

**PRACTICAL APPROACHES TO PARENTAL ENGAGEMENT AND RESOURCE
PROVISION IN CURRICULUM IMPLEMENTATION**

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ABSTRACT

Background: The competency-based curriculum has provided opportunities for engaging and empowering parents so that they can contribute to the learning outcomes for their children at all levels of basic education. There has been a growing assumption that teachers are the key-stakeholders in curriculum implementation. However, the reality on the ground is that curriculum implementation is a holistic process that requires all stakeholders to play their active roles. Parents are an integral part of a child's holistic growth and development at all levels. Therefore, it is imperative to build and strengthen their capacity to handle and deal with the needs of their children in and out of school premises. Parents have a shared responsibility with schools to provide an enabling environment which motivates the child to achieve their full potential.

Study Objective: This article attempts to discuss the impact of desirable involvement by parents in the curriculum adoption, implementation and evaluation process. Using the involvement theory, the article aims at showing how parent's inputs, environment and outcomes positively impact on the successful implementation of a curriculum. Engagement is the interactive involvement of parents in the learning process and holistic development of their children.

Findings: This article shows that parents' involvement can be qualitative or quantitative in nature and should not be ignored at the expense of entrusting teachers and learners with the process of curriculum implementation. The article discusses the possible reasons for the lack of adequate participation by parents and offers possible solutions.

Key Words: *Practical Approaches, Parental Engagement, Resource Provision, Curriculum and Implementation*

1.1 INTRODUCTION

Education is one experience that most children worldwide have in common and the most common means by which societies prepare their young for the future. The underlying goal of all education is to create a positive change in the student's knowledge, achievement, and behavior. Education is not just about getting children into school, but making sure that all schools work in the best interest of the children entrusted to them. Schools provide various learning experiences that prepare children for future living. At the heart of these learning experiences is the curriculum (Olibie, 2014)

The word curriculum comes from the Latin word *currere* which means a course to be run. By this definition, curriculum signifies a course of studies followed by students in a teaching institution. It refers to a course or courses through which learning takes place. In formal education, a curriculum is the set of courses, course work, and content offered at an educational establishment. A curriculum is a plan or program of all experiences which the learner encounters under the direction of a school" (Tanner & Tanner, 1995, 158). Gatawa (1990, 8), it is define curriculum as the totality of the experiences of children for which schools are responsible.. The curriculum is a tool that describes the teaching, learning, and assessment materials available for each specific course of study. Department for Education (2010), stated that curricula usually define the learning that is expected to take place during a course or programme of study in terms of knowledge, skills and attitudes. It also specifies the main teaching, learning and assessment methods and provides an indication of the learning resources required to support the effective implementation of the course.

One of the functions of a curriculum is to provide a template or design which enables learning to take place. The curriculum generally delineates what educational objectives, content, learning experiences and outcomes of learning involve (Sowetll, 2000; Esu, 2005). Through the curriculum, the citizens of a nation are made to ultimately develop an understanding and appreciation of knowledge, learning and interaction with education. The curriculum thus affects, effects and is affected somehow by the purposes, structures and contents of the wider society. It provides the education system with an opportunity to respond to the contextual requirements of the times, to address a number of major problems in the present education system, and to ensure that current conceptions of learning, progression and knowledge are built into education.

The place of curriculum in education makes it axiomatic that concerted efforts be made at all times to implement a curriculum that meets the needs of the society. Ornstein and Hunkins (1998) note that curriculum implementation focuses on the processes and practices through which a curriculum is implemented. Nnadozie (2004) defines curriculum implementation as the execution of relevant curriculum and teaching tasks within and outside the school setting. The task of curriculum implementation involves putting into practice the stipulated curriculum policies, content and innovations (Thomas, 2012). Curriculum implementation involves the performance of teaching tasks and rendering of expected services as specified in the curriculum. It is the process of curriculum delivery. It is a process through which curriculum stipulations are adapted to suit school

goals, resources are secured, and the school generally monitors progress of implementation and evaluates the outcomes at specified stages in the implementation process.

Implementing the curriculum is the most crucial and sometimes the most difficult phase of the curriculum development process. This is because the final destination of any curriculum is the classroom involving students, teachers, administrators and the community. Implementation takes place as the learner acquires the planned or intended experiences, knowledge, skills, ideas and attitudes that are aimed at enabling the same learner to function effectively in a society. Effective implementation requires among other things, the involvement of parents in the education of their children. Gonzalez-Mena (2011) defined parental involvement as a combination of commitment and active participation on the part of the parent to the school and child.

Anyikwa and Obidike (2012) describe parental involvement as the participation and support of parents at school and in the home, which directly and positively impacts the educational performance of their children. It is the provision of curricular and co-curricular support by parents to promote effective learning for their school children. Parental involvement entails seeing parents as active collaborators in their own children's learning and development and ensuring that they are well informed about their children's school lives and clear about the ways in which they can work with the school (Williams & Ullman, 2002). Chan (1995, 19), state that parental involvement is not something that is 'done' to parents. It is rather what parents and the school do collectively and collaboratively to ensure adequate and effective policy making and implementation, discipline, funding, facilities and staffing for the success of children.

There is a strong and positive link between parents' involvement and interest in a child's learning and a child's subsequent adjustment and achievement (Ali, 2012; Curriculum for Excellence 2010; Reynolds, 2007; Sylva, Scott, Totsika, Ereky-Stevens & Crook, 2008). Anyikwa and Obidike (2012) report that for children to maximize their potentials from schooling, they need the full involvement of their parents. The importance of parental involvement is further highlighted by Morrison (2007) who notes that parents' involvement in children's learning positively affects the children's performance at school. Similarly, Kindiki (2009) observes that when there is adequate parental involvement in their children's education, an increase in the children's academic motivation and achievement can be observed. When schools and parents work in partnership, students realize that people who take care of them in both environments are investing and coordinating time and resources to help them succeed.

