



# Influence of Parental Socio-Economic Activities on Implementation of Competency-Based Curriculum in Public Junior Schools in Garissa Sub-County, Garissa County, Kenya

Hussein Abdijabar & Josephine Kirimi  
Mount Kenya University  
Email: [abdijabarhassan903@gmail.com](mailto:abdijabarhassan903@gmail.com)

**Abstract:** Parental socio-economic activities are crucial in supporting the effective implementation of the Competency Based Curriculum (CBC) in schools. In Garissa Sub- County, however, the implementation of CBC in public junior schools has been less successful, with many teachers unable to cover the syllabus on time, leading to poor learner competencies. This study sought to examine how parental socio-economic activities influence the implementation of CBC in public junior schools in Garissa Sub- County, Garissa County, Kenya. The study utilized a mixed-methods approach and a concurrent triangulation research design. The target population consisted of 654 respondents, including 28 headteachers, 315 JSS teachers, 308 parents' representatives, and 3 Curriculum Support Officers (CSOs). A sample of 9 headteachers, 201 JSS teachers, 36 parents' representatives, and 3 CSOs were determined using Yamane's formula. Data was collected through questionnaires for JSS teachers and interview guides for headteachers, parents' representatives and CSOs. Qualitative data were analyzed thematically and presented in narrative form, while quantitative data were analyzed using descriptive statistics such as frequencies and percentages and inferentially through Pearson's Product Moment Correlation Analysis, using Statistical Package for Social Sciences (SPSS Version 25) and presented in tables. The study revealed that CBC implementation remains a challenge in Garissa Sub-county's public junior schools. Many teachers fail to cover the syllabus in time, and classroom pedagogy remains ineffective, leading to low learning outcomes. This issue has been attributed to parents' involvement in various socio-economic activities. Therefore, it is recommended that parents prioritize time for their children's academic engagement despite their busy schedules.

**Keywords:** Public, junior schools, competency-based curriculum, parental socio-economic activities

## How to cite this work (APA):

Abdijabar, H. & Karimi, J. (2025). Influence of Parental Socio-economic Activities on Implementation of Competency-based Curriculum in Public Junior Schools in Garissa Sub-County, Garissa County, Kenya. *Journal of Research Innovation and Implications in Education*, 9(4), 153 – 164. <https://doi.org/10.59765/frp532lr>.

## 1. Introduction

Education constructively impacts on learners' minds, character traits and physical ability. According to United Nations Educational, Scientific and Cultural Organization (2022), 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, 2022). 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 (2024) 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 (2024), it is vital to note that 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 (2024) 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. This failure to implement CBC has been attributed to a multiplicity of factors including parental socio-economic activities. Perna and Titus (2024) opine that parental socio-economic activities are a set of social and economic undertakings which parents engage in and might encourage or discourage parents from participating in school activities. These include but not limited to level of education, cultural beliefs and values, socio-economic activities and family size. This implies that the role of parents in curriculum implementation cannot be wished away.

This corroborates the assertions of Epstein (2023) that families and schools have worked together in striving to give learners quality education since the beginning of formal schooling. However, in the context of the

implementation of competency-based curriculum and greater accountability and demands for children to achieve high academic expectations, schools and parents have formed partnerships and shared responsibilities for children's education in more structured ways. Davies (2023) posits that parents are involved in the development of learning materials for learners, providing instructional resources and practically assisting learners in undertaking their assignments and homework. According to Davies (2023), the more intensively parents are involved in their children's learning, the higher their children's mastery of concepts and skills as envisaged under CBC.

In the Netherlands, Domitrovich, Gest, Gill, Bierman, Welsh and Jones (2020) assert that parents support their children's schooling by attending academic clinics, parents' days, volunteering and undertaking school feeding programmes. Domitrovich et al. (2020) further note that parents can become more involved in helping their children improve their schoolwork by providing encouragement, arranging for appropriate study time and space, modeling desired behaviour patterns such as reading for pleasure, monitoring homework, actively tutoring their children at home and preparing them to advance what to expect in higher grades. By the same token, Hartley, Rogers, Smith, Peters and Carr (2020) conducted a similar study in Austria which established that parents could volunteer to help out with school activities, work in the classroom or they can take an active role in governance and decision-making necessary for planning of CBC activities. Hartley et al. (2020) reported that parental involvement is more important than family background variables in determining whether and how learners progress to master concepts under CBC. In circumstances where CBC has succeeded, schools have had to involve parents to encourage their children, help them develop learning materials and assist them with homework. This indicates that, when parents interact frequently and work together to support learning, children tend to succeed in their academic undertakings. However, this has been affected by parents' socio-economic activities. In Mozambique, Conenzio and French (2023) opine that parental socio-economic activities are critical factors in the implementation of CBC since they make them understand their role in CBC such as provision of scholastic materials, acting as role models to learners and help learners undertake their homework activities. Conenzio and French (2023) further note that, in schools where parents are regularly involved in school management programmes, children register higher learning outcomes, greater cognitive competence, greater problem-solving skills, greater school enjoyment, better school attendance and fewer behavioural problems at school.

