



Parental Involvement in Extended Learning Activities and Learners' Collaboration Competency in Public Primary Schools in Kakamega South Sub-County, Kenya

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Abstract: *Competency-Based Education (CBE) in Kenya emphasizes the development of learner competencies such as critical thinking, creativity, collaboration, and problem-solving, requiring active participation from parents, teachers, and other stakeholders. However, inadequate parental involvement in learners' educational activities remains a challenge to effective competency development. In Kakamega South Sub-County, poor parent-school engagement has been associated with challenges in learners' acquisition of competencies. This study therefore examined the effect of parental involvement in extended learning activities on learners' collaboration competency in public primary schools in Kakamega South Sub-County, Kenya. The study was guided by Epstein's School-Family-Community Partnership Model and adopted a correlational research design. The target population comprised 3,867 Grade 6 learners and 150 class teachers in 81 public primary schools. A sample of 351 learners and 108 teachers was selected using simple random and purposive sampling techniques, respectively. Data were collected using structured questionnaires employing 1–10 rating scales. Data were analysed using descriptive statistics, Pearson correlation, and multiple linear regression. The findings indicated a positive and statistically significant relationship between parental involvement in extended learning activities and learners' collaboration competency. The regression model was statistically significant ($F = 34.76, p < .001$), leading to rejection of the null hypothesis. The study concluded that parental involvement in extended learning activities significantly contributes to the development of learners' collaboration competency. The study recommends that parents should actively participate in learners' extended learning activities.*

Keywords: *Parental involvement; extended learning activities; collaboration competency; Competency-Based Education (CBE); competency development; learner competencies*

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1. Introduction

Competency-Based Education (CBE) was introduced in Kenya as part of a broader educational reform aimed at transitioning from the content-based 8-4-4 system to one

that emphasizes the development of competencies such as critical thinking, creativity, collaboration, and problem-solving (Ministry of Education, 2017). In this model, engagement between parents, teachers, and learners is crucial in reinforcing classroom learning and developing life skills that are critical for holistic growth (Fu et al.,

2024). Extended learning activities, ranging from practical home-based tasks to school collaboration activities, require active engagement from parents and guardians. The CBE encourages collaboration between teachers and parents to ensure that learners acquire these skills and competencies successfully. Parental involvement in this process is therefore crucial for competency acquisition.

Parental involvement in education has been identified as an important factor in improving learners' achievement, motivation, and overall school experience (Epstein, 2011). In the CBE context, the role of parents extends beyond providing educational resources to facilitating and supporting learners in extended activities conducted outside the classroom. When parents actively participate in their children's learning, learners are more likely to succeed academically and develop positive attitudes towards learning (Fan & Chen, 2001). However, the extent of parental involvement varies depending on socioeconomic factors, parental education levels, and access to resources.

International experiences demonstrate the importance of parental involvement in extended learning activities. In the United States, parental participation in extracurricular activities has been associated with enhanced learner engagement, academic outcomes, and personal development (Jeynes, 2016). Similarly, education systems in Europe emphasize collaboration between schools and families through activities such as sports, arts, STEM projects, homework monitoring, and extracurricular projects. Such activities provide opportunities for learners to apply classroom knowledge in real-world situations and develop skills beyond the traditional classroom setting (Goodall & Montgomery, 2017).

In Finland, stakeholder involvement in learners' follow-up activities, such as assignments and extended educational tasks, plays an important role in enhancing educational outcomes. The education system emphasizes collaboration among teachers, parents, and the broader community to support learners' holistic development. Parents and community members provide support and encouragement in extended learning activities beyond the classroom, creating an environment conducive to learning (Sahlberg, 2015). Similarly, parental engagement in activities such as school clubs and community service has been linked to learners' academic and social development in Scandinavian education systems (Nordahl & Undheim, 2019). In Canada, parental involvement in extracurricular and community-based programmes has also been associated with improved learner self-esteem and academic

performance, with extended activities providing opportunities for experiential learning (Pushor, 2019).

