



MENTAL HEALTH OUTCOMES OF PARENTS WITH CHILDREN ENROLLED IN THE COMPETENCE-BASED CURRICULUM IN PUBLIC DAY PRIMARY SCHOOLS IN NAIROBI COUNTY, KENYA

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ABSTRACT: *Involvement in their children's education through the Competency-Based Curriculum (CBC) significantly impacts the mental health outcomes of parents, necessitating a deeper understanding of how these educational demands influence parental well-being. This study examines the mental health outcomes of parents with children enrolled in the CBC in primary schools in Nairobi County, Kenya. Utilizing Cognitive Behavioral Theory (CBT), the research employed a quantitative approach with a cross-sectional survey design targeting parents with children enrolled in the CBC in primary schools. A multi-stage sampling technique resulted in a sample size of 376 parents. Data were collected using structured questionnaires, including the Parenting Sense of Competence (PSOC) scale, Multidimensional Fatigue Inventory (MFI), Parental Stress Scale, and New General Self-Efficacy Scale. Statistical analysis using SPSS Version 25 involved descriptive methods. The findings revealed generally positive mental health outcomes, with high levels of parenting satisfaction and self-efficacy, alongside moderate levels of mental fatigue and stress. These results align with CBT, emphasizing the role of positive beliefs and effective coping strategies in maintaining mental health. The study concludes that while CBC aims to enhance learning, it also creates challenges for parents that impact their mental health.*

KEYWORDS: Competency-Based Curriculum, Cognitive Behavioral Theory, Mental Health, Outcomes, Parenting Satisfaction, Self-Efficacy, Mental Fatigue, Stress.



INTRODUCTION

Competency-Based Curriculum (CBC) focuses on developing specific skills and competencies in students rather than merely imparting knowledge. Gruber (2018) defines CBC as a methodology that allows learners to be trained at their own pace, showcasing their vital expertise in significant areas. This approach aligns with psychological theories of individualized learning and self-efficacy, emphasizing the importance of tailoring education to meet the unique needs and abilities of each student. Cheptoo and Ramadas (2019) affirm that CBC is highly regarded and approved in Africa. Kenya's smooth transition to CBC beyond primary education is facilitated by the national qualification framework (NQF) established in 2016 (GoK). This framework supports educational progression and addresses the psychological well-being of students by reducing academic pressure and promoting a more engaging and supportive learning environment.

Parents are significant stakeholders in the CBC. School stakeholders include anyone invested in the welfare and success of a school or its students (Brookie, 2021). For the curriculum to succeed, parents must play a vital role. One of the Pertinent and Contemporary Issues (PCI) in CBC is Parental Empowerment and Engagement. This principle is highlighted in the terms of reference for the Presidential Working Party on Education Reforms (PWPER) (Ruto, 2022), emphasizing the critical role parents play in their children's education. The new curriculum expects parental involvement to complement teachers' efforts. According to KNEC (2021), parents are responsible for ensuring regular school attendance and task completion, supervising and guiding assessment tasks at home, consulting with teachers on progress, assisting in monitoring and disciplining learners, motivating teachers and learners, providing basic needs and assessment materials, promoting quality care and health for learners, and attending school meetings to discuss progress. Choi et al. (2015) and Epstein and Sheldon (2019) define parental involvement based on home-based and school-based participation. Home-based involvement includes providing support and creating a structure for reinforcing what has been learned at school, while school-based involvement includes communicating with teachers and participating in school activities. Collaboration between all stakeholders, especially parents and teachers, benefits both students and the school system (Jay et al., 2018). Engaging in their children's education can positively impact parents' mental health. Positive engagement enhances a parent's sense of accomplishment and connection with their child's education, potentially improving their mental well-being. From a psychological perspective, active parental involvement is essential for children's cognitive and emotional development. Such engagement supports academic achievement, enhances self-esteem, motivation, and overall mental health in children. By fulfilling their responsibilities, parents create a supportive environment that fosters holistic development and ensures the success of the CBC initiative (Antony-Newman, 2019).

However, engaging in their children's education can also lead to increased stress and pressure, particularly for parents already dealing with other stressors such as work or financial difficulties. This added responsibility can impact their mental health, leading to feelings of anxiety or being overwhelmed. Insufficient parental support poses significant barriers to the CBC's implementation (Owala, 2021). Many parents, educated under the 8-4-4 curriculum, are unfamiliar with the CBC, leading to difficulties in assisting with homework and other supervisory tasks. This unfamiliarity can increase stress and anxiety for both parents and children, complicating effective CBC implementation.



