

PARENTAL INVOLVEMENT IN THE IMPLEMENTATION OF COMPETENCY BASED CURRICULUM IN KENYA: PERCEIVED CHALLENGES AND OPPORTUNITIES

Dr. Catherine N. Mwarari, Dr. Perminus Githui & Dr. Margaret Mwenje

ABSTRACT: Parental active involvement in the education of their children is widely assumed to be critical for successful educational outcomes. Based on Epstein's overlapping spheres of influence theory, this paper explores the perceived challenges and opportunities of this collaboration from the perspectives of Kenyan parents with children in the early years of schooling. The cross sectional survey design was used involving 335 parents from two selected counties in Kenya – one rural and the other urban. The participants responded to a questionnaire that sought to establish the barriers parents encountered as they partnered with schools as well as the strategies, they envisaged would enhance effective parental engagement for healthy academic, emotional and social development of their children. Results indicated that parents acknowledged the importance of home-school collaboration. However, lack of time, an absence of induction on the competency-based curriculum, inadequate skills and knowledge to assist children, lack of resources were found to be the major challenges parents faced as they partnered with schools. Implications and bespoke strategies for enhancing parental involvement in the CBC are presented.

Key Words: Parental involvement, challenges, opportunities, competency-based curriculum, educational outcomes

I. INTRODUCTION

The school-family collaboration is embedded in research and is the basis of several educational policies and programmes. This collaboration also known as parental involvement is conceptualised as the abilities of parents to work with schools in a manner that aids the child's holistic development (Antony-Newman, 2019). Parents and other primary caregivers are the child's first teacher and this responsibility continues when the child starts school and endures even in adulthood. Parental involvement in their children's education through a collaborative partnership with schools, research indicates, positively impacts on school related outcomes for children (Epstein, 1987; Hoover-Dempsey & Sandler, 1997; Dunst, Johanson, Rounds, Trivet & Hamby, 1992; Kalayci & Oz, 2018; Wong, Ho, Wong, Tung, Chow, Rao & Ip, 2018). Besides this overarching aim of home-school partnership, other proven benefits of this collaboration include: improvement of school programs and school climate, provision of family services and support, increased parents' skills and leadership, connection of families with others in the school and in the community as well as helping teachers with their work (Kabir & Akter, 2014).

These collaborative activities may be planned to involve, guide, empower, and inspire learners to produce their own successes and the underlying supposition is that if children feel cared for and are encouraged to work hard in the role of student, they are more likely to do their best to learn (Epstein, 1995). For the purpose of this paper, this partnership is grounded on the six types of partnerships as espoused by Epstein (1995) namely: parenting, communicating, volunteering, learning at home, decision making and collaborating with the community. Parenting involves assisting all families in a school to create home environments to support children as learners. The communicating partnership is developing an effective two-way communication between home and school in regard to school activities and the child's progress. The volunteering involvement exhorts families to be involved in school activities voluntarily while the learning at home collaboration allows families to have strategies to help learners at home with homework and other school related activities. Decision making partnership involves inclusion of parents in school's decisions and allowing for their representation in school committees whereas collaborating with the community is the acknowledgement of the need for input of stakeholders and facilitating community involvement.

An exploration of parental involvement in the educational trajectories of children in Europe revealed that parents were aware that the future of the child not only depends on teacher's work but also to a great and growing degree on parents as co-educators (Ule, Zivoder & du Bois-Reymond, 2015). In Norway, owing to the acknowledgement of the importance of home-school cooperation, parental involvement is institutionalised through formulations in central policy documents (Bæck, 2015). Three forms of parental involvement – gift/sacrifice, future academic socialization, and school involvement it was established significantly correlated positively with academic outcomes for Latino students in America (Ceballo, Maurizi, Suarez, & Aretakis, 2014). In South Africa, parental involvement is legitimised in the South African Schools Act and a study on the effects of black parents' involvement on the success of their children indicated that those parents who played little or no role in their children's home work and study programmes contributed to the poor performance of their children's educational pursuit (Singh, Mbokodi & Msila, 2004). This is echoed by Mahuro and Hungi (2016) who examined parental involvement in two districts of rural Uganda using Epstein's parental involvement framework and found that parental involvement significantly increased numeracy and literacy scores of their children.

