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Influence of Parental Participation in School-Based Activities on Learners' Acquisition of Learning-to-Learn Competence in Public Junior Schools in Nakuru North Sub-County

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Abstract

The purpose of this study was to examine influence of parental participation in school-based activities on learners' acquisition of learning-to-learn competence in public junior schools in Nakuru North sub-county. The study was informed by the Epstein theory of overlapping spheres. A mixed methods research approach, specifically a convergent design, was employed. The target population comprised 45 public junior schools, 45 heads of institutions, 216 teachers, 6,400 Grades 8 and 9 learners, 640 parents, and one Sub-County Director of Education (SCDE) in Nakuru North sub-county. Sample size included 7 public junior schools selected using stratified and random sampling, 7 heads of institutions, and 1 SCDE selected using criterion purposive sampling, 61 teachers selected using simple random sampling, 64 parents selected using snowball sampling, and 376 learners selected through systematic sampling. Data collection instruments included questionnaires for teachers, interview guides for heads of institutions, parents, and SCDE, and focus groups discussion guide for learners, and document analysis guide, and observation guide. Data was analyzed using SPSS 28 for descriptive and inferential statistics, Analysis of Variance was used to test the hypotheses, and qualitative data were analysed thematically using NVivo software and presented in narrative themes supported by verbatim quotations from participants. Quantitative findings were presented in tables and graphs. Study tools were validated through face validity, and reliability ensured using Cronbach's Alpha coefficient of 0.80. Ethical considerations were observed. Parental participation in school-based activities positively influences junior school learners' acquisition of learning-to-learn competence by promoting self-regulation, discipline, motivation, and positive attitudes toward education. Active and supportive parental involvement in school activities plays a significant role in enhancing learners' learning-to-learn competence and encouraging independent learning. Schools should strengthen school-parent partnerships and provide parents with guidance on effective ways to participate in school-based activities and support their children's learning.

Key Words: Parental participation, School-based activities, Influence, Acquisition, Learning-to-learn competence, & Junior school learners

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Background to the Study

Parental participation in school-based activities refers to parents' active involvement in school programmes such as parent-teacher conferences, academic clinics, curriculum meetings, school governance, school events, and regular communication with teachers to support learners' educational progress. Such participation strengthens collaboration between homes and schools, enabling parents to understand learners' academic needs and reinforce appropriate learning behaviours. Learning-to-learn competence, one of the core competencies under Competency-Based Education (CBE), refers to learners' ability to regulate, monitor, and evaluate their own learning through critical thinking, reflection, goal-setting, and problem-solving. Studies indicate that when parents actively participate in school activities and maintain positive communication with teachers, learners develop greater self-regulation, motivation, confidence, and responsibility for their learning, which enhances lifelong learning skills (Springer, 2025; Kim & Lee, 2025; Dudareva & Cakane, 2023).

Globally, education systems have shifted from emphasizing academic content to developing competencies that prepare learners for lifelong learning through Competency-Based Education. Learning-to-learn competence has become a key educational outcome because it enables learners to adapt to changing knowledge and workplace demands (OECD, 2018; UNESCO, 2022). International organizations such as UNESCO and UNICEF recognize parents as essential partners in achieving these competencies through active participation in school-based activities, including school meetings, learner assessment conferences, educational workshops, and school governance structures (UNICEF, 2024). Such participation strengthens communication between teachers and parents, enabling coordinated support for learners. However, socioeconomic inequalities, limited parental awareness, demanding work schedules, and inadequate school-family partnerships continue to limit effective parental participation in many education systems (UNESCO, 2023; Symwene, 2022).

Evidence from developed countries demonstrates that parental participation in school-based activities positively influences learners' acquisition of learning-to-learn competence when schools establish collaborative partnerships with families. In Finland, Silinskas et al. (2022) found that parents' active collaboration with teachers and participation in school academic programmes complemented learner-centred teaching by promoting learner autonomy, motivation, reflective thinking, and self-regulated learning. Similarly, Yamamoto and Holloway (2022) reported that Japanese schools encouraged parents to participate in school learning programmes and maintain regular communication with teachers, improving learner discipline, perseverance, and academic engagement. Nevertheless, excessive parental expectations and pressure reduced learners' intrinsic motivation and independent thinking. These findings suggest that meaningful parental participation in school activities should emphasize collaboration, encouragement, and learner independence rather than excessive control.

Across Africa, parental participation in school-based activities has increasingly been recognized as an important contributor to learners' acquisition of learning-to-learn competence. In Nigeria, Adu and Adelabu (2020) established that parents who regularly attended school meetings and collaborated with teachers better supported learners' self-regulation, reflective learning, and

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goal-setting. Similarly, Mensah (2022) found in Ghana that active parental involvement in school programmes strengthened home-school partnerships, improved learner planning skills, and promoted independent learning, whereas limited participation weakened learner engagement. In Rwanda, Edouard et al. (2023) reported that parents' participation in school activities and positive educational attitudes enhanced learner motivation, perseverance, and academic achievement. These studies collectively demonstrate that effective school-parent collaboration significantly strengthens learners' learning-to-learn competence across African education systems.