Some parents have even filed a court case against the curriculum's implementation (Amunga et al., 2020). In extreme cases, parents withdrew their children from CBC classes, protesting the increased demands (Hall, 2021). These increased demands and responsibilities can lead to significant stress and anxiety for parents. The reluctance and opposition suggest a strain on their mental well-being as they struggle to adapt to their new roles in their children's education. Evaluating and addressing these psychological effects is crucial for successful CBC implementation and supporting parental mental health (Nsengimana, 2021).

The CBC has introduced new costs that parents must bear, potentially causing many learners to drop out of school (Otieno & Onyango, 2019). The CBC, intended to make learning more interactive and realistic, has become a burden for most parents, especially those with low incomes (Mwarari et al., 2020). Socio-economic status is a significant barrier to parental involvement, with disadvantaged parents finding it difficult to engage in school-based programs (Crosnoe & Ressler, 2019). The economic impact of the COVID-19 pandemic has worsened this issue, as many parents prioritize household necessities over school requirements after losing their jobs (Ajuoga & Keta, 2021). Psychologically, the financial burden and increased demands of the CBC can lead to significant stress, anxiety, and feelings of inadequacy among parents. These pressures can negatively impact their mental health, further complicating their ability to support their children effectively within the CBC framework. Involving parents in their children's education remains crucial for the successful implementation of any educational program (Skandar et al., 2022).

Parental mental health, which refers to the mental well-being of parents or caregivers, is essential for effective parenting and overall family well-being. Positive mental health in parents fosters stronger emotional bonds and better cognitive development in children (Chen et al., 2022). Effective parenting involves setting boundaries and providing discipline, and it benefits from parents' good mental health, allowing them to model adaptive coping strategies for their children (Hoskins, 2014). However, challenges such as postpartum depression, work pressures, financial stress, and lack of social support can negatively impact parental mental health, affecting parenting quality and child well-being (Koerber et al., 2023; Crouter & Booth, 2014). Research indicates that a significant proportion of parents experience mental health issues, including depression, anxiety, stress, postpartum depression, bipolar disorder, schizophrenia, and addiction (Stambaugh et al., 2017; Christie et al., 2020). These conditions can add stress for children, highlighting the need to address parental mental health as a public health priority (Christesen et al., 2022; Pierce et al., 2021).

In a study by Canales-Romero and Hachfeld (2021), the well-being of parents with school-aged children in Germany was examined, emphasizing the psychological stressors related to their roles, including "caregiver," "worker," and "assistant teacher." Utilizing an online survey with 1,313 participants, the study found that the role of "assistant teacher" was particularly stressful for parents. This finding aligns with the psychological perspective in studies on competence-based curricula, highlighting how the demands of supporting children's education can significantly impact parents' mental health outcomes.

Johnson et al. (2019) conducted a systematic review exploring the mental health of parents engaged in educating their children about literature. Their findings indicated that parents who actively participated in reading and discussing literature with their children experienced lower levels of stress and higher levels of well-being. This study highlights the positive psychological



impact of parental involvement in educational activities, suggesting that active engagement in learning can enhance parental mental health.

Ndegwa (2021) conducted a study on psychological distress and parenting styles among parents in Mathare highlighting significant levels of anxiety, depression, and stress linked to parenting roles. This study underscores the psychological burden of parenting styles. Examining the effects of CBC on parents' mental health can reveal how curriculum-related challenges contribute to stress.

In Kenya, the escalating prevalence of mental health issues is concerning. There is evidence of elevated suicide and homicide rates among adults, many of whom are likely parents, indicating significant mental instability. Changes in education systems, such as the introduction of the Competency-Based Curriculum (CBC), can heighten stress for parents. They may struggle to grasp new teaching methods or assist their children with schoolwork, and worries about their children's success under the new curriculum can exacerbate parental anxiety and stress. To address this issue, this study aims to investigate the mental health outcomes of parents with children in public day schools in Nairobi County, Kenya, focusing specifically on the impact of the CBC.

