

PARENT-GUIDED COMPETENCY BASED TAKE HOME ASSIGNMENTS: IMPLICATION ON GRADE THREE LEARNERS' SKILLS DEVELOPMENT IN EMBU COUNTY, KENYA

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ABSTRACT

Children became competent in skills development through parent guided competency-based take home assignment, which improved their learning outcomes as reflected in their CBA scores. The study was carried out in Embu and focused on effectiveness of CBA take-home assignments under parental guidance among grade three learners in Embu County. A random sampling technique was used to arrive at the sample size of 40 children, 20 teachers, 20 parents, KPSEA chairman and CSO. The objectives measured in this study included analyzing the effectiveness of parent guided take-home assignments among grade three learners and comparing the strategies used by grade three parents to guide children in performing CBA take-home assignments in Embu County. The reliability of research instruments was tested using a test-retest method, established by employing Cronbach's coefficient and accepted at the level of 0.07. Content validity was tested using Pearson product-moment correlation, with questions deemed valid at a level of 0.80. The study employed questionnaires for grade three teachers and parents/representatives; an interview guide was also used for grade three learners, KPSEA Chairman and CSO to triangulate information collected from teachers and parents, with data generated from grade three learners. Data derived

from objective one was analyzed using the Chi-square test of independence to determine if there was a significant relationship between the independent variable, which was the CBA take-home assignment scores, and the dependent variable, which was the take-home assignments. Parents who had better understand of the curriculum and the objectives of CBA tasks were more effective in supporting their children. They employed variety of strategies to assist their children in CBA take home task, however direct involvement was more beneficial. The study concluded that parental guidance plays a crucial role in enhancing effectiveness of CBA take home assignment. The study commends that government and policy makers should ensure more resources are allocated to support implementation of CBC, ensure that teachers are equipped with tools to regularly communicate with parents about the objectives of CBA assignments and headteachers to organize regular workshops to guide parents on how to support children education.

Keywords: Competency Based Assessment, Take home assignments, Competency.

INTRODUCTION

The role of parental involvement in children's educational development has garnered increasing attention over recent years. In countries like the United States, research indicates that parental engagement, especially through guided activities such as take-home assignments, significantly enhances learners' skills development, including critical thinking, problem-solving, and academic achievement (Fan & Chen, 2019). According to the National Assessment of Educational Progress (NAEP), students whose parents actively participate in their learning tend to outperform their peers by an average of 10-15 percentile points (McWayne, 2020). Similarly, in Mexico, studies highlight that family involvement directly correlates with improved literacy and numeracy skills among primary school learners (García & Hernández, 2021). However, existing research often emphasizes the quantity rather than the quality of parental guidance, neglecting the specific impact of structured, competency-based take-home assignments.

In the UK, parental involvement in homework has been linked to positive educational outcomes, particularly in developing learners' cognitive and socio-emotional skills (Desforges & Abouchaar, 2019). The UK Department for Education reports that children with engaged parents tend to perform better in literacy and numeracy tests, with approximately 70% of such children reaching expected standards by age 11. However, despite these findings, challenges remain regarding socioeconomic disparities that influence parental capacity to guide learning effectively.

In Nigeria, parental participation in education is characterized by cultural and socioeconomic factors that influence the effectiveness of take-home assignments. Research indicates that parental guidance, when aligned with competency-based frameworks, can significantly improve learners' cognitive skills; however, many families lack the resources or educational background to provide effective support (Okafor & Adebayo, 2022). In Tanzania, research has demonstrated that parental involvement, especially through structured take-home tasks, positively influences learners' problem-solving and critical thinking skills (Mushi & Mwakisoma, 2021). However, the extent of parental guidance is often limited by factors such as parental education levels and economic constraints. Further, in Uganda, a study by Nabwire and Kasozi (2022) indicated that parent-guided, competency-based assignments foster better skills in literacy and numeracy, yet a significant proportion of parents lack the pedagogical knowledge to provide effective guidance.

To address the demands and opportunities of the 21st-century job market, integrating Competency-Based Curriculum (CBC) is becoming essential in the education sector (Chemagosi, 2020). The 2-6-3-3-3 system aims at enabling learners learn and acquire self-regulated learning skills and it also intends to increase in learners, greater autonomy over their learning. Competency Based Assessment then requires learners to develop skills and be competent in them by being involved in the actual performance of specific tasks while at school with the help of their teachers and also at home with the guidance of

parental/guardian. The 8-4-4 system whose philosophy was education for self-reliance had many challenges such as high teacher learner ratio, poor teacher preparedness, shallow content and above all lack of parental involvement. (Akala, 2021). In the competency-based curriculum which aims at equipping learners with 21st century competencies, parental engagement is key. According to Mwarari, et al, (2020) the learners future does not depend on teachers' effort only but also to an extent on the parent.

