

**INFLUENCE OF PARENTAL INVOLVEMENT IN THE  
IMPLEMENTATION OF CURRICULUM IN PUBLIC PRIMARY  
SCHOOLS IN NDEIYA ZONE, KIAMBU COUNTY, KENYA.**

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**A Research Project Submitted in Part Fulfillment of the Requirement of the  
Award of the Degree of Master of Education in Curriculum Studies  
University of Nairobi**

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## **DECLARATION**

**This is my original work and has not been presented for a degree in any  
other university**

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**The research project has been submitted for examination with our approval  
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## **DEDICATION**

This work is dedicated to my wife Pauline for her financial, material and moral support. My son Favour and daughter Olive for their patience as I left them unattended due to my commitment to this project, not forgetting my mum Jane and my dad Edward for they believed in my ability to achieve greater heights.

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First and foremost I thank Almighty God for His enablement. He has been my present help since the beginning of this course and surely He has seen me through victoriously.

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May the Almighty God Bless you all and take you to greater heights.

## **ABSTRACT**

Parents educational aspirations for their children and educational involvement of both mothers and fathers are linked to their children's and adolescents improved activities to school, better academic outcome and emotional adjustment. Thus this study sought to determine the influence of parental involvement in the implementation of curriculum in public primary schools in Ndeiya zone Kiambu County. It was guided by the following objectives: to access the extent to which parents supervision of homework, parent's participation in school functions, home chores assigned to pupils by parents, availability of physical facilities provided at home by parents influence curriculum implementation in public primary school in Ndeiya zone. The research adopted a descriptive survey design. This was suitable for this study as it helped the researcher establish the existing conditions at home. It further allowed identification of standards or norms with which to compare the parental involvement. This eventually impacts curriculum implementation. The target population was 265 teachers, 1245 pupils and 805 parents within the study area. A sample of 81 parents, 54 teachers and 126 pupils were selected through simple random sampling. A pilot study was carried out on a different set of respondents to better plan for the research. The test-retest procedure was used for testing reliability Teachers questionnaire yielded a reliability of 0.76 whereas pupils questionnaires yielded a reliability of 0.72 this was considered favorable to warrant reliance on the data collected and its findings. Qualitative and quantitative data was obtained through questionnaires. This was further analyzed and presented through narratives, tables and graphs. The study revealed that the sorry state of education standards at Ndeiya Zone mainly attributed to the fact that there was little parental involvement. This is a major challenge because parents invest a lot in education and as such need to take more interest in curriculum implementation to improve the performance in national examinations. It was clear that the lack of involvement of parents in school activities hinders efforts to actualize the curriculum. This in-turn leads to poor performance. The study recommends the involvement of parents in all aspects of the curriculum implementation.

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## **LIST OF ABBREVIATIONS AND ACRONYMS**

ERNWACA	-	Educational Research Network for West and Central Africa
PTA	-	Parents Teachers Associations
QASO	-	Quality Assurance Standards Officer
K.C.P.E	-	Kenya Certificate of Primary Education
SPSS	-	Statistical package for social sciences
WERK	-	Women Educational Research of Kenya

# **CHAPTER ONE**

## **INTRODUCTION**

### **1.1 Background of the Study**

Students' school adjustment relies at least in part, on the practical and emotional resources made available to them over the years from home, school and the wider community (Christenson, 2004). Parents educational aspirations for their children and educational involvement of both mothers and fathers are linked to their children's and adolescent's improved attitudes to school, better academic outcomes and emotional adjustment (Demmary & Malecki, 2002). These effects could be due to increase in students' perceived control and competence, the sense that parents value both of them and their schooling, or the internalization of parents values about effort and education (Gonzalez-DeHass, 2005). Nevertheless, it is clear that, in order to optimize students' performance at school, families and parents cannot work in isolation; parents need schools and educators need parents (Christenson, 2004).

According to American Education Act (1994) the goal eight stated that by the year 2000, every school will promote partnership that will increase parents' involvement and participation in promoting the social, emotional and academic growth of the children. Some of the objectives of this goal include the establishment of programs to increase parent's involvement, engaging in the

support of academic work of children at home and shared decision making at school. United States Department of Education (1987) cites several reasons for the decline in involvement as children should do homework alone and the parents should not try to help if they are not experts in the subject. The structure of middle schools can also deter parents, middle schools are larger and more impersonal than most elementary schools, and students may receive instructions from several teachers, meaning parents no longer have one contact in the school who knows their children well.

According to Educational Research Network for West and Central Africa (ERNWACA,2004) the need for parents to support education success of their children was highlighted by the Women Education Researchers of Kenya (WERK) in a comprehensive study of primary schools in Kenya, Tanzania and Uganda. Across the three East Africa countries, the study established there is a direct relationship between the mother level of education and the performance of her children. WERK researchers found that children, whose mothers have never been in school, are more likely to be out of school or perform poorly than those whose mothers have completed at least primary education (ERNWACA, 2004)

Today through the formation of Parent's Teachers Association (PTA), Parent is increasingly viewed as vital in the successful learning of their children. According to Shiundu and Omulando (1992) parents –teachers associations are increasingly



becoming important elements in the organization of the administrative structure of the schools. These associations concern themselves with the general welfare of the schools as well as professional aspects including curriculum implementation. They contribute to curriculum improvement through constant monitoring of the implementation of curriculum by teachers. Hassan (2009) study revealed that early domestic responsibilities among young girls conflict with their pursuit for education. Children are pulled out of school to carry out domestic chores such as taking care of younger siblings, fetching water and collecting firewood. These household chores make a child to attend school irregularly.

Muola (1990) study noted that a child from a home with adequate learning facilities has an advantage over a child from a home with inadequate learning facilities. A child from a home with learning materials such as books, newspapers, radio and television is likely to perform well in school. Lack of learning facilities in a home interferes with the child's learning hence hindering her or him from doing homework appropriately. Most of the schools organize open days where the parents consult with the teachers on the progress of their children in various subjects. The role of parents is projected as important in helping the children learn to read. They can be supportive in curriculum implementation by discussing school events and activities with their children, helping their children with class or program selection, knowing the parents of their friends, volunteering at school,

attending school meetings, and assisting their children in homework (Jeynes, 2005).

Effective curriculum implementation can be seen from how schools perform in national examinations since the education system in Kenya is examination grade oriented. There are various factors that influence examination performance that need to be addressed. Some of these factors are home based, while others are school based. While there is a good deal of research on what happens inside the schools, little attention is paid to what happens within the homes and families to guarantee academic success. Parents provide a hidden academic assistance that supplements and complements that of school teachers.

According to Hunkins (1988) effective curriculum implementation requires time, personal interaction, contacts and other forms of people-based support. Curriculum implementation in Kiambu County has failed to yield the much needed parents support due to economic activities of both the parents and the pupils. Njau's (2004) study in Kiambu County found out very few parents were aware of school activities taking place in their children's schools. Parents missed meetings and were not willing to join PTA. In regard to academic work Njau (2004) established that few parents inspected their children's work and did little help in home work. Ndeiya division targeted for this study has lagged behind in

K.C.P.E performance for the last five years. For instance the performance as per zones in Limuru district for the last four years was as follows:

**Table 1.1 KCPE Results for the last four years in Limuru District**

<b>YEAR</b>	<b>2009</b>	<b>2010</b>	<b>2011</b>	<b>2012</b>	<b>2013</b>
<b>Limuru zone</b>	245.25	249.54	262.40	258.79	260.54
<b>Tigoni zone</b>	241.73	242.45	250.61	255.81	254.81
<b>Ndeiya zone</b>	<b>200.72</b>	<b>218.97</b>	<b>219.27</b>	<b>222.97</b>	<b>225.71</b>
<b>District mean</b>	244.69	246.69	242.35	246.49	247.83

**SOURCE: District Education Office Limuru (2013)**

The mean standard score presented in the table 1.1 above indicated the performance of Limuru district though slightly improved is still below average. Ndeiya zone that was been targeted for this study has lagged behind in performance as compared to other two zones. Such performance means that candidates did not get opportunity for admission in good secondary schools because entry is pegged at a score of three hundred and above, out of the score of five hundred at K.C.P.E. Fan's (2001) study indicated that those student whose parents had higher expectations for their children's academic achievement performed better from the beginning of their career and accelerated faster in their academic progress during the transition period of middle to high grades. It is against this background that this study sought to ascertain whether parental

involvement influence curriculum implementation in public primary schools in Ndeiya zone, Kiambu County.

### **1.2 Statement of the Problem**

Otiende's (2007) study cited adequate resources, training and qualification of teachers, school policies, and school management such as Board of governors as factors that influence curriculum implementation in Limuru district. While these factors have been identified as possible factors that contribute to the variations in curriculum participation not much has been done in Ndeiya zone to show the role played by pupil's parent and home environment on curriculum implementation.

Musungu and Nasongo, (2005) study revealed that the head teachers and QASO'S supervised teachers work by checking the lesson books, schemes of work, record of work covered, attendance registers, class attendance records and clock in and clock out books. This has undermined the assessment of the role played by pupil's parent in curriculum implementation since the QASO'S and Head teacher's role are centered in monitoring schools and teachers. Currently, parents and schools interact through their school development associations meeting's. However, what seem to be discussed are financial issues only.

To these end pertinent questions arises: are the parents involved in pupil's academic activities such as supervising, checking and signing home work. Are the parents in a position to attend school functions such as PTA meetings and academic clinics. Is the home environment stimulating enough to guarantee better

implementation of the curriculum? Thus the study seeks to determine the influence of parental involvement in the implementation of curriculum in public primary schools in Ndeiya zone, Kiambu County, Kenya.

### **1.3 Purpose of the Study**

The purpose of this study was to examine the influence of parental involvement in the implementation of curriculum in public primary schools in Ndeiya zone, Kiambu County, Kenya.

### **1.4 Objectives of the Study**

The proposed study was guided by the following objectives

- i. To assess the extent to which parents supervision of homework influence curriculum implementation in public primary schools in Ndeiya zone.
- ii. To determine the extent to which parent's participation in school functions influence curriculum implementation in primary schools in Ndeiya zone.
- iii. To establish the extent to which home chores assigned to pupils by parents influence curriculum implementation in primary schools in Ndeiya zone
- iv. To assess the extent to which availability of physical facilities provided at home by parents influence curriculum implementation in public primary school in Ndeiya zone.

### **1.5 Research Questions**

The proposed study was guided by the following research questions:

- i. To what extent does parents' supervision of homework influence curriculum implementation in public primary schools?
- ii. Does parents' participation in school affairs influence curriculum implementation in public primary schools?
- iii. How does home chores assigned to pupils by their parents at home influence curriculum implementation in public primary schools?
- iv. To what extent does availability of physical facilities provided by parents at home influence curriculum implementation in public primary schools?

### **1.6 Significance of the Study**

The findings of this study were likely to help head teachers, teachers, and ministry of Education and Policy makers identify effects of parents' non involvement in curriculum implementation so as to make decisions in developing strategies towards improvement of academic performance. The findings may help the parents find ways of ensuring that their children are properly supported to enable them perform better. Finally these results are likely to provide rich data for policy utilization in the area of child education as well as expose gaps which may be required to be filled. The gaps realized would form action points for further academic research by the educationists whose effort would inform policy enhancement.

### **1.7 Limitations of the Study**

Most of the parents were not available in the schools thus prompted the researcher to visit homes of the pupils to carry out the interview schedule. This area being a rural area, the long distances from one school to the other posed a big challenge to the researcher. This was resolved by use of research assistants who carried the questionnaires with them and returned them to the researcher.

### **1.8 Delimitations of the Study**

According to Onen (2008) delimitation of the study refers to the scope. This entails the study in terms of content, geographical coverage and the time of study. This study was delimited to public primary schools in Ndeiya zone. The standard eight and seven pupil's, teachers, and the pupils' parents were the respondents. The study was limited to these variables; parents supervision in homework, parents attendance to school functions, parents assigning home chores to pupils and provision of physical facilities at home by parents among other variables not included in this study.

