PARENTAL INVOLVEMENT IN THE IMPLEMENTATION OF COMPETENCY-BASED CURRICULUM IN PUBLIC PRE-PRIMARY SCHOOLS IN LIKUYANI SUB-COUNTY, KAKAMEGA COUNTY, KENYA

BY

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A THESIS SUBMITTED TO THE SCHOOL OF EDUCATION IN PARTIAL FUFILMENT OF THE REQUIREMENTS FOR THE AWARD OF THE DEGREE OF MASTERS OF EDUCATION IN EARLY CHILDHOOD AND PRIMARY EDUCATION, DEPARTMENT OF CURRICULLUM, INSTRUCTION AND EDUCATIONAL MEDIA

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DECLARATION

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This thesis is my original work and has not been submitted anywhere else for the purpose of examination.

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DEDICATION

This thesis is dedicated to my husband and children for the support they gave me as I worked tirelessly to completion.

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I indeed wish to greatly thank God for strengthening me when I was writing up this thesis. Great thanks also go to my supervisors, Prof. Ann Kisilu and Dr. Akinyi Owino Elizabeth who enabled me reach this far. Great appreciation also goes to my research participants for taking their time to provide the data required for the research. I also thank my classmates for interactive learning we had at Moi University.

ABSTRACT

The implementation of competency-based curriculum is a great step towards ensuring that Kenya develops future generations that are compliant with Vision 2030 goal of having skilled personnel who possess practical skills that will drive the industrialization drive in the country. Regardless of early opposition stakeholders in education sector, this curriculum currently is under implementation after a pilot study was done in all the counties. However, hurdles in competency-based curriculum implementation still exist in Kakamega County. Shortage of teachers, inadequate infrastructure and inadequate training for teachers are among the cited challenges facing competency-based curriculum at pre-school stage with Likuyani Sub-county mostly hard hit. This study sought to assess the parental involvement on competency-based curriculum implementation in selected public pre-primary schools in Likuyani sub-county, Kakamega County, Kenya. The study determined the effect of parental involvement in decision making, resource acquisition, child homework activities and parent-teacher communication on implementation of competency-based curriculum in public pre-primary schools in Likuyani sub-county, Kakamega County. Mixed research approach, using both quantitative and qualitative data was adopted. Explanatory research design was used. Epstein's theory of parental involvement guided the study. The target population was the 68 public pre-primary schools in Likuyani Sub-county, Kakamega County while the unit of analysis/respondents was all the 68 head teachers, 136 class teachers and 136 parents. The researcher applied stratified random sampling technique to sample participating schools. Purposive sampling was further employed to identify teachers and parents who participated in the study. Questionnaires and focus group discussion guides were used to collect data. Data was analyzed using descriptive statistics which included frequencies, means and standard deviations. Inferential analysis entailed multiple regression and Pearson Product Moment Correlation analysis. Qualitative data was analyzed thematically. Qualitative analysis results revealed that parents are involved in decision making, resource acquisition, child homework activities and parent-teacher communication in a bid to ensure success of competency-based curriculum implementation. It was established that improving parental involvement in decision making ($\beta_1 = 0.103$; $p = 0.1$), resource acquisition ($\beta_2 = 0.194$; $p < 0.05$), homework activities ($\beta_3 = 0.168$; $p < 0.05$) and parent-teacher communication ($\beta_4 = 0.530$; $p < 0.05$) by 1 unit enhances implementation of competency-based curriculum by 0.103, 0.194, 0.168 and 0.530 units respectively. It was also concluded that parental involvement in decision making, resource acquisition, homework activities and parent-teacher communication positively and significantly affect implementation of competency-based curriculum. The researcher also concluded that the moderating effect of government support on the relationship between parental involvement and competency-based curriculum implementation in public pre-primary schools in Likuyani Sub-county, Kakamega County is insignificant. It is recommended that parental involvement in decision making, resource acquisition, homework activities and parent-teacher communication should be improved in order to enhance implementation of competency-based curriculum in public pre-primary schools in Likuyani Sub-county, Kakamega County.

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ABBREVIATIONS AND ACRONYMS

CAC	Cronbach's Alpha Coefficient
CBC	Competency-based Curriculum
DM	Decision Making
FGD	Focused Group Discussions
KICD	Kenya Institute of Curriculum Development
MLR	Multiple Linear Regression
MoE	Ministry of Education
MRA	Multiple Regression Analysis
PI	Parental Involvement
PP	Pre-Primary
PPMCA	Pearson Product Moment Correlation
PTA	Parents Teachers Association
SC	Sub-county
SPSS	Statistical Packages for Social Sciences
USA	United States of America

CHAPTER ONE

INTRODUCTION

1.0 Introduction

This chapter presents the background of the study, statement of the problem, objectives of the study, research questions, justification of the study, significance of the study, scope of the study, assumptions of the study, limitations of the study, delimitations of the study, theoretical framework and conceptual framework.