In Rwanda, the Rwanda Education Board (2024) posits that parents are important in the implementation of CBC in providing instructional resources, physical facilities and monitoring children's behaviour patterns. They also

take part in volunteering activities, such as school feeding programmes, development of learning materials and accompanying learners in field work activities (REB, 2024). This indicates that the cultivation of strong parent-teacher linkages is increasingly and widely viewed as an essential component of strategies to improve the process of implementation of CBC as well as learners' educational outcomes. In Kenya, the competency-based curriculum has been introduced as a solution to the challenges which bedeviled the 8.4.4 education system. Ondimu (2023) notes that the 8.4.4 system had loaded syllabus content and did not respond to the immediate needs of the learners. Ondimu (2023) asserts that CBC was rolled out in 2018 to tap into the talents and competencies of learners with school management being at the center of the implementation. To this effect, role of parents has been considered key to the implementation process since, with their involvement ensures ownership of the system as well as expressing their views, especially on the best ways to implement and sustain it.

In Nairobi County, Ngaruiya (2023) notes that, when involved, parents play a key role in the planning, implementation and management of CBC besides the provision and development of curriculum support materials. Ngaruiya (2023) further opines that parental involvement is a strong determinant of school performance as measured by junior learners' scores in achievement tests.

Public junior schools in Garissa Sub- County are no exception with many learners manifesting low competencies in designed learning areas. A report by Garissa Sub- County Education Office (2023) shows that, despite the introduction of junior 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 23.8% of learners registered competencies in mathematics above expectations, 20.7% manifested improved language and communicative competencies, 19.4% manifested registered sciences skills above expectations. In other words, mastery of concepts in key learning areas among learners in public junior schools is still below expectations. However, few empirical studies had interrogated the extent to which parental socio-economic activities influence implementation of competency-based curriculum in public junior 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 schools in Garissa Sub- County.
2. To examine the influence of parental socio-economic activities on implementation of

competency-based curriculum in public junior schools in Garissa Sub- County.

## 2. Literature Review

Parents' monetary and non-monetary resources are critical predictors of child development outcomes and economic well-being. Children whose parents have more economic resources are expected to have a better chance of succeeding in primary school and adulthood. In New Zealand, Canada and the United State of America, Mayer (2024) explains that the effect of parental income on children's outcome can be viewed in three ways: the correlation between parental income and children's outcome, the causal effect of parental income on children's outcome and the effect of particular policies implemented to raise the income of poor families. Despite the limitations associated with them, Mayer (2024) recommends that they are useful in highlighting changes over time and across countries in relation to parental income and children's outcomes and assess the effect of specific policy changes. Cognizant of this fact, Gershoff, Raver, Aber and Lennon (2024) carried out a study in Kuala Lumpur which established that primary school students who receive non-monetary resources from their parents, such as quality parental care, also have a higher probability of having positive development and implementation of competency-based curriculum in schools. According to Gershoff et al (2024), children's access to opportunity depends on available resources. These findings point to the fact that low-income parents with no economically viable occupations must cover many expenses with limited resources, and family resources may be allocated to cover basic needs rather than investing in children. Children in families with good parental occupation and greater parental resources can access opportunities for positive outcomes that are less likely to be available to children in poorer families. These disparities in access to opportunity may be replicated across generations. In India, Butler, Beach and Winfree (2022) assert that limited parental resources can result in higher risks of cognitive and behavioral problems for children.