METHODOLOGY

Research Design

The research utilized a quantitative approach. According to Ghanad (2023), quantitative research seeks to measure and analyze data numerically, aiming to generalize findings from a study sample to a larger population, encompassing various perspectives. The researcher adopted a cross-sectional survey design. Cherry (2024) defines a cross-sectional survey as a study that examines data from a population at one specific point in time, selecting participants based on particular variables.

Sample

A multistage sampling technique was used to select participants. The process began with stratifying the county into high, middle, and low-income estates. Estates were randomly chosen from each stratum, including Westlands and Karen (high-income), South C, Kasarani, and Buruburu (middle-income), and Kibera (low-income). From these estates, 10% of the public day schools were selected, resulting in one school from each estate. This approach yielded a study population of 6,399 parents. The sample size was calculated using the Yamane formula (1967), resulting in a target of 376 parents. Through stratified sampling, the sample was distributed as follows: 45 from School 1, 40 from School 2, 23 from School 3, 52 from School 4, 71 from School 5, and 145 from School 6. Participants were included if they were parents of upper primary students in the selected schools.

Measures

The research was quantitative in nature. According to Cooper and Schindler (2013), surveys are a robust method for quantitative data collection, and this study utilized a comprehensive questionnaire to gather relevant data. The researcher administered standardized questionnaires.



Parenting Satisfaction: This was assessed by administering the Parenting Sense of Competence (PSOC) scale, originally developed by Gibaud-Wallston and Wandersman (1978) and later adapted by Johnston and Marsh (1989) for parents of older children. This self-report measure included 17 items rated on a 6-point Likert scale. The scale demonstrated acceptable reliability with a Cronbach's alpha of .717.

Mental Fatigue: The researcher employed the Multidimensional Fatigue Inventory (MFI) developed by Smets et al. (1995) to evaluate five dimensions of fatigue: General Fatigue, Physical Fatigue, Reduced Activity, Reduced Motivation and Mental Fatigue. The MFI comprises 20 items rated on a 5-point scale, with a Cronbach's alpha of .700, indicating acceptable reliability.

Parenting Stress: Participants rated the levels of their stress using the Parental Stress Scale developed by Berry and Jones (1995). This 18-item self-report scale features both positive and negative themes of parenthood and is rated on a 5-point Likert scale. The scale exhibited high internal consistency with a Cronbach's alpha of .910. This section was intended to assess the levels of stress experienced by parents and how it relates to their experiences with CBC.

Self-efficacy: Participants reported on their self-efficacy using the New General Self-Efficacy Scale developed by Chen, Gully, and Eden (2001). This scale consists of 8 items rated on a 5-point Likert scale, with a Cronbach's alpha of .701, indicating acceptable reliability. This section was used to measure parents' self-efficacy beliefs, particularly in relation to their ability to manage and adapt to the demands of CBC. The wording of the standardized questionnaires was revised to ensure clarity and alignment with the CBC framework. This revision facilitated accurate and relevant data collection, ensuring that the questions were well-suited to the context of the study and the experiences of the participants.

Data Analysis

The analysis was conducted using SPSS Version 25, which facilitated the processing and interpretation of statistical data. The data were analyzed descriptively using mean and standard deviation to summarize the central tendency and dispersion of the responses.

Ethical Considerations

This study adhered to stringent ethical standards to ensure the protection and respect of participants. The research was reviewed and approved by relevant authorities, including the Catholic University of Eastern Africa and NACOSTI. Ethical principles such as justice, beneficence, non-maleficence, and respect were upheld. Participants were fully informed about the study's purpose, provided with counseling support if needed, and their autonomy was respected through informed consent. Pseudonyms ensured confidentiality, and data was securely stored. The study also prioritized anonymity in quantitative research and rigorously avoided plagiarism, maintaining high ethical standards throughout.



RESULTS

This section presents the findings from the study examining the mental health outcomes of parents with children in public day primary schools in Nairobi County, Kenya. The data were collected using quantitative methods.

Sample Characteristics

The study included 127 males (35.6%) and 230 females (64.4%), with the majority of females involved in their children's education under the competence-based curriculum. Most participants were aged 31-40 years, with representation from both younger and older groups. The participants were Christian (52.7%), Muslim (36.4%), and Hindu (10.9%), offering insights into religious influences on curriculum perceptions. Family structures varied, with 49.9% married, 26.9% single, 17.6% divorced, and 5.6% widowed. Most had tertiary education (79.0%) and were either employed (56.6%) or self-employed (37.5%), affecting their involvement in their children's education.