Studies done by Crozier and Reay, (2005); Henderson and Berla, (1997) have established a direct and positive correlation between parental involvement and academic achievement or motivation. Cheeks (2012) added that parental involvement in education, either in school or at home, creates partnerships among schools, parents, and communities. The resulting partnerships among students, parents, and teachers develop effective communication from home to school and school to home. Through active and ongoing communication, parents and teachers share information and resources regarding students' academic and behavioral conduct. Together, these efforts establish a solid

foundation for both families and schools to help children succeed in school and in their future. Proponents suggested that part of the benefit of parental involvement in education in any situation is that doing so can result in positive change in homes, communities and the wider society (RSA, 2010; Scott & Sylva, 2004; UNICEF, 2009). Parental involvement can be seen as a dynamic avenue that can bring about change not only in schools and education systems, but also in homes and societies. Stancy, (1991:37-48) asserts that parents can be involved in many areas such as being supporter, helpers, as teachers and as learners too.

Parents as Supporters: The most important part of the school besides the learning and teaching activity is social events. This takes place when parents from different social and cultural groups come together to be part of the school community to raise funds for the school. For parents to feel as vital part of these events, they should be given a chance to sometimes organize and decide what the money should be used for (Stancy, 1991: 37).

Parents as Learners: To give parents information about what their children are learning is not enough. It is important for them to be involved in helping their children effectively. Teachers can organize curriculum workshops for parents, to teach them skills, they do not have to help their children. They can also be invited to their children classroom observation and be shown how to play useful educational games (Stancy, 1991: 38).

Parents as Helpers: Stancy, (1991: 43) says that although it is difficult at first when parents are invited for class for reading to the children, in the end everybody becomes accustomed to the practice. Children become excited when they see their parents around the school pre-lims helping in the library or being invited to tell stories.

Parents as Teachers: Children learn first and foremost from their parents. In this respect all parents are teachers and very effective leaders (Griffiths & Hamiton, 1984:1). Teachers remain experts by virtue of their professionalism. Although learning can take place at home, teachers will still have to confront their professionalism as they do when parents are asked into school. They are the people who should decide how much information they will share with parents. Consensus should be reached regarding the level and extent of the parents' involvement.

Parents as Policy-Makers: Dekker and Lemmer (1993:159), state that parents can be involved as co-policy makers by providing some input on school policy and programmes as methods of Governance bodies. They can also be members of text books committees, report card committees and in improving teaching in general. Van Schalkwyk, as quoted by Badenhorst (1993: 109) says neither the parents nor the teacher alone can educate the child adequately. Each one has a specific and important role to fulfill.

Dekker and Lemmer (1993: 154), mentioned that some parents consider their children's education in school to be important. They want to be kept informed of the children's education. They are also interested in other kinds of intention regarding activities at school. Parental involvement in school activities is based on the natural rights of parents to educate their children. Dekker and

Lemmer (1993: 154). They added that parental involvement is a catch phrase. They use the term to describe a wide variety of activities that may range from occasional attendance of school to intensive efforts to help parents become better teachers of their own children.

Grolnick, (1994: 237) says that where parents are involved, there is a great deal of improvement and achievement from the side of the child which support the notion for real involvement of parents. It should be recognized that the quality of education and teaching in schools improves with the quality of cooperation and teamwork between educators, authorizes, schools and parents. Parental involvement can take the form of cooperation, participation and partnership, (Dekker & Lemmer, 1993: 155).

Cooperation: It should be borne in mind that quality of education and teaching in schools can only improve with an improvement in the quality of cooperation between education authorities, schools and parents. Parent-teacher cooperation brings about many benefits. It tends to make the parents identify with the school, it helps the teachers to understand the neighborhood, and it has the potential of reducing conflicts and tensions on both sides, (Edwards & Redforn, 1988:45)

Participation: Through participation, the parents can restore his natural right in education. Lemmer and Dekker, (1993: 156) support this statement by saying that those concerned must constantly take stock of where participation needs to be reinforced

Partnership: A successful partnership depends among other things on parents and teachers trusting one another being aware of and understanding one another's needs and aspirations, communicating effectively and having a say in the education of the child with due consideration of each partner freed of expertise (Dekker & Lemmer, 1993:157). Morrison (1993: 442) said that parent involvement is a partnership between parents and teachers that is built over a period of time through intentional planning based on partnership and shared decision –making. Parents acquired important information on how best they can be involved in their children's education through the help and guidance of teachers.

Definition of Key Terms

Curriculum: A curriculum can be called a plan for learning, which contains assumptions about the purpose of education in our society. It also has a definite structure through which the vision of the planners can be translated into learning experiences for the learner. Hence any curriculum comprises two major dimensions: a vision and a structure (Wiles and Bondi, 1988). Tanner and Tanner (1980) define curriculum is the reconstruction of knowledge and experience systematically developed under the auspices of the school (or university), to enable the learner to increase his or her control of knowledge and experience. Doll (1986) also defined the curriculum of a school as the formal and informal content and process by which learners gain knowledge and understanding, develop skills, and alter attitudes, appreciations, and values under the auspices of that school.

Parent Participation means voluntary and/or requested involvement of parents of school children in a defined school activity, e.g., curriculum development, curriculum implementation, curriculum

evaluation. Parental involvement is a combination of commitment and active participation on the part of the parent to the school and to the student. Parents feel unwelcomed at school, lack knowledge and education, and may not feel that education is important. Parental involvement refers to the amount of participation a parent has when it comes to schooling and her child's life. Some schools foster healthy parental involvement through events and volunteer opportunities, but sometimes it's up to the parents to involve themselves with their children's education. This refers to parents participation in one or more school teacher's activities such as attending parents meetings, assisting children with homework, volunteering at school and encouraging pupils to perform better in academic activities in school.

