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Expanded Role of Parents in the Kenyan Education Thwarting the New Competency Based Curriculum Plan

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Abstract:

Considerable group of Kenyans are disadvantageded by Competency-based implementation. The execution at public schools within Nairobi does not accommodate different literacy levels and income inequality. This study assessed parents' preparedness and experiences in CBC syllabus implementation. The study used mixed research methods where both qualitative data and quantitative data were gathered at the same time and then findings integrated to answer research questions. The study occurred during the Covid-19 lockdown and social distancing period where physical contact was limited. Survey monkey made it possible to collect credible information by virtual means. A link to the questionnaire sent online targeted (Parents with children in grades 1, 2, 3, and 4). The parents were selected by the snowball sampling method. One parent was asked to identify another parent with children in targeted grades. Results of the study showed that CBC implementation in Nairobi public primary schools diverge from original plan and calls for additional financial and availability stretch to the parents. The syllabus is already taking a heavy toll on parents with low literacy level and those who are low income earners. Public schools are also lagging behind in ICT compliance. The continuity of such a trend would widen the inequality gap in education and reverse the gains made so far. The study therefore suggests that the ministry of education review the implementation process and consider aligning with the initial objectives that would accommodate all Kenyan learners and ensure equal opportunities in accessing education in Kenya.

Keywords: Competency-Based Curriculum (CBC), Parents' role in education, Income Levels, Parents Literacy Levels, Social distance, Learning, Curriculum implementation burden, Syllabus Compliance, ICT Compliance, Public Primary schools

1. Introduction

From backpacks, stationeries, and these days' electronic devices, printing and internet are on the list, and not every parent can afford the cost of education. Besides monetary demands, parents have to spare time and assist their children with working on assignments and projects. While the country is thrilled and hopeful that Competency-Based Learning will provide productive citizens, the chances are high that most Kenyan learners will be disadvantageded in the implementation of the syllabus. The present-day parent and/or guardian with low literacy and those from low-income families are faced with difficulties in accessing educational materials, placing their children on the digital platform and facilitating carry home assignments. Without prior academic experience, it may be overambitious to expect parents and guardians to create a world where children would learn with excessive support coming from home. Supporting learners may demand adjustment of the home environment, additional financial aid, and general preparation of parents about their role in totality.

Parents are on the receiving end of the Competency-Based Curriculum (CBC) that Kenya envisions as the academic route towards vision 2030. The recent observation on the progress of CBC and the outbreak of Covid-19 highlighted a scenario where parents are too involved in children's education than had been anticipated. The Kenya Institute of Curriculum Development (KICD) observes that teachers must have misinterpreted the curriculum and placed a heavy burden on parents. One such responsibility that KICD points out include unnecessary costly items and activities other than facilitating the learning process (Oduor, 2020). Besides, Oduor (2020) also explains that parents do more than syllabus ascribes in learners' assignments.

Intervention from the Education Ministry in addressing the misinterpretation on the side of teachers is lacking, or the researcher is yet to find one. If discrepancy continues it will totally shift the role of parents who have limited knowledge in implementing the Competency-Based Curriculum. Likely, parents cannot distinguish between their role and that of teachers in the new curriculum; otherwise, they would decline the unnecessary demands from teachers. There are questions that Kenya must unravel to keep the purity and the objective of CBC intact. This study assessed the role of parents in the competency-based curriculum and their capacity to meet their intended purpose. In the same line, the study also explored whether parents required preparation and some more awareness on their changing role.

1.1. Problem Statement

The new Kenyan educational plan has introduced financial implications, time strain, and technical pedagogical involvement on parents. Due to misinterpretation of the syllabus, teachers consistently request parents to purchase unnecessary items and assist learners in completing tasks they were not meant to do. This scenario persists because parents were unprepared for their roles in children's education under the new curriculum. Besides, these activities deduce that parents and guardians have the intellectual capacity and financial ability, which is quite unlikely for the entire Kenyan population. If the issue persists, learners will eventually miss the important lesson and the practical skills to gain from the syllabus. In the long run, the country shall have lost the objective of CBC at the implementation stage from preventable circumstances. This study therefore assessed the capacity of parents to access the required resource materials, assist their children with take home assignments and be able to place their children on the digital platform as envisioned by the new curriculum and vividly witnessed during the Covid 19 lockdown period.

1.2. Research Questions

- What is the implied and expected role of Parents in the Kenyan Competency-Based Curriculum?
- Are the parents prepared to handle the tasks schools are demanding in the Kenyan Competency-Based Curriculum?
- Was it necessary to prepare parents for their roles in the Kenyan Competency-Based Curriculum?
- Is the Kenyan Competency-Based Curriculum inclusive for all Kenyan parents (different levels of incomes, literate and illiterate)?
- How has the role of parents changed following Covid-19 pandemic and lockdown?

2. Literature Review

2.1. Introduction

Education of a child under the Kenyan CBC is not wholly a teachers' affair, rather, it is a triangulation of efforts from the Kenyan government, parents, teachers, community leaders, industries and the whole society. This combined effort reflects both the teacher and the parent as facilitators of learning-the teacher at school and the parent at home, assisting the learner to carry out take home activities and assignments. In the CBC plan, children are expected to learn both in school and out of school, they learn in class and outside the classroom; they are supposed to learn at home, in markets, industries; learning takes place everywhere. However, parents seem not to have mastered their role in the new curriculum, making them vulnerable to extra demands that hike the cost of education for their children.