1.1 Background of the Study

Changes in the economy and society are driven by education. Nations that have greater development education structures have recorded remarkable technological economic progression. The fundamental aim for education is creating positive changes to the learner's knowledge, achievements, and behavior. Education is not only taking students to school, but also by ensuring all learning institutions works towards children entrusted to them best interest (Long, Souto-Manning & Vasquez, 2016). Learning institutions offer different education experiences which prepare children's lives in the future. Curriculum implementation is at the core of the learning experiences (Razi, 2016).

The curriculum usually outlines the educational aims, content, learning experiences and results learning comprise (Chen, Kern, Kearns, Thomas, Hughes& Tackett, 2019). From the curriculum, the residents of a nation are final made to understand and appreciate knowledge, learning and interaction with education. Conferring to Osberg and Biesta (2021) the curriculum therefore affects, effects and gets affected in some way by societal system. It offers education system a chance to answer contextual needs of the times, to take care of numerous settings in the current education system, and

guarantee that existing leaning conceptions, advancement and knowledge are built into education.

Curriculum execution is the most vital and often challenging stage of the procedure of developing curricula. It happens in the classroom and comprises various stakeholders, apart from the learners (Osberg & Biesta, 2021).According to Kwatizhe (2015) execution occurs when learners acquire intended or planned experience, knowledge, skill, idea and attitude, required for efficient societal functioning. Implementing the curriculum requires active participation and commitment on the part of the parents to the learning institution and pupil (Jeynes, 2018).

The competency-based curriculum (CBC) allows children to work towards mastering the abilities relevant the fields they choose to study (Amunga, Were & Ashioya, 2020). Jeynes (2018) found out that when children show a competency, they are indicating their capability of doing things. Among the greatest results of CBC is an increase in learners' engagement which is an outcome of learners' possession of the learning procedure. CBC as well encourages personalized and diverse learning experiences (Amutabi, 2019). Also, CBC aims at developing competencies that comprise creation and application of knowledge together with creation of essential characters and skills (Momanyi&Rop, 2020). The CBC focuses on results demonstrating the proficiencies for achievement by learners. Estimated tasks or behaviors, conditions of performing them, and standards recommended are made clear to learners (Amutabi, 2019).

The CBC idea emanated from USA in 1957, in response to unveiling of Soviet Union satellite (Kabombwe, 2019). Observed flaws in Australia in the levels of skills of the labor force due to changes in the economy and technology speed facilitated the CBC

introduction in 1990 (Amanda, et al., 2020). South Africa became first in Africa to initiate the competency-based curriculum in 1998 due to severe scarcity of technical workers. CBC implementation aimed at provision of relevant practical skills required in modern employment (Mulenga & Kabombwe, 2019). Nations in Africa, such as Rwanda in 2015, have embraced the CBC. The CBC has been praised because of its practicality and focus on skills that are applicable in day-to-day activities (Muller, 2015).

Learning institutions that embrace CBC methods experience increased learner motivation and turnout as well as improved academic achievement (Alajmi, 2019). Though, challenges faced were like inadequate learning and teaching resources, bigger-classes hampering efficient delivery, absence of parents backing as well lack of adequate trained educators for curriculum implementation (Adewumi & Mosito, 2019). Zambian education system reviewed its curriculum in 2013 to be more practical and focused on skill provision so as to enable learners adapt to global changes. The review aimed at yielding students who are motivated, confident, creative persons, and all-rounded, independent learners who are competent and equipped for succeeding in life (Mulenga & Kabombwe, 2019).

It is claimed that CBC came along with different costs which need to be endured by parents which might further lead several learners out of school (Adewumi & Mosito, 2019).The part of the teacher in the present system is to facilitate learning. Alajmi (2019) indicates that the expectation for the teacher is keeping learners' records on personal skills and weaknesses via consistent valuations in a portfolio. This is the file that formally maintains the record of a learners' hard work, advancement and

attainment through which the teacher keeps the parent and guardian on track regarding child performance over time (Alajmi, 2019).

On the other side Makunja (2016) suggests a participatory method in selecting curriculum competencies. It was debated that the approach needed collaboration and cooperation between technical experts, the learner and the community (Makunja, 2016). According to Zyskowski et al. (2015) employers and other members of the community have ability to identify what they want the children to have ability of doing. The subject matter experts comprehend the competencies that are attainable inside the limits of the content whereas the teachers have content teaching knowledge such that the competencies can be attained. In return this offers attention on learning results with specific, knowledge, skills and learner's behavior measurable definitions (Zyskowski et al., 2015).