In Kenya, parental participation in school-based activities is recognized as an important strategy for implementing Competency-Based Education and promoting learners' acquisition of learning-to-learn competence. Article 53 of the Constitution of Kenya (2010) and the Basic Education Act (2013) require parents to participate actively in their children's education through collaboration with schools. Similarly, the Kenya Institute of Curriculum Development (KICD, 2017) identifies home-school partnerships as essential for nurturing core competencies, while Sessional Paper No. 1 of 2019 emphasizes parental engagement in competence development. Empirical evidence by Karanja (2020) showed that parents who participated in school academic programmes and maintained communication with teachers contributed positively to learners' goal-setting, perseverance, and metacognitive development. These findings underscore the importance of strengthening parental participation in school-based activities to improve learner competence under CBE.

In Nakuru North sub-county, implementation of Competency-Based Education has increased the need for active parental participation in school-based activities to support learners' acquisition of learning-to-learn competence. Public junior schools are expected to engage parents through academic clinics, parent-teacher conferences, learner progress meetings, school management activities, and other collaborative programmes. However, participation levels differ across schools because of socioeconomic challenges, work commitments, limited parental awareness, and varying educational backgrounds. Although national studies indicate that school-parent partnerships improve learner motivation, self-regulation, and independent learning (Mutiso, 2021; Oduor, 2023), little empirical evidence exists regarding how parental participation in school-based activities specifically influences learning-to-learn competence among learners in public junior schools in Nakuru North Sub-County. This uncertainty necessitates localized investigation.

Despite growing literature on parental involvement and learner competence, important knowledge gaps remain. Conceptually, previous studies have mainly focused on home-based parental involvement, including homework supervision, monitoring study habits, and educational attitudes, while giving limited attention to parental participation in school-based activities. Contextually, most studies have been conducted outside Nakuru North Sub-County, limiting understanding of local experiences under Competency-Based Education. Methodologically, many studies have examined parental involvement broadly instead of isolating school-based participation as a specific predictor of learning-to-learn competence. Geographically, empirical evidence from public junior schools established under the CBC reforms remains scarce. Consequently, this study sought to address these conceptual, contextual, methodological, and geographical gaps by examining the influence of parental participation in school-based activities

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on learners' acquisition of learning-to-learn competence in public junior schools in Nakuru North Sub-County.

Statement of the Problem

The Competency-Based Education (CBE) curriculum expects junior school learners to acquire learning-to-learn competence, including self-regulation, critical thinking, goal-setting, reflective learning, and independent problem-solving, through collaborative efforts between schools and parents. Parental participation in school-based activities such as parent-teacher conferences, academic clinics, learner progress meetings, and school programmes is considered essential in strengthening home-school partnerships that support learners' competence development. Studies have shown that active parental participation in school activities enhances learner motivation, self-regulation, academic engagement, and reflective learning, thereby promoting the acquisition of learning-to-learn competence (Mensah, 2022; Uwase & Byungura, 2023). Consequently, CBE envisions parents as active partners in nurturing lifelong learning skills beyond academic achievement (Oduor, 2023).

Despite these expectations, evidence indicates that parental participation in school-based activities remains low, limiting the effectiveness of home-school collaboration in supporting learners' acquisition of learning-to-learn competence. Oduor (2023) reported that only 17.9% of parents participate in school activities beyond paying school fees and occasionally attending meetings, contrary to the expectations of the CBE framework. In addition, inadequate communication between parents and schools and limited parental involvement in learner progress programmes have been associated with weak learner self-regulation and reduced independent learning (Otieno, 2022). However, these findings are largely generalized and provide limited evidence on public junior schools established under the CBE curriculum, particularly in Nakuru North Sub-County. Furthermore, few studies have specifically examined how parental participation in school-based activities influences learners' acquisition of learning-to-learn competence in this context. Therefore, this study sought to examine the influence of parental participation in school-based activities on learners' acquisition of learning-to-learn competence in public junior schools in Nakuru North Sub-County, Kenya.

Research Question

What is influence of parental participation in school-based activities on learners' acquisition of learning-to-learn competence in public junior schools in Nakuru North sub-county?

Theoretical Framework

This study was guided by Epstein's Overlapping Spheres of Influence Theory developed by Joyce Epstein (2001). The theory posits that learners achieve optimal educational outcomes when the family, school, and community work collaboratively to support their academic and personal development (Epstein, 2001). It emphasizes that the interaction among these three spheres may vary depending on the quality of partnerships established between stakeholders. Within the Competency-Based Education (CBE) framework, the theory is particularly relevant because it promotes shared responsibility in nurturing learner competencies rather than placing the entire responsibility on teachers. Mendez and Ochoa (2021) observed that structured parental

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participation strengthens learner motivation, self-regulation, and autonomous learning, which are fundamental components of learning-to-learn competence. Therefore, the theory provides a suitable framework for examining how parental participation in school-based activities influences learners' acquisition of learning-to-learn competence.

