

**INFLUENCE OF PARENTAL INVOLVEMENT IN THE
IMPLEMENTATION OF COMPETENCE BASED CURRICULUM IN
EARLY YEARS LEARNERS IN HAMISI SUB-COUNTY, KENYA**

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DECLARATION

This research project is my original work and has not been presented for a degree or any other award in this or any other university.

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DEDICATION

This work is dedicated to my two sons, Gadiel and Glenn, for their patience as I frequently travelled to Nairobi due to my commitment to this project. I also dedicate this work to my foster mum, Lydia Akala, for her endless encouragement when the going got tough, and my uncles, Winston Akala and Bernard Akala, for seeing me through this process. Your inspiration, encouragement, and support made me see the light of this day.

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LIST OF ABBREVIATIONS AND ACRONYMS

AU	African Union
BECF	Basic Education Curriculum Framework
CBC	Competency Based Curriculum
ECDE	Early childhood development education
KICD	Kenya institute of curriculum development
KIE	Kenya institute of education
KNEC	Kenya national examination council
LSV	Life skills values
NACOSTI	National Commission for Science, Technology and Innovation
PTA	Parents-Teachers' Association
SNE	Special needs education
SPSS	Statistical Package for Social Sciences
TSC	Teacher's Service Commission
VTC	Vocational training centres

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 competency based curriculum for learners in early years in Hamisi Sub-County, Vihiga County. It was guided by the following objectives: to access the extent to which parents' supervision of homework, parent's participation in school activities, parental social psychological support, and availability of physical facilities provided at home by parents' influence implementation of competency-based curriculum in public primary school in Hamisi Sub-County. The research adopted a descriptive survey research 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. Qualitative and quantitative data was obtained through questionnaires. 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 favourable to warrant reliance on the data collected and its findings. This was further analyzed and presented through narratives, tables and graphs. The present investigation unveiled that the compromised condition of educational standards within Hamisi Sub-County can be primarily ascribed to the conspicuous dearth of parental engagement. This predicament constitutes a substantial hurdle, given that parents dedicate substantial resources towards education. Consequently, there exists a compelling necessity for heightened parental commitment towards curriculum execution, aimed at enhancing outcomes in national assessments. Evidently, the conspicuous absence of parental participation in scholastic endeavours erects barriers to the realization of effective curriculum delivery, subsequently culminating in suboptimal scholastic achievements. The empirical findings strongly advocate for the comprehensive engagement of parents across all dimensions of curriculum implementation as a strategic remedial measure

CHAPTER ONE

INTRODUCTION

1.1 Background to the Study

Parental active involvement in the education of their children is widely assumed to be critical for successful educational outcomes. The school-family collaboration is embedded in research and is the basis of several educational policies and programmes. This collaboration also known as parental involvement is conceptualised as the abilities of parents to work with schools in a manner that aids the child's holistic development (Antony-Newman, 2019). Parents and other primary caregivers are the child's first teacher and this responsibility continues when the child starts school and endures even in adulthood.

Parental involvement in their children's education through a collaborative partnership with schools, research indicates, positively impacts on school related outcomes for children (Kalayci & Oz, 2018; Wong, Ho, Wong, Tung, Chow, Rao & Ip, 2018). Besides this overarching aim of home school partnership, other proven benefits of this collaboration include: improvement of school programs and school climate, provision of family services and support, increased parents' skills and leadership, connection of families with others in the school and in the community as well as helping teachers with their work (Kabir & Akter, 2014).

Over the past 50 years, the role of parents and educators in the implementation of curriculum outcomes has really changed. In the twentieth century, educators were perceived as experts and there was no need for parental engagement in any curriculum implementation (Duckworth, 2018). However, enhancing parental involvement has featured as a central component in major educational curriculum implementation and reforms worldwide, for instance in the Northern America and the United Kingdom, the positive relationship between parental involvement and curriculum implementation is consistently supported (Huang, 2017).

Parental involvement has been cited as an important factor in the implementation of any school curriculum. According to Tuli and Tarekegne (2019), parental involvement in curriculum implementation is associated with improved learners' performance, more regular attendance of school, better adaptation to school, a greater sense of personal efficacy, among other useful behaviours. Averill, Metson, and Bailey (2016) further observed that involving parents in curriculum-related matters enhance learners' achievements while at the same time reducing barriers to their learning. For children with academic and social challenges, parental involvement can help avert long-term effects of these challenges, hence should be encouraged (Herman & Reinke, 2017).

The Kenyan government through the Kenya Institute of Curriculum Development (KICD) adopted a Competency Based Curriculum (CBC) in 2016 and the fifth

guiding principle of the curriculum is parental empowerment and engagement which highlights the importance of parent-teacher collaboration and exhorts the need to enhance parental empowerment and engagement in nurturing the learner's potential (Republic of Kenya, 2017). Studies conducted in Kenya on parental involvement in the education of their children also reiterate the crucial role of this engagement in the learner's educational outcomes (Kibaara & Ndirangu, 2014; Koskei, 2014; Njeru, 2015; Wanyera, 2014). However, these studies were in reference to the former curriculum, the 8-4-4 system of education. There is no empirical research on parental influence on its implementation since the introduction of the competency-based curriculum. Media reports too indicate that parents are contending with their increased new role as co-educators as stipulated in the CBC (Mugambi, 2017; Otieno & Onyango, 2019; Ondieki, 2019; Kageni, 2019). With regards to this gap, the current study sought to investigate the influence of parental involvement in the implementation of CBC in Hamisi sub county Vihiga county.

1.2 Statement of the Problem

Involving parents in implementing the curriculum is the most crucial and sometimes the most difficult phase of the curriculum development process. This is because the final destinations of any curriculum (whether it's a school, college, university or training organization) is the classroom involving students, teachers, administrators, and the parents. Effective implementation of this curriculum at this infancy level requires among other things, the involvement of parents in the education of their children in early years. Currently, parents and schools interact

through their school development associations' meetings. However, what seem to be discussed are financial issues only (MOEST, 2016). While parental involvement and partnerships with schools play a crucial role in CBC implementation, recent research shows that there are still major challenges facing these partnerships between schools and parents (Mwarari et al., 2020). This is especially true in many public schools in Kenya where some parents are still unaware of the importance of their involvement in the success of their children's education (Ndiku, 2015). As much as KICD (2019) has set out guidelines on parental involvement in CBC, schools have been slow in implementing them (Kaviti, 2018). Thus, the study sought to determine the influence of parental involvement in the implementation of CBC in early year's education in Hamisi Sub County.

1.3 Purpose of the Study

The purpose of this study was to investigate the influence of parental involvement in implementation of competency-based curriculum for their learners in early years in Hamisi Sub County, Vihiga County.

1.4 Objectives of the Study

The following objectives guided this study:

- i. To analyse the influence of parental supervision of homework on implementation of competency-based curriculum in Early Year's Learners Education in Hamisi Sub County, Kenya.

- ii. To determine the influence of parental participation in school activities on implementation of competency-based curriculum in Early Year's Learners Education in Hamisi Sub County, Kenya.
- iii. To assess the influence of parental level of providing facilities at home on implementation of competency-based curriculum in Early Year's Learners Education in Hamisi Sub County, Kenya.
- iv. To evaluate the influence of parental social psychological support on implementation of competency-based curriculum in Early Year's Learners Education in Hamisi Sub County, Kenya.

1.5 Research Questions

The scope of this study required in-depth information on the subject of the research, to be able to get wide information with the aim of the study, the following questions were important.

- i. To what extent does parental supervision of homework influence the implementation of competency based curriculum in Early Year's Learners Education in Hamisi Sub County, Kenya?
- ii. How does parental participation in school activities influence the implementation of Competency Based Curriculum in Early Year's Learners Education in Hamisi Sub County, Kenya?

- iii. In which ways does parental provision of facilities at home influence the implementation of Competence Based Curriculum in Early Year's Learners Education in Hamisi Sub County, Kenya?
- iv. How does parental social psychological support influence implementation of Competence Based Curriculum in Early Year's Learners Education in Hamisi Sub County, Kenya?

1.6 Significance of the Study

The findings from this study may help head teachers, teachers, and the ministry of education and KICD to understand the importance of parental involvement of CBC in early years' education in Hamisi Sub County. This will enable them make decisions in developing the strategies towards improvement of competency-based curriculum in the study location and the best ways to involve parents in implementation of the CBC in schools. The findings may also help parents find ways of ensuring that their children are properly supported at home as well as at school to enable them cope well with the new curriculum. In addition, the research provided rich data for the policy on educational reforms 2022 implementation in the area of child education as well as expose the gaps which need to be filled. The gaps identified may form action points for further academic research by the educationists whose efforts would be to inform policy enforcers.

Secondly, parents may become sensitive on the need to play a proactive role in CBC implementation in order to attain sustainable school development. Curriculum

developers such as KICD and the Ministry of Education through the sub county educational officers will use this study to ensure that identified changes are made through material development that can easily be implemented by all stakeholders without any obstacles and compromising standards at the same time. Quality assurance officers in the sub county was also used this study to ensure that, the quality of services and work given to children involves parents and teachers for the benefit of the children and effective implementation of CBC.

1.7 Limitations of the Study

Despite the results of this research, there are various important goals in my knowledge of the topic on role of parents in the implementation of the CBC in the early years of their children. One of the main shortcomings was that the study was mainly limited by the use of the purposive sampling methods. The study was done without use of the experimental controls. It was worth to note that the study was an evaluation of the role of the parents in the early stages of implementation of the CBC and thus the findings cannot be a whole presentation of the roles of all the other stakeholders. As a result, small sample population was used; a small variation in the samples had deviance in the outcomes of the whole study. By use of the probabilistic sampling, the whole probability or odds of the best representation of the population was established and known. It would be harder for the evaluation that had been achieved as purposive sampling can be subjective. It could also be methodologically inaccurate to use to findings from the study the way they are. Hence the onus was on

the study was interpreted and discussions within the context of the study and the methodological limitations that were hard to avoid in many studies.

Another gap was that most of the parents might not be available in the schools during the data collection process and therefore prompted the researcher to visit homes of the pupils to carry out the interviews. Again, the researcher may have limited access constraints since the study area is vast and the busy schools schedule to go to the selected primary schools. The research was conducted during working hours. The researcher mitigated this issues by seeking alternative means of transport like bodaboda or taxi to access the schools. The researcher also made prior appointments with the selected schools to ensure that the respondents participate in the study at their convenience without much interruption of the schools' routines. These visits were done during break times or other identified times to limit taking up a lot of the respondents' time. Besides, this study was conducted in Hamisi Sub County; hence the results cannot be generalized to other populations that are not similar. However, it might be used as a basis to conduct similar studies elsewhere.

1.8 Delimitations of the Study

This study was delimited to public primary schools in Hamisi sub-county. The researcher engaged participants who included head teachers, teachers and parents. The variables that influenced parental involvement in the implementation of competence based curriculum were many but in this study the researcher focused

on supervision of homework, participation in school activities, provision of facilities and social psychological support. To provide the needed information, head teachers, teachers and parents were involved. The study used parents of early learners in grade three who had been in school for longer and were in a position to give information that relates to the study variables, as they provided the most reliable information for the study. The researcher used teachers who had been in the school for a period not less than three years as they were in a position to give relevant information that related to the variables.