Kenya's curriculum development incentive was that, the present system lacks flexibility and had inadequate chances to bring into line basic education with learner's career interests, abilities and aptitudes (Makunja, 2016). The Kenya Institute of Curriculum Development (KICD) (2017)states that CBC aims at making learners skilled in seven significant core competencies: communicating and collaborating, thinking critically and solving problems, being creative and imaginative, being a citizen, being literate on digital technology, learning and efficacy of oneself.

The CBC recommends the teaching of eight essential morals: love, responsibility, respect, unity, peace, patriotism, social justice and integrity (KICD, 2017; Amunga, Were & Ashioya, 2020). In an attempt to equip the teacher to fruitfully implement CBC, during the holidays teachers have experienced going through CBC trainings.

Involvement of parents in improving learners' achievements in pre- schools is much critical. Involving parents in improving attainments of the learner is important in guaranteeing learners assuring all-inclusive educational improvement. It is anticipated that parents should avail facilities, help students in developing spiritually, security and basically learning/teaching resources (Amunga, Were,& Ashioya, 2020). Though, pre-schools are facing challenges in including parents in guaranteeing efficient learner's accomplishments across the Kenyan counties. This has been connected to parents being less committed, and participation terms set for parents in schools. Public pre-primary learning institutions such as the Sub-county of Likuyani are not exceptional (Amunga et al., 2020).In CBC implementation, parental engagement is critical enhanced through: involvement in making decisions, communicating and collaboration, resource provision, volunteer engagements and linkage development/networking(KICD, 2019).

1.2 Statement of the Problem

The implementation of CBC is a great step towards ensuring that Kenya develops future generations that are compliant with Vision 2030 goal of having skilled personnel who possess practical skills that will drive the industrialization drive in the country (Amunga, et al., 2020). Regardless of early opposition stakeholders in education sector, this curriculum currently is under implementation after a pilot study was done in all the counties. However, hurdles in CBC implementation still exist in Kakamega County. Shortage of teachers, inadequate infrastructure and inadequate training for teachers are among the cited challenges facing CBC at pre-school stage with Likuyani Sub-county mostly hard hit (Kakamega County, 2020).

A number of researchers have studied CBC curriculum implementation in countries where CBC has been adopted across the world. Despite the contextual differences of the

empirical studies conducted, it is generally expected that parents play a key role in CBC implementation. (Zyskowski et al., 2015; Huntsinger, Jose, &Luo, 2016). Studies conducted in Kenya reveal that engaging parents in child learning improves outcomes (Njeru, 2015; Amunga, Were&Ashioya, 2020). However, they focused on 8-4-4 curriculum. . Moreover, it was not specifically done in Likuyani Sub-county. Studies conducted elsewhere where CBC has been used indicate that educators have had challenges understanding their roles as well as of the parents. Some have stated the complexity and impracticability of the competency-based curriculum which required inclusion of parents (Luhambati, 2013). However, there is limited research on the outcomes of parental involvement in CBC implementation. In view of the knowledge and methodological gaps that exist in literature, the study sought to examine the effect of parental involvement on implementation of CBC in public pre-primary schools in Likuyani Sub-county Kakamega County.

1.3 Objectives of the Study

1.3.1 The Research Purpose

The aim of the study was to examine parental involvement and implementation of CBC in public pre-primary schools in Likuyani sub-county, Kakamega County.

1.3.2 The Research Objectives

1 To examine the effect of parental involvement in decision making on implementation of CBC in public pre-primary schools in Likuyani sub-county, Kakamega County.

2 To examine the effect of parental involvement in resource acquisition on implementation of CBC in public pre-primary schools in Likuyani sub-county, Kakamega County.

3 To establish the effect of parental involvement in child homework activities on implementation of CBC in public pre-primary schools in Likuyani sub-county, Kakamega County.

4 To determine the effect of parent-teacher communication on implementation of CBC in public pre-primary schools in Likuyani sub-county, Kakamega County.

5 To examine the moderating effect of government support on the relationship between parental involvement and implementation of CBC in public pre-primary schools in Likuyani sub-county, Kakamega County.

1.4 Research questions

1 What is the effect of parental involvement in decision making on implementation of CBC in public pre-primary schools in Likuyani sub-county, Kakamega County?

2 What is the effect of parental involvement in resource acquisition on implementation of CBC in public pre-primary schools in Likuyani sub-county, Kakamega County?

3 What is the effect of parental involvement in child homework activities on implementation of CBC in public pre-primary schools in Likuyani sub-county, Kakamega County?

4 What is the effect of parent-teacher communication on implementation of CBC in public pre-primary schools in Likuyani sub-county, Kakamega County?

5 What is the moderating effect of government support on the relationship between parental involvement and implementation of CBC in public pre-primary schools in Likuyani sub-county, Kakamega County?