A study conducted by Koros and Achieng, (2023) on the teachers preparedness for implementation of competency based curriculum in Kenya, indicates that educators are ill equipped. This is based on Kenya institute of curriculum development (KICD) and teachers service commission (2018) report which stated that 3% of educators felt in confidently prepared while 20% were not adequately prepared for implementation of CBC. Being a new normal in education Kenya today, parents are fully involved in their children learning which was not the case previously. If the educators are ill equipped while some are untrained, then parents who depend on them in understanding the take home assignments and their roles in children's activities, remain a challenge. Parental guidance is a greater challenge among illiterate, poor and marginalized communities where basic needs are priority. This will be a major problem especially to the learners from Mbeere North Sub-County which is considered to be an informal sector and a pastoralist community. Thus, these areas should be targeted for intervention by the government dimensions since it appears they have minimal attention in Kenya. The study aimed to investigate the implications of parent-guided Competency-Based Curriculum (CBC) take-home assignments on the skills development of Grade Three learners in Embu County, Kenya.

Statement of the problem

The implementation of Kenya's Competency-Based Curriculum (CBC) in 2017 marked a pivotal shift from traditional knowledge-based education to a focus on developing specific skills and competencies. A core component of this approach involves parents or guardians supporting learners through take-home assignments designed to foster critical life skills such as communication, problem-solving, and creativity. However, concerns have arisen regarding the effectiveness of these parent-guided tasks, especially among Grade Three learners in regions like Embu County. Reports indicate that many parents lack the pedagogical knowledge, time, or resources necessary to provide meaningful support, leading to inconsistent or superficial engagement that undermines the curriculum's developmental goals.

Furthermore, there is a significant disconnect between curriculum expectations and household realities, particularly in socioeconomically disadvantaged rural communities. Many parents face challenges related to literacy, economic hardship, and limited access to educational materials, which hampers their ability to assist their children effectively. This disparity tends to widen existing inequalities in skill development, favoring learners from resource-rich or more supportive homes. Despite ongoing reforms, limited empirical research exists on how these parent-guided assignments influence learners' cognitive, social,

and emotional growth, especially in rural settings like Embu. This gap underscores the need for localized, detailed studies to better understand the actual impact of CBC home-based tasks on skill acquisition among learners

Purpose of the Study

The study assessed the influence of parent-guided competency-based take-home assignments on skills development of grade three learners in Mbeere North Sub-County, Embu County, Kenya.

Objectives of the Study

The objectives of this study were;

- i. To analyze the effectiveness of CBA-take home assignments under parental guidance among grade three learners in Embu County.
- ii. To compare the strategies used by grade three parents to guide children perform the CBA take home assignments in Embu County.

Null Hypotheses

- i. There is no substantial correlation between the scores of CBA take-home assignments and the actual performance on these assignments.
- ii. There is no significance difference in the types of strategies used by parents and performing CBA take home assignments

Significance of the Study

The study's findings may benefit basic education educators, parents, and management boards by increasing understanding of the importance of parents guiding learners in take-home assignments without overstepping, allowing students to develop skills independently. It could support policy development related to competency-based assessment and raise teachers' awareness of parental perceptions regarding take-home tasks. The results may also help early years practitioners address challenges faced by Grade three learners and their parents with the curriculum, fostering collaboration and engagement in learners' educational experiences within a positive school environment. Additionally, the findings may inform county and national government efforts to promote parental involvement and empowerment in the new curriculum. Ultimately, the study may assist school administrators in devising effective strategies for parental guidance, emphasizing the importance of the learning process over just the end product.