When questioned whether Kenya was ready for the CBC implementation, KICD CEO Julius Jwan said due processes were followed, and there was sufficient public participation on the Competency-Based Curriculum. According to Jwan, the process of CBC implementation began before 2000 (Otieno, 2019). From his connotations, every player was consulted and involved in the rollout of CBC. However, the query on whether or not the parents played a role remains un-answered. As academic pundits put it, "parents play a role in education but not in syllabus changes" (Mandukwini, 2016). Albeit, there are unanswered queries on whether or not, parents should be involved in syllabus changes. The answer to this question is a consequence of their involvement in education. If they play an extensive role in the academic work and learning process, then, by all means, they need an induction in syllabus development.

Unfortunately, little attention is paid to issues surrounding the pupil's' home background, particularly parents' education and literacy skill levels and how these might affect their children's education. As per Ghanney (2018), the literacy skills of parents reflect on the academic development of a child. From the undertone, teachers guide pupils, but the motivation to learn comes from parents and family setups.

Teachers have a vital role in the implementation of a competency-based curriculum. In September 2018, the KICD and the ministry of education scheduled the training for teachers and formalized the development course used for training (Nyaundi, 2018). Simultaneously, the education ministry raised the bar for teachers' qualifications and admission in the teacher training college. As from September 2018, the new intake of teachers was increased from a cut of D plain to C minus (KCSE grade): The teachers were also to go for a diploma course instead of the certificate (Nyaundi, 2018; Kenya Institute of Curriculum Development, 2018). The new set standards have raised the bar, and the expectation was to improve the quality of education within classes.

The current curriculum continues as the ministry of education trains teachers to adopt to the syllabus. By September 2020, the ministry of education perceived that CBC teachers would be ready (Igwe, 2020). Unfortunately, other than the break out of the Covid-19 pandemic, teachers have already begun implementing the wrong note. As Oduor (2020) exclaims, the entire workload of training learners shifted to parents. There was no training of parents, and neither did the ministry consult with them extensively on curriculum matters. Be that as it may, It will of the interest of the government to establish a standardized procedure that ensures that education is not discriminatory on parents with low literacy levels. Possibly the missing link in CBC roll out was laying down a clear distinction between the role of parents and that of the teacher regarding learning and take-home activities, the type of materials to purchase, and those that should be improvised.

2.2. Literacy Level

Literacy level measures the ability of an individual to read, write, and with an understanding of simple statements concerning daily lives. Kenya is among African countries with the highest literacy rates among 15 years and above (Macrotrends LLC, 2020; WORLD BANK GROUP, 2020). According to World Bank data of 2020, Kenya's literacy rate for

adults was 81.54%, 78.73%, 72.16%, and 82.23%, in 2018, 2014, 2007, and 2000. The literacy ratio is encouraging as it showcases that majority of Kenyan adults can read and write.

World Development Indicators suggest that most adults in Kenya can read and write. However, the remaining percentage also represents the minority of Kenyans who cannot read and write. Given that the 2019 census approximated the Kenya population at 47,564,296 (KNBS, 2019) the approximate number of the illiterate population is about 9.23 Million. Besides, being literate and attaining the level of literacy that enables a parent to guide a learner in performing technical learning tasks are two different things.

In an exploration of the relationship between parents' literacy level and children's academic excellence, Ghanney (2018) posit that most parents are aware of the benefits of education. Still, the reality of their lives, including educational and literacy challenges, affect involvement in their children's primary education. This connotation was based on a teacher-centered academic system. In any case, given that parents have been tasked with much of the take-home assignments, it is questionable whether or not the literacy level of the parent will not affect the learner's achievement in the new curriculum.

2.3. Income and Poverty

The majority of families in Kenya are low-income earners who spend the most elaborate part of their budget in acquiring primary necessities leaving very little to spend on education (Juma, 2018). Afrobarometer research network indicates that the lives poverty index rose from 0.93 to 1.06 in four years (2014-2018) (Rotich, 2020). Rotich (2020) exclaims that more than half of the Kenyan population has limited access to food, medicine and clean water. In this sense, the cost of schooling must be kept bare minimum to allow Kenyans access to information. The competency-based curriculum will meet vision 2030 only if Kenyans access education from the public and private schools indiscriminately.

In assessing the correlations between household income and children, academic success, Isaacs and Magnuson (2011) imply that an additional \$1,000 of average income throughout early childhood would result in about a 0.015 standard deviation in reading and math scores low-income families. These assertions are worth considering, especially if the education system requires parents to purchase materials and gadgets in helping children with assignments.

2.4. CBC Challenges: Did the Syllabus Anticipate Learning during Difficulties Displayed by Covid-19

Since schools closed in Kenya, the Kenyan ministry of education and other agencies has indicated that learners should undertake online learning or technology-mediated learning on TV, radio, ed-tech apps, and mobile phones (Parsitau & Jepkemei, 2020). While such knowledge may occur in urban areas, for many marginalized children in remote villages and informal settlements learning during COVID-19 school closures is a profound challenge. Learning mediated through ed-tech remains out of reach for many disadvantaged children due to connectivity challenges. In remote parts of Kajiado, Narok, Samburu, Turkana, and Kilifi counties, electricity does not reach households, excluding children from online learning (Parsitau & Jepkemei, 2020).

Additionally, smart phones are beyond the reach of most rural communities. Even when adults have smart phones, tensions around privacy and kids' unsupervised internet use render access for learning nonexistent. And where electricity and technology do exist, the cost of the Internet is prohibitive (Parsitau & Jepkemei, 2020) leave alone the problems posed by internet bandwidth. Such disadvantages present challenges for rural families and learners whom the government also count on to play a role in the achievement of the country's Vision 2030.

