodology

3.1 Research Design

Descriptive Survey Research design was used for the study. Descriptive survey design was a suitable approach for this study because it provided a structured and reliable way to analyze the influence of administrative management on CBE core competencies in junior school learners.

3.2 Sampling

The researcher used simple random and purposive sampling techniques to administer questionnaires to the respondents.

3.3 Population of the study

The target population was 23067, comprising 242 headteachers from 242 junior schools, 21425 junior school learners with 745 junior school learners class representatives, 408 junior school teachers and five sub-county directors.

Table 1: Laikipia County Junior Schools' Statistical Data

Sub Counties	schools	Js Learners	Js Teachers	Js Class Reps	Headteachers	Sub-County Directors	Totals
Laikipia Central	64	5880	106	196	64	1	6311
Kirima	32	2755	49	95	32	1	2964
Laikipia East	42	3782	85	122	42	1	4074
Laikipia West	48	3744	76	144	48	1	4061
Nyahururu	56	5264	92	188	56	1	5657
Totals	242	21425	408	745	242	5	23067

3.4 Sample Size and Sampling procedure

From the target population of 23067, an accessible population of 1400 comprising of 242 headteachers derived from 242 junior schools, 745 class representatives, 408 junior school teachers and five sub county directors were established. A sample size of 302 from an accessible population of 1400 was obtained using Krejcie and Morgan's distribution table. The table was valued for its simplicity and efficiency, making it an appropriate choice as it provides a reliable method for calculating valid and significant minimum samples. The sample size was distributed proportionately to determine the number of

respondents in each category. Thus, a percentage of 745 out of 14000, which is 53% representing 160 class representatives, 29% representing 88 junior school teachers, representing 17%; headteachers, 17%, was selected as respondents of the study. A proportion of 1% representing 3 TSC Sub- County directors was purposefully sampled. The samples from each category of respondents were distributed per Sub County proportionately by obtaining a percentage of the sub county and the total population of the county for every category of respondents. The percentage was used to distribute respondents per sub county to avoid biasness. Further, the distributed samples from each sub-county were randomly sampled and used as the respondents for the study.

Table 2: Sampling Matrix

Respondents. Sub counties	Headteachers.		JS teachers.		JS Learners' Class Reps.		Sub-County Directors	
	Accessible population	Sample size	Accessible population	Sample size	Accessible population	Sample Size	Accessible population	Sample size
Laikipia Central	64	17	106	28	196	52	1	0
Kirima	32	4	49	6	95	13	1	0
Laikipia East	42	7	85	18	122	20	1	1
Laikipia West	48	10	76	15	144	28	1	1
Nyahururu	56	13	92	21	188	47	1	1
Total	242	51	408	88	745	160	5	3

3.5 Ethical Concerns

The study was guided by ethical principles of voluntary participation, autonomy, and confidentiality. The researcher ensured the research was conducted with the highest level of integrity and objectivity. The researcher avoided bias in data collection, reporting, and analysis to ensure the credibility of the research findings

3.6 Data Analysis

After data collection, researcher engaged in an intense verification of all research tools to determine whether there are any data points that are either inaccurate or incomplete. In cases of deficiency, the fundamental tools were therefore enhanced taking care of the discovered errors and omissions. Subsequently, the arising data was coded based on the objectives of the study and the code was sent into the statistical analysis program Statistical Package of Social Sciences (SPSS) (V 29.0). Analysis of the subsequent results included descriptive and inferential procedures that were based on frequencies, means, percentages, and standard deviations to give clear interpretation. Regression analysis was utilized to analyze to determine whether there was influence of the dependent variable on the independent variables.

To illustrate this, the researcher compared an interview schedule fixed with interpretation and triangulation, the researcher compared the findings realized in the research with the researcher that was done using questionnaires to strengthen verification. To perform a descriptive analysis of the findings of the qualitative study, the analysis included the interview data transcribed into text form, or the audio, the text was re-read multiple times to spot common phrases or keywords and selective coding was done to identify any themes of related matters to answers of particular questions.