1.9 Assumptions of the Study

The following were the assumptions made in this study:

- i. That the parents and teachers from the sampled schools provided the required data and that it represented the entire population
- ii. That parent was a key component in the implementation of competency-based curriculum.

1.10 Definitions of Significant Terms

This study covers a wide range of knowledge and fields that are rich in terminologies, following terms have been defined as used in the study:

Assessment refers to the process of checking, monitoring, and evaluating the curriculum implementation with a view of correcting areas that have been misunderstood.

Curriculum implementation refers to putting in practice the officially prescribed course of study, syllabi and subjects by the teachers in the school.

Education refers to attainment of knowledge and skills that enable the learner to pass K.C.S.E.

Home chores refer to 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.

Impact refers to the level and effect that policies influence curriculum implementation.

Parental involvement 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.

Participation in school activities refer to parents attending set activities in schools like academic days and other meeting that will improve their children's participation in learning.

Policy refers to laid down procedures either by the school in line with the ministry and other stakeholders.

Provision of facilities refer to parents' facilitation of required resources and facilities in schools and at home to improve the pedagogical process.

Social psychological support refers to parents' participation in ensuring that their children's psychosocial welfare is well taken care off.

Supervision of homework refers to parents checking and signing their children's assignments at home to assist of areas they are not competent with and assess progress.

1.10 Organization of the Study

This study was organized into five chapters: Chapter one that contains introduction, background of the study, statement of the problem, purpose of the study, objectives of the study, research questions, significance of the study, scope and limitations of the study, basic assumptions. Chapter two covers the literature review, theoretical framework and conceptual framework. Chapter three includes, the research design, target population, sample size and sampling procedures, research instruments, validity, and reliability of the instruments, procedure for data collection, and data analysis. Chapter four includes data analysis, and interpretation of findings, while chapter five covers the summary of the study, research findings, recommendations, and areas for further study.

CHAPTER TWO

REVIEW OF RELATED LITERATURE

2.1 Introduction

This chapter highlights the literature review which is relevant to the influence of parental involvement in the implementation of CBC in early years' education. It highlights the concept of CBC, parents' supervision of homework, the school activities involvement, parents' provision of school facilities at home, and summary of the literature review. This section also will also be giving the theoretical and conceptual framework of research variables.

2.2 Competency Based Curriculum in Early-Years Learner Development Education

In this study competency is defined as the ability of learners to undertake a particular activity or task as prescribed standard emphasizing what they can do rather than what they know. In this regard, competency-based curriculum is a kind of education that seeks to develop in learners the ability to learn and perform activities to a prescribed standard. A curriculum that is Competency based therefore, contains specific outcome statements that show the skill to be obtained (Mosha, 2012). After several years of the 8-4-4 system of education, Kenya initiated the implementation of the Competency Based Curriculum (CBC) in 2017. CBC reform was in response to the need to develop technical skills, innovation and individual talents of learners, as well as a response to the need to harness the skills and competencies that aligned

to the aspirations of Vision 2030 (Akala, 2021; Ambaa, 2013; Kabita & Ji, 2017). CBC comprises of two years of pre-primary education, six years of primary education, three years of junior secondary education, three years of senior secondary education and three years of university (2-6-3-3-3).

The CBC was launched by the Ministry of Education in Kenya and is focussed on ensuring that learners acquire competencies like: critical thinking and problem solving, learning to learn, imagination and creativity, digital literacy, communication and collaboration, citizenship and self-efficacy (Kabita & Ji, 2017; KICD, 2019). The development of these skills is in line with the human resource aspirations of vision 2030 in Kenya (Ministry of Education, 2012). CBC came with the identification and nurturing of talents in learners which is to provide flexibility and allow learners to pursue their area of interest. There is also the expectation of heavy parental involvement in learning activities which is to be in partnership and also to complement the effort of teachers and ensure the successful implementation of the curriculum (Amunga et al., 2020).

Parental involvement begins as early as the child begins schooling in early years. Evidently, this curriculum has provided an opportunity to engage and empower parents so they can contribute to the learning outcomes of their children (Piliyesi et al., 2020). The competency-based curriculum lays emphasize on what learners are expected to do rather than mainly focusing on what they are expected to know. Allow

(2011) posits that a Competency-based curriculum is one that aims at developing abilities to do things, to learn and to know among learners. The competency-based curriculum is considered appropriate for addressing the changing societal needs, technological socio-economic demands of a country. The competency-based curriculums outlined by (Wangeja,2010) is one where knowledge is constructed and not transmitted and prior knowledge impacts on the learning process. The Competency Based Curriculum is a shift in the traditional input driven education whose main focus development of knowledge to Competency-based education which is Competency-based education (Young 2015). It emphasizes on the development of skills as combined abilities of values, attitudes, skills, and knowledge essential for carrying different tasks (Mulder, 2014).

In principle such a curriculum is learner-centred and adaptive to the changing needs of the students, teachers and society. It implies that learning activities and environments are chosen so that learners can acquire and apply knowledge, skills and attitudes to situations they encounter in everyday life. Competency-based curricula are usually designed around a set of key competencies that can be cross curricular and or subject bound (Mulder, 2014). Through an analysis of the need's assessment report, the EAC curriculum harmonization framework and international best practices, KICD identified seven core competencies that every learner who goes through basic education will be expected to develop:

- i. Core competencies

- ii. Communication and collaboration
- iii. Critical thinking and problem solving
- iv. Creativity and imagination
- v. Citizenship
- vi. Self-efficacy
- vii. Digital literacy
- viii. Learning to learn

Adoption of the appropriate pedagogy, subjects, learning areas, curriculum designs, schemes of work, textbooks, lesson plans, and other teaching-learning materials will be the vehicles through which the core competencies will be developed and experienced by the learners. The approach will make learning meaningful and provide opportunities to apply the competencies to real life situations, while also empowering them with skills for lifelong learning (MOE 2016). More than anything, the new school curriculum has been rolled in schools in Kenya, offers parents the opportunity to be involved in their children's education. This is because the basic tenets of the curriculum require teachers to meet the requirements, interests and talents of every child, while diagnosing the learners needs. The parent is also at the centre of learning in school therefore very key during implementation.

2.3 Concept of Parental Involvement and CBC Implementation

Parental involvement means active participation by the parent or guardian in curriculum implementation or education. This requires the full participation of the

parent in school activities that the child learns. When the parents are closely monitoring children's learning they work closely with the teachers as co-educators. They impart knowledge, values, attitudes, competencies and skills to the child. Successful implementation of CBC does not just rely on the classroom teacher but also on the involvement of the parent at home. Parental involvement is also conceptualised as the ability of parents taking part in children's school activities in a manner that helps the child in holistic development (Antony-Newman, 2019).

Globally, the issue of increasing parental involvement in realizing educational objectives has been found to be critical, and this has been raised by both educators and researchers. In as much as this topic has been researched, there is still concern as to what is the influence of parental involvement in the implementation of CBC. (Đurišić & Bunijevac, 2017). The issue of parental involvement in education was brought to the fore during the covid-19 pandemic where an estimated 1.58 billion children were affected by school closures (Mishra, Brossard, Reuge, & Mizunoya, 2020). Consequently, the need to foster strong relationships between the school and parents became an area of interest so as not to lose any educational gains. According to Mishra et al. (2020), internationally comparable data on parental involvement and subsequent formation of strong partnerships and its impact on education is extremely limited; there is therefore need to address this critical gap.

In Florida, USA, Paulynice (2020) argued that low parental involvement has been found to be a problem that impacts negatively on students' achievement levels as well as affecting education reforms. Many school leaders still find it challenging to get parents involved in their meetings and parental programmes that have been organized by the school. In England, Williams, Williams, and Ullman (2002), a minority of parents felt involved in their children's school life, the major reason being competing demands on their time. Another reason was that parents were not proactive in finding out ways in which they could get involved in the different school programmes. On the other hand, parental involvement in the Republic of Serbia, has been shown to enrich school programmes by bringing parents into the education process (Đurišić & Bunjevac, 2017). However, lack of successful realization of its full impact was hindered by lack of time due to overwhelming and unpredictable schedules, lack of access and financial resources. Thus the need to research on influence of parental involvement in CBC implementation in order to fill this gap.

In Africa, CBC was pioneered in South Africa in 1998 as a response to shortages of professionals such as engineers, technicians and artisans (Amunga et al., 2020). The adoption of this curriculum was to equip students with employable skills, hence cope with 21st century issues like civic engagement, critical thinking, digital literacy, global awareness and effective communication. Some of the challenges these countries faced included insufficient teaching and learning materials, large

classes which affected effective delivery, lack of parental support and the presence of many unqualified teachers (Mulenga & Kabombwe, 2019a).

In 2005, Tanzania introduced CBC as a curriculum reform. However, despite it having been in operation for several years, the curriculum has been poorly implemented (Mulenga & Kabombwe, 2019a). This is due to several reasons like: stakeholders lacking understanding of the educational guidelines of the programme, little awareness of CBC and its objectives by both parents and the community, and the challenge of capital and technology which was needed to educate the parents about CBC curriculum (Nkya & Huang, 2019). In Nigeria, Olibie (2014) noted there was little extent of parental involvement in curriculum implementation due to reasons such as lack of familiarity with curriculum issues and lack of awareness among principals and teachers on how to effectively involve parents in curriculum implementation.

Some of the challenges that CBC faced in the Rwanda include insufficiency of teaching materials and lack of support from educated families (Rwanda Education Board, 2018). Similarly, parents in this country were busy with survival needs and didn't have time for their children. Due to poverty, some parents in Rwanda were also unable to provide scholastic materials that were important in CBC implementation. Similarly, the creation of portfolios and participating in important activities by both children and parents was hindered. One

recommendation was therefore on encouraging parents to be proactive in supporting the education of their children.

Kenyan context CBC, which is in its initial years of implementation in Kenya, aimed at ensuring that learners acquire employability skills as well as the attainment of 100% transition rate from primary to secondary school (Republic of Kenya, 2012). The curriculum also focuses on identification and nurturing learners' talents. CBC carries with it expectations of parental involvement in various learning activities to complement the effort of the teachers (Amunga et al., 2020). Parents and guardians are the first teachers at home and this responsibility continues when the child attends school. A competency-based curriculum is an approach in which learners work at their own pace to demonstrate mastery of the skills or the competencies necessary for their chosen field of study (Gruber, 2018). CBC requires interaction and collaborative work between the teachers, curriculum developers, learners, parents, employers, and the community to identify what it is they want the children to achieve. The government through KICD adopted the competency-based curriculum in 2016 and the fifth guiding principle of the curriculum is parental engagement and empowerment in nurturing learners' potential in life (Republic of Kenya, 2017)

Parents' care is by far the most important influence in a child's life, their support can play a vital role at all stages of education. Parents take a supportive role in their child's learning, making a difference in improving achievement and behaviour modification.