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

Barriers to Parental Involvement

Benefits of parental involvement in the education of their children notwithstanding, parents face challenges in their efforts to engage actively with schools. Impersonal school environments including unfriendly and hostile interactions with teachers is a challenge as parents attempt to establish relationships with schools and comprehend their roles in the partnership (Fishman & Nickerson, 2015; Hill & Tyson, 2009; Murray, Finigan-Carr, Jones, Copeland-Linder, Haynie & Cheng, 2014; Okeke, 2014). Another barrier to parental involvement is the Socio-Economic Status (SES) of the parent. Parents with low SES practise low levels of academic socialisation, are hard to reach and there is a perception that do not value education (Carolan & Wasserman, 2015; Duan, Guan & Bu, 2018; Frew, Zhou, Duran, Kwok & Benz, 2013; Njeru, 2015). Linked to low SES as a barrier to parental involvement is logistical constraints for instance lack of transportation to schools and need for child care (Hamlin & Flessa, 2018; Kabir & Akter, 2014; Posey-Maddox & Haley-Lock, 2016; Sapungan & Sapungan, 2014; Yulianti, Denessen & Droop, 2018).

Communication emerged as a common barrier to parental involvement in the teacher-parent partnership. Parents felt that opportunities for involvement were not communicated in a timely, organised manner (Balouch, Amiri, Boledae, Kadkhodaei, Razaieaan & Abdollahi, 2015; Makgopa & Makhele, 2013; Murray et al, 2014; Willam & Sanchez, 2012). Related to this is teachers' and school personnel negative attitude towards parental involvement where parents felt unwelcome and not treated as equal partners (Baker, Wise, Kelley & Skiba, 2016; de Bruine, Willems, D'Haem, Griswold, Vloeberghs & Van Eynde, 2014; Hamlin & Flessa, 2018). Age of the learner was another barrier to parental involvement where older children have less positive attitude towards parental involvement in school activities (Baker & others, 2016; Hamlin & Flessa, 2018; Wang, sheikh- Khalil, 2014).

Language was another impediment to parental involvement for those parents not fluent in the official language used in schools (Okeke, 2014; Reynolds, Crea, Medina, Degan, & McRoy, 2015; Soutulla, Smith-Bonative, Sander-Smith & Navia, 2016; Tadesse, 2014). Linked to this barrier is parental education level which interfered with communication and made parents feel intimidated by the school environment (Yulianti, Denessens & Droop, 2018; Goodall & Montgomery, 2014, Wang, Deng, Yang, 2016).

Parental psychological repertoire which include motivation, self-efficacy and parental role construction, own experiences of education was also another barrier identified. This interfered with parents' beliefs about what they should do in regard to their involvement in school, what drives them to get involved in school activities as well as their ability to get effectively involved (Goodall & Montgomery, 2014; Hirano & Rowe, 2016; Hoover-Dempsey & Sandler, 1997; Suizzo, Pahlke, Yarnell, Chen & Romero, 2014). Lack of time due to other family engagements and occupational obligations was another persistent theme that emerged from literature review (Antony-Newman, 2019; Bæck, 2015; Fishman & Nickerson, 2015; Reynolds, Crea, Medina, Degnan & McRoy, 2015; Watson & Bogotch, 2015). Of note is that despite these challenges to parental involvement research indicate a number of opportunities to enhance parental involvement.