In Africa, parent-school collaboration is similarly recognized as important in supporting competency-based education. In South Africa, active parental involvement contributes to the creation of supportive learning environments and facilitates effective curriculum implementation. However, limited parental understanding of curriculum changes and socioeconomic constraints may hinder optimal involvement, particularly in under-resourced communities (Van Wyk & Lemmer, 2018; Mbokazi, 2021). In Rwanda, the achievement of CBE objectives has been associated with active stakeholder engagement, particularly parental involvement in learners' academic progress and extended activities. Parents support learners through home-based learning and extended academic activities such as homework and school projects, thereby helping to bridge formal education with real-world application (Ndagijimana & Kalisa, 2019; Nsengimana, 2022). Parental involvement has also been found to positively influence learners' attitudes towards education and participation in classroom and out-of-school learning experiences (Mugiraneza & Uwimana, 2023).

In Kenya, the achievement of CBE objectives faces challenges related to stakeholder engagement, particularly parental involvement in learners' follow-up activities. Although CBE emphasizes hands-on learning and continuous assessment through home-based tasks, some parents experience difficulties in supporting these activities because of limited understanding of the curriculum and its demands (Ong'ondo, 2020). Some parents may also feel unprepared to support their children in executing projects, practical assignments, and other tasks that are central to competency development (Githinji & Muriithi, 2021). This gap in parental involvement may affect learners' academic and competency development and undermine effective implementation of CBE, since collaboration between parents and teachers is important in reinforcing curriculum goals at home.

In Kakamega South Sub-County, these challenges are further influenced by socioeconomic conditions and varying levels of parental education. Some parents experience difficulties in providing the necessary time and support for their children's learning activities and engagement with schools (Mukonyi et al., 2022). In addition, limited understanding of CBE objectives may contribute to reluctance to participate in school-organized activities such as parental training sessions on CBE (Atsiaya, 2021). Consequently, inadequate stakeholder engagement may contribute to uneven CBE

implementation, particularly in relation to learners' completion of projects and assessments. This situation provides a basis for examining the effect of parental involvement in extended learning activities on learners' collaboration competency in public primary schools in Kakamega South Sub-County, Kenya.

2. Literature Review

2.1 Theoretical Framework

This study was guided by Epstein's School–Family–Community Partnership Model, originally developed by Joyce L. Epstein (2001) and further elaborated in Epstein (2011). The model is founded on the theory of overlapping spheres of influence, which posits that learners' educational outcomes improve when schools, families, and communities work collaboratively. Epstein identifies six types of parental involvement, namely parenting, communicating, volunteering, learning at home, decision-making, and collaborating with the community. These forms of involvement strengthen learners' academic achievement, social development, and competence acquisition.

The model is appropriate for this study because it explains how parental involvement contributes to learners' acquisition of collaboration competency under the CBE curriculum. The study focuses on parents' involvement in extended activities, assigning and monitoring shared household tasks, and parents' involvement in resource acquisition, which are consistent with Epstein's framework.

The School-Family-Community Partnership Model, developed by Joyce L. Epstein in 2001, provided a robust theoretical foundation for the study on parental involvement in fostering collaboration competency within the CBE in primary schools of Kakamega South Sub-County, Kenya. This model posits that education thrives through overlapping spheres of influence (school, family, and community) structured around six types of involvement: parenting, communicating, volunteering, learning at home, decision-making, and collaborating with the community (Epstein, 2011). For the study's objectives focusing on homework activities, resource acquisition, and decision-making, the model elucidates how these parental roles cultivate collaboration skills, such as teamwork and shared problem-solving, which are central to CBE's core competencies. The framework highlights how parental engagement bridges home-school gaps, enabling practical group activities and modeling cooperative behaviors, with

evidence linking such involvement to enhanced curriculum outcomes (Ranji et al, 2024).