The active involvement of parents in the curriculum implementation can help promote learning community in which early years' learners can engage positively with the school staff and their peer in education. (Gonzalez-Mena ,2011), defined parental involvement as a combination of commitment and active participation on the part of the parents to the school and the child. Parental involvement according to (Anyika,2012), is involvement as the participation and support of parents at school and in the home, which directly and positively impact the educational performance of their children. It is the provision of curricular and co-curricular support by parents to promote effective learning for their school children and curriculum implementation in Early years' stage. Parental involvement entails seeing parents as active collaborators in their own children's learning and development and ensuring that they are well informed about their children's school lives and clear about the ways in which they can work with the school in the curriculum implementation (William & Ullman, 2012).

A large body of evidence demonstrates a strong and positive link between parents' involvement and interest in a child's learning and a child's subsequent adjustment and achievement. (Anyikwa & Obidike,2012) report that for children to maximize their potentials from schooling, they need the full involvement of their parents. The importance of parental involvement is further highlighted by (Morrison ,2017) who notes that parents' involvement in children's learning positively affects the children's performance at school. Similarly, (Kindiki,2009) observes that when there

is adequate parental involvement in their children's education, an increase in the children's academic motivation and achievement can be observed. When schools and parents work in partnership, students realize that people who take care of them in both environments are investing and coordinating time and resources to help them succeed. Studies have also established a direct and positive correlation between parental involvement and academic achievement or motivation (Crozier & Reay, 2015). (Cheeks,2012) adds that parental involvement in education, either in school or at home, creates partnerships among schools, parents, and communities.

The resulting partnerships among students, parents, and teachers develop effective communication from home to school and school to home. Through active and ongoing communication, parents and teachers share information and resources regarding students' academic and behavioural conduct. Together, these efforts establish a solid foundation for both families and schools to help children succeed in school and in their future. On the other hand, proponents also suggest that part of the benefit of parental involvement in education in any situation is that doing so can result in positive change in homes, communities and the wider society (UNICEF, 2009). Either way, parental involvement can be seen as a dynamic avenue that can bring about change not only in schools and education systems, but also in homes and societies.

In line with the evidences of gains of parental involvement in competency-based curriculum implementation in Early years' education, (Kenya national educational

policy ,2010), includes a mandate that requires that the local people or communities particularly parents will be encouraged to participate in school management. Involvement of families in CBC implementation improves early years' learners' performance, reduces absenteeism and restores parent's confidence in the new curriculum. Learners with parents or caregivers who are involved in curriculum implementation or learners' education, earn grades and test scores, have better social skills and show improved behaviour (Thomton, 2014). One of the challenges that hampers effective parental involvement in curriculum implementation is low income that some receive per month which leads them to working more jobs and not to spend much time at home helping their children with the school work. This causes a big burden to the teachers because they are expected to produce good outcomes yet they are not receiving support from parents (Mbokodi, 2013).

2.4 Parents' Supervision of Homework and CBC Implementation

According to (Vorhus ,2012), most children have two main educators in their lives- their parents and their teachers. Parents are the prime educators until the child attends an early year setting or starts school and they remain a major influence on their children's learning throughout school and beyond. The school parents both have crucial roles to play. There is no universal agreement on what parental involvement is, it can take many forms, from involvement at the school (helping in the classroom homework or during feeding) through to reading to the child at home, teaching songs or nursery rhymes and assisting with homework from teachers.

Parents supervision is a parenting technique that involves looking after or monitoring a child's activities. Young children are generally incapable of looking after themselves and incompetent in making informed decisions for their own well-being. For this reason, they require supervision, or at least some guidance or advice by their parents or another adult. According to (Ryan, 2010) reported that academic performance is positively related to having parents who enforce values at home during the CBC. This underscores the importance of supervision of homework plays in curriculum implementation hence the need to ensure that parents supervise their children. this is the time when parents find out how children are progressing with their lessons and the CBC as well as discipline which is necessary to make them spend reasonable amount of time studying and doing what they are best at (Mulei, 2012) found out that majority of parents encouraged their children to study at home but few rewarded them. This might have contributed to the low curriculum participation as a result of lack of genuine parental encouragement and support in home work and in school assignments.

Parental involvement in curriculum implementation takes different forms including parenting in the home, including the provision of secure and stable environment, intellectual stimulation, parent-child discussion, good models of constructive social and educational values and high aspirations relating to personal fulfilment and good citizenship; contact with schools to share information; participation in school events, participation in the work of the school, participation in

school governance and school curriculum implementation (Epstein, 2012). In CBC, learners' achievement and adjustments are influenced by many people, processes and institutions. Parents are all implicated in shaping children's progress towards self-fulfilment and citizenship. The children themselves, with the unique abilities through CBC, play a very crucial role in forming and reforming their behaviour, aspirations and achievements through good parenting (Moles, 2013).

According to (Sheldon, 2015), there are many different ways parents can be involved in CBC implementation. They can help in their children's studies, attend parents' meeting and conferences, observe sporting events and participate in special functions. They can help their child at home by ensuring that homework is completed, reading to their child, or bringing their child to community. Parents can also collaborate and communicate with the school, observe how their child's teacher instructs, and talk with teachers about their child's progress. Parents involvement is what parents do to enhance their children's schooling success, strengthening the communication they have their children's school, and effective curriculum implementation (Conoley, 2012).

Involving parents in CBC implementation help in bringing any differences in an open-door policy. Parents can participate in learning process by sharing their experiences which leads to boost teacher's perception and job satisfaction which leads to achieving high productivity. (Kimokoti, 2012), argues that days are gone

where parents were just following instructions. During CBC implementation, parents are required to partner with the teacher hand in hand by sharing experiences to build their child's future. Parents are now a day's more concerned and give volunteer support in spite of their busy schedule to overcome the mistakes that happened in their times. Parents are involved in CBC implementation to make better transitions by maintaining the quality of work to develop future road map of a child.

According to (Semela, 2014), parents' status is not calculated in development of the child. The culture followed at home matters a lot in building them. Parents who are not involved in curriculum of the child may face many problems. If the learning culture is built like a home environment, then students will achieve greater grades in future. The need of involving parents in CBC implementation will help to shape the career of children in their future life through ability identification. Awareness of current happening in the school need to be communicated to the parents for effective implementation of CBC. A survey of parents in 2007 by (Kimokoti ,2012), found out that fathers help less often with homework than mothers, however amongst parents working full time there was no gender difference. Evidence suggests that the quality and content of father's involvement matter more for children's outcomes than the quantity of time fathers spend with their children. In addition, fathers' involvement has increased since the 1970s, particularly with the children under age of five. There is evidence, however, of great variation in levels have increased on

average, a substantial proportion of fathers recorded no daily direct interaction time with their children. this is likely to reflect, in part, changing family structure.

According to (Kimoto, 2012), parental involvement in children's homework during the CBC implementation, from an early age has been found to equate with better outcomes (particularly in terms of cognitive development). What parents do is more important than who they are for children's early development, that is, home learning activities undertaken by parents is more important for children's intellectual and social development than parental occupation, education or income. Parents' involvement in home learning activities makes an important difference to children's attainment (and social behaviour) at age three plus through to the age of 12, when the influence of other background factors has been taken into account such as family socio economic status, mothers' education, income and ethnicity.

According to (Larry, 2013), parental support during homework for children, helps to think of parental involvement as the first step to parent engagement. While teachers can advise parents on some things, parents also have important information about their child that teachers might not know. Both can bring perspectives to the table that enrich a student's learning experience. Neither is complete without the other. As noted by (Larry Ferlazzo,2013), in his article "Involvement or Engagement?": "A school striving for family involvement often leads with its mouth—identifying projects, needs, and goals and then telling parents how they can contribute. A

school striving for parent engagement, on the other hand, tends to lead with its ears—listening to what parents think, dream, and worry about.”

According to (Blackboard, 2011), parent involvement in homework is the first step to parent engagement and, ultimately, parent partnership. When parents and teachers work together to establish a thriving classroom, the effect on their students is profound. Students with engaged parents don't just have high test scores: their attendance, self-esteem, and graduation rate rise, too. Parent-teacher relationships are more than an optional classroom benefit. They are key for helping students on a personal and classroom level reach their academic potential. If we as educators don't make a space for parent partnerships in our schools, we're limiting our classroom's capacity for growth.

2.5 Extent of Parents' Participation and Implementation in CBC- Social Variables

According to (Edward and Lee,2019), the parent's teachers' association highlights different ways for parents to be involved in school activities. The ways cover decision making, influencing policy enactment and implementation, enforcing discipline, negotiating and collaborating in curriculum implementation, supervision and monitoring of school processes and providing staff, funds and facilities. Through these ways, the parental involvement provides a platform of developing good working relationships between the home and the school towards a fruitful upbringing

of children. it also helps learners develop the ability to think and reason, build self-respect and respect for others, and reach their full potential as individuals, members of their communities and citizens of the resources for others, and reach their full potential as individuals, members of their communities and citizens of the world. Lee & Edward speculates that the parents should provide schools with financial resources to purchase required curriculum material, demand the inclusion of certain subjects in the curriculum; and influence learners to reject courses they consider detrimental to the interests of the group.

The school-parent collaboration is embedded in the research and is the basis of several educational policies and programmes that helps in curriculum development. This collaboration also known as parental involvement is conceptualised as the abilities of parents to work with the schools in a manner that aids the child's holistic development as the new curriculum demands (Antony-Newman, 2019). Parents and other primary caregivers are the child's first teachers and this responsibility continues when the child starts the school and endures even in adulthood. Parental involvement in the CBC implementation through a collaboration with the schools, research indicates, positively impacts on school related outcomes for children (Epstein, 2007). Besides this overarching home-school partnership, other proven benefits of this collaboration include; improvement of school programs and school climate, provision of family services and support, increased parents' skills and leadership, connection of families with others in the school and in the community as

well as helping teachers with their work towards curriculum implementation (Kabir & Akter, 2014).

These collaborative activities may be planned to involve, guide, empower and inspire learners to produce their own successes and the underlying supposition is that if children feel cared for and are encouraged to work hard in the role of learners, they are more likely to do their best to learn. Parental involvement as explained by Epstein (2015), gives six types of partnership between the parents and the schools in curriculum implementation. These include; parenting, communicating volunteering, learning at home, decision making and collaborating with the community. Parental involvement in curriculum implementation, involves assisting all families in a school to create home environments to support children as learners. The communication partnerships are developing an effective two-way communication between home and school in regard to school activities and child's progress.

According to (Msila,2004), The volunteering involvement of parents in curriculum implementation exhorts more families to take part in school activities while the learning at home collaboration allows families to have strategies to help learners with their homework and other school related activities. This is in one way assisting teachers to implement CBC effectively. Decision making partnerships involves inclusion of parents in school's decision and allowing for the representation in school

committees whereas collaborating with the parents is acknowledged of the need for input of stakeholders and facilitating proper implementation of CBC.