4. Results and Discussions

The study sought to determine the influence of teachers-parents Collaboration on learners' achievement of core competencies in junior schools in Laikipia County. The data were qualitatively and quantitatively analyzed and findings were recorded.

The researcher sought to establish junior school class representatives' responses on influence of Teachers-parents Collaboration on learners' achievement of core competencies in Junior Schools in Laikipia County. The data were analyzed and findings recorded in Table 3. The responses were rated as: Strongly agree (SA) Agree (A) Undecided (U) Disagree (D) and strongly disagree (SD).

Table 3: Junior School Class Representatives' Responses on Teachers-parents Collaboration in Laikipia County

Statements	N	SA	A	U	D	SD	Mean	Std Dev	Interpretation
		f (%)							
School administration organizes teachers-parents collaboration to monitor our achievement of core competencies.	156	18 (11.5)	60 (38.5)	56 (35.9)	12 (7.7)	10 (6.4)	2.55	1.435	Disagree
There is regular communication between parents and teachers to support my learning at home	156	71 (20.8)	17 (13.2)	47 (18.9)	11 (20.8)	10 (26.4)	3.81	1.494	Agreed
My parent and teachers often discuss and monitor my progress at school to help me achieve core competencies.	156	15 (9.6)	56 (35.9)	25 (16.0)	39 (25.0)	21 (13.5)	2.77	1.717	Undecided
My parents help me to do school projects and homework for effective achievement of core competencies.	156	22 (3.8)	18 (34.0)	47 (24.5)	46 (11.3)	23 (26.4)	2.47	1.281	Disagreed
School administrators coordinate with parents in immediate environment for provision of learning materials to enable us achieve desired core competencies.	156	35 (22.4)	37 (23.7)	10 (6.4)	20 (12.8)	54 (34.6)	3.54	1.581	Agreed
School administrators under the role of teachers-parents collaboration, develop and supervise our core competences like self-efficacy and creativity.	156	31 (19.9)	16 (10.3)	26 (16.7)	40 (25.6)	43 (27.6)	2.01	1.345	Disagree

In Table 3, 38.5% of junior school class representatives agreed that school administration organizes teachers-parents collaboration to monitor our achievement of core competencies, 7.7% disagreed while 35.9% were undecided. The study findings were supported by a case study on teaching and learning in higher education by Riehemann (2017) with 327 participants, who denoted that the capacity to apply teachers-parents collaboration concepts encourage predetermined problem-solving skills, knowledge, ethics, and attitudes, in a variety of defined real-life contexts for professional, personal, or academic development.

A good number of junior school class representatives, 20.8% strongly agreed that there was regular communication between parents and teachers to support my learning at home, 18.9% were undecided while 20.8% disagreed. The findings were in line with a survey study conducted by Hornby and Lafaele (2018) who opined that parental participation is an important element in education that can only be achieved through teacher-parent collaboration, such as parents getting involved in issues such as listening to the child as they read, helping them in completing their homework as well as school-based activities. A good number of junior school class representatives, 35.9 %, strongly agreed that their parents and teachers often discussed and monitored their progress at school to help them achieve core competencies, 16.0% were undecided while 13.5% strongly disagreed. The study findings related with a descriptive-survey study by Ule and du Bois-Reymond (2015) in Europe who observed that

parental and family collaborations with teachers had an impact on literacy outcomes for their children. Several junior school class representatives 3.8% strongly agreed that their parents help them to do school projects and homework for effective achievement of core competencies, 11.3% disagreed, 24.5% were undecided and 34.0% agreed. The findings concurred with views of Koch (2018), which established that some parents have very little time at their disposal to attend to their children’s educational issues. The study also noted that inflexible work schedules for parents can also result in hindering the parent’s involvement in their children’s achievement especially in cases for those with busy work schedules. Some of junior school class representatives, 13.2% agreed, 18.9% undecided and 13.2% disagreed.