### **1.9 Assumptions of the Study**

The following were the assumptions of this study:

- i. The study assumed that the pupil's, teachers and head teacher's from the sampled schools provided the required data and that it represented the entire population.

- ii. The study assumed parental involvement was critical in the implementation of curriculum.

### **1.10. Definitions of Terms**

**Curriculum implementation:** It is the systematic process of ensuring that the intended goals, objectives and ideas reach the immediate beneficiaries (pupils)

**Parental involvement:** this refers to parents participation in one or more school teacher's activities such as attending parents meetings, assisting children with homework, volunteering at school and encouraging pupils to perform better in academic activities in school.

**Home chores:** are daily or routine domestic tasks, especially routine in the morning and evening tasks, such as feeding livestock, washing utensils, collecting firewood, milking and looking after siblings.

**School functions:** This entails all the school activities such as parent meetings, open days, school visits and other parent's teacher's contact to discuss the pupil's academic progress in school work.

**Physical facilities:** This refers to electricity, study room, quiet rooms, text books, writing materials, tables and chairs that assist the pupil's in managing home work.

**Influence:** the capacity or power of persons or things to be a compelling force on or produce effects on the actions, behavior, opinions of others.



### **1.11 Organization of the Study**

The study was organized in to five chapters, chapter One contained introduction, background to the study, statement of the problem, purpose of the study, objectives of the study, research questions, significance of the study, limitations and delimitations of the study, basic assumptions of the study, definition of terms and organization of the study. Chapter Two covered literature review, theoretical and conceptual framework. Chapter Three methodologies include; research design, target population, sample size and sampling procedure, research instruments, validity and reliability of instruments, procedure for data collection and data analysis. Chapter Four covered analysis of data and interpretation of findings. Chapter Five covered summary of the study, research findings, conclusions, recommendations and areas for further study.

## **CHAPTER TWO**

### **LITERATURE REVIEW**

#### **2.1 Introduction**

This section focuses on the concept of parental involvement, parents' supervision of homework, parents' attendance to school functions, pupils involvement in home chores, provision of physical facilities at home and their influence on curriculum implementation. This section also drew conclusion as well as giving the theoretical and conceptual framework of the research variables.

#### **2.2 The concept of parental involvement and curriculum implementation**

Parent's cares are by far the most important influences in child's life, their support can play a vital role at all stages of education, parent's takes a supportive role in their child's learning make a difference in improving achievement and behavior . The active involvement of parents in the life of the school can help promote a learning community in which pupils can engage positively with the school staff and their peer in regular education. The high level of parent's involvement in school activities could benefit students. However, parents' aspirations and involvement may not cause improved academic outcomes for their children as their involvement is likely just one of many effective parenting practices that they employ (Christenson, 2004).

Cotton and Wikelund (2001) said that the more intensively parents are involved in their children learning, the more beneficial are academic achievement. Thus, it is

believed that when parents monitor home work, encourages participation in school functions, are active PTA members and provide the needed physical facilities at home, their children are likely to respond and do well in school. The obviousness of the research findings in these studies is that family involvement improves facets of children education such as daily attendance, students achievements, behavior and motivation (Cotton & Wikelund, 2001), thus this study seeks to justify the influence of parental involvement on implementation of curriculum.

### **2.3 Parents supervision in Homework and Curriculum implementation**

According to Beatrice Hair, (2004) a leading expert on remedial instruction for pupils to improve in academic achievement, parents and teachers must get together in a problem solving mode to modify pupils behavior and habits. This department of education cites several reasons for the decline of parents to support pupils in homework that the parents should not try to help if they are not experts in those subjects. However, Schickedanz, (2003) reported that children of parent who showed no interest in pupil's homework were found to perform poorly academically.

Ryan, (2005) reported that academic performance is positively related to having parents who enforce values at home. This underscores the importance of supervision of home work plays in curriculum implementation hence the need to

ensure parents supervise their children, That is the time when parents can find out how their child is progressing with his/her lessons as well as discipline which is often necessary to make him/her spend reasonable amount of time studying. Mulei's (2012) study found that majority of the parents in Yatta division encouraged their children to study at home but a few rewarded them. This might have contributed to the low curriculum participation as result of lack of genuine parental encouragement and support in home work and school assignments. In addition, the study revealed that despite the low education level of the parents had, majority of them (76.5%) encouraged their children to read while at home but still very few (10%) assisted their children in doing homework. This contributed negatively on curriculum implementation. Chemogosi (2012) study in Emgwen division established that 47% of the parents sometimes supervised their children as they do their homework. The 29% of the respondents supervise their children as they do their homework; the academic performance of such children was good due effective curriculum implementation.

The reviewed studies here are positively supporting the importance of parental supervision of homework in children's curriculum implementation that results to better academic performance. It has been shown that children whose parents supervise their homework do well in school, they are academically motivated hence have interest and positive attitude in their studies. Therefore, the reviewed studies have prompted for a research to examine whether there is parents

supervision in home work in Ndeiya division which would impacts positively on the curriculum implementation in the public primary schools.

#### **2.4 Parents attendance to school functions and Curriculum implementation**

Many parents, child and school based factors operate to block parents ability to take up the school invitations and become involved. Parent factors include parent's dread of school and lack of confidence acquired from their own schooling history (Miller, 2003). Parents might distance themselves from a difficult child or might distance themselves to discuss with teachers their perceived failures with parenting such children (Porter, 2006).

Family stress, impoverishment and single parenting and purely practical problems e.g. (transport, babysitters and shift work) all limit the flexibility and resources that will enable parents' involvement in meetings and open days (Mcwayne, 2004). Interaction styles between teachers and parents can deter parental involvement. Teachers use a top down model and direction style with their students can unwittingly extend in to their interactions with parents, while being accustomed to isolation within your classroom can cause you to overlook opportunities to gain support from parents (Friend & Cook, 2003).

Parents participation to school activities include attending open days, academic days, prize giving days, annual meetings, fund raising days and sports days. (Nguru, (1987; Karanja, (2005); agree in common that parent's participation in

school activities have a positive influence on curriculum implementation hence their children academic achievements. Student's performance is better for those whose parents participate in school activities than those whose parents never participate. Parents have good opportunities to discuss their children's academic performance with teachers and support them in planning for better performance. In these forums the parents are sensitized on educational needs of their children and are able to assist the school administration and the teachers to come up with solutions and hence better academic achievement.

Karanja (2005) study revealed that parents rarely visited schools to check on their children academic progress. Parents who visited and participated in school activities, their children tended to improve on academic performance unlike those whose parents hardly visited or participated in school activities. The revealed studies have shown parents, child and school-based factors that may block parents ability to attend school affairs, studies have also revealed children whose parents attend school functions tends to do better in schools but, there isn't any empirical study on the influence of parents attendance to school functions on curriculum implementation among the public primary schools with specific focus on Ndeiya division, Kiambu county. Therefore this study seeks to fill this existing knowledge gap.

## **2.5 Parents assigning pupils' homes chores and curriculum implementation**

Study carried out in Nigeria noted a significant proportion of working children attend school less frequently or irregularly. On average, working children tend to absent from school for about two days in a week (Togunde 2006). He also noted that home chores cause's children lateness to school because a large majority is compelled by their parents to perform duties in the morning before going to school. Similar studies in Guinea revealed that the learner absenteeism was very high especially among the girls. The girls were helping in domestic chores and lacked parental encouragement to go school.

Ayoo's (2002) study in Maseno Division found out that a large percentage of students from schools that performed poorly perceived participation in household chores as affecting their learning for instance, 83% of students from a poor performing school perceived participation in washing and general cleaning at home as affecting their learning process, compared to 37.7% from good performing schools.

Kibera and Kimokoti (2007) indicated that students who are not supported by their parents in their school work are likely to go to school late, for they may go to school late, for they may perform duties before going to school. Such duties include fetching water, opening a family shop, cooking and even bathing younger sisters and brothers. At times such students go to school burdened with a lot of household chores. Continuous late attendance of school is bound to have an

adverse effect on the number of contact hours pupils interact with their teachers hence curriculum implementation. Students coming to school late find the lessons have already begun and are not able to understand even follow the lessons. In addition, the students are already tired and have no energy to learn for the whole day. This influences curriculum implementation negatively.

Irimia's (2009) study in Kirinyaga district established that majority of students had over two hours of study at home to do their home work; this showed that they were not actively involved in the home chores. Students indicated that they did wash their clothes, cooked and had leisure time. He noted that home chores may not be the sole predictor of poor curriculum implementation as other influences such as children laxity, time wasted in playing, watching T.V, and reading magazines could have contributed to low curriculum participation. The teachers indicated that such factors as lack of time to do home work, time consumed doing home chores; lack of adequate personal text books and too much leisure time were among the factors that greatly affected the curriculum implementation in public primary schools. Due to contradictions within the revealed studies, there is need to carry out a study in Ndeiya division to identify whether, home chores assigned to pupils by their parents influence curriculum implementation.

## **2.6 Provision of physical Facilities at Home and curriculum implementation**

Plowden (2003) noted that school facilities, teachers, and other school related factors account for 28% of the variations in the curriculum participation of pupils



while home circumstances such as availability of books, reading opportunities and help from parents take the 72% of the variation in curriculum participation. The availability of books in the home is a motivation to children to read. At home apart from pens and books, children needs a table, a chair and good lighting at night. Poor housing and overcrowding cannot only impend the child homework but even his opportunities for reading or constructive play.

Nyakoni (2012) in his study on the influence of parental involvement on children's achievement in number work activities among the pre-schools of Kiogoro division noted that pupils were unable to do their homework properly at night due to poor or lack of lighting as most of them used tin lamps that requires kerosene to provide light. This influences curriculum participation in children's number work activities since pupil's failed to complete their assignment due to lack lighting facilities.

Oyoo (2002) study in Maseno maintains that students whose parents are educated tend to be provided with an enabling environment that stimulates education. They are encouraged by their parents to study and read relevant books and literature. Parents/ guardians who are economically endowed are capable of providing essential furniture, proper study room, services like water and lighting, an atmosphere of encouragement and guidance. Increased availability and use of textbooks improved the students learning particularly to low income setting (UNESCO, 2008).

The success or failure of curriculum implementation may well depend on the availability of facilities and equipments at both school and pupil's homes (Oluoch, 2011) The provision and supply of these facilities and equipments should be joint responsibilities between the educational and school authorities and the school community and parents of the children at the school.

A relevant study conducted by Mulei (2012) that found a positive relationship between learning facilities at home and pupils score in national examinations. He found out that majority of the pupils lack essential facilities especially a private study rooms and lighting fuel contributing to failure to complete the assignments and hence poor curriculum implementation. Mulei's findings also revealed that teachers and pupil's were of the view that measures be taken to provide extra learning materials, creating conducive study environment by parents at home and reinforcing the children positively if effective curriculum implementation is to be realized.

Muola's (2010) study revealed that a child whose effort to do well in school is supplemented by the provision of required learning facilities would tend to have high academic motivation. The family should have supportive atmosphere, supervising homework, providing supplementary reading materials and providing tutors. Study conducted by Bali (1984) as quoted by Mulei (2012) show low correlation between performance in examinations and material facilities at child's home. He noted that some facilities like radio, television, video, and magazines

can distort the Childs concentration in studies. Due to contradictions within the revealed studies; there is a need to carry out a study in Ndeiya division to assess the influence of physical facilities at home on curriculum implementation in public primary schools.