As a part of curriculum reforms, the Kenyan government through the KICD adopted the CBC in 2016 and the fifth guiding principle of the curriculum is parental involvement which highlights the importance of parent-teacher collaboration and exhorts the need to enhance parental empowerment and engagement in nurturing the learners' potential (Republic of Kenya, 2017). Studies conducted in Kenya on parental involvement in the education of their children also reiterate the crucial role of this engagement in the learners' educational outcomes (Kibaara & Ndirangu, 2014; Koskei, 2014; Njeru, 2015; Ogoye-Ndegwa, Mengich & Abidha, 2007; Wanyera, 2014). However, these studies were in reference to the former curriculum, the 8-4-4 system of education. There is paucity of empirical research on parental involvement since the introduction of the competency-based curriculum. Of note is that media reports indicate that parents are contending with their increased new role as co-educators as stipulated in the CBC (Mugambi, 2017; Otieno & Onyango, 2019; Ondieki, 2019; Kageni, 2019). This isn't a new phenomenon since parental active involvement in their children's education is not, research indicates, an easy undertaking. Indeed, Epstein (1995) identifies challenges related to the six types of parental involvement and opines that each type of challenge should be mitigated contextually to ensure effectual parental involvement in school activities.

According to (UNESCO ,2015), the implementation of competency-based curriculum is a collective responsibility of government, parents, sponsors, and the local community, teachers and administration. At school level, the BOM is in charge on behalf of parents for the CBC implementation. The concept of the CBC requires that all stakeholders work democratically and cooperatively as a team. Their responsibilities include whole school development including determining the school policy on CBC implementation, admissions and code of conduct and maintenance of school physical facilities. Additionally, members are involved in determining fees, the appointment and dismissal of non-teaching staff amongst others. The Education Act of 2016 stipulates that parent must ensure school attendance of every child for which they are responsible and providing them with uniforms, meals and accommodation (UNESCO, 2015). Moreover, in the CBC implementation, parents are responsible for discipline in their children and expected to participate in all school activities and to provide materials to support teachers in schools.

According to (Bridgemohan, 2002:73), family systems have changed as well as the local communities on which families depend for help, for networking and for social participation. In Hamisi Sub County, at present, there are urban communities with large numbers of the population concentrated in urban centres with few amenities available. In addition, housing is limited, leading to overcrowding. Furthermore, there is too little water and sanitation facilities are scarce. Furthermore, the values of these social groupings differ markedly in terms of their religion, culture, language

and political views. Each group is convinced that their own values are the best and are not concerned about the values of other groups. This attitude has precipitated cultural separateness and the tendency for individuals to categorise themselves in accordance with their religion and cultural beliefs. Floyd 2018 in Bridgemohan, 2019:74) observes that the ability of parents from diverse cultures to interact comfortably with schools depends on their past educational backgrounds and whether their native community was urban or rural. Thus, if they face language and cultural barriers that prevent them from communicating effectively with the teachers, they may feel that schools do not really want them to be involved (Semela, 2014:11). Moreover, most teachers have not learnt how to communicate and work with parents.

According to (Epstein, 2010), there are many reasons for developing and establishing a partnership between school, family and community. The main reason for such a partnership is to aid learners in succeeding at school. Other reasons include improving school climate and school programmes, developing parental skills and leadership, assisting families in connecting with others in school and the community, and assisting teachers with their work. All these reasons emphasize the importance of parents playing an active role in their children's education and keeping a strong positive relationship with schools.

Educators and parents play a very important role in the educational success and implementation of curriculum. Young learners need a positive learning to succeed in schools: providing support, motivation, and quality instructions. With the increasing

demands on the family, parental support in the education of learners extends beyond the school building. Many families are faced with overwhelming and unpredictable schedules and circumstances while juggling schools, sports, family situations, family time, work schedules and other responsibilities, allowing minimal time to provide in any area (Swap, 2013). Parental involvement in the school functions begins at home with the parents providing a safe and healthy environment, appropriate learning experiences, support and a positive attitude about the school. Several studies indicate increased academic achievement with learners that have involved parents (Epstein, 2010). Studies also show that parental involvement is the most effective when viewed as a partnership between the educators and parents (Davies, 2016). By examining parent's and teacher's perception, educators and parents should have a better understanding of effective parental involvement practices in promoting achievement and implementation of CBC.

2.6 Parental Provision of Facilities at Home and CBC Implementation

The success or failure of curriculum implementation may well depend on the availability of facilities and equipment at either home and school (Oluoch, 2011). (Oyoo, 2012) study maintains that students whose parents are educated tend to be provided with an enabling environment that stimulates education. Children 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. The provision and supply of these facilities and

equipment should be joint responsibilities between the school authorities, the school communities and parents of the children at the school.

Available studies indicate that a large proportion of primary pupils who enrol in grade one education perform dismally in their education and this scenario has been attributed to, among other factors, lack of parental concern and provision of school facilities or excessive parental control and demands for superior achievement and poor foundation in pre-schools (Jebii, Odongo, and Aloka, 2016). In addition, other studies have indicated that parents who provide little support or no support and show little or no interest in their children's education have children who are frequently absent from school, perform poorly, repeat classes and drop out of school (Kibet, 2010). This affects the effective implementation of the new curriculum in the study locale.

Parental participation in the education of children leads to fruitful learning. (Melhuish et al.,2008) emphasized that parents' aid benefits children's learning, especially their numerical Competency development. (Quilliams and Beran,2009) argue that parental participation and provision of adequate materials for learning encourages the significance of performing better in class and this can result to a conversation of future academic objectives for the child. The more parents are involved in the curriculum development and actively promote learning at home, the higher the student's grades. This infers that parent have to play a big stake in the

education of their children (Chiu and Xihua,2008) further proved that delivery of learning resources and activity at home like books, music and discussion of everyday facts, is also associated with enhancement in children's mathematical attainment.

A relevant study conducted by (Mulei,2012), that found a positive relationship between learning facilities at home and learners score in national assessments. He found out that majority of learners lack essential facilities especially a private study rooms and lighting fuel contributing to failure to complete the assignments and hence poor curriculum implementation. Muola's,2010) study revealed that a child whose effort to do well in schools is supplement by the provision or 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 collected by (Bali, 2015) shows low correlation between performance in their assessments and material facilities at child's home. He noted that some facilities like radio, television, video and magazines can distort the child's concentration in studies.

Adequate facilities such as books, computer literacy materials and play materials at home are the prerequisites for a successful implementation of the new curriculum. Children homes and schools need adequate materials to alleviate the Homework's they are given from schools. Language especially the practice of individual reading cannot be treated fairly at homes (Lelech, 2009). Furthermore, life orientation as a

learning area incorporates a learning outcome that has to be implemented on playing field and with enough play materials. As such, availability of proper play materials and space is a prerequisite for achieving this learning outcome in the new CBC (Olsen, 2010). Thus, homes have to have space for playing which will enable learners to practice track events and various invasion games. Therefore, adequate facilities are a requirement for the implementation of the curriculum. Similarly, the availability of resources, funds, training, educators and a positive school climate were equally important for the success of the curriculum implementation.

The development and maintenance of physical facilities in at home and educational institutions by communities, parents, and sponsors should continue to be encouraged. This is because lack of such facilities interferes with learning process (Republic of Kenya, 2018). (DFID,2017) indicates the importance of school facilities in relation to quality education. Difference in school facilities would be seen to account for difference in achievement. Physical facilities include classrooms, lecture theatres, auditoriums, administrative block, libraries, laboratories, workshops, play grounds, assembly halls, and special rooms like clinics, staff quarters, students' hostels, kitchen, cafeteria, and toilet amongst others. He further asserts that learning experiences are fruitful when there are adequate quantity and quality of physical resources; and that unattractive school buildings, crowded classrooms, non-availability of playing ground and surroundings that have no aesthetic beauty can contribute to poor academic performance. (Fonseca and Conboy,2016) posit that the

physical conditions and organization of home environment and schools facilitate or inhibit construction of a culture of success.

(Adeogun,2011) discovered a very strong positive significant relationship between instructional resources, home facilities and implementation of curriculum. According to Adeogun, schools endowed with more materials performed better than schools that are less endowed. This documented the study by (Babayomi, 2009) that private schools performed better and have supportive parents than public schools because of the availability and adequacy of teaching and learning materials. (Mwiria, 2015) also supports that learners' competencies are affected by the quality and quantity of supportive materials at home and in school. The author noted that parents with adequate facilities such as textbooks stand a better chance of performing well in assessment than poorly equipped ones. Therefore, poor competencies could be attributed to inadequate learning materials and equipment at home.

2.7. Influence of parental social psychological support and CBC

Implementation

Parental social psychological support has often been investigated due to its direct and indirect effects in reducing the impact of several risk factors on physical and psychological well-being. Moreover, many studies have revealed a link between social support and positive parenting, which in turn has an impact on children's well-being. In Portugal, there is a significant lack of studies. The aim of the present study was to analyze the relationship between parents' perceived social support and

children's psychological adjustment. The sample consisted of 409 parents (83.13% mothers) living in the region of Algarve (South of Portugal). The Duke-UNC Functional Social Support and the Strengths and Difficulties Questionnaires were used.

Any effective curriculum implementation can be well seen through the way the learners perform and use the gained instructions in their lives and in the examinations. At the same time there is one vital factor that plays a huge role in how successful CBC will be going forward. Parents will continue to be a vital element in the whole structure organization of their schools' roadmap in the implementation of the CBC. Parenting is very important in their children's success and the school curriculum execution (Crozier & Reay,2015). Parents can be involved in the school setting and at home, with their aspirations and expectations for their kids as a matter of importance. These parents get involved in the implementation mainly because they have to develop a personal construction of their role which include taking part in the children's education; taking part in the governance and in the supervision of the curriculum implementation by their children at home.

Overall the influence of the parent in the CBC implementation is felt through, supervision of their children's work, attending the school functions, allowing the learners to take part in the home chores and providing the physical resources at home. All these if well executed by the parents will ensure an effective teaching

and learning process, improved outcomes of their children, quality education and whole effectiveness in the curriculum implementation.

2.8 Summary of Reviewed Literature

Various studies discuss parent role in ensuring educational outcomes. For instance, Mbokodi (2013) and Vorhus(2012) argue that most children have two main educators in their lives-their parents and their teachers. This study sought to establish whether parents play their educator role to enhance CBC implementation for early years learners in public primary schools. On the same note, Mulei (2012);

Ryan (2010); and Epstein (2012) reported that academic performance is positively related to having parents who enforce values at home during the CBC. This underscores the importance of supervision of homework plays in curriculum implementation hence the need to ensure that parents supervise their children. Therefore, the current study sought to establish whether parents' supervision of homework influence competence-based curriculum implementation for early years' learners.

An argument from Moles (2013); Sheldon (2015); Conoley (2012); and Kimokoti (2012) suggested that there are many different ways parents can be involved in CBC implementation, while Semela (2014) and Kimokoti (2012) highlighted that parents' status is not calculated in development of the child. Kimoto (2012); Larry (2013); Larry Ferlazzo (2013); and Blackboard (2011) indicated that parent

involvement in homework is the first step to parent engagement and, ultimately, parent partnership. Therefore, the current study sought to fill this knowledge gap by finding out whether parental support during homework for children, helps in the implementation of competence-based curriculum.