1.5 Justification of the Study

Kenya's aspiration of achieving the vision 2030 objectives is and determined objective that will greatly depends on the skills and knowledge that personnel possess and can use to transform the nation in line with Vision 2030. The curriculum in place determines the future productivity of the labour force (Government of Kenya, 2019).

The CBC is an outcome of a series of education sector reforms in Kenya which aimed at quality education for the Kenyan learners; a variety of learning pathways to maintain a lifetime learning by inspired learners, young people and citizens; pedagogy that meet the learners' needs and is supported by highly motivated teachers and education results associated to the requirements of the workforce market and continuing training. CBC being part of the strategies in the education sector towards sustainable development goals in Kenya (Andy, 2017).

1.6 Significance of the Study

Study findings will be of value in assisting education stakeholders and policy makers to ascertain impacts of non-involvement of parents in implementation of the curriculum in decision making in creating strategies for the improvements of academic performance of pre-primary pupils. The results might aid the parents in finding a way of ensuring their children get proper support hence enabling them to better their performances. Lastly these findings are expected to avail rich data for policy use in their children education and also depict cavities that may be needed to be filled. The gaps recognized

may form action points for more academic study by the scholars whose efforts could show improvement of policy.

1.7 Scope of the Study

The study was limited to Likuyani Sub-county. It focused on public pre-primary schools. Out of the schools sampled the target respondents were parents, guardians and the educators who include head teachers and teachers for PP1, and PP2. The other grades that do not fall as part of this cadre were not to be within the scope of this research. The study was undertaken during the periods of February to March, 2022. The study location was Likuyani Sub-county.

The study focused on four independent variables under parental involvement in CBC, namely, parental involvement in decision making, parental involvement in resource acquisition, parental involvement in child homework activities and parent-teacher communication while the dependent variable was implementation of CBC in public pre-primary schools in Likuyani sub-county, Kakamega County. The moderating variable was government support. The study also adopted mixed research approach. Descriptive research design was adopted.

1.8 Assumptions of the Study

It was assumed that educators and parents/guardians from the schools sampled would provide data and that it would represent the whole population.

1.9 Limitations of the Study

Many parents were not present and this forced the researcher to visit the pupils' homes to conduct the focus group discussion. Moreover, the long distances between the

schools posed a huge challenge to the scholar. This was solved by usage of motorbikes and hired vehicles to transport the scholar to the sampled schools.

Moreover, the respondents who are the educators initially expressed discomfort in releasing important information for fear of exposing their failures and / or weaknesses. To counter the corresponding effect, the researcher assured them of anonymity for both their schools and themselves as individuals. The current corona virus (Covid-19) pandemic also hindered the planned timed data collection since the schools and their teachers were undertaking crash programmes following a presidential directive. This was overcome by the researcher personally contacting the participants through phone calls to avail themselves for the survey while adhering to the government health protocols in case of focus group discussions. For the educators, other digital or online data collection platforms were used to facilitate quick data gathering.

1.10 Delimitations of the Study

The results of this study will be applicable to public pre-primary schools in Likuyani sub-county, Kakamega. Moreover, the aspects of parental involvement which are relevant to the regression model adopted were decision making, resource acquisition, children's homework activities, and also parents involved between teachers and parents' communication on the CBC implementation in public pre-primary schools in Likuyani sub-county, Kakamega County.

1.11 Theoretical Framework

Epstein's theory of 1995 which includes a framework describing six diverse kinds of parental involvement guided the researcher. The theory defines the challenges and expected findings of implementation of various kinds of parental involvement. Epstein

argued that the model has six types of parental involvement namely; nurturing model, two-way communication between parents and teachers, parents as volunteers, studying at home, active involvement in decision making and collaboration with community in affirming school program as shown in Figure 1.1. Epstein records that parenting comprises education for parents and further training such as family literateness, and supportive programs to help families. Communication comprises planning effective activities of home-to-school and school-to-home communications on programs in schools and development of learners. Epstein admitted carrying out meetings with parents at minimum of once a year and regular plans of helpful notifications, memos, phone calls, newsletters and other communications as beneficial methods of communication (Epstein, 1995).