## **2.7 Summary of Literature review**

In the reviewed literature parents supervision of homework have consistently been shown to have positive effects on academic performance, studies have shown that children whose parent's supervise homework do well in school however other scholars noted that children should do homework alone and the parents should not try to help if they are not experts in the subject. Parent attendance to school functions were positively correlated to better performance as parents who take part in school functions their children tend to have better grades than those whose parents never participate however, some scholars argues that parents aspirations and involvement in school functions may not cause improved academic outcomes for their children as their involvement is likely to be one of many parenting practices that they employ.

Several studies have come to consensus that home chores is inversely related to child's participation in classroom activities as pupil's who are not supported by their parents may go to school late for they may perform some duties before going to school, however, other studies revealed home chores may not be the sole influence of poor curriculum implementation as other influences such as children

laxity, time wasted playing, watching TV and reading magazines could have contributed to low curriculum participation.

Learning facilities at home have been found to influence academic performance by several study findings. Pupils from homes with adequate learning facilities have advantage over those from homes with inadequate learning facilities. However, other findings have found low or no positive relationship between learning facilities at home and child's academic performance hence curriculum implementation. Due to contradictions within the revealed studies, there is need to carry out a study in Ndeiya zone to examine the influence of parental involvement factors in curriculum implementation in public primary schools in Kiambu county, Kenya.

## **2.8 Theoretical Framework**

This study used Joyce Epstein (2002) theory of overlapping spheres of influence. Epstein theory describes interconnectedness of home, school and community. Epstein explains several types of Parental involvement as follows: Parenting which help all families to establish home environment to support children learning. Epstein lists sample practices such as suggestions to parents about home conditions that foster improved learning, Communicating from home to school about programmes and students progress; communication includes conferences, annual students work folders to be reviewed at home, a regular schedule of notices, newsletters or notes and clear information regarding school policies and

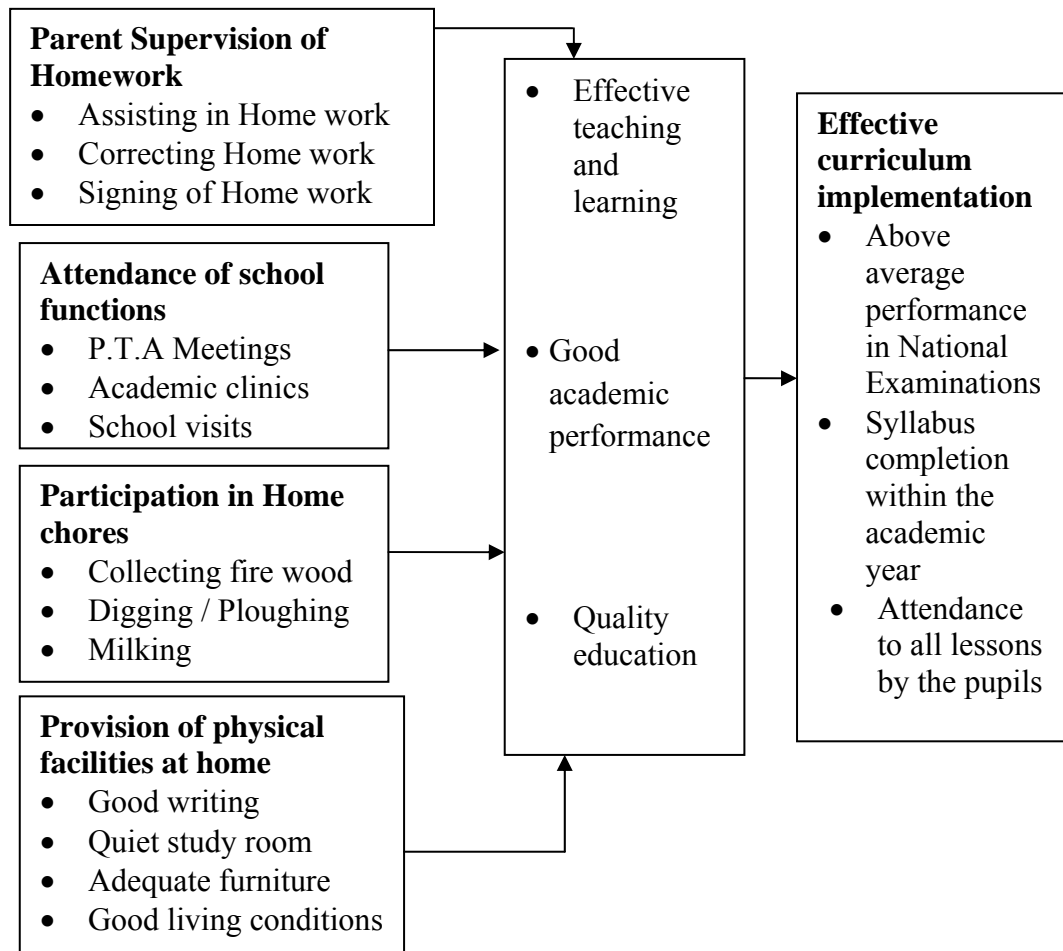
progress, in essence this involves communication through attendance to schools functions.

Learning at home can be enhanced by providing information and ideas from families about how to help students at home with home work and other curriculum related activities. Teachers should work to design inviting and interactive home work not just opportunities to monitor simple tasks. Decisions and planning; parents should be included in decision making; involve parent, leaders and representatives collaborating with the community by identifying and integrating resources and services from the community to strengthen school programmes, family practices, students learning and development. This can be enhanced through attendance to strategic planning meetings, academic clinics, P.T.A meetings, and open days.

This theory demonstrates how collaborative work produces positive outcomes. Educators, parents and community partners worked collaboratively on action teams to plan the curriculum. The program is evaluated before being implemented in order to assess how well the plans connected parents and school community involvement. Parent involvement in their children learning will enhance curriculum implementation as incidences of poor performance, low syllabus coverage, absenteeism and loss of contact hours by the pupils will be minimized.

## 2.9 Conceptual Frame work

In this conceptual framework, parental supervision of homework, attendance of school functions by parents, pupil's participation in home chores and provision of physical facilities by parents at homes are independent variables. The dependant variable for the study were effective teaching and learning, good academic performance, quality education and hence effective curriculum implementation, indicated by high performance in examination and good syllabus coverage.



**Figure 2.1 Conceptual Framework: Parental Influence on Curriculum Implementation**

## **CHAPTER THREE**

### **RESEARCH METHODOLOGY**

#### **3.1 Introduction**

The main focus for this chapter is to describe the research design, the target population, the sample size and sampling procedure, research instruments for data collection, validity and reliability of the instruments, data collection procedures and data analysis techniques.

#### **3.2 Research Design**

The research design for this study was the Descriptive survey research design. Descriptive survey research design describes records, analyze and report conditions that exist or have existed (Kothari, 2004). Descriptive survey design was suitable for this study because it will help the researcher establish the existing conditions at home, identify standards or norms with which to compare the parental involvement and curriculum implementation in order to determine and plan next step following the results of the study which will assist in decision making.

#### **3.3 Target Population**

Target population refers to a complete set of individuals, cases or objects with common observable characteristics (Mugenda & Mugenda, 2003). The target population for this study comprised of 265 teachers in all public schools in

Ndeiya zone, 1245 pupils in standard seven and eight and 805 parents in Ndeiya zone. This study used pupils in class 7& 8 because they have stayed longer with their parents, hence has more experience. They are also more literate compared to other pupils; hence easier for them to answer the questionnaire items properly.

### 3.4 Sample Size and Sampling Procedure

Sample size refers to specific number of individuals or cases that are used as the representative of the target population. Mugenda & Mugenda, (2003) defines sampling as the process of selecting the subject or cases to be included in the study as representative of the target population. Sampling was done as follows;

**Table 3.1 Sampling Procedure**

<b>Respondents</b>	<b>Target population</b>	<b>Sample size</b>	<b>Percentage</b>
Teachers	265	54	20
Pupils	1245	126	10
Parents	805	81	10

For this study to select the representatives for the schools, pupils and teachers, a list of all schools, standard 7 & 8 pupils' registers and class teachers formed the sample size. The study used simple random sampling technique. This technique involves giving a number to every subject or member of the target population, placing the numbers in a container and then picking any number at random, (Mugenda & Mugenda, 2003). This ensured that each member of the target population had equal and independent chance of been included in the sample.



This required using a sample to be representative of the total population under study. The sample size was 54 Teachers, 126 pupils and 81 Parents.

### **3.5 Research Instruments**

In this study, questionnaires and an interview guide were used. Gay, (2006) states that questionnaire give respondent's freedom to express their opinions and also to make suggestions. Two sets of questionnaires were administered, questionnaire for the pupil's and teachers. The questionnaire for the teachers consisted of two parts. Part one consisted of five items on demographic data of teachers. Part two contained 21 questions with information on influence of parental involvement in learning. Questionnaire for the pupil's consisted of two parts, Part one contained 5 questions on demographic information of the pupils. Part two contained 25 questions on influence of parental involvement in learning and also in curriculum implementation. Interview guide for the parents consisted of 22 questions on parents influence on curriculum implementation. In this study, Interview guide for the parents was used to get information from the illiterate parents.

### **3.6 Validity of the Instruments**

Validity is the extent to which research instruments measure what they are intended to measure, Oso & Onen (2008). There are different forms of validity; content validity and face validity. Content validity refers to whether an instrument covers the content in the objectives properly. In this study, the instruments were

prepared covering areas under investigation. Face validity refers to the overall impression about the suitability of an instrument whether the item was understood or not. In this study, the pilot study was done in two schools that were not involved in the actual study. A sample of 20 pupils from a target population of 200 class 7 & 8 pupils were involved by giving a number to every pupil then placing the numbers in a container and then picking at random. Class 7 & 8 class teachers and 10 parents were purposively sampled and involved in the pilot study.

### **3.7 Reliability of the Instrument**

The reliability is a measure of the degree to which a research instruments yields constant results or data after repeated trials (Mugenda & Mugenda, 2003). It enables the researcher to estimate error and make corrections if any. The research instrument were tested in order to assess their reliability. To test the reliability, the test-retest was used. The questionnaires were given to the respondents to fill in and then after one week, the same questionnaires were given again to the same respondents. After the two tests are administered, the Pearson product- moment correlation was computed to determine whether the scores on the test correlate.

The formula for determining r is given as:

$$r = \frac{n\sum xy - \sum(x) \sum(y)}{\sqrt{n\sum x^2 - (\sum x)^2} \sqrt{n\sum y^2 - (\sum y)^2}}$$

Where x was the scores for the questionnaire from the 1<sup>st</sup> school and y was the scores for questionnaire for the 2<sup>nd</sup> school. The teacher's questionnaire yielded a reliability of 0.76 and the pupil's questionnaire yielded a reliability of 0.72.

A correlation coefficient of above 0.7 was considered appropriate (Mugenda & Mugenda, 2003)

### **3.8 Data Collection Procedures**

A research permit was sought from the National commission for science, Technology and Innovation so as to enable the researcher to carry out investigations in Ndeiya zone. After conducting the pilot study, the researcher administered questionnaires in the respective selected schools to the set groups who were to participate in the study. The questionnaires were administered to teachers and pupils while interview guide was used to collect information from parents.

### **3.9 Data Analysis**

There is qualitative data analysis and quantitative data analysis. Qualitative analysis of data refers to non-empirical analysis. Thematic analysis was done on Qualitative data derived from open ended questionnaire items. The main themes and patterns in the responses were identified and analyzed to determine the adequacy, usefulness and consistency of the information. Quantitative data was analyzed using descriptive statistical tools such as frequencies, percentages and means, Mugenda & Mugenda (2003). All the collected data from the field was coded and entered in to computer for fast and accurate analysis by use of the statistical package for social sciences (SPSS). The findings of the data analysis were presented in frequency tables.

## CHAPTER FOUR

### DATA ANALYSIS AND PRESENTATION OF FINDINGS

#### 4.1 Introduction

This chapter presents the results of the analysis on the study of the influence of parental involvement in the implementation of curriculum in public primary schools in Ndeiya Zone of Kiambu County in Kenya.

