

**PARENTS' PARTICIPATION IN CURRICULUM IMPLEMENTATION AND
SCHOOL EFFICACY IN SELECTED LOWER PRIMARY SCHOOLS
IN SIpILI DIVISION LAIKIPiA WEST DISTRICT,
KENYA.**

A Thesis

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Masters in Early childhood and primary Education


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DECLARATION A

"This thesis is my original work and has not been presented for a Degree or any other academic award in any University or Institution of Learning".

Lydia Mutonga 
Name and Signature of Candidate




29/11/2013
Date

DECLARATION B

"I confirm that the work reported in this thesis was carried out by the candidate under my supervision".

Dr.. Tindi Seje

Name and Signature of Supervisor

 29/11/2013

Date

APPROVAL SHEET

This thesis entitled "*The Parents' Participation in Curriculum Implementation and School Efficacy in Selected Lower Primary Schools in sipili Division*" prepared and submitted by Lydia Mutonga in partial fulfillment of the requirements for the degree of Master of Educational Early Childhood has been examined and approved by the panel on oral examination with a grade of PASSED

Name and Sig. of Chairperson

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Grade: _____

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ABBREVIATIONS AND ACRONYMS

UNESCO	:	The United Nations Education, Scientific and Cultural Organization
MINEDUC	:	Ministry of Education
NCDC	:	National Curriculum Development Centre
PTA	:	Parent- Teacher Association
HAS	:	Home – School Association
CHDR	:	College of Higher Degrees and Research
AIDS	:	Acquired Immune Deficiency Syndrome
KIU	:	Kampala International University
KIE	:	Kigali Institute of Education
SPSS	:	Statistical Package for Social Sciences
SGB	:	School Governing Board

DEDICATION

To her parents who devoted themselves to her education, to her children for their unequalled support,

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The researcher is very grateful to KIU administration, staff and faculties who devoted to the advancement of academic research and encouraged her to work harder in order to make dreams a reality.

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ABSTRACT

The researcher's major purpose was to identify and examine the extent of parents' participation in curriculum implementation in selected lower primary schools in Sipili Division, Laikipia West District and how it related to school efficacy. Specific objectives at which the study was aimed included to identify the demographic characteristics of the respondents; to determine the extent of parents' participation in curriculum implementation; to determine the level of school efficacy in the schools under study, and to establish the relationship between the extent of parents' participation in curriculum implementation and level of school efficacy in the schools under study. The design embraced by this research was descriptive survey and descriptive correlational styles. To verify the relationship between variables, a survey was carried out in 50 lower primary schools in Sipili Division, Laikipia West District by using a face sheet and researcher devised questionnaire. The findings from the study revealed that the degree of parents' participation in curriculum implementation was generally high as indicated by the overall mean of 3.06 and the degree of school efficacy was also high as indicated as high by an overall mean of 3.01. The study also discovered a positive significant relationship between parents' participation in curriculum implementation and school efficacy in the schools under study. The study recommended that Primary schools of Sipili division (Kenya) should put in place strong parent-teacher associations in these schools so as to help improve on their participation in curriculum implementation

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CHAPTER ONE

INTRODUCTION

1.0 Introduction

This section deals with the historical, conceptual, theoretical as well as contextual perspectives. Covered as well in this section are; statement of the problem, objectives, scope, significance of the study as well as the operational definition of terms.

1.1 Background of the study

1.1.1 Historical Background

According to Sayer and Williams (1989), education is a very complex endeavor that calls for common effort and participation of all education stakeholders. However, this collaboration is not clearly stated in official documents. Thus the role of education officials and staff in charge of curriculum implementation is well defined but the role of pupils' parents in the same matter is not explicitly stated in those documents

The need for better attainment of education was realized far back in 1990, at the World Conference on Education for All in Jomtien, Thailand when some 150 organizations agreed to "universalize primary education and massively reduce illiteracy by the end of the decade"(UNESCO 2009). In 2000, ten years later, the international community met again in Dakar, Senegal, and took stock of many countries being far from having reached this goal. They affirmed their commitment to achieving Education for All by the year 2015, and identified six key measurable education goals. The six goals are: to expand early childhood care and education; provide free and compulsory primary education for all; Promote learning and life skills for young people and adults; Increase adult literacy by 50 per cent; achieve gender parity by 2005, gender equality by 2015; and improve the quality of education. According to Jean-Claude Guillemard 2010, the principal actors in Education for All (EFA) are governments and civil society (i.e. NGOs) at the national level. The

International strategy for Education for All (EFA) education includes: Planning for Education for All (EFA) at national/regional level (National educational plans) Communication and advocacy through provision of messages on social justice and equitable opportunity combined with stories of the impact of education on the lives of individuals and communities. Financing education where by the Dakar forum proclaimed "no National Education for All plan should be delayed for lack of financial resources". Land (2002)

1.1.2 Theoretical Perspectives

This study is based on the participatory theory of education management which looks at parents as equal partners in education (Sayer and Williams, 1989). Participatory theory of management refers to regular and significant employee involvement in organizational decision- making. In school setting, teachers, parents and pupils' representatives are involved in setting goals, resolving problems and making decisions that affect the entire school as well as their individual duties, establishing and enforcing performance standards and making sure their school is on target in terms of responding to the needs of clients it deserves.

The theory also considers curriculum implementation as the crucial stage of curriculum management at which a school integrates its resources and skills to concretely achieve its educational goals. Curriculum implementation is central to the life of a school because it ensures that the schools meet their objectives, achieve their intended results and at the same time satisfy learners, considered as consumers of education. School principals must therefore turn to the specialized knowledge and firsthand experience of their teachers, if the school is to flourish. Some education management gurus (Sayer and Williams) support home- school association (HSA) rather than parent-teacher association (PTA) because the former can clearly include, for example, grand-parents and non-teaching staff, as well as teachers and parents recognized as the major education stakeholders. In their views, the aims of HSA are stem from the fact that children need the help and support of their parents if they are going to develop their full potential at school.

It is also their belief that parental interest can be best nurtured through active home- school associations which provide parents and teachers with the opportunity to develop mutual trust and confidence. To achieve school efficacy, parents also need to have a say in national policy making and must be helped to understand the constraints under which the staff teach Sayer and Williams (1989). The participatory theory of education management is therefore very relevant because when a school or any programme in a school wants to be effective, administrators, teachers, pupils and parents should work together towards the achievement of its objectives.

1.1.3 Conceptual Perspective

According to Wikipedia the free encyclopedia, school efficacy is defined as how an educational institution achieves the goals or objectives it was established for. A school is said to be effective when it works in the way that was intended and thus become successful. Many scholars who conducted research on school efficacy have come up with many definitions with slight differences on some characteristics of school efficacy . Preedy, M. (1983), for example, defined school efficacy in terms of goals achievement. He said that an effective school was the one which fulfilled its goals and whose teachers were enough involved in curriculum planning and participate in developing its guidelines. In effective schools, teachers were consulted on issues affecting school policy, as well as those affecting them directly. As for McConkey (1988), he talked about factors that were influential in shaping school efficacy. He said that strong school management and effective teaching-learning constituted key stimuli. However, he acknowledged that that efficacy could be achieved at a greater level when parents were involved in their children's education. According to Longman Exam Dictionary (2005), a participant is someone who takes part in any activity or event. In school management, people who are directly or indirectly involved in education process include mainly the principal of a school, teachers, support staff, pupils and their parents. According to McConkey (1988), the involvement of the child's family, as an active participant in education, is critical to the success of any programme attended at school. However, as he realized in his study, the regression of parents' participation in the child's education affects the learner and, implicitly the school. In another study by Metcalfe (1993), he

acknowledged the importance of parents' involvement in their children's education. He asserted that parents were the first educators of the young and stressed that they should have a say in their children's education at school. To emphasize this idea, he gave an example from South African education system where parents have significantly contributed to PTAs (Parent- Teacher Associations) development which in turn improved school. According to him, every parent can participate on his/her own pace in school management including curriculum implementation without taking into consideration either his education qualification, age or richness.

As for Sergiovanni (1984), he claimed that a participative approach succeeded in bonding staff together and in easing the pressures on school principals. He added that the burdens of leadership would be less if leadership functions and roles were shared. He emphasized that in participatory model of school management, the principal was a facilitator, organizer, listener or communicator, a resource person as well as organizational leader. reedy, M. (1983) acknowledged that in a good school-family relationship, parents are encouraged to teach their children at home, devoting with the school curriculum which has been explained to them. This parental participation and choice in the school and access to their children's records increase school efficacy. McPherson and Naicker quoted in Bush, T. (2006) realized that parental involvement is needed, particularly for raising funds. Given the dissatisfaction with monetary allocation from the departments and the need to supplement financial shortfalls, it has become vital for parents to support school and school governing board (SGB) activities. On this point, Metcalfe (1993) stipulated that PTAs helped teachers to understand the pupils' circumstances (and of their parents) which could affect their performance in class. He added that this understanding would help teachers to be more effective in their teaching profession because the PTAs were in the whole life of the school including curriculum implementation and their main purpose was to help good teaching and learning to happen at school.

1.1.4 Contextual Perspective

The recent trends in education system have engendered new expectations and extension of roles and responsibilities for many educational stakeholders worldwide. In the light of the above idea, Theron and Bothma (1990) asserted that the parents' participation in their children's education has become more necessary than before because new demands in teaching- learning process were increasing every day. To achieve millennium goals for education for all (EFA), Kenya has given priority to quality education for all. To achieve this, the pupils' parents were requested to be more involved in their children's education by playing a significant role in school management. Thus their decisions could help the pupils to improve and make their schools more effective (MINEDUC, 2008). By the same token, there was a general observation by a researcher in her community that pupils' parents have not yet embraced the idea of participating in their children's education. After the government of Kenya had started free eight years basic education for all, many parents relaxed because they thought the government would everything to make those schools efficient and effective as they were used to providing with school material to their children and send them to school. The development of any nation or community depends largely on the quality of education of such a nation. Each country therefore determines the course of education, and even evaluates its academic achievements and successes. According to NSDUH Report (2006), Academic performance, "is the percent of enrolled students completing educational levels." In other words, academic performance is the completion of any academic level. In this study, the achievement of one in class at primary eight school level determines the percentage of completion.

