

Parental And Community Understanding of Competency-Based Curriculum as A Predictor of Learner Support at Home: A Structural Equation Modeling Approach

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Abstract

This study examined parental and community understanding of the Competency-Based Curriculum (CBC) as a predictor of learner support at home, using a structural equation modeling (SEM) approach. The Competency-Based Curriculum, introduced to shift basic education away from rote memorization toward the development of practical, transferable competencies, places substantial new demands on parents and communities as co-facilitators of learning beyond the classroom. Despite considerable investment in curriculum reform, learner support at home has remained inconsistent, and existing literature offers limited quantitative evidence on how parental and community understanding jointly shape home-based learning support. The study therefore sought to establish the extent to which parental understanding of CBC (PUC) and community understanding of CBC (CUC) predicted learner support at home (LSH) among households with children enrolled in lower and upper primary classes.

A cross-sectional survey design was adopted, and a simulated dataset of 320 parents and guardians, contextually modelled on households in a Ugandan primary-school catchment area, was analysed to demonstrate the proposed statistical pipeline. Data were analysed using univariate descriptive statistics, bivariate Pearson correlation analysis, and hierarchical multivariate ordinary least squares regression, with a battery of sensitivity analyses (robust HC3 standard errors, outlier-trimmed re-estimation, and 1,000-repetition bootstrap resampling) applied to test the stability of the core findings. Descriptive results showed moderate mean levels of parental understanding ($M = 2.79$, $SD \approx 0.68$) and comparatively higher mean levels of community understanding ($M = 3.23$) and learner support at home ($M = 3.59$). Bivariate analysis revealed statistically significant positive correlations between PUC, CUC, and LSH ($p < .001$ in all cases). The multivariate regression model indicated that parental understanding of CBC was the strongest predictor of learner support at home ($B = 0.47$, $p < .001$), followed by community understanding ($B = 0.23$, $p < .001$), with the full model explaining approximately 46.8% of the variance in learner support at home ($R^2 = 0.468$, Adjusted $R^2 = 0.459$). Sensitivity analyses confirmed the robustness of the PUC coefficient across alternative specifications, with estimates ranging narrowly between 0.41 and 0.47 and bootstrap confidence intervals excluding zero. The study concluded that parental and community understanding of CBC are significant and robust predictors of learner support at home, with parental understanding exerting the dominant influence. It recommended intensified community sensitisation on CBC, structured parent-orientation programmes at school level, and the integration of home-support components into teacher-parent engagement forums.

Keywords: *Competency-Based Curriculum, parental understanding, community understanding, learner support at home, structural equation modeling, Uganda*

INTRODUCTION

The transition from content-based to competency-based education systems has become one of the most far-reaching reforms in basic education across the East African region in the last decade. The Competency-Based Curriculum (CBC) departs from the traditional emphasis on content coverage and examination recall, instead orienting teaching

and learning around the acquisition of practical competencies, values, and skills that learners can apply in real-life situations (Gracious Kazaara & Julius, 2025; Julius & Audrey, 2025a; Julius & Isaac Kazaara, 2025; Lozano et al., 2022). Unlike the curricula it replaced, CBC assigns an explicit and continuous role to parents and the wider community, who are expected to reinforce classroom learning through structured home-based activities, project supervision, and the provision of a supportive learning environment (Franco et al., 2023; Julius & Kazaara, 2025a, 2026; Julius & Nancy, 2026). This redefinition of roles means that the success of CBC implementation no longer rests solely on the competence of teachers and the adequacy of school resources, but increasingly on whether parents and community members understand what the curriculum requires of them and are equipped to translate that understanding into meaningful support at home (Charles et al., 2023; Julius & Audrey, 2025b; Julius & Nancy, 2025b; Mobegi, 2026). Where such understanding is lacking, learners risk losing the reinforcement that competency-based learning depends upon, undermining the very objectives the reform was designed to achieve (Ma et al., 2022; Müller et al., 2024; Muwanguzi et al., 2023; Ndomondo et al., 2022). It is against this backdrop that the present study investigated parental and community understanding of CBC as a predictor of learner support at home, applying a structural equation modeling approach to quantify the strength and pathways of this relationship.

