



Electronic Theses and Dissertations

2022

Parental involvement in the formation of school and family partnerships in the implementation of Competency Based Curriculum: a study of public primary schools in Lang'ata Sub County.

Wairimu, Nancy Lucy
School of Humanities and Social Sciences
Strathmore University

Recommended Citation

Wairimu, N. L. (2022). *Parental involvement in the formation of school and family partnerships in the implementation of Competency Based Curriculum: A study of public primary schools in Lang'ata Sub County* [Thesis, Strathmore University]. <http://hdl.handle.net/11071/13044>

Follow this and additional works at: <http://hdl.handle.net/11071/13044>

**Parental Involvement in the Formation of School and Family Partnerships in
the Implementation of Competency Based Curriculum: A Study of Public
Primary Schools in Lang'ata Sub County**

**By
NANCY LUCY WAIRIMU
121988**

A research dissertation submitted in partial fulfilment of the requirements for the
award of Master of Science in Education Management of Strathmore University



**School of Humanities and Social Sciences
Strathmore University
Nairobi, Kenya**

October, 2022

This dissertation is available for library use on the understanding that it is copyright material and that no quotation from the thesis may be published without proper acknowledgement.

DECLARATION

I declare that this work has not been previously submitted and approved for the award of degree by this or any other university. To the best of my knowledge and belief, the dissertation contains no material previously published or written by another person except where due reference is made in the dissertation itself.

© No part of this thesis may be reproduced without the permission of the author and Strathmore University

Student's Name: Nancy Lucy Wairimu (121988)

Signature:  **Date: October, 2022**

Approval

The dissertation of **Nancy Lucy Wairimu** was reviewed and approved for examination by the following:

Dr. Wairimu NJeru
School of Humanities and Social Sciences
Strathmore University

Dr. Magdalene Dimba
Dean, School of Humanities and Social Sciences
Strathmore University

Dr. Bernard Shibwabo,
Director of Graduate Studies,
Strathmore University

ABSTRACT

One of the aims of the change by the Kenyan government from 8-4-4 system of Education to Competency Based Curriculum (CBC) was to ensure that education is practical and responsive to the needs of the people. This was also in response to the need for whole-rounded education that would develop learners' technical skills and individual talents. This journey, however, has not been smooth: it has been plagued by many challenges including the lack of parental involvement in the reform process and in its implementation. Parental involvement is crucial in creating partnerships among parents, schools and communities, hence should be given attention in curriculum implementation. Such partnerships help in improving learning outcomes and aiding in the success of the curriculum being implemented. This study, therefore, sought to investigate parental involvement in formation of school and family partnerships in implementation of CBC with a focus on public primary schools in Lang'ata Sub County. The study used Epstein's theory of influence and explored the following objectives: communication, level of awareness of parents where learning at home is concerned; constituents necessary in structuring school and family partnerships through decision making; governance and advocacy activities where the implementation of the CBC is concerned; and finally, the challenges facing parental involvement in formation of these partnerships. The study adopted a mixed method approach whereby quantitative data was analysed using SPSS 20 while qualitative data was analysed using thematic analysis. The study found that there was a positive correlation between variables in parental involvement and implementation of CBC curriculum. However, public primary schools in Lang'ata Sub County had a challenge where communication was concerned. For example, the diary as a major communication tool was limiting because it was mainly used for assignments. In terms of parental awareness, parents engaged in assisting children with homework but were not involved in other curricular activities or decision making where school issues were concerned. On structural constituents of school and family partnerships, the public primary schools under study had Parent Associations' that allowed some form of participation from the parents. The study however found out that independent advocacy groups did not exist. There were also no sufficient networks to link families with parents' representatives. Finally, the study found out that some factors such as parent and family issues, and parent and teacher affected parental involvement. The study makes several recommendations to counter the above challenges, key among them being the need for the Kenyan Government to create policies that encourage advocacy groups to participate in public primary schools as a way of creating an independent voice in decision making. The study also proposes that schools should run parenting and family support programs to equip parents and sensitize them on the importance of their involvement beyond assisting in homework.

Keywords: *parental involvement; school and family partnerships; competency based curriculum; Lang'ata Sub County*

TABLE OF CONTENTS

DECLARATION	ii
ABSTRACT	iii
TABLE OF CONTENTS	iv
LIST OF TABLES	viii
LIST OF FIGURES	ix
ABBREVIATIONS AND ACRONYMS	x
ACKNOWLEDGMENT	xi
DEDICATION	xii
CHAPTER ONE: INTRODUCTION	1
1.1 Introduction.....	1
1.2 Background of the study	1
1.2.1 Curriculum implementation	3
1.2.2 Parental involvement.....	4
1.2.3 Family and school partnerships.....	5
1.2.4 Genesis of Competency Based Curriculum (CBC).....	6
1.2.5 Lang’ata Sub County	8
1.3 Problem Statement	8
1.4 Objectives of the Study.....	9
1.5 Research Questions	9
1.6 Scope of the Study	10
1.7 Significance of the study.....	10
1.8 Limitations	11
1.9 Delimitations.....	12
1.10 Definition of key terms	12
CHAPTER TWO: LITERATURE REVIEW	14
2.1 Introduction.....	14
2.2 Competency Based Curriculum in Kenya.....	14
2.3 Contextual background	15
2.3.1 <i>Global context</i>	15
2.3.2 <i>African context</i>	16
2.3.3 <i>Kenyan context</i>	17
2.4 Empirical review	18
2.4.1 <i>Parental involvement in curriculum implementation</i>	18
2.4.2 <i>School support and curriculum implementation</i>	23
2.5 Theoretical framework overview	24

2.5.1 Epstein Theory	24
2.5.2 Cognitive Development Theory.....	25
2.5.3 The Partnership Model Theory.....	25
2.6 Epstein’s Theory	26
2.7 Conceptual framework.....	27
2.7 Operationalization of variables	29
2.8 Summary of literature review	30
CHAPTER THREE: RESEARCH METHODOLOGY.....	33
3.1 Introduction.....	33
3.2 Research design	33
3.2 Target population and sampling procedure.....	34
3.3 Data Collection Methods and Instruments.....	35
3.3.1 Questionnaires	35
3.3.2 Interviews.....	37
3.4 Quality assurance.....	37
3.4.1 Data Reliability.....	38
3.4.1.1 Overall Cronbach Alpha for the Entire Instrument.....	38
3.4.1.2 Individual Cronbach Alpha.....	38
3.5 Data analysis and presentation.....	39
3.6 Ethical considerations	40
3.7 Summary of research methodology	40
CHAPTER FOUR: DATA ANALYSIS, RESULTS AND INTERPRETATION.....	41
4.1 Introduction.....	41
4.2 Response rate	41
4.3 Demography distribution	41
4.3.1 Distribution of respondents by gender.....	42
4.3.2 Distribution of respondents by age	42
4.3.3 Distribution of level of education.....	43
4.4.4 Distribution of respondents by title.....	44
4.4.5 Distribution of respondents by the Grade of their children.....	44
4.5 Quantitative analysis.....	45
4.5.1 Existing forms of communication between the parents and the school.....	45
4.5.2 Parental awareness in formation of school and family partnerships vis a vis written CBC expectations.....	47
4.5.3 Structural constituents of schools and family partnerships in the implementation of the CBC.....	49
4.5.4 Challenges hindering parental involvement on the implementation of the CBC ..	50

4.5.5	<i>The role of schools, government and community support on the implementation of CBC</i>	52
4.5.6	<i>Implementation of CBC on learners' academic performance, students' classroom participation, classroom attendance and parental involvement</i>	53
4.6	Qualitative analysis	55
4.6.1	<i>Parental involvement</i>	55
4.6.2	<i>Communication</i>	57
4.6.3	<i>Partnership</i>	58
4.6.4	<i>Major challenges on partnership between schools and family</i>	59
4.6.5	<i>The role of school, government and community in CBC Implementation</i>	60
4.7	Pearson correlation	61
4.8	Regression analysis results	63
4.8.1	<i>Test of normality</i>	63
4.8.2	<i>Test of homogeneity of variances</i>	64
4.8.3	<i>Test of multicollinearity</i>	64
4.8.4	<i>Model summary</i>	65
4.8.5	<i>Analysis of Variance (ANOVA)</i>	66
4.8.6	<i>Regression model</i>	67
4.9	Interaction effects of the intervening variables on the independent variables	68
4.9.1	<i>Interaction effect of school support</i>	68
4.9.2	<i>Interaction effect of government support</i>	69
4.9.3	<i>Interaction Effect of Community Support</i>	71
CHAPTER FIVE: SUMMARY, CONCLUSION AND RECOMMENDATION		73
5.1	Introduction.....	73
5.2	Summary.....	73
5.1.1	<i>Existing forms of communication for parental engagement</i>	73
5.1.2	<i>Level of parental awareness in formation of school and family partnerships</i>	74
5.1.3	<i>Constituents necessary in structuring meaningful school and family partnerships in the implementation of CBC</i>	75
5.1.4	<i>Challenges in parental involvement affecting school and family partnerships in the implementation of CBC</i>	75
5.1.5	<i>The role of government, school and community support in the CBC implementation process</i>	76
5.2	Conclusions.....	76
5.3	Recommendations.....	79
5.3.1	<i>To teachers</i>	79
5.3.2	<i>To parents</i>	80
5.3.3	<i>To the government</i>	81
5.3.4	<i>To the community</i>	81

5.4 Suggestion for further studies	82
REFERENCES	84
APPENDICES	94
APPENDIX A: SIMILARITY REPORT	94
APPENDIX B: QUESTIONNAIRE	95
APPENDIX C: INTERVIEW	98
APPENDIX D: ETHICAL APPROVAL FROM STRATHMORE UNIVERSITY	99
APPENDIX E: LETTER OF APPROVAL FROM NACOSTI	100



LIST OF TABLES

Table 2.1: Operationalization of study variables	29
Table 2.2: Summary of literature and research gaps	31
Table 3.1: Target sample of the population	35
Table 3.2: Overall Cronbach Alpha	38
Table 3.3: Individual Cronbach Alpha	39
Table 4.1: Distribution of respondents by gender	42
Table 4.2: Distribution of respondents by age	43
Table 4.3: Distribution by level of education	43
Table 4.4: Distribution of respondents by title	44
Table 4.5: Distribution of respondents by Grade	45
Table 4.6: Existing forms of communication between parents and the school	46
Table 4.7: Parental awareness in formation of school and family partnerships vis a vis written CBC expectations	47
Table 4.8: Structural constituents of schools and family partnerships in Implementation of CBC	49
Table 4.9: Challenges hindering parental involvement on implementation of CBC.	51
Table 4.10: The role of schools, government and community support on the implementation of CBC	52
Table 4.11: Implementation of CBC on learners' academic performance, student's classroom participation, classroom attendance and parental involvement	54
Table 4.12: Correlation between CBC Implementation and communication, Parental Awareness, Family partnership and challenges	62
Table 4.13: Test of homogeneity of variances	64
Table 4.14: Test of multicollinearity	65
Table 4.15: The model summary	65
Table 4.16: The Analysis of Variance (ANOVA)	66
Table 4.17: Regression model	67
Table 4.18: Interaction effect of school support	69
Table 4.19: Interaction effect of government support	70
Table 4.20: Interaction effect of community support	71

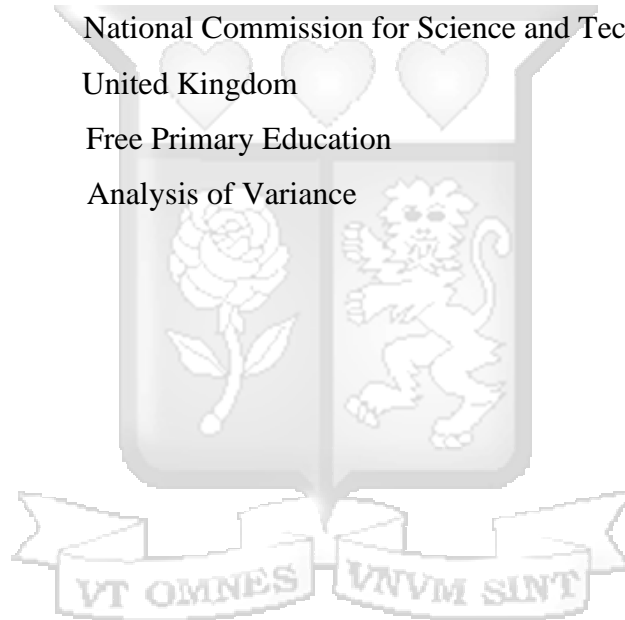
LIST OF FIGURES

Figure 2.1: Conceptual framework	28
Figure 4.1: The response rate	41
Figure 4.2: Test of normality using a histogram	63



ABBREVIATIONS AND ACRONYMS

CBC	Competency Based Curriculum
KICD	Kenya Institute of Curriculum Development
BECF	Basic Education Curriculum Framework
TSC	Teachers Service Commission
TIQET	Totally Integrated Quality Education and Training
PA	Parents Association
MoE	Ministry of Education
UNICEF	United Nations International Children's Emergency Fund
SPSS	Statistical Package for the Social Sciences
NACOSTI	National Commission for Science and Technological Innovations
UK	United Kingdom
FPE	Free Primary Education
ANOVA	Analysis of Variance



ACKNOWLEDGMENT

I would like to thank God for sufficient Grace and Mercy throughout the time of writing this dissertation. I am also thankful for support from my family both immediate and extended during this season. I would also like to acknowledge my supervisor, Dr. Wairimu Njeru: thank you for your prayers, support and constant patience as I wrote my dissertation. Your corrections were always done in kindness, and you always made me feel like I could do it even when at times I had my own doubts. May God truly bless you! This success is truly not my own, I share it with you. I would also like to acknowledge the MEM family for always cheering me on and for the constant help by Brian Njeru, our able coordinator. God bless you.



DEDICATION

I dedicate this dissertation to my family: my husband Edgar, my children Daphne, Lisa and Liam and of course to Dada Edna. You have been such a great support system and encouragement through the tough journey of studying, doing research, motherhood and also running my own business. Edgar, you have held my hand and persevered through the strict programme schedule that required me to relegate the role of parenting in order to get schoolwork done. I am forever indebted to your unwavering support. To my girls, thank you for sharing in the joy of my successes and being patient with Mummy even as she needed to put more time in her work. To Dada Edna, thank you for holding fort as Mum concentrated on being a student. Thank you and may God richly bless you all.



CHAPTER ONE: INTRODUCTION

1.1 Introduction

This chapter presents the background of the study, statement of the problem, research objectives, research questions, scope of the study, significance of the study, limitation and delimitation and finally definition of terms. The chapter outlines parental involvement in formation of school and family partnerships in the global arena, regionally and locally. It also outlines the reasons for focusing on Lang'ata Sub County as the area of study. The chapter also explains the genesis of CBC, what curriculum implementation is, what parental involvement entails, what is meant by school and family partnerships and finally the objectives of the study.

1.2 Background of the study

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).

However, research shows that a gap still exists between additional support that educators expect from parents and actual parents' response (Paulynice, 2020). A comparison between Finland and Sweden shows that parental involvement in curriculum matters differs, partly owing to the emphasis given. According to Uusimäki, Yngvesson, Garvis, and Harju-Luukkainen (2019), Finland gives more emphasis to parental involvement in relation to school curriculum both in policy and practice, as compared to Sweden. As a result, Finland has a higher rate of parental involvement than Sweden. According to Olibie (2014), implementation of a curriculum is the most crucial and sometimes the most difficult phase of the curriculum development phase, hence the need for great caution in doing it.

Therefore, unless the issue of formation of meaningful partnerships between parents and schools is carefully addressed, the success of curriculum implementation will be in jeopardy.

The reforms leading to the Competency Based Curriculum (CBC) in Kenya were initiated in 2017 through the Kenya Institute of Curriculum Development (KICD). The curriculum reforms are guided by the vision, “Nurturing Every Learners Potential”, and are geared towards producing citizens with relevant and quality knowledge with national values and social competencies according to the 2010 Constitution, and equipping the learners with 21st century skills and competencies according to the vision 2030 (MOEST, 2015). According to KICD (2019), one of the principles guiding CBC is parental involvement and engagement in curriculum implementation.

Reportedly, both parents and the public in Kenya were not involved in the curriculum reform from the onset, and this has caused a major setback in its implementation (Sifuna & Obonyo, 2019). This lack of involvement has led to ineffective partnerships between schools and the parents, with the parents not sure of the role they need to play in the implementation process (Amunga, Were, & Ashioya, 2020). In CBC, parents are expected to work as co-educators with the teachers and also provide learning materials for practical sessions (KICD, 2019). However, there was ineffective communication between the parents and schools, and between teachers and the Ministry itself (Sifuna & Obonyo, 2019). The lack of proper communication has affected the relationship between the two parties (schools and parents). The curriculum has also faced the issue of improper induction on parental role in CBC. Parents have also felt that opportunities for their involvement were not communicated in a timely and organized manner (Mwarari, Githui, & Mwenje, 2020). They also complained of being given short notice regarding materials that needed to be purchased.

This study used Epstein’s theory but only focused on three aspects. These are: communication, level of awareness of parents where learning at home was concerned, and also constituents that were necessary in structuring school and family partnerships through decision making, governance and advocacy activities (Epstein,

et al., 2002). The study only focused on public schools in Kenya, specifically those in Lang'ata Sub County owing to its unique composition of families (i.e. high, middle, and low class). The study focused on the three aspects only since several studies have already been done on the others, i.e. parenting, volunteering and community engagement (Kaviti, 2018; Nkya & Huang, 2019). According to Epstein et al. (2002), communication is a way to ensure effective partnership between parents and the school. Communication also plays a crucial role in the building of relationships between parents and the teachers (Cheptoo & Ramadas, 2019). The study focussed on Grades one to five, which are the one that have shifted to CBC.

1.2.1 Curriculum implementation

Curriculum implementation can be defined as a process by which objectives, materials, teaching strategies, activities, already designed and selected are used in the teaching and learning process (Piliyesi, Ogada, & Ochieng, 2020). Curriculum implementation involves provision of organized assistance to teachers to ensure that proper instructional strategies are delivered at the classroom level (Bediako, 2019). The success of CBC, like that of any other curriculum, relies heavily on its implementation (Mulengwa & Kabombwe, 2019b). This suggests the need for caution and proper planning with respect to its implementation.

A host of factors affect the implementation of the curriculum, for example infrastructural facilities, policy support, among others (Madondo, 2021). Further, Bediako (2019) stated that effective curriculum implementation cannot happen without the learner: this process involves helping the learner acquire knowledge, skills, ideas, attitude and experience to enable them to function effectively. Therefore, effective implementation puts the learner at the centre of the whole process since they are the recipients of the curriculum. According Owala (2021), CBC through KICD had succeeded in developing and disseminating curriculum design, schemes of work, sample assessment records, portfolios, sample lesson plans which were necessary for teaching and learning. Even then, concerns on its implementation, especially in relation to parental involvement, still exist.

Even though CBC has been implemented in various African countries like South Africa, Rwanda, Cameroon, Nigeria, Zambia and recently in Kenya (Mulengwa &

Kabombwe, 2019a), it appears that challenges related to CBC implementation (such as parental involvement and formation of strong partnerships between the schools and parents) have not been adequately addressed (Chu, Nnam, & Faizefu, 2018). It is against this background that this study sought to investigate parental involvement in the formation of school and family partnerships in the implementation of the CBC in Kenya.

1.2.2 Parental involvement

According to Olibie (2014), parental involvement can be defined as a combination of commitment and active participation on the part of the parent to the school and child. This is where parental support is seen both in school and at home which ends up impacting the educational outcomes of the child, positively. Uusimäki et al. (2019) observed that parental involvement is affected by factors such as past experiences, family beliefs and aspirations. Parental involvement involves supporting both curricular and extra-curricular activities to promote effective learning. Parents are seen as active partners in their children's learning and development.

The benefits of parental involvement in children's schooling are widely recognized by both Educators and policy makers. Policy makers agree that encouraging practices to intentionally involve parents in schools goes a long way in influencing the children's academic achievement and the success of that curriculum (Averill et al., 2016; Henrich & Blackman-Jones, 2006; Tuli & Tarekegne, 2019). Other purposes of parental involvement in schools include motivating the teachers to perform at higher level by improving teaching and learning, enhancing general development and behaviour of the child, decreasing truancy cases, improving students' attitudes towards learning and reducing dropout rates (Kimu, 2012).

For parents to be engaged in partnerships that support curriculum progress, effective communication must be utilised. Both offline and online approaches have been used as communication strategies while engaging parents, for example through parents' meetings in schools, use of text message and even online forums such as WhatsApp groups. According to Selwyn, Banaji, Hadjithoma-Garstka, and Clark (2011), parents' meeting can be combined with online forums, provided that parents are aware of these platforms and are able to utilise them. For example, Smythe-Leistico

and Page (2018) showed how the use of text messages to parents with personalised feedback helped to reduce absenteeism and enhance parental engagement in curriculum implementation.

According to KICD (2019), parents are the first and continuing educators of their children; therefore, there is need to develop thriving partnerships between parents, community and the schools. This is with the aim of supporting children's learning in order to improve learning outcomes. The successful implementation of the CBC depends not only on the teachers who act as a facilitator in the learning process, but also on the involvement of the parents. Notably, the demands of the CBC transcend the boundaries of the school. Parents are expected to provide a conducive environment for learning, motivate learners to fulfil their potential through completion of assignments, help them in doing homework and provide materials required for practical activities. Parental involvement is expected to yield to positive learning outcomes and shape other aspects of their behaviour (Amunga et al., 2020).