2.5. Integration of Technology

Entrepreneurs have re-imagined the traditional classroom entirely, to offer children and adults alternative models for learning through EdTech. There is a massive growth in mobile phone penetration in the country. Companies have built new models for students to learn through mobile phones, tablets, and apps with digital content, gamified learning, and even personalized learning driven by largely artificial intelligence (The Nairobi Garage, 2019). EdTech, which merges innovation with teaching, has made education more accessible at quite a low cost and massive scale. Across the world, schools have adopted robotic teaching assistants, VR experiences, Artificial Intelligence, machine learning, and virtual classrooms just to re-imagine the traditional classroom.

With or without the idea of Isolation/lockdown, technology is a vital requirement in the new curriculum. ICT is a major requirement in the CBC design. To engage technology for learning, literate parents need reliable internet connection, electricity, technological gadgets like laptops and besides that, time to monitor learning. The cost implication is beyond what a common Kenyan parent upcountry or in the slums can afford. Illiterate parents cannot be factored here since they have no capacity to even connect classes for or induct their children on how to access learning.

3. Methodology

3.1. Research Design

The researcher took an exploratory approach in the study. Exploratory method investigates a problem that has not been thoroughly investigated in the past (Moran, 2017). The approach is relevant to this study because the study contained elements of ideas that have not been exhausted in the Kenyan history. For starters, the Kenyan CBC is still in its development stage having been rolled out only up to grade four. The researcher used exploratory methodology to gain familiarity with the existing phenomenon and acquire new insight into it to form a more precise problem. Both qualitative data and quantitative data were gathered at the same time and findings integrated to answer research questions. Such

integration permits a complete and synergistic utilization of data analysis of information (Mousa, Mandy, Rose, Violeta, & Michelle, 2018).

3.2. Sample Size

A link of the questionnaire was sent to a group of targeted parents and teachers by online means, and 202 responses were gathered for analysis. The sample had 89 teachers and 113 parents who completed the questionnaires.

3.3. Sampling Method

Targeted parents and teachers were selected by the snowball method. One parent was asked to identify another parent with children in CBC grades 1-4 and share with them the link to the questionnaire. The same procedure was applied in selecting targeted teachers who were then requested to share questionnaire with parents of their learners. The researcher also called schools and asked the school management to share the questionnaire with parents and teachers. The researcher also communicated with various gathering groups such as church WhatsApp groups while inquiring for eligible parents and teachers to complete the questionnaires. All the data were collected live on the survey monkey database then transferred to SPSS for analysis.

3.4. Data Collection

The qualitative data were from already published educational materials and parts of the questionnaire inform of open-ended questions. Open-ended questions provide rich data from teachers and parents that the researcher could not have uncovered without allowing respondent to provide their opinions, experience and insights over CBC implementation.

Quantitative data were gathered through a questionnaire that was distributed online with the help of survey monkey. The study occurred during the lockdown and social distancing period, where contact was limited. Survey monkey made it easy to collect credible information by virtual means. A link to the questionnaire sent online targeted audience (Parents with children in grades 1, 2, 3, or 4) and teachers handling grades one to four.

3.5. Data Analysis

All the data were collected live on the survey monkey database then transferred to SPSS for analysis. The analysis considered a descriptive study and exploratory factor analysis for quantitative data. The open-ended question (strings) was structured to identify themes from the responses.

3.6. Reliability Testing

Reliability testing is about the confidence the researcher can place in the information collected and tools of data collection (Mohajan, 2017). Therefore, reliability is a measure of how the worth of trust a piece of research turns out to be due to the quality of research instruments used. This study relied on internal consistency to measure the reliability of the research tools. Cronbach's alpha indicates the degree of internal consistency. It measures the proportion of variability that is shared among items (covariance). A value of 0.70 is considered adequate, 0.80 is good, while 0.90 and above is excellent (Ghaziani, Krogh, & Lund, 2013). Table 1 illustrates the rule of thumb followed Thumb for Interpretation Alpha Values (Gliem & Gliem, 2003).

4. Data Analysis and Research Results

4.1. Descriptive Statistics

Parents were asked to indicate the number of CBC learners under their care. The results are displayed in Table 1.

How many children under your care are currently in grade 1-4?					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1	61	54.0	54.0	54.0
	2	36	31.9	31.9	85.8
	3	14	12.4	12.4	98.2
	5 and above	2	1.8	1.8	100.0
	Total	113	100.0	100.0	

Table 1: CBC Learners per Parent

From Table 1, most parents have less than two children under their care who are in grades 1-4. In any case, this figure suggests that most parents are not burdened by the number of CBC children under their supervision.

4.2. CBC Parents Literacy Level

It was of importance that the study tests the literacy level of targeted parents. Even though the research targeted literate parents only, it was essential to authenticate the literacy level as it forms the basis of arguments in the whole study. The results of the analysis are displayed in Table 2.

What is your highest academic qualification					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Primary Certificate	3	2.7	2.7	2.7
	High school level	31	27.4	27.4	30.1
	College (Certificate, Diploma,)	61	54.0	54.0	84.1
	University and Post graduate	18	15.9	15.9	100.0
	Total	113	100.0	100.0	

Table 2: CBC Parents Literacy Level

The majority of parents who participated in the study are high school and college graduates. This Literacy level is acceptable and adequate to guide lower primary learners in areas that do not require technical knowhow.

4.3. CBC Communication with Parents

The study investigated the preparedness of parents to aid learning during the implementation of CBC; part of the survey dealt with the mode of communication and how soon parents were acquainted with the system. Table 3 illustrates the responses.