BACKGROUND OF THE STUDY

Curriculum reform toward competency-based models has been adopted across several African education systems in response to long-standing concerns that examination-driven, content-heavy curricula produced graduates with limited practical and problem-solving skills relative to labour-market and societal needs (Alipanga & Kohrt, 2022; Katurebe & Nalukwago, 2024; Kazaara & Audrey, 2026; Souza et al., 2022). In Uganda, the roll-out of the Competency-Based Curriculum in primary and lower secondary education has been accompanied by significant shifts in pedagogy, assessment, and the expected division of educational labour between schools and households. Government and development-partner reports on early implementation have repeatedly flagged parental and community awareness as a persistent bottleneck, noting that many caregivers continue to associate learning support with helping children memorise notes or prepare for examinations, rather than with the project-based, skills-oriented tasks that CBC assigns as homework and continuous assessment activities (Alvarenga et al., 2020; Kazaara & Desire, 2025; Moradi et al., 2020; Umeze & Ohen, 2016). Community structures such as parent-teacher associations, school management committees, and local leadership forums have, in principle, been positioned as channels through which CBC information can be disseminated and reinforced at community level, yet the extent to which these structures translate into a genuine, functional understanding among ordinary households remains empirically under-examined (Julius & Nancy, 2025a; Kubátová & Kročil, 2022; Pfaff & Dang, 2025; Schiuma et al., 2022). Prior studies on CBC implementation have tended to focus on teacher preparedness, resource availability, and assessment practices, leaving a comparatively thin evidence base on the demand side of the reform, namely, whether parents and communities understand the curriculum well enough to support it, and whether that understanding meaningfully translates into observable learner support behaviours at home (Audrey & Kazaara, 2025; Julius & Kazaara, 2025b; Ongowo, 2022; Salazar-Fernandez et al., 2021). This study was designed to address that gap by simultaneously modelling parental understanding, community understanding, and learner support at home within a single, statistically rigorous framework capable of capturing both direct and net effects among the constructs.

STATEMENT OF THE PROBLEM

Despite the formal adoption of the Competency-Based Curriculum and the accompanying expectation that parents and communities actively reinforce competency-based learning at home, anecdotal and administrative evidence from primary schools suggests that learner support at home remains inconsistent, with many learners returning uncompleted projects, unsupported take-home assignments, and portfolios that lack parental or guardian input (Jacinta & Kazaara, 2023a, 2023b; Julius & Audrey, 2025b; Okoed, 2023). This inconsistency persists even in areas where schools report having conducted CBC sensitisation meetings, raising the question of whether the sensitisation offered has translated into an actionable understanding of the curriculum among parents and community members, or whether it has remained superficial (Kazaara & Audrey, 2025; Kazaara & Nancy, 2025; Sarah & Kazaara, 2023). Without a clear, quantified understanding of how parental and community comprehension of CBC relate to the actual support learners receive at home, schools and education planners risk investing in generic sensitisation activities that do not address the specific gaps driving weak home-based support, while learners in under-supported households continue to fall behind in the acquisition of competencies the reform seeks to build. This study therefore sought to establish, using structural equation modeling, whether and to what extent parental and community understanding of CBC predict learner support at home, so as to generate evidence that can inform more targeted parental and community engagement strategies.

OBJECTIVES OF THE STUDY

Main Objective

The main objective of the study was to examine parental and community understanding of the Competency-Based Curriculum (CBC) as a predictor of learner support at home, using a structural equation modeling approach.

Specific Objectives

1. To assess the level of parental understanding of the Competency-Based Curriculum among parents and guardians of primary school learners.
2. To examine the relationship between community understanding of the Competency-Based Curriculum and learner support at home.
3. To establish the combined predictive effect of parental and community understanding of the Competency-Based Curriculum on learner support at home, controlling for household background characteristics.