A central proposition of Epstein's theory is that effective parental participation results from purposeful communication, mutual trust, and shared educational goals between schools and families. Epstein et al. (2018) identified six dimensions of parental involvement: parenting, communication, volunteering, learning at home, decision-making, and collaboration with the community. Among these dimensions, participation in school-based activities—including parent-teacher conferences, school meetings, volunteering, and school governance—creates opportunities for meaningful collaboration between parents and teachers. According to Okeke and Mtyuda (2020), these partnerships enhance learners' academic engagement, organizational skills, reflective thinking, and self-monitoring, which are key indicators of learning-to-learn competence. Similarly, Kocyigit (2022) argued that stronger home-school partnerships promote learner autonomy, motivation, and self-management, making the theory highly applicable to Kenya's Competency-Based Education reforms.

Despite its relevance, Epstein's theory has notable strengths and limitations. One major strength is that it offers a comprehensive and flexible framework for understanding how collaboration among families, schools, and communities contributes to learner development. The theory allows schools to adapt parental participation strategies to different cultural and socioeconomic contexts while maintaining structured forms of engagement such as communication, volunteering, and shared decision-making (Nyarko & Owusu, 2023; Okeke & Mtyuda, 2020). However, critics argue that the theory assumes parents have equal opportunities to participate in school activities despite barriers such as poverty, demanding work schedules, low literacy levels, and limited access to schools (Kimani & Mwaura, 2022). Furthermore, Mendez and Ochoa (2021) noted that the theory pays limited attention to unequal power relationships between schools and parents, which may restrict meaningful parental participation in some educational settings.

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The theory was considered appropriate for this study because it directly explains how parental participation in school-based activities influences learners' acquisition of learning-to-learn competence. Competency-Based Education requires collaborative partnerships between parents and schools to nurture learner autonomy, self-regulation, goal-setting, and reflective thinking. Epstein's theory provides a framework for examining how parents' participation in parent-teacher meetings, learner progress conferences, school programmes, and communication with teachers supports learners' ability to organize, monitor, and evaluate their own learning (Nyarko & Owusu, 2023). Wanjohi and Njoroge (2021) further observed that effective home-school collaboration improves learner motivation, responsibility, and academic engagement. Therefore, despite its limitations, Epstein's Overlapping Spheres of Influence Theory provides a strong theoretical foundation for investigating the influence of parental participation in school-based activities on learners' acquisition of learning-to-learn competence in public junior schools in Nakuru North Sub-County.

Review of Related Literature

To examine the relationship between parental engagement in school affairs, and school management practices on student achievement, Al-Qudah, Rahman, and Suleiman (2025) conducted a comparative study in Jordan. The aim was to compare views of teachers, parents, and school leaders concerning the successful parental involvement. A sample that was stratified selected a sample of 312 instructors, 198 parents and 46 school administrators. The sample was on the public basic schools. The findings indicated that the good leadership practices in schools were associated with the higher number of parents involved in school-based activities, was attributed to higher learning and student engagement, two fundamental aspects of learning-to-learn competence. In order to enhance family engagement, the research thesis involved frequent formal school activities and parental engagement policies led by the administration.

The present research examines parental involvement and development of learning-to-learn competence in learners, which means that there is a definite variation in variables in the reviewed research that focused on parental involvement and leadership approaches. Besides, the study under review was conducted in Jordan and, therefore, its findings are less valid to the junior schools in the Nakuru North Sub-County in Kenya. The research considers parental involvement as a unidimensional variable and does not take into account such aspects of parental involvement as following study routines, overseeing homework, and being involved in school. The current study addressed this gap and provided valuable recommendations on improving LLC under CBE, by considering each parental involvement aspect separately and assessing its impact on the metacognition, self-control, and problem-solving of learners.

In order to compile empirical data on the relationships between parenting self-efficacy and parents' contributions to successful home-school partnerships among elementary school students, Ma, Telligent, Hodges, and Sanders (2024) carried out a multilevel meta-analysis. The study's goal was to shed light on the strength and variability of relationships between parents' attitude of their own parenting abilities and various aspects of the outcomes of the home-school partnership, such as school-based involvement, home-based involvement, parent-teacher communication and

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relationships, and parental expectations and aspirations. Included were fifty separate quantitative studies with 20,043 children, most of which were carried out in the United States and some of which were taken from other national contexts, including Australia, Japan, Korea, and China. Parenting self-efficacy and contributions to the home-school partnership were found to have a small-to-medium overall positive link, with greater correlations seen for education-focused self-efficacy and home-based participation outcomes. The authors offer suggestions for future study on modifiable parental characteristics in family-school collaboration as well as practical implications for boosting parental confidence and engagement to improve kid learning.

While prior research has shown that parenting self-efficacy and home-school collaboration are positively correlated, the majority of these studies were carried out in industrialized nations where families often have stable incomes, greater levels of parental education, and sufficient school resources. This contributes to knowledge gap concerning the way parental engagement in emerging settings is influenced by such socioeconomic factors as poverty, informal jobs, and lack of literacy. To bridge this gap, this study examined influence of family income, education level of parents, and working status in determining the extent to which parents supported learning in Kenyan junior schools. It also raised culturally absorbed and non-official parental involvement.