Majority of junior school class representatives, 34.6%, strongly disagreed that school administrators coordinate with parents in immediate environment for provision of learning materials to enable us to achieve desired core competencies, 6.4% were undecided and 12.8% disagreed. Some class representatives 19.9% strongly agreed that school administrators, under the role of teachers-parents collaboration, develop and supervise our core competences like self-efficacy and creativity 16.7% were undecided, 25.6% disagreed while 10.3% agreed.

The researcher utilized Regression analysis to determine influence of teachers-parents collaboration on learners’ achievement of core competencies in junior school in Laikipia County, as per responses of class representatives. The results were analyzed in Table 4.

Table 4: Regression analysis of Teachers-parents collaboration and Learners’ achievement of core competencies in Junior Schools for class representatives

R-square	Adjusted R square	R-square change	F change	df1	df2	sig.	F change
.122a	.016	0.12	4.041	1	155	0.071	

F (1, 155) = 4.041, P<0.05 (Hypothesis accepted) a predictors: (Constant) Teachers-parents collaboration From table 4, since p-value (0.071) is more than critical value (0.05), researcher accepted the null hypothesis and retained alternative hypothesis. Therefore, the researcher established that there was no significant influence of teachers-parents collaboration on learners’ achievement of core competencies in junior schools. The findings opposed the ideas of Hill and Taylor (2014) in US on impact of parental school involvement on children's academic

achievement who affirmed that collaboration of parents and teachers could enhance student success academically.

The researcher sought to determine teachers’ responses on influence of teachers-parents collaboration on achievement of learners’ core competencies in Laikipia County. The data were analyzed and findings recorded in Table 5. The responses were rated as: Strongly agree (SA) Agree (A) Undecided (U) Disagree (D) and strongly disagree (SD).

Table 5: Junior School Teachers Responses on Teachers-parents Collaboration in Laikipia County

Statements	N	SA f (%)	A f (%)	U f (%)	D f (%)	SD f (%)	Mean	Std Dev	Interpretation
There is regular communication between parents and teachers to support development of learners' key core competences at home.	79	8 (10.1)	18 (22.8)	24 (30.4)	19 (20.1)	10 (12.7)	3.62	1.513	Agree
School administrators coordinate with parents in immediate environment for provision of learning materials to enable them achieve desired core competencies.	79	9 (11.4)	47 (59.5)	6 (7.5)	15 (19.0)	2 (2.5)	3.74	1.448	Agree
Collaboration between parents and teachers encourage learner participation in co-curricular activities which contributes significantly in holistic development of CBC competencies.	79	3 (3.8)	10 (12.7)	15 (19.0)	39 (49.4)	12 (15.2)	3.42	1.418	Agree
Parent and teachers often discuss learners' progress at school to help them achieve core competencies.	79	50 (63.2)	6 (7.6)	8 (10.1)	5 (6.3)	10 (12.7)	2.83	1.558	Undecided
School administrators under the role of teachers-parents collaboration, develop and supervise their core competences like self-efficacy and creativity.	79	8 (10.1)	6 (7.6)	50 (63.2)	7 (8.9)	8 (10.1)	2.62	1.200	Undecided
School administration organizes teachers-parents collaboration to monitor learners' achievement of core competencies.	79	17 (21.5)	19 (24.1)	28 (35.4)	10 (12.7)	5 (6.3)	3.61	1.205	Agree
Parents take part in values and life skills development of their children to facilitate achievement of core competencies in learners.	79	3 (3.8)	10 (12.7)	15 (19.0)	39 (49.4)	12 (15.2)	2.83	1.558	Undecided
Learners whose parents are actively involved in their children education tend to achieve higher in CBC core competencies.	79	13 (16.5)	10 (12.7)	44 (55.7)	4 (5.1)	8 (10.1)	3.43	1.418	Agree

From findings in Table 5, some of junior teachers strongly agreed that there was regular communication between parents and teachers to support development of learners' key core competences at home 30.4% were undecided while 20.1% disagreed. The study findings correlated with views of Hornby and Lafaele (2018) who emphasized that parental participation is an important element in education that can only be achieved through teacher-parent collaboration, such as parents getting involved in issues such as listening to the child as they read, helping them in completing their homework as well as school-based

activities. Majority of teachers, 59.5% agreed that school administrators coordinated with parents in immediate environment for provision of learning materials to enable them achieve desired core competencies, 7.5% were undecided while 19.0% disagreed.