Theoretical Framework

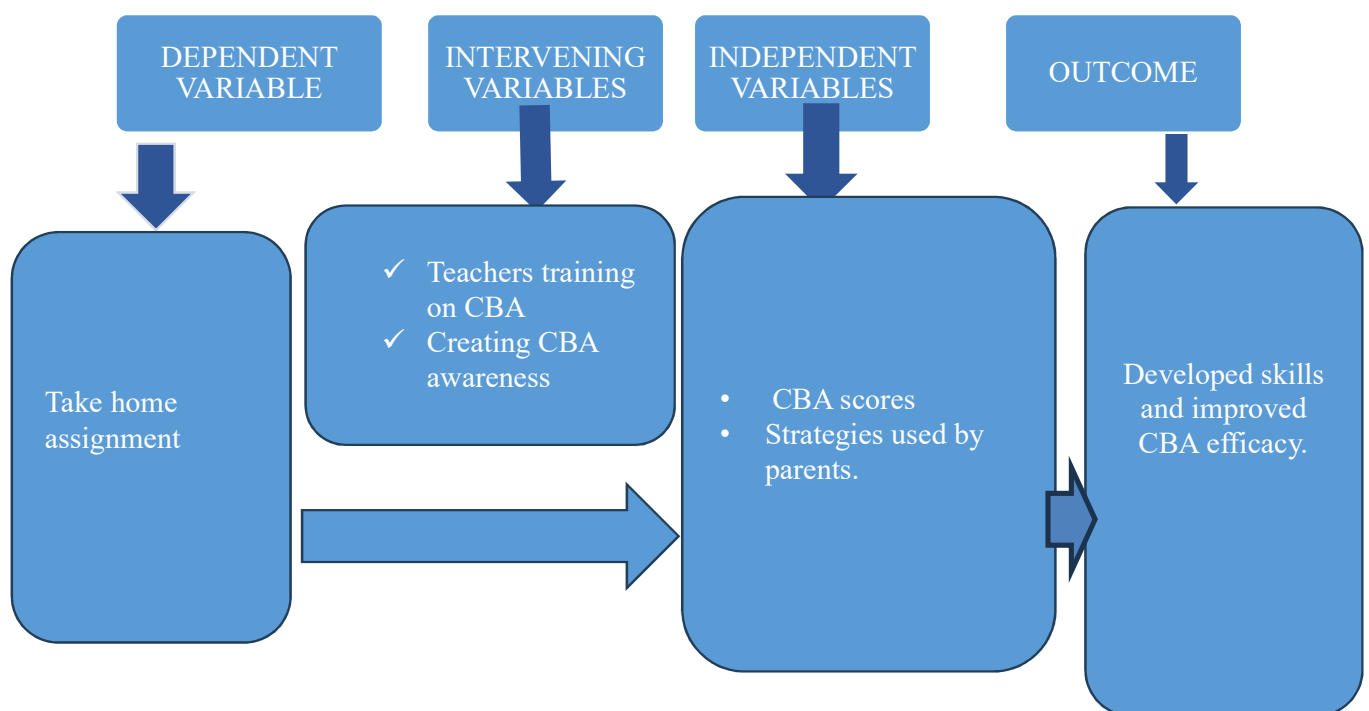
The study was guided by Lev Semyonovich Vygotsky's social cultural theory of cognitive development. It's the most appropriate theory for the study because it portrays a relationship between the learner and an adult who is referred to, in this theory as the more knowledgeable other. He emphasized that learning and teaching are highly social activities and that interactions with teachers, peers and instructional materials influences the affective

development and cognition of learners (Kim and Baylor, 2006). Children understands better through engagement and active involvement.

Conceptual Framework

Parental guidance on take home assignment enhances parent-child interaction resulting to children's success in skill development.

Figure 1 below, shows the relationship and the interrelationship between the variables of study



Source: Researcher's own Model

LITERATURE REVIEW

CBA Assignments and CBA Scores

In the United States, Johnson (2020) conducted a descriptive correlational study targeting 500 third-grade students across five public schools in California to examine the relationship between performance on CBA assignments and overall CBA scores. The data were collected using standardized assessment scores and student portfolios, with findings indicating a moderate positive correlation ($r = 0.65$, $p < 0.01$). The study concluded that well-structured CBA assignments significantly predict higher CBA scores, especially when aligned with curriculum standards. However, the research did not explicitly explore parental

involvement, representing a gap in understanding how parent-guided assignments influence scores.

In Mexico, López and García (2021) utilized a mixed-methods approach involving 300 primary school students from urban schools in Mexico City. The target population included teachers, students, and parents, with purposive sampling of 50 parents for interviews and 250 students for performance analysis. Data collection involved academic records, parent interviews, and classroom observations. Results showed that students involved in competency-based assignments with parental support scored 20% higher in formative assessments than those without such guidance. The study emphasized the importance of parental involvement but did not differentiate between types of parental guidance or explore the specific influence of parent-guided take-home assignments on skills development, leaving a gap in understanding the mechanisms at play.