Mwansa, Phiri, and Tembo (2025) researched on the impact of parental involvement on the performance of pupils in Zambian rural primary schools. The aim of the study was to find out the influence of involvement of parents in school-based activities particularly, parent workshops and classroom support within academic performance of pupils and their ability to learn. It employed a mixed-methodology in the form of classroom observations, teacher questionnaires, and parent questionnaires. A total of 240 pupils, 60 parents, and 20 teachers were involved in the study with the help of stratified and purposive sampling. Instrument validity was ensured through expert review and instrument reliability was measured using Cronbach's alpha. The findings revealed that organized parent seminars enhanced the motivation of pupils, self-control, and perseverance. The study suggested improving school-parent cooperation initiatives in rural areas.

While Mwansa, Phiri, and Tembo's (2025) study offers information from rural Zambia, there is a glaring cultural and geographic divide when extrapolating the findings to Kenya. Educational policies, community-school ties, parental literacy levels, and cultural expectations surrounding family roles in education are all different in Zambia and Kenya. Parents' participation in school-based activities may be influenced by differences in language usage, ethnic diversity, and school governance structures. In order to produce context-specific evidence on parental participation and its influence on learners' learning-to-learn competence, a Kenyan study is required.

Garcia, Liu, and Andersson (2025) used a quantitative cross-sectional design to investigate parental engagement in early childhood education in a number of developed and middle-income nations. The study's goal was to ascertain how parental involvement in school-based activities affects children's development of learning-to-learn competencies, such as curiosity, problem-solving, and autonomous learning abilities. Standardized questionnaires were used to gather information from 1,120 parents and 85 early childhood instructors. The instrument reliability coefficients were greater than 0.80, and stratified random sampling was used. The findings showed

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that children's metacognitive awareness and adaptive learning practices were substantially predicted by active parental participation in class activities and school events. In order to improve lifelong learning competencies, the study suggested including parent engagement frameworks into early childhood curricula.

Garcia, Liu, and Andersson (2025) used a quantitative cross-sectional design to establish significant relationships between parental involvement and learning-to-learn competence; however, the study did not capture the lived experiences of parents and teachers that explain how and why such involvement influences learning. The present study addresses this gap in methodology by incorporating both quantitative and qualitative results as well as integrating them with qualitative data obtained through mixed-method convergent design involving parental and teacher perspectives. This approach provided a more, context-specific insight on how parental participation procedures impact on the ability of students to learn.

Choge and Edabu (2023) conducted a study to determine the influence of parental involvement on the academic performance of students in the Uasin Gishu County of Kenya. The aim of the study was to identify the impact of parent-school communication practices on students' academic performances that include meeting attendance and regular communication with the instructor. The target population of this descriptive survey was principals, instructors, parents and students. As a matter of fact, 320 respondents were selected using stratified and purposive methods of sampling. The reliability was determined with the help of Cronbach alpha coefficients, and the validity of study tools was ensured with the help of the expert. The findings indicated that the performance of students has been affected positively by the frequent communication and attendance of school meetings by parents. In the research, it was proposed to improve the formal communication between schools and parents.

Choge and Edabu (2023) showed that meeting attendance and parental communication positively affect the student academic performance in Uasin Gishu County but their research was mainly descriptive and did not investigate the qualitative nature of parent-teacher interaction or impact of parent literacy, socioeconomic factors, and cultural norms. The present study addresses these gaps with a mixed-methods convergent parallel design and integrates quantitative data with qualitative interviews and focus groups to provide a deeper and more context-specific explanation of the impact of parental engagement and communication practices on the academic performance of students in different Kenyan school environments.

Mutune, Mwangi, and Kilonzo (2024) studied the relationship between parental involvement and student retention in Masinga Sub-County, Kenya, in the primary schools. The study was done to examine the impacts of the efforts of the head teachers to involve the parent on the student involvement and retention. The research involved interviews and questionnaires of parents, teachers and head teachers on a mixed-method approach basis. A sample of 280 respondents was selected by use of purposive and stratified random sampling. The instrument was found to be valid in piloting, and the coefficients of reliability were even greater than is acceptable. The findings indicated that active involvement of parents by school heads really enhanced student attendance and retention. Some of the tactics proposed in the report involved family engagement in school administration procedures.

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Mutune et al. (2024) also found that the attempts by head teachers to engage parents lead to better learner retention in Masinga Sub-County. Nevertheless, the study mainly focused on school leadership practices and failed to explore in detail parental attitudes and home environment as well as daily engagement practices on the sustained learner participation. Its findings were also limited in the space, and hence could not be used elsewhere in Kenya. To address such concerns, the present research adopted a mixed-methods approach involving a combination of statistical data on the subject with qualitative information provided by teachers and parents to explore how the different kinds of parental involvement can influence academic achievement, student attendance, and retention in the Kenyan schools.

Research Design and Methodology

Research design refers to the overall plan that guides the systematic collection, analysis, and interpretation of data to address research questions (Creswell & Plano Clark, 2021). This study adopted a mixed methods research approach using a convergent parallel design, whereby quantitative and qualitative data were collected simultaneously, analyzed independently, and integrated during interpretation. The quantitative strand employed a cross-sectional survey design to establish the relationship between parental participation in school-based activities and learners' acquisition of learning-to-learn competence, while the qualitative strand used a phenomenological design to explore participants' lived experiences (Bryman, 2022; Creswell & Creswell, 2023). Data triangulation enhanced the credibility, validity, and completeness of the findings by integrating questionnaire and interview data, thereby providing a comprehensive understanding of the phenomenon under investigation (Fetters & Molina-Azorin, 2020).