Studies conducted by Edward and Lee (2019); Antony-Newman (2019); Epstein (2007); Kabir & Akter (2014); Kibaara & Ndirangu, 2014; Koskei, 2014; Njeru, 2015; Ogoye-Ndegwa, Mengich & Abidha, 2007; Wanyera, 2014; and Epstein (2015) on parental involvement in the education of their argued that the parent's teachers' association highlights different ways for parents to be involved in school activities. They further speculate that the parents should provide schools with financial resources to purchase required curriculum material, demand the inclusion of certain subjects in the curriculum; and influence learners to reject courses they consider detrimental to the interests of the group. This study sought to establish whether parents' participation in school activities influence implementation of CBC for early years' learners in the schools.

Furthermore, studies by Oyoo (2012); Oluoch, 2011); Jebii, Odongo, and Aloka, (2016); Mulei (2012); and Quilliams and Beran (2009) argue that parental participation and provision of adequate materials for learning encourages the significance of performing better in class and this can result to a conversation of future academic objectives for the child. These studies maintain that students

whose parents are educated tend to be provided with an enabling environment that stimulates education. The provision and supply of these facilities and equipment should be joint responsibilities between the school authorities, the school communities and parents of the children at the school. The current study sought to find out whether parents provide learning facilities at home to facilitate implementation of competence-based curriculum for early years learners.

2.9 Theoretical Framework

The study used theory of overlapping spheres of influence (Joyce, 2002). Epstein theory describes interconnections of home, school, and community. The theory 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, communication 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 work and other curriculum related activities. Teachers should work to design inviting and interactive homework 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 to strengthen school programmes, family practices, students learning and development. This can be enhanced through attendance to strategic planning meetings, academic clinics, P.A meeting, and open days. This theory demonstrates how collaborative work produces positive outcomes. The program is evaluated before being implemented in order to assess how well the plans connected parents and school community involvement (Ogondieck, 2015). Parent involvement in their children learning enhances curriculum implementation as incidences of poor performance, low syllabus coverage, absenteeism and loss of contact hours by the pupils was minimized.

2.10 Conceptual Framework

The conceptual framework for this study based on the parental involvement is school implementation of the CBS, entails looking at the effective models and factors in the literature which will implicate the CBC success. The current study project needs a conceptual framework to be able to classify factors that have influence in the implementation of CBC and to the assumption of the relationship among the main factors, as shown in the diagram below;

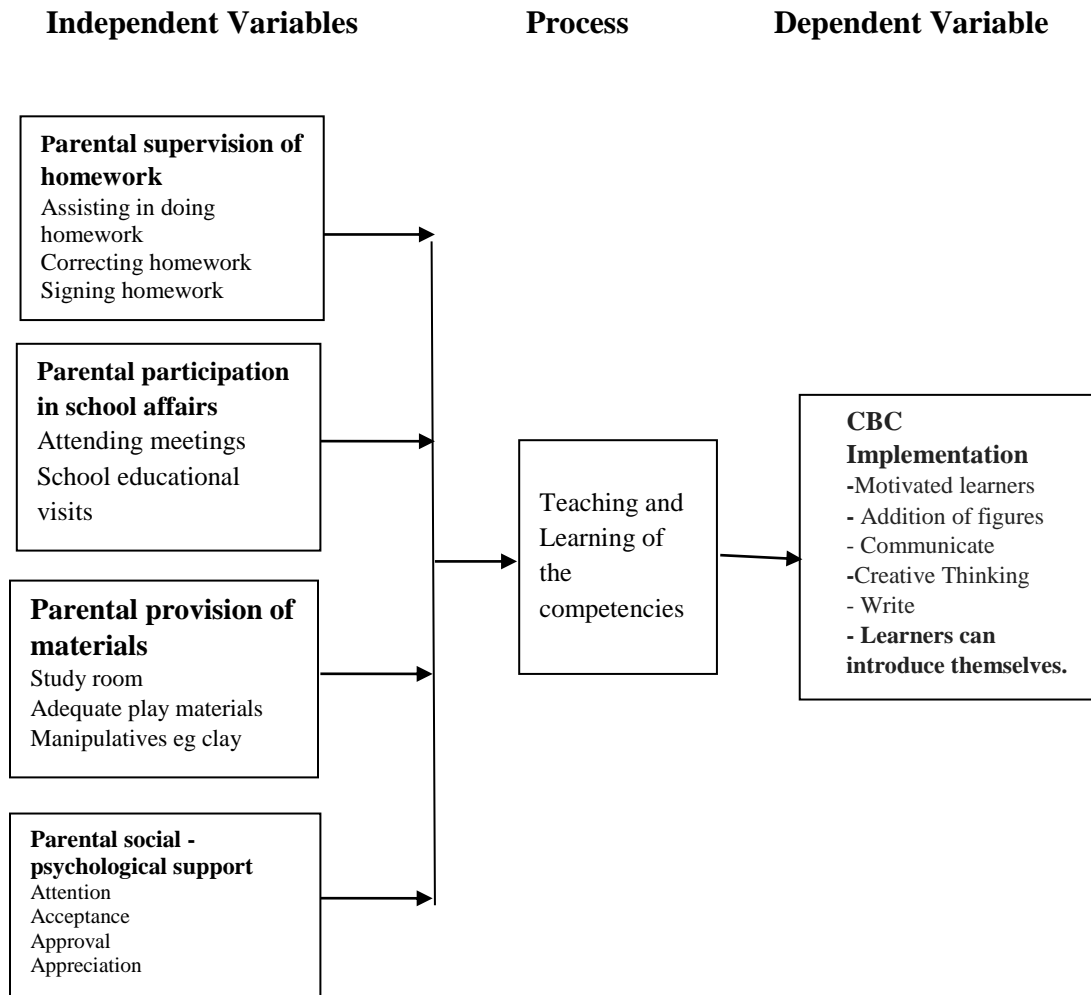


Figure 2.1 Conceptual framework

Fig 2.1 shows the conceptual framework that has been developed from the reviewed literature and related theory. The independent variables are: parents' supervision of homework, participation in school activities and provision of facilities. The Dependent variables is implementation of Competency Based Curriculum in early years' education. Intervening variables include collaboration of all stakeholders in implementation of CBC and involvement of parents in schools' activities.

CHAPTER THREE

RESEARCH METHODOLOGY

3.1 Introduction

This chapter presents the procedures that was used in conducting the study. The chapter focuses on research design, target population, sample, and sampling procedures, research instruments, validity of the instruments, reliability of the instruments, data collection procedures, data analysis and ethical considerations.

3.2 Research Design

In this study, the researcher used a descriptive survey research design. This design was selected because the study involves broad categories of respondents and a wide area of the population. (Orodho, 2011), notes that descriptive survey research involves the collection of information by interviewing the respondents or administering questionnaires to the target population, analysis of the data collected, presentation and interpretation of the data. The researcher chose this research design because the study aims at collecting information from respondents on involvement of parents in implementation of CBC in early years education in Hamisi Sub-County. Descriptive survey design also gathers information from relatively large cases of samples hence cutting down costs for the researcher. Descriptive design was appropriate in this study because it was suitable in the primary data

collection about parental involvement in CBC implementation in early year's education and offers an opportunity in making descriptive assertions about the large population (Gay & Mills, 2006). Descriptive design method was used to gather data about parents' provision of facilities, assisting of homework and parents' involvement in school activities.

3.3 Target Population

According to Harter (2010), a population is any set of persons or objects that possess at least one common characteristic. Any scientific research targets a given population through which interview, questionnaires are distributed to as to get the desired or the required data for analysis. This study targeted a population of 47 public primary schools in the sub county (MOE-Hamisi Sub County, 2021). The study targets accessible population of 47 grade three class teachers and 47 parents' representative in lower grade level in every school totalling to a population of 94 respondents. It was expected that the population would provide crucial information related to the influence of parental involvement in CBC implementation in early years' education in Hamisi Sub County.

3.4 Sample size and Sampling Techniques

According to Gay et al. (2016) sample size are small groups obtained from the assembled population. Sampling involves making of conclusions about an entire population using a subset of the population. According to (Yamane, 2017), in determining the sample size, the sample size for the schools 48 while the sample

size for the teachers and parents were 48. In each school, 1 grade three class teacher and 1 parents' representative was census sampled to respond to the questionnaires and participate in the interview respectively. This goes hand in hand with (Mugenda and Mugenda, 2015), whereby a sample size of 50 percent of the population will be selected when the target groups were not large to have a highly representative sample.

*Table 3.1
Sampling Frame*

Respondents	Total	Percentage	Sample size
Parents	47	50	24
Teachers	47	50	24
Study sample	94	50	48

3.5 Research instruments

Data was collected by the use of questionnaires, interviews and observation checklist. The research instruments used were questionnaires for class teachers and interview guides for parents. Again the research used an observation checklist to assess the level of implementation of the CBC in early years of learning.

3.5.1 Questionnaires for Class Teachers

The teachers' questionnaire was used to obtain information on demographic status, participation of parents in school activities, parental assistance in children's homework. The set of questions in the questionnaire will be designed

to help determine the influence of parental involvement in the implementation of CBC in early years' education. Structured and unstructured questions with clear instructions were administered to the class teachers. The instruments were made by the researcher in order to collect data on specific items that were used to probe for more information on the study objectives using questionnaires. The instrument was deemed reliable because the teachers have more information on parental involvement in the implementation of CBC in early year's education. Questionnaires was also used by teachers and not parents and learners since most learners were still young and were only asked probing questions through interviews for in-depth and accurate data. Parents were also interviewed since they were the main focus of the study and interviews schedule allowed for more information through face-to-face communication than questionnaires.

3.5.2 Interview Schedule for Parents and Children

Interview guide was used to obtain information from the respondents and to understand phenomena within its social context; the social context might be an organization or a certain unit within an institution such as the school (Orodho, 2004). In this study, the main purpose was to understand and get insight into the influence of parental involvement in the implementation of the competency-based curriculum in early years' education. Interview guides allowed a specialized form of communication between people for the specific purpose associated with curriculum implementation, some agreed subject matter. Thus, the interview was a

highly purposeful task which went beyond mere conversation. Face-to-face interviews were conducted with parents.

3.6 Validity of the Instruments

Validity is the precision and meaningfulness of inferences which are based on research results (Mugenda & Mugenda, 2003). Validity determines whether the research truly measures that which it is intended to measure. To ascertain validity, the instruments were subjected to piloting and analysis. (Borg and Gal, 2019) note that two or three cases are sufficient for some pilot studies. Therefore, the researcher pre-tested the items using two schools in Hamisi Sub County before collecting data from the field. (Mugenda and Mugenda, 2007) states that a sample of 10-30 percent is acceptable for a pilot study. The schools selected through random sampling and the respondents from the two schools were not included in the main study due to prior knowledge of the information that was required to reduce extraneous influence on the study findings. After piloting, the instruments were examined for clarity, relevance and suitability to ensure credible data is collected during the study process.

3.6 Reliability of the Instruments

Reliability refers to the extent to which an instrument can measure a variable precisely and consistently to obtain the same results under the same conditions over time (Mugenda and Mugenda, 2003). To determine the accuracy of the research instruments, the study respondents were issued with questionnaires for them to fill.