In India, Kumar, Singh and Patel (2022) adopted a quasi-experimental design with a sample of 200 Grade 3 learners from two government schools in Tamil Nadu. The schools were selected through stratified random sampling, and the intervention involved structured competency-based take-home assignments guided by parents over a semester. Data collection instruments included pre- and post-test assessments, observation checklists, and questionnaires for parents. Findings revealed a significant improvement ($p < 0.05$) in learners' problem-solving and critical thinking skills in the experimental group compared to the control. Nonetheless, the study did not analyze the role of parental participation levels or socio-economic factors, highlighting a methodological gap in understanding contextual influences.

In Ghana, Mensah and Asare (2019) conducted a qualitative case study involving 50 Grade 3 learners, their parents, and teachers from a rural district. Data collection employed interviews, focus group discussions, and student work samples. The results indicated that parental guidance during competency-based assignments enhanced learners' practical skills, especially in literacy and numeracy. However, the study was limited by its small sample size and reliance on subjective data, which constrains generalizability. Furthermore, it did not quantitatively assess how parental guidance specifically affected skills development, indicating a knowledge gap regarding measurable impacts.

In Kenya, Mwangi and Njoroge (2023) performed a descriptive survey involving 300 Grade 3 learners in Nairobi County, using questionnaires, interview schedules, and assessment scores. The study found that parental guidance in competency-based take-home assignments correlated positively with learners' skills development, particularly in communication and problem-solving domains. Despite this, the research primarily focused on urban settings, neglecting rural contexts such as Mbeere North Sub-County. Methodologically, the reliance on self-reported data from parents and teachers may introduce bias, and there is a lack of longitudinal data to determine causality. Knowledge gaps include understanding how socio-

economic and cultural factors influence parental engagement and the resultant skills development, especially in rural communities.

CBA scores are used to evaluate a learner's ability to effectively apply a combination of related knowledge, skills, values, and attitudes to successfully complete a task. The learner ability is rated in terms of whether they are;

Exceeding expectation (EE)- (80-100%)

Meeting expectation (ME) - (65-75%)

Approaching expectation (AE)- (50-64%)

Below expectation (BE)- (0-40%)

Strategies used by Grade Three Parents in CBA Take Home Assignments

In the UK, Smith and Johnson (2019) utilized a mixed-methods design involving 250 parents from primary schools in London. The target population was selected through stratified random sampling, with data collected via structured questionnaires and follow-up interviews. The findings indicated that UK parents predominantly adopted strategies such as setting designated homework times, providing resource support, and fostering independent learning. The study emphasized that parental engagement was influenced by their educational background and familiarity with CBA, but it also highlighted a gap in understanding how specific strategies impact skill development.

In Nigeria, Adeyemi and Ojo (2020) conducted a qualitative case study involving 30 parents of Grade Three learners from Lagos State. Participants were chosen using purposive sampling because they actively participated in their kids' schoolwork. Semi-structured interviews and parent-child interaction observations were used to gather data. The results revealed that Nigerian parents relied heavily on direct assistance, such as guiding learners through the assignments and using verbal reinforcement. The study found that cultural expectations and limited awareness of CBA principles shaped parental strategies. However, the small sample size and qualitative nature limited generalizability, revealing a methodological gap in understanding broader patterns of parental strategies.

In Kenya, Njeri, Mwangi and Otieno (2022) employed a descriptive survey involving 400 parents from both urban and rural schools in Kiambu County. Stratified random sampling was used for participant selection, and data were gathered through questionnaires and focus group discussions. The findings showed that many parents used a combination of strategies, including providing explanations, monitoring progress, and encouraging peer collaboration. Nevertheless, some parents lacked understanding of the competency-based approach, leading to inconsistent support. The study identified contextual factors such as socio-economic status influencing strategy selection but did not explore how these strategies directly affect skills development, highlighting a knowledge gap.