According to Creswell and Creswell (2023), a target population comprises all individuals who possess characteristics relevant to a study. The target population for this study consisted of stakeholders from the 45 public junior schools in Nakuru North Sub-County, including 45 head teachers, 216 teachers, 6,400 learners, 640 parents, and one Sub-County Director of Education. These respondents were selected because of their direct involvement in the implementation of Competency-Based Education (CBE) and their role in promoting parental participation in school-based activities that support learners' acquisition of learning-to-learn competence. Their diverse perspectives provided comprehensive information on school practices, parental involvement, learner experiences, and policy implementation, making them appropriate participants for addressing the study objectives.

The study adopted a mixed sampling approach, combining probability and non-probability sampling techniques to obtain representative quantitative data and rich qualitative information (Saunders et al., 2023). Seven public junior schools (15%) were selected using stratified and simple random sampling (Etikan & Bala, 2020; Mugenda & Mugenda, 2020). Using the Yamane (1967) formula, 376 learners were selected through stratified and systematic random sampling, while 61 teachers were selected using Slovin's formula and stratified random sampling (Taherdoost, 2022; Sharma, 2021). Criterion purposive sampling was used to select seven head teachers and one Sub-County Director of Education, whereas 64 parents (10% of the target population) were selected through snowball sampling as recommended by Kothari (2019) and Mugenda and Mugenda (2020). This combination of sampling techniques enhanced representativeness, minimized

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sampling bias, and ensured the collection of both reliable quantitative data and in-depth qualitative insights.

Data collection instruments are tools used to gather accurate and reliable information required to address the study objectives systematically (Creswell & Plano Clark, 2021; Cohen et al., 2021). This study employed a combination of questionnaires, interview guides, focus group discussion guides, an observation guide, and a document analysis guide to collect both quantitative and qualitative data from teachers, learners, parents, head teachers, and the Sub-County Director of Education. To ensure the quality of the instruments, validity was established through expert review and pilot testing, while reliability was assessed using Cronbach's alpha coefficients ranging from 0.776 to 0.824, indicating acceptable internal consistency (Creswell & Creswell, 2023; Saunders et al., 2023). Credibility and dependability of qualitative data were enhanced through triangulation, member checking, peer debriefing, and maintaining a comprehensive audit trail throughout the research process.

Data collection and analysis were conducted systematically while adhering to ethical research standards to ensure the credibility and integrity of the study. After obtaining ethical clearance and research permits from relevant authorities, the researcher collected data using questionnaires, interview guides, focus group discussions, observation, and document analysis from selected respondents (Creswell & Creswell, 2023). Informed consent and learner assent were obtained, while confidentiality, anonymity, and secure data storage were maintained throughout the study. Quantitative data were analyzed using SPSS version 28 through descriptive and inferential statistics, including frequencies, percentages, means, standard deviations, t-tests, and ANOVA (Saunders et al., 2023). Qualitative data were analyzed thematically using NVivo software following Braun and Clarke (2022), and findings were triangulated to enhance the validity, credibility, and comprehensiveness of the study.

Findings and Discussions

The research question examined how parental participation in school-based activities influence the acquisition of learning-to-learn competence on the Likert scale of 5 to 1 where 5 = Strongly Agree; 4 = Agree; 3 = Uncertain; 2 = Disagree; 1 = Strongly Disagree. Table 6 presents the assessment's summarized findings in an organized manner.

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Table 6

Teachers' Responses to Parental Participation in School activities and Learning-to-Learn Competence (n=55)

Statement	SA	A	U	D	SD	Mean	Std. Dev
Parents attend school academic meetings.	14 (25.5%)	20 (36.4%)	8 (14.5%)	9 (16.4%)	4 (7.3%)	3.56	1.23
Parents participate in school learning activities.	12 (21.8%)	18 (32.7%)	9 (16.4%)	10 (18.2%)	6 (10.9%)	3.36	1.30
Parents engage teachers on learner progress.	13 (23.6%)	15 (27.3%)	8 (14.5%)	11 (20.0%)	8 (14.5%)	3.25	1.39
Parents support school-organized academic programs.	18 (32.7%)	22 (40.0%)	6 (10.9%)	7 (12.7%)	2 (3.6%)	3.85	1.12
Parents follow up on school communication.	16 (29.1%)	21 (38.2%)	8 (14.5%)	6 (10.9%)	4 (7.3%)	3.71	1.20
School participation by parents motivates learners.	19 (34.5%)	20 (36.4%)	7 (12.7%)	4 (7.3%)	5 (9.1%)	3.80	1.24
Parental involvement improves learner responsibility.	15 (26.8%)	18 (32.1%)	6 (10.7%)	10 (17.9%)	7 (12.5%)	3.43	1.37
Parents contribute to school academic decisions.	12 (21.8%)	19 (34.5%)	8 (14.5%)	9 (16.4%)	7 (12.7%)	3.36	1.33
Learners benefit when parents are involved in school.	18 (32.7%)	23 (41.8%)	5 (9.1%)	4 (7.3%)	5 (9.1%)	3.82	1.22
Parental participation supports learning skills.	17 (30.9%)	21 (38.2%)	4 (7.3%)	8 (14.5%)	5 (9.1%)	3.67	1.29