#### 4.2 Questionnaire Return Rate

The questionnaire return rate was as shown on Table 4.1

**Table 4.1: Questionnaire Return Rate.**

<b>Respondents</b>	<b>Sampled</b>	<b>Returned</b>	<b>Return Rate</b>
		<b>Questionnaires</b>	
Teachers	54	48	88.8
Pupils	126	117	92.8
<b>Total</b>	<b>180</b>	<b>165</b>	<b>91.6</b>

The responses from the teachers and pupils were 88.8% and 92.8% respectively an indication that the sample is adequately represented in the findings of the study.

### 4.3 Demographic Information

This section presents the findings on the demographic information and characteristics of the respondents.

#### 4.3.1 Parents Demographic Information

The study sought to establish the gender of the parents that were involved in the study. The results for the parents gender were presented in Table 4.2.

**Table 4.2: Parents Gender**

<b>Parents Gender</b>	<b>Frequency</b>	<b>Percentage</b>
Female	44	67.7
Male	21	32.3
<b>Total</b>	<b>65</b>	<b>100.0</b>

From the study, we found that 67.7% of the parents were female while the remaining 32.3% were males. This shows that majority of the parents in the study were female. This being a rural area, the father has ventured in employment in far off areas. What is clear is that female parents were more involved in the study and may give a clearer picture on parental involvement in their children's education. Further, we sought to establish the age bracket of the parents. The responses are indicated in table 4.3.

**Table 4.3: Parents Age.**

<b>Parents age bracket</b>	<b>Frequency</b>	<b>Percentage</b>
Below 30yrs	6	9.2
Between 31-40 yrs	30	46.2
Between 41-50 yrs	20	30.8
Above 50 yrs	9	13.8
<b>Total</b>	<b>65</b>	<b>100.0</b>

The demographic data on parent's age showed that majority were aged between 31 - 40 years of age, while another 30.8% were aged between 41-50 years. Overall, over 50% were above 30 years indicating some level of maturity on the subject under study. They could be well informed on the influence of parental involvement in the curriculum implementation in public primary schools in Kenya.

The parents' marital status as shown on Table 4.4.

**Table 4.4: Parents Marital status**

<b>Parents Marital status</b>	<b>Frequency</b>	<b>Percentage</b>
Married	35	53.8
Single	25	38.5
Divorced	5	7.7
<b>Total</b>	<b>65</b>	<b>100.0</b>

In terms of the parent’s marital status, the study found that 53.8% were married, 38.5% were single and 7.7% were divorced. From the data majority of parents were in marriage hence indicating an experienced view in the case study in terms of how they are involved or rather influence of parental involvement in the curriculum implementation in public primary schools.

In order to compare adequately, the study sought the parents’ education level to establish a link with poor performances in Ndeiya Zone. The results were presented in Table 4.5.

**Table 4.5: Parent Education Level.**

<b>Education Level</b>	<b>Frequencies</b>	<b>Percentage</b>
Primary Education	38	58.4
Secondary Education	17	26.2
College	7	10.8
University degree and higher	3	4.6
<b>Total</b>	<b>65</b>	<b>100.0</b>

In terms of the respondents’ levels of education, the study found that 26.2% of the parents had secondary levels of education, 10.8% had college education, and 4.6% had university degree and higher. The results imply that majority of the respondents had at least a primary level of education. The educational background points to the fact that most of the parents are educated up to primary level thus at least easily understood the issues rose in the questionnaire concerning the area of

study. The economic activities of the parents could be a determining factor in their involvement with the children. The results are presented in the table 4.6

**Table 4.6: Parents Occupations**

<b>Occupation</b>	<b>Frequencies</b>	<b>Percentage</b>
Farmer	50	76.8
Teacher	4	6.2
House wife	2	3.1
Driver	2	3.1
Hawker	4	6.2
Business	3	4.6
<b>Total</b>	<b>65</b>	<b>100.0</b>

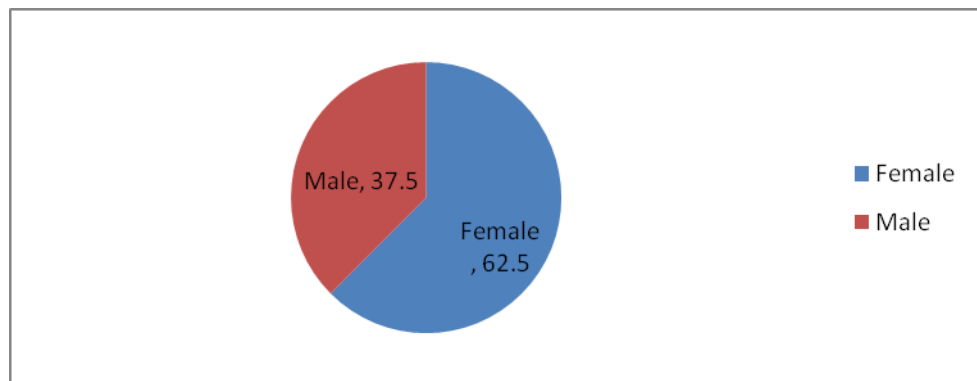
From the research findings it clearly shows that most of the parents were in farming as a major occupation. The mode of occupation they were involved in provided a platform for better understanding in the study and impacted greatly on the influence of parental involvement in implementation of curriculum as the study sought to find out. The study further revealed that 76.8% of the parents were farmers, 6.2% were teachers and hawkers while 4.6% of the respondents were engaged in business. Majority of the parents being farmers, their pupil's can be more engaged in farming activities as they provide family labour to support family income. This will influence pupil's attendance to schools hence curriculum implementation.



### 4.3.2 Teachers Demographic Information

Teachers spend a lot of time with the pupils perhaps more than the parents do. It was therefore prudent to get the teachers views on influence of parental involvement in the implementation of curriculum in the public primary schools.

Teachers' gender can play a great role in success among pupils. The teacher's gender findings are illustrated in the Figure 2.2.



From Figure 2.2, teachers in this study majority of teachers were female 62.5% and 37.5% were male. This could give a rich background for information since female teachers are more involved in pupil's activities than their male counterparts.

In the research data, the researcher sought to find the age bracket of the teachers in the study area to assist in the final tabulation of the findings. These results are summarized and presented in table 4.8.

**Table 4.8: Teachers Age**

<b>Age brackets</b>	<b>Frequency</b>	<b>Percentage</b>
Below 30yrs	5	10.4
Between 31-40 yrs	13	27.1
Between 41-50 yrs	12	25.0
Between 50 -60 yrs	18	37.5
<b>Total</b>	<b>48</b>	<b>100.0</b>

The study revealed that 10.4% of teachers in the study were aged below 30 years, 27.1% were aged between 31 to 40 years, 25% were aged between 41 to 50 years while the remaining 37.5% were aged 50 to 60 years. Majority of the teachers are above 50 years meaning more experienced in the profession to give the rich background information about the pupil's they are teaching.

The researcher also sought to find out the teacher's qualifications, the study found that there were various responses on the same as illustrated in the Table 4.9

**Table 4.9: Teachers Qualification**

<b>Teachers education level</b>	<b>Frequency</b>	<b>Percentage</b>
Bachelors	6	12.5
Diploma	19	39.6
Certificate	23	47.9
<b>Total</b>	<b>48</b>	<b>100.0</b>

From the research data it can be clearly witnessed that majority of teachers were certificate holders, representing 47.9% response. This was followed by those that held diploma by 39.6% and those that had bachelors certificate represented 12.5%. This result played an important part in knowing how education level can influence curriculum implementation.

The researcher sought to find out the experience of the teacher in the location of the research. The Table 4.10 shows the response recorded from the research findings.

**Table 4.10 Teachers Teaching Experience**

<b>Teachers teaching experience.</b>	<b>Frequency</b>	<b>Percentage</b>
Above 5 years	41	85.4
Between 2 and 5 years	5	10.4
Below 2 years	2	4.2
<b>Total</b>	<b>48</b>	<b>100.0</b>

From the research finding in the Table 4.10, 85.4% of the respondents were above 5 years. 10.4% had an experience of 2 to 5 years, 4.2% of the respondents were below 2 years this meant most of the teachers were experienced enough to give accurate responses.

### 4.3.3 Pupils Demographic Information

The greatest contributor to pupil's success is the pupils themselves. Their opinions on the influence of parental involvement in the implementation of curriculum in the public primary schools were very vital for the study.

This study sought to find the gender of the pupils who were involved in the study. The findings are illustrated in the Table 4.11.

**Table 4.11: Pupil's Gender**

<b>Gender</b>	<b>Frequency</b>	<b>Percentage</b>
Female	66	56.4
Male	51	43.6
<b>Total</b>	<b>117</b>	<b>100.0</b>

From the pupils study the researcher found out that the pupils fraternity in Ndeiya zone was dominated by female, representing 56.4% response from the pupils. This is followed by 43.6% response from male pupils.

The study also sought to find out the pupils age. The findings on pupils' ages were illustrated by the Table 4.12.

**Table 4.12 Pupil's Age**

<b>Pupils age bracket</b>	<b>Frequency</b>	<b>Percentage</b>
Below 13yrs	7	5.9
13 yrs	38	32.5
14 yrs	47	40.2
Above 14 yrs	25	21.4
<b>Total</b>	<b>117</b>	<b>100.0</b>

From the illustration in Table 4.12, it's clearly seen that majority of the pupils are of 14years of age representing 40.2%. Followed by those were above 14 years representing 21.4%. This goes to ascertain that the pupils used in the study had the experience and the mentality to understand and respond to the questions posed to them. This had an important impact for the study in trying to ascertain the influence in the curriculum implementation in public primary schools in Ndeiya zone. Only 5.9% of the respondents were from pupils who said they were below 13 years of age.

A Childs' development could be affected by factors at home or where they live. It was thus prudent to establish whom the pupils lived with as illustrated in table 4.13.

**Table 4.13: Whom the Children live with**

<b>Whom the children lived with</b>	<b>Frequency</b>	<b>Percentage</b>
Mother & Father	8	6.8
Mother	95	81.2
Father	4	3.4
Relative	10	8.6
<b>Total</b>	<b>117</b>	<b>100.0</b>

In the study, the researcher asked whom the pupils lived with and majority of the pupil's response indicated that they lived with their mothers, representing an overwhelming 81.2%. This was followed by those that said they live with a relative by 8.6%. Those that responded to living with both their fathers and mothers represented 6.8% of response. Majority of the respondents agreed they lived with their mothers. In most households it is mothers who are likely to be involved thus forms fertile grounds for this study.

The pupils were asked about their parent's level of education in order to establish any relationships it may have with curriculum implementation in Kenya. The results were summarized as illustrated in the Table 4.14

**Table 4.14 Pupils' Parents level of Education.**

<b>Parents level of Education</b>	<b>Frequencies</b>	<b>Percentage</b>
Graduate	4	3.4
Diploma	14	12.0
Certificate	14	12.0
Form 4	62	53.0
Class 8	23	19.6
<b>Total</b>	<b>117</b>	<b>100.0</b>

53% of the pupils responded that their parent's education levels were form 4 graduates as shown on Table 4.14. These results deviate from the responses from the parents in Table 4.5 where they indicated that 58.4% had primary school education followed by 26.2% of those with form four level of education. This implies that majority of the parents gave their pupils the wrong education level but forgot to say the same when presented with their questionnaire.

#### **4.4 Parental Involvement in Curriculum Implementation**

This study seeks to establish the influence of parental Involvement in curriculum implementation targeting the three main players i.e. Parents, Teachers and Pupils. We have presented the findings on these in the following categorizations as per the study objectives.

#### 4.4.1 Influence of Parents Supervision of Homework on Curriculum Implementation

Parents stand the best chance to influence curriculum implementation in various ways as enumerated in the questionnaire. The study found the following regarding the first objective according to the parents.