Several junior teachers, 49.4% disagreed that collaboration between parents and teachers encouraged learner participation in co-curricular activities which contributed significantly in holistic development of CBC competencies, 19.0% were undecided and only 12.7% agreed. The findings were supported by concepts of Ule

and du Bois-Reymond (2015) in Europe who observed that parental and family collaborations with teachers had an impact on literacy outcomes for their children. A good number of teachers, 63.2% strongly agreed that parents and teachers often discussed learners' progress at school to help them achieve core competencies, 8.9% disagreed, and 10.1% remained neutral. Majority of junior teachers 63.2% were undecided that school administrators under the role of teachers-parents collaboration, develop and supervise their core competences like self-efficacy and creativity, 7.6% agreed and 10.1% strongly disagreed.

Several junior teachers, 35.4% were undecided that school administration organized teachers-parents collaboration to monitor learners' achievement of core competencies, 12.7% disagreed and 21.5% strongly agreed. The findings were interrelated with a survey study conducted by Hill and Taylor (2014) in US on impact of parental school involvement on children's academic achievement who affirmed that collaboration of parents and teachers could enhance student success academically. Majority of teachers, 49.4%, disagreed that parents took part in values and life skills development of their children to facilitate achievement of core competencies in learners, 12.7%

agreed and 19.0% remained neutral. The study findings were supported by a descriptive-survey study Koch (2018) who noted that some parents have very little time at their disposal to attend to their children's educational issues. The study also established that inflexible work schedules for parents could also result in hindering the parent's involvement in their children's achievement especially in cases for those with busy work schedules.

Some junior teachers 12.7% agreed that learners whose parents were actively involved in their children education tend to achieve higher in CBC core competencies, 55.7% were undecided while 5.1% disagreed. The findings were in line with views of Christenson and Reschly, 2015 affirmed that collaboration between parents and teachers was a powerful tool for addressing behavioral challenges for effective learning.

The researcher utilized Regression analysis to determine influence of teachers-parents collaboration on learners' achievement of core competencies in junior school in Laikipia County, as per responses of teachers. The results were analyzed in Table 7.

Table 6: Regression analysis of Teachers-parents Collaboration and Learners' achievement of core competencies in Junior Schools for Junior Teachers

R-square	Adjusted R square	R-square change	F change	df1	df2	sig. F change
.112a	.012	0.11	4.036	1	78	0.032

F (1, 78) = 4.036, P<0.05 (Hypothesis rejected) a predictors: (Constant) Teachers-parents collaboration From table 6, since p-value (0.032) is less than critical value (0.05), researcher rejected the null hypothesis and retained alternative hypothesis. Therefore, the researcher established that there was significant influence of teachers-parents collaboration on learners' achievement of core competencies in junior schools. The findings correlated with ideas of Hill and Taylor (2014) in US on impact of parental school involvement on children's academic

achievement who affirmed that collaboration of parents and teachers could enhance student success academically.

The researcher intended to investigate the influence of teachers-parents collaboration on Learners' achievement of core competencies in Junior Schools in Laikipia County. The findings from junior school teachers were analyzed and recorded in Table 7: The responses were rated as: Strongly agree (SA) Agree (A) Undecided (U) Disagree (D) and Strongly disagree (SD).