Parental engagement programs that involve parents in their children's education at home are the most successful. Similarly, parents of high achievers set higher expectations for their

children's educational activities than parents of low achievers, making them the most reliable indicators of their children's academic success and social adjustment (Ajuoga 2016). Darko-Asumadu and Sika-Bright (2021) showed that parental participation levels and parents' socioeconomic position had an impact on students' academic achievement. According to Ateş (n.d.), there was a somewhat favorable average impact size between parental participation and academic attainment. According to MD Guyo (2022) (SERIES-5-FParental-Roles.Pdf, n.d.), parental occupation significantly impacts parental involvement in education. Additionally, Ateş (2021) found that parental involvement positively affects academic performance regardless of geographical context. The results are consistent with a study done by(Letswalo, n.d. 2023) in Tanzania which established the parent involvement was low. In the proposed study however, parental involvement is rendered as the parental or guardian's guidance in their children's take-home assignment with the aim of developing a specific skill. Children greatly benefit whenever their parents are fully involved in education by increasing; their academic grade, intrinsic motivation self-directed learning, school attendance rate and also high self-esteem. They also monitor the learners 'competency development identifying areas of weakness and together put intervention to ensure improvements. According to Polycarp (Waswa, 2022) parental involvement in education of learners was found to be significantly related to children's access and transition from pre-primary to primary education. Children are likely to enroll and transit from one level to another when their parents actively participate in their education both at home and school.

RESEARCH METHODOLOGY

Research design

The study employed descriptive survey research design. The design was appropriate for this study because it enabled the researcher to directly collect data on take home assignments as they happen without manipulation. The descriptive survey research design is advantageous to this study because it is simple and easy to administer, appropriate for educational facts findings and yielded enormous accurate information on peoples' feelings, attitudes, opinion, interest and problems hence was used to establish the extent to which the take home assignment performed with parental guidance help in developing skills in to their children's learning in competency-based assessment.

Target Population

Populations targeted in this study are the grade three teachers, Grade three parents and learners of the sample primary schools. Since primary schools are 29 in total the sample target is nine public schools, five private schools, the CSO and KPSEA chairman. The private schools were selected because they are located within the same locality with sampled public schools. The sample formed 48.28 % higher than the 20 % which is minimum recommended by (gay,1992).

Table 1: Sample selection of respondents

Respondents	Total	Sample
Teachers	230	20
Grade three learners	1029	40
Parents	597	20
CSO	2	1
KPSEA Chair man	1	1

Sampling Techniques and Sample Size

Mbeere North Sub-County was purposively selected for the study due to its high concentration of public primary schools in Embu County. The purposive sampling was based on the fact that most schools in this area were public and had no choice but to adopt the new curriculum as soon as it was introduced. In this study, systematic random sampling was used. Ekiru (2012) defines systematic sampling as a probability sampling technique in which sample members are chosen at random from a larger population at predetermined intervals. In this approach, the researcher assigned numbers to all schools in the sub-county and selected schools with even numbers between one and nineteen, specifically those numbered two, four, six, eight, ten, twelve, fourteen, sixteen, and eighteen. This method was applied similarly to private schools.

Table 2: Sample size

Categories	Male	Female	Total
Grade three learners	20	20	40
Grade three teachers	10	10	20
Parents	10	10	20
CSO	0	1	1
KPSEA chairman	1	0	1

Research Instruments

Questionnaire for; Grade three parents' representatives and Grade three teachers. There were Interview schedule for the CSO, KPSEA Chairman and focus group interview for Grade three learners. The study used questionnaires for grade three teachers and parent representatives, which combined both closed-ended and open-ended questions. The study also included a focus group interview with grade three learners and interview schedules for curriculum support staff and KPSEA Chairman which was face-to-face with responses being recorded in writing. This method was deemed suitable given the small sample size.

Piloting Study

The researcher conducted a pilot study in two public primary schools and one private primary school within the study area. The participants were Grade Three learners and their parents who were not included in the actual research sample. The purpose of the pilot study was to assess the response rate, determine the clarity and effectiveness of the research instruments, and evaluate both validity and reliability prior to the main data collection. Data gathered during the pilot phase was analyzed to determine if it aligned with the research objectives and whether the tools effectively captured the intended information. This preliminary study also familiarized the researcher with the logistical aspects of administering the tools and helped identify potential challenges in implementation.

Determination of Validity

To establish the content validity of the instruments, the researcher employed expert judgment by consulting the project supervisor and two university lecturers with expertise in educational research and competency-based assessment. They reviewed the questionnaires and interview schedules for clarity, relevance, and alignment with the study objectives. Based on their feedback, several modifications were made. A content validity index (CVI) was also computed after the expert review. Out of 20 items assessed, 17 were rated as relevant by all reviewers, resulting in a CVI of 0.85, which is above the acceptable threshold of 0.80 (Amin, 2005). Ambiguous items were reworded for clarity, and items deemed irrelevant to the research objectives were removed.