Specifically, the study's emphasis on involvement in homework activities aligns with Epstein's "learning at home" type, where parents guide practical tasks like group experiments, fostering critical thinking and peer interaction crucial for collaboration competency (Epstein, 2011). Assigning and monitoring shared household tasks corresponds to the "parenting" and "collaborating with the community" types, as parents provide materials (e.g., textbooks, study spaces) and tap community resources to support collaborative projects, addressing material shortages common in Kenyan rural schools (Gatwiri & Gichuru, 2025). Involvement in decision-making, through PTA participation, reflects Epstein's "decision-making" type, where parents' roles in governance model collective problem-solving, creating school cultures that reinforce learners' teamwork skills (Kigwilu & Akala, 2020). These aspects are empirically supported, with studies showing significant correlations between parental involvement and CBC competency acquisition, directly tying parental actions to collaboration skill development (Ranji et al., 2024).

2.2 Empirical Literature

Studies conducted in developed countries consistently report that experiential and extended learning activities promote collaboration and other 21st-century competencies. For example, Yamamoto and Taguchi (2021), using a quasi-experimental design involving 210 learners and 40 teachers in Japan, found that structured project-based learning and collaborative fieldwork significantly improved learners' creative problem-solving and communication skills. Similarly, Rantala and Määttä (2020), through a qualitative case study of 20 families and 10 teachers in Finland, established that learners whose parents actively participated in inquiry-based home projects and community activities demonstrated greater autonomy, empathy, and cooperative learning behaviours. Likewise, Pushor and Amendt (2022), employing a longitudinal mixed-methods approach involving 300 learners and 120 parents in Canada, concluded that parental participation in extracurricular activities such as sports, arts, and STEM programmes enhanced learners' confidence, resilience, and group participation.

These studies collectively support the view that learner engagement in extended activities positively contributes to collaboration competency. However, they differ in their conceptualization of parental involvement. Whereas Yamamoto and Taguchi (2021) primarily emphasized

school-based experiential learning, Rantala and Määttä (2020) focused on home-based parental engagement, while Pushor and Amendt (2022) concentrated on structured school-community programmes. These differences suggest that collaboration competency develops through multiple forms of learner engagement rather than through a single type of extended activity.

Methodological differences also emerge across these studies. Yamamoto and Taguchi (2021) employed a quantitative quasi-experimental design capable of establishing changes in learner competences following intervention, whereas Rantala and Määttä (2020) relied on qualitative evidence that provided rich insights into parental experiences but involved a relatively small sample, thereby limiting generalizability. In contrast, Pushor and Amendt (2022) integrated quantitative and qualitative methods, enabling both statistical measurement and contextual understanding. These methodological variations strengthen the overall evidence while simultaneously explaining differences in the depth and scope of the findings.

Comparable findings are reported in Europe. Johansson and Sälzer (2021) found a significant positive relationship between structured home routines and learners' collaboration skills among Swedish families, while Goodall and Montgomery (2017) demonstrated that parental engagement extending beyond attendance at school activities to active participation in children's learning was associated with stronger interpersonal skills and improved academic performance. Although both studies emphasize the importance of parental engagement, they differ in focus. Johansson and Sälzer (2021) measured routine home practices quantitatively using correlation and regression analyses, whereas Goodall and Montgomery (2017) adopted qualitative interviews and focus groups to explain how different levels of parental engagement influence learner development. Consequently, the Swedish study provides stronger statistical evidence of relationships, while the UK study offers deeper explanations regarding the nature of parental engagement.

The reviewed studies consistently demonstrate that participation in extended learning activities and parental engagement contribute positively to learners' collaboration competency. However, they mainly focus on developed-country contexts and examine either school-based experiential learning, home-based support, or organized extracurricular programmes independently. Furthermore, qualitative, quantitative, and mixed-methods approaches have produced complementary but context-specific findings, leaving limited evidence on how different forms

of parental involvement collectively influence collaboration competency within Kenya's Competency-Based Education framework.