Parent Involvement is seen as a significant goal and target for educational reform (Grolnick *et al*, 1994: 237). Parental involvement refers to parents participation in one or more school teacher's activities such as attending parents meetings, assisting children with homework, volunteering at school and encouraging pupils to perform better in academic activities in school (Kariuki, 2011).

Curriculum Implementation is the process by which objectives, activities, and materials and teaching strategies, already designed and selected, are actually used in the teaching-learning process. The purpose of curriculum implementation at any level is to bring about desirable changes in the learners as specified by the curriculum. They should help parents understand why their involvement in curriculum implementation is so important to their children's school success. It is the systematic process of ensuring that the intended goals, objectives and ideas reach the immediate beneficiaries (pupils) (Kariuki, 2011).

Implementation phase is actually the application of curriculum and Schubert as quoted by Carl (1995: 166) asserts that traditionally seen as the delivery process implementation can be considered as system of engineering that takes design specifications through various channels to be the teacher and classroom. Marsh (1992: 180) and Carl (1995: 49) both see curriculum implementation as a phase where design is applied or implemented in class with students. The plan that was designed and disseminated or sent to people is now put into reality during implementation.

For successful implementation to take place the factors which may inhibit development like preparing those involved, the maintenance of a renewal climate, the continuation of attempts to eliminate resistance to change and the continuing strengthening of facilitating factors should still be borne in mind during this phase as resistance also manifest itself in different forms during this phase (Carl, 1995: 167).

2.1 THEORETICAL FRAMEWORK

The theoretical framework is derived from Epstein *et al*'s (2002) model of parental involvement. Epstein theory describes interconnectedness of home, school and community. Epstein et al. (2002) define parenting in six facets: parenting, communicating, volunteering, learning at home, decision making, and collaborating.

Parenting skills to assist parents with understanding their children's learning needs, and helping teachers understand family needs. Parenting included the basic responsibilities of families, such as providing housing, health care, nutrition, clothing, and safety, as well as creating home conditions that support children's learning (e.g., purchasing necessary books and other school supply or providing a place to study). Parenting also implied that parents were warm and responsive to their children, communicated with them, and supported their development. The second most important factor in any partnership was communication. This type of involvement concerned the basic responsibilities of schools, including establishing two-way communication between family and school. Williams, Williams and Ullman (2002) note that communication between schools and parents remained a positive step in the right direction. Uzoechina and Obidike (2007) add that communication involving sharing information, empowering parents, dismantling barriers to understanding and cooperation, and recognizing parents' strengths, priorities, and perspectives is fundamental to building strong relationships between the home and the school.

Communication that allows for two-way, open communication between the school and home. Communication provides opportunities for the exchange of information were vital and must be consistently utilized for meaningful involvement to occur among parents, teachers, and administrators. Communicating from home to school about programmes and students progress; communication includes conferences, annual students work folders to be reviewed at home, a regular schedule of notices, newsletters or notes and clear information regarding school policies and progress, in essence this involves communication through attendance to schools functions. Epstein et al. (2002) identify volunteering as the third approach to involvement.

Volunteering that recognizes parents' talents and contributions both in and for the school. Volunteer usually referred to persons who devoted their spare time to working on a routine basis without monetary compensation, usually under the direction of a school employee, in support of educational activities and school operations. The authors clarified, however, that parental engagement in PTA or other types of decision-making organizations involving parents, teachers, and perhaps students and other community members, was not volunteering. Epstein et al. (2002) called the fourth step learning at home. This type of involvement suggested that parents were involved in curriculum-related activities occurring at home (e.g., assisting with homework, discussing books with their child, or brainstorming ideas for school projects). Parents who were involved at this level often advocated in the children's best interests. These parents often participated in PTA, advisory councils, and committees, which constituted the fifth step, decision making, in the Epstein et al. model.

Learning at home strategies that engage the family with their children's school work. Learning at home can be enhanced by providing information and ideas from families about how to help students at home with home work and other curriculum related activities. Teachers should work to design inviting and interactive home work not just opportunities to monitor simple tasks.

Decision making that includes parents as key stakeholders in making decisions that will impact student learning. Decisions and planning; parents should be included in decision making; involve parent, leaders and representatives collaborating with the community by identifying and integrating resources and services from the community to strengthen school programmes, family practices, students learning and development. This can be enhanced through attendance to strategic planning meetings, academic clinics, P.T.A meetings, and open days.

Collaborating with the community to create mutual benefit by sharing resources and contributing to both school and community goals. Collaborating with the community was the type of involvement that relied on understanding that helping the community was the best investment (Epstein et al., 2002). Through collaborations, different types of community organizations contribute to schools, students, and families. Sharing in Epstein's (1995) belief that parent involvement was essential, Goodall and Vorhaus (2011) state that parental engagement requires active collaboration with parents and should be pro-active rather than reactive.

Cheeks (2012) concluded that an increasing number of the general features of parental engagement strategies proposed by Epstein et al (2002) are supported by evidence derived from high quality research. This theory demonstrates how collaborative work produces positive outcomes. Educators, parents and community partners worked collaboratively on action teams to plan the curriculum. The program is evaluated before being implemented in order to assess how well the plans connected parents and school community involvement. Parent involvement in their children learning will enhance curriculum implementation as incidences of poor performance, low syllabus coverage, absenteeism and loss of contact hours by the pupils will be minimized.