Table 7: Junior school Head teachers Responses on Teachers-parents Collaboration in Laikipia

Statements	N	SA f (%)	A f (%)	U f (%)	D f (%)	SD f (%)	Mean	Std Dev	Interpretation
I and learners volunteer in coordinating community service delivery to effectively instill in them key core competencies.	48	5 (10.4)	16 (33.3)	12 (25.0)	6 (12.5)	9 (18.8)	3.64	1.424	Agreed
I co-ordinate teachers-parents collaboration to monitor learners' problem solving skills.	48	19 (39.6)	12 (20.0)	6 (12.5)	8 (15.1)	3 (6.3)	3.08	1.415	Undecided
I organize learners in sensitizing community and families on activities that promote their critical thinking and creativity.	48	7 (14.6)	10 (20.8)	16 (33.3)	6 (12.5)	9 (18.8)	2.04	1.458	Disagreed
I guide Parents to help learners' do school projects and homework for effective achievement of core competencies	48	15 (31.3)	8 (16.7)	7 (14.6)	9 (18.8)	9 (18.8)	3.36	1.258	Undecided
Parents take part in values and life skills development of their children to facilitate achievement of core competencies in learners.	48	4 (8.3)	6 (12.5)	24 (50.0)	5 (10.4)	9 (18.8)	4.19	1.164	Agreed
Learners whose parents are actively involved in their children education tend to achieve higher in CBC core competencies.	48	5 (10.4)	13 (27.1)	17 (35.4)	6 (12.5)	7 (14.6)	4.02	1.580	Agreed

From findings in Table 7 several junior school head teachers 33.3% agreed that they volunteered learners in coordinating community service delivery to effectively instill in them key core competencies, 12.5% disagreed, 25.0% were undecided and 18.8% strongly disagreed. Several junior school head teachers, 39.6% agreed that they coordinated teachers-parents collaboration to monitor learners' problem-solving skills, 12.5% were undecided while 20.0% agreed. The findings agreed with views of Hill and Taylor (2014) in US on impact of parental school involvement on children's academic achievement who affirmed that collaboration of parents and teachers could enhance student success academically. Some junior school teachers 20.8%, agreed that junior school head teachers organized learners in sensitizing community and families on activities that promote their critical thinking and creativity, 33.3% were undecided while 12.5% disagreed.

A good number of junior schoolteachers 24.6% strongly agreed that junior school head teachers guided parents to help learners' do school projects and homework for

effective achievement of core competencies, 18.6% were undecided while 7.6% strongly disagreed. The study findings were in agreement with Ule and du Bois-Reymond (2015) in Europe who observed that parental and family collaborations with teachers had an impact on literacy outcomes for their children. Majority of junior school teachers 31.3% strongly agreed that parents took part in values and life skills development of their children to facilitate achievement of core competencies in learners, 14.6% were undecided while 16.7% agreed. The findings concurred with study of Koch (2018) who came to conclusion that some parents had very little time at their disposal to attend to their children's educational issues. The study also noted that inflexible work schedules for parents could also result in hindering the parent's involvement in their children's achievement especially in cases for those with busy work schedules. Some junior school teachers 27.1% agreed that learners whose parents are actively involved in their children education tend to achieve higher in CBC core competencies, 35.4% were undecided while 12.5% disagreed.

Table 8: Regression analysis of Teachers-parents Collaboration and Learners' achievement of core competencies in Junior Schools for head teachers

R-square	Adjusted R square	R-square change	F change	df1	df2	sig. F change
.113a	.013	0.15	.013	3.981	1 47	0.039

F (1, 47) = 3.981, P<0.05 (Hypothesis rejected)
 a predictors: (Constant) Teachers-parents collaboration
 From table 9, since p-value (0.039) is less than critical value (0.05), researcher rejected the null hypothesis and retained alternative hypothesis. Therefore, the researcher established that there was significant influence of teachers-parents collaboration on learners' achievement of core competencies in junior schools. The findings were in line with view of Hill and Taylor (2014) in US on impact of parental school involvement on children's academic achievement who affirmed that collaboration of parents and teachers could enhance student success academically.