Determination of Reliability

The test-retest method was used to assess the reliability of the instruments. The questionnaires were administered to a group of 10 Grade Three learners and their parents. Two weeks later, the same instruments were re-administered to the same participants under similar conditions. The responses were coded and entered into SPSS for analysis. Using the Cronbach's Alpha Coefficient, internal consistency was established. The overall reliability score obtained was 0.78, which is considered acceptable as it falls above the threshold of 0.70 recommended by Fraenkel and Wallen (2012). Specific subscales, such as those assessing parental involvement and learner engagement, yielded reliability coefficients of 0.74 and 0.81 respectively. These findings demonstrated that the instruments consistently measured the intended variables and were thus deemed reliable for the main study.

Data Analysis

Data derived from objective one, which states: To analyze the efficacy of take-home assignments under parental guidance among grade three learners in Embu County, this was analyzed using Chi-square test of independence. Chi-square was used to explore the associations between the completed take home assignments those done with parental guidance, those done by children alone without parental guidance and those solicited elsewhere for submission not done by the child or both the child and parent against the CBA scores given. Chi-square was therefore used to determine if there is a significant relationship between the variables (independent variable which is CBA take home assignment scores

and the dependent variable which is CBA take home assignments). This also addressed the question on the association between completed CBA take home assignment and academic achievement score.

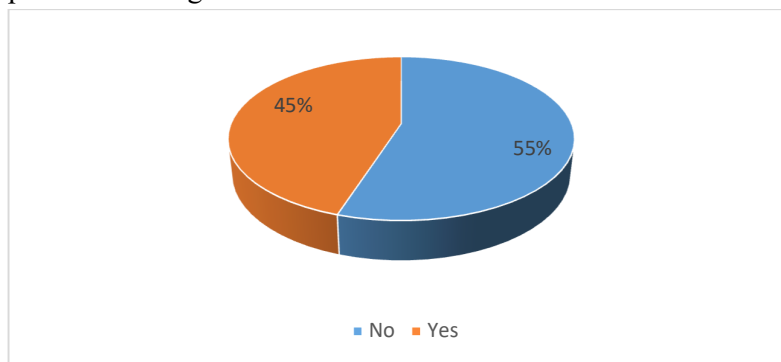
Data derived from objective four, which states: To compare the strategies used by grade three parents to guide children perform the take home assignment in Embu County. This was analyzed through ANOVA. Therefore, analysis of variance was used to compare means for significant differences. It was also used to test the effectiveness of the different types of strategies used by parents, the strategies (which was treated as different groups) was compared against the children's CBA take home assignment performance (Which was treated as the continuous variable).

RESULTS AND DISCUSSIONS

Effectiveness of CBA Assignments Under Parental Guidance

Figure 2 Time to CBA take home assignments in the evenings with their grade three child

The first objective of the study was to analyze the effectiveness of CBA, take home assignments under parental guidance among grade three learners and answer the question of the association between completed CBA take home assignments and academic achievement score. However, the study aimed to explore whether the parents have time to do the CBA take home assignments in the evenings with their grade three child. The findings are presented in Figure 2.



The findings presented in Figure 2 reveals that 11 (55%) of parents reported not having time to work on take-home assignments with their children in the evenings, while 9 (45%) indicated they could spend time assisting their children. These findings raise concerns about the effectiveness of parent-guided competency-based take-home assignments. The fact that more than half of the parents (55%) do not have time to assist their children suggests that many learners may be missing out on essential parental support for developing the key competencies emphasized in the curriculum. Research shows that parental involvement is a critical factor in the success of young learners, particularly in competency-based education, where assignments are designed to foster practical skills and critical thinking (Gakii & Wambua, 2019). Without sufficient time dedicated by parents, learners may struggle to fully grasp the intended skills, limiting the curriculum's potential impact on their development.

The reasons for limited parental involvement may include work commitments or other domestic responsibilities, which are common challenges among parents in many Kenyan households (Njoroge, 2020). Parents who lack time to engage with their children's learning process may inadvertently contribute to learning gaps, especially in situations where children need additional guidance to understand complex tasks (Wairimu, 2021).

To examine the statistical relationship between parental guidance and the completion of Competency-Based Assessments (CBA), a Chi-square test of independence was conducted. The test assessed whether the presence or absence of parental guidance significantly influenced the completion rates and quality of CBA take-home assignments, and thus academic achievement.