Opportunities to Improve Parental Involvement

To increase active parental involvement in the education of their children, comprehensive planning from the onset is regarded as fundamental for dynamic parental collaboration since it provides a guideline to school activities and prevents frustrations occasioned by last minute invitations and summons (Marks, Rowling & Sandal, 2011; Okeke, 2014). The necessity for policy guidelines to anchor parental involvement was a recurrent narrative in the literature on strategies to improve parental involvement (Antony-Newman, 2019; Bæck, 2014; Mahuro & Hungi, 2016; McNeal, 2014). A policy in essence would highlight the roles and expectations around parental engagement. The need to ground parental involvement in an understanding of psychological variables such as parental self-efficacy, perceptions of invitations and motivations for engagement was perceived as an opportunity to improve parental involvement (Baker, Wise, Kelley & Skiba, 2016; Hirano & Rowe, 2016; Hoover-Dempsey & Sandler, 1997). Related to this is the import to communicate clearly to parents about the significance of their involvement in their children's education (Epstein, 1995, Makgopa & Mokhele, 2013; Kabir & Aktir, 2014). Developing welcoming practices that communicate respect to families and cultures such as visual displays in school entry areas was another strategy that was perceived to enhance parental involvement (Bæck, 2014; Hoover-Dempsey & Sandler, 1997; Reynolds et al., 2015). Linked to this suggestion is the availing of uniting activities such as parent-teacher's games that would boost cordial relationships (Coleman, 2018; Mahuro & Hungi, 2016; Okeke 2014; Wilder, 2014). Capacity to involve parents, respectful and effectual leadership in relation to families and children as well as institutionalised realistic partnership also it is intimated provides opportunities for effective home- school collaboration (Ma, Krenn, Hu & Yuan, 2016; Tadesse, 2014). Developing interactive homework assignment research indicates also improves parental involvement in the education of their children as opined by Ariès and Cabus (2015); Gonida and Cortina (2014); Hoover-Dempsey and Sandler (1997); Topping & Wolfendale (2017) and Williams, Swift, Williams & Van Daal (2017). Additionally, availing of opportunities to parents for training to apprise themselves with effectual strategies for home-school collaboration was also considered to enhance parental involvement in the education of their children (Coleman, 2018; Okeke, 2014; Topping & Wolfendale, 2017).

From the foregoing it is apparent that parental involvement in the education of their children is evidently an area of interest. Indeed, parents are entitled to have knowledge of and access to the educational development of their children. It is against this backdrop that the study that influenced this paper was conducted.

II. METHODOLOGY

Cross sectional survey design was used for this baseline research to enable collection of data from 335 parents in two selected counties in Kenya namely; Nairobi and Nyeri. The choice of the two counties was to ensure representativeness taking in consideration that Nairobi is in an urban setting while Nyeri is in rural Kenya. Nyeri county has nine sub counties while Nairobi has 17 (Council of Govenors-the 47 counties, 2019). The target population consisted of parents in Nyeri and Nairobi Counties who have children enrolled in primary schools in the early years (Pre-school to grade 3) currently utilizing the Competency Based Curriculum. Multistage sampling technique comprising of stratified and simple random sampling were employed to select the participants. Stratified random sampling was used to select 30% of the sub counties, thus Nyeri (3) and Nairobi (5). In order to determine the sample size, the researchers employed Krejcie and Morgan (1971) sampling formula which yielded 384 respondents who were equally distributed in the 8 sampled counties. Thus, the study sought to draw 48 parents from each subcounty by simple random sampling from each sub county. The researchers administered 384 questionnaires of which 335 were duly filled and returned, this represented a response rate was of 87.2% which was a good representation. A questionnaire with both open and close ended questions was used to collect information on the challenges faced by parents as they engaged with schools for the educational wellbeing of their children as well as the strategies, they envisaged would enhance effective parental involvement. Quantitative data was analysed using descriptive statistics while content analysis was utilised in the analysis of qualitative data.