Source: *Researcher (2026)*

Table 6 shows that of the 34 respondents (61.9%), 14 teachers (25.5%) strongly agreed and 20 (36.4%) agreed that parents attend school academic sessions; 8 (14.5%) were undecided, 9 (16.4%) disagreed, and 4 (7.3%) strongly disagreed. Parental attendance appears to be quite constant among schools, as indicated by the mean score of 3.56 and standard deviation of 1.25, which indicate excellent agreement with comparatively low variability. This component was added because meeting attendance promotes information exchange and improves parent-teacher cooperation. Such involvement, which is based on the Overlapping Spheres of Influence Theory, improves conformity between expectations at home and at school. These findings corroborate those of Choge and Edabu (2023), who discovered that parental attendance enhances learner performance, and Al-Qudah et al. (2025), who stress that effective leadership encourages family involvement and student achievement.

Regarding the statement that parents should participate in school learning activities, 30 respondents (54.5%), 12 (21.8%) strongly agreed and 18 (32.7%) agreed that; 9 (16.4%) were undecided, 10 (18.2%) disagreed, and 6 (10.9%) strongly disagreed. Moderate agreement with discernible variability is shown by the mean of 3.27 and standard deviation of 1.36, indicating that involvement is present but uneven. Active participation in school events enhances learning outside

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of the classroom, which makes this variable crucial. Such involvement enhances shared responsibility in education and is guided by the Overlapping Spheres of Influence Theory. The findings support the findings of Garcia et al. (2025), who discovered that parental involvement increases students' interest and problem-solving abilities. The variability, however, suggests that obstacles like time restraints and financial circumstances can prevent parents from consistently participating in their children's education.

Proceeding statement about parents involving teachers in their children's success, 28 respondents (50.9%), 13 (23.6%) strongly agreed and 15 (27.3%) agreed with the statement; 8 (14.5%) were undecided, 11 (20.0%) disagreed, and 8 (14.5%) strongly disagreed. Inconsistent communication between parents and teachers is suggested by the mean of 3.25 and standard deviation of 1.42, which show moderate agreement with comparatively large variability. This variable was included since tracking learner development and resolving issues early on depend on regular communication. The Overlapping Spheres of Influence Theory states that good communication is essential to productive teamwork. The results corroborate the findings of Choge and Edabu (2023), who found that regular parent-teacher engagement enhances academic performance. The observed diversity, however, suggests that not all parents actively participate, which restricts the communication's potential.

Further, the 40 respondents (72.7%) who expressed support for school-organized academic programs, 18 (32.7%) strongly agreed and 22 (40.0%) agreed; 6 (10.9%) were undecided, 7 (12.7%) disagreed, and 2 (3.6%) strongly disagreed. Strong agreement with little fluctuation is indicated by the mean of 3.85 and standard deviation of 1.13, which point to broad parental support for school programs. Participation in academic programs increases learners' exposure to expanded learning opportunities, which makes this variable crucial. Such participation, which is based on the Overlapping Spheres of Influence Theory, improves learner outcomes and institutional efficacy. The results are consistent with those of Mwansa et al. (2025), who discovered that parental involvement in school initiatives enhances student motivation, perseverance, and self-control—all essential elements of learning-to-learn competence.

Further, 37 respondents (67.3%), 16 (29.1%) highly agreed and 21 (38.2%) agreed that parents should follow up on school communications; 8 (14.5%) were undecided, 6 (10.9%) disagreed, and 4 (7.3%) strongly disagreed. Strong agreement with comparatively little fluctuation is indicated by the mean of 3.71 and standard deviation of 1.23, which point to efficient communication techniques. This feature was added because follow-up guarantees that the knowledge disseminated by schools is implemented at home. Consistent communication, guided by the Overlapping Spheres of Influence Theory, promotes learner development and fortifies partnerships. The results are corroborated by Mutune et al. (2024), who pointed out that good parent-school communication increases learner engagement and retention, highlighting the significance of proactive parental follow-up.

Undeniably, 39 respondents (70.9%), 19 (34.5%) highly agreed and 20 (36.4%) agreed with the statement that parental involvement in school inspires learners; 7 (12.7%) were undecided, 4 (7.3%) disagreed, and 5 (9.1%) strongly disagreed. Strong agreement with low variability is indicated by the mean of 3.80 and standard deviation of 1.21, indicating that parental presence has

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a favorable influence on learner motivation. Since motivation is a major factor in learning-to-learn competence, this variable was added. Visible parental participation strengthens learners' dedication to learning, according to the Overlapping Spheres of Influence Theory. These results are in line with those of Al-Qudah et al. (2025), who discovered that parental involvement greatly increases learner motivation and involvement, encouraging the growth of autonomous learning abilities.