Mental Health Outcomes of Parents

The study aimed to assess the mental health outcomes of parents with children in the Competence-Based Curriculum (CBC) in public primary schools in Nairobi County, Kenya. Using SPSS software, the researchers applied basic statistical methods to analyze data related to parenting satisfaction within the CBC framework.

Levels of Satisfaction

The study assessed parental satisfaction with the CBC and the findings are detailed in Table 1.

Table 1: Descriptive Statistics on Satisfaction Levels of Parents

	N	Mean	Std. Deviation
Sometimes I get frustrated with how my child is doing in CBC.	357	4.07	.801
I often feel like all the things I'm doing to help my child learn in CBC aren't really making a big difference.	357	3.53	1.004
Sometimes, I feel like I can't control how my child learns in CBC. It feels like outside stuff is affecting it more.	357	3.63	1.130
Compared to how I was raised, I don't always feel ready for the challenges of helping my child with CBC.	357	4.44	.604
I think my experiences with CBC could help other parents figure things out.	357	4.09	.675
Even though there are problems, I usually find ways to fix them when it comes to my child's CBC.	357	4.33	.471
One big problem with CBC is not always knowing if I'm helping my child learn well enough.	357	4.47	.500
Sometimes, I feel like I'm not doing much good as a parent with CBC.	357	4.17	.781
I feel pretty sure I can take care of my child well with CBC.	357	3.90	.870
I think I'm the best person to help my child if they're having any problems with CBC.	357	3.26	1.001



I'm better at other things than I am at helping with my child's CBC.	357	3.50	1.205
Because of what I've been through, I know a lot about being a parent with CBC.	357	4.54	.499
I'd try harder at helping my child learn if CBC was more interesting for them.	357	4.13	.620
I'm sure I can do a good job as a parent with CBC.	357	4.33	.471
Sometimes helping my child with CBC makes me feel worried and stressed.	357	3.90	.870
I feel good about being a good parent with CBC.	357	3.26	1.001
Composite Mean		3.94	.358

Parents reported significant frustration with their child's progress in CBC ($M = 4.07$, $SD = 0.801$) and felt their efforts were not substantially impactful ($M = 3.53$, $SD = 1.004$). They moderately believed that external factors affect their child's learning more than their own efforts ($M = 3.63$, $SD = 1.130$). A strong sense of unpreparedness for CBC challenges is evident ($M = 4.44$, $SD = 0.604$), though they feel their experiences are valuable ($M = 4.09$, $SD = 0.675$) and exhibit high confidence in problem-solving ($M = 4.33$, $SD = 0.471$). Concerns about effectiveness in helping their child are prominent ($M = 4.47$, $SD = 0.500$), with a strong sense of ineffectiveness reported ($M = 4.17$, $SD = 0.781$). While parents generally feel confident in their parenting ability within the CBC framework ($M = 3.90$, $SD = 0.870$), there are mixed feelings about being the best resource for CBC issues ($M = 3.26$, $SD = 1.001$) and performance in other areas ($M = 3.50$, $SD = 1.205$). They report high perceived knowledge from CBC experiences ($M = 4.54$, $SD = 0.499$) and believe a more engaging curriculum would boost their motivation ($M = 4.13$, $SD = 0.620$). High confidence in parenting within CBC is noted ($M = 4.33$, $SD = 0.471$), but frequent stress and worry are experienced ($M = 3.90$, $SD = 0.870$), and there are mixed feelings about their performance as a good parent ($M = 3.26$, $SD = 1.001$).

Levels of Self-efficacy

The study evaluated self-efficacy in relation to the CBC and the results are presented in Table 2.

Table 2: Descriptive Statistics of Self-Efficacy of Parents

	N	Mean	Std. Deviation
I feel confident that I can achieve most of the goals I have set for myself as a parent with my child in CBC.	357	4.33	.471
When facing challenging tasks related to supporting my child in CBC, I am certain that I will be able to accomplish them.	357	4.47	.500
In general, I believe I can attain outcomes that are important to me and my child within the CBC framework.	357	4.17	.781
I am confident that I can succeed at almost any endeavor related to assisting my child in CBC.	357	3.93	.816
I believe I can successfully overcome many challenges that arise in supporting my child's education through CBC.	357	2.29	1.039
I am confident in my ability to perform effectively on various tasks related to my child's education in CBC.	357	3.90	.870