1.2 Statement of the problem

The problem which the study intended to investigate in this study was parents' participation in curriculum implementation and how it is related to school efficacy. The key problem of the study therefore spurred from the perceived low levels of school efficacy in sipili Division. Whereas there could be many different factors influencing school efficacy such as School culture, teacher and students'

characteristics, among others Pansiri (2008), this study considered Parents' participation in curriculum Implementation as a crucial variable in evaluating school efficacy. Therefore, the question was: Is Parents' Participation in Curriculum Implementation related to School Efficacy?

1.3 Purpose of the Study

This study had the following purpose:

To establish the relationship between Parental involvement in curriculum implementation and school efficacy.

1.4 Research Objectives

This research was aimed at achieving the following specific objectives:

1. To identify the demographic characteristics of the respondents:
 - (a) Parents in terms of age, level of education and socioeconomic status
 - (b) Principals in terms of age, gender and level of education
2. To determine the level of parents' participation in curriculum implementation.
3. To determine the degree of school efficacy in the schools under study.
4. To establish the relationship between the level of parents' participation in curriculum implementation and degree of school efficacy in the schools under study.

1.5 Research Questions

To achieve the objectives of this study, the research came up with answers to the following research questions:

1. What are the demographic characteristics of the respondents as to age, gender, socioeconomic status and their levels of education?
2. To what level do parents participate in curriculum implementation in lower primary schools in sipili division, Laikipia West district, Kenya?
3. What is the degree of school efficacy in schools under study?
4. Is there a significant relationship between parents' participation in curriculum implementation and school efficacy?

1.6 Null hypothesis

There is no significant relationship between the level of parents' participation in curriculum implementation and degree of school efficacy in selected lower primary schools in sipili division Laikipia district, Kenya.

1.7 Scope

1.7.1 Geographical Scope

The study was conducted in fifty (50) selected lower primary schools located in different parts of sipili division, Laikipia West district, Kenya.

1.7.2 Content Scope

The study examined the level of parents' participation in curriculum implementation in selected lower primary schools in sipili division Laikipia West district and how this affects school efficacy. In this regards, the study also examined home – school relations in order to see how children (pupils) were assisted by their parents so as to maximize their learning opportunities, cause and effect relationship between the independent variable (parents' participation in curriculum implementation) and dependent variable (school efficacy).

1.7.3 Theoretical Scope

The study was based on participatory theory of education management by Sayer and Williams (1989) which has to be proven or disproved.

1.7.4 Time scope

The study was time-bound because it was conducted in a span of one year as planned by the researcher in accordance with the University schedule and framework.

1.8 Significance of the Study

This study was deemed to be very important to teachers, school administrators, pupils, parents, researchers and policy makers at different levels.

First of all, knowledge about parents' participation in curriculum implementation helps *teachers and Primary school administrators* to welcome the pupils' parents in the school management and also value their initiative. This cooperation can contribute to the improvement of education practices on the learners' side as

well as the school. It also helps staff and school administration to change their attitudes towards the parents' participation in curriculum implementation and consider them as important partners in education at school.

Pupils and their parents benefit a lot from this study because when the level of parents' participation in curriculum implementation is increased, the pupils' performance henceforth improves significantly. When the pupils' parents are aware of their weaknesses or strengths in curriculum implementation, it encourages them to put in more effort and this contributes to the development or improvement of schools under study.

The study also paves ways for ***educational policy makers*** and ***planners*** who can use the information from this research in planning and/or developing education policies for improving quality education and school efficacy for specific districts or the whole country. The findings of the study also help curriculum developers to be mindful about wishes of pupils' parents and community into school curriculum. This idea gives to parents and teachers the freedom to adapt the set curriculum to the community or environment in which it is used.

The ***Ministry of Education*** can use the findings as empirical information to monitor the effective curriculum implementation and serve them as evaluation tool for curriculum review or change in order to meet the national education objectives. Lastly, the research inspires researchers to analyze the level of parents' participation in curriculum implementation in other districts or in the whole country and make all stakeholders accountable.

Operational Definitions of Key Terms

For the purpose of this study, the following terms are defined as they are used in the study:

Parents' participation

A parent is any adult who has the responsibility of caring for a child or young. This parent may be a mother, a father, any relative or not who looks after the young. So, parents' participation in education is any involvement in various activities to fulfill his/her responsibilities of educating the young.

Profile of respondents

It is a brief description that gives important details about people selected to give information in a course of study. In this study, the profile of respondents encompasses things like age, gender, level of education, and socioeconomic status of principals of lower primary schools and the pupils' parents who are the respondents of the study.

Curriculum implementation

Curriculum implementation is one of the three processes of curriculum management at which a school integrates all its resources, teaching and technical skills to concretely achieve its educational objectives.

School efficacy

It is defined as achieving pre-established educational goals and objectives, or the degree of goal realization. In this study, it is measured in relation to how schools, assisted by the pupils' parents, achieve their objectives.

CHAPTER TWO

REVIEW OF RELATED LITERATURE

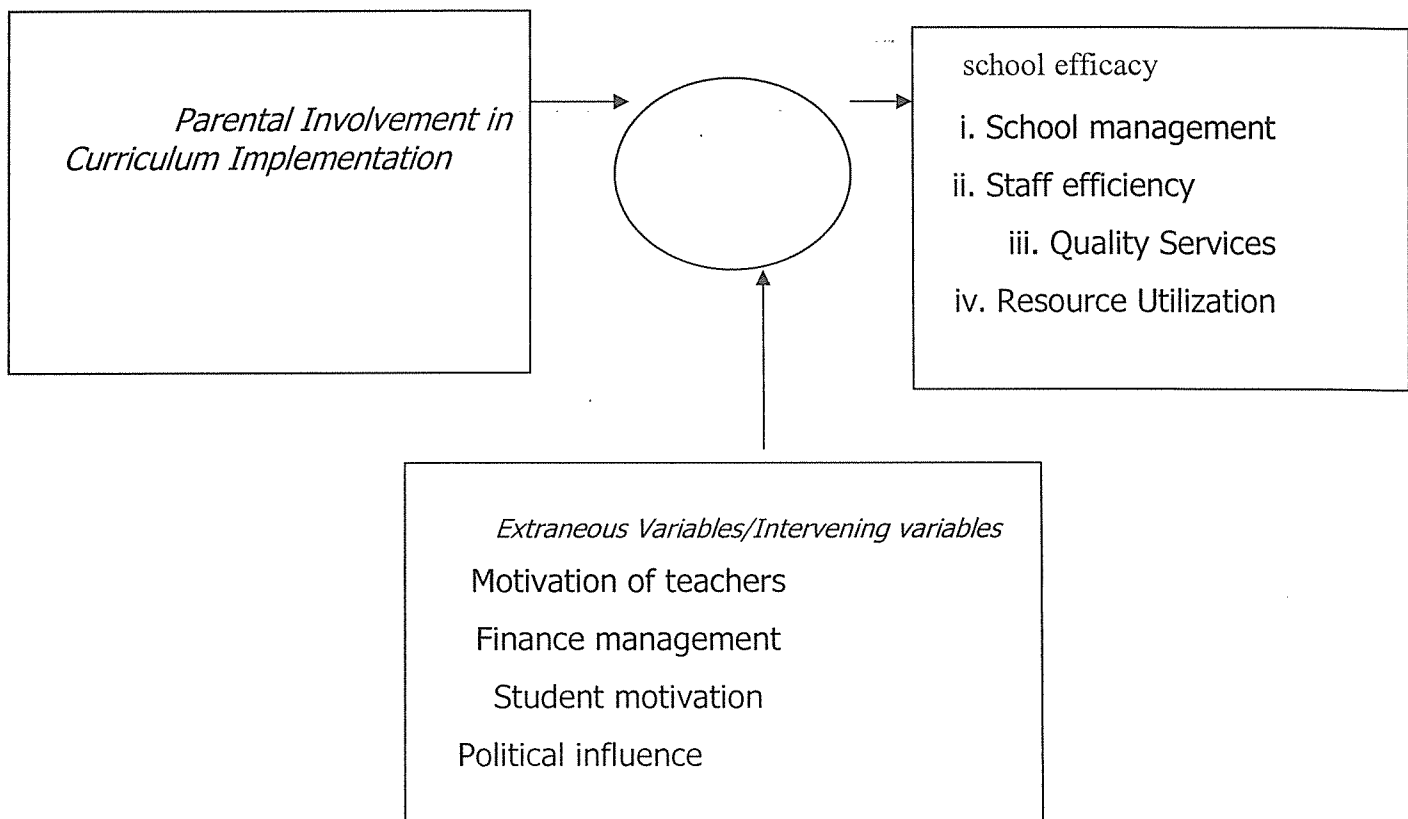
2.0 Introduction

This chapter covers the conceptual frame work, theoretical review, and related literature.

Conceptual Framework showing the relationship between Parental involvement in curriculum implementation and school efficacy

INDEPENDENT VARIABLE (IV)

DEPENDENT VARIABLE (DV)



Source; Researcher designed

Parents' participation in school management

School Efficacy

According to Wikipedia the free encyclopedia, school efficacy is defined as how an educational institution achieves the goals or objectives it was established for. A school is said to be effective when it works in the way that was intended and thus become successful.