III. FINDINGS AND DISCUSSION

Perceived challenges encountered by parents in the home-school collaboration

To enable development of comprehensive intervention strategies that will facilitate parental engagement and empowerment, information was solicited from the participants as regards the challenges they faced as they collaborated with schools. The findings are presented and discussed in reference to Epstein’s theory of parental involvement specifically the six overlapping types of parental involvement in schools as shown in Table 1

Table 1: Challenges in Reference to Epstein’s types of Parental Involvement

Type of Parental Involvement	Challenge
Parenting	a) Parents are not properly inducted on their role in CBC, thus lack adequate knowledge to get involved
	b) Parents with children with special needs opine that their children are poorly integrated in the new curriculum
Communication	a) Poor communication between school and parents on matters pertaining to CBC implementation.
	b) Parents are given short notices in regards to materials they are expected to purchase
	c) Parents do not understand the use of some of the materials asked for
	d) School does not give clear instructions for materials to support homework
Learning at home	a) Lack of time to attend to the child’s needs, improvise, practice new skills an
	b) School assumes that each and every parent is at home in the evening whereas some parents work during the night shift
	c) Lack of knowledge to assist a child complete homework
	d) Guidelines not clear, there are assumptions that all parents are learned and available
	e) Too many activities scheduled for home, frequent school visits.
	f) Concerns that CBC is very demanding to the young children
	g) Two working parents, work overload and household chores prevent effective parental engagement in child’s homework
Collaborating with community	a) Concern about child’s safety when in community service
	b) Lack of money to buy materials for home study.
	c) Some of the recommended materials are not available

Table 1 shows that challenges related to learning at home were the majority while parents reported no challenges related to volunteering and decision making. This may be attributed to the fact that CBC is a new curriculum and there are still no guidelines for different types of parental involvement. To establish the most salient challenge, percentages were sought in regards to each identified challenge. The results are indicated in Figure 1.

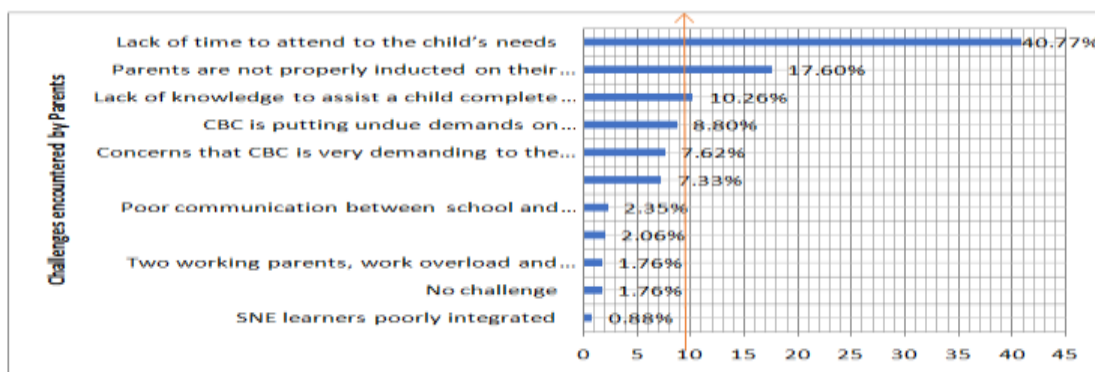


Figure 1: Frequencies of Challenges impeding Parental Involvement

Findings on Fig. 1 indicates that majority (40.8%) of parent reported that lack of time to attend to child's needs was the major barrier to their involvement in their children's education. Integration of learners with special needs was not considered to be a major handicap to their involvement with only 1.8% of parents perceiving it as a barrier to parental involvement. Findings on lack of time to participate in home-school activities is consistent with other studies on challenges facing parents in home-school partnerships (Antony-Newman, 2019; Bäck, 2015; Fishman & Nickerson, 2015; Reynolds, Crea, Medina, Degnan & McRoy, 2015; Watson & Bogotch, 2015). Lack of time implies that parents may not meet their obligations in the home-school partnership which will evidently impact negatively on the educational outcomes of their children. Lack on orientation on the competency-based curriculum was another barrier that was cited by participants. This challenge is identified in other studies (Coleman, 2018; Okeke, 2014; Topping & Wolfendale, 2017). Competency based curriculum in Kenya identifies parental empowerment and engagement as a crucial factor to enable parental engagement. Consequently, equipping parents with the know-how on the engagement cannot be gainsaid. Logistical challenges such as lack of money to facilitate parental involvement was another challenge that is corroborated by previous studies (Hamlin & Flessa, 2018; Kabir & Akter, 2014; Posey-Maddox & Haley-Lock, 2016; Sapungan & Sapungan, 2014; Yulianti, Denessen & Droop, 2018). Resources are key in the implementation of the competency-based curriculum since they support learning and the parents is expected to support their children learning through augmenting government funding on the education of their children. Interestingly, poor communication between school and home despite it being a recurrent theme in literature (Balouch, Amiri, Boledae, Kadkhodaei, Razaieaan & Abdollahi, 2015; Makgopa & Makhele, 2013; Murray et al, 2014; Willam & Sanchez, 2012), was not perceived to be a major challenge by the participants with only 2.1% of participants viewing it as a barrier. This would be occasioned by ease of communication aided by technology such as WhatsApp. Of note is that 1.8% of parents indicated that they have not experienced any challenge as they collaborated with teachers in the education of their children. This finding may be explained by the fact that some people may have interacted with the CBC and were oriented on their roles as parents.