1.2.3 Family and school partnerships

Family and school partnerships have been the focus of research, policy and practice for a while now. When schools and family cooperate closely, children stand to benefit. Family and school partnership programs support academic work of children at home, promote shared decision making at school, and teachers' accountability for high standards of achievement (Sheridan & Wheeler, 2017). Relatedly, Patrikakou (2016) observed that the multiplicity of contexts in family-school partnerships, or interrelationships of contexts significantly contribute to the children's development. This suggests that the multiple contexts offered by family school partnerships enrich the growth and development of learners.

According to Paulynice (2020), communication and mutual trust play a crucial role in fostering the relationship in family and school partnership. Consequently, schools and families ought to collaborate and help each other by sharing their expertise. Open dialogue goes a long way in helping build effective partnerships which in turn positively stimulates students' success. Parents also help their children attain educational expectations of the school by helping them in their homework and

ensuring the home environment is conducive for their emotional and physical well-being (Averill et al., 2016).

It is advisable that schools offer their teachers professional development geared towards awareness and better parental involvement. For example, they can work at overcoming challenges that hinder parents from getting involved in their children's education (Chu et al., 2018). Although many strategies have been used to try and increase parental involvement, their level of involvement and partnership has remained low. Most schools, districts and states still need help in developing comprehensive programs of school, family and community partnerships (Epstein & Sanders, 2002). Another study by Bwana (2013) showed that the relationship between teachers and parents was limited to meetings and prize giving days. In that study, many parents felt that schoolwork was best left to the teachers, while teachers and education officials, on the other hand were reluctant to involve parents as they (parents) had limited academic qualifications.

In Kenya, the need to form partnerships between families and schools is widely acknowledged as a means to strengthen school programmes, family practices, student learning and behaviour as well as their development. A study by Nyatuka (2017) showed that school-family-community partnerships were weak, hence the need to strengthen them. The findings revealed that the collaboration remained at a transactional level as opposed to it being transformational.

1.2.4 Genesis of Competency Based Curriculum (CBC)

Competency Based Curriculum (CBC) can be traced back to the Industrial Revolution in the United States of America when there was need for institutions to offer vocational training. This was a departure from agriculture and home economics programmes that was the norm at that particular time (Mulenga & Kabombwe, 2019a). A lot of pressure was thus put on schools to provide proper training for job seekers returning from war as the education system then was criticized for being elitist and not meeting the needs of the populace. Competency based curriculum was therefore implemented and gained popularity as an answer to this problem. CBC therefore provided for both academic and technical competence, and became an

integral part of curriculum development, instruction and assessment of learning (Kirby, 2016).

In Australia, CBC was introduced in 1990 to address the weaknesses in the skills force following changes in the economy and the pace of technology. In Africa, CBC was pioneered in South Africa in 1998 following the shortage of engineers, artisans and technicians and thereafter adopted in other countries like Rwanda and Zambia (Mulenga & Kabombwe, 2019a). The challenges that these African countries have faced in relation to CBC are many; one of them being the lack of parental support when it comes to participating in school activities and programmes (Amunga et al., 2020).

In Kenya, the commitment to improve the education system has been evidenced through the various reforms that have been undertaken since independence. Education under colonialism was viewed as being racist, discriminative and very unequal. The reforms that have been undertaken range from inculcating Africanization and National goals in the curriculum, revision of national objectives of education and policies, among others. At the moment, the country is in the process of implementing the CBC; a reform that has been undertaken through Commissions and professionals from within the country and also outside.

The reform processes in Kenya has been led by the following commissions: Ominde Commission (The Ominde Report, 1964); Bessey Commission (The Bessey Report, 1972); Gachathi Commission (The Gachathi Report, 1976); Mackay Commission (The Mackay Report, 1981); Kamunge Commission (The Kamunge Report, 1988) and the Koech Commission (The Koech Report, 1999) (Akala, 2021). Curriculum reforms that led to CBC in Kenya were propagated due to the inefficiencies that were identified in the 8-4-4 system. This system was seen as burdensome to both learners and teachers and extremely exam oriented. The departure to CBC was to address this issue by reducing the learning areas and creating a 21st century learner who has appropriate skills to drive the economy.

1.2.5 Lang'ata Sub County

Lang'ata is a residential suburb of Nairobi in Kenya and is one of the nine sub counties in Nairobi County. The others sub counties in Nairobi are: Dagoretti, Westlands, Makadara, Njiru, Embakasi, Kasarani, Starehe and Kamukunji. Lang'ata Sub County lies in the Southwest of Nairobi bordering Kajiado County to the North. It has four divisions and eight wards namely: Karen, Hardy, Lenana, Nairobi West, Olympic, Mugumo-ini, Bomas, and South C (Nairobi City County, 2018).

Lang'ata district has ten public schools with a total enrolment of 15,376 learners: 7,293 boys and 7,648 girls (Nairobi City County, n.d). The public primary schools have resources which are made available by the government through the programme of Free Primary education (FPE) and donors. Some of the resources include male and female teachers employed by the Teachers' Service Commission. Lang'ata Sub County was chosen since it uniquely houses various levels of the population in terms of socio-economic status. This means that the area is composed of high class, middle class and low class citizens, which is not the case with the other sub counties within Nairobi County (Muhingi, Mavole, & Nzau, 2021).

1.3 Problem Statement

Parental involvement in education is fundamental as it helps to create partnerships among parents, schools, and communities (Averill et al., 2016; Tuli & Tarekegne, 2019). Where parents are actively involved in the partnerships with schools, the implementation of a given curriculum becomes much more manageable. On Competency Based Curriculum (CBC), studies suggest that its successful implementation requires the formation of family and school partnerships (KICD, 2019; Mulenga & Kabombwe, 2019a; Olibie, 2014). It is therefore imperative that parents are intentionally involved in partnerships with schools, for CBC to be effectively implemented.

While parental involvement and partnerships with schools play a crucial role in CBC implementation, recent research shows that there are still major challenges facing the formation of 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). Also, many parents are reportedly unfamiliar with curriculum issues and schools are finding it a challenge to provide curriculum leadership that would inspire parental involvement (Olibie, 2014). This misunderstanding has impacted negatively on already existing partnerships (Paulynice, 2020).

As much as KICD (2019) has set out guidelines on parental involvement in CBC, schools have been slow in implementing them (Kaviti, 2018). This study therefore sought to investigate the reasons behind the low involvement of parents in school partnerships which support the implementation of CBC, the challenges leading to these and made recommendations that will help to improve on involvement. The study only focused on public schools in Lang'ata Sub County due to its diversity in the socio-economic status of its population.

1.4 Objectives of the Study

- i. To examine existing forms of communication for parental engagement in public schools in Lang'ata Sub County between parents and the school.
- ii. To investigate the level of parental awareness in formation of school and family partnerships vis-à-vis the written CBC expectations
- iii. To establish the constituents necessary in structuring meaningful school and family partnerships in the implementation of CBC.
- iv. To identify challenges in parental involvement that affect formation of school and family partnerships in the implementation of CBC.

1.5 Research Questions

- i. What forms of communication exist between parents and schools in public schools in Lang'ata Sub County?
- ii. What is the level of parental awareness in formation of school and family partnerships vis-à-vis the written CBC expectations?
- iii. Which constituents are necessary in structuring successful school and family partnerships in the implementation of CBC?
- iv. What challenges are there in parental involvement that affects formation of school and family partnerships in the implementation of CBC?

1.6 Scope of the Study

The study focused on all the 10 public primary schools that are found in Lang'ata Sub County. The researcher chose to focus on public schools only as the dynamics are very different from private schools; i.e., the challenges that public schools face are very unique to them, like overcrowded classrooms leading to huge pupil to teacher ratio (Waita, Mulei, Mueni, Mutune, & Kalai, 2016). This in turn could lead to teachers having huge workload that might affect their ability to initiate programs that involve parents.

In schools, teachers are key implementers of the curriculum and the ones to foster the relationship with the parents; therefore the researcher administered questionnaires and interviews to administrators, teachers and parents. The three groups (i.e. teachers, administrators, and parents) were able to provide insight on the type of communication (between parents and teachers) that existed in their schools. Similarly, they were able to provide information on the level of parental awareness, and whether they as study respondents participated in any curricular related activities.

1.7 Significance of the study

The findings of this study expose the reasons behind low parental involvement in formation of school and family partnerships especially in public primary schools. This is key since formation of these partnerships is important in the implementation of the CBC curriculum and is beneficial to all stakeholders in the country such as parents, KICD, the Ministry of Education, Teachers' Service Commission, among others.

First, the findings from this study will help KICD know the reasons behind low parental involvement in schools and what is plaguing formation of partnerships between schools and families. This is crucial since the curriculum is still in its initial stages and solving this could increase success in its implementation. KICD will be able to get information from the source on the challenges hindering involvement between schools and families and how these challenges can be overcome. This could lead to greater educational and social outcomes for the learners since parental

involvement and engagement have been shown to support attainment of learning objectives by learners.

Secondly, findings from this study will sensitize schools on how to implement the different strategies that will enhance parental involvement in schools. This will in turn aid in the formation of strong partnerships thereby enabling the accomplishment of the CBC objectives.

Thirdly, the study generated findings that could be fundamental in influencing parents positively and sensitize them on the key role they play in realizing the vision and mission of CBC. This will help in transforming their attitudes towards their role in the new curriculum and help in smooth implementation. In schools where parental involvement programmes already exist, findings from this study will help increase their engagement and impact and also serve as a benchmark that other schools can emulate.

Finally, the study will show the important role that the school, government and community play especially where this curriculum is concerned. Since these are important stakeholders, the study findings, for example on communication strategies, will be useful in strengthening the partnerships between parents and their respective schools.

1.8 Limitations

Limitations are influences that are beyond the researcher's control; these are shortcomings that place restrictions on the methodology to be used and conclusions made (Roggema, 2014). This being a cross sectional study, the study focused on data collected at one particular point in time, which left no room for manipulation of the variables. This limitation was however overcome by being thorough in the data collection process and ensuring the sample was representative enough.

The researcher also faced challenges of getting access to information from the schools due to the Covid-19 pandemic which affected the school calendar. During collection of data, schools were doing their final exams while in others, the teachers were in the process of grading exams. This led to questionnaires and interview

schedules taking longer than the researcher had anticipated. The researcher however was patient with the respondents and made follow up visits to ensure the questionnaires were responded to.

1.9 Delimitations

Delimitations are choices which describe the boundaries that the researcher has set for the study, and entail the scope in terms of content, geographical coverage, and the time of study (Kariuki, 2014). The study was delimited to public primary schools in Lang'ata Sub County. The study also focused on teachers, parents and administrators only, and delimited the study to grade one to grade five, since these are the grades that have shifted to CBC. Administrators and teachers were chosen since they are at the forefront in implementation of the curriculum and they are also the ones to foster the relationship between the school and home (parents).

1.10 Definition of key terms

Competency Based Curriculum: This is a learner centred pedagogy that emphasizes the development of competencies and application of knowledge in real life context. It is a system that seeks to develop learner's ability to apply knowledge and skills to perform a given task (Sifuna & Obonyo, 2019).

Parental Involvement: Is a combination of commitment and active participation on the part of the parent to the school and the child. This can be nurtured by school wide commitment, learning-focused parent-teacher partnerships, effective communication and shared home and school decision making (Averill et al., 2016). In this study, this encompasses both parental engagement and empowerment.

Family and School Partnerships: A shared responsibility between families and educators that helps to promote academic and social development of learners (Sheridan & Wheeler, 2017). The focus is on relationships rather than predetermined roles. In this study, this partnership helps to foster the implementation of the CBC.

Structures in school: These are the different parts in a school that are meant to work together. Each school has a defined structure that helps to regulate its operations and determine how it functions (Bhebhe, 2020). The school body is meant to adhere to

this structure in order to achieve the set goals and objectives. In this study, the researcher focused on structures that foster relationships between the school and home.



CHAPTER TWO: LITERATURE REVIEW

2.1 Introduction

This chapter focusses on global and local literature on Competency Based Curriculum (CBC) and parental involvement in formation of school and family partnership in curriculum implementation. The chapter also discusses the theories relevant to the study objectives, and presents the conceptual framework that the study is anchored on. Finally, empirical studies (and their methodologies, among others) used in the previous studies are presented in line with the study objectives and the gaps arising from them.

2.2 Competency Based Curriculum in Kenya

Since Kenya attained her independence in 1963, the country has continued investing heavily in education with the hope that this helps to transform the country into a modern progressive state. The 8-4-4 system of Education which was launched in 1985 was designed to provide eight years of primary education, four years of secondary, and four years of university education. The rationale of the 8-4-4 system of education was to make education more practical and responsive to the needs of the country and its people (Akala, 2021).

However, according to the Koech report which proposed the replacement of 8-4-4 with Totally Integrated Quality Education and Training (TIQET), 8-4-4 was implemented in a hurried manner without prior consultations or preparation (Akala, 2021; Kavua, 2020). The Koech Report propagated a reduction of subjects in order to have a manageable curriculum content that did not overburden the learners and teachers. The same report also proposed the doing away of exams which had been associated with exam-focussed teaching and learning.

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 Kenyan Ministry of Education 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). 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).

2.3 Contextual background

2.3.1 Global context

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 really constitutes effective parental involvement in the education sphere (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 complicated 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.

Goodall and Vorhaus (2010) observed that there is a policy in New Zealand that requires schools to nurture parental involvement. This has however proved challenging due to time constraints, language and cultural differences and varied expectations from both parties (schools and parents). 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 & Bunijevac, 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.

2.3.2 African context

The adoption of CBC by many African countries has helped them to be abreast with international standards in the knowledge economy progress (Cheptoo & Ramadas, 2019). This curriculum mainly focuses on building competencies among graduates in order to equip them with skills required in the job market. In as much as it is concerned with skills and attitudes that learners need in their work life, many of these countries have found themselves facing diverse challenges while implementing this curriculum.

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 Rwandan context 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.

2.3.3 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).

The Basic Education Curriculum Framework (BECF) stipulates that parents should share responsibility with schools so as to provide an enabling environment that is conducive to learning and also to motivate the children to achieve their full potential (KICD, 2019). One of the strategies to ensure this happened was to create awareness among all stakeholders, parents included (MOEST, 2015). Research, however shows that parents and other educational stakeholders were hardly involved in the reform process and this has hitherto hindered the successful implementation of the curriculum (Sifuna & Obonyo, 2019). As a result, the Ministry of Education, Science and Technology (MOEST) needs to create a framework that will sensitize parents and involve them through school committees and Parents Associations (PA) to create great working partnerships.

In Nairobi and Nyeri Counties, parents acknowledged the importance of home school partnerships and they even knew that their active involvement was critical in ensuring successful educational outcomes (Mwarari et al., 2020). However, lack of time, inadequate skills to assist children and the absence of induction on CBC were some of the major challenges that parents pointed out as hindrances to their partnership with the schools. This minimal involvement by parents and other stakeholders could slow down the implementation process and lead to sabotage or indifference to the education system overhaul (Maluei, 2019). The Ministry of Education, schools, media and other stakeholders could consider designing and administering programmes, workshops and seminars to sensitize parents on their roles and duties in successful implementation of CBC. Strategies to involve them could also likely be effective if they are contextualized and the parents are actively involved in their development (Mwarari et al., 2020).

2.4 Empirical review

2.4.1 Parental involvement in curriculum implementation

A study by Okeke (2014) focussed on effective home school partnerships and strategies to improve parental involvement in primary schools in London, UK. The study, which employed Epstein's theory of parental involvement, adopted a descriptive case study design and used unstructured interviews to collect data. Findings from the study indicated that parents cared about their children's education and were keen on getting involved. However, a major challenge they faced was that

there were no clear guidelines on how to get involved; some parents were even intimidated by the strict operational structures within the school.

This foregoing findings show that the school environment plays a critical role in parental involvement. In some other cases, parents shied off from being involved in school activities due to barriers set up by the institution, while in others, it was an inability to understand processes of the educational institutions that children were in (Newchurch, 2017). It is clear that parents need to be made aware of the strategies for involvement for it to be successful. Schools also need to create warm and conducive environments that will enable parents to want to get involved in the different programs.

The purpose of curriculum implementation is to bring about change in learners based on the set objectives. A comparative study done in Florida, USA by Paulynice (2020) explored the perception of educators on parental involvement in determining student success and effective strategies that can be used to improve their involvement. The study used qualitative case study design and was guided by Epstein's theory of parental involvement. The study found out that many parents did not actively participate in their children's education, and they hardly attended school parental meetings or programmes. This study emphasized on communication and the need to craft parental programmes/events that were more meaningful and engaging as these would help increase parental involvement.

Ng and Yuen (2015) conducted a qualitative case study of two schools in Hong Kong on parental involvement in school education. The study used questionnaires and field notes collected through observation. Findings from the study revealed that in as much as the importance of parental involvement in formation of partnerships with schools was acknowledged by many educational stakeholders and policy makers, there was a lot of micro-politics among parents, teachers and principals which was affecting its success. Further, it was observed that there was bias on the part of the teachers when it came to encouraging parental participation: parents remained distanced and alienated as there was lack of mutual trust and respect. These findings show that in order for parental involvement to increase, teacher's attitudes must be interrogated and teachers must be encouraged to embrace the notion of "parents as resources". The study concluded that meaningful parental involvement in education

would only happen when parents were involved in the governance structures in school. Also, more training ought to be provided to school governors and other stakeholders on the purpose and operational guidelines on involving parents at various levels in the school.

In Nigeria, Olibie (2014) sought to assess the extent to which parents were involved in curriculum implementation. The quantitative research used 16 item researcher developed questionnaire on a 4-point scale, to collect data, and mean scores, frequencies, content analysis and t-test were used as methods of data analysis. The results showed that there was minimal involvement of parents in curriculum delivery. For improvement, the study came up with a framework that emphasized on shared responsibility in areas of policy formulation, creation of awareness by the government and its agencies together with the school body. This study however, pointed out the need for schools to remain autonomous and the need for parents not to meddle in the operations of the school and classroom activities in their quest to developing positive partnerships. The current study, unlike Olibie's, sought to establish the place of communication, among others, in parental engagement in school partnerships.

A phenomenological study in South Africa was conducted by Xaba (2015) on the empowerment approach to parental involvement in education. The study which used semi-structured group interviews to collect data found out that the real meaning attached to parental involvement was not understood and there were no meaningful partnerships formed between parents and the schools. Parents just responded to activities that had been set out by schools, implying that there was need for parents to be empowered to be more proactive as opposed to being reactive through school-based forums. This study identified several barriers to parental involvement, communication being one of them. Most parents felt inferior or were illiterate and hence never aired their views. Other barriers were lack of clear guidelines or know-how on how to help their children and lack/poor planning of activities to involve parents.

A descriptive study in Cameroon by Chu et al. (2018) on CBC implementation, focused on the teachers' perspectives. The results were that a majority of teachers

were yet to understand what CBC was about and those who did, still found effective implementation a challenge. This brings out the challenge of teachers and parents' awareness as far as the curriculum is concerned, and hence the need to properly equip teachers who are the key implementers of the curriculum. Proper equipping of teachers would help guarantee CBC's success as they would be in a position to engage other stakeholders such as parents. From this study, it is evident that the key role of curriculum implementation is played by the teachers and therefore the need for proper training and equipping.

Tabaro (2018) conducted a study on the need to adjust programmes to align them with the CBC designed for both primary and secondary schools in Rwanda. The study highlighted the difference between CBC and knowledge-based curriculum and why it was important to ensure its successful implementation. CBC as a curriculum reform was largely learner centred, criterion referenced, constructivist, focused on learning outcomes, and used formative assessment. Similarly, developing of learners' competences was what was important as opposed to them just gaining knowledge.

A related study in Rwanda employed Epstein's theory of parental involvement and targeted vulnerable families in Muhanga District (Tabaro & Uwamahoro, 2020). The study used mixed methods approach where questionnaires were administered to parents, interviews with administrators and focus group interviews were conducted for children. The results indicated that a number of parents tried to get involved to a moderate level despite the many challenges that they faced. From these two studies, it is evident that schools need to find out what challenges hinder parental involvement and ways to mitigate them. There is also need to sensitize parents on the importance of participating in school activities, and more so in their children's education.

In Kenya, Amunga et al. (2020) recently carried out an exploratory study anchored on Vygotsky's social constructivism theory on the teacher-parent nexus in the CBC success equation across counties. Findings showed that there was need for parents and teachers to work together for CBC to be successful. Data was collected using open-ended questionnaires and in-depth interviews, and these were analysed thematically. The results revealed that parents needed to work as co-educators with

teachers as well as provide learning materials for the many practical sessions. However, many parents were reluctant to do so as they considered that the teachers' responsibility. This suggests that the issue of mindset needs to be addressed if this trend is to change. Furthermore, parents are supposed to be encouraged and sensitized to be involved in order to foster better the implementation of CBC.