Many scholars who conducted research on school efficacy have come up with many definitions with slight differences on some characteristics of school efficacy . Preedy, M. (1983), for example, defined school efficacy in terms of goals achievement. He said that an effective school was the one which fulfilled its goals and whose teachers were enough involved in curriculum planning and participate in developing its guidelines. In effective schools, teachers were consulted on issues affecting school policy, as well as those affecting them directly.

As for McConkey (1988), he talked about factors that were influential in shaping school efficacy. He said that strong school management and effective teaching-learning constituted key stimuli. However, he acknowledged that that efficacy could be achieved at a greater level when parents were involved in their children's education.

However, Herman, Robert D. and David O.(2008) looked look at school efficacy in terms of pupils' results in examinations and tests, less absenteeism, teacher/pupil ratio, teacher qualification, enrollment, promotion and repetition rates, drop out and retention rates, and so on. Though the absence of element among these may affect the school, it is quite obvious that the combination of the criteria above can only serve as school efficacy parameters; but a single criterion can be misleading.

Mitchell and George E. (2012), for example, stipulated that high enrollment alone could not clearly indicate that a school was effective because many pupils might be attracted by less school fees it charged, flexibility in promotion, and so on. However,

he said that some definitions seemed misleading because when talking about school efficacy , priority must be given first and foremost to how and where teaching and learning take place.

In general context, the starting point for assessing the performance of a school is its efficacy . This efficacy is judged by the extent to which a school achieves its goals, acquires the necessary material and human resources which provide good climate and meet the expectation of the society within which it is established. This implies that school efficacy is a prerequisite for the school to accomplish its goals. As schools need to find their own solutions to improving efficacy , principals, teachers and parents are very important to this endeavor.

As a complex activity, Sayer and Williams (1989) assumed that school efficacy cannot be achieved without participation of all education stakeholders. Thus, school administrators, teaching and support personnel/staff, the parents of children who study in that school and the community were highly required to take part in curriculum implementation, at different levels but complete, in order to achieve educational objectives.

Curriculum Implementation

According to Wikipedia, the free encyclopedia, *curriculum* stems from the Latin word for race course, referring to the course of deeds and experiences through which children grow to become mature adults.

Jackson Philip W. (1992) defined the word *curriculum* in its broadest sense by saying that it referred to all courses offered at a school. He added that the concept may also refer to a defined and prescribed course of studies, which students must fulfill in order to pass a certain level of education. For example, an elementary school might discuss how its curriculum, or its entire sum of lessons and teachings, is designed to improve national testing scores or help students learn the basics. A curriculum may be partly or entirely determined by an external, authoritative body.

As for curriculum implementation, Bobbitt, John Franklin (1998) explained that the terms refer to one of the three processes of curriculum management at which a school integrates all its resources, teaching and technical skills to concretely achieve its educational objectives. They acknowledged that the major task for school principals was to implement the school curriculum. This implied that a school should have adequate resources to use and staff that can put their skills to work to achieve school mission and curricular objectives

Discussing about curriculum implementation, Sergiovanni (1984) stipulated that the teachers' main roles in this process were to identify and prioritize goals and needs with respect to classroom instruction. To meet goals and needs, teachers must develop strategies resolve problems in the implementation of instructional and participate in evaluating progress and results.

He added that teachers and principals should work together to improve the quality of the work environment, creating conditions for more effective teaching and learning, identifying and changing these aspects of the work process that are viewed as critical to quality performance.

However, while the role of school administrators and staff in curriculum implementation is more obvious, the parents' role is not explicitly stated. The Ministry of Education lays responsibilities of implementing developed curriculum and policies that ensure efficacy with schools but does not specify to what extent pupils' parents, as important stakeholders in education, would participate in that process (MINEDUC, 2008).

2.1 Theoretical Perspectives

This study is based on the participatory theory of education management which looks at parents as equal partners in education (Sayer and Williams, 1989). Participatory theory of management refers to regular and significant employee involvement in organizational decision- making.

In school setting, teachers, parents and pupils' representatives are involved in setting goals, resolving problems and making decisions that affect the entire school as well as their individual duties, establishing and enforcing performance standards and making sure their school is on target in terms of responding to the needs of clients it deserves.

The theory also considers curriculum implementation as the crucial stage of curriculum management at which a school integrates its resources and skills to concretely achieve its educational goals. Curriculum implementation is central to the life of a school because it ensures that the schools meet their objectives, achieve their intended results and at the same time satisfy learners, considered as consumers of education. School principals must therefore turn to the specialized knowledge and firsthand experience of their teachers, if the school is to flourish.

Some education management gurus (Sayer and Williams) support home- school association (HSA) rather than parent-teacher association (PTA) because the former can clearly include, for example, grand-parents and non-teaching staff, as well as teachers and parents recognized as the major education stakeholders. In their views, the aims of HSA are stem from the fact that children need the help and support of their parents if they are going to develop their full potential at school.

It is also their belief that parental interest can be best nurtured through active home- school associations which provide parents and teachers with the opportunity to develop mutual trust and confidence. To achieve school efficacy, parents also need to have a say in national policy making and must be helped to understand the constraints under which the staff teach Sayer and Williams (1989).

The participatory theory of education management is therefore very relevant because when a school or any programme in a school wants to be effective, administrators, teachers, pupils and parents should work together towards the achievement of its objectives.

2.2 Related Studies

Parents' Participation in Curriculum Implementation

Traditionally, education in schools (schooling) has been regarded as an exclusive domain of teacher. In textbooks on the history of education, parents' participation in their children's schooling was almost absent and, in most cases, it was limited to their legal duty to send them to school. Their only link with the school was to attend annual parents' meeting.

Time has changed, not only because family life has changed but also schools need better education that affects development outcomes. For this reason, parents are required to participate more actively in their children's education in order to improve school efficacy. That is why schools are actually under increasing pressure to develop strategies for securing greater involvement of pupils' parents who are actually regarded as equal partners in education.

In their study, Keith and Girling (1991) emphasized that the parents' participation in their children's education at school should be mandatory. They strongly advocated this because, unlike teachers, parents have duties and responsibilities towards their children. When participating in their children's education, parents fulfill educational obligations not only because they are legally bound but also feel moral compulsion to do so. But teachers are school employees and subsequently work for salary.

Concerning their emphasis on great need of parents' participation in their children's education, they evoked the effects of low parents' participation in curriculum management. They stressed that it may result in low academic achievements, low promotion rates, lack of efficacy among teachers and failure to compete with other schools in the country, which as a whole lead to school in efficacy .

As for Sayer and Williams (1989), the findings from their study supported the above idea by stressing that there is a difference between a school that draws strength from its environment and the one which ignores it. They added that former flourishes while the latter remains stagnant or even tend to collapse. As a matter of fact, a school should be at the heart of its community because it cannot succeed without getting support from it. These researchers also agreed that parents'

participation in their children's education is vital to the success of schools and individual pupils.

That is what Keith and Girling (1991) asserted in their study about parents' participation in their children's education. They said that a high degree of educational efficacy is associated with participative management styles and satisfactory organizational climate. They also emphasized that more participatory management style appears to produce a better organizational environment which in turn leads to more educational outcomes.

Although the position of some scholars about parents' participation in curriculum implementation is not very clear, they recognize at least the impact of teachers and administrators' work on quality improvement in their work environment. However, other researchers in the same field of study acknowledge that parents' participation creates, identifies, and changes conditions for more effective teaching and learning, the major target of curriculum implementation.

In his study, Preedy (1983) asserted that parents and teachers have differing but complementary education functions which must operate in harmony to be most effective. Therefore, parents should be consulted when determining the type of education their children are supposed to receive and also accommodate their wishes in school curriculum.

By the same token, teachers and school principals should encourage parents to teach their children at home, devoting with the school curriculum which has been explained to them in order to increase school efficacy. The informal parents' involvement encompasses things like assistance to the child in his academic work at home, educational visits at school, attendance at meetings, and provision of access to books because they were found to have positive influence on pupils' progress and development.

Wolfendale's study (1992) also recognized the effect of parents' involvement in the child's education on his development. It revealed that the parents' participation extends from supporting and upholding the school ethos to supervising children's

homework at home or simply in a wide range of school- based and home- based activities which may be educational or non educational.

Williams and Stallworth (1984) quoted in Carreon, E.P., Drake, C. and Barton, A.C, (2005, p467) also reported that the parents' interests, concerns and involvement in their children's education should be taken into account by principals. They vehemently warned schools that if they deliberately continued to implement the set curricula without listening to parents' voice, their programmes would remain stagnant and the marked distance between home and the school would also increase. Furthermore, when the programmes of a school remain static for a long period, it becomes very difficult, even impossible, to achieve specific goals. In this case, the school needs and hopes might also vanish.

In his work, Novak (2002) asserted that all the people matter in education system or any programme in a school. This statement implies that school efficacy involves all stakeholders and it cannot be achieved when parents' inputs are ignored. He emphasized that there is no more or less powerful in education, but all are connected to it. He also suggested that if the schools wanted to be more effective, more and more people should be involved in formulating, implementing the mission statement and the written and unwritten directives and codes to regulate the ongoing functions of individuals and organizations.

In Green (1995), parents' participation in curriculum implementation was explained through the idea of the triangle of cooperation in education. The author argued that this triangle takes place between the school, the parents and the pupils and must be at the core of the aims of all schools because it leads to its efficacy . The author also asserted that schools can have the most effective learning environment only when more people are involved in education. This implies that parents' participation is among those factors which can increase school efficacy.

In the study of Carreon, Drake, and Barton (2005), high levels of parental involvement in their children's education have been shown to correlate with academic performances, higher test scores, more positive attitudes towards school,

higher homework completion rates, fewer placements in special education, academic perseverance, lower dropout rates and less suspension. Bernard quoted in Theron and Bothma (1990) also supported the above idea by stressing that school principals should co-ordinate the parents' participation in school matters in such a way that they would be able to make a positive and active contribution in the interest of the individual child and the school in general.