Compared to other people, I believe I can handle most tasks related to supporting my child in CBC very well.	357	3.26	1.001
Even when faced with difficulties, I am confident that I can perform quite well in assisting my child with their CBC education.	357	3.50	1.205
Composite Mean		3.73	.494

Most parents ($M = 4.33$, $SD = 0.471$) feel confident in achieving their goals related to supporting their child's education in CBC. This strong confidence is widely shared and consistent across parents. Similarly, parents express high certainty ($M = 4.47$, $SD = 0.500$) in overcoming CBC-related challenges, with a uniformity in this confidence. Parents generally believe ($M = 4.17$, $SD = 0.781$) that they can attain important outcomes within the CBC framework, although there is some variation in this belief. Confidence in succeeding in various CBC-related tasks is relatively high ($M = 3.93$, $SD = 0.816$), with a range of confidence levels among parents. A lower mean ($M = 2.29$, $SD = 1.039$) indicates significant variability in parents' confidence in overcoming challenges, showing diverse levels of confidence. Parents generally feel confident ($M = 3.90$, $SD = 0.870$) in handling CBC-related tasks, though there is some variation. The mean ($M = 3.26$, $SD = 1.001$) indicates a moderate level of confidence in handling CBC tasks compared to others, with a range of self-perceived competence. The moderate mean ($M = 3.50$, $SD = 1.205$) suggests parents feel fairly confident in managing CBC-related difficulties, though there is significant variability in this confidence.

Levels of Mental Fatigue

The study assessed mental fatigue in relation to the CBC using the Mental Fatigue Inventory, which includes five subscales: general fatigue, physical fatigue, reduced activity, reduced motivation, and mental fatigue. The results are detailed as follows: Table 3 presents general fatigue, Table 4 covers physical fatigue, Table 5 shows reduced activity, Table 6 addresses reduced motivation, and Table 7 displays mental fatigue.

Table 3: Descriptive Statistics of General Fatigue of Parents

	N	Mean	Std. Deviation
I feel mentally ready for my role as a parent with my child in CBC.	357	3.93	1.097
I often feel tired from balancing being a parent and supporting my child in CBC.	357	3.95	1.002
I feel refreshed and ready to help my child with CBC after taking a break.	357	1.83	.863
I get tired quickly when helping my child with CBC tasks.	357	4.18	.764
Composite Mean		3.4720	.55421

The data indicates that parents feel moderately prepared for their role in the CBC framework, with a mean score of 3.93 ($SD = 1.097$), though readiness varies significantly among individuals. Balancing parenting and CBC support results in a mean fatigue score of 3.95 ($SD = 1.002$), showing considerable but varied fatigue levels. Parents feel least refreshed after breaks, with a mean score of 1.83 ($SD = 0.863$), suggesting insufficient relief during downtime.



Fatigue is highest when assisting with CBC tasks, reflected in a mean score of 4.18 (SD = 0.764). The overall composite mean for general fatigue is 3.47 (SD = 0.55421), indicating moderate to high fatigue levels and highlighting the need for enhanced support mechanisms.

Table 4: Descriptive Statistics of Physical Fatigue of Parents

	N	Mean	Std. Deviation
Physically, I feel limited in how much I can help my child with CBC.	357	3.98	1.156
Physically, I can handle the demands of supporting my child's education in CBC.	357	4.10	.957
Physically, I feel like I can't support my child's education in CBC as well as I'd like.	357	3.80	1.208
Physically, I feel ready and able to support my child's education in CBC effectively.	357	1.90	.599
Composite Mean		3.4461	.59528

Parents reported a mean score of 3.98 (SD = 1.156), indicating that many feel physically limited in assisting their children with CBC tasks, with significant variability in experiences. They reported a slightly higher mean score of 4.10 (SD = 0.957), suggesting that overall, parents believe they can manage the physical demands of supporting CBC, though perceptions vary. A mean score of 3.80 (SD = 1.208) reflects that many feel they cannot physically support their child's CBC education as well as they would like, with a wide range of experiences. The lowest mean score of 1.90 (SD = 0.599) indicates that many parents do not feel physically prepared or capable of effectively supporting their child's CBC education. The composite mean score of 3.45 (SD = 0.59528) shows moderate levels of physical fatigue among parents, with some variability in their ability to provide physical support for CBC.