Mwarari et al. (2020) similarly carried out a cross-sectional survey on parental involvement in the implementation of CBC in Kenya, and based on Epstein's theory of parental involvement. Both quantitative and qualitative methods were used to collect data, and while quantitative data was analysed using descriptive statistics, content analysis was used for qualitative data. The purpose of the study was to find out the barriers that parents encountered as they sought to partner with schools. Results indicated that parents understood the importance of collaboration but cited absence of induction on CBC, inadequate skills and knowledge to assist their children, and lack of resources as the major challenges that they faced.

In Machakos, Kenya, a descriptive survey by Muasya and Waweru (2019) focussed on constraints facing the successful implementation of the Competency-Based Curriculum. Stratified random sampling was used to select participants, and questionnaires and observation were used in data collection. The findings of this study indicated that teachers were not fully prepared to implement CBC and that the government had hurriedly implemented the new curriculum without addressing the many challenges that it faced. This is significant as teachers are the key implementers of the curriculum and the ones at the forefront in fostering relationships between the school and parents. The study further recommended the MOEST invest more in not just training but also equipping teachers; this will help them be in a position to involve parents in the implementation process. It will also help them develop a positive attitude across the board and aid in successful implementation of the curriculum.

Finally, Ndiku (2015) carried out a descriptive survey in Teso North Sub County primary schools on the influence of parental involvement in the provision of teaching and learning resources on educational outcomes. This study was done amid claims that parents were not supportive, which was affecting the academic achievement of

students. Simple random sampling was used to select data from 30 schools using questionnaires, interviews, schedules and document analysis. Quantitative data was analysed using means, percentages and frequencies whereas qualitative data was reported thematically. The findings revealed that parents hardly provided teaching and learning resources, and this was affecting performance in the schools. This shows that parents need to be involved in more ways than just showing up for parent's meetings or one-off activities that they have been called upon.

The majority of studies on parental involvement show that most parents were either unaware or uninvolved as partners in their children's schools. Notably, poor communication, absence of a framework governing their involvement, among others, hindered effective partnership between parents and their children's schools.

2.4.2 School support and curriculum implementation

Schools play an important role in ensuring that parents are involved in the learners' holistic development. This collaborative partnership between parents and schools helps in improving school-related outcomes for the learner. Schools are able to achieve these through: provision of school programmes, conducive school climate, provision of family services and support, training in parental skills and leadership, and connecting families with others in the school (Mwarari et al., 2020). However, impersonal school environments characterised by hostile interactions between teachers and parents hinder the formation of these partnerships. According to Paulynice (2020), both the climate and the culture of a school can affect parents' participation in their child's education. Also, when parents feel inferior to educators in terms of social status, they may feel too intimidated to communicate with them.

A study by Amunga et al. (2020) on teacher-parent nexus in the competency-based curriculum success equation in Kenya, revealed that the government needs to provide sufficient assessment materials for all learners and provide adequate training for teachers. According to the study, most public primary schools are still grappling with over-enrolment and understaffing which is affecting parental involvement and the effective implementation of CBC. Similarly, the community is mandated to provide additional resources, security and facilities to enable learning happens uninterrupted

in schools. They also help improve existing school facilities and offer sponsorship to needy learners.

CBC requires learners to participate in community service. Communities also provide activities that link learning to skills and talents. Communities offer support to schools and its programmes and are active through alumni associations (Paulynice, 2020). According to a study by Nkya and Huang (2019) in Tanzania, the community was not aware of the CBC and what role they needed to play. This was majorly due to lack of sensitization and involvement in the curriculum reforms. Research shows that a strong sense of community in terms of values and willingness to work collaboratively with the school creates a positive environment for learners to thrive (Kimu, 2012).

2.5 Theoretical framework overview

This section looks at the theories anchoring the study. Three theories will be reviewed in this section, the Epstein theory, cognitive development theory and the partnership model theory.

2.5.1 Epstein Theory

Epstein theory has been used in many studies to explain parental involvement where curriculum reforms and academic achievement is concerned. According to Epstein's theory (Epstein & Sanders, 2002), parental involvement in the formation of school and family partnerships helps to improve school programmes and climate, connect families with others in schools, help teachers with their work, and ultimately help learners to succeed in school and later in life.

Epstein theory has been used in several studies, such as those by Đurišić and Bunijevac (2017), Mwarari et al. (2020), Olibie (2014) and Paulynice (2020). The basic tenet of this theory affirms and supports that good partnership between schools and homes can lead to great reforms in education and also improve academic achievement of learners. The theory focuses on school, family and community partnerships programmes that improve policy and practice in an effort to increase student achievement and increase success in curriculum implementation. The framework contains six important factors with respect to parental involvement. These

are: parenting, communication, volunteering, learning at home, decision making and collaboration with the community.

In a study in South Africa, Xaba (2015) used the theory as an empowerment approach to encourage parents to partner with the school and also as an advocacy tool to encourage them in their different roles. This study is anchored on the tenets proposed by this theory as it focuses on fostering strong school and family partnerships. It also places an emphasis on communication, which was cited severally as one of challenges that hindered parental involvement in previous studies.

2.5.2 Cognitive Development Theory

Cognitive development theory emphasizes the constructive role that experience plays in the cognitive development of a learner. The basic assumption of the theory is that children are active learners who are constantly seeking to match their internal constructions with their external environment. Tekin's (2011) study on parental involvement which based on United States of America and Turkey, used this theory. The study sought to find out historical background on parental involvement in both countries major development theories and contemporary parent involvement models, and concluded that cultural contexts play a role with respect to parental involvement.

In CBC, learners are viewed as being active as opposed to being passive. According to cognitive development theory, learners learn best when they get opportunities to interact with the environment, particularly with their parents, who are a vital part of their lives. This therefore shows the importance of parents being involved in their children's learning. For example, parents interact with their children while helping with homework hence enabling them to create their own knowledge through interaction with their social and physical environment. The researcher therefore investigated on challenges that face parents in their quest to getting involved in their children's education.

2.5.3 The Partnership Model Theory

The partnership model theory considers which activities schools should engage parents in, and also states what teachers should do to improve the collaboration between the two parties (Hornby, 2011). This model looks at professionals working

in education and parents as experts. In a study done by Xaba (2015) in South Africa, parents felt inferior to teachers due to the attitude the teachers had towards them. Notably teachers' attitude towards parents was contributed by the fact that some of the parents were illiterate. This inadvertently affected the formation of any meaningful partnership between the two groups.

The tenets of this theory addressed the issue of strained parents-teachers' relationship by looking at the partnership as a way of sharing of expertise which leads to optimum educational outcomes. Both parties, therefore, bring their strengths to the partnership which leads to both greater educational achievements for the learners and the realization of curriculum goals. This model proposes the development of effective collaborative working relationships between educators and parents.

This framework also helps in the formulation of policy and plans for working with parents, which is one of the objectives that this study sought to investigate. In another study done in the Republic of Serbia, Đurišić and Bunijevac (2017) noted that great schools used this model to develop effective partnerships with parents. Programmes were developed, implemented, evaluated and improved, and this enhanced family and community involvement based on this model.

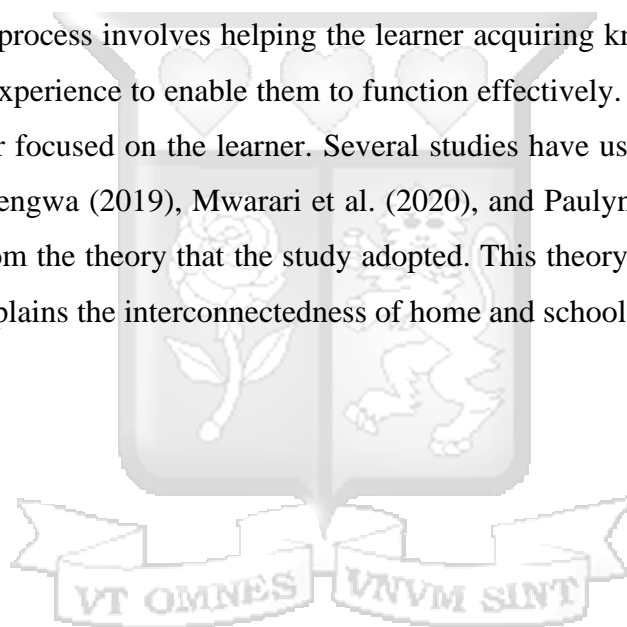
2.6 Epstein's Theory

This study was based on Epstein's theory. The focus of the study was on the three aspects of the theory: communication, level of awareness of parents where learning at home is concerned, and also constituents necessary in structuring school and family partnerships through decision making, governance and advocacy activities. This theory combines psychological, educational and sociological perspectives on institutions and explains the relations among parents, schools and the community (Yamauchi, Ponte, Ratliffe, & Traynor, 2017). The theory also argues for working towards the formation of meaningful partnerships, and further advocates for schools to be open and to allow participation from stakeholders like parents. It points out the need for communication between home and school. The theory also suggests policy changes that would help foster better relationships between family and school.

2.7 Conceptual framework

The conceptual framework in Figure 2.1 consists of independent, intervening and dependent variables. Parental involvement is the independent variable which consists of communication, parental awareness, constituents necessary in structuring school and family partnership and finally, challenges in parental involvement. The intervening variables are role of school, government and community support. Implementation of the CBC is the dependent variable. This variable focusses on: Improved learner's academic performance; Learner's participation in classroom activities and classroom attendance among learners.

According to Bediako (2019), curriculum implementation cannot happen without the learner. This process involves helping the learner acquiring knowledge, skills, ideas, attitude and experience to enable them to function effectively. This is the reason why the researcher focused on the learner. Several studies have used this framework, for example Mulengwa (2019), Mwarari et al. (2020), and Paulynice (2020), which was developed from the theory that the study adopted. This theory is very relevant to the study as it explains the interconnectedness of home and school.



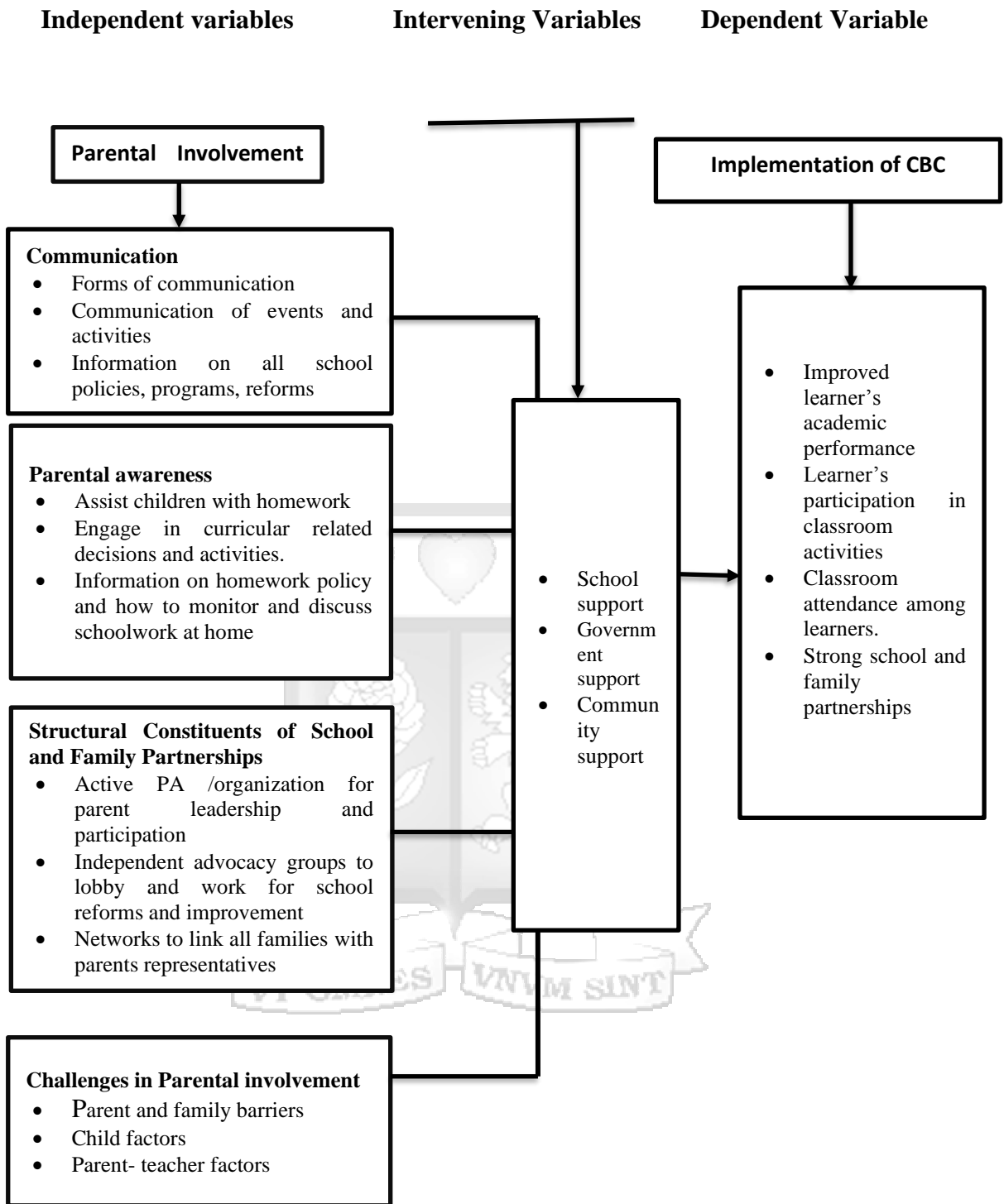


Figure 2.1: Conceptual framework (Source: Author, 2022)

2.7 Operationalization of variables

Table 2.1 shows how variables in this study have been operationalized.

Table 2.1: Operationalization of study variables

Type of variable	Main variable	Sub-variable	Measurement tool	Type of scale
Independent Parental involvement	<i>Communication</i>	<ul style="list-style-type: none"> Forms of communication Communication of events and activities Information on all school policies, programs, reforms 	<ul style="list-style-type: none"> Questionnaire Interview 	<ul style="list-style-type: none"> Ordinal Interval
	<i>Parental Awareness</i>	<ul style="list-style-type: none"> Assist children with homework Engage in curricular related decisions and activities. Information on homework policy and how to monitor and discuss schoolwork at home 	<ul style="list-style-type: none"> Questionnaire Interview 	<ul style="list-style-type: none"> Ordinal Interval
	<i>Structural Constituents of School and Family Partnerships</i>	<ul style="list-style-type: none"> Active PA /organization for parent leadership and participation Independent advocacy groups to lobby and work for school reforms and improvement Networks to link all families with parents representatives 	<ul style="list-style-type: none"> Questionnaire Interview 	<ul style="list-style-type: none"> Ordinal Interval
	<i>Challenges in parental involvement</i>	<ul style="list-style-type: none"> Parent and family barriers Child factors Parent- teacher factors 	<ul style="list-style-type: none"> Questionnaire Interview 	<ul style="list-style-type: none"> Ordinal Interval
Intervening Variables		<ul style="list-style-type: none"> School support Government support Community support 	<ul style="list-style-type: none"> Questionnaire Interview 	<ul style="list-style-type: none"> Ordinal Interval
Dependent Variable	<i>Implementation of CBC</i>	<ul style="list-style-type: none"> Improved learner's academic performance Learner's participation in 	<ul style="list-style-type: none"> Questionnaire Interview 	<ul style="list-style-type: none"> Ordinal Interval

		classroom activities <ul style="list-style-type: none"> • Classroom attendance among learners. • Strong school and family partnerships 		
--	--	--	--	--

2.8 Summary of literature review

The empirical literature reviewed in this chapter indicated low parental involvement that was affecting formation of partnerships between school and home, yet this is crucial in the implementation of CBC. This is a challenge that other countries have also faced in Africa as they implemented the CBC. The chapter highlighted this issue based on previous studies done and also showed the need to look for a solution even as CBC is in its initial stages of implementation. Different theories have been used in addressing the issue of parental involvement; this study however focused on Epstein theory. Table 2.2 shows a summary of the studies reviewed, and the gaps arising that this study sought to fill.

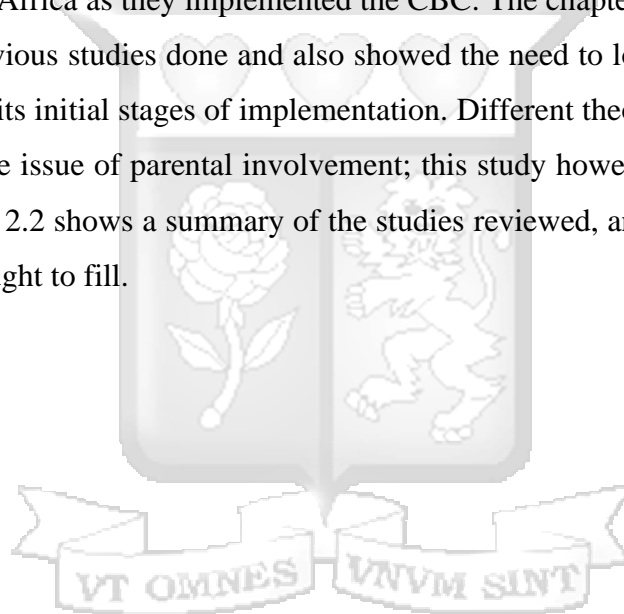
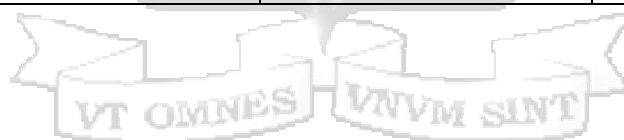


Table 2.2: Summary of literature and research gaps

Author	Study focus	Findings	Research Gaps
Okeke (2014)	Effective home school partnerships and strategies to improve parental involvement in primary schools in London, UK	Findings from the study indicated that parents cared about their children's education and were keen on getting involved. However, a major challenge they faced was that there were no clear guidelines on how to get involved; some parents were even intimidated by the strict operational structures within the school	Parental involvement in the implementation of curriculum not focussed on
Paulynice (2020)	explored the perception of educators on parental involvement in determining student success and effective strategies that can be used to improve their involvement	The study found out that many parents did not actively participate in their children's education, and they hardly attended school parental meetings or programmes owing to challenges such as communication	Student success not one of the variables in the current study
Ng and Yuen (2015)	A qualitative case study of two schools in Hong Kong on parental involvement in school education	as much as the importance of parental involvement in formation of partnerships with schools was acknowledged by many educational stakeholders and policy makers, there was a lot of micro-politics among parents, teachers and principals which was affecting its success	Only two schools focussed on in this study, while the current study, all public primary schools in Lang'ata Sub County the focus.
Olibie (2014)	Focussed on the extent to which parents were involved in curriculum implementation in Nigeria	The results showed that there was minimal involvement of parents in curriculum delivery	The current study, unlike Olibie's, sought to establish the place of communication, among others, in parental engagement in school partnerships.
Xaba (2015)	It was a phenomenological study on the empowerment approach to parental involvement in education.	There were no meaningful partnerships formed between parents and the schools. Parents just responded to activities that had been set out by schools, implying that there was need for parents to be empowered to be more proactive as opposed to being reactive through school-based forums	The study was qualitative, unlike this study which was quantitative
Chu et al. (2018)	Focussed on CBC implementation in Cameroon from the perspectives of teachers	The results were that a majority of teachers were yet to understand what CBC was about and those who did, still found effective	The current study went beyond teachers as the focus and also included parents and administrators from the 10 schools and focused on

		implementation a challenge	teachers from grade one to grade five
Tabaro and Uwamahoro (2020)	Focussed on parental involvement among vulnerable families in Rwanda	The results indicated that a number of parents tried to get involved to a moderate level despite the many challenges that they faced	The scope of the current studies is on all parents, not just vulnerable ones
Amunga et al. (2020)	An exploratory study anchored on Vygotsky's social constructivism theory on the teacher-parent nexus in the CBC success equation across counties	Findings showed that there was need for parents and teachers to work together for CBC to be successful	There is need to add factors such as communication in parental involvements
Mwarari et al. (2020)	A mixed method study - a cross-sectional survey on parental involvement in the implementation of CBC in Kenya, and based on Epstein's theory of parental involvement	Results indicated that parents understood the importance of collaboration but cited absence of induction on CBC, inadequate skills and knowledge to assist their children, and lack of resources as the major challenges that they faced	This study goes beyond barriers (challenges) that parents have and looks at parental involvement and the place of communication in this relationship.
Ndiku (2015)	a descriptive survey in Teso North Sub County primary schools on the influence of parental involvement in the provision of teaching and learning resources on educational outcomes	The findings revealed that parents hardly provided teaching and learning resources, and this was affecting performance in the schools.	The study was focussed on resources and learning outcomes; the current study is focussed on the parental involvement and communication in this relationship.



CHAPTER THREE: RESEARCH METHODOLOGY

3.1 Introduction

This chapter describes the research methodology that was used to respond to the study objectives. Specifically, the chapter outlines the research design, the target population, sampling design, methods of data collection and ethical considerations regarding the study.

3.2 Research design

The study adopted a mixed method research design. This involves collecting and analysing data by using both qualitative and quantitative methods (Creswell, 2012). Collecting data using multiple methods ensures validity and trustworthiness of the data collected (Ng & Yuen, 2015). One of the studies that used a mixed method approach is that of Mwarari et al. (2020) whose study on perceived challenges and opportunities with respect to parental involvement in implementation of CBC is concerned.