Evidence from Kenyan studies similarly indicates that extended learning activities contribute significantly to the acquisition of collaboration competency and other competencies envisaged under the Competency-Based Education (CBE) framework. However, unlike the international literature, local studies have focused more on the implementation of CBE and learner outcomes than on the specific contribution of parents in supporting learners' participation in extended activities.

Several Kenyan studies agree that learner participation in extended activities promotes the acquisition of competencies required under CBE. For instance, Muya and Kimutai (2020), Nyaga and Muturi (2021), and Okello and Wanyama (2019) consistently reported that activities such as field trips, community service, project-based learning, arts programmes, and co-curricular activities enhance learners' critical thinking, creativity, teamwork, communication, and problem-solving skills. Collectively, these studies suggest that extended activities provide practical learning experiences that enable learners to apply classroom knowledge while developing collaboration competency in authentic settings.

3. Methodology

3.1 Design and Setting

The study adopted a correlational research design to examine the relationship between parental involvement in learners' extended activities and the acquisition of communication and collaboration competencies among Grade 6 learners.

The study was conducted in Kakamega South Sub-County, Kenya, targeting 3,867 Grade 6 learners and 150 Grade 6 class teachers from 81 public primary schools. A sample of 459 respondents, comprising 351 learners and 108 teachers, was selected. Grade 6 learners were selected using simple random sampling, while Grade 6 class teachers were purposively sampled. Data were collected using structured questionnaires administered to learners and teachers. The questionnaires contained rating-scale items measuring parental involvement in extended activities, assignment and monitoring of shared household tasks, parental involvement in resource acquisition, and learners' collaboration competency. Responses were rated on a 0–10 scale. The instruments were piloted among 15

learners and 5 teachers in two primary schools in neighbouring Kakamega East Sub-County. Validity was established through expert review and piloting, while reliability was assessed using Cronbach's alpha. The reliability coefficients for the study scales ranged from 0.84 to 0.91, with an overall coefficient of 0.89, indicating acceptable internal consistency. Data were analysed using descriptive statistics, Pearson's product-moment correlation, and multiple linear regression. Means and standard deviations were used to summarise the variables, while Pearson correlation established the relationships between parental involvement and learners' collaboration competency. Multiple linear regression was used to determine the predictive influence of parental involvement while controlling for learner gender and teachers' years of teaching experience. Diagnostic tests for multicollinearity, linearity, normality of residuals, and model specification were conducted. Statistical significance was assessed at p

$< .05$, and findings were presented using tables and narrative descriptions. Ethical considerations included informed consent, parental/guardian consent for minor participants, confidentiality, anonymity, voluntary participation, and the right to withdraw. Data were securely stored and reported in aggregate form, while measures were taken to minimise potential harm and protect participants' welfare.

3.2 Descriptive Statistics

The descriptive Statistics for independent variables were measured using rating items, where learners were asked to rate their parental involvement in extended activities. The learners were required to rate between 0 and 10, and the results are presented.

Table 1: Item-Level Descriptive Statistics for Parental Involvement in Extended Activities (n = 336)

Item	Statement	Mean	Std. Dev	Min	Max
A1	My parents help me with my homework	7.6	1.3	4	10
A2	My parents attend school meetings when invited	7.1	1.4	3	10
A3	My parents guide me when doing school projects	7.3	1.5	3	10
A4	My parents monitor my academic progress	7.8	1.1	5	10
A5	My parents discuss with me what I learn in school	7.4	1.3	4	10
A6	My parents encourage me to learn with others	7.5	1.2	4	10
A7	My parents assist me in completing assignments	7.2	1.4	3	10
A8	My parents follow up to ensure I complete my homework	7.7	1.2	4	10
A9	My parents support my participation in co-curricular activities	7.0	1.5	3	10
A10	My parents attend school academic events	6.9	1.6	3	10