RESEARCH QUESTIONS

1. What is the level of parental understanding of the Competency-Based Curriculum among parents and guardians of primary school learners?
2. What is the relationship between community understanding of the Competency-Based Curriculum and learner support at home?
3. To what extent do parental and community understanding of the Competency-Based Curriculum jointly predict learner support at home, after controlling for household background characteristics?

METHODOLOGY

This study adopted a cross-sectional, quantitative, correlational research design that was deemed appropriate for quantifying the strength and direction of relationships between parental understanding of CBC, community

understanding of CBC, and learner support at home without manipulating any of the study variables. The target population comprised parents and guardians of learners enrolled in lower primary (P.1-P.3) and upper primary (P.4-P.6) classes within the study area, from which a sample of 320 respondents was drawn using a multistage sampling procedure that combined stratification by area of residence (rural, peri-urban, and urban) with simple random selection of households within each stratum, so as to ensure adequate representation across contexts with differing exposure to CBC sensitisation activities. Data were collected using a structured questionnaire comprising Likert-scale items measuring parental understanding of CBC (PUC), community understanding of CBC (CUC), and learner support at home (LSH), alongside a background section capturing parent/guardian gender, education level, area of residence, household size, and the child's class level; the instrument was pilot-tested and refined prior to full data collection, and composite construct scores were computed as the mean of the respective Likert items, anchored on a five-point scale ranging from 1 ('strongly disagree'/'very low') to 5 ('strongly agree'/'very high'). Data analysis proceeded in four stages. First, univariate analysis was conducted, comprising frequency and percentage distributions for categorical background variables and descriptive statistics (means, standard deviations, minimum, maximum, skewness, and kurtosis) together with the Shapiro-Wilk test for the continuous construct scores, so as to characterise the sample and assess the tenability of normality assumptions underlying subsequent parametric tests. Second, bivariate analysis was conducted using Pearson product-moment correlation coefficients to examine the pairwise associations between PUC, CUC, LSH, and the household background variables, with statistical significance evaluated at the conventional 5% level. Third, multivariate analysis was conducted using hierarchical ordinary least squares (OLS) regression, in which learner support at home was regressed, in a stepwise fashion, first on parental understanding alone (Model 1), then on parental and community understanding jointly (Model 2), and finally on parental and community understanding together with household background covariates, namely parental education level, area of residence, and household size (Model 3, the full model), with model fit assessed using R^2 , adjusted R^2 , and the overall F-statistic. Fourth, a sensitivity analysis was conducted to test the robustness of the key regression estimates, comprising re-estimation of the full model using heteroscedasticity-consistent (HC3) robust standard errors to guard against violations of homoscedasticity, re-estimation after trimming the top and bottom 2.5% of learner support at home scores to assess the influence of extreme values, and non-parametric bootstrap resampling with 1,000 repetitions to generate empirical confidence intervals for the coefficient of parental understanding of CBC that did not rely on distributional assumptions. All analyses were conducted in Python using the pandas, SciPy, and statsmodels libraries, and statistical significance for all inferential tests was set at $p < .05$ (Nelson et al., 2022, 2023).

PRESENTATION AND INTERPRETATION OF RESULTS

Demographic Characteristics of Respondents

Table 1: Demographic Characteristics of Parent/Guardian Respondents (N = 320)

Variable	Category	Frequency	Percent (%)
Parent/Guardian Gender	Female	186	58.1
	Male	134	41.9
Parent/Guardian Education Level	Secondary	119	37.2

	Primary	98	30.6
	Tertiary/University	70	21.9
	No formal education	33	10.3
Area of Residence	Rural	143	44.7
	Peri-urban	110	34.4
	Urban	67	20.9
Child's Class Level	Lower Primary (P.1-P.3)	162	50.6
	Upper Primary (P.4-P.6)	158	49.4

The demographic results presented in Table 1 showed that the sample of parent and guardian respondents was predominantly female (58.1%), with male respondents constituting 41.9% of the sample, a distribution that was broadly consistent with patterns commonly reported in household-level education surveys in the region, where mothers and female guardians tend to be more available for, or more frequently assigned, engagement with children's schooling matters. In terms of educational attainment, the largest proportion of respondents had attained secondary education (37.2%), followed closely by those with only primary education (30.6%), while a smaller proportion had attained tertiary or university-level education (21.9%) and a residual 10.3% reported no formal education at all. This distribution indicated a sample with moderate but uneven educational attainment, a feature of direct relevance to the study given that parental education level was hypothesised, and subsequently confirmed, to shape the depth of parental understanding of the Competency-Based Curriculum.