Quantitative methodology involves collecting numerical data that is subjected to statistical analysis, and which focuses on quantifying variables that are measured. Qualitative methodology on the other hand, relies on the views of the participants; their values, feelings, culture and beliefs (Doyle, Brady, & Byrne, 2009). The emergence of this method was to counter the limitations faced by using only qualitative or quantitative approach. By using both methods, the researcher was in a position to provide a better understanding of the research problem (Creswell, 2012).

Non-experimental quantitative research methodology was used to collect numerical data on the variables in the study. It was able to showcase the relationship between the independent, intervening and dependent variables (Cohen, Manion, & Morrison, 2007). The independent variables were communication, parental awareness, structural constituents of school and family partnerships and challenges that hinder parental involvement. The intervening variables were role of school, government and community support where parental involvement is concerned in the implementation of CBC. The dependent variable was successful implementation of CBC and it focused on; Improved learner's academic performance; Learner's participation in

classroom activities and classroom attendance among learners. The study followed up the quantitative study with the qualitative one to obtain more detailed information (Creswell, 2012).

3.2 Target population and sampling procedure

The target population refers to those individuals that have the characteristics that the researcher is interested in studying and drawing conclusions from (Cohen et al., 2007). In this case, the target population were the public primary schools in Lang'ata Sub-County. Specifically, the study focused on all the 10 public primary schools that are found in Lang'ata Sub County. The study targeted teachers, parents and administrators from the 10 schools and focused on teachers from grade one to grade five. These are the classes that have shifted to the CBC curriculum.

A sample is a group of people, objects or items that are taken from a larger population for measurement (Taherdoost, 2016). The sample should be representative of the population in order to generalize the findings. Sampling is used since it is too expensive and time consuming to survey a whole research population (Bhardwaj, 2019). An effective and good sample covers 10-30% of the population (Kothari, 2018). The study took 10% of the population in each school from Grade 1-4. The researcher had to add a few learners in Grade 5 since some of the respondents had children in that grade.

The study took 10% because public schools have high enrolment rates. The schools in Lang'ata Sub County in Nairobi comprised of different ethnic groups and also various social economic backgrounds. This helped increase external validity of the sample. Simple random sampling technique was used to select the 10% of respondents from teachers and parents. The study targeted all the administrators in the 10 schools. This probabilistic sample design was chosen since it is nonbiased, objective and has clear statistical techniques (Bordens & Abbott, 2011).

Table 3.1: Target sample of the population

Name of School	No. of teachers in Grade 1-4	No. of pupils enrolled in grade 1-4	10%of grade 1-4 pupils (representing one parent/guardian)
1	9	333	34
2	6	113	12
3	15	709	71
4	10	543	55
5	8	180	18
6	7	230	23
7	10	533	54
8	9	257	26
9	8	298	30
10	8	214	22
Total	90	3,410	345

Source (Researcher, 2021)

3.3 Data Collection Methods and Instruments

The study used primary data collection tools; specifically the study used questionnaires and interviews to collect data from the 10 schools. The use of the two data collection tools were guided by the objectives of the study.

3.3.1 Questionnaires

A questionnaire (Appendix 1) is a series of questions asked to individuals to obtain statistical useful information about a given topic (Roopa & Rani, 2012). Questionnaires are a vital and valuable instrument that can be used to collect a wide range of information from a large group. The researcher requires to set appropriate questions, order them properly, scale them in order to make the survey successful. The questionnaire was structured based on the objectives of the study. Section A had the background information on the respondents. Section B consisted of four questions, in the independent variables.

The first section of the questionnaire was on communication, the second part on parental awareness, third part on structural constituents of school and family partnerships and fourth part on challenges that hindered parental involvement. Section C consisted of the intervening variable which asked questions on the role of school, government and community support in the implementation of CBC. Finally, Section D consisted of the dependent variable: Implementation of CBC that focused

on the learner. The questions were close ended to aid in effective and efficient analysis of the data.

The likert scale was used to examine each objective. This scale consists of a set of items of equal value and a set of response categories constructed around a continuum of agreement and disagreement. A likert scale was used to examine the first objective on Communication which had questions/statements on Timely communication of events and activities, Clear information on all school policies, programs, and reforms. The second objective on parental awareness had statements/questions on whether the parents assisted their children with homework, whether they engaged in curricular related decisions and activities and also whether they had information on homework policy and how to monitor and discuss schoolwork at home.

The third objective had statements/questions on Constituents of School and Family partnerships. This contained questions on whether there were active PA /organization/advisory council for parent leadership and participation, independent advocacy groups to lobby and work for school reforms and improvement and also whether there were networks to link all families with parents' representatives. The final objective on the independent variable had statements/questions on challenges that hindered parental involvement; these were parent and family barriers, child factors and parent- teacher factors.

The likert scale was also used to measure the intervening variable; it had statements on whether school support through provision of conducive learning environment helped in implementation of the CBC, whether government support through policy formulation and offering strategies to engage both teachers and parents aided in implementation of CBC and finally whether community support through provision of resources, facilities and security helped in implementation of the CBC. The dependent variable that is successful implementation of CBC was measured using the likert scale too. This variable focused on: Improved learner's academic performance; Learner's participation in classroom activities and improved classroom attendance and also high involvement in school activities by parents.

3.3.2 Interviews

The study also adopted the use of interviews (see appendix 2 for interview guide) to get to understand the respondent's feelings, opinions and attitudes on the study. The interview questions were derived from the objectives of the study. The use of the interview was majorly because the study had adopted the use of mixed method approach. The use of interviews complemented the questionnaire and helped the researcher to get an in depth understanding of the research topic. The interview targeted teachers, parents and administrators that had been selected as part of the sample.

3.4 Quality assurance

Validity is concerned with what an instrument measures and how well it does so; it is the truthfulness of the findings (Mohajan, 2017). Validity explains how well the data collected covers the actual area under investigation (Taherdoost, 2016). The study used construct validity; this is when the instrument is designed from the theoretical or conceptual constructs (variables) and content validity; this is where the items are matched with instructional objectives.

The researcher conducted a pilot study to further ascertain the validity of the questionnaire and interview. A few questionnaires and interview schedules were distributed to selected respondents in a few of the schools and the findings analysed to ascertain whether the instruments were valid. This helped in the revision and modification of the research instrument, hence increasing its validity. Also, the study collected data from parents, teachers and school administrators (head teachers). According to KICD (2019), these respondents are the key implementers of the CBC and form the two pillars of the curriculum, the third pillar being the learner. Therefore, their experience in CBC proves that the data collected was valid

Reliability looks at the faith that one has in data obtained from the use of an instrument, the degree to which the instrument controls for random error (Mohajan, 2017). Reliability is the stability of findings; it is the ability of an instrument to give similar results consistently. The researcher used Cronbach alpha with reliability of 0.7. This was used to measure internal consistency of items in a group. It is a measure of scale reliability. Generalization is an act that involves drawing broad

conclusions from particular instances. It involves making an inference about the unobserved based on what is observed (Polit & Beck, 2006).

3.4.1 Data Reliability

Data reliability is confirmed through the Cronbach Alpha, this statistic looks at the internal consistency in the questionnaire used. Statistic claims that a Cronbach Alpha of 0.7 – 0.95 is acceptable and helps in confirming the reliability of data (Tavakol & Dennick, 2011).

3.4.1.1 Overall Cronbach Alpha for the Entire Instrument

This section outlines the internal consistency in the entire questionnaire, it assesses the joint reliability of the instruments used.

Table 3.2: Overall Cronbach Alpha

#	Reliability Statistics	Number
1.	Cronbach's Alpha	0.887
2.	Number of Items	5

Source (Researcher, 2021)

Table 3.2 shows the overall reliability statistics for the entire instrument. A Cronbach's Alpha of 0.887 (88.7%) implies that the overall instrument is internally consistent since this is more than the 0.7 (70%) threshold. Therefore, this means that the statistical analysis from this data set was reliable. Reliability is very important in evaluating any tool for good research as it helps to ascertain the stability of the findings and also increase transparency (Zohrabi, 2013).

3.4.1.2 Individual Cronbach Alpha

This section outlined individual Cronbach's Alpha for each question; it analysed whether each question had internal consistency.

Table 3.3: Individual Cronbach Alpha

#	Item-Total Statistics	Cronbach's Alpha
1.	Implementation	0.829
2.	Communication	0.868
3.	Parental Awareness	0.864
4.	Structural Constituents & Family Partnerships	0.845
5.	Challenges that Hinder Parental involvement	0.901

(Source: Researcher, 2021)

Table 3.3 shows the individual Cronbach's Alpha. Implementation had an Alpha of 0.829 which means that it was 82.9 % internally consistent. Communication had an Alpha value of 0.868 which means that it was 86.8% internally consistent while parental awareness had an Alpha of 0.864 which implies that it was 86.4% internally consistent. Structural constituents and family Partnership had an Alpha of 0.845 which means that it was 84.5% internally consistent. Finally, the question on challenges had an Alpha of 0.901 which means that it was 90.1% internally consistent. All these variables were internally consistent since their Alpha figure was more than 70%, therefore the study concluded that the statistical analyses from these datasets were reliable (Mohajan, 2017; Zohrabi, 2013).

3.5 Data analysis and presentation

Quantitative data was analysed using SPSS 20 where the researcher carried out both descriptive and inferential statistics. The questionnaires had both nominal and ordinal scales since it had both text and text distinguished by some order. The study adopted a Pearson moment product correlation which is a test used to determine a linear relationship between two variables. The test was used to indicate the level and strength of the relationships of the different variables: both independent and dependent.

Regression analysis was used to determine the relationship between independent, intervening and dependent variables. This type of analysis helps the researcher to determine if there is a significant relationship between the variables as well as help in making predictions (Aiken, West, & Pitts, 2003). Conclusions and recommendations were made based on the findings of the study. The interviews conducted were analysed using thematic analysis: this is a method that seeks to identify themes

within qualitative data. A study done in Tanzania by Nkya and Huang (2019) on community awareness of CBC used thematic analysis for qualitative data and SPSS 21 to analyse quantitative data.

3.6 Ethical considerations

The study adhered to Strathmore Ethical Review Board guidelines and also guidelines set by National Commission for Science and Technological Innovations (NACOSTI). The researcher sought approval letters from these two bodies before embarking on the study. Confidentiality and anonymity were also maintained throughout the study. The respondents were not required to write their names or that of their schools in the questionnaire in order to enhance anonymity. Respondents were also engaged on a voluntary basis, and no one was forced to participate in the research. Respondents were also at liberty to choose which questions to answer or even the option to opt out of the study. All works cited are referenced and originality index report provided as part of the appendices.

3.7 Summary of research methodology

This chapter was very important as it outlined the methodologies that the researcher used to collect the data. As discussed, the study used both quantitative and qualitative approaches which were appropriate for the study. The chapter has also outlined the data collection instruments used, questionnaire and interview schedule, the sampling methodology as well as the target sample. Finally, the ethical considerations that were made to ensure proper collection of data have also been presented.

CHAPTER FOUR: DATA ANALYSIS, RESULTS AND INTERPRETATION

4.1 Introduction

This chapter contains the findings of the data collected on parental involvement in formation of school and family partnerships in implementation of CBC in public schools in Lang'ata Sub County. It presents the results of data, the analysis of the response rate, the descriptive statistics based on the selected variables, the correlation analysis, the probable direction of association and the regression analysis to establish the true statistical relationship of the variables. The chapter also looks at the interpretation of the results.

4.2 Response rate

The response rate is the proportion of questionnaires which were answered successfully as compared to the questionnaires which were sent out. The study sent out a total of 345 questionnaires to teachers, administrators, and parents out of which 286 respondents returned the questionnaire, representing 83% response rate. 17% however did not respond.

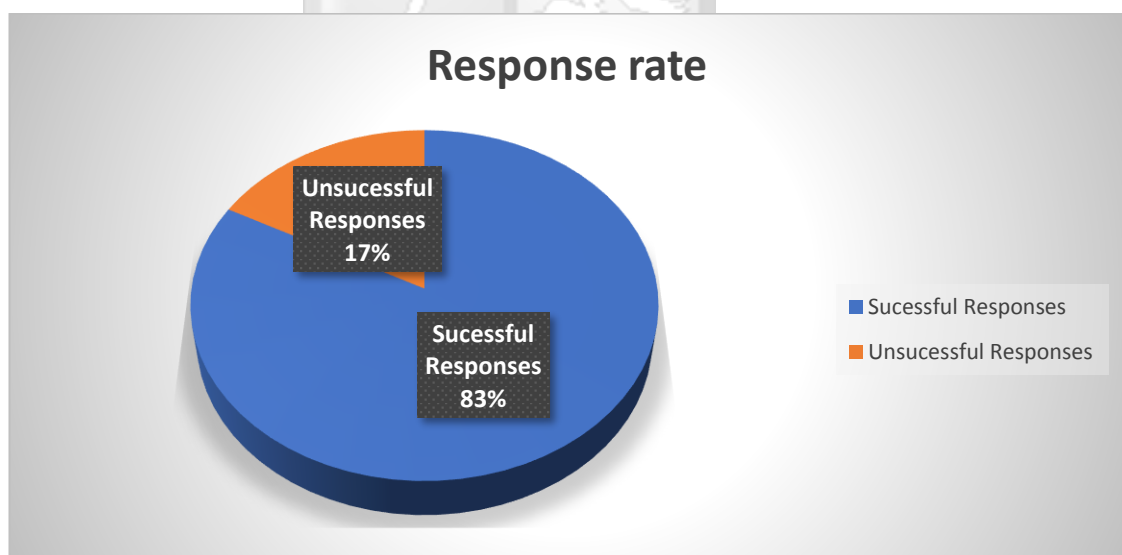


Figure 4.1: The response rate (Source: Researcher, 2021)

4.3 Demography distribution

This section outlines the demographic distribution of the respondents. It provides the preliminary analysis on the respondents. The study identified five demographic

characteristics as follows: gender, age distribution, level of education, title and the grade of the student.

4.3.1 Distribution of respondents by gender

This section details the demographic characteristics of the respondents in terms of gender. Table 4.1 indicate the results of the age distribution, and out of the total of 286 respondents 192 were female and 94 were male. This means that 67% were female while 33% were male. Even though the questionnaire was evenly distributed it was apparent that the female respondents outnumbered the male respondents. Where administrators are concerned, most public primary schools in Lang'ata Sub County are dominated by female head teachers. Also, most of the teachers in grade 1-5 are also female.

The high number of female teachers could be attributed to the fact that the study focused on the lower grades, 1-5 as opposed to the higher ones. There is also the issue of feminization of the teaching profession in the whole world (Mukuna & Mutsotso, 2011). Women are seen to be more nurturing than their male counterparts hence the preferred when it comes to lower grades. Table 4.1 shows the distribution of respondents by gender.

Table 4.1: Distribution of respondents by gender

#	Details	Frequency	Percentage
1.	Female	192	67%
2.	Male	94	33%
3.	Total	286	100%

Source: Researcher (2021)

4.3.2 Distribution of respondents by age

This section looked at the distribution of respondents by age. The age gap distribution was divided into four subsectors (20-29 years; 30-39 years; 40-49 years and 50 years and above). Table 4.2 provides the results of respondents distribution by age. The results indicated that a majority of the respondents came from the age bracket of 30-39 years (30%) and 40-49 years (51%). These two age groups form slightly above the 81% of the respondents. This could be attributed to the fact that parents in this age brackets are most likely to have children in the CBC curriculum. The age bracket of 20-29 registered 14%, while there were fewer responses from the

age bracket of 50 and above because most of the people in that age gap have older children who are beyond the CBC level.

Table 4.2: Distribution of respondents by age

#	Age Distribution	Frequency	Percentage
1.	20-29 Years	39	14%
2.	30-39 Years	85	30%
3.	40-49 Years	147	51%
4.	50 Years and Above	15	5%
5.	Total	286	100%

(Source: Researcher, 2021)

4.3.3 Distribution of level of education

This section dealt with the distribution of respondents by the level of education. Table 4.3 provides the analogy of the data based on the level of education. The statistics was a combination of the administrators, teachers and also parents. In terms of the level of education 41 % of the respondents had a bachelor's degree while 33% had a master's degree, while 3% had a PhD.

The high level of education could be attributed to the fact that the study was conducted in Lang'ata, an urban middle class settlement zone which is expected to have many learned people as compared to the slums and peri urban zones. For teachers, it could also be pegged on the pre-service and in-service teacher education programmes that have led to more and more teachers furthering their education (Kafu, 2011). Only 8% of the respondents had a certificate while 16% of the respondents had a diploma as their highest level of education.

Table 4.3: Distribution by level of education

#	Level of Education	Frequency	Percentage
1	Bachelors	117	41%
2.	Certificate	23	8%
3.	Diploma	45	16%
4.	Masters	93	33%
5.	PhD	8	2%
6.	Total	286	100%

Source (Researcher, 2021)

4.4.4 Distribution of respondents by title

This section provided the analysis of distribution by the title of the respondents. The study targeted parents, teachers and administrators (head teachers). Table 4.4 details the findings presented both in terms of frequency and percentage. The response rate indicated that 24% of the respondents were teachers while 2% were head teachers and 74% were parents. The researcher received more feedback from parents than even the teachers.

Before the onset of the Covid-19 pandemic, Kenya had a well-structured system of education with a three-term school calendar that ran from January to December, with breaks that allowed both learners and teachers to rest. However, in 2021 this changed as the Ministry of Education revised the term dates, enforcing a four-term school calendar (Gathuru & Mweyeri, 2021). This has led to immense pressure where teachers are concerned as they are expected to cover the syllabus, administer exams and mark within a very short period of time. This issue came out clearly during the study as the researcher sought to engage more teachers. The teachers were either in class or in the staffroom marking exams.

Table 4.4: Distribution of respondents by title

#	Title	Frequency	Percentage
1.	Teacher	67	24%
2.	Parent	213	74%
3.	Head Teacher	6	2%
4.	Total	286	100%

(Source: Researcher, 2021)

4.4.5 Distribution of respondents by the Grade of their children

This subsection outlines the distribution of respondents by the Grade of their children. Table 4.5 shows the results based on both frequency and percentage. The distribution according to the grade of the learner showed a fair distribution amongst the various classes. Most of the respondents had their children in grade 1 (27%). Grade 2 parents were 20% while grade 3 parents were 26% and grade 4 parents were 24% of the total sample. Grade 5 registered the lowest frequency of 3%. This was

due to the fact that they had not been included in the study from the onset. Their inclusion was mostly from parents who had multiple children in several grades.

Table 4.5: Distribution of respondents by Grade

#	Title	Frequency	Percentage
1.	Grade 1	58	27%
2.	Grade 2	42	20%
3.	Grade 3	55	26%
4.	Grade 4	52	24%
5.	Grade 5	6	3%
6.	Total	213	100%

(Source: Researcher, 2021)

4.5 Quantitative analysis

This section outlines the various objectives that were explored in the study. The section looked at the descriptive statistics, mean score, standard deviation and the summary percentages of the responses per question.

4.5.1 Existing forms of communication between the parents and the school

This section questioned existing forms of communication between parents and the school. According to the qualitative data collected, most schools communicated through the use of diaries, while others used WhatsApp or online forms. However, the communication was mostly one way, with the schools conveying the message with no way for parents to provide feedback. In the questionnaire, parents were asked to respond on whether there was timely communication of events and activities by the school to parents. Additionally, parents were asked to express their opinion on whether they had clear information on all school policies, programs, reforms. Their responses were collected based on a five likert scale as follows (5=Strongly Agree, 4= Agree, 3= Neutral, 2= Disagree, 1= Strongly Disagree). Table 4.6 shows the descriptive analysis of the results based on the mean score.

Table 4.6: Existing forms of communication between parents and the school

Description	Mean	Std. Dev	Agree	Neutral	Disagree
There is timely communication of events and activities by the school to parents.	2.85	1.3	22%	13%	65%
Parents have clear information on all school policies, programs, reforms.	2.93	1.2	27%	16%	57%
Communication Average	2.89	1.2	25%	15%	61%

(Source: Researcher, 2021)

Table 4.6 shows that 65% of the respondents disagreed that there was timely communication of events and activities by the school, while 22% agreed. 13% of the respondents were neutral on this. This question had a mean score of 2.89 and a standard deviation of 1.2. This meant that most of the parents disagreed that there was timely communication of events and activities by the school.

This could be the reason for the public outcry in terms of last-minute communication by the schools to parents concerning assignments that the learners were supposed to do. It could also be one of the reasons why parents were terming the curriculum as being expensive due to last minute communication (Odenyo, 2021). Schools should therefore endeavour to communicate their events and activities in good time if they want to improve the level of parental involvement and improve the attitude towards this new curriculum. They should also invest in two-way communication or give parents ways in which they can engage with the school regularly.

Additionally, the results showed that 57% of the respondents disagreed that there was clear information on school policies, programs and reforms, while 27% agreed and 16% were neutral. This question had a mean score of 2.93 which meant that most of the respondents disagreed that they had clear information on all school policy, programs and reforms. The standard deviation of 1.2 implied that most of the responses were pulling towards the mean score. On average the question on communication had a mean score of 2.89, this implied that most of the parents felt that school activities and events were not communicated on time. This finding agrees with previous studies which show that school partnerships were affected by lack of timely and effective communication to parents (Olibie, 2014; Xaba, 2015).