Parents' Suggestions to Enhance Parental Involvement

The study sought to solicit information on the strategies the participants perceived would enhance parental involvement in the education of their children. The findings are presented in Table 3.

Table 3: Strategies to Improve Parental Involvement

S/No.	Strategy	Frequency	%
1.	Teachers should be enrolled for in-service training	7	2.09%
2.	school climates should be made more conducive to the pupils	7	2.09%
3.	Parents should monitor their children's performance in school	8	2.39%
4.	Avoid overburdening parents with too many demands	8	2.39%
5.	The school should improve their methods of communication with the parents as stakeholders in their children's education	11	3.28%
6.	schools should administer optimum amounts of homework	14	4.18%
7.	Parents should create more time to assist the child with learning experiences at home	28	8.36%
8.	Parental guidance in the child's homework	34	10.15%
9.	Provision of teaching learning materials	73	21.79%
10.	There is need to improve collaboration between the school and parents	76	22.69%
11	The ministry of education, schools, media and all other stakeholders should design and administer programmes, workshops, seminars, education days in form of seminars, etc, to sensitize parents on their roles, duties and obligations in successful implementation of CBC	202	60.30%

Table 3 shows that training for parents was the most cited strategy by 60.3% of parents. Other strategies such as enhancing collaboration and provision of learning materials were also suggested by 22.7% and 21.8% of parents respectively. Interestingly, parents were also of the opinion that their involvement is crucial as evidenced by the 8.4% of parents who indicated that parents ought to create more time to assist the child with learning experiences at home. The proposals indicated by the participants are also highlighted in other studies on parental involvement in the education of their children (Bäck, 2014; Coleman, 2018; Epstein, 1995; Hoover-Dempsey & Sandler, 1997; Kabir & Aktir, 2014; Makgopa & Mokhele, 2013; Okeke, 2014; Reynolds et al., 2015; Topping & Wolfendale, 2017). The current study is yet another expression in that direction.

Implications and Further Research

In reference to the research findings and consideration of literature, the following strategies could be considered to enhance parental involvement. Developing comprehensive policy guidelines on parental involvement to offer directions to parents, teachers, school administrators on their roles in the partnership. Linked to this, is the necessity to institutionalise parental involvement at school level. School leaders should construct and implement strategies and actions plans for teacher-parent engagement. Further, parents- teachers' organisations both at the national and school levels need to redefine their roles in tandem with the demands of the CBC. Most importantly, they are obligated to consider the diverse contexts upon which parents operate from thus coming up strategies that are both practical and realistic. Inducting parents on the CBC specifically expounding on their role in the CBC implementation is also critical. The training ought to help parents in role construction in reference to parental involvement in the education of their children. Additionally, it is necessary to strengthen family-school relationship by engaging in a two-way dialogue about each party's expectations, desires and anticipations. Parents have diverse views about parenting and schooling hence discussions on these issues can aid in reaching a consensus on each partner's role. Further, to enhance friendly relationships between parents and schools, informal activities such as teacher-parents' games could be organised. Games are inherently uniting and they can prevent tensions between the two parties more, so where there is power struggle or strained relationships. For those parents who are illiterate, schools should device strategies to ensure parental involvement. Makgopa and Mokhele (2013) proposed an apt strategy that resonates with the collective orientation of African traditions where retired teachers could be requested to 'adopt' children whose parents are illiterate by helping them with homework. For the retired teachers, this would be an opportunity to give back to society thus accruing the psychological benefits of such an endeavour.