In his research, Pansiri (2008) argued that parents' involvement has been found to be a weapon towards improving standards attainment and understanding of schools and education in general. To illustrate the point, he suggested that parents' participation in their children's education should be carried out through PTAs because they provide parents with an opportunity to initiate and render specific services to the school. For example, a farmer can be of assistance when soil has to be moved for sports fields, an expert in gardening can lay out the school garden, sports experts can be of assistance on the sports fields, an economist can plan fund-raising on a scientific basis and all kinds of supporting services can be placed in the hands of parent. The research has proven several indicators that low-performing schools have minimal parents' involvement.

Although the idea of parents' participation in school management is in general embraced by scholars and many school principals, there are others who opposed because of different reasons. Some study findings revealed that some principals do not welcome parents' participation in the school management, and others seem to embrace the idea of parent- teacher collaboration but never translate their beliefs into positive plans of action.

Lareau and Harvat quoted in Carreon, Drake and Barton (2005) pointed out some barriers to parents' participation in school management which implicitly affect its efficacy. They found that parents enter school management with limited power to define their roles and actions and consequently must agree and support the structures and dynamics already in place.

In Sayer and Williams (1989), it is said that teachers and administrators should work together to improve the quality of the work environment, creating conditions for

more effective teaching and learning, and identifying and changing these aspects of the work process that are viewed as critical to quality performance.

Anne Henderson (1987) realized that when parents are involved in education at large and, particularly in curriculum implementation, children do better in schools and go to better schools. Although it has been proven that parental involvement contributes to school efficacy, the problem resides in knowing the extent or level of parents' participation that translates into student achievement.

On the other hand, the similar study by Clark, Lotto, and McCarthy (1980) concludes that parental involvement alone is likely to influence parental attitudes toward school, but is unlikely to affect student achievement, unless other school variables are also manipulated. In pursuit of increased learning considered as the pillar of school efficacy, these researchers have suggested four forms of parent involvement which have differing impacts on student learning. These included parents' involvement in the classroom, learning in the home, parents' involvement in school decision making, and school visitation.

In his study about community participation and its impact on educational achievement, Fantini M., (1980) revealed that parents' involvement in the classroom (e.g., volunteers, aides) was very crucial to the improvement of teaching-learning process or curriculum implementation at school. This implied that when parents volunteer in their students' classrooms, they (parents) learn about teaching methods, textbooks, daily homework assignments, and the school culture. The information and skills they obtain from this experience impact positively on both learning environment and the level of learning.

In the study by Henry Becker and Joyce Epstein (1982), the relationship between parents' involvement in learning in the home and school efficacy has been highlighted. They found that there was a link between parent participation in learning at home and child achievement because the learning environment at home was the sum of the quality and quantity of educationally stimulating experiences the home provides. This opinion was supported by the fact that children and young

adults used to spend much more time at home than in school, so anything educators could do to stimulate the enrichment of home learning could have a big impact on student learning and contribute to school efficacy .

In their study, Edward Gotts and Richard Purness (1986) discovered that good school-home relations were important to parents' involvement in school decision making. However, there was little evidence that parent participation in school governance activities, such as leadership role in the PTA, booster club, or school advisory committee, translated into increased learning for their own children.

Another form of parents' participation in curriculum implementation suggested by Herman, Robert D., and Renz, David O. (2008) was the school visitation. This consisted of activities like attending PTA meetings, participation in back-to-school orientations and cheering at sporting activities. On this point, they remarked that even if many educators placed considerable emphasis on school visitation, there was little evidence that such activities contributed to increased learning and school efficacy .

School efficacy

According to Wikipedia, the free encyclopedia, the term efficacy is the concept that describes how an organization achieves the outcomes it intends to produce. Researchers on organizational efficacy acknowledge that the concept has multiple dimensions and many different definitions.

According to Richard (2009), organizational efficacy captures organizational performance plus the myriad internal performance outcomes normally associated with more efficient or effective operations and other external measures that relate to considerations that are broader than those simply associated with economic valuation, such as corporate social responsibility.

The same source (Wikipedia) precise that in educational institutions, efficacy is judged by the extent to which a school achieves its goals, acquires the necessary

material and human resources which provide organizational climate and meet the expectation of the society within which it is established. Therefore, an effective school provides quality education which is determined by the quality of both the input and output in the complex educational production function.

In his study, Preedy, M. (1983) defined efficacy in terms of goal achievement. For him, a school or any other education institution is effective in so far as it fulfils its goals or objectives. He stressed that parental involvement in management of schools attended by their children, and other factors together lead to school efficacy . So, looking at one facet alone (for example the pupils' results) can be misleading because it could not reveal many things about the school efficacy , except when it was analyzed in relation to other factors. The same study found that formal parent – teacher associations contributed to school efficacy in many places.

In his study entitled *Developing Effective School Management*, Dunham, J. (1995) found that effective teamwork was essential if the school was to achieve its objectives. Thus team spirit was at the heart of school efficacy and it was the only source of emotional support for all educational stakeholders. It helped school management, members of staff, governors, parents and pupils to be actively involved in all relevant activities concerned with the effective use of the school resources and development. It also enabled staff to have a sense of belonging, of shared values and understanding which could contribute to school efficacy .

The same study also revealed that meetings were important because they were one of the most significance performance indicators of a team's development and efficacy . They encouraged teamwork by strengthening commitment to the team's objective, policies, decisions and actions.

The study by Walter, R. (1992) stipulated that if schools needed to be effective, principals should maintain good public relations with parents and the community because they were the chief public relations officer of the school. They should be able to encourage parents to have direct contact with the school and if possible, parent-teacher associations should be established in all schools as a spontaneous attempt to foster a close relationship between the home and the school.

The aims of such parent- teacher associations, as the author discussed, included promoting the welfare of children at school as well as at home by raising the level of home life; ensuring that effective legislation existed for the care and protection of children; fostering a close relationship between the school and the home so that parents and teachers could co-operate intelligently in the education of children.

Wolfendale (1992) quoted in Squelch and Lammer (1994) said that parent involvement was much more than serving at serving in the school committees. It included the active and willing participation of parents in a wide range of school - based and home- based activities which might be educational or non educational and also extended from supporting and upholding the school ethos to supervising children's homework at home.

In their research, Squelch and Lammer (1994) indicated that schools that work closely with parents were more effective than those which do not. They emphasized that the relationship between parents' involvement and school efficacy included things like improved school performance, reduced drop-out rates, a decrease in delinquency and a more positive attitude towards the school.

Gaps

From what has been discussed above, it is obvious that parents' involvement in their children' education is very crucial school efficacy . As the UNESCO report (2005) on school efficacy asserted that some factors like safe and welcoming environment, incentives and community involvement in education constituted major spice to school efficacy , the researcher also discovered that schools in his community that work closely with parents are more effective than those which do not.

Some opinions from related studies showed some differences from the researcher's study. For example, in the related studies it has been discussed that some parents thought that giving school requirements to their children and send them was enough to make their children succeed. Others thought that attending annual parents meetings or going to school when called for special issue was also enough. But the researcher's study revealed that time has changed and education has become more

demanding. Parents should do more that especially by taking part in different aspects of school management because they know better their children and the type of quality they need.

The researcher's study wanted to fill in the gap in the parents' role or participation in curriculum implementation which was absent in official document. Thus it was stated vaguely that the pupils' parents should help schools to educate their children but they faced many challenges of what they could do to make sure they were fully participating in their children's education.

CHAPTER THREE

METHODOLOGY

3.1 Research Design

The design of the study was descriptive survey and descriptive correlational style. Ex post facto design was used because some data necessary for this study (for example figures about number of schools, pupils, teachers, qualification, gender, age and so on) were already available in the schools and in the directorate of education at district level. It was also correlational design because the relationship between parents' participation in curriculum implementation and school efficacy was sought. Furthermore, the study took both qualitative and quantitative approach with descriptive surveys.

3.2 Research Population

The target population of the study was 201 composed of 67 principals and 134 parents of pupils in those 67 lower primary schools in sipili division Laikipia West district, Kenya. School principals or head teachers were involved in this study because they were chief administrators (senior managers at school level) of schools where research was conducted. Besides, they had primary data and information related to parents' participation in curriculum implementation and school efficacy .

3.3 Sample Size

Fifty (50) principals and one hundred (100) parents of pupils were selected using Sloven's formula to determine the minimum sample size.

$$\text{Thus } n = \frac{N}{1 + N(\alpha^2)}$$

Table1

Research population and sample size

Category	Population	Sample size	Justification
Parents	134	100	Sloven's formula
Principals	67	50	✓
TOTAL	201	150	✓

3.4 Sampling Procedure

For the research in hand, the purposive sampling procedure was utilized to select the sample from the whole population because only principals and parents whose pupils were studying in those schools have been considered in the study. From that minimum sample size selected as purposive, random sampling procedure was used to select individual respondents of the study.

3.5 Research Instruments

The research tools that were utilized in this study included the following: *The face sheet* to gather data on the respondents' demographic data (age, gender, levels of education, and socio-economic status); *A researcher devised questionnaire* was used to determine the level of parents' participation in curriculum implementation and the degree of school efficacy .

The questionnaire about parents' participation in curriculum implementation encompassed sections referring to teaching (7), voluntary work (7), donation to the school (5), inputs to the school curriculum (8), evaluation (3), and funding (3).The response modes and scoring of this instrument were as follows: always =4; often=3, sometimes = 2 and never= 1.

The questionnaire about degree of school efficacy included sections of school management (7), staff efficiency (4), quality service (10), resource utilization (5), discipline (4) and parents' attitude towards the school (5). The scoring system of this instrument was as follows: strongly agree=4; agree=3; disagree=2; strongly disagree=1.

3.6 Validity and Reliability of the Instruments

For validity and reliability, the researcher devised questionnaires on parents' participation in curriculum implementation and school efficacy were judged by experts in education research. The researcher further discussed the instruments with the supervisor for corrections, adjustments and approval.