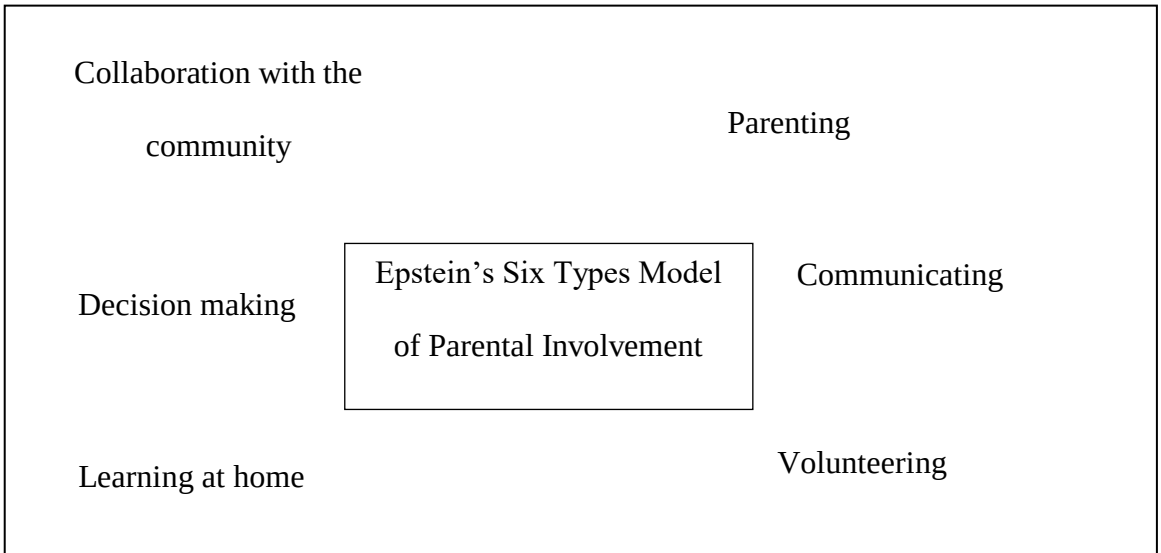

Figure 1.1: Epstein's Six Types Model of Parental Involvement

Another form of parents' involvement by volunteering (Epstein, 1995). It comprises registering and establishing parents help and support, schools and classrooms volunteering program to help trainers, overseers, children and other parents. It as well

included focus of family on volunteering activities, conferences and resources for families. Home learning also provide information and concepts to families about how they assist their children at home with homework and additional curriculum- associated work, choices and planning. It comprises informing families on skills crucial for learners in all subjects at each level, information on task approaches as well as on how to observe and discuss school-work at home and contribution of the family in making learners goals each year. Parents therefore need to commit their time to their children by giving them enough time for private studies and helping in assignment. This could help in creating self-confidence amongst learners therefore improve performance (Epstein, 1995).

Decision making is another method of involvement of parents that was recognized by Epstein. It embraces parents in decisions for schools, creating parent leaders and representatives as well involve active parents Teachers Association (PTA) or other organizations of parents, advisory council for parent leadership and participation, as well as independent support groups to foster and work for school restructuring and developments. Finally, the theory recognizes cooperating with community as a way of involving parents (Epstein, 1995). This includes recognizing and assimilating resources and services from the community to reinforce school programs, practices of families and children's' learning and growth. Such worries as information for learners and families on health of the communities, cultural, recreational, social support and other services are among the concerns involved in this form of parents' involvement. This study concentrates on parents' involvement on implementation of CBC in pre-primary learners a case in which the six forms of parents' involvement as illustrated by Epstein

forms the basis of good performance as preserved in CBC in early childhood education. The theory thus becomes beneficial in this specific study (Epstein, 1995).

The Epstein's theory is relevant to this study as it provides a broad view on how parents can be involved in school events through pre-school functions, helping learners to do assignment, molding kid's behaviours as well arranging study time and space as needed by CBC. The theory is applicable to the existing study by parents' involvement in different ways in a struggle to implement the broadly supported CBC. Each state of participation not only can it be used to improve CBC implementation, but as well used through the learner's education to keep students, parents and teachers across the public pre-primary schools in Likuyani sub-county, Kakamega County connected.

1.12 Conceptual Framework

The conceptual framework shows how dimensions of parental involvement relate with the implementation of CBC in public pre-primary schools. The moderating variable was government support. The independent variables were parental involvement in decision making, parental involvement in resource acquisition, parental involvement in child homework activities and parent-teacher communication while the dependent variable was implementation of CBC in public pre-primary schools in Likuyani sub-county, Kakamega County as shown in Figure 1.2.