The study sought to find out how often children home work was checked by their parents. The results are indicated in table 4.15.

**Table 4.15: Checking the Children’s Homework**

<b>How often Children’s homework is checked</b>	<b>Frequency</b>	<b>Percentage</b>
Daily	23	35.4
Always	21	32.3
Regular	4	6.2
Thrice	4	6.2
Weekly	2	3.1
Not Regular	11	16.8
<b>Total</b>	<b>65</b>	<b>100.0</b>

Majority 35.4% of the parents as illustrated in Table 4.15 checked their children’s homework on a daily basis. 32.3% checked always. From the research findings it can be ascertained that majority of the parents are involved in their children’s education by checking on their homework regularly hence directly influence the school’s curriculum. A small percentage of 3.1% responded to checking their



children’s homework on a weekly basis while only 16.8% of respondents were not regular in checking their children’s homework.

The parents were also asked to indicate how often they assisted their children in Homework. The results are indicated in Table 4.16.

**Table 4.16: Assistance of Children in Homework**

<b>Assistance of children in Homework</b>	<b>Frequency</b>	<b>Percentage</b>
Always	25	38.5
Daily	18	27.7
Not Regular	3	4.6
Regular	7	10.8
Thrice	1	1.5
Weekly	11	16.9
<b>Total</b>	<b>65</b>	<b>100.0</b>

From the Table 4.16, majority of parents 38.5% always assist their children in homework. This entails parents assisting children in homework least influences the implementation of curriculum since their supervision does not impact positively on the performance of the pupils. The researcher again sought to establish children’s duration of study in the home environment. The duration of time to study at home has a great bearing on curriculum implementation. The results are indicated in Table 4.17.

**Table 4.17: Children’s Duration of Study at Home**

<b>Children Duration of study at Home</b>	<b>Frequency</b>	<b>Percentage</b>
1.5 hours	2	3.1
1 hour	41	64.6
2 hours	12	18.5
30 minutes	1	1.5
3 hours	3	4.6
Daily	1	1.5
Not often	4	6.2
<b>Total</b>	<b>117</b>	<b>100.0</b>

From the Table 4.17 representations above, its seen that a bigger percentage of 64.6% of the pupils take only one hour studying at home as indicated by their parents. This is followed by those who study for 2 hours by 3.1%. Those that do not study often at home represented 6.2%. Pupil’s duration of study at home indicated majority took one hour only. This entails pupil’s completion of homework is greatly affected negatively impacting on curriculum implementation.

Parents signing of home work could be a good indicator that they are concerned with the children’s education and thus should reflect in national examinations results. The results of these are shown on Table 4.18.

**Table 4.18: Parents Signing of Homework Diaries**

<b>Parents signing of Homework Diaries</b>	<b>Frequency</b>	<b>Percentage</b>
Always	16	24.6
Never	28	43.1
Sometimes	20	30.8
Weekly	1	1.5
<b>Total</b>	<b>65</b>	<b>100.0</b>

From the table 4.18 shown above, it's evident that majority of the parents 43.1% said they never sign their children's homework while those who responded to sometimes signing their children's homework represented 30.8% and only 1.5% indicated that they sign their children's homework on a weekly basis. The inconsistency in signing of home work could be an indicator of low participation of parents in supervision of home work and hence curriculum implementation

In order to investigate how parents supervision of homework influences curriculum implementation in public primary schools, the study used a Likert-type scale in which 4, 3, 2 and 1 represented continuum scores for Influence greatly, influence moderately, Influence slightly and No influence respectively. These enabled the tabulation and interpretation of the responses from the research instrument. The main statistics derived are mean and standard deviation. The mean illustrated the extent to which the respondents agreed or disagreed with the

statements put forth on question of how parents' supervision of homework influences curriculum implementation. The results are indicated on Table 4.19.

**Table 4.19 Parents Supervision of Homework according to the Teachers**

<b>How Parents supervision of homework influences curriculum implementation</b>	<b>Mean</b>	<b>Std. Deviation</b>
Lack of interest by parent child's in learning	3.0833	0.9857
Failure by parents to supervise learning at home	3.0000	0.9893
Parents prefer to give children work instead of study	3.0208	1.12202
Parents not assigning homework	2.8750	1.1415
Failure by parents to discuss schoolwork at home	3.0000	1.0915
Failure by parents to discuss schoolwork with their teachers	2.9375	1.1560

**N= 48**

Table 4.19 shows that in public primary school in Ndeiya zone majority of the respondents (teachers) felt that failure by parents to supervise learning at home and discuss school work at home influence greatly curriculum implementation as

indicated by a mean of 3.0 respectively. Another portion with mean of 3.0833 felt that lack of interest by parents and the child in learning, failure by parents to discuss schoolwork with the pupil's teachers with a mean of 2.9375 strongly agreed that supervision of homework was lacking in the study area. This could have resulted from heavy engagement of parents in farming activities as a mean of 3.028 was recorded on parents preference to give children work instead of study at home. This though point to a strong consensus on the research regarding to the activities by parents that influence the school's curriculum implementation, and confirms the study objectives.

The actions of pupils after school hours can greatly influence curriculum implementation. The nature of such actions can vary from parent to parent. This led the study to find out the extent to which parents supervise homework, and parent's participation in schools activities and functions.

In order to investigate how activities done by parents in supervision of homework influenced curriculum implementation in public primary schools, the study used a likert-type scale in which 4, 3, 2 and 1 represented continuum scores for *Influence greatly*, *Influence moderately*, *Influence slightly* and *No influence respectively*. These enabled the tabulation and interpretation of the responses from the research instrument. The main statistics derived are mean and standard deviation. The mean indicated the extent to which the students agreed or disagreed with the statements put forth on question of various activities done by parents in

homework supervision influenced curriculum implementation. This is well elaborated in the Table 4.20 and narratives below which shows the respondents response.

**Table 4.20 Parents Supervision of Homework according to Pupils**

<b>Activity</b>	<b>Mean</b>	<b>Std. Deviation</b>
Parents ensure that I complete my home work	1.2393	0.6778
Parents check and sign completed homework	1.7606	1.0393
Parents discuss with me the home work assigned to me	1.5042	0.8672
Parents monitor me as I do my home work	1.9914	1.1853

**N= 117**

Table 4.20, indicated that pupils agreed that parents monitor them as they do homework at home with a mean of 1.9914. Another response recorded a mean of 1.7606 where pupils affirmed that parents do check and sign their home work after they completed. This is followed by a mean of 1.5042 of response from pupils who felt that parents do discuss with them about their assigned homework. This mean indicates that parents supervision of homework have minimal

influence on curriculum implementation this could have resulted from their parents negligence due to low level of education as most cited their education level was at primary school .

The findings point to a situation where parents actually check their children's homework. However, there seems some disconnect between this and Schickedanz, (2003) assertions that children of parents who showed no interest in their homework performed poorly academically. The extent to which parent's supervision of homework has been established as above average but its influence on curriculum implementation in public primary schools in Ndeiya zone seems far off. Even with the above average level of supervision of homework in the zone, many children still perform poorly an indication of poor curriculum implementation.

#### **4.4.2 The extent to which parent's participation in school functions influences curriculum implementation in primary schools in Ndeiya zone.**

The researcher sought to find out how often the parents were involved in the school functions according to the parents. The findings are illustrated in the table 4.21.

**Table 4.21 The Parents Involvement in School Functions**

<b>The Parents involvement in school functions</b>	<b>Frequency</b>	<b>Percentage</b>
Always	25	38.5
Never	3	4.6
Sometimes	36	55.4
Rarely	1	1.5
<b>Total</b>	<b>65</b>	<b>100.0</b>

From the table 4.21 representation above, the majority of parents in the study indicated they sometimes are involved in schools function by 55.4% while those that responded to always being involved in the schools functions represented 38.5% which in turn indicates how they influence the curriculum implementation negatively in the schools in Ndeiya zone Kiambu county.

The study sought to establish how parents are involved in matters to do with the school committee. The results in table 4.22 give us a view of how parents are involved in matters to do with the school committee.



**Table 4.22 Parents Involvement in School Committee**

<b>Parental involvement</b>	<b>Frequency</b>	<b>Percentage</b>
Cooperate in meetings	1	1.5
Implement what is agreed	1	1.5
Never involved	53	81.5
Involved once	2	3.1
Pay dues	1	1.5
Rarely involved	1	1.5
Involved When necessary	6	9
<b>Total</b>	<b>65</b>	<b>100.0</b>

From the table 4.22 representation its clearly illustrated how the parents from Ndeiya zone get involved in the schools committees. Majority of the parents representing an overwhelming 81.5% never get involved with the schools committees indicating parent's failure to be involved in the school activities. Only a 1.5% response from parents indicated to get involved in the schools committees when necessary.

The researcher sought to find out how often parents visited the schools to discuss their children's academic performance. The results are indicated in Table 4.23.

**Table 4.23 Frequency of Parental Visits to Schools**

<b>Parents visit to schools to discuss academic performance</b>	<b>Frequency</b>	<b>Percentage</b>
Termly	9	13.8
Monthly	1	1.5
Once a term	11	16.9
Rarely	29	44.6
Regularly	10	1.5
Sometimes	5	7.6
<b>Total</b>	<b>65</b>	<b>100.0</b>

From the research findings, it's clearly seen that parents rarely visit schools to discuss academic performance of their children. From the illustration on the table 4.23, it's clearly seen that there was an overwhelming majority of parents who rarely go to schools and discuss their children's performance academically. This majority was represented by 44.6% response from parents. Followed by 16.9% of parents who went once, only 13.8% of parents reported to be going to school to discuss their children's academic performance at the end of the term. Also there was a 1.5% response from those that said they went their monthly.

**4.4.3 The effect of Parents Attendance to schools functions on curriculum implementation according to teachers**

In order to investigate how parents attendance to schools function influenced curriculum implementation in public primary schools, case study being Ndeiya zone Kiambu county, the study used a Likert-type scale in which 4, 3, 2 and 1 represented continuum scores for *Influence greatly*, *Influence moderately*, *Influence slightly* and *No influence respectively*. These enabled the tabulation and interpretation of the responses from the research instrument. The main statistics derived are mean and standard deviation. The mean illustrated the extent to which the respondents agreed or disagreed with the statements put forth on question of how parents’ attendance to schools functions influenced curriculum implementation. This is well elaborated in the table and narratives below which shows the respondents and the statistics.

**Table 4.24 How Parents Attendance to Schools Functions according to Teachers**

<b>How Parents attendance to schools functions influences curriculum implementation</b>	<b>Mean</b>	<b>Std. Deviation</b>
Parents failure to attend PTA meetings	2.8333	1.0382
Lack of communication between parents and teachers	2.8333	1.0397
Failure to attend visiting days	2.6875	1.0945
Parents failure to discuss academic performance with class teachers.	3.1041	0.9048

**N= 48**

Table 4.24 indicates that majority of the respondents felt that parents discussing academic performance with class teachers greatly influenced curriculum implementation with a mean of 3.104. Another portion with a mean of 2.8333 and 2.6875 felt that failure to attend PTA meetings and visiting days respectively greatly influenced curriculum implementation. This though points to a strong consensus on the research regarding parent’s failure to attend school functions and confirms the study objectives.

**Table 4.25 How Parents Participation in School Activities according to pupils**

<b>Activity</b>	<b>Mean</b>	<b>Std. Deviation</b>
Discussion of academic performance of students	2.0854	1.1639
Meetings regarding students	1.9059	1.0084
Open day activities	2.0341	1.1812
Visiting days	2.5689	1.2595
PTA meetings	1.9743	1.1851

**N= 117**

Table 4.25 shows that majority of the pupils with a mean of 2.5689 agreed that parents visiting days greatly influenced their learning. Another response recorded a mean of 2.0854 where pupils affirmed that parents’ discussion with them concerning their academic performance did have a strong influence on their performance. Pupil’s response on meeting regarding students and PTA meetings

indicated slight influence on curriculum implementation with a mean of 1.9059 and 1.9743 respectively. Thus, the study affirmed the positive influence on curriculum implementation. With the above findings, it evidently conforms to the study objectives set by the researcher.