Reliability and accuracy of the questionnaire have been ascertained by a pilot study conducted outside the course of the main study. This was done to assess the language clarity, ability to tap information needed, acceptability in terms of length and privacy of the respondents. These respondents were not included in the actual study. When drafting the final copy, the researcher took into consideration some of their comments and suggestions.

3.7 Data Gathering Procedures

Before the administration of the questionnaires

An introduction letter was obtained from the College of Higher Degrees and Research for the researcher to solicit approval to conduct the study in Laikipia West district. When approved, the researcher got a list of primary schools from the director of education in Laikipia west district and selected through systematic sampling from this list to arrive at the minimum sample size (Sloven's formula). After that, the researcher reproduced more questionnaires for distribution and selected an assistant to help in the data collection.

During the administration of the questionnaires

The respondents were explained about the study and requested to answer completely and not to leave any question or part of the questionnaires unanswered. The researcher and his assistant insisted on the retrieval of the questionnaires within three days from the date of distribution and, on retrieval all returned questionnaires were checked for completeness.

After the administration of the questionnaires

The data gathered were collated, encoded into the computer and statistically treated using the Statistical Package for Social Sciences.

3.8 Data Analysis

For a clear and easy understanding, categorization and tabulation were resorted. Responses under the same category were brought together and analyzed using Statistical Package for Social Sciences (SPSS), and then findings were put into

tables, to facilitate the researcher to make generalizations. The frequency and percentage distribution were used to determine the demographic characteristics of the respondents. The mean was applied for the level of parents' participation in curriculum implementation and level of school efficacy in lower primary schools . the objective on relationship between the variables was analyzed using parsons' linear correlation coefficient Items analysis illustrated the cause effect relationship based on the indicators in terms of mean and rank. From that relationship, the recommendations were derived.

The following mean range was used to arrive at the mean of the individual indicators and interpretation:

A. For the level of parents' participation in curriculum implementation

Mean Range	Response Mode	Interpretation
3.26 – 4.00	Very good	Very High
2.51 – 3.25	Good	High
1.76 – 2.50	Fair	Low
1.00 - 1.75	Poor	Very Low

B. For the degree of school efficacy .

Mean Range	Response Mode	Interpretation
3.26 – 4.00	Strongly agree	Very High
2.51 – 3.25	Agree	High
1.76 – 2.50	Disagree	Low
1.00 - 1.75	Strongly disagree	Very Low

3.9 Ethical Considerations

The study only involved respondents considered relevant to the theme under study. Therefore, extreme confidentiality had to be promised and this was achieved by guaranteeing the utmost privacy of information given by selected respondents.

To ensure confidentiality of the information provided by the respondents and to ascertain the practice of ethics in this study, the following activities were implemented by the researcher: the respondents and schools were coded instead of

reflecting the names; the permission through a written request was written to the mayor of Laikipia west district to allow me to collect data in schools included in the study. Acknowledgement of authors quoted in this study through citations, referencing and the findings were presented in a generalized manner.

3.9 Limitations of the Study

The limitations of this research have been dealt with as the researcher claimed an allowable 5% margin of error and took some measures to minimize the threats to the validity of the findings of this study. Some factors beyond the researcher's control such as respondents' honesty and personal biases have been minimized by explaining to the respondents the importance of this study to people. All other limitations like testing instruments and attrition have been also dealt with.

CHAPTER FOUR

DATA PRESENTATION, ANALYSIS AND INTERPRETATION OF RESULTS

4.0 Introduction

This chapter shows the demographic characteristics of respondents, the level of parents' participation in curriculum implementation, the level of efficacy in the schools under study, and the relationship between parents' participation in curriculum implementation and school efficacy in lower primary schools in Sipili division (Kenya).

4.1 Demographic characteristics of respondents

The respondents of this study mainly comprised of both parents and principals of the primary schools. Their background characteristics were analyzed as shown below;

Table2

Profile of respondents

Category	Frequency	Percent
Age(Parents)		
20-39 (early adulthood)	15	15.0
40-59 (middle adulthood)	34	34.0
60 and above (late adulthood)	51	51.0
Total	100	100
Age(Principals)		
20-39 (early adulthood)	12	24.0
40-59 (middle adulthood)	24	48.0
60 and above (late adulthood)	14	28.0
Total	50	100
Level of education (parents)		
Primary	37	37.0
Certificate	32	32.0
Diploma	20	20.0
Bachelors	11	11.0
Total	100	100
Level of Education (Principals)		
Certificate	12	24.0
Diploma	13	26.0
Bachelors	23	46.0
Masters	2	4.0
Total	50	100
Gender (Principals): Male	31	62.0

Female	19	38.0
Total	50	100
Socio-economic status(Parents)		
0-2000 (lower-lower)	39	39.0
3000-10000 (lower-middle)	31	31.0
11000-30000 (middle)	22	22.0
31000-80000 (lower-higher)	6	6.0
90000 and above (higher)	2	2.0
Total	100	100

The presentation here was based on data as collected from the field and analyzed by the researcher. Respondents were asked to provide their age, level of education, gender and their socio-economic status. Their responses were summarized using frequencies and percentage distributions as indicated in table 2 above.

The results in table 2 showed that according to age of parents, most of them were 60 years and above (51%), suggesting that most of pupils' parents in lower primary schools in Sipili division (Kenya) were adults, this also indicated a high rate of late adulthood in the lower primary schools in Sipili division (Kenya). While for school principals, most of them fall in the age category of 40-59 (48%).

Regarding the level of education (parents), results in table 2 indicated that most of them (37%) were diploma holders, followed by those with certificate (32%), while those with bachelor's lagged behind with only 11%. This implied that most of the parents in Sipili division (Kenya) were certificate holders. Yet the principals' levels of education results showed that most of them (46%) were bachelor holders, these were followed by diploma holders (26%). And this implied that most of the principals of primary schools in Sipili division (Kenya) had not yet gone for post graduate studies. Regarding the gender of school principals, male respondents were many (62%) compared to female respondents (38%). This indicated a big gender gap in the distribution of jobs in lower primary schools in Sipili division (Kenya).

Regarding socio- economic status for pupils' parents, the majority of respondents were in the economic category of lower-lower (39%) which was between 0-2000Ksh, and this indicated low levels of income earned by parents in Sipili division (Kenya).

Level of Parents' participation in Curriculum Implementation

The independent variable in this study was Parents' Participation in Curriculum Implementation, for which the researcher wanted to determine its level. It was broken into six parts, teaching (with seven questions), voluntary work at school (with seven questions), donations to the school (with five questions), inputs to the school curriculum (with eight questions), evaluation (with five questions) and funding (with five questions). Each of these questions was based on the four Likert scale.

Therefore respondents were asked to rate the extent to which their participation in curriculum implementation was high or low by indicating the extent to which they agreed or disagreed with each question. Therefore, responses were analyzed using SPSS and summarized using means as indicated in table 3;

Table3

Level of Parents' Participation in Curriculum Implementation

Category	Mean	Interpretation	Rank
Teaching: I teach my child at home	3.36	Very high	1
I advise my child on subject area	3.34	Very high	2
I sign my child's homework	3.33	Very high	3
I help my child to do homework	3.26	High	4
I encourage and assist my child to set goals	3.01	High	5
I discuss the child's performance with teachers	2.83	High	6
I check my child's notes	2.52	High	7
Average mean	3.09		
Voluntary work at School		High	
I coach school team (s)	3.13		1
I advise clubs (e.g. anti AIDS, environment protection, etc.)	3.11	High	2
I help weak pupils after lessons in remedial class	3.09	High	3
I give a talk to pupils on literature, culture and peace	3.04	High	4
I sponsor clubs	2.96	High	5
I train pupils in drama, music and debate	2.71	High	6
I train pupils in vocational activities during holidays	2.29	High	7

Average mean	2.90		
Donations to the School			
Textbooks, chalk, pens and other items	3.21	High	1
Computers and other teaching aids	3.13	High	2
Laboratory and/or sports equipment	3.07	High	3
Land for farming and/or for sports grounds	2.97	High	4
Transport and/or accommodation for teachers	2.89	High	5
Average mean	3.05		
Inputs to the School curriculum			
I report the teachers' misconduct	3.26	High	1
I share views with teachers on new teaching methodology	3.26	High	2
I communicate to my child curriculum objectives	3.16	High	3
I suggest the innovation in teaching to the school administration	3.14	High	4
I advise the principal on school improvement	3.09	High	5
I communicate to the school new expectations from the community.	3.08	High	6
I visit school to discuss my child' progress and discipline	3.08	High	7
I communicate to teachers my child's weakness and strength	3.01	High	8
Average mean	3.13	High	
Evaluation			
I attend evaluation meetings at school	3.27	High	1
I assess my child's results and progress at home	3.25	High	2
The school reports to me evaluation feedback	3.23	High	3
Average mean	3.25		
Funding: I pay my child's school fees on time	2.94	High	1
I contribute to special projects of the school	2.94	High	2
I take part in school fundraising	2.92	High	3
Average mean	2.93	High	
Overall mean	3.06	High	

Key for interpretation of means

Mean range	Response mode	Interpretation
3.26-4.00	strongly agree	Very high
2.51-3.25	Agree	High
1.76-2.50	Disagree	Low
1.00-1.75	Strongly disagree	Very low

Results in table 3 indicate that the level of Parents' Participation in Curriculum Implementation was generally high and this was indicated by the overall average mean of 3.06. Still results showed that the highest aspect of teaching was I teach my child at home with a mean of 3.36, majority of respondents strongly agreed on the first of four aspects; I teach my child at home with the mean of 3.36, I advise my child on subject area with the mean of 3.34, I sign my child's homework with the mean of 3.33 and this was followed by I help my child to do homework with the mean of 3.26. Whereas three aspects on teaching students by parents were agreed upon and these were, I encourage and assist my child to set goals with the mean of 3.01, I discuss the child's performance with the teacher with the mean of 2.83; I check my child's notes with the mean of 2.52, implying high level of parents' participation in curriculum implementation and school efficacy in lower Primary schools in Sipili division (Kenya).