Table 3: Chi-Square Test of Independence Results
Test Statistics

	Completed CBA with parental guidance	Completed CBA without parental guidance
Chi-Square	1036.892 ^a	67.870 ^b
df	3	2
Asymp. Sig.	.006	.043

a. 0 cells (0.0%) have expected frequencies less than 5. The minimum expected cell frequency is 74.0.

b. 0 cells (0.0%) have expected frequencies less than 5. The minimum expected cell frequency is 123.3.

The Chi-Square value for completed CBAs with parental guidance is 1036.892 with 3 degrees of freedom (df), yielding an Asymptotic Significance (p-value) of .006. This p-value is well below the conventional threshold of 0.05, indicating a statistically significant association between parental guidance and the completion of CBA assignments. This suggests that when parents are actively involved in their children's educational activities, the likelihood of successful completion of assignments increases substantially. The findings from the Chi-square analysis strongly support the assertion that parental involvement is a significant factor in the successful completion of take-home assignments among grade three learners in Embu County. These findings align with existing literature emphasizing the pivotal role of parental involvement in education. According to Epstein (2020), active parental participation in school assignments enhances children's academic motivation and cognitive development. Similarly, a study by Chowa et al. (2019) in Ghana found that parental support in completing homework significantly boosted children's self-regulated learning and academic skills. Furthermore, Hoover-Dempsey et al. (2019) argue that parental involvement not only improves academic outcomes but also contributes to the

development of learners' problem-solving and critical thinking skills, which are central to the Competency-Based Curriculum (CBC).

From the parents' questionnaires, it was noted that;

“When parents aren't available to assist with competency-based take-home assignments, learners frequently turn to other options to finish their work. For instance, third graders often seek help from older siblings, relatives, or neighbors who can guide them in understanding and completing their assignments. In many households, older siblings take on an important role in supporting their younger siblings' education, especially in families where parents are busy with work or other commitments.”

In cases where such family or community support is unavailable, learners may resort to completing assignments independently, relying on what they have learned in class. However, this is challenging for young learners, particularly in a competency-based education (CBE) system where tasks often require practical engagement and critical thinking beyond what is covered in the classroom. Without guidance, learners may struggle to meet the learning objectives, which could hinder the development of key skills (Wangui, 2021).

Strategies Used by Grade Three Parents to Guide Children Perform the CBA Take Home Assignments

The fourth objective of the research was to explore the strategies used by grade three parents to guide children perform the CBA take home assignments in Embu County. The strategies used often influenced by the complexity of the assignments, the subjects involved, and the parents' own experiences with education. The approaches for guiding the children with homework are built upon a foundation of structured routines, active engagement, emotional support, and effective communication. These holistic strategies foster an enriching learning experience that empowers children to take charge of their education while also providing the necessary support they need to succeed. The Table 4 show the findings regarding the various approaches in relation to parents guiding children on CBA take home assignments.

Table 4: Parents' Approach to Guiding Children with Competency-Based Assignments (CBAs)

Statements	Response	Frequency	Percentage
Do you provide assistance with difficult tasks?	Yes	7	35%
	No	13	65%
Do you delegate the helping role to others?	Yes	12	60%
	No	8	40%
Do you reward your child when they complete the task on their own?	Yes	5	25%
	No	15	75%
Do you prefer that they do the CBA assignments on their own?	Yes	14	70%
	No	6	30%
To whom do you delegate the helping role?	Siblings	9	75% (of the 12)
	Resource persons	3	25% (of the 12)
	Nobody	0	0%

The findings presented in Table 4 show that 65% of parents reported not providing assistance with difficult tasks, while 35% said they do assist their children. This indicates a significant gap in parental involvement, especially in challenging aspects of CBA assignments. Parents who do not assist their children might be limited by factors such as time constraints, lack of skills, or a preference for promoting independence. According to Mwangi (2020), parental involvement in academic tasks plays a critical role in learners' performance and skill acquisition. However, when parents shy away from supporting their children with difficult tasks, learners may struggle to fully grasp complex concepts, thus undermining the potential benefits of CBA learning. According to Hoover-Dempsey and Sandler (2019), parental guidance, especially during difficult tasks, is vital for reinforcing learning and building problem-solving skills. The absence of such support may lead to frustration, incomplete learning, or reliance on rote memorization rather than competency acquisition.