Hypothesis Testing on Influence of Teachers-parents collaboration on Learners' Achievement of Core competencies in junior Schools in Laikipia County

To determine whether teachers-parents collaboration influence learners' achievement of core competencies in junior schools in Laikipia County. The null hypothesis established that there was no statistical significance influence of teachers-parents collaboration on management of primary school curriculum implementation, in Laikipia County. The researcher utilized Regression analysis to determine overall influence of teachers-parents collaboration on learners' achievement of core competencies in junior school in Laikipia County. The results were analyzed in Table 9.

Table 9: Overall Regression analysis of Teachers-parents collaboration and Learners' achievement of core competencies

R-square	Adjusted R square	R-square change	F change	df1	df2	sig. F change
.116a	.019	0.14	.019	3.058	1 285	0.004

F (1, 285) = 4.071, P<0.05 (Hypothesis rejected)
 a predictors: (Constant) Teachers-parents collaboration

From table 9, since p-value (0.040) is less than critical value (0.05), researcher rejected the null hypothesis and retained the alternative hypothesis. Therefore, the researcher established that there was an influence of teachers' and parents' collaboration on learners' achievement of core competencies in junior schools. The findings correlated with the ideas of Hill and Taylor (2014) in the US, who affirmed that collaboration between parents and teachers could enhance academic success.

5. Conclusion and Recommendations

5.1 Conclusion

Based on the findings of the study, the researcher made the following conclusions:
 There was a statistically significant influence of teachers-parents collaboration on learners' achievement of core competencies in junior school in Laikipia County.

5.2 Recommendations

The study made the following recommendations:
 To enhance the achievement of CBE core competencies, the government should organize induction workshops to sensitize all teachers and head teachers and parents to the importance of teachers-parents collaboration in shaping learners in real-life situations.

References

Amunga, J., Were, D., & Ashioya, I. (2020). The teacher-parent nexus in the competency based curriculum success equation in Kenya.

Balouch, S., Amiri, M. A., Boledaee, Y., Kadkhodaei, A., Rezaeian, H., & Abdollahi, R. (2015). Studying the Barriers to Parental Involvement in Primary Schools from the Perspective of the Teachers: A Study of Nikshahr City Iran. *Management and Administrative Sciences Review*, 4(3), 627-624. .

- Epstein, J. L., Sanders, M. G., Sheldon, S. B., Simon, B. S., Salinas, K. C., Jansorn, N. R., & Williams, K. J. (2018). *School, family, and community partnerships: Your handbook for action*. Corwin Press.
- Epstein, J. L., Sanders, M. G., Sheldon, S. B., Simon, B. S., Salinas, K. C., Jansorn, N. R., & Williams, K. J. (2018). *School, family, and community partnerships: Your handbook for action*. Corwin Press.
- Faugstad, R., & Jenssen, E. S. (2019). Teachers' experience of opportunities in school-home collaboration. *Nordic Journal of Education and Practice*, 13(1), 98-111.
- Kagochi, E. N. (2022). Influence of Internal Quality Assurance Practices on Students' academic Performance Public Pre-Primary Schools in Kieni East and West Sub counties in Nyeri County (Doctoral dissertation, Karatina University).
- Koch, L. A. (2018). *Parent Involvement in Early Childhood Education and Its Impact on the Development of Early Language and Literacy Skills: An Exploration of One Head Start Program's Parent Involvement Model*. Drexel University.
- Mahuro, G. M., & Hungi, N. (2016). Parental participation improves student academic achievement: A case of Iganga and Mayuge districts in Uganda. *Cogent Education*, 3(1), 1264170.
- Murray, K. W., Finigan-Carr, N., Jones, V., Copeland-Linder, N., Haynie, D. L., & Cheng, Obidike, R. O., & Okafor, C. J. (2015). Relationship between Human Resources Management Variables and the Academic Performance of Students in Secondary Schools in Egor Local Government Area, Edo State, Nigeria. *Journal of Educational and Social Research*, 5(1), 323-323.
- Ule, M., Živoder, A., & du Bois-Reymond, M. (2015). 'Simply the best for my children': Patterns of parental involvement in education. *International Journal of Qualitative Studies in Education*, 28(3), 329-348.