The second section of independent variable in this study was voluntary work at school, measured by 7 qualitative questions, with each question based on a four Likert scale, ranging between one to four, where 1= Strongly agree, 2 = agree, 3 =disagree and 4 = strongly disagree. The first four aspects were rated high and these are; I coach school team (s) with the mean of 3.13, I advise clubs (e.g. anti AIDS, environment protection, etc.) with the mean of 3.11, I help weak pupils after lessons in remedial class, with the mean of 3.09, I give a talk to pupils on literature, culture and peace with the mean of 3.04 and these were followed by the last three items which were rated low; I sponsor clubs having a mean of 2.96, I train pupils in drama, music and debate (mean=2.71), I train pupils in vocational activities during

holidays(mean=2.29).This implies a poor performance of parents on such services to the students in Sipili division (Kenya).

Concerning donations to the school as the third section of independent variable in this study, this aspect was measured by five qualitative questions, where by all the five questions were rated high and this corresponds with agree on a used four Likert scale; textbooks, chalk, pens and other items (mean=3.21), computers and other teaching aids (mean=3.13), laboratory and/or sports equipment (mean=3.07), land for farming and/or for sports grounds (mean=2.97), transport and/or accommodation for teachers (mean=2.89), implying that parents do support these schools financially in order to continue operating. .

Regarding inputs to the school curriculum as the fourth section of independent variable of this study, this aspect was measured by eight qualitative questions, where by all the eight questions were rated very high and this corresponds with strongly agree on a four likert scale, this is also indicated by the average mean of 3.13.The highest item on this aspect was; I report to the principal the teachers' misconduct (mean=3.26) and followed by, I share views with teachers on new teaching methodology (mean=3.26), I communicate to my child curriculum objectives (mean=3.16), I suggest the innovation in teaching to the school administration (mean=3.14), I advise the principal on school improvement (mean=3.09), I communicate to the school new expectations from the community (mean=3.08), I visit school to discuss my child' progress and discipline (mean=3.08) and the last item on this aspect was; I communicate to teachers my child's weakness and strength with the mean of 3.01. This implies that there is a good relationship between parents and principals of these schools in Sipili division (Kenya).

Concerning evaluation as the fifth section of independent variable in this study, majority of respondents strongly agreed on the first item; I attend evaluation meetings at school with the mean of 3.27, the second and the third items were rated high; I assess my child's results and progress at home with the mean of 3.25, the

school reports to me evaluation feedback with the mean of 3.25. This confirms the idea that parents play a major role in the curriculum implementation and school efficacy in lower primary schools in Sipili division (Kenya).

Degree of school efficacy

The dependent variable in this study was the degree of school efficacy in lower primary schools in Sipili division (Kenya). This variable was broken into six parts or sub sections: school management (with seven questions), staff efficiency (with four questions), quality service (with ten questions), resource utilization (with five questions), discipline (with four questions) and lastly parents' attitude towards the school (with five questions). Each of these questions was based on the four Likert scale. Therefore respondents were asked to rate the extent to which the Degree of school efficacy in lower primary schools in Sipili division (Kenya) is high or low by indicating the extent to which they agree or disagree with each question. Therefore responses were analyzed using SPSS and summarized using means as indicated in table 4;

Table 4
Degree of school efficacy

Category	Mean	Interpretation	Rank
School management: The governing board at your school is effective.	3.28	Very high	1
Parents are involved in monitoring the implementation of school policies.	3.20	High	2
School administrators and teachers welcome parents' inputs to the set curriculum	3.12	High	3
Teachers and administrators work as a cohesive team.	3.02	High	4
Parents participate in evaluation of school performance.	2.94	High	5
Teachers treat parents as equal partners in education.	2.84	High	6
There are adequate opportunities to clarify parents' role in curriculum implementation.	2.46	Low	7
Average mean	2.98	High	
Staff efficiency		High	
The staff is motivated and was trained to work with parents.	3.10		1
Teachers have a variety of skills and experience.	3.02	High	2
The staff gives parents feedback on teaching performance.	3.02	High	3

The number of students matches with the school capacity.	2.98	High	4
Average mean	3.03	High	
Quality service: Success is expected of all pupils regardless of individual differences.	3.22	High	1
Parents and their children influence others to come in this school.	3.10	High	2
Pupils' progress is regularly reported to parents.	3.08	High	3
Syllabus coverage goes hand in hand with learners' understanding.	3.06	High	4
The syllabus is varied to accommodate needs, interests, and abilities of pupils.	3.02	High	5
The school meets parents to discuss the school curriculum.	2.94	High	6
The school plan is revised, monitored, and reviewed periodically.	2.90	High	7
There is much turn over of both students and teachers in this school.	2.88	High	8
Frequent communication occurs between school and parents.	2.82	High	9
Meetings about the quality of education are productive.	2.72	High	10
Average mean	2.97	High	
Resource utilization			
Resources allow the effective implementation	3.38	Very high	1
Teaching materials are effectively utilized	3.32	Very high	2
Facilities are utilized to develop the learners' skills.	3.14	High	3
School timetable is followed to the maximum	3.12	High	4
Monitoring and evaluation systems of curriculum are available at school.	2.98	High	5
Average mean	3.18		
Discipline: Pupils' misconduct increases throughout the year.	3.00	High	1
Counseling service at school helps both pupils and the staff.	2.94	High	2
The school communicates learners' difficulties and misconduct to their parents.	2.88	High	3
Disciplinary measures are implemented in a fair and consistent way.	2.80	High	4
Average mean	2.90	High	
Parents' attitudes towards the School			
Parents feel that their children attend a good school.	3.34	Very high	1
Parents feel that they are stakeholders in your school.	3.02	High	2
Parents can influence school mission, goals and curriculum.	3.00	High	3
Parents and former pupils recommend your school to others.	2.98	High	4
Parents perceive that they can influence school decisions.	2.94	High	5
Average mean	3.05	High	
Overall mean	3.01	High	

Key for interpretation of means

Mean range	Response mode	Interpretation
3.26-4.00	Strongly agree	Very high
2.51-3.25	Agree	High
1.76-2.50	Disagree	Low
1.00-1.75	Strongly disagree	Very low

Results in table 4 show that the degree of school efficacy was generally high and this was indicated by the overall mean of 3.01, the highest aspect of social management was; the governing board at your school is effective with the mean of 3.28, followed by parents are involved in monitoring the implementation of school policies (mean=3.20), school administrators and teachers welcome parents' inputs to the set curriculum (mean=3.12), teachers and administrators work as a cohesive team (mean=3.02), parents participate in evaluation of school performance (mean=2.94), teachers treat parents as equal partners in education (mean=2.84), and only one item on school efficacy was rated low and this was; there are adequate opportunities to clarify parents' role in curriculum implementation (mean=2.46).

The second aspect of dependent variable in this study was staff efficiency which was measured by four questions, with each question based on a four Likert scale, where 1= strongly agree, 2 = agree, 3 =disagree and 4 = strongly disagree. The degree of school efficacy on this aspect is generally high and this is indicated by the average mean of 3.03. The highest item on this aspect (Staff efficiency) was the staff is motivated and was trained to work with parents (mean=3.10) and was followed by teachers have a variety of skills and experience (mean= 3.02), the staff gives parents feedback on teaching performance (mean= 3.02), the number of students matches with the school capacity (mean=2.98), implying that staff efficiency has greatly contributed on the school efficacy .

The third aspect of dependent variable in this study was quality service which was measured by ten qualitative questions. Quality service was generally high with the average mean of 2.97 and the highest item on Quality service was success is expected of all students regardless of individual differences (mean=3.22), followed by Parents and their children influence others to come in this school (mean=3.10), Pupils' progress is regularly reported to parents (mean=3.08), Syllabus coverage goes hand in hand with learners' understanding (mean=3.06), The syllabus is varied to accommodate needs, interests, and abilities of pupils (mean=3.02), The school meets parents to discuss the school curriculum (mean=2.94), The school plan is revised, monitored, and reviewed periodically (mean=2.90), There is much turnover of both students and teachers in this school (mean=2.88), Frequent communication occurs between school and parents (mean=2.82), and the last item on quality service was rated low and this was meetings about the quality of education are productive (mean=2.72). This also implies that quality service is another major factor in school efficacy .

Regarding resource utilization as the fourth aspect of dependent variable in this study, it was measured by five qualitative questions, results indicate that resource utilization was generally high and it was shown by the average mean of 3.18. The highest item on resource utilization was school resources allow the effective implementation of the school curriculum (mean=3.38) and this was followed by school facilities for extracurricular activities are available and are utilized to develop the learners' skills (mean=3.32), school facilities for extracurricular activities are available and are utilized to develop the learners' skills (mean=3.14), school timetable is followed to the maximum (mean=3.12) and finally monitoring and evaluation systems of curriculum are available at school (mean=2.98), implying high levels of accountability in lower primary schools in Sipili division (Kenya), hence high levels of school efficacy .

The fifth aspect of dependent variable in this study was discipline, this was measured by four questions with each question based on a four Likert scale, where 1= strongly agree, 2 = agree, 3 =disagree and 4 = strongly disagree. The degree of

school efficacy on this aspect is generally high and this is indicated by the average mean of 2.90, the highest item on this aspect was; Pupils' misconduct increases throughout the year (mean=3.00) and followed by; Counseling service at school helps both pupils and the staff (mean=2.94), The school communicates learners' difficulties and misconduct to their parents (mean=2.88) and lastly; Disciplinary measures are implemented in a fair and consistent way (mean=2.80). This also implies that discipline has continuously contributed to high degree of school efficacy in lower primary schools of Sipili division (Kenya).