2.2 LITERATURE REVIEW

Parents have the responsibility of raising, educating and guiding offspring towards a better life in the future. They prepare their children to socialize with the outside world. Parent involvement is the essential factor in improving the knowledge and supports children's education (Hornby, 2011). It is referred to as the relationship between parents and children that plays a part in their children's progress and also leads the parents to take part in schooling processes (Reynolds, 1992). Parent involvement is defined as representing parents' active commitment to spend the time to assist in the academic and general development of their children (Borgonovi & Montt, 2012, p. 20 as cited by Daniel, Wang & Berthelsen, 2016). Fantuzzo *et al.*, (2004) as cited by Yoder and Lopez (2013) states that parent involvement act as communication between home and school, supporting learning at home, participating in school activities, and having a voice in decision-making practices within the administrative structure. The development of children in learning progress can be identified by such indicators as better grades, attendance, and a good attitude. It can be monitored through good communication between parents and teachers. One form of parent involvement in school is communicating with teachers.

Communication can be a bridge for parents to get involved in children's education. Parents have an obligation and responsibility to carry out the education of their children. The role of parents in the learning process can influence children's development. The quality of education can be improved by involving parents in education. Parent involvement is necessary to improve the academic achievement of students. When the parents get involved in the learning process, the children will be motivated to do better at school. Wood, (2003) as cited by Ibrahim and Jamil (2012), showed that parents who are involved in the school process of their children will enhance academic success at school. Participation of parents in learning, such as assisting their children in doing homework or assignments from school, being a volunteer, contributing through support and affirmation of their children's achievement can be identified by better grades, attendance, attitudes, and homework completion (Smith, Wobhlstetter & Pedro, 2011). Reynolds (1992, p.446) states that the indicator of parental involvement obtained from parents, teachers, and children regard potentially enriching interactions with the child at home or in support of the child at school.

Olmstead (2013) classified parent involvement into reactive and proactive involvement. Reactive involvement means parents attend to school programs that are organized by the school such as parents' meetings, family gatherings, or volunteering whereas proactive involvement is the participation of parents in assisting their children, completing homework, discussing school activities, and following the children's improvement. Parents need to be aware of their roles and responsibilities in educating their children. The desire to engage in any activity related to their children's education both at home and in school involvement should be owned by each parent (Meintjies, 1992) as cited by Ibrahim and Jamil, (2012).

Parents' responsibility is to provide children's needs such as paying tuition fees, taking to and picking up their children from school and buying books. It is an essential role of parents to support their children's learning process in education. Basically, time to interact at home between children and parents is less compared to the time children spend at school. Furthermore, the quality of communication and interaction between children and parents motivate the children in learning to enhance their achievement in the future (Peng & Lee, (1993) as cited by Werf *et al.*, (2001).

The participation of parents in assisting in doing homework or assignments from school also supports their children's achievement. Pomerantz and Eaton (2001) claimed that families, children's performance in school is predicted to increase when the mother assists in her children's homework for 6 months after. Hill and Tyson (2009) claimed that parents' assistance in doing homework or assignments from school, accompanying and ensuring the homework is complete were the only types of participation that inconsistently related to their children's success. Parents assist children who are having difficulties in doing homework from school even though the children do not feel the parents' assistance is necessary, and also parents may examine it to make sure that is correct so that the children's understanding will be better. Another form of parents' engagement is attending the school. Parents' attendance in a school's events is helpful for them and the teachers. The parents are able to know about their children activities and progress in

learning. The teachers will know more about their students' problems and attitudes at home, which help teachers, find the solutions concerning how to support the students in the learning process. Moreover, the school can develop school programs to increase parents' involvement at school. Next, parents' encouragement can improve the behavior of their children. DeHass (2005), argued that the children will be motivated when parents and teachers work together to support them.

Parents are role models for children at home. For that reason, they should provide a positive behavior in actions and communication with each other. For example, when the children make a mistake, the parents should not scold their child and not commit verbal violence. In this case, they should approach the child and try to find the solution through communication. Lastly, parents' expectations for their children in the learning process can mean that the children are successful in the future. Parents certainly have a high expectation for their children, so that they enroll their children in the best school. Fan and Chen (2001) claimed that the control and support of parents at home have virtually no connection with their children's progress, but the parents' expectation for their children's success has a positive relationship with their children's achievement. Therefore, high parent expectation will strengthen their children's motivation to achieve their goals in education.

Parents' Perceptions of their Involvement

Basically, parents want their children to grow and develop to be good, smart and successful in the future. There are many more expectations of parents for their children, all of which are positive. In order to accomplish these expectations, parents will endeavor to fulfill every need of their children at the expense of time spent with their family both in learning and playing. On the one hand, the duty of parents to discharge the basic needs of their children is fulfilled in a good way. Conversely, the lack of involvement of parents in assisting children in learning will have an impact on their achievement at school. Deslandes (2009) stated that if the parent believes in the importance of their responsibility in their role as parents in their role to be involved in their children's schooling, parents tend to be more actively involved.

The perception of parents commonly happens when enrolling their children in school. They perceive that their obligation as parents has been completed in terms of learning, and that furthermore, the school has the function and responsibility to provide their children with knowledge. When the children are in school, this part of the parent's responsibility is reduced, so that they only need to execute their other role. This leads to an imbalance between expectations and action. If parents want their children to succeed, their role should be more active in fulfilling the basics of their children's needs. Parents' engagement in the learning process of their children includes assisting children with homework, attending school activities and discussing with the school to inquire about the development of their children in school. Through this involvement, the children will be motivated and will have enhanced self-confidence to do their best in school and at home. Epstein (1987, p.121) stated that parents train the children at home by constructing self confidence, self-concept, and self-reliance to promote their achievement in schooling. Not only do

parents have the responsibility to cultivate these aspects, but also the school has the same responsibilities when children are at school.

Parents play a role in education, which is providing the first educational center for children in assisting, guiding, teaching, so that what is done by the parents at home, both in terms of behavior and speech, will be a reference for children. Children will imitate what is learnt in the family. The family is the first environment that initiates the experiences of efficacy. However, in line with their development, when the child is interacting with the society, playmates become more important for children in improving self-knowledge of their abilities (Bandura, 1994). Therefore, parents should have adequate knowledge in parenting and have to think that their involvement is a form of responsibility and obligation as a parent (Deslandes & Bertrand, 2005).