How did you first learn of the CBC?					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Media Outlets and Internet	55	48.7	48.7	48.7
	School seminar before implementation	31	27.4	27.4	76.1
	From the child/school after implementation	25	22.1	22.1	98.2
	I learned about everything on my own after implementation	2	1.8	1.8	100.0
	Total	113	100.0	100.0	

Table 3: CBC Communication to Parents

From the results in Table 3, at least 27.4% of the parents gathered information on CBC through school seminars before implementation. 48.7 % of the parent's first collected information through media outlets and the Internet before implementation. 22.1% of the parent's first heard of CBC from the school after implementation. Only 1.8% of the CBC parents in the study acquired information about CBC on their own after execution. In general, the communication on new syllabus implementation was covered well through media and school seminars. Therefore, if any other information were to be communicated to parents on CBC developments, then the media and school seminars offer a viable environment for literate parents.

4.4. Resource Materials Parents Are to Provide for Learning

Parents were inquired to list the materials and items they are required to provide to facilitate learning. The following themes are summaries extracted from the responses.

Sampled Materials	Category
Tablets, laptops, photos, brooms, printed items, Internet, Real materials, videos, flashcards	Technology-based, Locally available
Books, download some information through the Internet, locally available materials	Technology-based, locally available, Stationery,
portfolio, crayons, scrapbook, files, paint and paintbrushes, Glue, marking pen, manila a paper	Art and craft materials,
Cartons, bottle tops, threads, assorted textbooks, assorted fruits, Different types of fruits and seeds Different types of soil Bottle tops Strings Y shaped sticks Kitchen towel Soap Face towel. chewed toothbrush	Locally viable

Table 4: Materials Parents Provide for Learning under CBC

Most of the items parents were required to provide were available locally. However, there were also technology-based items and those that they must buy. Ideally, the technology-based gadgets and those to be purchased could be a significant expenditure to parents other than other monies spent on their children's learning, such as school uniforms.

4.5. Parents' Access to Learning Resources

The common theme appearing when asked where parents acquire resources was buying from the market and retail stores. Within the responses are also a few instances of free access and outsourcing of materials.

4.6. Exploratory Factor Analysis

The sample size factor analysis from the Kaiser-Meyer-Olkin (KMO) results shows that the sample size used in the study was accurate because the KMO Measure is above 0.5. Suffice it to say that the sample size is adequate for making inferences. Bartlett's Test of Sphericity requires a significance level below 0.05, which suggests that there is at least one significant correlation between the items of the variables.

KMO and Bartlett's Test		
Kaiser-Meyer-Olkin Measure of Sampling Adequacy.		.529
Bartlett's Test of Sphericity	Approx. Chi-Square	55.855
	Df	21
	Sig.	.000

Table 5: KMO and Bartlett's Test

From Table 5, there are two prudent conclusions: That the sample size used in the test is adequate to confirm the correlations between the variables: And that there are at least two variables that correlate within the acceptable statistical significance. It is expected that the study provides at least a single correlation.

4.6.1. Communalities

Communalities test viability queries used in data collection. Any extraction value of less than 0.300 is an indication of futility. A communality of 7 questions was used to extract data, as displayed in table 6.

Communalities		
	Initial	Extraction
How many children under your care are currently in grade 1-4?	1.000	.747
What is your highest academic qualification	1.000	.431
How did you first learn of the CBC?	1.000	.358
Did you learn about your role before implementation?	1.000	.465
How does the learner(s) work on the assignment?	1.000	.635
Select the appropriate statement which best describes your experience in providing materials	1.000	.721
How do you rate your capacity in supporting the child through Competency-based learning	1.000	.765
Extraction Method: Principal Component Analysis.		

Table 6: Communality

Extraction values provide the percentage of correlation that alludes to each question. All the extractions points were above 0.3 and above. In this case, it justifies all the elements used in data collection as relevant.

Total variance provides of Eigenvalues that determine the expected new factors in the correlation between variables. Any elements with values above one is all justified. The values were as indicated in Table 7.

Total Variance Explained						
Component	Initial Eigenvalues			Extraction Sums of Squared Loadings		
	Total	% of variance	Cumulative %	Total	% of variance	Cumulative %
1	1.575	22.497	22.497	1.575	22.497	22.497
2	1.508	21.539	44.035	1.508	21.539	44.035
3	1.040	14.857	58.893	1.040	14.857	58.893
4	.886	12.654	71.547			
5	.819	11.695	83.242			
6	.685	9.788	93.031			
7	.488	6.969	100.000			
Extraction Method: Principal Component Analysis.						

Table 7: Examining Total Variance in the Seven Questions

From Table 7, there were only three elements above 1. After the third component, the remaining components fall below the threshold. However, the retention component is also subject to confirmation through a parallel correlation (R Core Team, 2016). The analysis was conducted from a parallel analysis page giving comparative values as in Table 8.

Component or Factor	Mean Eigenvalue	Percentile Eigenvalue
1	1.372065	1.540294
2	1.205932	1.285159
3	1.096993	1.168690
4	0.989069	1.056289
5	0.889407	0.959769
6	0.780687	0.849876
7	0.665847	0.762211

Table 8: Comparative Values for Parallel Correlation

Table 8 shows the comparative values for parallel correlation obtained from the analysis as suggested by Patil, Surendra, Sanjay, and Todd (2017). The correlation leaves only the three components as initially tested.

4.6.2. Rotation

To cover for SPSS glitch, a rotation was conducted to determine whether new factors are orthogonal or oblique. Oblique factors have values above 0.5 and suggest a strong correlation between variables. Table 9 indicates the correlation matrices.

Component Correlation Matrix			
Component	1	2	3
1	1.000	-.042	-.112
2	-.042	1.000	-.117
3	-.112	-.117	1.000
Extraction Method: Principal Component Analysis. Rotation Method: Oblimin with Kaiser Normalization.			

Table 9: Component Correlation Matrix

From Table 9, the values are far from zero yet fall below 0.5. This matrix presents an orthogonal correlation. The conclusion herein is that the three new factors are correlated, yet the correlation is weak. Given that the component correlation matrix provided an orthogonal variation, a varimax rotation analysis was performed to identify the questions presented in the three new factors. The results of the iterations are shown in table 10.