The same questionnaires were again subjected for retest. After two tests, the results were checked whether they were viable to provide accurate and precise information. Noted errors, omissions, and necessary revisions were made to ensure that the instruments were clear for the actual respondents to understand the purpose of the study and collect reliable information. According to (Mugenda and Mugenda, 2003), a correlation coefficient of 0.7 or above is considered appropriate and hence reliable for collecting data.

3.7 Data collection Procedures

The researcher sought for a letter of introduction from Nairobi University, Faculty of Education. With the letter, the researcher applied for research permit from the National Commission for Science, Technology and Innovation (NACOSTI). The researcher then proceeded to report to the Sub-County Education Office in Hamisi Sub County to provide information on the proposed study in their areas of jurisdiction. The researcher then sought for appointments with the head teachers of various schools. The researcher booked an appointment with the head teachers to administer the questionnaires and conduct interviews with the parents and learners. The questionnaires were distributed to the respondents in person after assuring the respondents of confidentiality and the need for honest responses. The interviews were also conducted in person and through face to face. The questionnaires and interviews guides were then collected by the researcher and analysed.

3.8 Data Analysis

Data analysis was based on the research questions design at the beginning of the research. The data analysis method that was used was based on quantitative and qualitative approach using descriptive and inferential statistics. The collected data was thoroughly checked and examined for completeness and comprehensibility. The data was summarised, classified, coded and entered. This ensured better and efficient analysis. The coded data was entered into the Statistical Package for Social Sciences (SPSS) for analysis. Quantitative data was analysed using measures for central tendency to calculate the mean and standard deviation to measure whether the independent variables influenced the dependent variable. Qualitative data was processed by: first categorising and discussing responses for each item according to the objective; and secondly editing and coding and reporting through descriptive narrative of the views, experiences and opinions of respondents. Analyzed data was presented in frequency distribution tables.

3.9 Ethical Consideration

The researcher observed and adhered to research ethics. In adhering to the ethical issues, the researcher safeguarded against doing anything that would harm the participants in the study. The researcher also sought permission from the participants to have them take part in the study. It was the responsibility of the researcher to interpret the data and present evidence so that others would decide to what extent interpretation is believable. The researcher also ensured that participants are

informed about the nature of the study. The participants were given the freedom to choose either participate or not to in the study. Confidentiality and anonymity were also achieved by asking participants to write numbers instead of their names on the questionnaires.

CHAPTER FOUR

DATA ANALYSIS AND FINDINGS

4.1. Introduction

This chapter describes the study's data analysis and findings on the influence of parental involvement in the implementation of competency based curriculum for learners in early years in Hamisi Sub-County of Vihiga County in Kenya. The researcher investigated how parental supervision of homework; parental participation in school activities, parental provision of facilities at home, and parental social psychological support implementation of Competence-Based Curriculum in early years learners in Hamisi sub-County.

4.2 Instrument Response rate

Ninety-six (96) research instruments were distributed to the sampled participants. However, forty-seven (47) questionnaires from the teachers were appropriately filled and returned while 40 parents participated in the interview. This represents an 90.6% rate of response are indicated in Table 4.1. Mugenda and Mugenda (2003) stated that a 50% response rate is sufficient for reporting; a 60% rate of response is adequate, and a 70% or higher rate of response is excellent. As such, the rate of response, in this case, was excellent for making generalizations over the population.

Table 4. 1
Response Rate

Respondents	Sampled	Returned	Return Rate
Questionnaires			
Teachers	48	47	97.9
Parents	48	40	83.3
Total	96	87	90.6

4.3 General Information and Demographic Details

The researcher sought to know the demographic details and the general information of participants. These include respondents, age, gender, education levels, duration working for Public primary schools in Hamisi Sub-County, and the positions held by the participants.

4.3.1 Participant's gender

The gender of the participants was investigated in this research. This was important in the research since gender is essential in decision making, communication, preferences, and stakeholder engagement for the uptake of interventions. Therefore, respondents from different genders may have different opinions concerning implementation of Competence Based Curriculum for early years learners. Table 4.2 depicts the results.

Table 4.2
Parents Gender

Gender	Teachers		Parents	
	Frequency	Percentage	Frequency	Percentage
Female	32	68.1	31	77.5
Male	15	31.9	9	22.5
Total	47	100.0	40	100.0

The outcomes in Table 4.2 shows that 68.1 percent of the teachers were female while male teachers were 31.9 percent. Findings on parents' gender distribution showed that 77.5 percent were female and 22.5 percent were male. The findings showed that the study sought participants from both genders to ensure that results were not gender biased. However, there was no gender balance in the proportion of gender representation among the respondents with females being more than males, which is an implication that the Public primary schools in Hamisi Sub-County is yet to comply with the one-third gender rule. The findings agree with arguments from Tilva and Mafumiko (2010) that more females than males participated in their children's education affairs causing the higher number of females present for the study. The findings on teachers' gender also agree with Musungu and Nasongo (2015) that stated that there were

more female teachers in Vihiga District than males because teaching profession was more female oriented as compared to other technical professions.

4.3.2 Highest Education qualification

The researcher wanted to know the participant's level of education. The teachers and parents were needed to state their highest education qualification. Table 4.3 depicts the results on teachers' and Parents level of education.

*Table 4.3
Teachers Level of Education*

Education Level	Teachers		Parents	
	Frequency	Percentage	Frequency	Percentage
Master's degree	6	12.8	1	2.5
Bachelors' Degree	8	17.0	5	12.5
Diploma	19	40.4	11	27.5
College certificate	14	29.8	14	35.0
Secondary education	0	0.0	9	22.5
Total	47	100.0	40	100.0

Information presented in Table 4.3 shows that most of the teachers (40.4%) indicated that they had attained diploma as their highest education qualification. Another 29.8 percent indicated that they had college certificate, while no teacher indicated that secondary education was their highest level of education. On the other hand, most parents (35%) had attained college certificate, 27.5 percent

diploma and 2.5 percent had a master's degree. 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. These levels attained were requisite to enable them to participate in the study. The findings also imply that the respondents were literate enough to understand the concepts and items of the study to respond appropriately on the influence of parental involvement on the implementation of competency based curriculum in early years in the sub-county. The findings concur with the argument of Mwararii, Guthui and Mwenje (2020) that parents' education level had a significant impact on their involvement in the implementation of competency-based curriculum in Kenya. Further the results agree with Ogondieck (2015) that teachers and parents' educational attainment had a positive relationship with the attainment of educational goals in public schools.

4.3.3 Respondent's Age

The research wanted to know how old the participants were. The age of participants is an important factor in understanding how people perceive demographic trends; hence, important in any research. Table 4.4 depicts the findings regarding the participants' ages.

Table 4.4
Respondents' Age

Age bracket	Teachers		Parents	
	Frequency	Percentage	Frequency	Percentage
Below 30	8	17.0	6	15.0
31 to 40 years	24	51.1	12	30.0
41 to 50 years	13	27.7	18	45.0
Above 50 years	2	4.2	4	10.0
Total	47	100.0	40	100.0

The majority of participants were between the ages of 31 and 50 as shown in Table 4.4. In this sense, the data on teachers' age distribution showed that more than half (51.1%) of the them were between 31 to 40 years-old. 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 early years learners education in Kenya. Majority of the teachers are above 30 years meaning more experienced in the

profession to give the rich background information about the pupil's they are teaching and the level of parent involvement to enhance implementation of competence based curriculum.

4.3.4 Duration working for Public primary schools in Hamisi Sub-County

The researcher examined the duration the participants had worked for the public primary schools in Hamisi Sub-County. This is important since the duration of working determines the experience employees have which is important as experienced employees are likely to provide accurate and dependable information about the county's operations. The outcomes are depicted in Table 4.5.

*Table 4. 5
Teachers' Working Experience*

Teachers teaching experience.	Frequency	Percentage
Above 5 years	40	85.1
Between 2 and 5 years	5	10.6
Below 2 years	2	4.3
Total	47	100.0

The outcome demonstrated that most of the participants have been working for the Public primary schools in Hamisi Sub-County. The majority of 85.1 percent of the participants had worked for Public primary schools in Hamisi Sub-County for more than five years, implying that they have been working since devolution was implemented. However, 10.6 percent of those polled had worked for the country for

2 to 5 years, and 4.3 percent had worked for one year or less. This showed that most of the teachers had worked long enough to give credible information of parental involvement in competence based curriculum implementation for early years learners in their respective schools.

4.4 Descriptive Statistics on Parental Involvement in Competency Based Curriculum Implementation

To describe the basic features of the data, descriptive statistics are used in this study. The analysis gives simple summaries about the sample and the measures. In this study, the presentations were done using percentages, frequencies, mean, standard deviation using tables.

4.4.1 Influence of Parents Supervision of Homework on Competence Based curriculum implementation

Parents stand the best chance to influence implementation of competency-based curriculum 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 4.6.

Table 4.6
Checking the Children's Homework

How often Children's homework is checked	Frequency	Percentage
Daily	15	37.5
Always	13	32.5
Regular	2	5.0

Thrice	2	5.0
Weekly	1	2.5
Not Regular	7	17.5
Total	40	100.0

Table 4.6 illustrates that most of the parents(37.5%) checked their children’s homework on a daily basis, 32.5 percent 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 the parents 2.5% responded to checking their children’s homework on a weekly basis while only 17.5 % of respondents were not regular in checking their children’s homework. The findings agree with Jebii, Odongo, and Aloka, (2016)that a large proportion of primary pupils who enrol in grade one education perform dismally in their education and this scenario has been attributed to, among other factors, lack of parental concern and provision of school facilities or excessive parental control and demands for superior achievement and poor foundation in pre-schools.

The parents were also asked to indicate how often they assisted their children in Homework. The results are indicated in Table 4.7.

Table 4.7
Assistance of Children in Homework

Assistance of children in Homework	Frequency	Percentage
Always	15	37.5
Daily	8	20.0
Not Regular	3	7.5
Regular	7	17.5
Thrice	1	2.5
Weekly	1	16.9
Total	40	100.0

From the Table 4.7 majority of parents 37.5% 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 Competence Based curriculum implementation. The results are indicated in Table 4.8.

Table 4.8
Children's Duration of Study at Home

Home	Frequency	Percentage
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
Total	117	100.0

From the Table 4.8 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 Competence Based 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 4.9.

Table 4.9
Parents Signing of Homework Diaries

Parents signing of Homework Diaries	Frequency	Percentage
Always	9	22.5
Never	18	45.0
Sometimes	12	30.0
Weekly	1	2.5
Total	40	100.0

From the Table 4.9 shown above, it's evident that majority of the parents 45.0% said they never sign their children's homework while those who responded to sometimes signing their children's homework represented 30.0% and only 2.5% 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 early years learners' education, 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 4.10.

Table 4.10

Parents Supervision of Homework according to the Teachers

How Parents supervision of homework influences curriculum implementation	Mean	Std. Deviation
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= 47

Table 4.10 shows that in public primary school in Hamisi Sub-County 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 implementation of competency-based curriculum. 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 early years learners' education, 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.