In keeping with these assertions, Conger, Elder, Lorenz and Simons (2023) conducted a study in Austria which revealed that the strain of limited finances may distract parents, prohibiting them from undertaking activities, including educational activities, with their children. Conger et al (2023) further noted that low-income parents often cannot afford to care for their children while working outside the home, and proper substitute caregivers may be unavailable or hard to find. Similar studies carried out by Duncan and Brooks-Gunn (2021), who presented their findings to the British Educational Research Association's annual conference, examined primary school-placement decisions in English and Math in 124 primary schools. Their analysis included information on primary schools' prior attainment,

gender, ethnicity and home neighborhood and found that working-class primary schools are more likely to be placed in lower sets than middle-class primary schools who have the same test results, and that, primary schools from middle-class backgrounds more likely to be assigned to higher sets, irrespective of their prior attainment. The schools said that prior attainment and perceived ability were the main criteria on which decisions were based (Duncan & Brooks-Gunn, 2021).

According to American Psychological Association (2022), at higher levels, most primary school learners which access education tend to come from middle and above wealth quintile families. Students themselves hardly make these decisions but rather it is their parents, guardians and relatives. APA (2022) depicted the correlation between district income and primary school students' enrolment where for low levels of income very few children attended education and there is a large gap between children's enrolment. In a study conducted in Colombia, Roscigno (2023) identified parental income in his work to be a cogent factor upon which the academic successes of primary school students lie which, to a large extent, affects the psychological balance or homeostatic balance in the classroom, which causes low concentration, low perception, frustration, sickness and emotional disability in implementation of competency-based curriculum in primary schools of the children. In many countries in Sub-Saharan Africa, Okoli (2023) asserts that parental income may result in limited supervision of children before and after school, which may result in children experiencing more difficulty in school and being exposed to more risks before and after school. A study conducted in KwaZulu Natal Province in South Africa by Bridgemohan (2023) also revealed that there is also a positive association with a household head working as a public employee, which is typically associated with less volatile higher earnings. According to Bridgemohan (2023), 67.9% of students who attended high school regularly and performed better in national examinations came from families with parents who substantive earnings from salaries, wages, or businesses.

In Kenya, the role of parental level of income cannot be overemphasized. A study conducted in Kisumu East Sub- County by Okumu and Otieno (2024) established that parental income on a daily or monthly basis contributes to participation rates of their children in primary education. According to Okumu and Otieno (2015), this is attributed to the fact that parental occupations and income raise expectations of possible returns of education as an investment. In Garissa Sub-County, parental occupation is a critical determinant of students' participation in academic activities. A study carried out by Osman (2024) revealed that learners are more likely to perform poorly at school and drop out when parents or guardians live in poverty and/or cannot afford to pay school expenses, such as school fees, textbooks, uniforms, transportation and lunches.

Osman (2024) found that the coefficients of parental income exhibited a nicely increasing trend, suggesting an increasing pressure on educating the offspring, especially when the main source of income comes from 'transfer', which helps to raise school attendance. This has been a common phenomenon where learners are deprived of the essential needs and are found to perform poorly in their primary school academic work. However, Osman (2024) as did other reviewed empirical studies have not indicated how different forms of parental occupations influence implementation of competency-based curriculum in public primary schools.

### **Theoretical Framework**

The study was guided by the socio-economic theory which was postulated by Palkovitz (2010). This theory holds that socioeconomic status (SES) or dynamics encompasses not just income but also educational attainment, financial security, and subjective perceptions of social status and social class. Palkovitz (2010) holds that socioeconomic status can encompass quality of life attributes as well as the opportunities and privileges afforded to people within society. Poverty, specifically, is not a single factor but rather is characterized by multiple physical and psychosocial stressors. Further, SES is a consistent and reliable predictor of a vast array of outcomes across the life span, including physical and psychological health. Thus, SES is relevant to all realms of behavioral and social science, including research, practice, education and advocacy. In the context of this study, this theory associates diverse inputs affecting a learner's learning and participation in school academic activities such as socio-economic dynamics and learning environments with measured outputs including subsequent transit from one level of education to the next, class attendance, graduation rates and standardized examination results.

This theory further holds that human capital is an input in education that is expected to bring change in behavior, knowledge and skills as an output. The central idea is that education is an investment that increases earnings by providing long-term benefits such as social and economic development. Parents invest heavily in junior school education and taking this investment as input, there must be equally related outputs that can account for the investment. Thus, the relevance of socio-economic theory in this study is that it underscores the fact that children from low socio-economic households and communities develop academic skills slower than children from higher socio-economic households. It underscores the fact that junior school systems in low socio-economic communities are often under-resourced, which negatively affects learners' academic progress and outcomes. In other words, different sets of parental dynamics such as education level, socio-economic activities, cultural beliefs and values as well as family size are major determinants of successful CBC implementation in schools.