Moreover, most of the respondents also indicated that they did not have clear information about school policies programs and reforms. This goes to show that there is need to improve on communication between schools and homes (Chu et al., 2018). This could be one of the major hindrances to formation of meaningful partnerships between the two. The poor communication could also be causing parents to be unaware of what was going on in schools. Last minute communication could also be putting a strain on their finances, especially when they needed to purchase materials that were necessary for learning.

4.5.2 Parental awareness in formation of school and family partnerships vis a vis written CBC expectations

This section deals with parental awareness. The section looked at: parental involvement in their children’s homework, parental involvement in other curricular related decisions and activities, whether parents had information on homework policy and parental level of information on monitoring of the school homework. Parents were asked to express their opinion on these themes based on the following likert scale (5=Strongly Agree, 4= Agree, 3= Neutral, 2= Disagree, 1= Strongly Disagree). Table 4.7 shows the descriptive analysis of the results based on the mean score.

Table 4.7: Parental awareness in formation of school and family partnerships vis a vis written CBC expectations

#	Description	Mean	Std. Dev	Agree	Neutral	Disagree
1.	Parents assist their children with homework	4.17	1.04	71%	14%	15%
2.	Parents are involved and engage in curricular related decisions and activities	3.42	1.28	44%	30%	26%
3.	Parents have information on homework policy	3.48	1.12	46%	34%	20%
4.	Parents have information on how to monitor and discuss schoolwork at home.	3.57	1.23	51%	27%	22%
5.	Parental Awareness Average	3.66	1.17	53%	26%	21%

(Source: Researcher, 2021)

The first question sought to find out whether parents assisted their children with homework. This question had a mean score of 4.17 which implied that a majority of the respondents agreed that parents assisted their children with homework. An in-

depth analysis revealed that 71% of the respondents agreed with the statement, while 14% were neutral and 15% did not agree. The second question inquired whether parents were involved and engaged in curricular related decisions and activities. This question had a mean score of 3.42. This implied that a majority of the respondents were in between neutral and agreeing.

30% of the respondents were neutral (meaning they neither agreed nor disagreed) about being involved while 44 % agreed that they were engaged in the curricular related decisions and activities. 26% felt that they were not involved at all in the curricular related decisions and activities. This response could be attributed to the fact that CBC is new curriculum reform and both parents and teachers felt that they were not involved from the onset (Sifuna & Obonyo, 2019).

The third question sought to find out whether parents had information on homework policy. Almost half (46%) of the parents agreed that they had information about homework policy, 34% were neutral meaning they neither agreed nor disagreed. This could indicate that maybe the respondents were not sure about the question, or they had no opinion on it. 20% of the respondents disagreed that they had information about homework policy. The last question investigated whether parents had information on how to monitor and discuss schoolwork at home. This question had a mean score of 3.57 which implied that most of the respondents believed that parents were well equipped to handle homework issues.

On average parental awareness had a mean score of 3.66, a standard deviation of 1.17, this implied that most of the respondents agreed that parents were aware when it came to matters homework and monitoring it. This could be due to the fact that most schools had embraced the use of diaries to communicate as indicated in the qualitative data. They were aware of the homework given and they signed off once the learner had finished their work given. According to the qualitative data, many parents viewed involvement as being majorly helping their children with homework, hence the need for a shift where this is concerned (Mwarari et al., 2020). Parents ought to be proactive and play an active role both in their children's education and also in developing a strong and positive relationship between them and the school (Đurišić & Bunijevac, 2017).

4.5.3 Structural constituents of schools and family partnerships in the implementation of the CBC

This section looks at structural constituents of schools and family partnerships on the implementation of the CBC. There were three areas (Parents Association which provided leadership, the Presence of an advocacy group to lobby for reforms and improvements and networks to link families with parents' representatives) which jointly defined the structural constituents and family partnerships. Parents were asked to express their opinion on the above areas based on the following Likert scale (5=Strongly Agree, 4= Agree, 3= Neutral, 2= Disagree, 1= Strongly Disagree). Table 4.8 shows the descriptive analysis of the results based on the mean score.

Table 4.8: Structural constituents of schools and family partnerships in Implementation of CBC

#	Description	Me an	Std. Dev	Ag ree %	Neu tral %	Disa gree %
1	There is active PA /organization/advisory council for parent leadership and participation	3.89	1.27	74%	8%	18%
2	There are independent advocacy groups to lobby and work for school reforms and improvement	2.03	1.12	13%	7%	80%
3	There are networks to link all families with parents' representatives	3.42	1.51	56%	8%	36%
4	Structural constituents of schools and family partnerships average	3.11	1.30	48%	8%	45%

(Source: Researcher, 2021)

The first question sought to find out if there were active parent associations which represented the parents in schools, offered leadership and allowed parents to participate in the school affairs. The mean score from all the respondents from the question was 3.89 with a standard deviation of 1.27. This meant that a significant number (74%) of the respondents agreed that there were parent associations which allowed parents to actively participate. However, 8% of the respondents were neutral while 18% disagreed. This could be attributed to the fact that many public primary schools have very active PA's that act as link between the home and school.

The second question investigated whether there were independent advocacy groups to lobby and work for school reforms and improvement. The mean score for this question was 2.03 and the standard deviation from the mean was 1.12. Most of the

respondents disagreed that there were advocacy groups which lobbied for school reforms and improvement. The results show that 80% disagreed, 7% were neutral while 13% agreed. Many public primary schools have active PA's but hardly do they have independent advocacy groups. Most public schools, especially with the introduction of the Free Primary Education in 2003 rely on the Government for sustainability (Ogola, 2010).

The third theme sought to find out if there were platforms which linked all families with parents' representatives from the school. The mean score for this question was 3.42 while the standard deviation was 1.51. This implied that 56% of the respondents agreed with the statement; 36 % of the respondents however disagreed while 8% of the respondents were neutral. Having an active PA did not mean that all parents were engaged: this was dependent on the parent and their level of awareness, others preferred to remain on the side-lines and hence did not participate nor were they represented in any way. According to a study done in Nigeria, many parents were indifferent and did not see the need of getting involved in school activities even when opportunities were offered to them (Olibie, 2014).

4.5.4 Challenges hindering parental involvement on the implementation of the CBC

This section looks at factors that hindered parental involvement, three questions asked were: Parent and family issues hinder parental involvement; Child factors hinder parental involvement and lastly, parent- teacher factors hinder parental involvement. Parents were asked to express their opinion based on the following Likert scale (5=Strongly Agree, 4= Agree, 3= Neutral, 2= Disagree, 1= Strongly Disagree). Table 4.9 shows the descriptive analysis of the results based on the mean score.

Table 4.9: Challenges hindering parental involvement on implementation of CBC

#	Description	Mean	Std. Dev	Agree	Neutral	Disagree
1.	Parent and or family issues hinder parental involvement in schools.	4.29	0.99	88%	5%	7%
2.	Child factors hinder parental involvement	2.11	1.11	13%	8%	79%
3.	Parent- teacher factors hinder parental involvement	4.04	1.20	76%	10%	14%
4.	Challenges that Hinder parental involvement Average	3.48	1.10	59%	8%	33%

(Source: Researcher, 2021)

The first question investigated whether parent/ family issues hindered parental involvement in schools. This question had a mean score of 4.29 which meant that most of the respondents agreed that parent and family issues affected involvement. 88% of the respondents agreed, 7% disagreed while 5% were neutral. The second question investigated whether child factors hindered parental involvement. The question had a mean score of 2.1. and 79% of the respondent disagreed, 8% were neutral whereas 13% agreed.

The question as to whether parent- teacher factors hindered parental involvement had a mean of 4.04 which meant that most of the respondents (76%) agreed with the statement, 10% were neutral while 14% disagreed. These results indicate that both parent/family issues and parent and teacher factors were major hindrances to parental involvement in the implementation of the CBC. The family issues could be lack of time, level of education, lack of resources or lack of proper skills and knowledge to assist their children in homework (Mwarari et al., 2020). Some of these challenges were mentioned in the qualitative data, in the question that dealt with the major challenges that faced formation of partnership between school and family.

Parent and teacher factors could be lack of proper communication, teacher attitude towards the parents, hostile environment in the school that makes the parents to keep off or even apathy in parents when it comes to their children's education. A study done by Paulynice (2020) in Florida USA reiterated this point where many parents

did not get involved in their children's education and they also missed parental meetings and programmes.

4.5.5 The role of schools, government and community support on the implementation of CBC

This section provided responses on the role played by schools, government and community in supporting the implementation of CBC. Three areas were tested, that is the support provided by the schools, government and community, in the implementation of CBC. Respondents were asked to express their opinion on these themes based on the following Likert scale (5=Strongly Agree, 4= Agree, 3= Neutral, 2= Disagree, 1= Strongly Disagree). Table 4.10 shows the summary of the descriptive analysis of the results.

Table 4.10: The role of schools, government and community support on the implementation of CBC

#	Description	Mean	Std. Dev	Agree	Neutral	Disagree
1	School support through provision of conducive learning environment helps in implementation of the CBC.	4.40	0.93	86%	7%	7%
2	Government support through policy formulation and offering strategies to engage both teachers and parents aids in implementation of CBC.	4.34	0.97	86%	5%	9%
3	Community support through provision of resources, facilities and security helps in implementation of the CBC.	4.54	0.75	94%	3%	3%
4	Average for School, government and Community support.	4.42	0.88	89%	5%	6%

(Source: Researcher, 2021)

The first question sought to find out the respondents view on whether school support through provision of conducive learning environment helped in the implementation of the CBC. 86% of the respondents agreed with the statement, 7% were neutral while 7% disagreed. The second question sought to find out if Government support through policy formulation and offering strategies to engage both teachers and parents helped in implementation of CBC. This question had a mean score of 4.34 which implied that most respondents agreed with the statement (86% of the respondents agreed, 5% were neutral and 9% disagreed).

The third theme investigated whether community support through provision of resources, facilities and security helped in implementation of the CBC. 94% of the respondents agreed with the statement, 3% of the respondents disagreed while the other 3% were neutral. On average most of the respondents agreed that schools, government and Community support played an important role in the implementation process. Evidently schools play a major role in ensuring parents are involved in the implementation of CBC by ensuring the environment is conducive for the learner and the parent, hence forming a great partnership (KICD, 2019; Kabita & Ji, 2017). According to the qualitative data, parents pointed out that rigid school structures made them shy away from getting involved, which is in line with past studies (Chu et al., 2018)

On the other hand, Government helps in formulation of policies and implementation of curriculum reforms. They do so through KICD and are also on the forefront when it comes to training teachers through TSC. According to Owala (2021), one of the successes of the CBC was that there was in-service training of head teachers in preparation of the implementation of the CBC when it was initiated. This, however, was not enough since major stakeholders like parents were left out. Also, the reforms were implemented in a rushed manner and hence the reason why there was a negative attitude towards the curriculum. Teachers also felt like they were not adequately trained and yet they are the major implementers of CBC (Kaviti, 2018).

Communities offer support in various ways like giving land for the school, resources, expertise through alumni associations and also offer security. A study done in Tanzania by Nkya and Huang (2019) showed that majority of the community members were not aware of what CBC was and this hindered their involvement in the curriculum implementation. There is therefore need to intentionally involve parents for CBC implementation to be successful.

4.5.6 Implementation of CBC on learners' academic performance, students' classroom participation, classroom attendance and parental involvement

This section outlines the responses provided on the effective implementation of CBC on the learners' academic performance, their classroom participation and classroom attendance and finally effective implementation of CBC on parental involvement.

Respondents were asked to express their opinion on a scale which run from strongly disagree to strongly agree based on the following Likert scale (5=Strongly Agree, 4= Agree, 3= Neutral, 2= Disagree, 1= Strongly Disagree). Table 4.13 shows the summary of the descriptive analysis of the results.

Table 4.11: Implementation of CBC on learners’ academic performance, student’s classroom participation, classroom attendance and parental involvement

#	Description	Mean	Std. Dev	Agree	Neutral	Disagree
1	Effective implementation of CBC leads to overall improved learners’ academic performance	4.35	0.91	83%	11%	6%
2	Effective implementation of CBC Leads to improved students’ participation in classroom activities	4.39	0.92	82%	13%	5%
3	Effective implementation of CBC leads to high classroom attendance among students	4.42	1.01	83%	9%	8%
4	Effective implementation of CBC leads to high involvement by parents in school activities.	4.76	0.63	95%	3%	2%
5	Average Implementation score	4.48	0.87	86%	9%	5%

(Source: Researcher, 2021)

The first question examined whether effective implementation of CBC led to overall improved learners’ academic performance. The question had a mean score of 4.35 which meant that majority of the respondents strongly believed that effective implementation of CBC would lead to improved students’ performance. 83% agreed, while only 6% disagreed and 11% were neutral. The second question asked whether effective implementation of CBC would lead to improved students’ participation in classroom activities. 82% of respondents agreed, 5% disagreed while 13% were neutral.

The third question looked at whether effective implementation of CBC would result in high classroom attendance among students. The average response score was 4.42 implying that a significant number of respondents agreed with the statement. 83% of the respondents agreed while 9% were neutral and 8% disagreed. The last question examined whether effective implementation of CBC would result in high parental involvement in the school activities. The average score for this sub section was 4.76. This meant that a majority of the respondents strongly agreed with this statement.

The results indicated that 95% of the respondents agreed, 2% disagreed while 3% were neutral.

On average the respondents strongly agreed that effective implementation of the CBC curriculum would lead to improved performance of the learners, increase their classroom attendance and also lead to improved participation in classroom activities and finally lead to increased parental involvement. According to Bediako (2019), the learner is at the centre of the effective implementation of a curriculum. Therefore, the learner is very crucial in the success of CBC. Effective implementation of the CBC would also yield positive results in terms of formation of strong partnerships between school and home which would lead to improved learner's academic performance, their attendance and even participation in classroom activities (Averill et al., 2016). Since both parents and teachers are expected to identify and nurture the learners' talents and abilities in CBC, effective implementation through sensitization on what they are supposed to do, proper training and right programmes would help in acquisition of the right knowledge and skills needed to accomplish the above objectives.

4.6 Qualitative analysis

This section outlines the qualitative analysis based on the identified themes; parental involvement, communication, partnerships, major challenges affecting the formation of partnership between schools and family and the role of government, school and community in the implementation of the CBC program. The findings anchored the results found in the quantitative analysis.

4.6.1 Parental involvement

The qualitative data collected through the interview schedule, asked what parental involvement meant to the respondents. The question was directed to the administrators, teachers and also parents. The results indicated that most of the respondents understood parental involvement and awareness as being involved in helping children with school homework. Some of verbatim responses given were:

“Being available to nurture and train the child, understand what the child has learnt and help increase understanding and awareness where necessary”

Parent 3

“I believe it means a parent being involved in the child's learning process.”

Parent 7

“Working with the child in helping them achieve their learning goals”

Teacher 2

From the data, it was clear that most respondents viewed involvement as assisting the learners with their homework. They also understood involvement as nurturing the child's potential. The responses show that parental involvement was majorly viewed in terms of homework assistance. Parents need to be engaged actively in other school programmes and activities where CBC is concerned in order for the curriculum to be successful (KICD, 2019).

Also, parents were specifically asked the things that the school could do to improve parental involvement and overcome the challenges faced. Most of the parents responded as follows:

“More communication on what is expected, how the school is progressing in CBC implementation; anticipated outcomes; responding to parents concerns in an encouraging manner” Parent 2

“Giving adequate time to ensure submission of projects especially because most parents are working” Parent 5

“Increase communication with parents, parent training on CBC” Parent 1

“Assignments that require extra involvement like costumes be communicated early enough” Parent 7

Timely communication came out clearly as a major challenge. Parents felt ambushed with complicated assignments, which they had little or no time to assist their children

to accomplish. Prompt communication of what was needed at the beginning of the term would help parents plan in terms of time and also finances. Effective communication between parents and teachers has been emphasised in literature as a key concern that affects the school family partnerships (Cheptoo & Ramadas, 2019; Sifuna & Obonyo, 2019), and this was also evident in this study.

4.6.2 Communication

In this section, administrators, teachers and parents were asked on the forms of communication that existed between the school and parent/guardian/family. A sample of the responses is provided below:

“Diary, telephone, newsletter, termly meetings” Administrator 2

“Class meetings, school circulars, class WhatsApp groups, Email, school diary” Parent 4

“Diary writing, parents’ meetings and sending messages on text” Teacher 6

From the responses, most of the public schools predominantly use the diary to communicate to the parents. The diary involves the teacher, the learner and the parent and acts as a good tool for monitoring and evaluation. Some schools also use WhatsApp and Termly meetings to reach out to the parents. WhatsApp and online platforms have been seen effective tools used by schools because their cost is minimal in comparison to calling or sending short messages (Smythe-Leistico & Page, 2018). In this study, WhatsApp also provided an avenue of conveying information in real time.

However, some respondents in some of the schools complained of how this mode of communication had been restricted to be one way, where it was only the administrators who could post. Similar to arguments by Ng and Yuen (2015), the parents in this study were not enabled to respond and this was a hindrance to effective communication because it ended up being one way. The Pandemic had also led to reduction of physical meetings between parents and the school. A negative in terms of ensuring that there was vibrant communication between all stakeholders.

Under communication, parents were asked to suggest the communication strategies which could be employed by the school to improve on partnership.

“Regular meetings (even if online) to discuss progress/challenges” Parent 4

“Teacher parent WhatsApp group dedicated to assignments only” Parent 10

“Hold periodic forums with parents (e.g beginning of every term) segregated by grade” Parent 1

“Use of WhatsApp to relay information and assignments that would need parental involvement prior to the assignment dates” Parent 9

From the responses given, it was clear that most parents were eager to be involved but the mode of communication and the untimeliness of it was affecting their participation. Most were willing to embrace technology since there was a restriction on physical meetings (Selwyn et al., 2011). Parents encouraged the teachers to communicate more on the online platforms and embrace it. They also suggested formation of WhatsApp group dedicated to assignments only which would encourage sharing of ideas (Smythe-Leistico & Page, 2018). The parents also suggested that the schools needed to increase the frequency of communications to discuss progress and challenges. Finally, some parents suggested that the schools should employ the use of online surveys to collect views from the parents. This would help monitor progress and also chart the way forward to improve learning outcomes.

4.6.3 Partnership

Parents, teachers and administrators were also asked to suggest the structures which could be put in place to foster formation of strong partnerships. A summary of their verbatim responses were:

“Active participation of Parents in how to make the CBC Program effective in schools. A mutual effort and not one sided” Parent 11

“Small networks of parents especially for public schools where children are more than 50 in a class” Parent 2

“Having the clinic or the academics day where the child, teacher and the parent discuss together about the different issues like performance and discipline” Parent 4

“Establishing Parents CBC champions (not PTA) to work in liaison with the school and the entire parental body” Parent 3

Public primary schools usually have large number of pupils and the researcher found this to be true during the study (Waita et al., 2016). This presented a unique set of challenges that required administrators to think creatively in order to form meaningful partnerships with all the stakeholders. This is possibly the reason for the suggestion to have more meetings and create forums that were segmented by grade which could ensure maximum participation by all teachers, parents and also learners. The responses also indicated that the schools ought to strengthen the parents’ association in order to enhance their involvement.

Timely communication and involvement of parents in decision making was also mentioned as being important in enhancing this partnership (Sifuna & Obonyo, 2019). Another suggestion was that schools ought to create clinic/academic days where learners, teachers and parents interacted to discuss matters pertaining to the CBC curriculum and performance of the learner. Finally, some parents proposed the formation of CBC champions who were independent from the general PA to criticize, monitor and suggest changes to the curriculum during its implementation.

4.6.4 Major challenges on partnership between schools and family

This section looked at the challenges affecting formation of partnerships between the schools and family, a representative sample of the responses were provided below. These challenges included minimal involvement of parents, poor communication between schools and parents, lack of awareness, among others. Most of the challenges, however, were communication-related. Examples of these are:

“Lack of parental awareness” Parent 12

“Apathy in terms of engagement” Parent 4

“Poor communication, unrealistic curriculum requirements, outdated class projects that are not in tune with the current time” Parent7

“No information on what to expect for the term and therefore a lot of last-minute assignments that are done by the parent on their own.” Parent 5

“Expectations are not communicated early’ Parent 6

Some of the respondents stated that schools did not clearly communicate what was expected of them as parents: parents claimed that they were not fully aware of what was expected of them and all they did were assignments (Olibie, 2014). This was draining both financially and time wise. On teachers and administrators, the respondents mentioned that some parents were apathetic and wanted little or no involvement with the school. In some of the schools, some administrators stated that most parents were only seen when they brought their children at the beginning of the term or during enrolment. The shift that CBC had brought seemed to be an inconvenience and contributed to lack of collaboration. There is therefore need for sensitization on the importance of collaboration for better educational outcomes.

Another challenge related to the timeliness of the information was that most of the parents indicated that they were not informed in good time of activities that they were supposed to be engaged in. When teachers were asked about this, they alluded to the fact that they were facing pressure to finish the syllabus and also the fact that the learners were many posed a challenge. Some schools also still held on to the notion that teachers were the experts whereas parents were not, and this mirrors the findings by Xaba (2015) where parents felt inferior. This made some parents feel intimidated and less willing to interact with the schoolteachers and administration and ended up affecting formation of meaningful partnerships between the two parties.