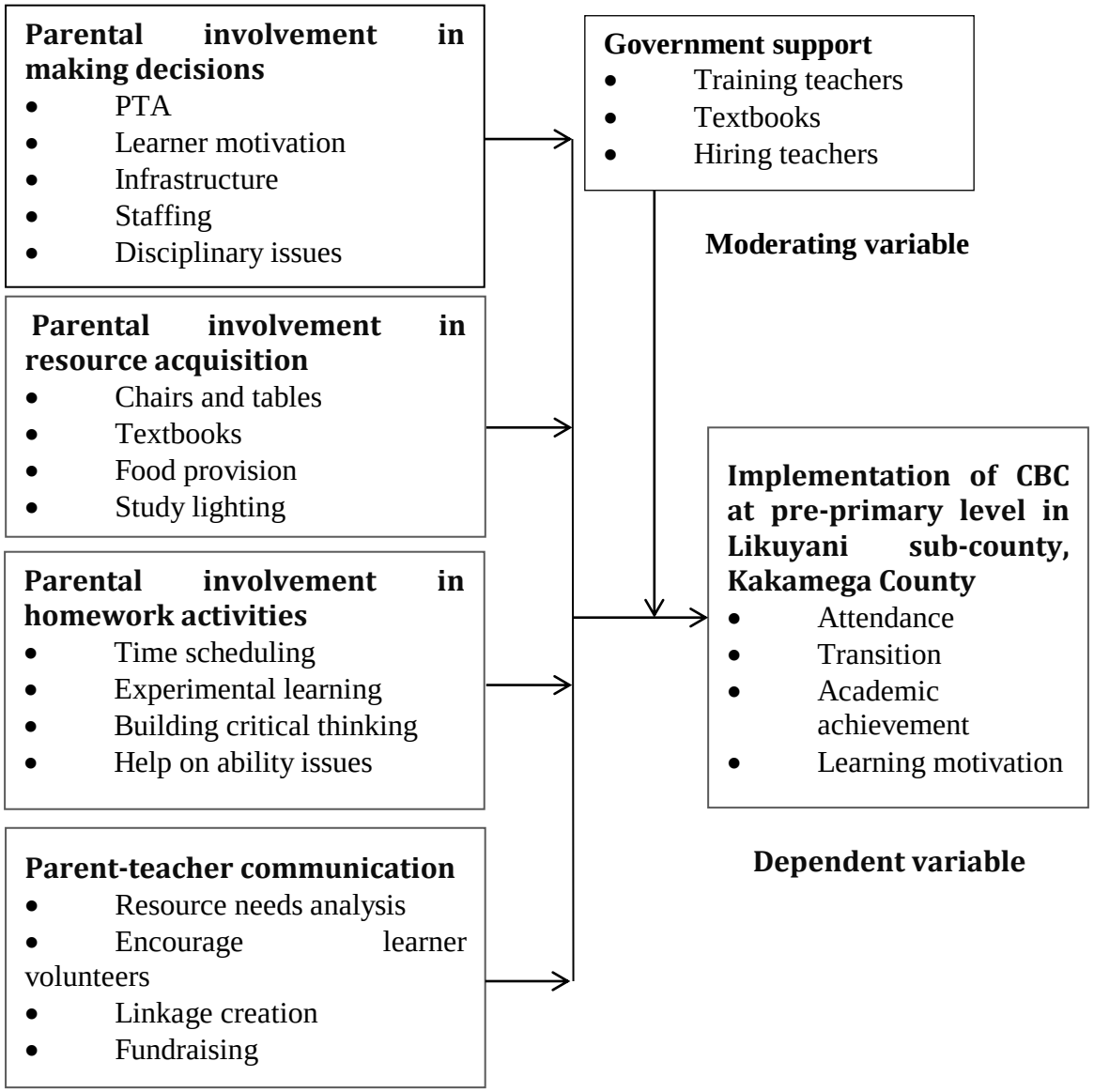

Figure 1.2: Conceptual Framework

Source: Researcher's Own Conceptual Framework

1.13 Definition of Significant Terms

Curriculum implementation: Refers to the execution of the curriculum requirements to achieve its objectives.

Competency-based curriculum: A curriculum that is aligned towards acquisition and practical application of knowledge and skill acquisition.

Parental involvement in decision making: Refers to taking part in key academic and governance issues and policies pertaining to children.

Parental involvement in resource acquisition: The engagement of parents in providing requisite teaching necessities as well as school development activities.

Parental involvement in children's homework: This refers to having parents aiding their children complete the school assignments or homework provided.

Parental involvement in parent-teacher communication: Refers to enhanced exchange of information between teachers and parents.

CHAPTER TWO

LITERATURE REVIEW

2.1 Introduction

The chapter examines relevant literature that has been produced by various researchers in relation to the function of parental engagement and the implementation of CBC. The history of curriculum implementation in Kenya, as well as an overview of parental participation in curriculum development, is covered in this section. Parents' participation in decision-making, resource acquisition, children's homework activities, and also parent-teacher communication are all discussed, as is their impact on implementation of CBC. The relevant empirical literature is also presented.