The study revealed that 60% of parents delegate the task of helping with assignments, with 75% of them delegating the role to siblings and 25% to resource persons such as tutors. This finding aligns with the notion that parents who are unable to assist due to their own limitations often delegate the task to other family members (Ouma, 2020). Sibling involvement, while helpful, may not always provide the necessary educational guidance, especially if the siblings themselves are young or lack adequate understanding of the task. Wairimu and Karanja (2019) argue that parents who delegate the role of guiding CBA assignments may need to ensure that

The majority of parents (75%) indicated that they do not reward their children for completing CBA tasks independently. This suggests that most parents may not see the need to incentivize academic achievement or may prefer non-material forms of encouragement. Gakii (2021) points out that reward systems can positively influence children's motivation and performance, especially when linked to educational tasks. However, the absence of rewards could mean that parents rely on intrinsic motivation, believing that children should complete assignments without expecting external rewards.

Interestingly, 70% of parents prefer that their children complete CBA assignments on their own, which suggests an emphasis on fostering independence in learning. This is consistent with the principles of CBA, which aim to promote learners' autonomy and critical thinking skills (Oduor, 2020). However, while encouraging independence is essential, the lack of parental support in understanding and guiding assignments may hinder the child's ability to complete tasks effectively. According to Njogu and Njoroge (2019), parental involvement should strike a balance between encouraging autonomy and providing necessary support to ensure optimal learning outcomes.

Of the parents who delegate homework assistance, 75% indicated that they rely on siblings to help their children with tasks, while 25% turned to resource persons. This finding highlights a common strategy among parents who may lack the time or expertise to assist directly. Research by Kinyanjui (2020) suggests that involving siblings in the learning process can be beneficial, as it promotes family cohesion and peer learning. However, it is essential to ensure that siblings are adequately prepared to guide younger learners effectively. Resource persons, such as tutors, provide a more structured form of support, but their availability may be limited due to financial constraints.

Table 5 ANOVA Results

	Sum Squares	ofdf	Mean Square	F	Sig.
Between Groups	31.046	4	15.523	12.232	.006
Within Groups	465.722	56	1.269		
Total	496.768	60			

The findings presented in Table 5 revealed that F-ratio calculated is 12.232 with a corresponding p-value (Sig.) of .006, which is significantly below the conventional threshold of 0.05. Since $p < 0.05$, the null hypothesis (H_0) is rejected. This result indicates that there are statistically significant differences among the various strategies employed by parents in guiding their children through CBA take-home assignments. The ability of parents to utilize effective strategies, such as direct assistance, motivational techniques, and resource provision, is crucial for enhancing their children's learning experiences. The results confirm that parents who assist their children during difficult tasks tend to enhance their children's academic performance. This supports findings by Mwangi (2020) and Hoover-Dempsey & Sandler (2019) who emphasize the critical role of direct parental support in reinforcing learning and boosting self-efficacy.

CONCLUSIONS AND RECOMMENDATIONS

Conclusions

The study concludes that parental guidance plays a crucial role in enhancing the effectiveness of Competency-Based Assessment (CBA) take-home assignments for grade three learners. Assignments completed with parental involvement were associated with higher CBA scores compared to those done without guidance or solicited elsewhere. Parental engagement helps learners grasp complex tasks, improve their understanding, and develop essential skills.

The study reveals a wide range of strategies employed by parents to guide their children in completing CBA assignments. These strategies include direct involvement, providing assistance with difficult tasks, and delegating tasks to siblings or tutors. The ANOVA results indicated significant differences in the efficacy of these strategies, with direct parental

involvement leading to better outcomes. It is evident that while many parents are proactive, others face challenges such as lack of time or confidence, which leads to delegating the responsibility. The study highlights the need for schools to provide parents with resources and strategies to enhance their involvement, thus ensuring a more consistent approach to guiding learners.

Recommendations

- i. The government should allocate more resources to support the implementation of the Competency-Based Curriculum (CBC), including the provision of learning materials for take-home assignments to alleviate the financial burden on parents.
- ii. The ministry of education should ensure that teachers are equipped with tools to regularly communicate with parents about the objectives of CBA assignments. This will enable parents to better understand their role in assisting with assignments, ensuring they align with educational goals. The Ministry should strengthen monitoring of how CBA take-home assignments are administered and the extent of parental involvement. This help in identifying gaps and allow for targeted interventions.

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