4.6.5 The role of school, government and community in CBC Implementation

The respondents were asked to indicate the roles played by various stakeholders in the CBC implementation. Findings showed that school implement CBC, while the

government facilitates the entire process. On the other hand, the community provides a supporting role for the success of the CBC. A sample of their responses is provided below:

“The school provides the right documents needed for learning CBC.” Administrator 1

“School is the implementer and thus CBC succeeds or fails at this stage” Parent 4

“MOE facilitates trainings that equips the teacher on how to carry out learning” Parent 7

“The Government should ensure adequate resources are directed towards those involved e.g. teachers are trained, pupils have books, learning materials etc.” Administrator 1

“Community helps in facilitating learning i.e. when learners are expected to carry out learning using public facilities like markets, water sources etc.” Teacher 3

“Community should support the pupils by providing resources that are readily available to them.” Parent 8

From the responses above it is clear that the school, the government and the community are important players in the CBC implementation process, in line with studies in literature (Kimu, 2012; Nkya & Huang, 2019). The schools should offer enabling environment for learners to learn and conducive for formation of partnerships between the different stakeholders. The government should provide resources to train both the parents and improve the teachers training on the CBC curriculum. The community should help the learners particularly when the assignments involve using public facilities like the church, markets and other public spaces.

4.7 Pearson correlation

The Pearson correlation analysis is a preliminary analysis which shows how the variables correlate. This statistic is interpreted based on the following rule: if the

coefficient is between 0-2.4 then there is no correlation. According to Tabachnick and Fidell (2019), correlation coefficient of 2.5-0.4 is a weak correlation, 0.45 - 0.75 is a moderate correlation while anything above 0.75 is a strong correlation. On the other side of the scale, it is presumed that there is no correlation if the coefficient falls between 0 to -2.4. A correlation coefficient of -2.5 to -0.4 is a weak negative correlation. While a correlation coefficient of -0.45to -0.75 is interpreted as moderate negative correlation while any number beyond -0.75 is interpreted as a strong negative correlation. Table 4.12 shows the results of the Pearson correlation between implementation and the other independent variables (communication, Parental Awareness, Family partnership and challenges).

Table 4.12: Correlation between CBC Implementation and communication, Parental Awareness, Family partnership and challenges

Pearson Correlation	Implementation	Communication	Parental Awareness	Structural Constituents & Family Partnerships	Challenges that Hinder parental involvement
Implementation	1				
Communication	0.791	1			
Parental Awareness	0.792	0.54	1		
Structural Constituents & Family Partnerships	0.87	0.654	0.675	1	
Challenges that Hinder parental involvement	-0.564	0.447	0.475	0.493	1

Source (Researcher, 2021)

The results indicated that communication and CBC Implementation has a Pearson correlation of 0.791, this coefficient implies that there is a strong correlation. CBC Implementation and Parental awareness has a coefficient of 0.792, which implies that they have a strong positive correlation. On the other hand, structural constituents and family partnership has a correlation coefficient of 0.87, this implies that there is a strong correlation between the variables. The strong positive correlation between communication, parental awareness, Structural Constituents & Family Partnerships and Implementation indicate that these variables are critical success factors in

enhancing the implementation process as observed in literature (Amunga et al., 2020; Coutts et al., 2012; Nkya & Huang, 2019).

However, challenges hindering parental involvements have a negative correlation with implementation. The Pearson correlation coefficient of -0.564, implies that there is a moderate negative correlation. This means that challenges affect the implementation process negatively. Challenges such as ineffective communication and lack of involvement of parents hinder the smooth implementation of the CBC (Olibie, 2014; Sifuna & Obonyo, 2019).

4.8 Regression analysis results

This section looks at the results of the regression analysis, the section is divided into the following sub themes: Model summary, Analysis of variance and the regression model and the interaction effect of the intervening variables.

4.8.1 Test of normality

Data normality was assessed through the histogram.

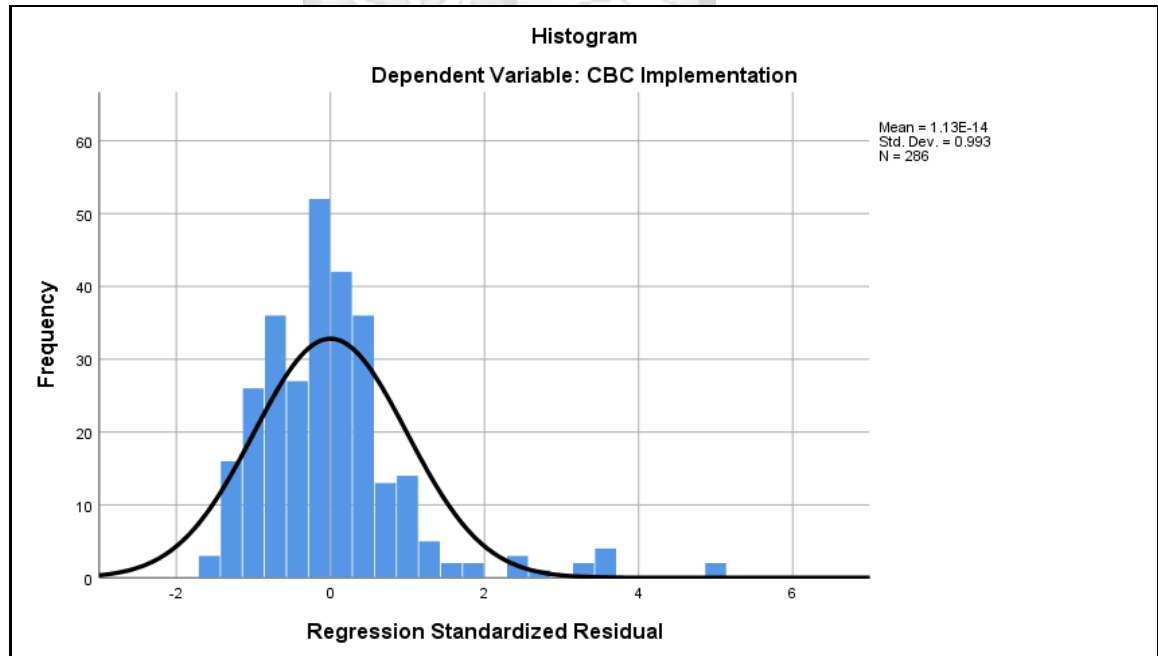


Figure 4.2: Test of normality using a histogram (Source: Researcher, 2021)

The histogram in Figure 4.2 shows the pictorial representation of normality, data is assumed to be normally distributed if it forms a bell shape. This basically means that

most of the data is around the mean. It also means that the standard deviation from the mean score is not very big; there are no outliers. Figure 4.2 shows that the data is normally distributed since it forms a bell shape, it is also clear that the data is within the mean.

4.8.2 Test of homogeneity of variances

Homogeneity of variance among the variables is a precondition for linear statistics, it assumes the variance within a population for all population is equal (Kim & Cribbie, 2018). This is important because it enables the researcher to make inferences about the population based on the analysis done on a sample (Jayalath, Ng, Manage, & Riggs, 2017). This basically means that the results of the analysis can be used to make a decision on the entire population.

Table 4.13: Test of homogeneity of variances

#	Details	Levene's Statistics	df1	df2	Sig.
1.	Communication	2.192	34	240	0
2.	Parental Awareness	2.123	34	240	0.001
3.	Structural Constituents & Family Partnerships	2.782	34	240	0
4.	Challenges that Hinder parental involvement	1.657	34	240	0.016

Source: Researcher (2021)

The null hypothesis for this test asserts that the data set is not homoscedastic, the Sig value provides the probability that the null hypothesis is true. Therefore, when we reject the null hypothesis, we conclude that the data set is homoscedastic. The null hypothesis is rejected if the Sig Value is less than 0.05. Table 4.13 shows the results of the test of homogeneity where results indicate that all the independent variables are homogeneous since the Sig Value is less than 0.05.

4.8.3 Test of multicollinearity

The test of multicollinearity examines whether the independent variables are highly correlated to each other (Tabachnick & Fidell, 2019). For the regression statistics to be accurate the independent variables must not be related to each other. This is because if they are related to each other the estimates will not be accurate.

Table 4.14: Test of multicollinearity

#	Variable	Tolerance	Condition Index	Variance Proportions
1.	Communication	0.064	8.66	0.07
2.	Parental Awareness	0.047	10.165	0.83
3.	Structural Constituents & Family Partnerships.	0.035	11.672	0.06
4.	Challenges that Hinder parental involvement	0.023	14.403	0.04

Source: Researcher (2021)

Multicollinearity is tested using tolerance, condition index and variance proportion statistics. Multicollinearity is assumed to be absent if the following conditions are met (tolerance < 1.0; condition index < 30; and variance proportions < 0.9). Therefore the study concludes (based on the results of table 16) that there is no multicollinearity among the independent variables because for all the variables, the tolerance is below 1, Condition Index is below 30 and variance proportion is below 0.9.

4.8.4 Model summary

The model summary estimates that proportion of the dependent variables which is explained by the explanatory variables in the study. This statistic has three level of measurement the R-statistic, R-square and adjusted R-square. The adjusted R-square estimates the proportion of dependent variable which is explained by the independent variable without errors.

Table 4.15: The model summary

Summary	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	0.948	0.899	0.897	0.160345
a Predictors: (Constant), Communication, Parental Awareness, Structural Constituents & Family Partnerships, Challenges that Hinder Parental involvement				
b Dependent Variable: Implementation of CBC				

Source: Researcher (2021)

Table 18 shows an adjusted R coefficient of 0.897 means that 89.7% of the changes in the implementation of CBC is explained by the selected factors (Communication, Parental Awareness, Structural Constituents & Family Partnerships, Challenges that

Hinder Parental involvement) the remaining 10.3% of the variables is explained by other factors which are not within the consideration of this study.

4.8.5 Analysis of Variance (ANOVA)

The analysis of variance is statistics which measures whether the model as set up in the study is statistically significant in explaining the changes in the dependent variable. ANOVA looks at the joint impact of the independent variables under the study on the dependent variable. In this case the ANOVA statistics looked at the effect of communication, parental awareness, structural constituents & family partnerships, challenges that hinder parental involvement on the implementation of the CBC curriculum.

The null hypothesis for the statistic maintains that there is no joint effect of the independent variables on the dependent variable. The acceptance/reject criteria postulates that the null is accepted as true if the significance value is more than 0.05 at 95% confidence level. The other criterion used is the F-statistics, in this case the null hypothesis is accepted if the F-value is less than 10 otherwise you reject the null hypothesis. It is noteworthy to mention that it is in the interest of the research to reject the null hypothesis otherwise the study because a nullity because the selected independent variables do not have a statistical impact on the dependent variable.

Table 4.16: The Analysis of Variance (ANOVA)

#	ANOVA	Df	SS	MS	F	Significance F
1	Regression	4	15.95	3.99	155.13	0.000
2	Residual	281	7.22	0.03		
3	Total	285	23.18			
a Predictors: (Constant), Communication, Parental Awareness, Structural Constituents & Family Partnerships, Challenges that Hinder Parental Involvement						
b Dependent Variable: Implementation of CBC						

Source: Researcher (2021)

Table 4.16 shows the results of the ANOVA statistics, The Sig figure is 0.000 (This is less than 0.05). Additionally, the F-statistic is 155.13; this is more than 10.0. Based on the acceptance criteria above the study then rejects the null hypothesis; the

independent variables (communication, parental awareness, structural constituents & family partnerships, challenges that hinder parental involvement) jointly does not affect the dependent variable (CBC Implementation). The study therefore concludes that the selected analytical model is statistically significant in explaining the changes in the dependent variable (CBC Implementation).

4.8.6 Regression model

The regression equation shows the relationship which exists between the independent variables and the dependent variable individually. This model is designed to test whether there is a statistical relationship between the independent variables and the dependent variable (CBC Implementation). The model utilizes the Sig figure to reject or fail to reject the null hypothesis; inferences are thereafter made after considering the acceptance criteria.

The general null hypothesis for the regression analysis assumes that there is no statistical relationship between the predictor variables and the dependent variable (Aiken et al., 2003). The Sig figure is the probability that the null hypothesis is true therefore the null hypothesis is rejected if the Sig value is below 0.05. This is because the probability of its occurrence is remote. However, if the Sig value is more than 0.05 then we fail to reject the null hypothesis and conclude that the individual variable does not have a statistical relationship with the dependent variable.

Table 4.17: Regression model

#	Variables	Coefficients	Standard Error	t Stat	P-value
1.	Constant	2.614	0.31	8.424	0.00
2.	Communication	0.321	0.02	12.449	0.00
3.	Parental Awareness	0.3	0.02	11.248	0.00
4.	Structural Constituents & Family Partnerships	0.424	0.022	14.374	0.00
5.	Challenges that Hinder parental involvement	-0.069	0.017	-3.059	0.02
a Predictors: (Constant), Communication, Parental Awareness, Structural Constituents & Family Partnerships, Challenges that Hinder Parental Involvement					
b Dependent Variable: Implementation of CBC					

Source: Researcher (2021)

Table 4.17 shows the results of the regression analysis.

$$Y = \beta_0 + \beta_1 X_1 + \beta_2 X_2 + \beta_3 X_3 + \beta_4 X_4 + e$$

$$Y = 2.614 + 0.321 X_1 + 0.3 X_2 + 0.424 X_3 - 0.069 X_4$$

The results show that there is a statistically significant positive relationship between constant, communication, parental awareness, structural constituents & family partnerships and CBC implementation. Challenges that Hinder Parental Involvement have a negative statistical relationship with CBC Implementation. This is because the P-values for all of the variables is below 0.05; meaning that the possibility of the null hypothesis being true is below 5%. Therefore, the study rejects the null hypothesis which postulates that there is no statistical relationship between the predictors and the dependent variable.

4.9 Interaction effects of the intervening variables on the independent variables

This section looks at the interaction effects of the intervening variables on the relationship which exists between the independent variables and the dependent variable.

4.9.1 Interaction effect of school support

This section provides results of the interaction effect of school support on the relationship between parental Involvement and CBC implementation. The following null hypothesis is tested.

H0: School support does not have a statistically significant interaction effect in the relationship between parental Involvement and CBC implementation

H1: School support has a statistically significant interaction effect in the relationship between the parental Involvement and CBC implementation.

The p-value provides the probability that the null hypothesis is true, therefore we fail to reject the null hypothesis if the P-value is greater than 0.05, otherwise we reject the null hypothesis.

Table 4.18: Interaction effect of school support

#	Variables	Coefficient	Standard Errors	T	P-Value
1.	Constant	0.46	0.43	1.07	0.29
2.	Parental Involvement	0.54	0.16	3.31	0.00
3.	School Support	3.53	0.10	34.29	0.00
4.	Interaction Effect	0.08	0.03	2.44	0.02

Source: Researcher, 2021)

Table 4.18 indicates that the interaction effect of school support on the relationship between parental Involvement and CBC implementation is statistically significant (Coefficient 0.08, P value 0.02). This means that an increase in the school support by one unit increase the positive relationship between parental involvement and CBC implementation by 0.08 units. This therefore makes the school support an enabler towards achieving success in CBC implementation.

Schools play a significant role in enhancing parental involvement by providing a conducive environment where learners enjoy learning and parents feel part of the ecosystem. This happens through constant communication and interaction between the teachers, administrators and parents (Kaviti, 2018). These results support the fact that both the climate and the culture of a school can affect parents' participation in their child's education. Parents who feel inferior in the process of interaction do not engage in school activities, therefore schools must have specific programs which encourage parental engagement.

4.9.2 Interaction effect of government support

This section provides results of the interaction effect of Government support on the relationship between parental Involvement and CBC implementation. The following null hypothesis was tested.

H0: Government support does not have a statistically significant interaction effect in the relationship between parental Involvement and CBC implementation

H1: Government support has a statistically significant interaction effect in the relationship between parental Involvement and CBC implementation.

The p-value provides the probability that the null hypothesis is true, therefore we fail to reject the null hypothesis if the P-value is greater than 0.05, otherwise we reject the null hypothesis. The p-value provides the probability that the null hypothesis is true, therefore we fail to reject the null hypothesis if the P-value is greater than 0.05, otherwise we reject the null hypothesis.

Table 4.19: Interaction effect of government support

#	Variables	Coefficient	Standard Errors	T	P-Value
1.	Constant	15.72	1.36	11.53	0.00
2.	Parental Involvement	0.00	0.00	1.69	0.09
3.	Government Support	0.61	0.30	2.00	0.05
4.	Interaction Effect	0.01	0.00	1.84	0.04

Source: Researcher (2021)

Table 4.19 shows the results of the analysis, it is evident from the table that the government support has a positive significant (Coefficient 0.01, P-value of 0.04) interaction effect on the relationship between parental involvement and CBC Implementation. This implies that an increase in government support by one unit increases the relationship between parental involvement and CBC implementation by 0.01 units.

Government support enhances parental involvement. Government support involves curriculum reform and implementation, provision of training for teachers, sensitization of parents through workshops and seminars, provision of books and resources needed that enhances implementation and ensures its success. These results are consistent with those of Amunga et al. (2020) on the teacher-parent nexus in the CBC success equation in Kenya. The recommendation was that the government should provide adequate funding and proper staffing (which is a challenge in public schools) through TSC. Also, parents should be sensitized on their role. These government interventions will help also reduce the challenges which hinder parental involvement in the CBC implementation process.

4.9.3 Interaction Effect of Community Support

This section provides results of the interaction effect of community support on the relationship between Parental involvement and implementation. The following null hypothesis is tested.

H0: Community support does not have a statistically significant interaction effect in the relationship between the Parental Involvement and CBC implementation.

H1: Community support has a statistically significant interaction effect in the relationship between the Parental involvement and CBC implementation.

The p-value provides the probability that the null hypothesis is true, therefore we fail to reject the null hypothesis if the P-value is greater than 0.05, otherwise we reject the null hypothesis.

Table 4.20: Interaction effect of community support

#	Variables	Coefficient	Standard Errors	T	P-Value
1.	Constant	8.36	1.41	5.93	0.00
2.	Parental Involvement	1.38	0.19	7.24	0.00
3.	Community Support	1.06	0.35	3.07	0.00
4.	Interaction Effect	0.19	0.04	4.53	0.00

Source: Researcher (2021)

Table 4.20 indicates that community support has a statistically significant positive interaction effect on the relationship between parental involvement and CBC implementation (Coefficient of 0.19, P-value of 0.00). An increase in community support by one unit increases the positive relationship between parental involvement and CBC implementation by 0.19 units.

These results are consistent with the findings of Nkya and Huang (2019) who concluded that community awareness is very important in implementation of the CBC and key in formation of meaningful partnerships. Community support affects the partnership between schools and parents positively because the community is a major stakeholder in the education ecosystem. They could offer great support

through provision of resources and expertise that the school needs. Communities could also provide an avenue where learning could be made practical by linking school activities to practical problems facing the community like water shortage, cleaning up the environment. Additionally, the community could reduce the burden of parental involvement through provision of learning materials and hence enhance successful CBC implementation.



CHAPTER FIVE: SUMMARY, CONCLUSION AND RECOMMENDATION

5.1 Introduction

The purpose of this study was to examine parental involvement in formation of school and family partnerships in implementation of CBC in public schools in Lang'ata Sub County. The study explored several objectives through collection of data from parents, administrators, and teachers. Both qualitative and quantitative data was collected from the respondents thus the study employed a mixed method approach. This chapter will thus present the summary, conclusion and recommendations of the study based on the findings that were established in chapter four.

5.2 Summary

This sub section provides the summary of the research findings based on the data analysis. This section consolidated the findings and analysis per objective which were:

- i. Existing forms of communication for parental engagement in public schools in Lang'ata Sub County between parents and the school.
- ii. Level of parental awareness in formation of school and family partnerships vis-à-vis the written CBC expectations
- iii. Constituents necessary in structuring meaningful school and family partnerships in the implementation of CBC.
- iv. Challenges in parental involvement that affect formation of school and family partnerships in the implementation of CBC

5.1.1 Existing forms of communication for parental engagement

The first objective sought to examine existing forms of communication between schools and family in Lang'ata public primary schools. This was focused on what form of communication existed in the schools, whether there was timely communication of events and activities and if parents had information on all school policies, programs, and reforms. Most of the respondents indicated that their schools used diaries as a tool for communication. However, the communication was not

timely and yet this was a critical success factor in building relationships between schools and family.

According to Epstein's theory, communication is very crucial in ensuring formation of meaningful relationships and enhancing parental involvement (Epstein et al. 2002). A study by Paulynice (2020) emphasized the need for open communication between the school and parents in order to keep them informed about school activities and also inform them on the learners' academic performance. Public schools can enhance their communication through embracing online meetings especially during the on-going covid-19 Pandemic season. They can also hold one off physical meetings at the beginning of the term to inform parents on what is expected of them during the term.

5.1.2 Level of parental awareness in formation of school and family partnerships

The second objective aimed at investigating the level of parental awareness in formation of school and family partnerships vis-à-vis the written CBC expectations. Did parents assist their children with homework? Did they engage in curricular related decisions and activities in the school? Did they have information on homework policy and how to monitor and discuss schoolwork at home? Most of the respondents agreed that they assisted their children with homework. However, many did not engage in curricular related decisions or activities which mean getting involved in school decisions and activities. Decision making can be defined as a process of partnership, of shared views and shared goals (Epstein et al., 2002). Most of the administrators revealed that many parents did not get involved in school decision making even when they were invited to.