The findings point to the fact that parents don't participate in many school functions. Many have said that they only interact once a term perhaps during school opening or closing day. In fact when asked is participation in school functions has a bearing on curriculum implementation, parents pointed out it was not important while teachers strongly indicated that it was crucial. This is despite Nguru, (1987) and Karanja, (2005) findings and agreement that parent's participation in school activities have a positive influence on curriculum implementation and by extension, their children's' academic achievements. It is expected that student's whose parents participate in school activities could do better compare to those whose parents never participate. Participation in school activities provides an avenue to discuss their children's academic performance with teachers and thereby offer support in planning for better performance.

#### 4.4.4 The Extent to Which Home Chores Assigned to Pupils by Parents Influence Curriculum Implementation in Primary Schools in Ndeiya Zone

In order to investigate the involvement of children in doing general cleaning at home parents were tasked to mention how their children got involved. The results are illustrated in the table 4.26.

**Table 4.26 Children’s Involvement in Chores at Home according to Parents**

<b>How often children are involved in doing general cleaning at home.</b>	<b>Frequency</b>	<b>Percentage</b>
Always	23	35.4
Rarely	7	10.8
Saturdays	4	6.2
Sometimes	28	43.1
Weekends	3	4.6
<b>Total</b>	<b>65</b>	<b>100.0</b>

From the illustration in the table 4.26 above, the parents seemed to agree by a large percentage that their children got involved in doing general cleaning at home sometimes by 43.1% response. This was followed by those that agreed that their children always got involved in doing general cleaning at home by 35.4%. Only 4.6% of parents responded to their children doing general cleaning at home

on weekends. This entails most do the home chores on week days which interferes with attendance to school and hence curriculum participation.

Parents were asked how they rated their children’s involvement in looking after animals at home.

**Table 4.27 Children’s Involvement in Animal Keeping**

<b>How often children are involved in looking after animals at home</b>	<b>Frequency</b>	<b>Percentage</b>
Always	8	12.4
Never	27	41.5
Rarely	3	4.6
Sometimes	27	41.5
<b>Total</b>	<b>65</b>	<b>100.0</b>

As illustrated in the Table 4.27 above, there is a tie at 41.5% between those parents who agreed that their children got involved in looking after animals at home sometimes and those that said they never do. 12.4% represents response from parents who agreed that their children looked after animals at home always and only a small 4.6% of response was from the parents who said they rarely did. Majority of the parents involved their children in looking after the animals thereby limiting the time taken by the pupils to carry out private study at home.

The researcher also sought to find out from parents how their children got involved in digging at home and various responses was acquired from the parents as illustrated by the table 4.28.

**Table 4.28 Children Involvement in Farming**

<b>How often children were involved in digging at home</b>	<b>Frequency</b>	<b>Percentage</b>
Always	3	4.6
Holidays	2	3.1
Never	19	29.2
Rarely	3	4.6
Regularly	5	7.6
Sometimes	30	46.2
Weekends	3	4.6
<b>Total</b>	<b>65</b>	<b>100.0</b>

From the Table 4.28 representation above the researcher found out that majority represented by 46.2% agreed that their children got involved in digging at home, while followed by 29.2% of those who disagreed and said that their children never got involved in digging at home. There is only a 4.6% response from parents who agreed fully that their children always got involved in digging at home thus does not negatively influence curriculum implementation since pupils are least involved in this activities.

In these criteria, the researcher sought to find out from parents if the children got involved in drawing water and collecting firewood and the response is recorded and illustrated in the table 4.29.



**Table 4.29 Involvement of children in drawing water and collecting firewood**

<b>involvement of children in drawing water and collecting firewood</b>	<b>Frequency</b>	<b>Percentage</b>
Always	8	12.4
Never	38	58.5
Regularly	1	1.5
Sometimes	18	27.6
<b>Total</b>	<b>65</b>	<b>100.0</b>

From the illustration from Table 4.29. Its clearly seen that 58.5% of parents agreed that their children never gets involved in drawing water and collecting firewood while those that responded by agreeing that their children got involved in drawing water and collecting firewood represented 12.4% of the respondents. This indicates that curriculum implementation is least hindered by home chores done by pupils at home.

The researcher also sought to find out from the parents if the children got involved in taking care of the young ones at home, there were various responses on the same to ascertain the objective of the study. The results are illustrated in the Table 4.30

**Table 4.30 Involvement of children in looking after young ones at home**

<b>Involvement of children in looking after young ones at home</b>	<b>Frequency</b>	<b>Percentage</b>
Always	3	4.5
Never	39	60.0
Rarely	2	3.1
Sometimes	17	26.2
When available	4	6.2
<b>Total</b>	<b>65</b>	<b>100.0</b>

From the Table 4.30 illustration above, it can be seen that 60% of parents agreed that their children never got involved in looking after the young ones at home. While a small percentage of 26.2% agreed that sometimes their children got involved in looking after the young at home hence influencing curriculum implementation as public primary schools.

In order to investigate how home chore influenced curriculum implementation in public primary schools, the study used a Likert-type scale in which 4, 3, 2 and 1 represented continuum scores for *Influence greatly*, *Influence moderately*, *Influence slightly* and *No influence respectively*. These enabled the tabulation and interpretation of the responses from the research instrument. The main statistics derived are mean and standard deviation. The mean illustrated the extent to which the respondents agreed or disagreed with the statements put forth on question of

how home chores on the children influenced curriculum implementation. This is well elaborated in the table and narratives below which shows the respondents and the statistics.

**Table 4.31 How home chores influences curriculum implementation according to the teachers**

<b>How home chores influences curriculum implementation</b>	<b>Mean</b>	<b>Std. Deviation</b>
Parents assigning home chores to pupils	3.0625	1.0191
Too much time consumed in home chores	3.2916	0.9215
Lack of adequate time to do their home work	3.1666	0.9527
Pupils Come to school late	2.8333	1.1361
Pupils look fatigued in class during lessons	2.9791	1.1758

**N= 48**

Table 4.31 indicates that majority of the respondents with a mean of 3.2916 felt that too much time is consumed in home chores and in turn negatively affect performance, hence negatively influence curriculum implementation. Another response recorded a mean of 3.1666 where respondents felt that lack of adequate time to do home work by the children influence greatly the curriculum implementation. This was followed a mean of 2.9791 of respondents who felt that

pupils looked fatigued in class during lessons and thus impaired their learning. This could be as a result of home chores done at home since a mean of 2.8333 of the respondents agreed that pupils came to school late. Lateness may reduce the number of contact hours and time spent on private study at school thereby influencing curriculum implementation negatively. With the above findings it evidently conforms to the study objectives set by the researcher on how home chores done by pupils influenced curriculum implementation in public primary schools.

In order to investigate how doing home chores by the pupils influenced curriculum implementation in public primary schools, the study used a Likert-type scale in which 4, 3, 2 and 1 represented continuum scores for *Very often, Often, Rarely and Never respectively*. These enabled the tabulation and interpretation of the responses from the research instrument. The main statistics derived are mean and standard deviation. The mean illustrated the extent to which the students agreed or disagreed with the statements put forth on question of how doing home chores influenced curriculum implementation. This is well elaborated in the table and narratives below which shows the respondents and the statistics.

**Table 4.32 How doing various home chores influences curriculum implementation**

<b>Chores</b>	<b>Mean</b>	<b>Std. Deviation</b>
Washing and general cleaning	2.4273	1.2199
Working in the shamba	2.5726	1.3728
Looking after animals	2.6837	1.3496
Drawing water and collecting firewood	2.8119	1.2382
Looking after siblings	2.7948	1.3489

**N= 117**

Table 4.32 indicates the researchers findings where there was varied responses from the pupils when various questions on how home chores affected their performance hence influencing on curriculum implementation. Majority of the pupils represented by a mean of 2.8119 agreed drawing water and collecting firewood was a factor influencing curriculum implementation greatly. Another response recorded a mean of 2.7948 where pupils affirmed that looking after their siblings instead of study did have an influence on their performance. This was followed by a mean of 2.6837 and 2.5726 on the pupil's response who affirmed that looking after animals at home and working in the shamba respectively did greatly influence curriculum implementation. With the above findings, it evidently conforms to the study objectives set by the researcher on how home

chores done by the pupils influenced curriculum implementation in public primary schools in the study area.

**The time pupils perform home chores and its influences curriculum implementation**

In order to investigate the time duration the pupils undertook to perform home chores and how it influenced curriculum implementation in public primary schools, the study used a likert-type scale in which 4, 3, 2 and 1 represented continuum scores for *Very often, Often, Rarely and Never respectively*. These enabled the tabulation and interpretation of the responses from the research instrument. The main statistics derived are mean and standard deviation. The mean illustrated the extent to which the students agreed or disagreed with the statements put forth on question of how doing home chores influenced curriculum implementation. This is well elaborated in the table and narratives below which shows the respondents and the statistics.

**Table 4.33 How Doing Various Home Chores Influences Curriculum Implementation According to the Pupils**

<b>Chores</b>	<b>Mean</b>	<b>Std. Deviation</b>
Before going to school	3.5128	1.0472
After school in the evenings	1.9914	1.1780
Saturdays and holidays	1.7008	1.0277
When absent from school	3.2820	0.9635

**N= 117**

Table 4.33 indicates majority of the pupils represented by a mean of 3.5128 agreed that they did home chores before going to school in the morning that greatly impaired their arrival time at school hence arriving at school late. Another response recorded a mean of 3.2820 where pupils affirmed that they did home chores when absent from school. This meant that the student's frequency in absenteeism was high thus influencing the curriculum implementation greatly. This was followed by a mean of 1.9914 and 1.7008 on the response from pupils who affirmed that they did home chores after school and Saturdays and holidays respectively. This rarely influenced curriculum implementation. With the above findings, it evidently conforms to the study objectives set by the researcher that home chores could interfere with curriculum implementation.

The findings indicate that home chores are a great drain on the pupils in as far as their academic work is concerned. Many reported to having a routine of performing various home chores such as washing, drawing water, looking after animals etc. According to Ayoo, (2002) a large percentage of students from schools in Maseno Division performed poorly. The perception was due to participation in household chores. This affected over 83% of students in the study who pointed out that their poor performance could be due to washing and general cleaning at home.

#### 4.4.5 The Extent to Which Availability of Physical Facilities Provided at Home by Parents Influence Curriculum Implementation in Public Primary School in Ndeiya Zone

Stationery and other learning materials play a great role in enabling children succeed in their studies at various stages. Parents were asked to indicate how often they provided stationery to their children as illustrated on table 4.34

**Table 4.34 Availability of Stationery**

<b>Availability of stationery at home</b>	<b>Frequency</b>	<b>Percentage</b>
Available	3	4.7
Irregular	50	76.9
Never	7	10.8
Regular	5	7.6
<b>Total</b>	<b>65</b>	<b>100.0</b>

From the research findings, 76.9% of the respondents cited stationery were irregularly available meaning that pupils were affected in their learning hence curriculum implementation.

The researcher also sought to find out from parents if the children have private study rooms at home, from the study, various responses were recorded from the research instrument. The results are illustrated in the table 4.35.



**Table 4.35 Availability of private study rooms at home**

<b>Availability of private study rooms at home</b>	<b>Frequency</b>	<b>Percentage</b>
Available	3	4.6
Not available	62	95.4
<b>Total</b>	<b>65</b>	<b>100.0</b>

From the illustration in the Table 4.35, the researcher found out that majority of children do not have private study room at home, representing an overwhelming 95% of response from parents meaning pupils lacked a room where they could do their home work hence neglecting it. Only 5% of respondents agreed to their children having a private study room at home. The researcher also sought to ascertain from the parents if they had electric power for lighting at home, and there were various responses to this effect. The results are illustrated in the table 4.36.