The findings of the research from which this paper is anchored on offers preliminary evidence for the need to mitigate challenges facing parental collaboration in the implementation of the competency-based curriculum. Future research can focus on other variables in family –school engagement such as parents and teachers' role construction in view of parental involvement, perceptions and attitudes among others. Further research may increase generalisation by surveying different demographic populations. Researchers can also analyse theories and models used in recent years in reference to CBC as well as link research on family-school involvement to teacher training.

IV. CONCLUSION

Parental involvement plays a pivotal role in a child's educational outcomes in a child's learning outcomes. Nevertheless, parents encounter challenges in this partnership. Lack of time owing to competing obligations and lack of training on their roles were the major impediments highlighted. Strategies for involvement are likely to be effective if they are contextualised and parents are actively involved in their development. It is also necessary that parents comprehend aspects of their involvement to better able be fully engaged. Opportunities ought to be availed for orientation and training to empower parents for effective parental involvement.

REFERENCES

- [1]. Alexander, J. D., Cox Jr, R. B., Behnke, A., & Larzelere, R. E. (2017). Is all parental "noninvolvement" equal? Barriers to involvement and their relationship to Latino academic achievement. *Hispanic Journal of Behavioral Sciences*, 39(2), 169-179.
- [2]. Antony-Newman, M. (2019). Parental Involvement Policies in Ontario: A Critical Analysis. *School Community*, 29(1), 143.
- [3]. Ariës, R. J., & Cabus, S. J. (2015). Parental homework involvement improves test scores? A review of the literature. *Review of Education*, 3(2), 179-199.
- [4]. Baker, T. L., Wise, J., Kelley, G., & Skiba, R. J. (2016). Identifying barriers: Creating solutions to improve family engagement. *School Community Journal*, 26(2), 161-184.
- [5]. Balouch, S., Amiri, M. A., Boledaee, Y., Kadkhodaei, A., Rezaeian, H., & Abdollahi, R. (2015). Studying the Barriers to Parental Involvement in Primary Schools from the Perspective of the Teachers: A Study of Nikshahr City Iran.
- [6]. Bæck, U. D. K. (2015). Beyond the Fancy Cakes. Teachers' Relationship to Home-School Cooperation in a Study from Norway. *International Journal about Parents in Education*, 9(1).
- [7]. Carolan, B. V., & Wasserman, S. J. (2015). Does parenting style matter? Concerted cultivation, educational expectations, and the transmission of educational advantage. *Sociological Perspectives*, 58(2), 168-186.
- [8]. Ceballos, R., Maurizi, L. K., Suarez, G. A., & Aretakis, M. T. (2014). Gift and sacrifice: Parental involvement in Latino adolescents' education. *Cultural Diversity and Ethnic Minority Psychology*, 20(1), 116.