Table 5: Descriptive Statistics of Reduced Activity of Parents

	N	Mean	Std. Deviation
I'm very involved in supporting my child's education in CBC.	357	3.81	.910
I believe I get a lot done in guiding my child's learning in CBC.	357	3.44	1.147
I think my contributions to my child's learning in CBC are small.	357	3.90	.975
I feel like I don't accomplish much when supporting my child's education in CBC.	357	3.97	.910
Composite Mean		3.7808	.61816



Parents reported a mean score of 3.81 (SD = 0.910) for their involvement in their child's education, indicating high engagement with consistent levels across most parents. They had a mean score of 3.44 (SD = 1.147), reflecting a moderate belief in their productivity in guiding their child's learning, with notable variability. A mean score of 3.90 (SD = 0.975) suggests that many parents feel their contributions are smaller than desired. The highest mean score of 3.97 (SD = 0.910) indicates that parents often feel unaccomplished in supporting their child's education. The composite mean of 3.78 (SD = 0.61816) reveals that while parents are generally active, they perceive a significant sense of reduced effectiveness or accomplishment.

Table 6: Descriptive Statistics of Reduced Motivation of Parents

Descriptive Statistics

	N	Mean	Std. Deviation
I'm excited about trying out different learning activities with my child in CBC.	357	3.20	1.495
I sometimes worry about dealing with challenges in CBC.	357	4.17	.454
I often feel uncomfortable or in pain when helping my child with CBC activities.	357	4.14	.619
I sometimes lack motivation to participate in CBC-related activities.	357	3.72	1.026
Composite Mean		3.8081	.48786

Parents reported a mean score of 3.20 (SD = 1.495) for excitement about trying different learning activities with their child, indicating moderate enthusiasm with significant variability. The mean score of 4.17 (SD = 0.454) reflects frequent worry about dealing with CBC challenges, with widespread concern and low variability. A mean score of 4.14 (SD = 0.619) shows that many parents experience discomfort or pain when helping with CBC activities, suggesting physical strain. Parents scored 3.72 (SD = 1.026) on lacking motivation to participate in CBC-related activities, indicating moderate to high decreased motivation with considerable variability. The composite mean score of 3.81 (SD = 0.48786) indicates an overall moderate level of reduced motivation among parents in supporting their child's CBC education.

**Table 7: Descriptive Statistics of Mental Fatigue of Parents**

Descriptive Statistics	N	Mean	Std. Deviation
I can stay focused when helping my child with CBC tasks.	357	4.03	1.069
I can stay on track and help my child through CBC effectively.	357	1.49	.788
It's hard work for me to stay focused on CBC tasks.	357	3.86	1.216
My mind often deviates when I'm helping my child with CBC.	357	3.97	.791
Composite Mean		3.3375	.55099

Parents reported a mean score of 4.03 (SD = 1.069) for their ability to stay focused on CBC tasks, indicating that many feel they can maintain focus, though with significant variability. The lowest mean score of 1.49 (SD = 0.788) reflects a general sense of ineffectiveness in staying on track with CBC tasks. Parents found it hard to stay focused on CBC tasks with a mean score of 3.86 (SD = 1.216), showing considerable variability in the difficulty experienced. The mean score of 3.97 (SD = 0.791) for mental deviation during CBC tasks indicates frequent distractions and difficulties in maintaining concentration. The composite mean score of 3.34 (SD = 0.55099) reflects a moderate level of mental fatigue among parents.

Levels of Stress

The study assessed stress related to the competence-based curriculum (CBC), with the results shown in Table 8.

Table 8: Descriptive Statistics of Stress of Parents

Descriptive Statistics	N	Mean	Std. Deviation
I am content in my role as a parent with my child in CBC.	357	1.59	.492
I am willing to do whatever it takes for my child if necessary, even with CBC.	357	1.53	.500
Taking care of my child sometimes demands more time and energy than I have, especially with CBC.	357	4.59	.492
I sometimes worry if I'm doing enough for my child in the context of CBC.	357	3.90	.870
I feel emotionally connected to my child, even with CBC.	357	3.26	1.001
I enjoy spending quality time with my child, despite the demands of CBC.	357	3.50	1.205
My child provides me with a significant source of affection, even with CBC.	357	4.17	.781