The study was also anchored on the curriculum implementation theory which was postulated by Bobbit (1918). This theory is anchored on the assumption and belief that any curriculum worth being implemented should prepare learners for their future roles in the new industrial society and thus, influenced 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 must 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. To achieve this, he developed and created five steps for curriculum making.

The first step was about separating all human experiences into major fields. This was followed by step two, where the fields were broken 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 the learners. 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 curriculum considers learners' strengths, weaknesses, needs and preferences and advocates for change in teaching methods. It taps into learner competencies and mastery of subjects and examinations.

### 3. Methodology

The research adopted a mixed methodology and applied a concurrent triangulation research design. Target population was 654 respondents, comprising 28 headteachers, 315 teachers, 308 parents' representatives, and 3 Curriculum Support Officers (CSOs), from which a sample of 249 respondents was calculated using Yamane's Formula. Stratified sampling was used to create three different strata based on the number of zones in Garissa Sub County. From each zone, three headteachers and 12 parents were sampled using purposive sampling. All the Sub County CSOs were also purposively considered for the study. From each zone, simple random sampling was applied to select 67

teachers to avoid bias. This sampling procedure realized a sample of 9 headteachers, 201 teachers, 36 parents' representatives, and 3 CSOs. Questionnaires were used to collect quantitative data from teachers, whereas interview guides were used to gather qualitative data from headteachers, parents' representatives and CSOs. Qualitative data were analyzed thematically based on the objectives and presented in narrative form. Quantitative data were analyzed using descriptive statistics such as frequencies and percentages, and inferentially using Pearson's Product Moment Correlation Analysis, with the help of Statistical Package for Social Sciences (SPSS Version 25) and presented using tables.

In this study, an ethical clearance certificate was obtained from Mount Kenya 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 as per the objectives of the study are outlined besides highlighting presentation of findings as well as discussions.

### 4.1 Response Rates

In this study, 201 questionnaires were administered to teachers, and, in return, 197 questionnaires were filled and returned. In the same token, the researcher interviewed 8 headteachers, 32 parents' representatives and 3 Curriculum Support Officers. This yielded response rates shown in Table 1:

**Table 1: Response Rates**

<b>Respondents</b>	<b>Sampled Respondents</b>	<b>Those Who Participated</b>	<b>Achieved Return Rate (%)</b>
Headteachers	9	8	88.9
Teachers	201	197	98.0
Parents' Representatives	36	32	88.9
Curriculum Support Officers	3	3	100.0
<b>Total</b>	<b>249</b>	<b>240</b>	<b>96.4</b>

Source: Field Data (2025)

Table 1 shows that headteachers registered a response rate of 88.9%, teachers registered 98.0% whereas parents' representatives registered a response rate of 88.9%. However, all (100.0%) of the Curriculum Support Officers (CSOs) took part in the study. This yielded an average response rate of 96.4%, 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 Garissa 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 Expectations	Approaching Expectations	Below 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 JSS learners manifest competencies in mathematics activities which exceed 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 exceed 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 exceed learning expectations, 25.9% approach expectations whereas 28.6% are below expectations. Integrated sciences, slightly more than a third (33.9%) of the JSS learners manifested competencies which exceed expectations, 27.7% approach expectations whereas 38.4% are below expectations.

These findings support the assertions of a report authored by Garissa 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.

### 4.2.1 Thematic Analysis

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

*In my school, 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*

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.

### 4.3 Parental Socio-economic Activities and Implementation of Competency-based Curriculum in Public Junior Secondary Schools

The study sought to assess how parental socio-economic activities influence implementation of competency-based curriculum in public junior secondary schools. Descriptive data were collected, organized and summarized into specific thoughts. Results are shown in Table 3:

**Table 3: Teachers' Views on the Influence of Parental Socio-economic Activities on Implementation of Competency-based Curriculum in Public Junior Schools**