- [9]. Clelland, T., Cushman, P., & Hawkins, J. (2013). Challenges of parental involvement within a health promoting school framework in New Zealand. *Education Research International*, 2013. Coleman, J. S. (2018). *Parents, their children, and schools*. Routledge.
- [10]. De Bruïne, E. J., Willemsse, T. M., D'Haem, J., Griswold, P., Vloeberghs, L., & Van Eynde, S. (2014). Preparing teacher candidates for family–school partnerships. *European Journal of Teacher Education*, 37(4), 409-425.
- [11]. Duan, W., Guan, Y., & Bu, H. (2018). The Effect of Parental Involvement and Socioeconomic Status on Junior School Students' Academic Achievement and School Behavior in China. *Frontiers in psychology*, 9.
- [12]. Epstein, J. L. (1995). School/family/community partnerships. *Phi Delta Kappan*, 76(9), 701.
- [13]. Fishman, C. E., & Nickerson, A. B. (2015). Motivations for involvement: A preliminary investigation of parents of students with disabilities. *Journal of Child and Family Studies*, 24(2), 523-535.
- [14]. Frew, L. A., Zhou, Q., Duran, J., Kwok, O. M., & Benz, M. R. (2013). Effect of school-initiated parent outreach activities on parent involvement in school events. *Journal of Disability Policy Studies*, 24(1), 27-35.
- [15]. Gonida, E. N., & Cortina, K. S. (2014). Parental involvement in homework: Relations with parent and student achievement-related motivational beliefs and achievement. *British Journal of Educational Psychology*, 84(3), 376-396.
- [16]. Goodall, J., & Montgomery, C. (2014). Parental involvement to parental engagement: a continuum. *Educational Review*, 66(4), 399-410.
- [17]. Hamlin, D., & Flessa, J. (2018). Parental involvement initiatives: An analysis. *Educational Policy*, 32(5), 697-727.
- [18]. Hirano, K. A., & Rowe, D. A. (2016). A conceptual model for parent involvement in secondary special education. *Journal of Disability Policy Studies*, 27(1), 43-53.
- [19]. Hoover-Dempsey, K. V., & Sandler, H. M. (1997). Why do parents become involved in their children's education? *Review of educational research*, 67(1), 3-42.
- [20]. Kabir, A. H., & Akter, F. (2014). Parental Involvement in the Secondary Schools in Bangladesh: Challenges and a Way Forward. *International Journal of Whole Schooling*, 10(2), 1-18.
- [21]. Kageni, M. (Radio presenter). (2019). Morning Show [Radio show]. Kenya: Classic FM.
- [22]. Kalayci, G., & Oz, H. (2018). Parental involvement in English language education: understanding parents' perceptions. *International Online Journal of Education and Teaching*, 5(4), 832-847.
- [23]. Kibaara, T. M., & Ndirangu, L. M. (2014). Parental involvement in their children's academic achievement in public secondary schools: A Case of Kieni-West Sub-County, Nyeri County-Kenya. *International Journal of education and Research*, 2(11), 411-422.
- [24]. Koskei, B. K. (2014). Influence of parental involvement on students' academic performance of public mixed day secondary schools in Kuresoi sub-county, Nakuru County, Kenya. *International Journal of Education and Research*, 2(12), 505-516.
- [25]. Ma, X., Shen, J., Krenn, H. Y., Hu, S., & Yuan, J. (2016). A meta-analysis of the relationship between learning outcomes and parental involvement during early childhood education and early elementary education. *Educational Psychology Review*, 28(4), 771-801.
- [26]. McNeal Jr, R. B. (2014). Parent involvement, academic achievement and the role of student attitudes and behaviors as mediators. *Universal Journal of Educational Research*, 2(8), 564-576.
- [27]. Mahuro, G. M., & Hungi, N. (2016). Parental participation improves student academic achievement: A case of Iganga and Mayuge Districts in Uganda. *Cogent Education*, 3(1), 1264170.
- [28]. Makgopa, M., & Mokhele, M. (2013). Teachers' perceptions on parental involvement: A case study of two South African schools. *Journal of Educational and Social Research*, 3(3), 219.
- [29]. Marks, R., Rowling, L., & Samsdal, O. (2011). Filling the black box of implementation for health-promoting schools. *Health Education Mugambi*, H. (2017, December 25). Parents' role key to success of the new school curriculum. The standard Digital.
- [30]. Murray, K. W., Finigan-Carr, N., Jones, V., Copeland-Linder, N., Haynie, D. L., & Cheng, T. L. (2014). Barriers and facilitators to school-based parent involvement for parents of urban public middle school students. *SAGE open*, 4(4), 2158244014558030.
- [31]. Njeru, M. (2015). Parents as participants in their children's learning: A tall order for parents in rural Kenya. *Journal of Adolescent & Adult Literacy*, 58(5), 368-371.
- [32]. Okeke, C. I. (2014). Effective home-school partnership: Some strategies to help strengthen parental involvement. *South African Journal of Education*, 34(3).
- [33]. Ogoye-Ndegwa, C., Mengich, W. S., & Abidha, O. (2007). Parental Participation in Pupils' Homework in Kenya: In Search of an Inclusive Policy. *International Education Journal*, 8(1), 118-126.