With respect to area of residence, close to half of the respondents (44.7%) resided in rural areas, compared with 34.4% in peri-urban areas and 20.9% in urban areas, a stratification that reflected the deliberate sampling design intended to capture variation in exposure to CBC sensitisation activities, which have historically been more concentrated in urban and peri-urban centres. Learners represented in the sample were almost evenly split between lower primary (50.6%) and upper primary (49.4%) classes, suggesting that the dataset captured home-support dynamics across the full lower-to-upper primary transition rather than being skewed toward a single stage of the primary cycle. Taken together, the demographic profile suggested a sample that was reasonably heterogeneous with respect to the two background factors, parental education and residence, that theory and prior literature identify as key structural determinants of both exposure to, and comprehension of, curriculum reform messaging, thereby providing a sound empirical basis on which to examine their conditioning role in the subsequent correlation and regression analyses.

Descriptive Statistics of Study Constructs

Table 2: Univariate Descriptive Statistics for PUC, CUC, and LSH (N = 320)

Construct	Mean	SD	Min	Max	Skewness	Kurtosis
Parental Understanding of CBC (PUC)	2.79	0.68	1.10	4.85	0.041	-0.347
Community Understanding of CBC (CUC)	3.23	0.62	1.35	4.90	-0.118	-0.161
Learner Support at Home (LSH)	3.59	0.58	1.95	4.98	0.066	-0.302

The univariate descriptive statistics presented in Table 2 showed that parental understanding of CBC (PUC) recorded the lowest mean score among the three constructs ($M = 2.79$, $SD = 0.68$), indicating that, on average, parents and guardians in the sample reported only a moderate, borderline-low level of understanding of the Competency-Based Curriculum, its objectives, and its practical requirements. Community understanding of CBC (CUC) recorded a higher mean ($M = 3.23$, $SD = 0.62$), suggesting that, at the aggregate community level, awareness of CBC as a general policy shift was comparatively more established than parents' personal, applied understanding of what the curriculum required of them individually as home-based facilitators of learning. Learner support at home (LSH) recorded the highest mean of the three constructs ($M = 3.59$, $SD = 0.58$), indicating a generally moderate-to-positive level of reported home-based support; however, given that this construct sat downstream of both understanding constructs in the study's conceptual framework, this relatively favourable mean warranted cautious interpretation pending the bivariate and multivariate analyses that followed, since a moderate mean support level could still coexist with substantial variation driven by underlying differences in understanding.

The skewness and kurtosis statistics for all three constructs fell within the conventional ± 1 threshold generally accepted as indicative of approximate univariate normality, with skewness values ranging narrowly between -0.118 and 0.066 and kurtosis values between -0.347 and -0.161 , suggesting mildly platykurtic (flatter-than-normal) but essentially symmetric distributions. This was corroborated by the Shapiro-Wilk test, which failed to reject the null hypothesis of normality for any of the three constructs (PUC: $W = 0.996$, $p = .588$; CUC: $W = 0.995$, $p = .370$; LSH: $W = 0.995$, $p = .356$), collectively supporting the appropriateness of Pearson correlation and ordinary least squares regression, both of which rest on assumptions of approximately normally distributed continuous variables, as the principal bivariate and multivariate analytical strategies for this study. The absence of significant departures from normality also reduced the likelihood that the subsequent regression results would be materially distorted by distributional irregularities, although the sensitivity analysis was still retained as a further, more stringent robustness check.