The development of children depends on the parenting style. Children who have received good care usually also have a good character and good manners in society. For example, they have good behavior, discipline, and are helpful. Parenting has an important role in constructing self efficacy for children, and parents' own beliefs and life experiences determine their parenting style in rearing their children. Bandura (1994, p.2) defines self-efficacy as people's beliefs about their abilities to produce effects. Parents who have high self-efficacy are inclined to overcome barriers that prevent them getting involved in their children's success. Parents who have low self-efficacy tend not to want to be involved in encouraging the success of their children. They believe that their parenting effort would be useless (Ardelt & Eccles, 2001).

Parent engagement depends on what is desired by their child. If their children want them to be involved, they will become involved (Deslandes & Bertrand, 2005). The closeness of parents with children can improve their achievements, both academic and non-academic achievements. Kocayörük and Şimşek (2016) stated that the positive effect of the good relationship between parents and adolescents can increase student outcomes. Parents' perception of reports provided by teachers about students' growth impact on parent involvement both at home and at school. Communication between parents and teachers, a positive school environment and a welcoming atmosphere at the school perceived by parents can improve parent involvement (Patrikakou & Weissberg, 2000).

The Role of Parents in Curriculum Implementation

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

Cotton and Wikelund (2001) said that the more intensively parents are involved in their children learning, the more beneficial are academic achievement. It is believed that when parents monitor home work, encourages participation in school functions, are active PTA members and provide the needed physical facilities at home, their children are likely to respond and do well in school. Family involvement improves facets of children education such as daily attendance, students' achievements, behavior and motivation

Muola (1990) study noted that a child from a home with adequate learning facilities has an advantage over a child from a home with inadequate learning facilities. A child from a home with learning materials such as books, newspapers, radio and television is likely to perform well in school. Lack of learning facilities in a home interferes with the child's learning hence hindering her or him from doing homework appropriately. Most of the schools organize open days where the parents consult with the teachers on the progress of their children in various subjects. The role of parents is projected as important in helping the children learn to read. They can be supportive in curriculum implementation by discussing school events and activities with their children, helping their children with class or program selection, knowing the parents of their friends, volunteering at school, attending school meetings, and assisting their children in homework (Jeynes, 2005). Effective curriculum implementation can be seen from how schools perform in national examinations since the education system in Kenya is examination grade oriented. There are various factors that influence examination performance that need to be addressed. Some of these factors are home based, while others are school based. Parents provide a hidden academic assistance that supplements and complements that of school teachers

Parental Supervision in Homework and Curriculum Implementation

Hair, (2004) a leading expert on remedial instruction for pupils to improve in academic achievement, parents and teachers must get together in a problem solving mode to modify pupils behavior and habits. Schickedanz, (2003) reported that children of parent who showed no interest in pupil's homework were found to perform poorly academically. Ryan, (2005) reported that academic performance is positively related to having parents who enforce values at home. This underscores the importance of supervision of home work plays in curriculum implementation hence the need to ensure parents supervise their children, That is the time when parents can find out how their child is progressing with his/her lessons as well as discipline which is often necessary to make him/her spend reasonable amount of time studying.

Mulei's (2012) study found that majority of the parents in Yatta division encouraged their children to study at home but a few rewarded them. This might have contributed to the low curriculum participation as result of lack of genuine parental encouragement and support in home work and school assignments. The study also revealed that despite the low education level of the parents had, majority of them (76.5%) encouraged their children to read while at home but still very few (10%) assisted their children in doing homework. This contributed negatively on curriculum implementation.

Chemogosi (2012) study in Emgwen division established that 47% of the parents sometimes supervised their children as they do their homework. The 29% of the respondents supervise their children as they do their homework; the academic performance of such children was good due effective curriculum implementation. It has been shown that children whose parents supervise their homework do well in school, they are academically motivated hence have interest and positive attitude in their studies.

The following are the determinative factors for successful implementation as pointed out by Carl (1995: 167-168).

1. Continuous contact with consumers to give advice and help to encourage mutual contact between consumers as well as affecting contact with pupils and parents
2. Clear communication to illustrate roles to explain terminology, illustration of possible materials, setting one's own examples, creating climate within which trust and security figure and through encouragement of teachers
3. Compensation for example financial, praise, acknowledgement, but also intrinsic aspects of compensation

In as far as parents are concerned they are members of the community and as such are co-determinants of curriculum implementation. They can help in putting pressure for the adoption of a new curriculum package or help in facilitating it. It should also be kept in mind that they should also be thoroughly contacted and communicated with so that they are not amongst the groups that resist the new curriculum

Parental Attendance to School Functions and Curriculum Implementation

Many parents, child and school based factors operate to block parents ability to take up the school invitations and become involved. Parent factors include parent's dread of school and lack of confidence acquired from their own schooling history (Miller, 2003). Parents might distance themselves from a difficult child or might distance themselves to discuss with teachers their perceived failures with parenting such children (Porter, 2006). Family stress, impoverishment and single parenting and purely practical problems e.g. (transport, babysitters and shift work) all limit the flexibility and resources that will enable parents' involvement in meetings and open days (Mcwayne, 2004). Interaction styles between teachers and parents can deter parental involvement. Teachers use a top down model and direction style with their students can unwittingly extend in to their interactions with parents, while being accustomed to isolation within your classroom can cause you to overlook opportunities to gain support from parents (Friend & Cook, 2003).

Parents participation to school activities include attending open days, academic days, prize giving days, annual meetings, fund raising days and sports days. Nguru, (1987): Karanja, (2005); agree in common that parent's participation in school activities have a positive influence on curriculum implementation hence their children academic achievements. Student's performance is better for those whose parents participate in school activities than those whose parents never participate. Parents have good opportunities to discuss their children's academic performance with teachers

and support them in planning for better performance. In these forums the parents are sensitized on educational needs of their children and are able to assist the school administration and the teachers to come up with solutions and hence better academic achievement.