The last aspect of dependent variable in this study was parents' attitude towards the school, the degree of school efficacy on this aspect was generally high and this was indicated by the average mean of 3.05. The highest item on parents' attitude towards the school was parents feel that their children attend a good school (mean=3.34) and followed by; parents feel that they are stakeholders in your school (mean=3.02), parents can influence school's mission, goals and curriculum (mean=3.00), parents and former pupils recommend your school to others (mean=2.98) and lastly parents perceive that they can influence school decisions (mean=2.94). This implies that parents should have positive attitudes on these schools in order to operate effectively.

Relationship between parents' participation in curriculum implementation and school efficacy in lower primary schools in Sipili division (Kenya)

The last objective in this study was to find out whether there was a significant relationship between parents' participation in curriculum implementation and school efficacy in lower primary schools in Sipili division (Kenya), for which it was hypothesized that parents' participation and school efficacy were not significantly correlated.

To test this null hypothesis, the researcher correlated the mean indices on parents' participation and those on school efficacy using the Pearson's Linear Correlation Coefficient (PLCC), results of which are indicated in table 5.

Table5

Relationship between parents' participation in curriculum implementation and school efficacy in lower primary schools in Sipili division (Kenya).

Variables correlated	Average Mean	r-value	sig	Interpretation	Decision on Ho
Parents' Participation Vs School efficacy	3.06 3.01	.149	.050	significant relationship	Rejected

The PLCC results in table 5 indicated that there was a significant correlation between parents' participation in curriculum implementation and school efficacy in lower primary schools in sipili division, Kenya (sigs >0.05). Results indicated a positive significant correlation between parents' participation and school efficacy (r = .149, significance = .050).

Basing on the results, the null hypothesis was rejected and a conclusion made that parents' participation and school efficacy in lower primary schools in Sipili division (Kenya) were significantly correlated since the results were significant at 0.05 level of significance. This was because parents participate in most curriculum activities in lower primary schools in sipili division- Kenya, hence school efficacy . The parents' participation in curriculum implementation was high, so the school efficacy was also high. This was the cumulative result which went further to agree with the outcome: "High parents' participation, high school efficacy in lower primary schools ."

CHAPTER FIVE

DISCUSSION, CONCLUSION AND RECOMMENDATIONS

5.1 Discussion

This study wanted to find out whether there was a significant relationship between parents' participation in curriculum implementation and school efficacy in lower primary schools in Sipili division (Kenya). The study had four specific objectives, which included determining: i) the profile of respondents in terms of age, level of education, gender and their socio-economic status; ii) the level of parents' participation in curriculum implementation; iii) the degree of school efficacy; iv) the significant relationship between parents' participation in curriculum implementation and school efficacy in lower primary schools in Sipili division (Kenya) and the major findings were:

Profile of Respondents

Most of the parents (respondents) were aged 60 and above yet most of principals were aged between 40 and 59 (middle adulthood) and, the majority of parents (respondents) attained their primary education level yet most of principals were bachelor's degree holders. Again most of the principals were of the male gender and the majority of parents belonged to a lower-lower level of socioeconomic status as reflected by their monthly income (0-2000 ksh).

Level of Parents' Participation in Curriculum Implementation

The level of parents' participation in curriculum implementation was generally high and this was indicated by the overall mean of 3.06. The highest aspect of parents' participation in curriculum implementation was under teaching and this was *I teach my child at home* with a mean of 3.36, while the lowest aspect of parents' participation in curriculum implementation was *I check my child's notes* with a mean of 2.52.. these findings are supported by In their study, Keith and Girling (1991) emphasized that the parents' participation in their children's education at school should be mandatory. They strongly advocated this because, unlike teachers, parents have duties and responsibilities towards their children. When participating in

their children's education, parents fulfill educational obligations not only because they are legally bound but also feel moral compulsion to do so. But teachers are school employees and subsequently work for salary.

Concerning their emphasis on great need of parents' participation in their children's education, they evoked the effects of low parents' participation in curriculum management. They stressed that it may result in low academic achievements, low promotion rates, lack of efficacy among teachers and failure to compete with other schools in the country, which as a whole lead to school in efficacy .

As for Sayer and Williams (1989), the findings from their study supported the above idea by stressing that there is a difference between a school that draws strength from its environment and the one which ignores it. They added that former flourishes while the latter remains stagnant or even tend to collapse. As a matter of fact, a school should be at the heart of its community because it cannot succeed without getting support from it. These researchers also agreed that parents' participation in their children's education is vital to the success of schools and individual pupils.

That is what Keith and Girling (1991) asserted in their study about parents' participation in their children's education. They said that a high degree of educational efficacy is associated with participative management styles and satisfactory organizational climate. They also emphasized that more participatory management style appears to produce a better organizational environment which in turn leads to more educational outcomes.

Although the position of some scholars about parents' participation in curriculum implementation is not very clear, they recognize at least the impact of teachers and administrators' work on quality improvement in their work environment. However, other researchers in the same field of study acknowledge that parents' participation creates, identifies, and changes conditions for more effective teaching and learning, the major target of curriculum implementation.

Degree of school efficacy

The degree of school efficacy in lower primary schools was generally high and this was indicated by the overall mean of 3.01. The best aspect of school efficacy was on school management *the governing board at your school is effective* (mean = 3.28), the lowest aspect of school efficacy was *there are adequate opportunities to clarify parents' role in curriculum implementation* (mean = 2.46). These findings agree with a study entitled *Developing Effective School Management*, by Dunham, J. (1995) who found that effective teamwork was essential if the school was to achieve its objectives. Thus team spirit was at the heart of school efficacy and it was the only source of emotional support for all educational stakeholders. It helped school management, members of staff, governors, parents and pupils to be actively involved in all relevant activities concerned with the effective use of the school resources and development. It also enabled staff to have a sense of belonging, of shared values and understanding which could contribute to school efficacy .

The same study also revealed that meetings were important because they were one of the most significant performance indicators of a team's development and efficacy . They encouraged teamwork by strengthening commitment to the team's objective, policies, decisions and actions.

The study by Walter, R. (1992) stipulated that if schools needed to be effective, principals should maintain good public relations with parents and the community because they were the chief public relations officer of the school. They should be able to encourage parents to have direct contact with the school and if possible, parent-teacher associations should be established in all schools as a spontaneous attempt to foster a close relationship between the home and the school.

Significant relationship between parents' participation in curriculum implementation and school efficacy in lower primary schools in Sipili division (Kenya)

The findings also indicated a positive significant relationship that is positive correlations between parents' participation in curriculum implementation and school efficacy in lower primary schools in Sipili division (Kenya) since the significant values were equal to 0.05, which was the maximum level of significance required to declare a relationship significant. This was shown by the fact that the significant value was equal to the maximum sig. value of 0.05 considered in social sciences. similar study by Clark, Lotto, and McCarthy (1980) concludes that parental involvement alone is likely to influence parental attitudes toward school, but is unlikely to affect student achievement, unless other school variables are also manipulated. In pursuit of increased learning considered as the pillar of school efficacy, these researchers have suggested four forms of parent involvement which have differing impacts on student learning. These included parents' involvement in the classroom, learning in the home, parents' involvement in school decision making, and school visitation.

In his study about community participation and its impact on educational achievement, Fantini M., (1980) revealed that parents' involvement in the classroom (e.g., volunteers, aides) was very crucial to the improvement of teaching-learning process or curriculum implementation at school. This implied that when parents volunteer in their students' classrooms, they (parents) learn about teaching methods, textbooks, daily homework assignments, and the school culture. The information and skills they obtain from this experience impact positively on both learning environment and the level of learning.

In the study by Henry Becker and Joyce Epstein (1982), the relationship between parents' involvement in learning in the home and school efficacy has been highlighted. They found that there was a link between parent participation in learning at home and child achievement because the learning environment at home was the sum of the quality and quantity of educationally stimulating experiences the home provides. This opinion was supported by the fact that children and young

adults used to spend much more time at home than in school, so anything educators could do to stimulate the enrichment of home learning could have a big impact on student learning and contribute to school efficacy. In their study, Edward Gotts and Richard Purness (1986) discovered that good school-home relations were important to parents' involvement in school decision making. However, there was little evidence that parent participation in school governance activities, such as leadership role in the PTA, booster club, or school advisory committee, translated into increased learning for their own children.

5.2 Conclusions

From the findings of the study, the researcher concluded that most respondents in selected lower primary schools of Sipili division in Kenya (parents) were aged 60 and above, whereas most of the principals were aged between 40 and 59 (middle adulthood). Besides, the majority of pupils' parents attained their primary education, yet most of the school principals were of male gender and hold bachelor's degree. The findings of the study also revealed that the majority of parents belong to the lower-lower level of socioeconomic status because their monthly income was less than 20,000 ksh.

The level of parents' participation in curriculum implementation was generally high in Sipili division (Kenya) and this was indicated by the overall mean of 3.06. However the lowest aspect of parents' participation in curriculum implementation was *I check my child's notes* with a mean of 2.52.

The degree of school efficacy in lower primary schools in Sipili division was generally high and this was indicated by the overall mean of 3.01. The best aspect of school efficacy was on social management: *the governing board at your school is effective* (mean = 3.28). The lowest aspect of school efficacy was *there are adequate opportunities to clarify parents' role in curriculum implementation* (mean = 2.46).

Parents' participation in curriculum Implementation and school efficacy in lower primary schools in Sipili division (Kenya) were positive and significantly correlated.

This implied that the higher the parents' participation in curriculum Implementation, the higher the school efficacy in lower primary schools in Sipili division (Kenya).