Learners reported moderately high levels of parental involvement in extended learning activities, with item means ranging from 6.9 to 7.8 on the 0–10 scale. The highest-rated aspects were parents monitoring academic progress ($M = 7.8$, $SD = 1.1$) and following up to ensure homework completion ($M = 7.7$, $SD = 1.2$), indicating strong parental oversight of academic responsibilities. Other notable practices included helping with homework ($M = 7.6$, $SD = 1.3$), encouraging learning with others ($M = 7.5$, $SD = 1.2$), and discussing school learning ($M = 7.4$, $SD = 1.3$). Lower but still positive ratings were observed for parents attending school academic events ($M = 6.9$, $SD = 1.6$) and supporting participation in co-curricular activities ($M = 7.0$, $SD = 1.5$). Standard deviations ranging

between 1.1 and 1.6 suggest moderate variability in learners' experiences. Overall, these findings indicate that while parents are actively engaged in home-based academic support, their participation in formal school-based extended activities remains relatively lower.

3.3 Bivariate Statistics

Pearson Product-Moment Correlation was used to examine the relationship between each item and the collaboration competency score (CC), which is the average index of the 10-item teacher-rated scale.

Table 2: Correlation Matrix Between the Collaboration Competency Score and Parental Involvement in Extended Activities

Variable	CC	A1	A2	A3	A4	A5	A6	A7	A8	A9	A10
CC	1										
A1	a 0.58 b <0.001	1									
A2	a 0.49 b <0.001	0.52*	1								
A3	a 0.61 b <0.001	0.55*	0.48*	1							
A4	a 0.64 b <0.001	0.58*	0.51*	0.59*	1						
A5	a 0.60 b <0.001	0.57*	0.53*	0.54*	0.61*	1					
A6	a 0.66 b <0.001	0.60*	0.49*	0.62*	0.57*	0.55*	1				
A7	a 0.57 b <0.001	0.59*	0.54*	0.56*	0.60*	0.58*	0.53*	1			
A8	a 0.63 b <0.001	0.61*	0.50*	0.58*	0.62*	0.59*	0.56*	0.54*	1		
A9	a 0.52 b <0.001	0.48*	0.55*	0.51*	0.53*	0.49*	0.52*	0.47*	0.50*	1	
A10	a 0.47 b <0.001	0.46*	0.52*	0.44*	0.48*	0.45*	0.47*	0.43*	0.49*	0.51*	1

Note. C = Composite Collaboration Competency Score (mean index of the 10-item teacher rating scale); a = Pearson correlation coefficient; b = p-values ($\alpha = 0.05$). *Inter-item correlations among predictors are shown for completeness. Pair-wise correlation: ≤ 0.35 = Weak correlation; $0.36\text{--}0.67$ = Moderate correlation; $0.68\text{--}0.89$ = Strong correlation; ≥ 0.90 = Very strong correlation. Adapted from "Interpretation of Correlation Coefficient," by R. Taylor, 1990, *Journal of Diagnostic Medical Sonography*, 6(1), p. 37.

As shown in Table 2, all items of parental involvement in extended activities (A1 to A10) had positive and statistically significant correlations with the composite collaboration competency score (CCC) at $p < 0.001$. The correlation coefficients ranged from moderate (A10, $r = 0.47$) to strong (A6, $r = 0.66$). The strongest relationships were observed for A6 (My parents encourage me to learn with others, $r = 0.66$), A4 (My parents monitor my academic progress, $r = 0.64$), and A8 (My parents follow up to ensure I complete my homework, $r = 0.63$). These results suggest that parental practices involving direct encouragement of peer learning, consistent academic monitoring, and homework follow-up are most strongly associated with improved learners' collaboration competency.

These findings imply that parental practices associated with interaction, accountability, and structured learning

support are more strongly associated with the development of collaborative competency. Encouraging learners to engage with peers appears particularly important, as it directly reinforces collaborative behavior. Moderately strong correlations were also observed for guiding school projects (A3) and discussing school activities (A5), suggesting that parental involvement that includes communication and academic guidance contributes significantly to collaborative skill development.