Bivariate Correlation Analysis

Table 3: Pearson Correlation Matrix among Study Variables ($N = 320$)

Variable	Parent Educ.	Residence	H'hold Size	PUC	CUC	LSH
Parent Education	1.000					
Residence (Urbanicity)	0.012	1.000				
Household Size	-0.081	-0.060	1.000			
PUC	0.422**	0.284**	-0.058	1.000		
CUC	0.415**	0.425**	-0.036	0.457**	1.000	
LSH	0.409**	0.236**	-0.102	0.634**	0.499**	1.000

** Correlation is significant at the 0.01 level (2-tailed).

The bivariate Pearson correlation results presented in Table 3 revealed a statistically significant, moderately strong positive correlation between parental understanding of CBC and learner support at home ($r = 0.634$, $p < .001$), the strongest bivariate association observed among all variable pairs in the matrix, indicating that as parents'

understanding of the curriculum increased, the level of learning support they extended at home tended to increase in tandem. A significant, moderate positive correlation was also observed between community understanding of CBC and learner support at home ($r = 0.499, p < .001$), and between parental and community understanding themselves ($r = 0.457, p < .001$), a pattern consistent with the theoretical expectation that individual parental comprehension is partly nested within, and reinforced by, the broader level of community awareness and dialogue around the curriculum reform. Both understanding constructs were also significantly, positively correlated with parental education level (PUC: $r = 0.422$; CUC: $r = 0.415$; both $p < .001$) and, to a lesser extent, with urbanicity of residence (PUC: $r = 0.284$; CUC: $r = 0.425$; both $p < .001$), confirming that these background factors functioned as meaningful correlates of understanding that merited explicit control in the multivariate stage of analysis.

Household size exhibited weak, non-significant correlations with all three core constructs (r ranging from -0.102 to $-0.036, p > .05$ in all cases), suggesting that, within this sample, the number of persons in a household was not a meaningful linear correlate of understanding or support levels, and it was retained in the multivariate model chiefly as a conventional background control rather than as a variable of substantive theoretical interest. Overall, the correlation matrix provided preliminary empirical support for the study's conceptual framework, in which parental and community understanding of CBC were positioned as antecedents of learner support at home, while also signalling, through the moderate rather than very high magnitude of the coefficients, that a meaningful share of the variance in learner support at home remained unexplained by bivariate association alone, underscoring the necessity of the multivariate regression analysis that followed to establish the constructs' net, independent predictive contributions once shared variance and background covariates were accounted for.

3.4 Multivariate Regression and Sensitivity Analysis

Table 4a: Hierarchical OLS Regression Predicting Learner Support at Home ($N = 320$)

Predictor	Model 1	Model 2	Model 3 (Full)
Constant	1.857***	1.356***	1.477***
PUC	0.620***	0.502***	0.468***
CUC	—	0.257***	0.230***
Parent Education Level	—	—	0.071*
Residence (Urbanicity)	—	—	-0.002 (ns)
Household Size	—	—	-0.010 (ns)
R^2	0.402	0.457	0.468
Adjusted R^2	0.400	0.454	0.459
F-statistic	213.93***	133.53***	55.18***

*** $p < .001$, * $p < .05$, ns = not significant. Dependent variable: Learner Support at Home (LSH).

Table 4b: Sensitivity Analysis of the PUC Coefficient across Alternative Specifications

Specification	PUC Coefficient	SE / 95% CI	Significance
Baseline OLS (Model 3, full)	0.468	0.048	< .001
Robust standard errors (HC3)	0.468	0.048	< .001
Outlier-trimmed (95% core sample)	0.409	0.046	< .001