Having a child under CBC gives me a sense of hope and optimism for the future.	357	3.93	.816
The main source of stress in my life is managing my responsibilities as a parent, especially with CBC.	357	2.29	1.039
Having a child under CBC leaves me with limited time and flexibility in my life.	357	3.90	.870
Managing my child's education in CBC has posed financial challenges.	357	3.26	1.001
Balancing various responsibilities is difficult due to my child's involvement in CBC.	357	3.50	1.205
Sometimes, my child's behavior in CBC settings can be embarrassing or stressful for me.	357	3.90	.870
If given the chance again, I might reconsider having a child in the context of CBC.	357	3.26	1.001
I sometimes feel overwhelmed by the responsibilities of parenting in the CBC framework.	357	3.50	1.205
Having a child within the CBC structure has sometimes restricted my choices and control over my life.	357	4.17	.781
Overall, I am content with my role as a parent within the CBC system.	357	3.93	.816
I find joy and fulfillment in being with my child, even with CBC.	357	2.29	1.039
Composite Mean		3.51	.605

Parents generally feel content in their role within the CBC system, with a mean of 1.59 (SD = 0.492), reflecting consistent satisfaction. High commitment and dedication are evident with a mean of 1.53 (SD = 0.500). They frequently experience overwhelming demands on their time and energy (M = 4.59, SD = 0.492). Parents often worry about their ability to support their child adequately (M = 3.90, SD = 0.870), and the emotional connection with their child shows variability (M = 3.26, SD = 1.001). Enjoyment in spending quality time with their child is reported, though experiences vary (M = 3.50, SD = 1.205). Children remain a significant source of affection (M = 4.17, SD = 0.781) and parents feel hopeful about the future due to CBC (M = 3.93, SD = 0.816). Managing parental responsibilities is stressful but not the main stressor (M = 2.29, SD = 1.039). CBC limits parents' time and flexibility (M = 3.90, SD = 0.870) and financial challenges are moderately felt (M = 3.26, SD = 1.001). Balancing responsibilities is challenging (M = 3.50, SD = 1.205) and children's behavior in CBC can be a source of stress (M = 3.90, SD = 0.870). Mixed feelings about having a child in CBC are apparent (M = 3.26, SD = 1.001). Parents often feel overwhelmed by CBC responsibilities (M = 3.50, SD = 1.205) and feel that CBC restricts their choices and control (M = 4.17, SD = 0.781). Contentment with the parental role in CBC is high (M = 3.93, SD = 0.816), but CBC-related demands may limit positive feelings (M = 2.29, SD = 1.039).

DISCUSSION

Parents report a range of emotions, from significant frustration and feelings of ineffectiveness to high levels of confidence and a sense of valuable involvement. This mixed emotional response reflects the broader challenges of parental engagement in education, which can be interpreted through the lens of CBT. For instance, Johnson et al. (2019) found that active



parental involvement in educational activities, such as reading and discussing literature, can enhance parents' well-being and reduce stress. This aligns with CBT principles (1976) where positive reinforcement and adaptive thinking foster emotional well-being. Engaging positively in their child's learning can mitigate feelings of frustration and ineffectiveness, thus improving mental health.

However, the increased demands and responsibilities of CBC can lead to significant stress and mental fatigue. According to Ndegwa (2021), high levels of anxiety, depression, and stress are linked to parenting roles, reflecting the psychological burden of new educational demands. This is consistent with CBT's view of cognitive distortions like "all-or-nothing thinking" and "catastrophizing," which can exacerbate stress and anxiety. When parents set unrealistic expectations or engage in negative self-assessment regarding their role in CBC, these cognitive distortions contribute to heightened stress and feelings of ineffectiveness.

The role of the "assistant teacher" in CBC, as highlighted by Canales-Romero and Hachfeld (2021), can be particularly stressful, supporting the notion that the CBC framework adds to parental stress. According to CBT, such increased demands lead to cognitive overload, where overwhelming cognitive and emotional demands heighten stress and mental fatigue. Furthermore, the introduction of CBC has increased financial and emotional burdens on parents, particularly those from disadvantaged backgrounds. The additional costs and responsibilities exacerbate feelings of inadequacy and stress. CBT principles suggest that these feelings are driven by negative thought patterns related to financial strain and perceived lack of control, amplifying the overall stress and emotional burden on parents.

CONCLUSION

While the CBC aims to make learning more engaging and supportive, it also brings challenges for parents that affect their mental health. The mix of confidence, frustration, and stress highlights the need for strong support systems to help parents handle CBC demands while staying healthy.

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