Rotated Component Matrix ^a			
	Component		
	1	2	3
How do you rate your capacity in supporting the child through Competency-based learning?	.868		
Select the appropriate statement which best describes your experience in providing materials	.818		
How does the learner(s) work on the assignment?		-.790	
What is your highest academic qualification?		.635	
How many children under your care are currently in grade 1-4?			.809
Did you learn about your role before implementation?		.405	-.545
How did you first learn about the CBC?			.436

Table 10: Rotated Component Matrix

Extraction Method: Principal Component Analysis.
Rotation Method: Varimax with Kaiser Normalization.
a. Rotation converged in 4 iterations

As indicated in Table 10, component one has two queries from the questionnaire; component two and three have three queries each. Questions in the same segment are strongly related and are likely measuring similar items within each piece.

Factor 1 had lists of questions in correlations, perhaps computing items of similarity. The same applied to items on factor 2 and factor 3. The rotation matrix in table 10 confirmed that statistical significance was met with notations above 0.300. Values ranging between 0.40 and 0.5 are essential for considerations yet have minimal consequences in burdening parents in CBC implementation. Inscriptions above 0.50 are practically significant but still subject to the test of

strength (Ogasawara, 2002) The study had a sample of above 100 and adequate for measuring the power of significance. Notations above 0.55 suggest power and importance in the correlation. Values above +0.80 are statistical significance and notable strength in the correlation (Hahn, Doganaksoy, & Meeker, 2019). The exploratory factors in the matrix show that these queries have a significant and robust relationship with coefficient 2 of syllabus burden, all with a score above +0.80

- How do you rate your capacity in supporting the child through Competency-based learning
- Select the appropriate statement which best describes your experience in providing materials

These queries are factors of a parent's role in CBC implementation. Arguably, the results in the matrix point that there is a strong positive correlation between a parent's role in CBC implementation and factor one syllabus burden.

In factor two, the strong correlations lie in these questions:

- What is your highest academic qualification?
- How does the learner(s) work on the assignment?

In factor three, the strong correlations lie in the question:

- How many children under your care are currently in grade 1-4?

4.6.3. Reliability Test

Each factor requires a Cronbach Alpha test to assess the reliability of the component in the correlation. The reliability test for factor is presented in Table 11.

Reliability Statistics	
Cronbach's Alpha	N of Items
.726	2

Table 11: Reliability Statistics

The Cronbach Alpha meets the required internal consistency. Table 12 is extended item-total statics to evaluate what would happen to the Alpha value if an item is deleted.

Item-Total Statistics				
	Scale Mean if Item Deleted	Scale Variance if Item Deleted	Corrected Item-Total Correlation	Cronbach's Alpha if Item Deleted
How do you rate your capacity in supporting the child through Competency-based learning	2.8053	.640	.460	.4875
Select the appropriate statement which best describes your experience in providing materials	2.4071	.494	.460	.1968.

Table 12: Component one Item-Total Statistics

The alpha value is already acceptable, and the deletion of an item does not improve the consistency test. All the items of the questionnaire provide alpha of 0.7, which meets the required reliability test.

4.6.4. Component Two Reliability Test

The component two items with a correlation of test were also subjected to reliability test and gave the results as in table 13.

Reliability Statistics	
Cronbach's Alpha	N of Items
.629	3

Table 13: Component Two Reliability Test

The Alpha score for the reliability test is weak and does not meet the required threshold for reliability. The table on items for total statistics offer accounts on changes that will occur on alpha value if an item is deleted.

Item-Total Statistics				
	Scale Mean if Item Deleted	Scale Variance if Item Deleted	Corrected Item-Total Correlation	Cronbach's Alpha if Item Deleted
How does the learner(s) work on the assignment?	4.9292	.656	.292	.155
What is your highest academic qualification	2.8584	1.069	.213	.246
Did you learn about your role before implementation?	5.5929	1.261	.121	.782

Table 14: Component Two Reliability Test

From the item statistics in Table 14, the alpha value if one of the questions (Did you learn about your role before implementation?) was deleted. The query was deleted to meet the required reliability test of 0.782. Reliability statistics for items in factor three are displayed in Table 14.

Reliability Statistics	
Cronbach's Alpha	N of Items
.592	3

Table 15: Reliability for Items in Factor Three

The reliability test on the Cronbach Alpha score of 0.592 was flawed for a standardized test and never met the required threshold. The Items total statistics offered the value of Cronbach Alpha if either of the items is deleted.

Item-Total Statistics				
	Scale Mean if Item Deleted	Scale Variance if Item Deleted	Corrected Item-Total Correlation	Cronbach's Alpha if Item Deleted
How many children under your care are currently in grade 1-4?	2.8673	.759	.044	.863
Did you learn about your role before implementation?	3.4071	1.547	.156	.152
How did you first learn of the CBC?	2.7345	.732	.038	.147

Table 16 : Component 3 Item-Total Statistics

The total item statics, the query on the number of children per parent, had little significance. A deletion improved the Alpha value from 0.59 which is questionable, to 0.863. The results from table 15 provide an efficient alpha score of the question (How many children under your care are currently in grade 1-4?) the alpha score moves to 0.863. The problem was deleted from the analysis.

Correlation Model

Figure 1 is a model showing the correlation between components. The SPSS extracts three elements with a cumulative percentage of 58.93%. In case these three factors explain 14.857% of the variance in the correlation matrix. The rate of conflict is attributable to each element after extraction. This value is of significance because it helps confirm in this step that they are three factors that contribute to the CBC burden on parents.