**Table 4.36 Availability of Electric Power for Lighting at Home**

<b>Availability of electric power for lighting at home.</b>	<b>Frequency</b>	<b>Percentage</b>
Available	15	23.1
Never	36	55.4
Not always	2	3.1
Plenty	1	1.5
Regular	1	1.5
Sometimes	10	15.4
<b>Total</b>	<b>65</b>	<b>100.0</b>

As the illustration from Table 4.36 explains, the majority of respondents came from parents who responded Never when asked if they had electric power for lighting in their homes, representing 55% of the response. Other responses were recorded as 15% from those that said they sometimes have electric power and those that said the electric power is available by 23%.

**Availability of quiet environment for learning.**

In this research the study sought to ascertain if parents have provided some quiet environment for learning for their children. The results are illustrated in table 4.37.

**Table 4.37 Availability of Quiet Environment for Learning**

<b>Availability of quiet environment for learning</b>	<b>Frequency</b>	<b>Percentage</b>
Available	25	38.5
Not available	40	61.5
<b>Total</b>	<b>65</b>	<b>100.0</b>

Majority of the parents 61.5% said they never have a quiet environment for their children while 38.5% agreed to having a quiet learning environment for their children. These results proved to have some impact in the curriculum implementation in public primary schools in Ndeiya zone.

In order to investigate how provision of physical learning facilities influenced curriculum implementation in public primary schools, the study used a likert-type scale in which 4, 3, 2 and 1 represented continuum scores for *Influence greatly*,

*Influence moderately, Influence slightly and No influence respectively.* These enabled the tabulation and interpretation of the responses from the research instrument. The main statistics derived are mean and standard deviation. The mean illustrated the extent to which the respondents agreed or disagreed with the statements put forth on question of how provision of physical facilities for learning influenced curriculum implementation. This is well elaborated in the table 4.38 and narratives which shows the respondents and the statistics.

**Table 4.38 Provision of Physical Facilities according to Teachers**

<b>Provision of physical facilities and implementation</b>	<b>Mean</b>	<b>Std. Deviation</b>
Pupils lack adequate personal text books	3.375	1.023
Pupils lack chairs, tables, study room at home	2.770	1.171
Too much time wasted in leisure e.g. watching Television	2.979	0.956
Lack of food at home	3.187	1.084
Poor lighting at home affecting study	3.041	0.898
<b>N= 48</b>		

Table 4.38 indicates that majority of the respondents with a mean of 3.375 felt that lack of adequate personal text books for learning by the children influenced

greatly curriculum implementation. Another response recorded a mean of 3.041 where respondents felt that poor lighting at home as a factor influencing curriculum implementation greatly. Lack of chairs, tables, and study room at home was also rated high with a mean of 2.770 as an impediment to curriculum implementation. With the above findings, it evidently conforms to the study objectives set by the researcher.

In order to investigate the availability of various physical facilities at home and how the activities influenced curriculum implementation in public primary schools, the study used a likert-type scale in which 3, 2 and 1 represented continuum scores for *Yes, No ,and Not sure respectively*. These enabled the tabulation and interpretation of the responses from the research instrument. The main statistics derived are mean and standard deviation. The mean illustrated the extent to which the students agreed or disagreed with the statements put forth on question of availability of various physical facilities at home. This is well elaborated in the table and narratives below which shows the respondents and the statistics.

**Table 4.39 Availability of Various Physical Facilities at Home according to Parents**

<b>Facility</b>	<b>Mean</b>	<b>Std. Deviation</b>
Text books	1.1538	0.4278
Study rooms	1.4529	0.5492
Chairs and tables	1.1794	0.4071
Exercise books, pens and note books	1.1965	0.4201
Geometrical sets	1.4102	0.7089

**N=117**

Table 4.39 indicates the researchers' findings where there were varied responses from the pupils when various questions on the availability of physical facilities at home for learning affected their performance hence influencing on curriculum implementation. A slight majority of the pupils agreed that lack of study rooms at home and lack of geometrical sets was a factor that had an influence on curriculum implementation with a mean of 1.538 and 1.4102 respectively. Another response recorded a mean of 1.1965 and 1.1538 where pupils affirmed that lack of exercise books, pens, note books and lack of text books at home for study did have a little influence on their performance. This could have as a result of provision of books, pens and geometrical sets by the government due to free primary education. With the above findings, it partially conforms to the study objectives set by the researcher.

According to Nyakoni, (2012) study in Kiogoro division, pupils were unable to do their homework properly at night due to poor or lack of lighting. It was found that many used tin lamps that require kerosene to provide light. This has a great bearing on the influence of parental involvement on children's academic achievement and especially in pre-schools children learning number work activities. As a result, it influences curriculum participation where pupils fail to complete their homework and assignment due to lack lighting facilities. This study draws similar findings in that the respondents reported lack of stationery, quiet environment, study rooms and electricity.

We sought the parent's views on the extra activities they engage in order to help their children improve on performance. The results are illustrated in the table 4.40.

**Table 4.40 Activities Parent Engage their Children in order to improve on Curriculum Implementation**

<b>Activities</b>	<b>Frequency</b>	<b>Percentage</b>
Encourage and assist in doing homework & provide books	41	63.1
Provide tuition ,exercises, trips & supervise studies	17	26.2
Establish open forums on social matters	1	1.5
Buys books, sponsor education tours ,study rooms	6	9.2
<b>Total</b>	<b>65</b>	<b>100.0</b>

Majority of the respondents 63.1% suggested that pupil's needed encouragement and assistance in doing homework. Few parents (26.2%) cited the need to offer tuition, exercises and supervise studies at home. These responses agree with the objectives of the study that parental involvement is necessary in curriculum implementation.

In an effort to establish how parental involvement influences curriculum implementation, the study sought views on the same from teachers. The results are indicated in table 4.41

**Table 4.41 Parents Activities to ensure Curriculum Implementation**

<b>What to do to ensure parents are involved</b>		
<b>in curriculum implementation</b>	<b>Frequency</b>	<b>Percentage</b>
Tell parents importance of education & their participation	19	39.5
Invite them to school and talk about pupils	7	14.6
Increase teacher/parent meetings	2	4.2
Be involved in child's performance	12	25.0
Educate them on importance of curriculum	3	6.3
Guidance & counseling, motivational talks, frequent meetings	5	10.4
<b>Total</b>	<b>48</b>	<b>100.0</b>

Table 4.41 indicates that 39.5% of the respondents cited the need to tell the pupils parents the importance of education. A slight majority of 25% cited parents be involved in their children's performance in schools and 14.6% of the respondents agreed that parents should be invited to discuss on pupils performance in school. The main point coming out clearly is the fact that parents need some form of education on the importance of education and follow this up with insisting that they be involved in the child's performance.



## **CHAPTER FIVE**

### **DISCUSSION, CONCLUSIONS AND RECOMMENDATIONS**

#### **5.1 Introduction**

This chapter presents the summary of research findings, discussion of key findings, conclusions made from the study and the recommendations for policy and practice. The chapter also presents suggestions for further research.

#### **5.2 Summary of the Study**

The main objective of this study was to examine the influence of parental involvement in the implementation of curriculum in public primary schools in Ndeiya zone, Kiambu county Kenya. This study was guided by the following research objectives formulated to aid in gathering the information regarding the research topic.

To establish the extent to which parents supervision of homework, parents participation in school functions, how home chores assigned to pupils by their parents at home and how availability of physical facilities provided by parents at home influence curriculum implementation in public primary schools.

Several questionnaires were distributed to teachers and pupils. 54 questionnaires were distributed to teachers and 48 were collected representing 88.8% response from teachers. Pupils questionnaires that were distributed were 126 and out of that

122 collected representing a 92.8% response from pupils. Overall there was a great response from the respondents, providing a great platform for final research findings.

### **5.3 Summary of Findings**

The findings showed that majority of the parents in the study were female at 67.7% while male were 32.3%. The same was true for the teachers and pupils majority being female. For the teachers female who represented the majority were at 62.5% and male counterpart were 37.5%. The pupils' female gender was recorded at 56.4% and the male representing 43.6%. This is not in line with many researches where male population dominates the jobs opportunities and positions of responsibilities.

The majority of the parents were between 31 - 40 years of age at 46.2%. This was followed by those aged below 30years at 9.2%, while those between 41 and 50 years representing 30.8% and those over 50 years were 13.8. Teacher's age bracket on the other hand had their majority being above 50 years representing 37.5% while those that were between 41 - 50 years were recorded at 25%. Pupils also recorded an overwhelming response in those that were 14 years at 40.2% followed by those that were above 14 years at 21.4%. Both response of teachers and parents in terms of marital status showed family setup representing 62.4% and 53.8% respectively.

There was a deviation from the pupils when asked whom they live with and most of them said to be living with their mothers alone representing 81.2%. On the

question of education level, most parents were primary educated at 58.4% while teachers were certificate holders. However, pupils indicated that most of their parents had a secondary school education at 53% which is a deviation from the response from the parents who indicated being mainly educated up to primary level. The study also purposed to establish the occupation of the parents in the study area. The majority at 76.8% were farmers while 6.2% represented teachers and hawkers. Another 3.1% represented Drivers and house wives. Only 3% of respondents indicated business as their occupation in Ndeiya District Kiambu County.

On parent's supervision of homework, 35.4% of the parents checked the homework daily while 32.3% always checked homework. On the assistance of children in homework 38.5% cited they always assisted their children in homework whereas 27.7% cited they assisted them on daily basis. 30.8 % cited that they sometimes signed homework diaries whereas 24.6% did it always. Teachers cited that failure by parents to supervise learning at home and discuss schoolwork at home had negative influence on curriculum implementation indicated by a mean of 3.0 respectively. Another response that scored a mean of 3.0833 felt that lack of interest by parents and child on learning had negative influence on curriculum implementation.

On parent's attendance to school functions, 55.4% agreed they are sometimes involved in school functions whereas 38.5 % agreed they are always involved in

school functions. On parental involvement in school committee, 81.5% agreed they are never involved. On the frequency of visits to school, 44.6% agreed they rarely make visits to schools whereas only 16.9% visit school only once in a term. Parents failure to discuss academic performance with class teachers scored a mean of 3.104 showing negative influence in curriculum implementation.

43.1% of the parents agreed to sometimes assigning pupils home chores whereas 35.4% said they always assigned pupils home chores. 46.2% cited that they sometimes involved pupils in farming whereas 29.2% cited they never involved their pupils in farming. Teacher's response on response to home chores agreed that too much time was consumed in home chores indicated by a mean of 3.2916.

On the provision of physical facilities, 76.9% of the parents cited that stationeries were irregularly provided at home whereas 10.8% cited stationeries were not available at home. 95.4% cited they never had a private study room whereas 55.4% agreed that electric power for lighting was not available in their homes. Teacher's response cited pupils lacked adequate personal text books and food at home. This was indicated by a mean of 3.375 and 3.187 respectively. Based on the study results, all the respondents had an impact on curriculum implementation in public primary schools in Ndeiya Zone of Kiambu County.

#### **5.4 Conclusion of the study**

The study findings clearly showed that although there was some level of parent's supervision of their children's homework, this has not influenced greatly the

implementation of curriculum in public primary schools in Ndeiya zone Kiambu County. Since parent's involvement in their children's education and care should greatly influences their lives, it should play a major factor in their academic achievement and behavior. These components scored highly on the likert scale a clear indication of their importance as factors playing part in the curriculum implementations in Kiambu County. It became clear from the findings that the county's parent's supervision of their children's homework and academic performance have very little impact on the implementation and sustainability of schools curriculum.