2.2 CBC Curriculum for Kenya

In Kenya, the CBC is still in its early stages of implementation. This Curriculum of the 2-6-3-3 system replaces the 8-4-4 system. The 8-4-4 system is regarded to be the most beneficial for students who get good marks in the conventional courses (English, mathematics, sciences, and humanities) at the conclusion of secondary school and then go on to further education and enter the workforce as white-collar workers. In addition, it overlooked a large number of learners whose abilities, interests, and aptitudes were in vocational education, the arts, and athletics CBC intends to fill the gap (Kabita & Ji, 2017). The key focus of CBC is to develop relevant competencies and skills of students right from their childhood to completion of learning. The curriculum is focused on acquisition of technical skills for job market, that is provision of services in industry among other sectors in line with what Kenya aspires to achieve by 2030. CBC places a strong emphasis on early identification of learning disabilities and other issues (Amutabi, 2019).

The CBC is a curriculum in the 2-6-3-3 education system that is currently being implemented to replace the 8-4-4 education system in Kenya (Mutabi, 2019). The need for CBC spelled from the fact that the previous system just focused on examinations and not practical skills acquisition. Too much competition forced candidates to cheat in examinations so as to secure opportunities in national skills which at least guarantee good performance in national secondary school examinations. Previously, private schools were disadvantaged as students would get high scores in KCPE but be posted to Extra County instead of national schools (Mutabi, 2019).

The 2-6-3-3 education system's objective is to implant dynamic values and qualities that will enable us to thrive in our everyday activities. The 8-4-4 was a teacher-centered system that placed the instructor at the center of the learning process. This will no longer be the case. The CBC aspires to be a more student-centered system, with a greater emphasis on the student's capacity to self-learn and acquire the necessary skills for any activity (Ongesa, 2020). Perhaps this style of thinking is influenced by the world's opening up, facilitated by the internet boom. This will alleviate the strain on academic achievement. However, there will be a greater emphasis on the particular talents and capabilities of each student. In general, it provides an opportunity for everyone, not only the academically gifted. This will be accomplished in an atmosphere of liberty and accountability (Echaune, Ndiku&Sang, 2015; Ongesa, 2020).

Continuous assessment tests (CATs), which measure knowledge, skill, and competencies, were brought into the system in tandem with CBC. The results of these tests will be accumulated and used as part of a formative appraisal process, and the findings will be used to inform future hiring decisions. CBC is not just-centered on

exams. The new curriculum has the aim of including parents in specific learning tasks for the purpose of complementing the efforts of instructors in the classroom (Ongesa, 2020). In contrast to this environment, researcher determined how the parental inclusion may contribute to successful implementation of CBC in Likuyani sub-county, Kakamega County, Kenya.

The Sessional Paper No. 2 of 2015 is centred on the philosophy of the nation, recognizing education as key in Kenya's economy. It recognizes that balanced development of the citizen both in terms of acquiring knowledge and practical skills should be the aim of education system in Kenya. It is recommended that the interests of children should be identified and nurtured at an early stage in life so that they are developed adequately to practice what they love in life(KICD, 2017).In implementing CBC, it is intended that progression to senior levels should enable pupils to improve their skills to the highest attainable levels of proficiency. In essence, there will be no children who will be failing as has been the case in the old 8-4-4 system. CBC aims to produce future citizens who are al-rounded in that they understand matters of culture, society and economy well and are patriotic to the nation of Kenya (KICD, 2017).

2.3 Competencies in the CBC Curriculum

According to the 2017 basic education curriculum framework, restructuring education and Kenyan training in Kenya proposes CBC (Wandera, Njeru, Otundo &Mbuthi, 2020). The CBC focuses on progressively developing fundamental skills. In light of the varying views of what CBC entails, particularly especially for elementary education, the 2017 basic education curriculum framework clarifies both the idea and the process of designing, implementing, and assessing the curriculum (Curry&Docherty, 2017). In the context of the Kenyan CBC, competency is defined as

capacity to use relevant knowledge and skill in order to effectively execute a role.CBC is structured to stress not just the acquisition of skill and information, but also their application to real-world problems. By incorporating current and relevant problems and service learning into the framework, learners will be able to nurture and perfect relevant competences (KICD, 2017).

Acquisition and development of competencies calls for the adoption of different teaching methods, such as role-play, projects, study visits, case studies, and problem-solving. These teaching methodologies are learner-centered, conducted through direct exploration and experience (KICD, 2019). Under CBC, the teacher is merely a facilitator guiding the learning process, rather than an expert. Learners can also develop and apply the competencies through opportunities presented in Pertinent and Contemporary Issues and Community Service Learning. CBC competencies are geared towards helping pupils thrive in a fast-paced 21stcentury world, solving real-life issues (Cheng&Chan, 2021).