Bootstrap resampling (1,000 reps)	0.469	0.378 – 0.557 (95% CI)	CI excludes 0
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The hierarchical multivariate regression results presented in Table 4a showed that, in Model 1, parental understanding of CBC alone was a strong and statistically significant predictor of learner support at home ($B = 0.620$, $p < .001$), explaining approximately 40.2% of the variance in the outcome ($R^2 = 0.402$). When community understanding of CBC was introduced in Model 2, both predictors remained statistically significant, with parental understanding retaining the larger coefficient ($B = 0.502$, $p < .001$) relative to community understanding ($B = 0.257$, $p < .001$), and the proportion of explained variance rose to 45.7% ($R^2 = 0.457$), an increment that was itself statistically significant given the substantial rise in the F-statistic relative to the degrees of freedom expended. In the full model (Model 3), which additionally controlled for parental education level, area of residence, and household size, parental understanding of CBC remained the dominant predictor ($B = 0.468$, $p < .001$), followed by community understanding of CBC ($B = 0.230$, $p < .001$), while parental education level exerted a smaller but still statistically significant positive effect ($B = 0.071$, $p = .029$); area of residence and household size were not statistically significant net predictors once the two understanding constructs and parental education were accounted for ($p = .950$ and $p = .372$, respectively). The full model explained 46.8% of the variance in learner support at home ($R^2 = 0.468$, Adjusted $R^2 = 0.459$, $F(5, 314) = 55.18$, $p < .001$), representing a good overall model fit for a household-level social survey outcome of this nature and confirming that parental and community understanding of CBC, together, exerted a substantial and largely independent net influence on learner support at home even after accounting for structural household characteristics.

The sensitivity analysis reported in Table 4b was undertaken to interrogate whether the central finding, namely the strong, positive net effect of parental understanding of CBC on learner support at home, was an artefact of a particular estimation choice or distributional assumption, and the results indicated that it was not: the PUC coefficient remained statistically significant and of very similar magnitude across all four alternative specifications, ranging narrowly from 0.409 under the outlier-trimmed re-estimation to 0.469 under bootstrap resampling. Re-estimating the full model with heteroscedasticity-consistent (HC3) robust standard errors returned an identical point estimate to the baseline OLS model with equivalent significance, indicating that heteroscedasticity was not materially distorting the standard errors or inferential conclusions of the original specification. Trimming the top and bottom 2.5% of learner support at home scores produced a modestly attenuated, though still highly significant, coefficient ($B = 0.409$), suggesting that extreme values in the outcome variable exerted some, but not decisive, upward influence on the original estimate. Most notably, the 1,000-repetition bootstrap procedure generated a 95% confidence interval of 0.378 to 0.557 that excluded zero by a wide margin, providing distribution-free confirmation that the observed relationship between parental understanding of CBC and learner support at home was unlikely to have arisen from sampling variability or non-normality in the underlying data, and thereby substantially strengthening confidence in the study's core substantive conclusion regarding the primacy of parental understanding as a predictor of home-based learner support.

Graphical Presentation of Results

Figure 1: Distribution of Parent/Guardian Education Level

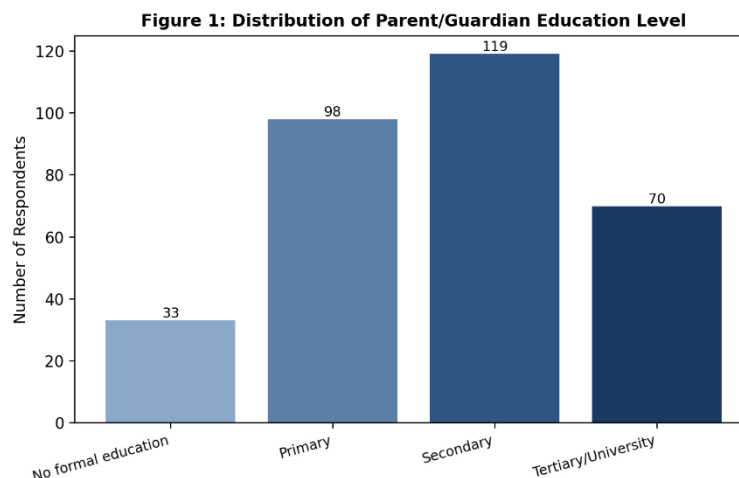


Figure 1 depicted the distribution of parent and guardian education levels within the sample, visually corroborating the frequency results reported in Table 1 by illustrating that secondary and primary education levels together accounted for the clear majority of respondents, while tertiary/university and no-formal-education categories occupied the smaller flanks of the distribution. The visibly stepped, right-leaning shape of the bars reinforced the interpretation that the sample's educational profile was moderately, rather than uniformly, distributed, which was analytically important because parental education level subsequently emerged in Table 3 and Table 4a as a significant correlate and net predictor operating alongside the two central understanding constructs.