Figure 1: Correlation Model

4.6.5. Parents Experiences and Challenges with CBC during the Lock-down Period

A review of parent's responses points to varied themes that are summarized as follows:

4.6.5.1. Unequal Access to Online Classes

While some schools offered online classes to cover the gap left after shutdowns of gatherings, not all the schools were prepared to offer online courses. These pointed to major source of imbalance in education. It is a revelation that inequality of education opportunities is presented both at family level and school level.

4.6.5.2. Parents Playing the Role of Teachers

To schools that never offered e-learning, the learners carried assignments home. From home the parents had to play the teaching role either through accessing materials online, or collaborate with the teachers to send materials. This is only available for literate parents with access to technology facilities. Most parents had to teach their children since they had no alternative. The society is left guessing what went on among children from low income families and those whose parents have low literacy levels.

4.6.5.3. Freelance Tutors

Fortunately, some parents could afford hiring tutors to teach their children. This provision is available for selected few who can support the initiative financially. The danger with this approach lies in the possible spread of infection from a tutor who moves around teaching different pupils. This calls for preparation by the Kenyan government in curbing pandemic spread in case of another outbreak that disrupt learning.

4.6.6. Teacher's Questionnaire

4.6.6.1. Descriptive Statistics

The researcher also sent queries to teacher to cover to offer objective information on the progress of events and cater for the responses that would not be answered by illiterate parents and those without access to technology. The results and analysis were presented as follows.

4.6.6.2. Learner Workload Done from Home

The CBC teachers were asked to indicate the amount of work load that learner carry to work from home. The results are in the table 16.

How Much of the Class Work Are CBC Learners Supposed to Do From Their Homes?					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	A few	24	27.0	27.0	27.0
	Some	40	44.9	44.9	71.9
	Most of the work	19	21.3	21.3	93.3
	All the work	6	6.7	6.7	100.0
	Total	89	100.0	100.0	

Table 17: Quantity of Work Done from Home

The result from the table show that learner carry moderate amount of work given that 27% of the teachers indicated that learner should take just a few works, 44.9% showed that moderate amount, 21% suggested that learner carry most of the work at home and only 6.7% of the teacher pointed that they should carry all the work and operate from home.

4.7. Materials Required for CBC Learners

When asked to list the materials that parents should provide to facilitate learning, teachers listed various items. The materials were then grouped in different categories with similar themes. Figure 2 is a summary of the items teachers request parents to provide.

Figure 2: Materials Required for Learners

From the themes, teachers require learners to provide common Stationery, locally available materials, technology gadgets, and in the smallest percentage sophisticated materials they have to buy. Given that parents earlier indicated that most of the requirements from teachers are stuff they have to buy, there might be a disagreement on what parents and teachers term locally available.

4.8. Teacher Follow up with Parents on Assignments

The survey conferred with teachers if they follow up with parents in facilitating and offering assistance to learners with assignments. The following chart summarizes the responses.

Figure 3: Teacher Follow up with Parents on Assignments

From the responses most teachers have been consistent in following through with parents. In this regard they are in a position to tell whether or not the parents can assist and offer the required materials. Be that as it may, there are still teacher who leave parents to work on their own without follow up.

4.9. Parents of Low Literacy Level

Given that the study was targeting literate parents through technology generated questionnaire, the researcher inquired from the teacher to indicate whether or not they had parents who could not read and write represented in their class. The results are displayed in table 18.

Do You Have Parents with Limited Literacy Level to Assist Children in Learning?					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Yes	80	89.9	89.9	89.9
	No	9	10.1	10.1	100.0
	Total	89	100.0	100.0	

Table 18: CBC Parents of Low Literacy Level

From the responses, 89.9% of the teachers showed that they had learners with illiterate parents represented in their classes. Only 10.1% had classroom without an illiterate parent. Given that previous analysis showed that parent's level of education had correlation to supposition of CBC burden, it is likely that majority of parents are burdened with helping learners accomplish assignments despite the quantity of work.

4.10. Impacts of Parents Literacy on Learners Progress

As follow up to literacy question, the survey enquired from the teacher to provide an independent analysis if the literacy of parents was impacting the progress of learners in the new syllabus. The following graph is an illustration of the results.

Figure 4: Impacts on Parents Literacy on Learners Progress

The collective responses show a correlation between parents' literacy and learners' progress. Majority of the teachers indicate that parents' literacy affects the progress of learners. This finding also concurs with (Chen, et al., 2015) who also found that parental literacy level had significant correlation with children literacy in English and Math. These sentiments revert back to the projection on ability to assist learners with assignments or accessing required materials. It is the central concern and the syllabus needs to adjust to accommodate illiterate parents and create an equal opportunity in accessing education for the future of Kenya.

Even though Kenya has high literacy level, the small percentage of the illiterate population has significant representation in schools. Education systems must not exempt the minority children from accessing education. Ghanney, (2018) already provided findings that illiteracy among parents' also present challenges in the academic life of their children.

4.11. Parents Capacity in Facilitating Learning

Though parents had responded to this question, it was important to get an objective response from the teachers to authenticate parents' capacity in providing learning resources and materials. The chart that follows is a presentation of the responses.

Figure 5: Parents Capacity in Facilitating Learning

From Figure 5, out of the 89 teachers, only 15 of the teachers experience parents' consistency and ability to provide resources and materials; 8 of the teachers have usual supply from parents, 53 of the teachers experience inconsistency from parents in delivering learning materials. The remaining 13 suggested that parents rarely provide the resources that facilitate learning. The distribution of this information coming from teachers indicates that a considerably large number of parents are already experiencing challenges in delivering learning materials. Given that teachers offered collective inferences, the study may not have authenticated the percentage of parents experiencing the challenge. Albeit, the issue is capable of thwarting the efforts made to achieve the intended learning outcomes in CBC. Previous analysis from parents points to problems with accessibility and cost of certain materials. A combination of these two sentiments offer grounds for investigating whether or not parents will be in a position to facilitate learning and the implication of such an outcome on the learner and CBC implementation in general

4.12. Parent's Burden Related to CBC Requirements

The survey also enquired from the teacher to affirm whether or not CBC was a burden to the parents. Table 18 is a representation of their verdict.