The study has achieved all the purposes it intended to examine. It showed that there was a positive relationship between parents' participation in curriculum implementation and school efficacy in selected lower primary schools in Sipili division, Kenya. So, the null hypothesis was rejected. The participatory theory of Sayer and Williams (1989) on which the study was based has been validated. Both qualitative and quantitative data have been found and these could help researchers who might wish to do similar research to contribute significantly to the body of knowledge in research. These findings agreed with

5.3 Recommendations

From the findings and conclusions of the study, the researcher recommended that more research on parents' participation in education should be conducted in order to discover or find out new information concerning about parents in Sipili division (Kenya). It would help to come up with a relative realistic intervention and strategies to respond to the parents' wishes whenever they want to say something.

Lower primary schools of Sipili division (Kenya) should put in place strong parent-teacher associations in these schools. This would improve on their participation in curriculum implementation in these schools.

Principals of lower primary schools of Sipili division (Kenya) should go for further studies, since some of them still needed to get a bachelor's degree or an advanced diploma. This would improve on their managerial skills and school efficacy.

The government of Kenya should improve on the people's welfare programmes and standards of living like to increase on the level of employment opportunities because it could help the parents in Sipili division to move from lower to the middle class and the latter to the higher level of living.

Areas for further research

The research did not and cannot guarantee that the study was completely exhaustive. In any case, the scope of the study was limited in accordance with the

space, time and objectives. It was therefore, suggested that a national research covering the whole country could be undertaken. Prospective researchers and even students should be encouraged to research into the following areas;

1. Parents' participation in evaluation of school performance.
2. Teacher motivation and school efficacy in lower primary schools in Sipili division-Kenya
3. Pupils' discipline in schools and academic achievement in Kenya.

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APPENDIX IA
TRANSMITTAL LETTER



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**OFFICE OF THE HEAD OF DEPARTMENT, EDUCATION, OPEN AND
DISTANCE LEARNING
COLLEGE OF HIGHER DEGREES AND RESEARCH (CHDR)**

Date: 16th August, 2012

**RE: REQUEST OF LYDIA KAGWIRIA MUTONGA MEE/19833/112/DF
TO CONDUCT RESEARCH IN YOUR ORGANIZATION.**

The above mentioned is a bonafide student of Kampala International University pursuing Masters in Early Childhood Primary Education.

She is currently conducting a research entitled "**Parents participation in Curriculum Implementation and School Efficacy in Selected Lower Primary Schools in Sipili Division, Laikipia West District, Kenya**".

Your organization has been identified as a valuable source of information pertaining to her research project. The purpose of this letter is to request you to avail her with the pertinent information she may need.

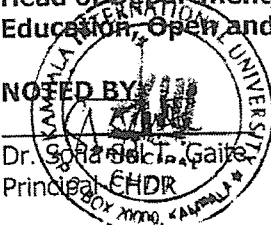
Any information shared with her from your organization shall be treated with utmost confidentiality.

Any assistance rendered to her will be highly appreciated.

Yours truly,


Dr. Ssemugenyi Fred
Head of Department,
Education, Open and Distance Learning (CHDR)

NOTED BY


Dr. Ssemugenyi Fred
Principal, CHDR

APPENDIX I B

TRANSMITTAL LETTER FROM THE RESPONDENTS

Dear respondent,

I am a Master's student in Early childhood Education at Kampala International University, Uganda. I am currently conducting a research for my thesis entitled "*The Parents' Participation in Curriculum Implementation and School Efficacy in Lower primary Schools in laikipia west District, Kenya*".

I write to request your participation in this study by answering the questionnaire attached on this letter. Any piece of information you will provide shall be used for this research only and confidentiality is guaranteed.

Please, answer all items on this questionnaire in three days (3) and give it back to your child who will bring it to me at school.

Yours faithfully,

Lydia K Mutonga

APPENDIX II
RESEARCH INSTRUMENT

FACE SHEET: Demographic Characteristics of the Respondents

SECTION A: Demographic Data for PARENTS

(a) Age (Please TICK your option)

- (1) 20-39 (Early adult hood)
- (2) 40-59 (Middle adult hood)
- (3) 60 and above (Late adult hood)

(b) Level of Education for Parents (Please TICK your option)

- (1) Primary _____
- (2) Certificate _____
- (3) Diploma _____
- (4) Bachelor's _____
- (5) Others _____

(c) Socio-economic status for parents (Please TICK your option)

Monthly income	Description	Option
0- 2000Ksh	Lower- Lower
3000-10000	Lower- Middle
11000-30000	Middle
30000-80000	Lower- Higher
90000 and above	Higher

SECTION B: Demographic Data for PRINCIPALS

(a) Gender (Please TICK your option)

- (1) Male Female

(b) Age (Please TICK your option)

- (1) 20-39 (Early adult hood)
- (2) 40-59 (Middle adult hood)
- (3) 60 and above (Late adult hood)

(c) Education and area (Please specify):

(1) Certificate _____

(2) Diploma _____

(3) Bachelors _____

(4) Masters _____

(5) Others _____

QUESTIONNAIRE TO DETERMINE THE LEVEL OF PARENTS' PARTICIPATION IN CURRICULUM IMPLEMENTATION (For Parents ONLY)

Direction: Please **FILL** in the space before each option with the **rating system** (figure) that corresponds to your best choice.

Response Mode	Rating	Description
Always	4	Very Good
Often	3	Good
Sometimes	2	Fair
Never	1	Poor

(a) Teaching:

- 1. I teach my child at home
- 2. I help my child to do homework
- 3. I sign my child's homework
- 4. I advise my child on subject area
- 5. I encourage and assist my child to set goals
- 6. I discuss the child's performance with teachers
- 7. I check my child's notes

(b) Voluntary work at school

- 8. I train pupils in drama, music and debate
- 9. I coach school team (s)
- 10. I sponsor clubs
- 11. I advise clubs (e.g. anti AIDS, environment protection, etc.)
- 12. I help weak pupils after lessons in remedial class

QUESTIONNAIRE TO DETERMINE DEGREE OF SCHOOL EFFICACY (For

Principals ONLY)

Direction: On the space provided before each option, **WRITE** your best choice by using the **rating system** below:

Response Mode	Rating	Description
Strongly Agree	(4)	I agree with no doubt at all
Agree	(3)	I agree with some doubt
Disagree	(2)	I disagree with some doubt
Strongly disagree	(1)	I disagree with no doubt at all

(a) School management

- ____ 1. The governing board at your school is effective.
- ____ 2. School administrators and teachers welcome parents' inputs to the set curriculum.
- ____ 3. Teachers and administrators work as a cohesive team.
- ____ 4. Parents are involved in monitoring the implementation of school policies.
- ____ 5. Parents participate in evaluation of school performance.
- ____ 6. Teachers treat parents as equal partners in education.
- ____ 7. There are adequate opportunities to clarify parents' role in curriculum implementation.

(b) Staff Efficiency

- ____ 8. Teachers have a variety of skills and experience.
- ____ 9. The number of students matches with the school capacity.
- ____ 10. The staff is motivated and was trained to work with parents.
- ____ 11. The staff give parents feedback on teaching performance.

(c) Quality Service

- ____ 12. There is much turn over of both students and teachers in this school.
- ____ 13. The syllabus is varied to accommodate needs, interests, and abilities of pupils.
- ____ 14. Success is expected of all students regardless of individual differences.
- ____ 15. Pupils' progress is regularly reported to parents.
- ____ 16. Parents and their children influence others to come in this school.
- ____ 17. Frequent communication occurs between school and parents.
- ____ 18. The school plan is revised, monitored, and reviewed periodically.
- ____ 19. The school meets parents to discuss the school curriculum.
- ____ 20. Meetings about the quality of education are productive.
- 21. Syllabus coverage goes hand in hand with learners' understanding.

(d) Resource Utilization

- ___ 22. Teaching and learning materials are effectively utilized in class.
- ___ 23. School timetable is followed to the maximum.
- ___ 24. School facilities for extracurricular activities are available and are utilized to develop the learners' skills.
- ___ 25. School resources allow the effective implementation of the school curriculum.
- ___ 26. Monitoring and evaluation systems of curriculum are available at school.

(e) Discipline

- ___ 27. Pupils' misconduct increases throughout the year.
- ___ 28. Disciplinary measures are implemented in a fair and consistent way.
- ___ 29. The school communicates learners' difficulties and misconduct to their parents.
- ___ 30. Counseling service at school helps both pupils and the staff.

(f) Parents' attitude towards school

- ___ 31. Parents can influence school's mission, goals and curriculum.
- ___ 32. Parents perceive that they can influence school decisions.
- ___ 33. Parents feel that they are stakeholders in your school.
- ___ 34. Parents and former pupils recommend your school to others.
- ___ 35. Parents feel that their children attend a good school.

- 13. I train pupils in vocational activities during holidays
- 14. I give a talk to pupils on literature, culture and peace

(c) Donation to the school

I willingly donate(d) to the school the following item(s):

- 15. Textbooks, chalk, pens and other items
- 16. Laboratory and/or sports equipment
- 17. Computers and other teaching aids
- 18. Land for farming and/or for sports grounds
- 19. Transport and/or accommodation for teachers
- 20. Others (Please specify).....

(d) Inputs to the School Curriculum

- 21. I communicate to my child curriculum objectives
- 22. I communicate to teachers my child's weakness and strength
- 23. I report to the principal the teachers' misconduct
- 24. I advise the principal on school improvement
- 25. I suggest the innovation in teaching to the school administration
- 26. I share views with teachers on new teaching methodology
- 27. I visit school to discuss my child's progress and discipline
- 28. I communicate to the school new expectations from the community.

(e) Evaluation

- 29. I assess my child's results and progress at home
- 30. I attend evaluation meetings at school
- 31. The school reports to me evaluation feedback

(f) Funding

- 32. I pay my child's school fees on time
- 33. I contribute to special projects of the school
- 34. I take part in school fundraising