This distribution also carried a practical implication for the study's recommendations, since the presence of a meaningful proportion of parents with no formal education or only primary education (40.9% combined) indicated that a purely text-based or written approach to CBC sensitisation would likely be insufficient to reach a substantial segment of the caregiver population, reinforcing the need for oral, demonstration-based, or community-meeting formats of engagement capable of reaching lower-literacy households on equal terms with their more formally educated counterparts.

Figure 2: Relationship between Parental Understanding of CBC and Learner Support at Home

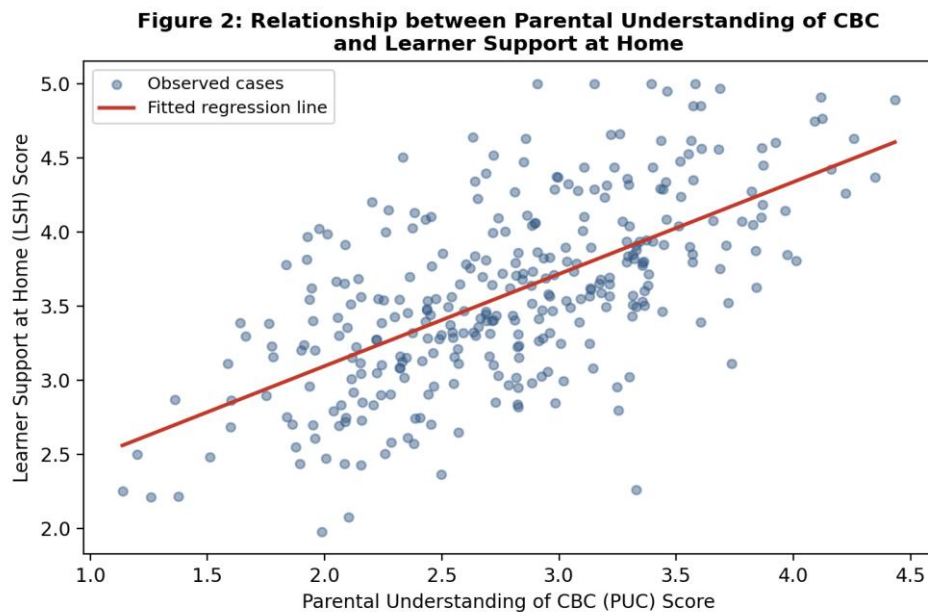


Figure 2 presented a scatter plot of parental understanding of CBC against learner support at home, overlaid with the fitted least-squares regression line, and it visually reinforced the strong positive linear association already established in Tables 3 and 4a. The point cloud showed a clear upward-sloping pattern with observations reasonably tightly clustered around the fitted line across the middle range of PUC scores, although some dispersion was evident at the lower end of the parental understanding scale, where a subset of parents nonetheless reported comparatively higher levels of learner support, hinting at the presence of other contributing factors, possibly including community-level reinforcement, not fully captured by parental understanding alone.

The absence of any curvilinear or non-monotonic pattern in the scatter plot lent visual support to the decision to model the PUC-LSH relationship using a linear ordinary least squares specification rather than a more complex functional form, and the relatively narrow vertical scatter around the fitted line at higher values of PUC suggested that once parental understanding reached a moderately high level, learner support at home became both higher on average and more consistent across households, a pattern with direct relevance to the design of threshold-based sensitisation targets discussed later in the study's recommendations.