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 Competence Based curriculum implementation in public early years learners’ education in Hamisi Sub-County 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 activities influences curriculum implementation in early years learners education in Hamisi Sub-County.

The researcher sought to find out how often the parents were involved in the school activities according to the parents. The findings are illustrated in the Table 4.11.

*Table 4.11
The Parents Involvement in School activities*

The Parents involvement in school		
functions	Frequency	Percentage
Always	14	35.0
Never	2	5.0
Sometimes	23	57.5
Rarely	1	2.5
Total	40	100.0

From the Table 4.11 representation above, the majority of parents in the study indicated they sometimes are involved in schools' function by 57.5% while those that responded to always being involved in the schools' functions represented 35.0% which in turn indicates how they influence the curriculum implementation negatively in the schools in Hamisi Sub-County Vihiga County.

The study sought to establish how parents are involved in matters to do with the school committee. The results in Table 4.12 give us a view of how parents are involved in matters to do with the school committee.

Table 4.12
Parents Involvement in School Committee

Parental involvement	Frequency	Percentage
Cooperate in meetings	1	2.5
Implement what is agreed	1	2.5
Never involved	32	80.0
Involved once	2	5.0
Pay dues	1	2.5
Rarely involved	1	2.5
Involved When necessary	2	5.0
Total	40	100.0

From the Table 4.12 representation its clearly illustrated how the parents from Hamisi Sub-County get involved in the schools' committees. Majority of the parents

representing an overwhelming 80.0% never get involved with the schools' committees indicating parent's failure to be involved in the school activities. Only a 2.5% 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 4.13.

Table 4.13
Frequency of Parental Visits to Schools
Parents visit to schools to discuss

academic performance	Frequency	Percentage
Termly	5	12.5
Monthly	2	5.0
Once a term	7	17.5
Rarely	19	47.5
Regularly	1	2.5
Sometimes	6	15.0
Total	40	100.0

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 4.13, 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 47.5% response from parents. Followed by 17.5% of parents who went once, only 12.5% 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 2.5% response from those that said they went their monthly.

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

In order to investigate how parents' attendance to school function influenced curriculum implementation in public early years learners' education, case study being Hamisi Sub-County Vihiga 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 school functions influenced curriculum implementation. This is well elaborated in Table 4.14 and narratives below which shows the respondents and the statistics.

closing day. In fact, when asked is participation in school activities has a bearing on Competence Based 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 Competence Based curriculum implementation and by extension, their children's' academic achievements. It is expected that students 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 Parental social psychological support Influence implementation of competency-based curriculum in Early years learners education in Hamisi Sub-County

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 4.15.

Table 4.15

Children's Involvement in Chores at Home according to Parents

Children are involved in doing general

cleaning at home.	Frequency	Percentage
Always	13	32.5
Rarely	6	15.0
Saturdays	3	7.5
Sometimes	17	42.5
Weekends	2	5.0
Total	40	100.0

From the illustration in the Table 4.15 above, the parents seemed to agree by a large percentage that their children got involved in doing general cleaning at home sometimes by 42.5% response. This was followed by those that agreed that their children always got involved in doing general cleaning at home by 32.5%. Only 5.0% 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 4.16 presents the results.

Table 4.16
Children's Involvement in Animal Keeping

How often children are involved in	Frequency	Percentage
looking after animals at home		
Always	4	10.0
Never	17	42.5
Rarely	2	5.0
Sometimes	17	42.5
Total	40	100.0

As illustrated in the Table 4.16 above, there is a tie at 42.5% between those parents who agreed that their children got involved in looking after animals at home sometimes and those that said they never do. 10.0% represents response from parents who agreed that their children looked after animals at home always and only a small 5.0% 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 4.17.

Table 4.17
Children Involvement in Farming

digging at home	Frequency	Percentage
Always	2	5.0
Holidays	1	2.5
Never	9	22.5
Rarely	2	5.0
Regularly	4	10.0
Sometimes	19	47.5
Weekends	3	7.5
Total	40	100.0

From the Table 4.17 representation above the researcher found out that majority represented by 47.5% agreed that their children got involved in digging at home, while followed by 22.5% of those who disagreed and said that their children never got involved in digging at home. There is only a 5.0% response from parents who agreed fully that their children always got involved in digging at home thus does not negatively influence implementation of competency-based curriculum 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 4.18.

Table 4.18

Involvement of children in drawing water and collecting firewood

involvement of children in drawing water

and collecting firewood	Frequency	Percentage
Always	5	12.5
Never	23	57.5
Regularly	1	2.5
Sometimes	11	27.5
Total	40	100.0

From the illustration from Table 4.18, its clearly seen that 57.5% of parents agreed that their children never get 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 12.5% 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 4.19.

Table 4.19

Involvement of children in looking after young ones at home

after young ones at home	Frequency	Percentage
Always	2	5.0
Never	24	60.0
Rarely	2	5.0
Sometimes	9	22.5
When available	3	7.5
Total	40	100.0

From the Table 4.19 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 22.5% agreed that sometimes their children got involved in looking after the young at home hence influencing curriculum implementation as public early years learners' education.

In order to investigate how home chore influenced curriculum implementation in public early years learners' education, 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 Table 4.20 and narratives below which shows the respondents and the statistics.

Table 4.20

How home chores influences curriculum implementation according to the teachers

implementation	Mean	Std. Deviation
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= 47		

Table 4.20 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 implementation of competency-based curriculum. Another response recorded a mean of 3.1666 where respondents felt that lack of adequate time to do homework 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 early years learners' education.

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 Physical Facilities Provided at Home by Parents Influence implementation of competency-based curriculum in Public Primary School in Hamisi Sub-County

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 4.21.

Table 4.21
Availability of Stationery

Availability of stationery at home	Frequency	Percentage
Available	2	5.0
Irregular	31	77.5
Never	4	10.0
Regular	3	7.5
Total	40	100.0

From the research findings, 77.5% 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 4.22.

Table 4.22
Availability of private study rooms at home

Availability of private study rooms at home	Frequency	Percentage
Available	3	7.5
Not available	37	92.5
Total	40	100.0

From the illustration in the Table 4.22, the researcher found out that majority of children do not have private study room at home, representing an overwhelming

92.5% of response from parents meaning pupils lacked a room where they could do their homework hence neglecting it. Only 7.5% 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 4.23.

Table 4.23
Availability of Electric Power for Lighting at Home

Availability of electric power for lighting at home.		
	Frequency	Percentage
Available	8	20.0
Never	22	55.0
Not always	2	5.0
Plenty	1	2.5
Regular	1	2.5
Sometimes	6	15.0
Total	40	100.0

As the illustration from Table 4.23 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 20%.

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 4.24.

Table 4.24
Availability of Quiet Environment for Learning

Availability of quiet environment for		
learning	Frequency	Percentage
Available	17	37.5
Not available	25	62.5
Total	40	100.0

Majority of the parents 62.5% said they never have a quiet environment for their children while 37.5% agreed to having a quiet learning environment for their children. These results proved to have some impact in the curriculum implementation in public early years learners' education in Hamisi Sub-County.

In order to investigate how provision of physical learning facilities influenced curriculum implementation in public early years learners' education, 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 4.25 and narratives which shows the respondents and the statistics.

*Table 4.25
Provision of Physical Facilities according to Teachers*

Provision of physical facilities and implementation	Mean	Std. Deviation
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

N= 47

Table 4.25 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.

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 4.26.

Table 4.26
Activities Parent Engage their Children in order to improve on

Curriculum Implementation Activities	Frequency	Percentage
Encourage and assist in doing homework & provide books	25	62.5
Provide tuition ,exercises, trips & supervise studies	10	25.0
Establish open forums on social Matters	1	2.5
Buys books, sponsor education tours, study rooms	4	10.0
Total	40	100.0

Majority of the respondents 62.5 % suggested that pupil’s needed encouragement and assistance in doing homework. Few parents (25.0%) 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 4.27.

Table 4.27
Parents Activities to ensure Curriculum Implementation

What to do to ensure parents are involved in		
curriculum implementation	Frequency	Percentage
Tell parents importance of education & their participation	18	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 & counselling, motivational talks, frequent meetings	5	10.4
Total	47	100.0

Table 4.27 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

SUMMARY OF THE FINDINGS, CONCLUSIONS, AND RECOMMENDATIONS

5.1 Introduction

This section summarizes the results of the research. It also includes the study's conclusions and recommendations with considerations of the findings. Furthermore, areas for further research are suggested.

5.2 Summary of the study

The researcher examined the correlation between parental supervision of homework, school activities, provision of resources, social psychological support, and implementation of Competence based curriculum of early years learners in Hamisi Sub-County. While Past studies have been done on parental supervision of homework, most have focused on assessing parental provision of facilities at homes in its broad sense but not as variables. The findings are presented as per the study objective.

The first objective examined the effects of parental supervision of homework on the Competence Based curriculum implementation in Hamisi sub-County. The results revealed that there was adequate parental supervision of homework policies in Public primary schools in Hamisi Sub-County as per the majority of responses. It was also established that the respondents believed that parental

supervision of homework helps to implement educational policies like the competence based curriculum. The correlation analysis results showed a positive but insignificant correlation between parental supervision of homework and government project performance ($r=0.129, p\text{-value}<0.340$).

The second objective assessed the effects of parental participation in school activities on the Competence Based curriculum implementation in Hamisi sub-County. It was found that the implementation of Competence Based curriculum in Hamisi sub-County were adequately monitored to ensure efficient and effective implementation. It was further established that parents' participation in school activities at Hamisi sub-County is scheduled throughout the year to ensure that parents follow up of curriculum needs and ensure the activity is on scheduled time. The parents help the teachers to accurately forecast the implementation of each activity which enables the schools' administration to allocate the required activities at every stage of implementation. Based on the majority of responses, the time allocated for school activities are efficiently used to facilitate the quality and timely implementation of Competence Based curriculum. Correlation analysis results indicated a significant positive correlation between parental participation in school activities and project performance ($r=0.367, p\text{-value}<0.005$).

Objective number three assessed the effects of parental provision of facilities at home on the Competence Based curriculum implementation in Hamisi sub-County. The results established that the parents in Hamisi Sub-County use locally available resources to help their children learn more on the needed curriculum

activities at home. In addition, it was established that the parents ensure that there are accountability and transparency in the implementation of the curriculum by providing necessary facilities both at home and in school. Every cent allocated for a specific need for CBC implementation can be accounted for on the evaluation of the level of implementation and adoption. Further, the correlation analysis established a positive and significant correlation between parental provision of facilities at home and project performance ($r=0.533$, $p\text{-value}<0.000$).

Objective examined the effects of parental social psychological support on the Competence Based curriculum implementation in Hamisi sub-County. The results establish that the parents of early years learners in Hamisi Sub-County continually monitors and evaluates the progress of their children's learning process to ensure that they are socially and psychologically fit for academic activities. Consequently, it is capable of spotting bottlenecks during implementation of the CBC because of learners psychosocial wellbeing and offering a solution to ensure there is value for learning time. It was also established, based on majority responses, that the parents are always committed to ensuring that learners are psychologically fit to engage in learning activities. In addition, correlation analysis established a positive and insignificant correlation between parental social psychological support and project performance ($r=0.245$, $p\text{-value}<0.063$).