The dominant participation factors identified were parents supervision in homework, parents attendance to school functions, parents assigning home chores to pupils attending open day activities at school, attending meetings regarding students, and provision of physical facilities at home by parents among other factors. All this greatly impacted the implementation of the curriculum positively where the parents got involved in this activities and the reverse was true where there was non participation of parents in this activities, hence their children academic achievements. Parents who attended and participated in school functions have good opportunities to discuss their children's academic performance with teachers and support them in planning for better performance.

The results in the study indicated that pupils who were given a lot of chores at home or attended work to help parents, attended schools irregularly or less frequently and this was negatively affecting their school performance. The

magnitude may not have been an objective of this study but it was clear that Continuous late attendance or non attendance of school due to chore at home is bound to have an adverse effect on the number of contact hours pupils interact with their teachers hence curriculum implementation This confirms the assertions in the study that the sustainability of the positive curriculum implementation in Ndeiya zone Kiambu County greatly depends on parents teachers and pupils participation in the same.

Physical facilities provided by parents to their children in terms of academic performance as the study found out, plays a major role in the implementation of curriculum in public primary schools (a study Ndeiya zone, Kiambu country). At home a part from pens and books, children needs a table, a chair and good lighting at night. Poor housing and overcrowding cannot only impede the child homework but even his opportunities for reading or constructive play. All this the study found that parents may play a major role in the success or failure of curriculum implementation.

In general as the study results show, it is now clear findings of this study are likely to help head teachers, teachers, and ministry of Education and Policy makers identify effects of parents' non involvement in curriculum implementation so as to make decisions in developing strategies towards improvement of academic performance. The findings may help the parents find ways of ensuring that their children are properly supported to enable them perform better. The study also found that home chores inversely supported children's performance

and curriculum implementation also Learning facilities at home have been found to influence academic performance by several study findings. Teachers on the other hand should provide a platform where children and parents can relate to in order to enhance a positive influence of curriculum implementation. The study has shown that the role played by the parents is very crucial in ensuring curriculum sustainability.

### **5.5 Recommendations of the Study**

The recommendations arising out of this study include looking at the value that the parents can bring into the sustainability of the school's curriculum, right from design, control and implementation. The benefits of such participation to the local communities in Ndeiya zone and the country at large should be felt beyond the county. Parents should ensure pupils homework is properly supervised, signed and assisted in areas of difficulty. The supervision should be regularly done to enhance curriculum implementation. More research should go into finding ways and means of mitigating non participation of parents in schools activities and affairs. The study demonstrates how collaborative work produces positive outcomes for Teachers, parents and the pupils. Home chores assigned to pupils act as an impediment to curriculum implementation thus parents should desist from assigning pupils chores especially during weekdays since this chores interferes with regular school attendance. Physical facilities was found to be lacking for improved performance of the students and research should be done to find out how that can be improved for better curriculum implementation and sustenance.

This study on the influence of parental involvement in the implementation of curriculum in public primary schools in Ndeiya zone, Kiambu County, Kenya, has opened more research avenues in order to improve on the country's education sector as a whole. Due to the similarities of the effects and influence of parental involvement in the implementation of curriculum in public schools studied in Ndeiya zone to other zones in the country, it will be very important that the study is replicated in these other areas in the District. This provides an opportunity for the region to address the problems together if indeed they are similar. In the event that they are not, it will be important to have a critical look at the differences and therefore make better and more informed decisions on the improvement and sustainability of schools curriculum and parents teachers association to improve children's school performance.

#### **5.6 Recommendations for further study**

This study recommends the following for further study;

- i. The effect of parent's non involvement in the implementation of curriculum in public schools in Kenya.
- ii. The influence of school based factors in curriculum implementation in public primary schools in Kenya.



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**APPENDIX A: INTRODUCTION LETTER**

UNIVERSITY OF NAIROBI,

P.O. BOX 30197,

NAIROBI.

Dear Head teacher,

..... Primary school,

Ndeiya-Limuru

**RE: Questionnaire on parental involvement in curriculum implementation**

I am a post graduate student at the University of Nairobi currently carrying out a study on influence of parental involvement in the implementation of curriculum in public primary schools in Ndeiya zone, Limuru district.

Your school has been selected to take part in the study. I am therefore humbly requesting for your permission to gather the required information at your school.

The responses are strictly meant for the study and your school identity will be treated with confidentiality. Your support will be highly appreciated

Yours sincerely,

Francis .N. Kariuki.

**APPENDIX B: QUESTIONNAIRE FOR THE TEACHERS**

This research is meant for academic purpose. Kindly you are requested to provide answers to these questions as honestly and precise as possible. Response to these questions will be treated as confidential. Please tick (✓) where appropriate or fill in the required information on the spaces provided.

**SECTION A: Back ground information**

1. What is your gender? Male ( ) Female ( )
2. What is your age in years? Below 30 ( ) Between 31-40 ( )  
Between 41-50 ( ) Above 50 ( )
3. What is your marital status? Married ( ) Single ( )
4. What is your level of education? Masters degree ( ) Bachelors ( )  
Diploma ( ) Certificate ( )
5. What is your teaching experience in years?  
Above 5 years ( ) 2-5 years ( ) below 1 year ( )

**SECTION B: Parent supervision of homework and curriculum implementation**

Given below are parental involvements that may influence curriculum implementation:

Key; IG: Influence greatly - 4      IS: Influence slightly-2  
IM: Influence moderately-3      NI: No influence-1

6. To what extent do the following activities on parents’ supervision of home work influences curriculum implementation.

	4	3	2	1
Lack of interest by parent child’s in learning				
Failure by parents to supervise learning at home				
Parents prefer to give children work instead of study				
Parents not signing home work				
Failure by parents to discuss school work at home				
Failure by parents to discuss school work with teacher				

7. To what extent do the following activities on parent's attendance to school functions influences curriculum implementation?

	4	3	2	1
Parent's failure to attend P.T.A meeting				
Lack of communication between parent's and teachers				
Failure to attend visiting days				
Parent's discuss academic performance with class teachers				

8. To what extent do the following home chores influence curriculum implementation?

	4	3	2	1
Parents assigning home chores to pupil's				
Too much time consumed in home chores				
Lacks adequate time to do their home work				
Pupil's come to school late				
Pupil's look fatigued in class during lessons				

9. To what extent does the provision of physical facilities influence curriculum implementation?

	4	3	2	1
Pupil's lack adequate personal textbooks				
Pupil's lack chairs, tables, study room at home				
Too much time wasted in leisure e.g. watching Television				
Lack of food at home				
Poor lighting at home affecting study				

10. What do you think should be done to ensure that parents are involved in curriculum implementation? .....

.....

**Thank you for your co-operation**

**APPENDIX C: QUESTIONNAIRE FOR THE PUPIL’S**

You are kindly requested to complete this questionnaire indicating your honest response by putting a tick ( √ ) against your answer or filling in the blank spaces. The information given will be treated with utmost confidentiality and you are therefore requested not to indicate your name or the name of your school anywhere on the questionnaire. Please respond to all the questions.

**SECTION A: Background information.**

1. What is your gender?    Male ( )            Female ( )
2. What is your age?            Below 13 years ( )    13 years ( )    14 years ( )  
above 14years ( ).
3. Whom do you live with?    Mother and father ( )    Mother ( )    father ( )  
relative ( )    others specify.....
4. What is your parent level of education? Graduate ( )    Diploma ( )  
Certificate ( )    Form 4( )    Class 8( )
5. What was your class position and marks obtained during last terms end of term examination. Marks obtained ..... Class position.....

**SECTION B: Parent supervision of homework and curriculum implementation**

6. To what extent do the following activities influence curriculum implementation? KEY; Influences greatly-1    Influences moderately-2  
Influences slightly-3    No influence-4

	1	2	3	4
Parents ensures that i complete my home work				
Parents checks and signs completed home work				
Parents discuss with me the home work assigned to me				
Parents monitor me as I do my home work				

**Parent’s attendance to school functions and curriculum implementation**

7. Is your parent involved in school PTA? Yes ( )    No ( )    Not sure ( )
8. How often does your parent participate in the following school activities?

ACTIVITY	Very often	often	rarely	Never
Discussion of academic performance of students				
Meetings regarding students				
Open day activities				
Visiting days				
P.T.A meetings				

9. How often do the following home chores affect your private study?

Activity	Very often	often	rarely	Never
Washing and general cleaning				
Working in the shamba				
Looking after animals				
Drawing water and collecting firewood				
Looking after siblings				

10. At what time do you perform home chores at home?

Activity	Very often	Often	rarely	Never
Before going to school (morning)				
After school in the evening				
Saturdays and holidays				
When absent from school				

11. Are the following physical facilities available at home?

Facilities	Yes	No	Not sure
Text books			
Study rooms			
Chair and table			
Exercise books, pens note books			
Geometrical set			

**Thanks for your co-operation**



## APPENDIX D: INTERVIEW SCHEDULE FOR THE PARENTS

### Section A: Back ground information

1. What is your gender? .....
2. What is your age? .....
3. What is your marital status? .....
4. What is your highest level of education attained? .....
5. State your occupation? .....

### SECTION B: Parental involvement in curriculum implementation

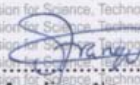
- 6 (a) How often do you check you children homework? .....
- (b)How often do your assist you children in homework? .....
- (c)How long does your child take studying at home? .....
- (d)How often do you sign your child homework? .....
- 7 (a)How many times are you involved in school functions?.....
- (b)How are you involved in matters to do with the school committee? .....
- c)How often do you visit school to discuss academic performance?.....
- 8 How often is your child involved in the following activities?
  - (a) Doing general cleaning at home.....
  - (b) Looking after animals at home.....
  - (c) Digging at home.....
  - (d) Drawing water and collecting of firewood .....
  - (e) Looking after young ones at home.....
- 9 How available are the following physical facilities at home?
  - (a)Stationery for learning.....
  - (b)Private study rooms.....
  - (c)Electric power for lighting at home.....
  - (d)Quiet home environment for learning.....
10. What activities can you engage your children in order to improve on curriculum implementation?.....

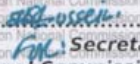
**Thank for your co-operation**

# APPENDIX E: RESEARCH PERMIT

**THIS IS TO CERTIFY THAT:**  
**MR. FRANCIS NGIGI KARIUKI**  
**of UNIVERSITY OF NAIROBI, 897-217**  
**limuru, has been permitted to conduct**  
**research in Kiambu County**  
**on the topic: INFLUENCE OF PARENTAL**  
**INVOLVEMENT IN THE IMPLEMENTATION**  
**OF CURRICULUM IN PUBLIC PRIMARY**  
**SCHOOLS IN NDEIYA ZONE, KIAMBU**  
**COUNTY, KENYA**  
**for the period ending:**  
**31st August, 2014**

**Permit No : NACOSTI/P/14/6244/1562**  
**Date Of Issue : 13th May, 2014**  
**Fee Received :Ksh 1,000**

  
**Applicant's Signature**

  
**Secretary**  
**National Commission for Science, Technology & Innovation**

**CONDITIONS**

- 1. You must report to the County Commissioner and the County Education Officer of the area before embarking on your research. Failure to do that may lead to the cancellation of your permit**
- 2. Government Officers will not be interviewed without prior appointment.**
- 3. No questionnaire will be used unless it has been approved.**
- 4. Excavation, filming and collection of biological specimens are subject to further permission from the relevant Government Ministries.**
- 5. You are required to submit at least two(2) hard copies and one(1) soft copy of your final report.**
- 6. The Government of Kenya reserves the right to modify the conditions of this permit including its cancellation without notice.**

  
**NACOSTI**  
**National Commission for Science, Technology and Innovation**

**RESEARCH CLEARANCE PERMIT**

**Serial No. A 1677**

**CONDITIONS: see back page**