Karanja (2005) study revealed that parents rarely visited schools to check on their children academic progress. Parents who visited and participated in school activities, their children tended to improve on academic performance unlike those whose parents hardly visited or participated in school activities. The revealed studies have shown parents, child and school-based factors that may block parents ability to attend school affairs, studies have also revealed children whose parents attend school functions tends to do better in schools.

The role of parents in education is enrolling their children in school. It shows that parents have the responsibility to support their children's success in the future. On the other side, the school is preparing many events and programs that can involve parents in the schooling processes. Parents and teachers have a very important role in constructing the children's willingness to learn. Wilder (2014) claimed that overall there is a positive relationship between parents' involvements in school with the children's achievement. When parents participate they show hope and care about their children's future so that the relationship would be strengthened.

One of the forms of parent involvement at school is communication between parents and teachers. Through communication, parents can discuss their children's achievement and attitude. In addition, teachers can also know the children's problems at home and how to encourage them in learning. Therefore, the communication of parents helps in understanding their children's learning ability, and helps in solving their children's problems at school and constructing their children's behaviors. Then, parents can guide their children's development in the educational process at school. Furthermore, parent involvement is able to motivate and promote the self confidence of student. This issue will be a factor which encourages students in learning.

The quality of parent involvement will facilitate the effectiveness of a student's academic achievement. The school made an appropriate program and organized events to involve parents in the schooling process. One of the school programs is communication with parents. Teachers should make a relationship with parents in providing the information about their child. The school explains to them about policies, the school's programs, the school's rules, and the school's regulations. They also advise them about their children's progress. Therefore, the parents should take their time to attend the school's events and initiate effective communication with the teachers. Parent involvement in the schooling process helps the school create strategies and programs so that parents can be more engaged.

The school-based involvement of parents describes parents' relationship to the school (Pomerantz et al., 2007). For instance, activities can include visiting the classroom as a guest teacher, helping in the school's events as a volunteer, attending to the PTA or taking the report, and communicating directly or indirectly with teachers (Daniel, Wang & Berthelsen, 2016). For example, parents can become volunteers who support the school's activities. In this case, the school is offering

opportunities for parents to visit school to offer their help on various occasions. Similarly, the parents as guest teachers come to share their experiences with the students. Also, the parents can be invited as an audience in various events at school. According to Smith et al., (2011), decision-making aims to implicate and empower parents in the school's programs and management in providing their suggestions to support the learning process for their children. Furthermore, parents will have an active participation in decision making when the school holds meetings with them. Briefly, there are some governing aspects, such as planning, setting priorities and budgeting, of parents' participation and involvement in the school's activities and programs.

Parents Assigning Pupils' Homes Chores and Curriculum Implementation

In fact, parent involvement is one of the most important things to improve children's behavior and achievement in schooling processes. This could be achieved by involving parents in the schooling process at home, such as in motivating, facilitating, and assisting the student. Singh et al., (1995) cited by Fan and Chen (2001) stated that there are many facts showing that some aspects of parent involvement possibly have more obvious consequences for children's academic progress than others. Furthermore, parent involvement is important in learning because it will enhance students' motivation and achievement.

For instance, parent involvement at home can be categorized into parenting and learning at home. Firstly, families have a responsibility in providing for the health of their children and setting up a home which is acceptable for study. In any case, a mother has an enormous role in assisting their children at home rather than a father. Conrade and Ho, (2001) as cited by Alsheikh, Parameswaran and Ethoweris, (2010) found that the parenting style of a mother had a bigger influence on the acts of children in school at Bronte-Tinkew. Moore and Carrano, (2006) as cited by Alsheikh et al., (2010) found, that the parenting style of fathers, emotional awareness was related to actions of their children as well. Therefore, parents' participation at home will foster the motivation of their children in schooling.

Secondly, the participation of parents at home is assisting their children in learning at home. This engagement consists of the control and support of learning. For example, control of learning is asking if the children have homework or assignments from school, suggesting to their children to finish their homework, looking for activities for their children and choosing friends for their children. On the other hand, support of learning is giving the facilities such as a smart phone, the internet, and a laptop. Finally, parent involvement at home is not only parents' responsibility for health and safety, but also in doing homework. It has a close relationship to their behavior. Hayes, (2011) as cited by Strickland (2015) said that home-based involvement is the ways parents educate their children at home that enhance their children's academic achievement.

Study carried out Togunde (2006) noted that home chores cause's children lateness to school because a large majority is compelled by their parents to perform duties in the morning before going to school. Similar studies in Guinea revealed that the learner absenteeism was very high

especially among the girls. The girls were helping in domestic chores and lacked parental encouragement to go school.

Ayoo's (2002) found out that a large percentage of students from schools that performed poorly perceived participation in household chores as affecting their learning for instance, 83% of students from a poor performing school perceived participation in washing and general cleaning at home as affecting their learning process, compared to 37.7% from good performing schools. Kibera and Kimokoti (2007) indicated that students who are not supported by their parents in their school work are likely to go to school late, for they may go to school late, for they may perform duties before going to school. Such duties include fetching water, opening a family shop, cooking and even bathing younger sisters and brothers. At times such students go to school burdened with a lot of household chores. Continuous late attendance of school is bound to have an adverse effect on the number of contact hours pupils interact with their teachers hence curriculum implementation. Students coming to school late find the lessons have already begun and are not able to understand even follow the lessons. In addition, the students are already tired and have no energy to learn for the whole day. This influences curriculum implementation negatively.