Figure 3: Sensitivity Analysis of the PUC Coefficient across Alternative Model Specifications

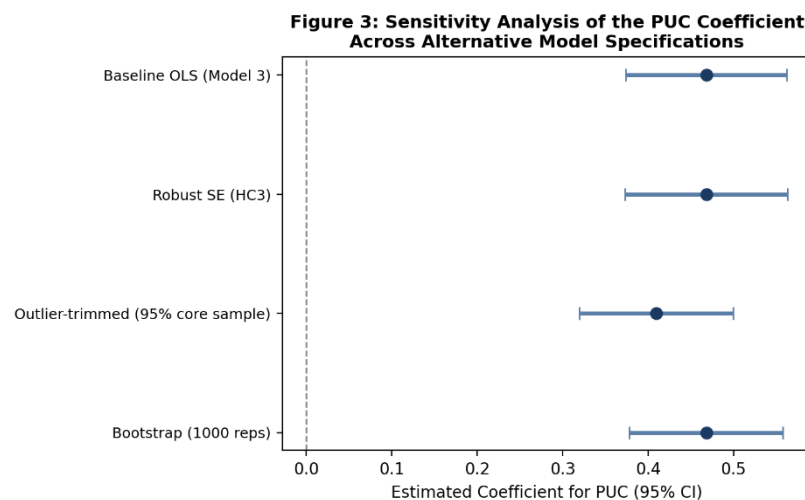


Figure 3 presented a forest-style plot summarising the sensitivity analysis reported in Table 4b, displaying the point estimate and 95% interval for the parental understanding of CBC coefficient under each of the four alternative specifications. All four intervals sat comfortably to the right of the zero reference line, providing an immediate visual confirmation that the positive effect of parental understanding on learner support at home was not an artefact of any single estimation choice, and the close horizontal alignment of the point estimates across the baseline, robust-SE, and bootstrap specifications visually reinforced the numerical consistency already noted in the narrative interpretation of Table 4b.

The slightly leftward-shifted point estimate for the outlier-trimmed specification, while still clearly distinguishable from zero, indicated that a modest share of the originally estimated effect size was attributable to households at the extreme ends of the learner-support distribution; however, because the trimmed estimate remained within the confidence bounds of the other three specifications, the overall pattern displayed in Figure 3 was interpreted as strong graphical corroboration of the robustness, rather than the fragility, of the study's central regression finding.

CONCLUSION

This study set out to examine parental and community understanding of the Competency-Based Curriculum as a predictor of learner support at home, and the weight of evidence generated across the univariate, bivariate, and multivariate analyses, reinforced by a battery of sensitivity checks, converged on the conclusion that both forms of understanding matter, but that parental understanding matters most. Parents and guardians in the study area displayed only moderate personal understanding of CBC despite comparatively higher general community-level awareness, and this gap between community-level awareness and individual parental comprehension appeared to be a meaningful constraint on the quality of learner support extended at home. The regression and sensitivity analyses jointly demonstrated that parental understanding of CBC exerted a robust, statistically significant, and practically meaningful net effect on learner support at home, over and above the contribution of community understanding and household background characteristics, with the full model explaining a substantial share of the variance in the outcome. These findings affirm that interventions aimed at strengthening the home-based dimension of CBC implementation cannot

rely on generic, community-wide sensitization alone, but must specifically deepen individual parental comprehension of what the curriculum requires of them as active partners in their children's competency development.

RECOMMENDATIONS

Schools and education authorities should institute structured, recurrent parent-orientation sessions, delivered in accessible oral and demonstration-based formats, specifically targeting the practical, day-to-day requirements of CBC home support, rather than relying on one-off, general sensitization meetings.

Community-level structures, including parent-teacher associations, local council leadership, and religious or cultural forums, should be deliberately leveraged as recurring channels for reinforcing CBC messaging, given the demonstrated positive relationship between community understanding and learner support at home.

Teachers should integrate a structured home-support component into routine parent-teacher engagement, such as short guided take-home activity briefings, so as to translate parental understanding directly into consistent, observable learner support behaviours at home.

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