Test Items	Ratings				
	SA %	A %	U %	D %	SD %
In public junior secondary schools, many parents who work as general laborers which has not enabled them to take part in CBC implementation	41.1	13.6	7.2	26.6	11.5
In public junior secondary schools, most parents who are self-employed find it difficult to take part in CBC implementation	50.4	14.4	5.8	20.1	9.3
Parents who are salaried employed often create time to participate in CBC implementation activities in public junior secondary schools	48.2	6.5	4.3	14.4	26.6
In public junior secondary schools, parents who do farming motivate rarely have time to attend CBC implementation programmes and workshops	63.3	12.9	7.2	13.7	2.9
In public junior secondary schools, many parents are involved in business activities which rarely give them to take part in CBC implementation activities	50.4	10.8	3.6	33.1	2.1

**Source: Field Data (2025)**

Table 3 shows that 81(41.1%) of the teachers strongly agreed with the view that, in public junior secondary schools, many parents who work as general laborers which has not enabled them to take part in CBC implementation while 27(13.6%) agreed, 15(7.2%) were undecided, 53(26.6%) disagreed whereas 18(11.5%) strongly disagreed. More than half, 100(50.4%), of the teachers strongly agreed with the view that, in public junior secondary schools, most parents who are self-employed find it difficult to take part in CBC implementation while 29(14.4%) agreed. However, 12(5.8%) were undecided, 39(20.1%) disagreed whereas 19(9.3%) strongly disagreed. The study found that 95(48.2%) of the teachers strongly agreed with the view that parents who are salaried employed often create time to participate in CBC implementation activities in public junior secondary schools while 13(6.5%) agreed, 9(4.3%) were undecided, 29(14.4%) disagreed whereas 53(26.6%) strongly disagreed.

Table 3 shows that majority, 125(63.3%), of the teachers strongly agreed with the view that, in public junior secondary schools, parents who do farming motivate rarely have time to attend CBC implementation programmes and workshops whereas 26(12.9%) agreed, 15(7.2%) were undecided, 27(13.7%) disagreed whereas 6(2.9%) strongly disagreed. Slightly more than half, 100(50.4%), of the teachers strongly agreed that, in

public junior secondary schools, many parents are involved in business activities which rarely give them to take part in CBC implementation activities whereas 22(10.8%) agreed, 8(3.6%) were undecided, 66(33.1%) disagreed whereas 5(2.1%) strongly disagreed. These findings indicate that, in public junior secondary schools, parents' socio-economic status shapes their engagement in the implementation of competency-based curriculum (CBC). Parents who work as general laborers face limited time and resources. They often lack flexibility. This lends credence to the assertions of Community Education (2025) that low socio-economic status correlates with reduced school engagement. School policies seldom accommodate their schedules. They seldom attend workshops or CBC activities. They prioritize daily survival over curriculum support.

Parents who are self-employed face similar constraints. They juggle client demands with household duties. They often work long hours without stable breaks. In the words of Syomwene (2022), time and poverty limit their ability to engage in school forums or CBC orientation. Although they control their work, they lack free time. Schools rarely tailor meetings to suit irregular schedules. In contrast, salaried employed parents often create time to take part in CBC implementation. They may have fixed working hours and employer support or leave.

Studies highlight that these parents attend school meetings more often. They volunteer, support learning at home, and participate in CBC planning (Ranji, Chumba & Kurgat, 2025). Their stable schedules afford planning and presence in school workshops. Parents engaged in farming tend to be busier during planting and harvest seasons. They often travel or work long days. Local studies on parental involvement note that farming parents have low attendance in school-based activities (Syomwene, 2022). Their availability varies by season. They seldom attend CBC orientation or portfolio workshops when farming demands peak. Many parents involved in business activities may also fail to participate. Business owners work irregular hours or travel for trade. Their focus on income generation leaves little time for school events.

Research on socio-economic disparities in parental engagement shows that parents with small businesses often play indirect roles rather than direct involvement in schooling policy or implementation (Community Education, 2025). They may support through funding or informal communication. Yet they seldom attend CBC workshops. Studies on CBC implementation highlight general barriers across parent groups. Amagove, Limboro and Itolondo (2024) show that many parents lack awareness of their roles in CBC. They face financial and time constraints that hinder involvement. They often lack training. Similarly, research in Kenya found parents lacked induction and practical skills to support CBC tasks (Amunga, 2019). Schools expect parents to support portfolios, homework, and resources, but few follow through due to limited capacity. Community education (2025) notes that parents with low socio-economic status remain marginalized in school participation. School systems often do not adapt to their needs. CBC demands

active parental co-teaching. Yet marginalized parents often engage indirectly. This pattern aligns with your themes: general laborers, self-employed, farming, and business parents face structural barriers.