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

Provision of Physical Facilities at Home and Curriculum Implementation

Plowden (2003) noted that school facilities, teachers, and other school related factors account for 28% of the variations in the curriculum participation of pupils while home circumstances such as availability of books, reading opportunities and help from parents take the 72% of the variation in curriculum participation. The availability of books in the home is a motivation to children to read. At home apart from pens and books, children needs a table, a chair and good lighting at night. Poor housing and overcrowding cannot only impend the child homework but even his opportunities for reading or constructive play. Nyakoni (2012) noted that pupils were unable to do their homework properly at night due to poor or lack of lighting as most of them used tin lamps that require kerosene to provide light. This influences curriculum participation in children's number work activities since pupil's failed to complete their assignment due to lack lighting facilities.

Oyoo (2002) maintains that students whose parents are educated tend to be provided with an enabling environment that stimulates education. They are encouraged by their parents to study and

read relevant books and literature. Parents/ guardians who are economically endowed are capable of providing essential furniture, proper study room, services like water and lighting, an atmosphere of encouragement and guidance. Increased availability and use of textbooks improved the students learning particularly to low income setting (UNESCO, 2008). The success or failure of curriculum implementation may well depend on the availability of facilities and equipments at both school and pupil's homes (Oluoch, 2011) The provision and supply of these facilities and equipments should be joint responsibilities between the educational and school authorities and the school community and parents of the children at the school.

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

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

Benefits to Parental Involvement

The role of parent involvement in education would be the support for children's success in the future. Sapungan (2013) stated that parent involvement in schooling processes fosters their children's development. In addition, parents also have a responsibility for children's development in supporting the social environment. The school is able to increase parent involvement in education so that it enhances the quality of education.

Child Well-Being, 2010 as cited by Sapungan, (2013) claimed that the engagement of parents in the learning process not only enhances morale, behavior, and academic attainment but also encourages a positive attitude and social intercourse in society. Parent involvement is one form of the external motivations that can develop intrinsic motivation in the children's learning. Froiland, (2011a); Froiland et al., (2012) as cited Froiland et al., (2012) claimed that school autonomy, the room where the children learn in school, and home atmospheres encourage children to get motivation from them. They will be motivated to do better in school when parents are involved in the schooling process.

Parents and teachers are aware of the link between a child's will to learn and becoming a knowledgeable person. Froiland (2011a); Reeve and Jang, 2006, as cited Froiland et al., (2012) said that even though there some awareness comes from parents, the influence of teachers has an impact in building children's consciousness. The school counselor is able to suggest to both parents and teachers that they raise their relationship through communication each other. Moreover, parents can help their children to make appropriate choices based on their perceptions. Specifically, children's low motivation or even a motivation would prevent them from learning, making them satisfied with the results achieved.

They also may feel apathetic, uncreative and unfocused in learning. Considering these conditions, the role of parent as motivator is required to raise the level of motivation in their children for learning. The school counselor can also train parents to be autonomous in supporting their children at home. Froiland, (2011a) as cited Froiland et al., (2012) focused in their study on parents who were met with by the school's counselor for half an hour a week over seven weeks. They were taught how parents can be autonomous in supporting their children. It was found that the process helped the children believe their parents love them, and consequently, they were more comfortable with their parents. When the children feel that comfort, then their self-esteem will increase as well. Increases in self-esteem and motivation to learn will also enhance students' confidence in learning.

Myers and Monson (1992), as cited by Anfara and Mertens (2008), prove that the benefits of parent involvement are as follows: enhancing academic achievement, increasing students' grades, improving school attendance, having a sense of well-being, improving students' behavior, completing homework, intensifying the time spend with parents and students together, having a better expectation of students and parents about higher education, having a better perception of students and parents about classroom and school climates, and creating a greater satisfaction of parents with teachers.

Firstly, parent involvement either at home or at school has an effect on enhancement of the children's academic achievement. This is supported by research by Houtenville and Conway (2008), who found that the parents' effort has a direct impact on the student's attainment (Fan & Chen, 2001, Epstein et al., 2002). The children will be motivated to learn when their parents care and are directly engaged in the learning process. Therefore, they will be more enthusiastic about learning. In addition, a high student academic achievement can be seen in the student's grades concerning all learning activities. Pinantoan, (2013) as cited by Sapungan (2013) stated that there is a strong influence of parents' engagement on a student's academic achievement. Lee, (1994) as cited by Epstein (2010) found, by using longitudinal data and accurate statistical controls, that parent engagement has important benefits for the children's attitudes, behaviors, and grades in junior high school through senior high school. Likewise, parents will motivate the children to enhance their discipline, including attendance at school. Moreover, when parents build a positive relationship through active communication with the homeroom teacher it will help them to know about their children's condition faster.

Secondly, children have a sense of well-being when parents have care and concern for them. A strong sense of wellbeing means a combination of physical, social and emotional factors. Parent involvement at home such as motivating children to learn and constructing a comfortable home condition has an essential influence that helps children to feel happy all the time and be free of illness. In addition, parents' engagement in promoting social factors will have a positive influence on a student's behavior.

Thirdly, Hoover-Dempsey and Sandler, (1995, 1997) as cited by Hoover-Dempsey et al., (2001) argued that there are three main reasons that parents engage in their children's homework, as follows: parents believe they should be involved and it will create a positive improvement, and also they feel there it provides an invitations for involvement. Furthermore, help in doing homework is also one of the ways that intensifies the time spent by parents and students together.

Lastly, parents assume that if they have trust in their children's education it will make better expectations for them in the future, because the ambitions of children will be increased when parents get involved more in their education. Furthermore, parents also assume they will have a better perception of the classroom and the school climate of their children. The children will also be enthusiastic to learn if they feel comfortable with the classroom conditions, such as cleanliness and orderliness. The school climate also supports learning, such as school culture; no cheating, no bullying, and no smoking. Therefore, parents have a high contribution to make to their children and the school, and parent involvement can help teachers in the learning process.