- [34]. Ondieki, E. (2019, June30). The pain and joy of new education curriculum. The Kenya Digest.
- [35]. Otieno, R. & Onyango, P. (2019, May 21). Parents' decry high cost of CBC. The standard Digital
- Posey-Maddox, L., & Haley-Lock, A. (2016). One size does not fit all: Understanding parent engagement in the contexts of work, family, and public schooling. *Urban Education*, 0042085916660348.
- [36]. Reynolds, A. D., Crea, T. M., Medina, J., Degnan, E., & McRoy, R. (2015). A mixed-methods case study of parent involvement in an urban high school serving minority students. *Urban Education*, 50(6), 750-775.
- [37]. Sapungan, G. M., & Sapungan, R. M. (2014). Parental involvement in child's education: Importance, barriers and benefits. *Asian Journal of Management Sciences & Education*, 3(2), 23-43.
- [38]. Singh, P., Mbokodi, S. M., & Msila, V. T. (2004). Black parental involvement in education. *South African journal of education*, 24(4), 301-307.
- [39]. Soutullo, O. R., Smith-Bonahue, T. M., Sanders-Smith, S. C., & Navia, L. E. (2016). Discouraging partnerships? Teachers' perspectives on immigration-related barriers to family-school collaboration. *School Psychology Quarterly*, 31(2), 226.
- [40]. Suizzo, M. A., Pahlke, E., Yarnell, L., Chen, K. Y., & Romero, S. (2014). Home-based parental involvement in young children's learning across US ethnic groups: Cultural models of academic socialization. *Journal of Family Issues*, 35(2), 254-287.
- [41]. Tadesse, S. (2014). Parent involvement: Perceived encouragement and barriers to African refugee parent and teacher relationships. *Childhood Education*, 90(4), 298-305.
- [42]. The Council of Governors (2019). *The 47 counties – The council of governors*: Retrieved from <https://www.cog.go.ke>.
- [43]. Ule, M., Živoder, A., & du Bois-Reymond, M. (2015). 'Simply the best for my children: Patterns of parental involvement in education. *International Journal of Qualitative Studies in Education*, 28(3), 329-348.
- [44]. Wang, M. T., & Sheikh-Khalil, S. (2014). Does parental involvement matter for student achievement and mental health in high school? *Child development*, 85(2), 610-625.
- [45]. Wanyera, S. O. (2014). Collaboration between parents and educational assessment teachers and challenges faced at the centres in a Kenya city setting.
- [46]. Watson, T. N., & Bogotch, I. (2015). Reframing parent involvement: What should urban school leaders do differently? *Leadership and Policy in Schools*, 14(3), 257-278.
- [47]. Wilder, S. (2014). Effects of parental involvement on academic achievement: A meta-synthesis. *Educational Review*, 66(3), 377-397.
- [48]. Williams, K., Swift, J., Williams, H., & Van Daal, V. (2017). Raising children's self-efficacy through parental involvement in homework. *Educational Research*, 59(3), 316-334.
- [49]. Williams, T. T., & Sánchez, B. (2012). Parental involvement (and uninvolvement) at an inner-city high school. *Urban Education*, 47(3), 625-652.
- [50]. Wong, R. S. M., Ho, F. K. W., Wong, W. H. S., Tung, K. T. S., Chow, C. B., Rao, N., ... & Ip, P. (2018). Parental involvement in primary school education: Its relationship with children's academic performance and psychosocial competence through engaging children with school. *Journal of Child and Family Studies*, 27(5), 1544-1555.
- [51]. Yulianti, K., Denessen, E. J. P. G., & Droop, W. (2018). The effects of parental involvement on children's education: A study in elementary schools in Indonesia.