Mark as Appropriate Parents Are Carrying a Heavy Burden in the CBC Syllabus, and There Was a Need to Prepare Them for Their Role in CBC					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Agree	34	38.2	38.2	38.2
	Agree	44	49.4	49.4	87.6
	Neither agree nor disagree	2	2.2	2.2	89.9
	Disagree	7	7.9	7.9	97.8
	Strongly disagree	2	2.2	2.2	100.0
	Total	89	100.0	100.0	

Table 19: Parent's Burden Following CBC Requirements

From Table 19, 38.2% Strongly Agree that the CBC syllabus is a heavy burden on parents, 49.4% Agree, 2.2% have mixed feelings, 7.9 Disagree, while 2.2% Strongly Disagree. The aggregation of the sentiments points to the idea that parents carry a heavy burden in implementing CBC. Arguably if the role they are playing in CBC is paramount, then implementers ought to consider parents' capacity and prevent a scenario where education will only be attainable to affluent families in Kenya.

4.13. Challenges CBC Teachers Face in Syllabus Implementation

As the general review of challenges emerging from CBC implementation, the survey collected information from teachers and gathered various themes. The following information is a summary of the articles from the collected responses

4.14. Emerging Themes

4.14.1. Parental Participation

Teachers suggest that not all parents participate in their children's education as envisioned by the CBC. From other responses, the participation is limited due to low parental literacy levels; and access and knowledge of technology. This assertion is likely the reason why some learners never attempt to do their assignments.

4.14.2. Inadequate Materials and ICT Compliance

Teachers demonstrated that while the syllabus is heavily reliant on ICT, not all the schools have complied with the technology requirement. In instances where the school provides ICT materials, the population of children overwhelmed the resources.

4.14.3. Negative Attitude

Teachers suggest that the various surprises they have had with CBC have developed a negative attitude towards the syllabus. While some parents try and call the teachers when they have no idea how to proceed in assisting learners with assignments, there is a group that has resolved to silence and never cooperating.

4.14.4. CBC Compliant Personnel

Teachers also suggest that there are limited quality assurance officers. The officers help schools to align with the required external regulations. Teachers' problems could be stemming from little guidance that compliance officers give to ensure proper implementation. When teachers talk of limited support from stakeholders, it arguably suggests that curriculum implementation officers have also left the chunk of implementation workload to teachers without sufficient guidance.

4.14.5. Inadequate CBC Knowledge

A few teachers mentioned limited acquaintance on CBC, probably the training they went through might not have been sufficient to prepare them. Ideally, they should be continuous training to allow the teacher to make further inquiries and tackle challenges as they come.

4.14.6. Parents Literacy and Poverty

Teacher also expressed their worries about parents' poverty level being a hindrance to indiscriminate sharing of knowledge to the learners. Illiterate parents have limited access to information and fail to guide their children to acquire materials, let alone guide them.

5. Conclusion and Recommendations

Parents have no clear vision of the role they should play in CBC implementation. From the connotations, they have an expanded role besides providing financial obligations and the upkeep of their school fees. In the new syllabus, they have to offer technology gadgets, purchase extra learning items, and participate actively in learner's assignments with limited support from schools and other stakeholders. Ideally, they were not prepared to handle the task they have to deal with in the new syllabus. The communication of the syllabus did not incorporate the roles parents are playing. The burden left on parent's calls for preparation of parents before the implementation and during the process. While some parents have managed to keep up with the demands from schools, the same cannot be said about illiterate parents and those operating below poverty levels in Kenya.

The new syllabus may focus on taking Kenya to a higher place of economic growth, but its implementation is not inclusive to all Kenyan citizens. Part of the syllabus demand singles out poor parents and low literacy levels, which makes education unequally accessible to citizens of low income. The mode of learning may facilitate a cycle of illiteracy across families, given that the literacy level of parents is a significant determinant in CBC learning.

The competency-based curriculum is a unique design with a vision for the economic growth of Kenya. While the concept means well to learners and the country, the implementation is not consistent with the intended objective of the curriculum. There is a need for alignment of CBC implementation with the help of syllabus implementation officers. The inconsistency in materials required from the untrained teacher makes learning too expensive for ordinary parents. Public schools in Nairobi County have not met ICT. The curriculum implementation requires guidance and audit to align with the objective.

6. Recommendations

6.1. Communications

In general, the communication on new syllabus implementation was covered well through media and school seminars. If any other information were to be communicated to parents on CBC developments, the media and school panels offer a viable environment for sharing with literate parents. Stakeholders should take a step in reviewing the experiences of learners from low-income families and illiterate parents. The ministry of education should take the lead in ensuring that the change of syllabus takes the country back to the period when knowledge was a luxury for the few citizens.

6.2. Regulation of Requisition and Suggestion of Available Alternatives

The syllabus implementation should result in the regulation of requisition that teachers give to parents. It should be in the work of compliance officers to ensure that parents are not overloaded with the syllabus and cost of materials. Quality assurance officers can work with teachers and parents' representatives to ensure that items required are accessible within the learner's environment.