Ranji et al. (2025) found that overall parental engagement explains about 18 percent of variation in CBC implementation success. That underscores the value of participation. But the uneven involvement across parent types reduces collective impact. Schools must design flexible engagement strategies. They should schedule workshops at varied times. They could use remote or weekend formats. They could mobilize local agents to reach farming or laboring parents. In sum, parents' occupation shapes their ability to participate in CBC implementation. Salaried employees often engage actively. General laborers, self-employed, farming, and business-active parents often struggle due to time demands, seasonality, irregular hours and lack of tailored support. This affirms that low socio-economic status correlates with indirect engagement.

### 4.3.1 Inferential Analysis

To verify the influence of parental socioeconomic activities on CBC implementation, data were collected from 8 headteachers of the sampled public junior secondary on the average annual income of parents and the average expected competencies among JSS learners in 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). Results are shown in Table 4:

**Table 4: Parents' Average Annual Income and Implementation of CBC Public Junior Secondary Schools**

Parents' Average Annual Income	Levels of Competencies among JSS Learners in 2023 National School-Based Assessments (SBAs)
34500	3
29000	2
45000	4
67000	2
56700	2
104000	4
55900	2
145000	1

Source: Field Data (2025)

Table 4 shows that, in public junior secondary schools with parents who earn relatively higher incomes, the average learning outcomes of learners in national assessments were high. This implies that parents with higher incomes are more able to invest in their children's education. They can afford additional learning materials, private tutoring, and access to digital resources, which extend learning beyond the classroom. Their financial stability often allows them to live in areas with better-resourced schools, leading to smaller class sizes,

qualified teachers, and improved facilities. Such conditions contribute to a more supportive learning environment that directly impacts academic performance. Higher-income households often provide a stable home environment conducive to studying. These parents are more likely to have higher educational attainments themselves, enabling them to support their children academically through guidance, homework supervision, and fostering a strong value for education. This cultural capital reinforces positive attitudes toward

learning, discipline, and goal setting. In addition, learners from these families often have access to health care, nutrition, and extracurricular activities, which improve cognitive development and concentration. Reduced stress from financial instability further allows learners to focus on academics without being burdened by external challenges. However, while the correlation between higher parental income and strong learning outcomes is clear, it also highlights educational inequalities. The disparity in results between learners from high- and low-income families underscores the

need for targeted policies to provide equitable resources and support to disadvantaged schools. Without such interventions, national assessments risk reflecting socio-economic divides more than individual learning potential. In conclusion, higher parental income in public junior secondary schools is strongly associated with better learning outcomes due to improved access to resources, supportive home environments, and enhanced school quality. Data in Table 4 were subjected to Pearson's Product Moment Correlation Analysis and the results are shown in Table 5:

**Table 5: Relationship between Parental Socioeconomic Activities and Implementation of Competency-based Curriculum in Public Junior Secondary Schools**

		Parental Socioeconomic Activities	Implementation of CBC
Parental Socioeconomic Activities	Pearson Correlation	1	.515*
	Sig. (2-tailed)		.041
	N	8	8
Implementation of CBC	Pearson Correlation	.515*	1
	Sig. (2-tailed)	.041	
	N	8	8

\*. 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 parental socioeconomic activities and implementation of competency-based curriculum in public junior secondary schools ( $r(8) = 0.515$ ,  $p = 0.041$  at  $\alpha = 0.05$ ). This further implies that parental socioeconomic activities play a critical role in the successful implementation of a competency-based curriculum (CBC) in public junior secondary schools. A positive correlation exists because the economic and occupational status of parents influences both the resources available to schools and the level of support students receive at home. Parents engaged in stable, well-paying jobs are more likely to afford learning materials, technological tools, and extracurricular activities that reinforce the practical and skill-oriented focus of the CBC. This financial capacity helps bridge resource gaps often faced by public schools, creating an environment where competency-based teaching and assessment can thrive. Beyond financial contributions, parents' occupations and education levels often shape their attitudes toward learning. Those with professional or skilled employment tend to value continuous learning and innovation, aligning closely with CBC principles such as problem-solving, critical thinking, and collaboration. These parents are more likely to engage with teachers, attend school meetings, and monitor progress, ensuring that CBC goals are supported beyond the classroom. Socioeconomic activities also influence community partnerships. Parents in business, government, or community leadership positions can advocate for policies, donations, and infrastructural improvements that support CBC implementation. Their networks may facilitate school access to guest trainers,

mentorship programs, and career exposure activities, which are vital to a competency-based approach.