On the other hand, relatively lower (though still significant) correlations were found for attending school academic events (A10, $r = 0.47$) and attending school meetings (A2, $r = 0.49$). This suggests that while formal school-based parental involvement is beneficial, it may have a less direct impact on learners' day-to-day collaboration skills compared to home-based engagement practices. Overall, the findings indicate that home-centered parental

involvement practices play a more critical role in enhancing learners' collaboration competency than less frequent school-based participation.

3.4 Multivariate Statistics

Following a significant correlation between parental involvement in extended learning activities and learners' collaboration competency, a multiple linear regression analysis was conducted to estimate the effect size. The items (A1–A10), as earlier used in the bivariate correlation analysis, were simultaneously entered into the regression model to determine their combined and individual

contributions to the outcome variable (average collaboration competency score).

Two models were estimated. Model 1 included only the ten items under Objective One, while Model 2 incorporated control variables (teachers' teaching experience and learners' gender) to examine whether the relationships remained significant after accounting for background characteristics.

The analysis reports standardized regression coefficients (β), p-values, coefficient of determination (R^2), adjusted R^2 , and the F-statistic for overall model significance. Table 3 shows the regression outputs for both models.

Table 3: Multiple Linear Regression Results for Objective One (A1–A10 and Collaboration Competency)

Variables (Items A1–A10)	Model 1 β	Model 1 p-value	Model 2 β	Model 2 p-value
Constant	1.214	0.006	1.083	0.011
A1: My parents help me with my homework	0.142	0.012	0.131	0.018
A2: My parents attend school meetings when invited	0.098	0.041	0.087	0.049
A3: My parents guide me when doing school projects	0.156	0.004	0.144	0.007
A4: My parents monitor my academic progress	0.168	0.001	0.152	0.003
A5: My parents discuss with me what I learn in school	0.149	0.006	0.138	0.010
A6: My parents encourage me to learn with others	0.172	0.000	0.160	0.001
A7: My parents assist me in completing assignments	0.135	0.015	0.122	0.021
A8: My parents follow up to ensure I complete my homework	0.161	0.002	0.149	0.005
A9: My parents support my participation in co-curricular activities	0.118	0.028	0.106	0.034
A10: My parents attend school academic events	0.091	0.047	0.080	0.052
Learner Gender (1 = Male, 0 = Female)	—	—	0.089	0.039
R^2	0.392		0.418	
Adjusted R^2	0.374		0.396	
F-statistic	34.76	0.000	29.18	0.000

Table 3 presents the regression results for both models, examining the effect of parental involvement in extended activities on learners' collaboration competency. In Model 1 (without controls), all items (A1–A10) show positive coefficients, indicating that each parental involvement practice contributes positively to learners' collaboration competency. However, the strength and statistical significance of these effects vary across items. The most influential predictors include: A6 (encouraging learners to learn with others) ($\beta = 0.172$, $p < 0.001$), A4 (monitoring academic progress) ($\beta = 0.168$, $p = 0.001$), and A8 (following up on homework) ($\beta = 0.161$, $p = 0.002$).

These findings suggest that parental practices that directly promote interaction, supervision, and accountability have the strongest impact on collaboration competency. On the other hand, items such as attending school meetings (A2) and attending academic events (A10) show weaker effects, with A10 being marginally significant ($p = 0.047$), indicating a relatively limited direct influence.

The R^2 value for Model 1 is 0.392, indicating that approximately 39.2% of the variation in learners' collaboration competency is explained by the ten parental involvement items. This represents a moderate level of explanatory power. The F-statistic ($F = 34.76$, $p = 0.000$)

confirms that the model is statistically significant overall. In Model 2 (with controls), the inclusion of teaching experience and learner gender slightly improves the model. The R^2 increases to 0.418, meaning that 41.8% of the variation in collaboration competency is explained when the control variables are included. This indicates a modest improvement in explanatory power.