Many respondents were aware on how to monitor and discuss schoolwork at home. This could be attributed to the use of the diary. This tool was used to communicate the homework that a child had and was to be signed off once a child was done with the work. The findings however showed the level of awareness and involvement was majorly where homework was concerned and yet the parents could do much more. Also, lack of timely communication could be hindering their level of awareness on what was expected of them. According to Đurišić and Bunijevac (2017), parental involvement should be a continuous process rather than a pre-set idea on what

parents should do. The study also emphasized the need to engage all parents even the non-dominant ones and encourage them to be involved especially in decision making to ensure the school and the learners thrive.

According to a model known as the curriculum model (Đurišić & Bunijevac, 2017), parents should be viewed as an invaluable asset who through their expertise and interaction with teachers are able to enhance the curriculum and educational objectives of the school. This can only happen when there is a conducive environment in school and also when parents realize the important role they play in improving educational outcomes.

5.1.3 Constituents necessary in structuring meaningful school and family partnerships in the implementation of CBC

The third objective was to establish the constituents that were necessary in structuring meaningful school and family partnerships in the implementation of CBC. The following questions were explored; were there active PA /organizations for parent leadership and participation? Were there independent advocacy groups to lobby and work for school reforms and improvement? Were there networks to link all families with parents' representatives? Most of the respondents agreed that there was an active PA in their school. However, many disagreed that there existed advocacy groups that could lobby for school reforms or improvement.

According to Đurišić and Bunijevac (2017), teachers should be viewed as experts in education and parents as experts on their children. The goal is for both parties to share their expertise in order to provide optimum outcomes for the learners. This model proposes that mutual respect, sharing of planning and decision-making responsibilities leads to formation of true partnerships between parents and teachers.

5.1.4 Challenges in parental involvement affecting school and family partnerships in the implementation of CBC

The last objective sought to identify challenges in parental involvement that affected formation of school and family partnerships in the implementation of CBC. The challenges were categorized into three: parent and family barrier; child factors and parent-teacher factors. Most of the respondents agreed that family matters, parent

teacher factors and child factors affect formation of school and family partnership in the implementation of CBC. According to Ochieng et al (2020), the implementation of the CBC curriculum is a holistic process that requires all stakeholders to play their role. The study continued to say that both parents and schools have a shared responsibility to provide a conducive environment which motivates the learner to achieve their full potential.

5.1.5 The role of government, school and community support in the CBC implementation process

The study also examined the intervening variables of government, school and community support on the relationship between parental involvement and CBC implementation. The results indicated that a significant number of respondents agreed that school, government and community support had a positive effect on the CBC implementation process. In agreement, a study Sifuna and Obonyo (2019) realised that there is need for the government to provide resources that are needed in primary schools like construct more classrooms; sensitize and involve parents through PA and also improve teacher training to improve the chances of successful implementation.

5.2 Conclusions

In conclusion, the study shows that implementation of this curriculum requires involvement of every stakeholder especially the parents. The first objective that the researcher explored was to examine existing forms of communication for parental engagement in public schools in Lang'ata Sub County between parents and the school. From the findings, it is evident that there is need for there to be active participation from all parents. This can only happen if the schools focus on and invest in different modes of communication. This could mean, engaging in online forums frequently and allowing WhatsApp messaging from both parties.

The diversity in communication will ensure there is two-way communication between the school and home as opposed to what is currently going on. There was a challenge of untimely communication in most of the public schools which could be attributed to huge numbers of pupils. Public schools have a large population, coupled with the fact that the covid-19 pandemic has caused a shift in the school term, which

has resulted in the teachers and administrators being under immense pressure to finish the syllabus, do exams and still perform well.

It is therefore, important for the public schools to focus on timely communication of activities, events, policies and school reforms in order to improve parental involvement. Improved parental involvement will help in developing vibrant partnership with the school that will enhance better learning outcomes. Timely communication will also help parents to plan and allocate resources that are needed by the learners. Better and timely communication will help parents to feel like they are part of the school and therefore be willing to get involved.

The second objective that the researcher explored was the level of parental awareness in formation of school and family partnerships vis-à-vis the written CBC expectations. The study established that most parents in the public primary schools were not aware of what their specific role was. The findings showed that they engaged in helping their children with their homework and were also aware on how to monitor and discuss schoolwork. However, many of the respondents did not engage in other curricular related decision making and activities that the school engaged in. There was still a challenge where parents did not willingly volunteer or want to be involved majorly due to lack of awareness and time constraints. According to the qualitative data, most of the respondents described parental involvement to be limited to helping their children with homework. There is need for a change in this where parents become active collaborators and support both curricular and extra- curricular activities in the school. It is important for the schools and parents to work collectively and collaboratively to ensure greater educational outcomes. This curriculum, unlike the previous 8-4-4 system, depends heavily on this partnership.

The third objective was to establish the constituents necessary in structuring meaningful school and family partnerships in the implementation of CBC. The findings indicated that most public primary schools had PA's but they neither had independent advocacy groups to lobby and work for school reforms and improvement nor proper networks to link all families with parents' representatives. For meaningful partnerships to be formed there is need for PA's to involve all

parents even the non-dominant ones. Networks also need to be established that link all families. This will require a conscious effort since the numbers in public schools can be overwhelming. There is need for independent advocacy groups that could be formed from the community to help lobby for school reforms and improvements. This could help the school to thrive as it implements the CBC curriculum. Formation of the above will help the school to become effective in the implementation of the policies that they have, get funding for projects that will help the school become better through infrastructure and other improvements and also share in expertise to improve the educational outcomes.

The fourth objective sought to identify the challenges in parental involvement that affected formation of school and family partnerships in the implementation of CBC. The findings indicated that mostly parent and or family issues hindered parental involvement in schools and consequently this impacted the implementation negatively. Some of the issues that were mentioned in the qualitative data included lack of proper induction on what their role was, lack of proper skills and knowledge on how to help their children better, lack of time since both parents were engaged in full time work, lack of resources due to last minute communication of activities and events, negative perception towards the curriculum that was seen as burdensome. Also, parent-teacher factors were seen as a major hindrance to parental involvement. Some of the factors mentioned in the qualitative data were teacher's attitude toward parents, lack of trust and respect between the two parties, rigid school atmosphere that caused the parents to keep off and also lack of proper training of teachers on how to engage and communicate to the parents.

Where the intervening variables are concerned, the study concluded that school support, government support and community support have a statistically significant positive interaction effect on the relationship between parental involvement in formation of school and family partnership and CBC implementation. Schools, governments and communities are very crucial in ensuring parental involvement which enhances building of partnership and contributes towards the success of the curriculum. Schools provide conducive environment for learning and teaching and encourage parental involvement through proper and timely communication. Also,

teachers, provide a warm atmosphere where there is trust and mutual respect and help the parents to feel part of the education ecosystem.

The government plays an important role in designing and implementing policies. The government also supports the implementation process through training of teachers and parents, while the community offers a platform for learners to interact with the practical problems. They support the process by allowing the learners to interact with them and offer resources that are needed by the school. In some instances, the community helps in building of schools and other facilities required by the schools.

5.3 Recommendations

This section will outline the recommendations issued by the study based on the various conclusions made on the thematic areas. It will provide recommendations to parents, teachers, schools, community and the government that will help in building strong partnerships between the school and family and help in the successful implementation of CBC curriculum.

5.3.1 To teachers

According to Piliyesi et al (2020), parental involvement helps to create partnerships among schools, parents and the communities. This partnership helps to create a solid foundation where the child is able to succeed in life. This study found out that parental involvement through assisting in homework, engaging in curricular related decisions and activities and also engaging in continuous monitoring and evaluation enhanced formation of partnerships, that was important in the implementation of the CBC.

The study therefore recommends that teachers and school administrators develop a culture of trust and mutual respect between them and the parents to improve involvement and enhance communication. This will help create a conducive environment where parents feel welcome to help. Formation of a culture of trust and mutual respect will also help parents to freely engage in decision making and other curricular related activities where the school is concerned.

Teachers could also train and inform parents on ways in which they could assist their children with homework appropriately. This was seen as a gap that ended up in some homework not being done. Some parents proposed formation of whatsapp group specifically for assignments that would help in this. Training of parents will also help them acquire the necessary skill and knowledge to fulfil this task.

Teachers can also design the assignments better to give parents and learners ample time to be able to accomplish them. Some parents indicated that they were given mid-week practical assignments which were difficult to do since most of the parents worked during the day. Therefore, the study also recommends that practical assignments should be given during the weekend in order to enhance parental involvement. These assignments can also be communicated beginning of the term to enable parents to plan both financially and in terms of time.

The study also recommends that teachers should communicate in good time. A termly or monthly work schedule detailing the projects can help in solving the problem. They can also explore various ways of communicating that is able to reach all parents e.g whatsapp messages/ sms/ online meetings. The meetings could also be divided according to grades as had been suggested to ensure that the messages conveyed were very specific to the class.

5.3.2 To parents

The study found out that parents' associations play a significant role in enhancing partnerships between the school and home. According to a study done in public primary schools in Teso North Sub County, there was a significant relationship between parental involvement and school academic performance (Ndiku, 2015). Parents who are actively involved in the affairs of the learners also offer a monitoring role to the program and help learners to excel academically.

Therefore, the study recommends that parents be sensitized and made aware of the importance of their involvement beyond helping their children with their homework. This can be done by the government and the school, advocating for formation of strong PA's. This can be done through training teachers and administrators on ways in which they can effectively engage parents. This was a gap that was identified as

many schools did not see parents as an important resource. Their engagement was mainly through assignments and yet there was a lot that they could do like offer their expertise for the betterment of the school. Schools can also run parenting and family support programs in the schools to equip parents in health, nutrition and other services (Epstein et al., 2002). This will create a conducive environment where all stakeholders are empowered, and everyone works together for the good of the learner.

5.3.3 To the government

The study found out that there were no independent advocacy groups which lobbied and worked for school reforms and improvement. The government should therefore intervene with policies which encourage advocacy groups to participate. These groups play a key role in monitoring and evaluation and also, they keep an eye on educational policies to ensure equal access to resources for all learners. They also act as an independent voice in decision making which helps the school to thrive. These lobby groups can advocate on teacher training, school funding and improvement, curriculum development and implementation, improve on academic standards and therefore enrich the school ecosystem (Chegg Inc., 2021).

The study also found out that some of the CBC practical exercises were outdated as stated by the respondents. This study therefore recommends that the government through KICD should introduce practical exercises which are in line with the technological era that we are in. This is in keeping with one of the CBC objectives of creating a 21st century learner and also ensuring they match the needs of the job market (KICD, 2019). Learners should be exposed to technology and be given practical problems which will require innovation and critical thinking to solve. To do this the government needs to invest in laboratories which can be used as innovation hubs by the learners.

5.3.4 To the community

The study has identified that the community plays a key role in the implementation of the CBC. This they do through identification and integration of resources from the community to strengthen school programs and student learning and development (Epstein & Sanders, 2002). However, according to a study Nkya and Huang (2019)

there was lack of emphasis on community awareness. This was also the case in Kenya where stakeholders were left out during reform process. A workshop that took place in Makueni mentioned lack of sensitization and involvement of key stakeholders as one of the major challenges facing CBC (Kenya News, 2019).

This study therefore recommends that the government should sensitize the community on their role in the implementation process. Additionally, the government needs to run a positive campaign on mass media. Many people have used social media to speak negatively about the CBC curriculum. The study therefore recommends that the government should run a counter media engagement using influencers. These influencers will enhance community participation and change the perception of the people.

5.4 Suggestion for further studies

This study looked at parental involvement in formation of school and family partnerships in implementation of CBC in public schools in Lang'ata Sub County. However, the Covid-19 pandemic has negatively affected different school programs and activities. Learners have been forced to study with shorter breaks, and schools have been forced to look for alternative ways to communicate to parents, whereas the norm was physical meetings.

Many parents are also facing extreme economic challenges which may impact on their involvement with the school. This study therefore suggests that another study could be conducted to examine the impact of Covid-19 on the formation of school and family partnerships in implementation of CBC. Such a study will help the government to address gaps caused by the pandemic. Consequently, the government can implement intervening policies.

The current study focused on public primary schools in Lang'ata. Further studies could be carried out either in private schools to find out whether the challenges are the same or even look at public schools in rural settings as opposed to peri urban as is the case of Lang'ata Sub County. Since the implementation of CBC as a curriculum reform is still relatively new, further studies could be conducted when the curriculum has done a full cycle and the pioneer learners are in senior high school to investigate

the level of parental involvement as the years have gone by and the relationship between the school and family. To ascertain what the emerging issues are.



REFERENCES

- Aiken, L. S., West, S. G., & Pitts, S. C. (2003). Multiple linear regression. In J. A. Schinka, & W. F. Velicer (Eds.), *Handbook of psychology (Vol. 2: Research methods in psychology)* (pp. 483-506). Hoboken, NJ.: John Wiley & Sons.
- Akala, B. M. (2021). Revisiting education reform in Kenya: A case of Competency Based Curriculum (CBC). *Social Sciences & Humanities Open*, 3(1), 1-8. doi:10.1016/j.ssaho.2021.100107
- Ambaa, C. (2013). *Analysis of the Kenyan 8-4-4 system of education in relation to aims of education for self-reliance (Master's thesis)*. Nairobi, Kenya: Nairobi University. Retrieved from <http://hdl.handle.net/11295/90450>
- Amunga, J., Were, D., & Ashioya, I. (2020). The teacher-parent nexus in the competency based curriculum success equation in Kenya. *International Journal of Educational Administration and Policy Studies*, 12(1), 60-76. doi:10.5897/IJEAPS2020.0646
- Armstrong, M. (2005). *A hand book of human resource management practice*. London, UK: Kogan Page Publishers.
- Averill, R., Metson, A., & Bailey, S. (2016). Enhancing parental involvement in student learning. *Curriculum Matters*, 12, 109-131. doi:10.18296/cm.0016
- Barman, A., & Konwar, J. (2011). Competency based curriculum in higher education. *Romanian Journal for Multidimensional Education*, 3(6), 7-15. Retrieved from <https://www.ceeol.com/search/article-detail?id=196610>
- Bediako, S. (2019). Models and concepts of curriculum implementation, some definitions and influence of implementation. *Curriculum Change and Evaluation* (pp. 1-18). Cape Coast, Ghana: University of Cape Coast. doi:10.13140/RG.2.2.17850.24009
- Bhardwaj, P. (2019). Types of sampling in research. *Journal of the Practice of Cardiovascular Sciences*, 5(3), 157-163. doi:10.4103/jpcs.jpcs_62_19
- Bordens, K. S., & Abbott, B. B. (2011). *Research design and methods: A process approach* (8th ed.). New York, NY.: McGraw Hill.
- Bwana, A. A. (2013). *School–community partnership in the development of education in primary schools: A case of Lamu East District, Kenya (Master's thesis)*. Nairobi, Kenya: Kenyatta University. Retrieved from <https://ir-library.ku.ac.ke/bitstream/handle/123456789/7227/abduhakimaboudbwana.pdf?sequence=1>

- Cheptoo, R., & Ramadas, V. (2019). The “Africanized” competency-based curriculum: The twenty-first century strides. *International Journal of Education*, 7(4), 1-6. doi:10.34293/education.v7i4.640
- Chu, A. M., Nnam, K. I., & Faizefu, A. R. (2018). The Competency Based Curriculum implementation: Appraisal from the perspective of teachers use of resources. *International Journal of Trend in Scientific Research and Development (IJTSRD)*, 2(4), 2278-2288. doi:10.31142/ijtsrd15646
- Cohen, L., Manion, L., & Morrison, K. (2007). *Research methods in education* (6th ed.). London, UK: Routledge.
- Coutts, M. J., Sheridan, S. M., Kwon, K., & Semke, C. A. (2012). *The effect of teacher's invitations to parental involvement on children's externalizing problem behaviors: An examination of a CBC intervention*. Lincoln, NE: Nebraska Centre for Research Children, Youth, Families and Schools. Retrieved from <https://files.eric.ed.gov/fulltext/ED537856.pdf>
- Creswell, J. (2012). *Educational research: Planning, conducting, and evaluating quantitative and qualitative research*. Upper Saddle River, NJ: Pearson Education.
- Doyle, L., Brady, A. M., & Byrne, G. (2009). An overview of mixed methods research. *Journal of research in nursing*, 14(2), 175-185. doi:10.1177/1744987108093962
- Đurišić, M., & Bunijevac, M. (2017). Parental involvement as a important factor for successful education. *Center for Educational Policy Studies Journal*, 7(3), 137-153. doi:10.26529/cepsj.291
- Epstein, J., Sanders, M., Simon, B., Salinas, K., Jansorn, N., & Voorhis, F. (2002). *School, family, and community partnerships: Your handbook for action* (2nd ed.). Thousand Oaks, CA: Corwin Press Inc.
- Gathuru, G., & Mweyeri, M. (2021, September 27). *The impact of Covid-19 on education in Kenya*. Retrieved from Institute of Economic Affairs: <https://ieakenya.or.ke/blog/the-impact-of-covid-19-on-education-in-kenya/>
- Goodall, J., & Vorhaus, J. (2010). *Review of best practice in parental engagement*. London, UK: Department for Education.
- Henrich, C. C., & Blackman-Jones, R. (2006). Parent involvement in preschool. In *A vision for universal preschool education* (pp. 149-168). New York, NY: Cambridge University Press.

- Herman, K. C., & Reinke, W. M. (2017). Improving teacher perceptions of parent involvement patterns: Findings from a group randomized trial. *School Psychology Quarterly*, 32(1), 89-104. doi:10.1037/spq0000169
- Hornby, G. (2011). *Parental involvement in childhood education building effective school-family partnerships*. New York, NY: Springer.
- Jayalath, K. P., Ng, H. K., Manage, A. B., & Riggs, K. E. (2017). Improved tests for homogeneity of variances. *Communications in Statistics-Simulation and Computation*, 46(9), 7423-7446. doi:10.1080/03610918.2016.1241404
- Kabita, D. N., & Ji, L. (2017). *The why, what and how of Competency-Based Curriculum reforms: The Kenyan experience*. Nairobi, Kenya: UNESCO International Bureau of Education. Retrieved from <https://unesdoc.unesco.org/ark:/48223/pf0000250431>
- Kafu, P. A. (2011). Teacher education in Kenya: Emerging issues. *International Journal of Curriculum and Instruction*, 1(1), 43-52. Retrieved from <https://oarklibrary.com/file/2/ef6ffec1-6f8b-4e0e-9036-875af00e06b7/d78328bd-ba12-4f0b-8d59-49b4e88cace4.pdf>
- Kariuki, F. N. (2014). *Influence of parental involvement in the implementation of curriculum in public primary School in Ndeiya Zone Kiambu County, Kenya (Master's thesis)*. Nairobi, Kenya: Nairobi University. Retrieved from <http://hdl.handle.net/11295/74175>
- Kaviti, L. (2018). The new curriculum of education in Kenya: A linguistic and education paradigm shift. *IOSR Journal Of Humanities And Social Science*, 5(1), 15-27. Retrieved from <http://41.204.161.209/bitstream/handle/11295/106450/KAVITI.pdf?sequence=1&isAllowed=y>
- Kaviti, L. (2018). The New Curriculum of Education in Kenya: A Linguistic and Education Paradigm Shift. *IOSR Journal Of Humanities And Social Science*, 1-12.
- Kavua, M. M. (2020, November 19). *Educational reforms in Kenya*. Retrieved from Oxford Research Encyclopedia: <https://oxfordre.com/education/view/10.1093/acrefore/9780190264093.001.001/acrefore-9780190264093-e-435>
- KICD. (2016). *Report on needs assessment for primary level school curriculum in Kenya*. Nairobi, Kenya: Kenya Institute on Curriculum Development .

- KICD. (2019). *Competency Based Curriculum: Guidelines on parental empowerment and engagement*. Nairobi, Kenya: Kenya Institute of Curriculum Development (KICD). Retrieved from <https://kicd.ac.ke/wp-content/uploads/2020/03/PARENTAL-GUIDE-LINES-2.pdf>
- Kim, Y. J., & Cribbie, R. A. (2018). ANOVA and the variance homogeneity assumption: Exploring a better gatekeeper. *British Journal of Mathematical and Statistical Psychology*, 71(1), 1-12. doi:10.1111/bmsp.12103
- Kimu, A. M. (2012). *Parent involvement in public primary schools in Kenya*. Pretoria, South Africa: University of South Africa. Retrieved from <http://hdl.handle.net/10500/6031>
- Kirby, B. R. (2016). *Competence Based Education in the US, technical and vocational education training; issues , concerns and prospects*. Cham, Switzerland: Springer.
- Koskei, B. K., & Chepchumba, E. (2020). Teachers' competency as a cornerstone on the implementation of competency-based curriculum in Kenya. A case of lower primary schools in Nakuru county. *International Journal of Education and Research*, 8(2), 1-10.
- Kothari, C. R. (2018). *Research methodology: Methods and techniques*. New Delhi, India: New Age International.
- López, P. B., Alexander, R. A., & Hernandez, S. J. (2013). Equity issues in parental and community involvement in schools: What teacher educators need to know. *Review of Research in Education*, 37(1), 149-182. doi:10.3102/0091732X12459718
- Madondo, F. (2021). Perceptions on curriculum implementation: A Case for rural Zimbabwean early childhood development teachers as agents of change. *Journal of Research in Childhood Education*, 35(3), 399-416. doi:10.1080/02568543.2020.1731024
- Maluei, S. K. (2019). Implementation of the new curriculum (2-6-3-3-3) in Kenya. *IOSR Journal of Business and Management*, 21(5), 65-71. doi:10.9790/487X-2105086571
- Ministry of Education . (2012). *Aligning education and training to the constitution of Kenya (2010) and Kenya Vision 2030 and beyond*. Nairobi, Kenya: Ministry of Education.