Conversely, in contexts where parental socioeconomic activities are unstable or low-income, schools may face challenges such as absenteeism, limited access to learning materials, and reduced parental involvement. This disparity underscores the importance of integrating community support mechanisms to complement CBC implementation in economically disadvantaged areas. In sum, the relationship between parental socioeconomic activities and CBC implementation is mutually reinforcing. Strong socioeconomic engagement by parents enhances resources, motivation, and community involvement, all of which are essential for public junior secondary schools to successfully deliver a competency-based education.

### 4.3.2 Thematic Analysis

During the interviews, the headteachers, parents' representatives and CSOs responded in favour of the view that socioeconomic activities which parents engage in determine the extent to which they get involved in their children's academic activities and thus, implementation of CBC in public junior secondary schools. Headteacher, H2, noted;

*In my school, many parents rarely find time to attend school academic activities which involve implementation of CBC. Most are general labourers, traders with few being salaried employed to create time for their children's academic activities. This has slowed the*

### *implementation of CBC in public junior secondary schools.*

Just like quantitative findings, these views also indicate that socioeconomic activities which parents undertake often determine the amount of time, attention, and resources parents can devote to supporting their children's education. While such work sustains family livelihoods, it can also compromise the effective implementation of the Competency-Based Curriculum (CBC).

General labourers, who often work long hours for low wages, may lack the flexibility and financial capacity to purchase learning materials required for CBC activities. Their limited availability also reduces opportunities to participate in school projects, parent-teacher meetings, and at-home skill-based assignments, which are central to CBC. Salaried employees may have more stable incomes, but their rigid work schedules often restrict active involvement in their children's learning process. CBC relies heavily on parental engagement for practical assignments and project-based learning, which becomes difficult when parents are frequently absent due to work commitments. Business owners, while often enjoying flexible schedules, face pressures of running enterprises that demand their attention throughout the day. This can lead to inconsistent participation in CBC activities, especially when business priorities conflict with school engagement requirements. The CBC model emphasizes collaborative learning, practical experiences, and continuous assessment. This demands consistent parental involvement, provision of necessary materials, and monitoring of learning progress at home. When parents' economic activities limit their time or financial support, students may struggle to complete projects or access relevant learning resources, reducing the curriculum's intended effectiveness.

## **5. Conclusion and Recommendations**

### **5.1 Conclusion**

Implementation of CBC is still a challenge in public junior secondary schools in Garissa Sub- County. Many teachers do not cover syllabus in time, unimproved classroom pedagogy characterized by low learning outcomes of learners in key learning areas under CBC. This has been attributed to parental socioeconomic activities. In other words, parents take in different socioeconomic activities which has significantly impacted their involvement in their children's education, particularly in public junior secondary schools.

### **5.2 Recommendations**

From the findings, the following recommendations were made:

1. As practice, parents should create time amidst their socioeconomic activities to attend to their

children's academic activities whose consequence is enhanced CBC implementation.

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.

## **References**

- Amagove, D., Limboro, M., & Itolondo, J. (2024). Socio-economic barriers to parental involvement in CBC implementation: Evidence from Kenyan schools. *Educational Studies in Africa*, 7(1), 54-68.
- American Psychological Association. (2022). *Income disparity and its effects on primary education enrolment: An empirical review*. APA.
- Amunga, P. (2019). Parental engagement in CBC in Kenya: Challenges and opportunities. *Kenya Journal of Educational Research*, 22(1), 23-38.
- Bennett, J., Swanson, K., Schaefer, L., & Falbe, R. (2024). Implementing competency-based curriculum: Lessons from Finland. *International Journal of Curriculum and Instruction*, 19(1), 65-82.
- Bobbitt, F. (1918). *The Curriculum: a summary of the development concerning the theory of the curriculum*. USA: Houghton Mifflin.
- Bondi, S., & Wiles, T. (2023). Competency-based curriculum and its implications on modern education. *Journal of Educational Development*, 24(3), 150-168.
- Bridgemohan, A. (2023). The impact of parental occupation on academic performance in KwaZulu Natal, South Africa. *International Journal of South African Educational Research*, 22(3), 109-121.
- Butler, D., Beach, L., & Winfree, C. (2022). Limited parental resources and the cognitive development of children in India. *International Journal of Educational Research*, 40(3), 125-137.
- Community Education (2025). Parental engagement in competency-based curriculum: A socio-economic perspective. *Community Education Journal*, 28(4), 102-119.
- Conenzio, L., & French, R. (2023). The role of parental socio-economic activities in educational