In addition, 33 respondents (60.0%), 15 (27.3%) strongly agreed and 18 (32.7%) agreed that parental participation improves learner accountability, while 6 (10.9%) were undecided, 10 (18.2%) disagreed, and 7 (12.7%) strongly disagreed. Moderate agreement with some variability is shown by the mean of 3.38 and the standard deviation of 1.38. Because learning-to-learn competence is fundamentally based on accountability, this variable was added. According to sociocultural theory, parental interaction and modeling promote responsibility. The results are consistent with those of Ma et al. (2024), who discovered that learner responsibility and engagement are positively influenced by parental self-efficacy. The heterogeneity, however, points to variations in parental competence and dedication, which could have an influence on the consistency of results.

According to the findings, 12 (21.8%) strongly agreed and 19 (34.5%) agreed, for a total of 31 respondents (56.3%), whereas 8 (14.5%) were undecided, 9 (16.4%) disagreed, and 7 (12.7%) strongly disagreed. Moderate agreement with variability is indicated by the mean of 3.31 and the standard deviation of 1.36. Involving parents in decision-making promotes ownership and accountability in schooling, which makes this variable crucial. Shared decision-making improves cooperation and understanding, according to sociocultural theory. The results are consistent with those of Mutune et al. (2024), who revealed that learner participation and retention are enhanced when parents are involved in school governance. Nonetheless, inconsistent involvement implies that some parents are still left out of decision-making procedures.

On the statement that learners benefit when parents are involved in school, 41 respondents (74.5%), 18 (32.7%) strongly agreed and 23 (41.8%) agreed with the statement 1, whereas 5 (9.1%) were undecided, 4 (7.3%) disagreed, and 5 (9.1%) strongly disagreed. Strong agreement with minimal variability is indicated by the mean of 3.82 and the standard deviation of 1.22. Because it captures the total influence of parental participation on learner outcomes, this variable was included. Development is greatly influenced by interactions between the home and school contexts, which are guided by Ecological Systems Theory. The results corroborate the findings of Garcia et al. (2025), who exposed that parental participation improves adaptive and metacognitive learning abilities, which are critical for learning-to-learn competence.

In regard with the 38 respondents (69.1%), 17 (30.9%) strongly agreed and 21 (38.2%) agreed that school-based parental participation enhances learning skills; 4 (7.3%) were undecided, 8 (14.5%) disagreed, and 5 (9.1%) strongly disagreed. Strong agreement with moderate variability is indicated by the mean of 3.69 and the standard deviation of 1.29. Learning abilities like self-control and critical thinking are essential to developing competence, which is why this variable was added. Cognitive outcomes are shaped by the interaction between the home and school settings, according to Ecological Systems Theory. The results are consistent with Mwansa et al.

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(2025), who highlighted that parental involvement improves learners' study skills, perseverance, and independent learning habits.

With mean scores between 3.25 and 3.85 and standard deviations between 1.13 and 1.42, Table 6's overall agreement levels range from 50.9% to 74.5%, demonstrating generally strong but slightly varying perceptions. These results show that learners' acquisition of learning-to-learn competence, including motivation, responsibility, and study abilities, is much improved by parental involvement in school-based activities. In order to capture the wider influence of school-based parental participation, these variables were added. Variability, on the other hand, represents differences in participation brought about by contextual elements like awareness, time, and socioeconomic level. Effective learning is molded by dynamic interactions across family, school, and community systems, according to the integration of Overlapping Spheres of Influence, Sociocultural, and Ecological Systems theories.

Findings in table 6 were largely corroborated by observations made using the observation guide, especially when it came to parental involvement in school events. The comparatively high mean ratings on attendance and support for academic programs are consistent with the researcher's observations that a significant number of parents were present and actively involved with teachers during academic meetings, open days, and school-organized programs. Parents were observed asking learners about their performance and taking part in conversations about improving their academic performance on multiple occasions. In the classroom, learners whose parents participated in these events were more driven, focused, and accountable. The study did point out that not all parents were regularly present, though, since some sessions had lower attendance, which is consistent with the mild standard deviations.

The quantitative findings were both validated and quantified by document analysis. Many parents followed up on school communications and took part in important academic activities, according to school records such attendance registrations for meetings, parent-teacher conference minutes, and communication logs. The higher mean ratings on motivation and learning advantages were supported by evidence from these documents, which showed that parental participation enhanced learner responsibility and academic engagement. However, certain records showed gaps, such as inadequate attendance records and little parental involvement in decision-making, indicating that not all parents were equally involved. This mixed pattern supports Table 6's overall findings that, although parental involvement in school activities is typically favorable, it is nonetheless inconsistent for a significant percentage of parents.

The findings where agreement levels ranged from 50.9% to 74.5%, are largely supported by the heads of institutions' responses during interviews that parental involvement in school-based activities considerably influences learners' development of learning-to-learn ability. Heads of institutions (3 & 5), found that "parents who participate in school activities, attend meetings, and interact with teachers enhance learners' motivation, accountability, and study abilities." One of the heads of institution (2) did point out discrepancies, though, since some parents seldom ever take part because of time restraints or low awareness. Based on the Overlapping Spheres of Influence Theory, the findings highlight how successful home-school collaboration improves student outcomes. The found standard deviations (1.13–1.42) are consistent with the variety in

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engagement, suggesting that although many parents are interested, others are not, which limits the advantages that are consistent for all learners. One of the heads of institutions observed:

Learners become more motivated and responsible in their studies when parents attend meetings and participate in school programs. We observe a distinct difference in learners whose parents follow up on school-related issues and engage with instructors on a frequent basis. But not every parent participates in the same way. Some parents don't interact with teachers or attend meetings very often, which hinders their children's development. We think it's critically to improve school-parent relationships. Parents should be responsible for supporting their children's education, and schools should provide greater opportunities for parents to engage. When both parties collaborate, learners improve their study habits and grow more self-reliant (HI 6 Personal Communication, April 2, 2026).