- Mishra, S., Brossard, M., Reuge, N., & Mizunoya, S. (2020, April 20). *How involved are parents in their children's learning? MICS6 data reveal critical insights*. Retrieved from Unicef: <https://blogs.unicef.org/evidence-for-action/parental-involvement-childrens-learning/>
- MOEST. (2015). *Curriculum reform policy*. Nairobi, Kenya: Ministry of Education, Science and Technology.
- Mohajan, H. K. (2017). Two criteria for good measurements in research: Validity and reliability. *Annals of Spiru Haret University. Economic Series*, 17(3), 59-82. Retrieved from <https://mpira.ub.uni-muenchen.de/83458/>
- Muasya, E. W., & Waweru, S. N. (2019). Constraints facing successful implementation of the competency-based curriculum in Kenya. *American Journal of Educational Research*, 7(12), 943-947. doi:10.12691/education-7-12-8
- Muhingi, W. N., Mavole, J. N., & Nzau, M. (2021). Digital literacy and online child abuse among primary school children in Langata Sub-County, Nairobi City County in Kenya. *International and Multidisciplinary Journal of Social Sciences*, 10(2), 1-30. doi:10.17583/rimcis.2021.5566
- Mukuna, T. E., & Mutsotso, S. N. (2011). Gender inequalities in early childhood development education teaching profession in Kenya. *Educational Research*, 2(13), 1876-1885. Retrieved from <http://kerd.ku.ac.ke/123456789/516>
- Mulenga, I. M., & Kabombwe, Y. M. (2019a). A Competency-Based Curriculum for Zambian primary and secondary schools: Learning from theory and some countries around the world. *International Journal of Education and Research*, 7(2), 117-130. Retrieved from <http://dspace.unza.zm/bitstream/handle/123456789/6571/Innocent%20and%20Yvonne%202019.pdf?sequence=2&isAllowed=y>
- Mulenga, I. M., & Ng'andu, M. (2022). Civic education teaching resources and teacher preparedness for secondary school competency-based curriculum in Lusaka, Zambia. *East African Journal of Education and Social Sciences (EAJESS)*, 3(2), 166-177. Retrieved from <https://www.ajol.info/index.php/eajess/article/view/225260>
- Mulengwa, I. M., & Kabombwe, Y. (2019b). Understanding a Competency Based Curriculum and education: The Zambian perspective. *Journal of*

- Lexicography and Terminology*, 3(1), 106-134. Retrieved from <http://dspace.unza.zm/handle/123456789/6566>
- Mwarari, D. N., Githui, D., & Mwenje, D. (2020). Parental involvement in the implementation of Competency Based Curriculum in Kenya: Perceived challenges and opportunities. *American Journal of Humanities and Social Sciences Research (AJHSSR)*, 4(3), 201-208. Retrieved from <https://www.ajhssr.com/wp-content/uploads/2020/03/ZB2043201208.pdf>
- Nairobi City County. (2018). *County integrated development plan (CIDP) 2018-2022*. Nairobi, Kenya: Nairobi City County. Retrieved from <https://www.devolution.go.ke/wp-content/uploads/2020/02/UASINGISHU-CIDP-2018-2022.pdf>
- Nairobi City County. (n.d). *Nairobi City County: Education department data on Nairobi public ECD centres and primary schools and locations*. Nairobi, Kenya: Nairobi City County. Retrieved from <https://nairobi.go.ke/wp-content/uploads/Public-Primary-Schools.pdf>
- Ndiku, J. M. (2015). The influence of parental involvement in provision of teaching – learning resources on educational outcomes: An empirical study of Teso North Sub County primary schools. *Advances in Social Sciences Research Journal*, 2(1), 43-53. doi:10.14738/assrj.21.641
- Newchurch, A. (2017). *The impact of parental involvement on student success: School and family partnership from perspective of parents and teachers*. Kennesaw, GA: Kennesaw State University. Retrieved from https://digitalcommons.kennesaw.edu/teachleaddoc_etd/21/
- Ng, S. W., & Yuen, W. K. (2015). The micro-politics of parental involvement in school education in Hong Kong: Ethnocentrism, utilitarianism or policy rhetoric! *Educational Review*, 67(2), 253-271. doi:10.1080/00131911.2013.868786
- Nkya, H. E., & Huang, F. (2019). Community awareness for Competency Based Curriculum, a case of parents of public secondary school students in Arusha, Tanzania. *International Journal of Academic Management Science Research (IJAMSR)*, 3(3), 19-23.
- Nyatuka, B. O. (2017). A survey of school-family-community partnerships in Kenya. *Journal of Professional Capital and Community*, 2(4), 229-243. doi:10.1108/JPC-04-2017-0010

- Odenyo, A. (2021, September 28). *Demands and rewards of CBC in the eyes of parents*. Retrieved from The Star: <https://www.the-star.co.ke/news/big-read/2021-09-28-demands-and-rewards-of-cbc-in-the-eyes-of-parents/>
- Ogola, F. (2010). *Free education in Kenya's public primary schools: Addressing the challenges*. Addis Ababa, Ethiopia: Organization for Social Science Research in Eastern and Southern Africa (OSSREA). Retrieved from <https://www.ossrea.net/publications/images/stories/ossrea/ogola.pdf>
- Olibie, E. I. (2014). Parental involvement in curriculum implementation as perceived by Nigeria secondary school principals. *Journal of Education and Learning*, 3(1), 1-12. doi:10.5539/jel.v3n1p40
- Owala, J. R. (2021). *Successes and challenges of implementing the Competency-Based Curriculum in Kenya*. Dar es Salaam, Tanzania: Institute of Educational Development – East Africa - The Aga Khan University.
- Patrikakou, E. N. (2016). Contexts of family–school partnerships: A synthesis. In S. Sheridan, & E. Kim (Eds.), *Family-school partnerships in context* (pp. 109-120). Cham, Switzerland: Springer.
- Paulynice, R. (2020). *A comparative study on parental involvement (Doctoral dissertation)*. Broward, FL: Nova Southeastern University. Retrieved from https://nsuworks.nova.edu/cgi/viewcontent.cgi?article=1314&context=fse_etd/
- Piliyesi, S., Ogada, E. O., & Ochieng, R. J. (2020). Practical approaches to parental engagement and resource provision in curriculum implementation. *African Journal of Emerging Issues*, 2(2), 70-95. Retrieved from <https://ajoeijournals.org/sys/index.php/ajoei/article/view/93>
- Polit, D. F., & Beck, C. T. (2006). The content validity index: Are you sure you know what's being reported? Critique and recommendations. *Research in Nursing & Health*, 29(5), 489-497. doi:10.1002/nur.20147
- Republic of Kenya. (2012). *Task force on realignment of education sector to the constitution 2010: Towards a globally competitive quality education for sustainable development*. Nairobi, Kenya: Government Printer. Retrieved from <https://vision2030.go.ke/publication/towards-a-globally-competitive-quality-education-for-sustainable-development/>
- Roggema, R. (2014). Introduction, methodology, limitations. In *Swarm Planning. Springer Theses* (pp. 1-30). Dordrecht, Netherlands: Springer.

- Roopa, S., & Rani, M. S. (2012). Questionnaire designing for a survey. *Continuing Education*, 46(4), 273-277. doi:10.5005/jp-journals-10021-1104
- Rwanda Education Board. (2018). *URUNANA rw'abarezi Implementing CBC: Successes and challenges*. Kigali, Rwanda: Rwanda Education Board.
Retrieved from
https://rwanda.vvob.org/sites/rwanda/files/peer_learning_magazine006_v0.0_2018ss4web.pdf
- Selwyn, N., Banaji, S., Hadjithoma-Garstka, C., & Clark, W. (2011). Providing a platform for parents? Exploring the nature of parental engagement with school learning platforms. *Journal of Computer Assisted Learning*, 27(4), 314-323. doi:10.1111/j.1365-2729.2011.00428.x
- Sheridan, S. M., & Wheeler, L. A. (2017). Building strong family–school partnerships: Transitioning from basic findings to possible practices. *Family Relations*, 66(4), 670-683. doi:10.1111/fare.12271
- Sifuna, D. N., & Obonyo, M. M. (2019). Competency Based Curriculum in primary schools in Kenya: Prospects and challenges of implementation. *Journal of Popular Education in Africa*, 3(7), 1-12. Retrieved from
<http://cedred.org/images/Issues/JulAugSept2019/PDF-DA1.PDF>
- Smythe-Leistico, K., & Page, L. C. (2018). Connect-text: Leveraging text-message communication to mitigate chronic absenteeism and improve parental engagement in the earliest years of schooling. *Journal of Education for Students Placed at Risk (JESPAR)*, 23(1-2), 139-152.
doi:10.1080/10824669.2018.1434658
- Tabachnick, B. G., & Fidell, L. S. (2019). *Using multivariate statistics* (7th ed.). Boston, MA: Pearson.
- Tabaro, C. (2018). The Rwandan secondary school Competence-Based Curriculum: Knowledge, skills and attitudes to incorporate in the University Of Rwanda-College of Education Programmes to align them with the current curriculum. *International Journal of Education and Practice*, 6(2), 64-75.
doi:10.18488/journal.61.2018.62.64.75
- Tabaro, C., & Uwamahoro, J. D. (2020). Parental involvement in children's education in Rwanda: A case study of vulnerable families from Shyogwe Sector in Muhanga District. *International Journal of Contemporary Applied Researches*, 7(2), 32-61.

- Taherdoost, H. (2016). Sampling methods in research methodology; how to choose a sampling technique for research. *International Journal of Academic Research in Management*, 5, 19-27. Retrieved from <https://hal.archives-ouvertes.fr/hal-02546796>
- Tavakol, M., & Dennick, R. (2011). Making sense of Cronbach's alpha. *International Journal of Medical Education*, 2, 53-55. doi:10.5116/ijme.4dfb.8dfd
- Tekin, A. K. (2011). Parent involvement revisited: Background, theories, and models. *International Journal of Applied Educational Studies*, 11(1), 1-13.
- Tuli, D. M., & Tarekegne, W. M. (2019). Parental involvement in secondary school curriculum implementation: The case of East Wollega Zone, Ethiopia. *Journal of Education and Research*, 9(1), 28-45. doi:10.3126/jer.v9i1.28821
- Uusimäki, L., Yngvesson, T. E., Garvis, S., & Harju-Luukkainen, H. (2019). Parental involvement in ECEC in Finland and in Sweden. In S. Garvis, H. Harju-Luukkainen, S. Sheridan, & P. Williams (Eds.), *Nordic families, children and early childhood education* (pp. 81-99). Cham, Switzerland: Palgrave Macmillan. doi:10.1007/978-3-030-16866-7_5
- Waita, K. J., Mulei, K. O., Mueni, K. B., Mutune, M. J., & Kalai, J. (2016). Pupil-teacher ratio and its impact on academic performance in public primary schools in Central Division, Machakos County, Kenya. *European Journal of Education Studies*, 1-32. doi:10.5281/zenodo.54767
- Williams, B., Williams, J., & Ullman, A. (2002). *Parental involvement in education*. Colegate, Norwich: Queen's Printer. Retrieved from <https://dera.ioe.ac.uk/4669/1/RR332.pdf>
- Xaba, M. I. (2015). The empowerment approach to parental involvement in education. *Journal of Sociology and Social Anthropology*, 6(2), 197-208. doi:10.1080/09766634.2015.11885659
- Yamauchi, L. A., Ponte, E., Ratliffe, K. T., & Traynor, K. (2017). Theoretical and conceptual frameworks used in research on family-school partnerships. *School Community Journal*, 27(2), 9-34. Retrieved from <http://www.schoolcommunitynetwork.org/SCJ.aspx>
- Zohrabi, M. (2013). Mixed method research: Instruments, validity, reliability and reporting findings. *Theory & Practice in Language Studies*, 3(2), 254-262. doi:10.4304/tpls.3.2.254-262



APPENDICES

APPENDIX A: SIMILARITY REPORT



Document Information

Analyzed document	Thesis .docx (D129036223)
Submitted	2022-02-28T13:36:00.0000000
Submitted by	
Submitter email	nancy.wairimu@strathmore.edu
Similarity	5%
Analysis address	library.strath@analysis.orkund.com

Sources included in the report

SA	stella thesis correction(1).docx Document stella thesis correction(1).docx (D31841481)		1
SA	4030150029 HDHRM Research Project Evans Vidija Sagwa 2nd July 2021.docx Document 4030150029 HDHRM Research Project Evans Vidija Sagwa 2nd July 2021.docx (D110659547)		4
SA	Akolom Thesis.docx Document Akolom Thesis.docx (D128637170)		3
SA	TIBADHUBYE RICHARD Dissaration B.rtf Document TIBADHUBYE RICHARD Dissaration B.rtf (D41189267)		1
W	URL: https://files.eric.ed.gov/fulltext/EJ1076801.pdf Fetched: 2020-12-02T19:33:20.7900000		9
W	URL: https://academicjournals.org/journal/IJEAPS/article-full-text/0B4906263660 Fetched: 2020-11-26T12:16:52.5200000		10
W	URL: http://41.89.160.13:8080/xmlui/bitstream/handle/123456789/4916/KJRGATT%20CHARLES%20KIMUTAI.pdf?sequence=1&isAllowed=y Fetched: 2021-08-11T11:10:19.6370000		3
W	URL: https://rwanda.vvob.org/sites/rwanda/files/peer_learning_magazine006_v0.0_2018ss4web.pdf Fetched: 2019-10-12T01:29:56.0030000		1
W	URL: http://cedred.org/images/Issues/JulAugSept2019/PDF-DA1.PDF Fetched: 2021-11-12T23:18:13.7200000		3
W	URL: http://dspace.pacuniversity.ac.ke:8080/xmlui/handle/123456789/2936 Fetched: 2022-02-28T13:36:43.0330000		2
W	URL: https://www.ajhssr.com/wp-content/uploads/2020/03/ZB2043201208.pdf Fetched: 2021-06-05T22:22:15.0300000		5
W	URL: https://files.eric.ed.gov/fulltext/EJ1256326.pdf Fetched: 2020-12-16T07:43:03.4730000		1

APPENDIX B: QUESTIONNAIRE

The purpose of this study is to investigate parental involvement in the formation of school and family partnerships in the implementation of CBC. You have been selected to participate in the research. You are requested to respond to each question thoughtfully and honestly. You are kindly requested to answer the following questions by putting a tick on the correct answer. The information given will be treated with utmost confidentiality, therefore do not write your name or the name of your school.

SECTION A: Background Information

1. What is your Gender?
Male () Female ()

2. What is your age bracket?
20-29 Years ()
30-39 Years ()
40-49 Years ()
50 Years and Above ()

3. Highest Level of Education
Certificate ()
Diploma ()
Bachelors ()
Masters ()
PhD ()

4. Are you a.....
Head Teacher ()
Teacher ()
Parent ()

5. If you are a parent, which grade is your child in?
Grade 1 ()
Grade 2 ()
Grade 3 ()
Grade 4 ()

SECTION B:

Please indicate to which extent you agree or disagree with the following statements in parental involvement in formation of school and family partnerships in implementation of CBC by marking with a tick over the appropriate number on 1 to 5 point scale.

5=Strongly Agree, 4= Agree, 3= Neutral, 2= Disagree, 1= Strongly Disagree.

Part One: Communication

Number	Statement	1	2	3	4	5
1	There is timely communication of events and activities by the school to parents.					
2	Parents have clear information on all school policies, programs, reforms.					

Part Two: Parental Awareness

Number	Statement	1	2	3	4	5
1	Parents assist their children with homework					
2	Parents are involved and engage in curricular related decisions and activities					
3	Parents have information on homework policy					
4	Parents have information on how to monitor and discuss schoolwork at home.					

Part Three: Structural Constituents of School and Family Partnerships

Number	Statement	1	2	3	4	5
1	There is active PA /organization/advisory council for parent leadership and participation					
2	There are independent advocacy groups to lobby and work for school reforms and improvement					
3	There are networks to link all families with parents representatives					

Part Four: Challenges that hinder parental involvement.

Number	Statement	1	2	3	4	5
1	parent and or family issues hinder parental involvement in schools.					
2	child factors hinder parental involvement					
3	parent- teacher factors hinder parental involvement					

Section C

Number	Statement	1	2	3	4	5
1	School support through provision of conducive learning environment helps in implementation of the CBC					
2	Government support through policy formulation and offering strategies to engage both teachers and parents aids in implementation of CBC					
3	Community support through provision of resources, facilities and security helps in implementation of the CBC					

SECTION D:
Implementation of CBC

Number	Statement	1	2	3	4	5
1	Effective implementation of CBC leads to overall improved learners' academic performance					
2	Effective implementation of CBC Leads to improved students participation in classroom activities					
3	Effective implementation of CBC leads to high classroom attendance among students					
4	Effective implementation of CBC leads to high involvement by parents in school activities.					



APPENDIX C: INTERVIEW

Interview Schedule for Administrators, Teachers and Parents

The purpose of this study is to investigate parental involvement in formation of school and family partnerships in implementation of CBC. You are kindly requested to answer the following questions in the interview schedule. The information given will be treated with utmost confidentiality, therefore do not write your name or the name of your school.

(PS: The questions will be framed differently depending on whether it's for parents, teachers or administrators).

1. What does parental involvement mean to you?
2. What forms of communication exist between the school and parent/guardian/family?
3. In your view what are the major challenges facing formation of partnership between school and family in the implementation of CBC?
 - I. communication challenges
 - II. parental awareness challenges
 - III. challenges related to school structure
4. What are some of the things that the school can do to improve parental involvement and overcome the challenges mentioned above?
5. What communication strategies can the school employ to improve on this partnership?
6. What structures can be put in place that will foster formation of strong partnerships?
7. Are there policies that guide parental involvement in the school? If yes, kindly mention them.
8. What role does the following bodies play in the implementation of CBC;
 - School
 - Government
 - Community.

**APPENDIX D: ETHICAL APPROVAL FROM STRATHMORE
UNIVERSITY**



8th November 2021

Mrs Wairimu Nancy Lucy,
nancy.wairimu@strathmore.edu

Dear Mrs Wairimu,

RE: Parental Involvement in Formation of School and Family Partnerships in Implementation of Competency Based Curriculum (CBC) in Public Schools in Langata Sub County

This is to inform you that SU-IERC has reviewed and **approved** your above **SU-master's** research proposal. Your application reference number is **SU-IERC1167/21**. The approval period is **8th November 2021 to 7th November 2022**.

This approval is subject to compliance with the following requirements:

- i. Only approved documents including (informed consents, study instruments, MTA) will be used
- ii. All changes including (amendments, deviations, and violations) are submitted for review and approval by SU-IERC.
- iii. Death and life-threatening problems and serious adverse events or unexpected adverse events whether related or unrelated to the study must be reported to SU-IERC within 48 hours of notification
- iv. Any changes, anticipated or otherwise that may increase the risks or affected safety or welfare of study participants and others or affect the integrity of the research must be reported to SU-IERC within 48 hours
- v. Clearance for export of biological specimens must be obtained from relevant institutions.
- vi. Submission of a request for renewal of approval at least 60 days prior to expiry of the approval period. Attach a comprehensive progress report to support the renewal.
- vii. Submission of an executive summary report within 90 days upon completion of the study to SU-IERC.

Prior to commencing your study, you will be expected to obtain a research license from National Commission for Science, Technology, and Innovation (NACOSTI) <https://research-portal.nacosti.go.ke/> and obtain other clearances needed.






Yours sincerely,

for: Prof Fred Were,
Chairperson; SU-IERC



Ole Sangale Rd, Madaraka Estate. PO Box 59857-00200, Nairobi, Kenya. Tel +254 (0)703 034000
Email admissions@strathmore.edu www.strathmore.edu

APPENDIX E: LETTER OF APPROVAL FROM NACOSTI

 <p>REPUBLIC OF KENYA</p>	 <p>NATIONAL COMMISSION FOR SCIENCE, TECHNOLOGY & INNOVATION</p>
Ref No: 118540	Date of Issue: 08/November/2021
RESEARCH LICENSE	
	
<p>This is to Certify that Ms. Lucy Mwakaba of Strathmore University, has been licensed to conduct research in Nairobi on the topic: PARENTAL INVOLVEMENT IN FORMATION OF SCHOOL AND FAMILY PARTNERSHIPS IN IMPLEMENTATION OF COMPETENCY BASED CURRICULUM (CBC) IN PUBLIC SCHOOLS IN LANGATA SUB COUNTY for the period ending : 08/November/2022.</p>	
License No: NACOSTI/P/21/13794	
Applicant Identification Number 118540	 Director General NATIONAL COMMISSION FOR SCIENCE, TECHNOLOGY & INNOVATION
	Verification QR Code 
<p>NOTE: This is a computer generated License. To verify the authenticity of this document, Scan the QR Code using QR scanner application.</p>	