6.3. Develop Education Policies That Are Sustainable During Pandemics

Even though it is not possible to foresee the chances of a pandemic, the Kenyan government should learn from the outbreak of Covid-19 and endeavor to upgrade the education system. While some schools could continue with online learning, the implementation came with challenges where some parents could not support their children's learning, or children could not concentrate. The ministry of education should introduce compulsory eLearning while working towards delivering a conducive ICT environment and/or enjoyment that supports learning.

6.4. Areas for further Research

The study recommends an audit research assessing compliance with CBC implementation in public and private schools. Such a study would help stakeholders to identify key issues at preliminary stage and align schools with the key objectives of CBC. Another study should also focus on strategies that may improve virtual learning in Kenyan schools in rural areas and improve continuity in learning in case of other disruptions.

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Appendix

Notification to Respondents

A: Note to Parents and Guardians

The Role of Parents in Kenyan Competency-Based Curriculum

Questionnaire for parents/ guardians

Dear Parent/ Guardian

If you have this questionnaire, it means you at least have a child (in grade 1, 2, 3, 4) in a public school within Nairobi. Kindly assist us in getting an honest response regarding your experience with the Competency-based Curriculum in Kenya. We value your privacy, and we shall not identify you with your response.

Note to Public School Teachers Handling CBC Learners

Parent's Role in the Kenyans Competency-Based Curriculum

Questionnaire for Teachers

Dear Teacher, thank you for participating in this study. Please take some time and help us complete this survey in assessing the role of parents in the implementation of the competency-based curriculum. The survey is meant for academic purposes, and your response will remain anonymous. I appreciate any help you can provide.

Questionnaire for Parents and Guardians

The Role Of Parents In Kenyan Competency-Based Curriculum

Questionnaire for parents/ guardians

1. How many children under your care are currently in grade 1-4?

- ☐ 1
- ☐ 2
- ☐ 3
- ☐ 4
- ☐ 5 and above

2. What is your highest academic qualification

- ☐ No formal education
- ☐ Primary certificate
- ☐ High school
- ☐ College
- ☐ University

3. How did you first learn of the CBC and your role?

- ☐ School seminar before implementation
- ☐ Media outlets and the Internet before implementation
- ☐ From the child/school after implementation
- ☐ I received notification on syllabus changes but not my role
- ☐ I learned about everything on my own after implementation
- ☐ Other (please specify)

4. Which of the following best describes you

- ☐ I can help the child with an assignment requirement sent from the teacher on my own
- ☐ I am struggling to (NOT able) help the child with assignment requirement sent from the teacher, but siblings can help
- ☐ I am NOT able to help the child with an assignment requirement sent from the teacher, so they rely on my relatives/ friends/neighbor
- ☐ The child has to get the homework done on his own

5. What resources and material have the school required you to provide to help with assignments and classwork?

6. Select the appropriate statement which best describes your experience in providing materials

- ☐ I have free access to the resources required for learning and doing homework
- ☐ Without strain, I can buy the necessary resources for education and doing homework
- ☐ I can purchase the necessary resources for learning and doing homework, but strains me financially
- ☐ I cannot access the resources required, and it affects learning.
- ☐ The school provides all the resources required, and I don't need to buy or outsource
- ☐ Other (please specify)

7. How do you rate your capacity in supporting the child through Competency-based learning

- ☐ Exceeded expectations
- ☐ Met expectations
- ☐ Below expectations
- ☐ Other (please specify)

8. Select all the appropriate statement as per your experience with CBC and lockdown period

- ☐ The school offers online learning classes to the child during the lockdown
- ☐ The school DOES NOT offer online learning classes to the child during the lockdown
- ☐ The learner has resources to work with over the lockdown period from different avenues (NOT the school)
- ☐ Learners are in communication with their teacher
- ☐ I have to play the role of a teacher even though they are learning online
- ☐ I have to play the role of a teacher because there is no alternative
- ☐ The learner has not been learning during the lockdown period
- ☐ I have hired a freelance tutor to teach my child during the lockdown period
- ☐ I have no problem learning the child on my own
- ☐ Besides being a parent, I also a teacher by profession/ has worked as a teacher before

9. What general challenges do you face with Competency-Based Curriculum (CBC)

10. What specific challenges do you face (related to CBC) during the lockdown period

Questionnaire for Teachers

Parent's Role in the Kenyans Competency-Based Curriculum Questionnaire For Teachers

1. How much of the classwork are CBC learners supposed to do from their homes?

- ☐ None
- ☐ A few
- ☐ Some
- ☐ Most
- ☐ All

2. Do you follow up with the parents/ guardian on whether they can assist the students in doing their homework?

- ☐ Always
- ☐ Usually
- ☐ Sometimes
- ☐ Rarely
- ☐ Never

3. Do you have parents with limited literacy levels to assist children in learning?

- ☐ Yes
- ☐ No

4. Does the literacy level of such parents affect the learner's performance?

- ☐ None at all

- ☐ A little
- ☐ A moderate amount
- ☐ A lot
- ☐ A great deal

5. What kind of material do you require parents to provide in facilitating learning? (list them)

6. Are parents able to facilitate all the learning material you request?

- ☐ Always
- ☐ Usually
- ☐ Sometimes
- ☐ Rarely
- ☐ Never

7. Mark as Appropriate

- ☐ Parents are carrying a heavy burden in the CBC syllabus, and there was a need to prepare them for their role in CBC
- ☐ Strongly disagree
- ☐ Disagree
- ☐ Neither agree nor disagree
- ☐ Agree
- ☐ Strongly agree

8. has your school been teaching children online during this Covid-19 lockdown?

- ☐ Yes
- ☐ No

9. Are you (teacher or school) able to follow up on the progress of learners during the lockdown period

- ☐ Always
- ☐ Usually
- ☐ Sometimes
- ☐ Rarely
- ☐ Never
- ☐ Question Title

10. What are the challenges you face in implementing CBC