5.3 Conclusions 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 competency based curriculum for learners in early years in Hamisi Sub-County, Vihiga County. According to the study's findings, it is prudent to conclude that Public primary schools in Hamisi Sub-County has put some measures to enhance parental supervision of homework, parental participation in school activities, parental provision of facilities at home, and parental social psychological support in all its projects. Adequate parental supervision of homework measures has been put in place in Hamisi sub-County. It is also concluded that parental supervision of homework positively affects implementation of competence based curriculum in Hamisi sub-County, but the effect is not significant. The study established that projects at Hamisi sub-County were adequately monitored to ensure efficient and effective implementation. It was concluded that parental participation in school activities has a significant and positive impact on project performance in Hamisi sub-County.

Furthermore, the Public primary schools in Hamisi Sub-County was found to have implemented strict parental provision of facilities at homes for all of its learning activities. Based on correlation analysis findings, it was found that parental provision of facilities at home has a significant and positive impact on the Competence Based curriculum implementation in Hamisi sub-County. Finally, it was found that the Public primary schools in Hamisi Sub-County has put in place some measures to

ensure parental social psychological support. Based on the correlation analysis findings, it was concluded that parental social psychological support has a positive impact on the Competence Based curriculum implementation in Hamisi sub-County. However, the effect is not significant. The findings are important as it contributes to the body of knowledge about the way parental participation in school activities, homework supervision, provision of facilities, and psychological support influence the Competence Based curriculum implementation.

5.4 Recommendations of the study

Based on the conclusions, several recommendations are proposed. The study concluded that parental supervision of homework positively affects government project performance in Hamisi sub-County, but the effect is not significant. The implication is that while parental supervision of homework is crucial for the Competence Based curriculum implementation other factors must be established to ensure that there is project performance. Thus, it is suggested that 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 Hamisi Sub-County 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 these chores interferes with regular school attendance. Physical facilities were 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.

The conclusion was that parental participation in school activities has a strong positive effect on project performance in Hamisi sub-County. Since Public primary schools in Hamisi Sub-County, has adequate parental participation in school activities, it is suggested that it maintains the parental participation in school activities and ensures it is never compromised at any given point. This study on the influence of parental involvement in the implementation of competency based curriculum for learners in early years in Hamisi Sub-County, Vihiga 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 Hamisi Sub-County 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.

The study further concluded that parental provision of facilities at homes have a positive and strong effect on the Competence Based curriculum implementation in Hamisi sub-County. It is; therefore, suggested that the Public primary schools in Hamisi Sub-County maintains uncompromised parental provision of facilities at homes for all projects. Finally, the conclusion was that parental social psychological support has a positive effect on the Competence Based curriculum implementation in Hamisi sub-County, the effect is not significant. The fact that parental social psychological support has a positive impact on project performance should motivate the Public primary schools in Hamisi Sub-County to enhance its parental social psychological support mechanisms. As such, it is recommended that Public primary schools in Hamisi Sub-County ensure that parental social psychological support mechanisms are not only in place but are well-publicized.

5.5 Suggestion for further study

The research was conducted in Public primary schools in Hamisi Sub-County. Since each county manages its project independently, it is suggested that similar research is carried out in other counties. In addition, a study on the influence of parent's non-involvement in the implementation of curriculum in public schools in

Kenya. Again, it is appropriate to research the influence of school based factors in curriculum implementation in public early years learners' education in Kenya.

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APPENDICES

APPENDIX A: LETTER OF INTRODUCTION

Date: _____

Dear Respondent,

I am Master off Education student at the University of Nairobi. The purpose of this research questionnaire seeks to collecting information on the “**influence of parental involvement in the implementation of competencebased curriculum in early years learners in Hamisi Sub-County, Kenya**”. The study is for academic research purposes in partial fulfilment of the requirement for the award of Degree of Master of Education in Curriculuma studies of University of Nairobi

Please be assured that any information collected through this questionnaire will be treated with utmost confidence and will be used for research purposes only. High-level ethical standards will strictly be observed to ensure that the study outcomes and reports will not include reference names of any respondents. Thank you in advance for your time and cooperation.

Yours faithfully,

Valary Kihima

Reg. No. E55/63925/2013

APPENDIX B: QUESTIONNAIRE FOR TEACHERS

This research is meant for academic purpose. Kindly you are requested to provide answers to these questions as honestly and precise as possible.

Please tick (✓) where appropriate or fill in the required information on the spaces provided.

SECTION A: Background 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 level of education? Master's degree Bachelors
Diploma Certificate
4. 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

Kindly use the scale between 1 to 4 to show the level of influence parental involvement in curriculum implementation on competence based in early learning years in public primary schools. 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 homework influence curriculum implementation.

	4	3	2	1
Lack of interest by parent children 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				

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

	4	3	2	1
Parent's failure to attend P.T.A meeting				
The parents do not communicate through the diary				
Failure to attend school activity days				
Parent's discuss academic performance with class teachers				
Parent's failure to attend P.T.A meeting				

8. To what extent do home assignments curriculum implementation?

	4	3	2	1
Too much time consumed on home work				
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 CBC 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 are the different ways does your school use to involve parents in curriculum implementation?

.....

What are some of the challenges you face in involving parents in children's activities?

.....

What are your opinions on the influence of parental involvement in CBC implementation in EYE?

.....

APPENDIX C: INTERVIEW SCHEDULE FOR THE PARENTS

Section A: Background 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 your children homework?
- (b) How often do you assist your 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?.....

11. What influence have you had in participating in children's activities both at home and in school?

.....
.....

12. What challenges do you face in involvement in CBC implementation?

.....
.....

APPENDIX D: OBSERVATION CHECK LIST

The purpose of this checklist is gather information concerning parents' involvement on provision of teaching and learning resources for teachers and learners in school necessary for the implementation of CBC.


Tick [✓] where available

	Available	Not available	If available parent sign	
			Signed	Not signed
Learners homework diary				
Homework corrections				
Assignments checking				
Improvised learning aids				
Proper study rooms				
Appropriate furniture				
Modified assessment materials				
Manipulative				

materials				
Supplementary materials				
Play materials				
Sanitary facilities				
Academic visit schedules				
School meeting attendance schedule				

APPENDIX E: AUTHORIZATION LETTER

REPUBLIC OF KENYA



THE PRESIDENCY
MINISTRY OF INTERNAL SECURITY AND NATIONAL ADMINISTRATION

Email: yihigacc1992@gmail.com
Telephone:
When replying please quote

COUNTY COMMISSIONER
VIHIGA COUNTY
P.O BOX 75-50300
MARAGOLI

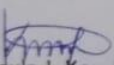
VC/ED/12/1 VOL.IV/7 26th June, 2023

DCC Hamisi Sub County

RE: RESEARCH AUTHORIZATION.


This is to introduce to you Ms. Valary Kihima of University of Nairobi to conduct research on "*Influence of Board of Parental involvement in the implementation of Competence Based Curriculum in early years learners in Hamisi Sub County*" for a period ending 17th June, 2024.


Kindly accord her the necessary assistance.


Naula J. Konchela
FOR: COUNTY COMMISSIONER
VIHIGA COUNTY

Cc
Ms. Valary Kihima


APPENDIX F: RESEARCH PERMIT


REPUBLIC OF KENYA


**NATIONAL COMMISSION FOR
SCIENCE, TECHNOLOGY & INNOVATION**

Ref No: **959199** Date of Issue: **17/June/2023**


RESEARCH LICENSE




This is to Certify that Miss. Valary Kihima of University of Nairobi, has been licensed to conduct research as per the provision of the Science, Technology and Innovation Act, 2013 (Rev.2014) in Vihiga on the topic: INFLUENCE OF PARENTAL INVOLVEMENT IN THE IMPLEMENTATION OF COMPETENCEBASED CURRICULUM IN EARLY YEARS LEARNERS IN HAMISI SUB-COUNTY, KENYA for the period ending : 17/June/2024.

License No: **NACOSTI/P/23/26640**

959199
Applicant Identification Number


Director General
**NATIONAL COMMISSION FOR
SCIENCE, TECHNOLOGY &
INNOVATION**

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See overleaf for conditions

THE SCIENCE, TECHNOLOGY AND INNOVATION ACT, 2013 (Rev. 2014)
Legal Notice No. 108: The Science, Technology and Innovation (Research Licensing) Regulations, 2014

The National Commission for Science, Technology and Innovation, hereafter referred to as the Commission, was established under the Science, Technology and Innovation Act 2013 (Revised 2014) herein after referred to as the Act. The objective of the Commission shall be to regulate and assure quality in the science, technology and innovation sector and advise the Government in matters related thereto.

CONDITIONS OF THE RESEARCH LICENSE

1. The License is granted subject to provisions of the Constitution of Kenya, the Science, Technology and Innovation Act, and other relevant laws, policies and regulations. Accordingly, the licensee shall adhere to such procedures, standards, code of ethics and guidelines as may be prescribed by regulations made under the Act, or prescribed by provisions of International treaties of which Kenya is a signatory to
2. The research and its related activities as well as outcomes shall be beneficial to the country and shall not in any way;
 - i. Endanger national security
 - ii. Adversely affect the lives of Kenyans
 - iii. Be in contravention of Kenya's international obligations including Biological Weapons Convention (BWC), Comprehensive Nuclear-Test-Ban Treaty Organization (CTBTO), Chemical, Biological, Radiological and Nuclear (CBRN).
 - iv. Result in exploitation of intellectual property rights of communities in Kenya
 - v. Adversely affect the environment
 - vi. Adversely affect the rights of communities
 - vii. Endanger public safety and national cohesion
 - viii. Plagiarize someone else's work
3. The License is valid for the proposed research, location and specified period.
4. The license any rights thereunder are non-transferable
5. The Commission reserves the right to cancel the research at any time during the research period if in the opinion of the Commission the research is not implemented in conformity with the provisions of the Act or any other written law.
6. The Licensee shall inform the relevant County Director of Education, County Commissioner and County Governor before commencement of the research.
7. Excavation, filming, movement, and collection of specimens are subject to further necessary clearance from relevant Government Agencies.
8. The License does not give authority to transfer research materials.
9. The Commission may monitor and evaluate the licensed research project for the purpose of assessing and evaluating compliance with the conditions of the License.
10. The Licensee shall submit one hard copy, and upload a soft copy of their final report (thesis) onto a platform designated by the Commission within one year of completion of the research.
11. The Commission reserves the right to modify the conditions of the License including cancellation without prior notice.
12. Research, findings and information regarding research systems shall be stored or disseminated, utilized or applied in such a manner as may be prescribed by the Commission from time to time.
13. The Licensee shall disclose to the Commission, the relevant Institutional Scientific and Ethical Review Committee, and the relevant national agencies any inventions and discoveries that are of National strategic importance.
14. The Commission shall have powers to acquire from any person the right in, or to, any scientific innovation, invention or patent of strategic importance to the country.
15. Relevant Institutional Scientific and Ethical Review Committee shall monitor and evaluate the research periodically, and make a report of its findings to the Commission for necessary action.

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