Findings in Table 6, are supported by parents' statements that their involvement in school activities has a favorable influence on learners' academic behavior and skill development. Parents 23, 34 28 & 40) reported participating in meetings, corresponding with teachers, and, when feasible, lending support to school initiatives. Some parents (8, 15, 19, 21, & 35) did, however, identify challenges like financial constraints, work obligations, and a lack of confidence when interacting with educational systems. These findings, which are informed by Ecological Systems Theory, show how learners' development is influenced by the interplay between their home and school contexts. The quantitative results' variety is reflected in the mixed responses, which imply that although numerous parents make significant contributions, others encounter contextual impediments that restrict their involvement and, as a result, their children's learning outcomes. During the interviews, one of the parents remarked:

We try to attend school meetings and follow up on communication from teachers because we know it helps our children. Our children become more responsible and take school more seriously when parents are involved. For some parents, though, it is not always simple. Some of us work hard at our jobs, and others might not feel comfortable talking to teachers. Nevertheless, we think that learners gain more when parents and schools collaborate. More advice from schools on how to properly engage would be greatly appreciated. More parents will be able to actively participate and assist students perform better and develop better study habits if we are encouraged and supported (P 29 Personal Communication, March 27, 2026).

During interview, the SCDE's observation that parental involvement in school-based activities is a critical component in improving learners' acquisition of learning-to-learn competence supported Table 6 findings. The officer underlined that learners' interest, engagement, and academic development are typically higher in schools with active parental involvement. Disparities were noted, though, especially in regions influenced by socioeconomic challenges. The SCDE emphasized that various environmental systems, such as home and school interactions, have an influence on learner development using Ecological Systems Theory. While some schools benefit from great parental engagement, others suffer because of inadequate community involvement and structural impediments, as indicated by the range in parental participation that

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parallels the disparities in quantitative responses. When the SCDE was asked this question, he had this to say:

Improving learners' academic outcomes and independence requires parental involvement in school activities. Learners at schools whose parents are actively involved are typically more disciplined and motivated. However, we must acknowledge that due to a variety of hindrances, not every parent is able to engage equally. For this reason, we urge schools to develop inclusive practices that facilitate parent involvement. Improving communication, setting up flexible meetings, and teaching parents about their responsibilities can all have a significant bearing (SCDE Personal Communication April 2, 2026).

Findings in Table 6 are supported by learners' responses during their focus group discussions that parental involvement in school activities has influence on their motivation, sense of responsibility, and study habits. They said that parents are inspired to take their studies seriously when they participate in meetings or engage with teachers. But some learners pointed out that not all parents are equally involved, which has varying paraphernalia on learners. According to sociocultural theory, parental participation improves learners' cognitive and behavioral development by offering social support and direction. The discrepancies in the quantitative statistics are reflected in the diversity of learners' experiences, indicating that whereas many learners gain from active parental involvement, others might not receive enough assistance. One learner, in their focus group discussions asserted:

I feel more motivated to work hard when my parents come to school meetings or talk to my teachers. Knowing that they are monitoring my development motivates me to get better. Additionally, I've grown more accountable for my academic work. However, some of my classmates struggle more because their parents don't attend school. In my opinion, students take school seriously and even attempt independent study when their parents are interested. It truly helps us perform well and build better habits (LFGD 26, 2026).

Conclusion

The study concludes that parental participation in school-based activities significantly influences learners' acquisition of learning-to-learn competence in public junior schools in Nakuru North Sub-County. Active parental involvement through attending school meetings, participating in academic clinics, communicating with teachers, supporting school programmes, and monitoring learners' academic progress enhances learners' self-regulation, goal-setting, motivation, reflective thinking, and independent learning. Effective collaboration between parents and schools creates a supportive learning environment that strengthens learners' ability to manage their own learning in line with the expectations of the Competency-Based Education (CBE) curriculum. However, limited parental participation, inadequate home-school communication, and socioeconomic constraints reduce opportunities for learners to develop these essential lifelong learning competencies.

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Recommendations

The study recommends that schools strengthen home-school partnerships by creating structured and inclusive opportunities for parents to participate in school-based activities, including academic clinics, parent-teacher conferences, learner progress meetings, and school governance programmes. The Ministry of Education, Kenya Institute of Curriculum Development, and County Education Offices should develop policies and capacity-building programmes that equip parents with knowledge and skills to support learners' acquisition of learning-to-learn competence within the Competency-Based Education framework. Schools should also establish regular communication channels and flexible parental engagement programmes that accommodate diverse family circumstances. Further research should examine additional factors, such as socioeconomic status, digital parental engagement, and school leadership practices, that may influence learners' acquisition of learning-to-learn competence in other educational contexts.

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