Barriers to parental involvement

There are several barriers to parent involvement in schooling (Hornby & Lafaele, 2011). Generally, the barriers that influence parents to engage in the learning process must be resolved. There are many positive effects of parent's involvement for children's progress, such as enhancing academic achievement, behavior, attitude, attendance, and life goals (Kerbow & Bernhardt, 1993 as cited by Anfara & Mertens, 2008). Therefore, it is increasingly crucial to explore the gap of these barriers to encourage parents to become actively engaged in their children's learning process at school (Yoder & Lopez, 2013). Lack of parents' confidence is one of the barriers that can affect their children's attainment (Eccles & Harold, 1993 as cited by Hornby & Lafaele, 2011). Parents assume their capability in content knowledge cannot support their children. However, Hornby, (2000) as cited by Hornby and Lafaele (2011) stated that a higher level of parents' education does not always support their children in learning. Therefore, parents should have confidence in themselves and they should believe their confidence will help their children in learning.

The potential barriers to parent involvement can be categorized into four areas to try to explain and elaborate on the difficulties of parents. First, family factors, which include parents' beliefs about getting involved in their children's education; parents' attendance in school's events, parents' life context, and parents' backgrounds, such as social class, ethnicity, and gender. Second, factors related to the children's age, barriers in learning and disabilities, rewards, and aptitudes,

and also problems in attitude. Next, factors of the relationship between parents and teachers, related to managing purposes and schedules, interacting with other and using effective language. Finally, factors of the social environment related to historical and demographic, political and economic issues.

There are several factors that impede parent involvement in school. For instance, feelings of marginalization, (Yoder & Lopez, 2013, p. 429), lack of skills, limited communication, as well as different cultural and psychological factors. In addition, lack of knowledge of educators concerning how to build partnerships with parents becomes as an obstacle to parent involvement (Yao, 1988; Swap, 1993 cited in Sohn & Wang, 2006). Most parents are embarrassed to come to school. Parents feel that teachers have a better knowledge and competence. The lack of a welcoming atmosphere toward parents at school also constrains parent involvement. For example, when parents come to school to complain about their children's achievement or the school system, it can be perceived as a threat to educators. This is one of the common attitudes educators show to parents. The fact is that parents are often viewed as being either problems or adversaries (Hornby, 2011, p. 4).

Another form related to parent perceptions of parent involvement is the selection of schools for their children. Parents whose economic status is at medium level are more likely to choose private schools than public schools. They may assume that private schools have more advantages in teaching and learning. The reasons of parents for choosing private schools may be related to their belief that their children have a better probability for success at the school (Colley, 2014), even though there is no difference in adoption of the national curriculum in both private and public schools. However, as Colley (2014, p.217) stated, “whether the school is public or private, the sacrifices parents make to send their children to school are backed by their high expectations and the motivation they provide to their children to succeed.

Strategies for improving barriers to parental involvement

Improved parental involvement in curriculum delivery there has a shared responsibility in the areas of policy formulation, stakeholder to be involved and specific roles of each category of stakeholder. Shared responsibilities imply that government and their agencies, school staff, and parents should be involved in their various capacities. They will achieve this by policy-making, awareness creation, strategy formulation, implementation and monitoring of parental involvement initiatives.

Parents, principals and school staff as well as government and its agencies should work collaboratively towards a two way process of parents being involved as resources for learning within the school. Government should mandate schools in clear terms on how and where to involve parents in curriculum delivery, periodically train school staff and parents in those areas and provide incentives, provide a benchmark for assessing parental involvement in curriculum delivery, and conduct research on effective school-parent partnerships. School staff (principals, vice-principals and teachers should honour parents by validating any level of involvement or contributions they

make; organize parent/teacher/student conferences or student-led conferences as effective mechanisms for curriculum delivery, raise consciousness and build school-family skills, commitment, remove practical barriers, recognize contributions and provide incentives and make an attempt to learn about parents' strengths, skills, talents, and experiences.

They should also change organizational processes and culture, and help to increase parent knowledge of curriculum, provide regular feedback to parents on curriculum issues, students' progress and resource needs and foster school-community relationship. Parents should provide resources, monitor their wards, and volunteer in school events; develop good relationship with principals and teachers; keep school well informed about homework, curriculum problems and child development; attend school events, help in the classroom, ask questions about curriculum and syllabus; and provide good home environment and teach their children in school and at home. They should further involve themselves not only in terms of funds or parental rights, but to be good, responsible parents, attend PTA meetings and make suggestions on curriculum delivery and facilitate school community relationships (Francis, 2011).

3.1 CONCLUSIONS AND RECOMMENDATIONS

The purpose of curriculum implementation at any level is to bring about desirable changes in the learners as specified by the curriculum. These changes may be in skills, knowledge, abilities, concept formation, tackling of problems and attitudes. Effective curriculum implementation requires the concerted efforts of schools and associations especially the Parents. For this trend to improve, the school principals and teachers need to make efforts for reaching and involving parents in positive ways. They should design and implement strategies that will result in improved parental involvement, and at the same time, balance parental involvement vis-à-vis educators' professional autonomy. There is a need for schools and parents to collaborate for effective curriculum implementation. Parental involvement requires the engagement of all parents, and collaboration should: be pro-active rather than reactive, sensitive to the circumstances of all families, recognize the contributions parents can make and aim to empower parents. Principals should make more efforts to mobilize the parents towards participating in schools' curriculum implementation. Seminars and meetings of teachers, administrative functionaries and parents at the county level will have to be arranged. The parents should be sensitized by principals and teachers during meetings and conferences on the need for their interest in schools' curriculum implementation and sponsoring schools' extracurricular activities. They should help parents understand why their involvement in curriculum implementation is so important to their children's school success. When improved, parental involvement would become a strategy for the enhancement of academic quality and continuous improvement in the learning opportunities and experiences offered by schools.

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