Most of the key predictors (A6, A4, A8, A3, and A5) remain statistically significant, although their coefficients slightly decrease, suggesting that part of their effect overlaps with the control variables. Notably, A10 (attending academic events) becomes marginally insignificant ($p = 0.052$), indicating that its effect is not robust when controls are introduced. The control variables themselves show statistically significant effects. Teaching experience ($\beta = 0.104$, $p = 0.026$) suggests that more experienced teachers tend to rate learners as having higher collaboration competency, while learner gender ($\beta = 0.089$, $p = 0.039$) indicates slight gender-based differences in collaboration skills.

The overall F-test result ($F = 34.76$, $p = 0.000$) indicates that the regression model is statistically significant; therefore, the null hypothesis is rejected. This implies that parental involvement in extended learning activities (A1–A10) significantly affects learners' collaboration competency.

3.5 Discussion of Results

The findings of this study revealed that parental involvement in extended learning activities has a statistically significant and positive effect on learners' collaboration competency. Specifically, practices such as monitoring academic progress, encouraging learners to work with others, and following up on homework emerged as strong predictors. These results are consistent with the work of Hill and Tyson (2009), who found that parental engagement in academic-related activities at home enhances not only academic outcomes but also social and collaborative skills. Their study emphasized that structured parental support fosters learners' ability to interact effectively with peers, which aligns with the present findings. Similarly, the results agree with Jeynes (2012), who established through a meta-analysis that parental involvement significantly influences students' behavioral and interpersonal outcomes. The current study extends this by showing that specific parental actions, such as encouraging peer learning, are strongly associated with collaboration competency. While Jeynes focused broadly on academic and behavioral outcomes, this study provides more granular evidence at the item level, thereby

addressing a gap in the literature regarding which specific parental practices are most influential.

The findings are also in agreement with Epstein (2011), whose theory of school-family-community partnerships highlights the importance of learning activities at home in shaping learner behavior. Epstein argues that parental involvement in learning processes promotes not only academic success but also social competencies such as teamwork and communication. The present study supports this theoretical perspective by demonstrating that home-based parental engagement, particularly interactive practices, contributes significantly to learners' collaboration competency.

In contrast, some studies have reported weaker or indirect relationships between parental involvement and social skills. For instance, Fan and Chen (2001) found that parental involvement has a stronger effect on academic achievement than on behavioral outcomes. However, the current study demonstrates a moderately strong relationship between parental involvement and collaboration competency, suggesting that when involvement is specifically targeted toward interactive and participatory learning, its effect on social skills becomes more pronounced. This highlights a gap in earlier studies, which often treated parental involvement as a general construct rather than examining its specific dimensions.

The findings also run parallel to those of Hoover-Dempsey and Sandler (2005), who proposed that parental involvement influences student outcomes through mechanisms such as modeling, reinforcement, and instruction. The current study reflects these mechanisms, particularly in items related to guidance, follow-up, and encouragement of peer interaction. However, while Hoover-Dempsey and Sandler provided a theoretical framework, this study empirically demonstrates how these mechanisms translate into measurable collaboration competencies among learners, thereby contributing to the empirical validation of the model in the Kenyan context.

The results align with more recent findings by Castro et al. (2015), who noted that parental involvement is more effective when it is directly linked to learning processes rather than general school participation. The present study confirms this by showing that home-based practices (e.g., helping with homework and encouraging peer learning) have stronger effects compared to school-based involvement (e.g., attending meetings or events). This comparison addresses a key gap in the literature by distinguishing between types of parental involvement and their relative influence on collaboration competency.

5. Conclusion and Recommendations

5.1 Conclusion

The study concludes that parental involvement in extended learning activities significantly enhances learners' collaboration competency, particularly through practices such as monitoring academic progress and encouraging peer interaction.

5.2 Recommendation

The study recommends that parents should actively engage in their children's learning activities at home, including monitoring progress, assisting with assignments, and encouraging collaborative learning with peers. In addition, the study recommends that parents should assign and supervise household tasks that promote teamwork, such as shared chores and cooperative responsibilities among siblings. Lastly, the study recommends that parents should ensure consistent provision of essential learning resources, including learning materials and a conducive study environment, to support learners' academic and collaborative development.

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