- outcomes. *Educational Psychology Review*, 40(2), 123-145.
- Conger, R. D., Elder, G. H., Lorenz, F. O., & Simons, R. L. (2023). The impact of financial strain on family dynamics and child development: A study in Austria. *Journal of Family and Economic Issues*, 44(2), 246-259.
- Creswell, J. (2018). *Research design: qualitative, quantitative and mixed methodology*. Thousand Oaks, California: Sage Publications.
- Davies, D. (2023). Parent involvement in education: The impact on learner outcomes. *Parenting and Education Review*, 35(2), 211-229.
- Domitrovich, C. E., Gest, S. D., Gill, S. A., Bierman, K. L., Welsh, J. A., & Jones, D. E. (2020). Parental involvement and its effects on student achievement. *Journal of Early Education and Development*, 31(4), 391-409.
- Duncan, G. J., & Brooks-Gunn, J. (2021). *Socioeconomic disparities in primary school placements: A study in England*. Paper presented at the British Educational Research Association's Annual Conference.
- Edinger, A. (2022). Competency-based education in Finland: An alternative to program overload. *Global Education Journal*, 28(2), 118-135.
- Epstein, J. L. (2023). The partnership between families and schools in education: A historical perspective. *Journal of School Community Relations*, 18(1), 57-71.
- Garissa Sub-county Education Office (2023). Education performance report: Public Junior Schools in Garissa. *Garissa Sub-county Education Reports*. Retrieved from <https://www.garissaeducation.go.ke/reports>
- Gershoff, E. T., Raver, C. C., Aber, J. L., & Lennon, M. C. (2024). The role of non-monetary resources in child development outcomes in Kuala Lumpur. *Journal of Educational Psychology*, 116(4), 578-589.
- Hanushek, E., & Luque, J. (2024). Challenges in implementing competency-based curriculum in Latin America. *Latin American Educational Research Journal*, 10(1), 29-42.
- Mayer, S. E. (2024). The effect of parental income on children's outcomes: A cross-national analysis. *Journal of Economic Perspectives*, 38(1), 85-101.
- Ngaruiya, P. (2023). Parental involvement and its effects on competency-based curriculum implementation in Kenya. *Kenya Education Review*, 42(3), 210-223.
- Okoli, S. (2023). The effects of parental income on child education and risk exposure in Sub-Saharan Africa. *International Journal of African Education Studies*, 12(2), 145-158.
- Okumu, W., & Otieno, J. (2024). Parental income and its influence on children's participation in primary education in Kisumu East Sub-county, Kenya. *East African Journal of Education and Development*, 6(2), 75-83.
- Ondimu, S. (2023). The introduction of the competency-based curriculum in Kenya: A response to challenges in the 8-4-4 system. *Kenyan Journal of Educational Policy*, 17(2), 105-119.
- Osman, A. (2024). The role of parental income and occupation in student academic performance in Garissa Sub-county, Kenya. *African Educational Review*, 19(1), 112-120.
- Palkovitz, R., (2010). *The principles of socio-economic theory*. Mahwah, NJ: Erlbaum.
- Perna, L. W., & Titus, M. A. (2024). Parental socio-economic factors influencing the implementation of competency-based education. *Educational Policy Analysis Archives*, 22(5), 102-115.
- Ranji, L., Chumba, D., & Kurgat, J. (2025). Parental socio-economic status and its influence on participation in the competency-based curriculum. *Journal of Education and Development*, 11(3), 78-92.
- Roscigno, V. J. (2023). Parental income and academic performance: A study in Colombia. *Sociology of Education Journal*, 89(2), 223-239.
- Rwanda Education Board (2024). Parental involvement in the implementation of competency-based curriculum in Rwanda. *Rwanda Journal of Education*, 8(1), 45-58.
- Syomwene, J. (2022). The impact of time poverty on parental involvement in school activities: A case study of self-employed parents in Kenya. *Kenya Journal of Education and Social Sciences*, 18(2), 45-56
- United Nations Educational, Scientific and Cultural Organization (2022). The role of education in

shaping society: A global perspective.  
*UNESCO Education Reports*, 45(3), 12-24.