In order to develop competencies among pupils, competency-based education approaches bring about meaningful connections between the learning areas and the competencies to be developed. However, the focus is not only on the development and acquisition of competencies and skills, but also practical application in life (Curry&Docherty, 2017). The CBC intends to enable pupils communicate and collaborate, ensure self-efficacy, think critically and solve problems, be creative and imaginative, be patriotic citizens, be digitally literate and learn to learn (Alt&Raichel, 2020). Being competent in communicating implies the ability to convey message well to the recipient using the appropriate medium. pupils are expected to express themselves clearly and effectively (Ting-Toomey&Dorjee, 2018). Collaboration is

encouraged in the learning process through group work which trains pupils to learn to work together with others so as to attain shared goals (Benade, 2017).

Self-efficacy refers to feeling about one's ability to undertake activities for transformation of life and is a determinant of person's feeling, thinking, behaviour and self-motivation (Wyatt,2015). It aids pupils develop skills such as being aware of themselves, being confident and integrity. It also aids in stress management and developing resilience in difficult situations. On the other hand, thinking critically allows pupils to make logical and evidence-based decisions (Weinstein& Précis, 2017).Thinking critically also enables the learner to make informed decisions after diagnosing several alternatives available for every situation, hence they can resolve real life problems amicably(Sellars, Fakirmohammad, Reynolds&Ali 2018).

Being creative and imaginative enables one to develop a new image and sensation at mind, and making it real (Zubaidah&Suarsini, 2017).Learners are expected to apply the knowledge they acquire to improve their lives. From the basic curriculum framework 2017, CBC intends to enable learners to bring out the best of them. Another CBC core competency is citizenship which essentially enables learners to understand what they are entitled to as citizens as well as what is expected of them (KICD, 2017). CBC aims to inculcate the spirit of patriotism into the learners so that they can be proud of the nation and understand how things should be done in various situations (Cremin&Barnes, 2018). CBC also intends to ensure that learners are capable of using modern technological devices in activities. The process entails enabling learners to comprehend how to use various hardware such as mobile phones and software (Falloon, 2020; Mohammadyari &Singh, 2015).Lastly, the other CBC competence is learning to learn. It is the ability of the learner to persistently learn and

manage time effectively in learning process. This also entails being able to learn even in the midst of challenges (Cremin&Barnes, 2018).

2.4 Parental Involvement in CBC Implementation

Parents majorly affect educational achievements and are essential in nurturing the child. Parents assist pupils at home and also in school through engagement in learning-related activities. At school, parents need to attend meetings on academic issues and also when called upon regarding matters specific to their children (Long, 2007). Children gain a lot through parental engagement, for instance, they are able to develop academically and improve their linguistic skills(Pace, Alper&Burchinal, 2019).Engaging parents in child learning enhances their success in academics to a great extent (Fuller, 2017; f, 2015). Assisting children in homework and providing learning resources positively contributes to child education (Đurišić&Bunijevac, 2017).Pupils with more active parents reap greater advantage in school (Fuller, 2017; Ongesa, 2020).

Parents are expected to be present in conferences and meetings organized by schools. Communication with teachers and school management is also of essence (Jezierski, &Wall 2019).Muller and Kerbow (2018) noted that involvement of parents affects their children education performances. Parents should guide their children and provide them with learning (Malone, 2015).Khattab (2015) asserts that parents and the school administration need to collaborate to have appropriate policies and run the school successfully in learning process. Parents continuously educate their children. They should ensure that the learning environment is conducive. Parents may be engaged through participatory decision making, collaborative communication, child

development and resourcing (Kenya Institute of Curriculum Development [KICD], 2019).

Parent's interest in the education of their children is positively related with success, positive regulation and accomplishment (Jezierski&Wall, 2019).Muller and Kerbow (2018) note that parents are key in enabling children do their best in school in terms of optimization of abilities. Parents motivate children to keep going in education and development of talents (Fuller, 2017).Malone (2015) identified that parents mainly participated in curriculum implementation through supervision of after school activities, attending meetings called at school, assignment of duties at home and providing study resources and environment. Attendance of functions at school enables parents to know how their children are performing and consequently to see how best to help them (Muller&Kerbow 2018).Nzau (2015) noted that assigning too many duties to pupils at home negatively affects learning progress.

Collaboration between the school and the family is rooted in research and serves as the foundation for a variety of educational policies and programs. This cooperation, often referred to as parental engagement, is defined as parents' capacity to engage constructively with schools in the education of the children. The parent and caregiver are the ones that first educate the child, until even when child has surpassed adulthood in kindergarten and continues throughout life (Antony-Newman, 2019).According to recent studies, collaborative partnerships with schools have a beneficial effect on student achievement (Kalayci&Oz, 2018). Apart from this overall goal, additional established advantages of home school cooperation include the following: enhancements to existing educational programme the school environment, the provision of family services and support, the development of parental skills and

leadership, and the integration of establishing relationships between families and others in schools and communities, and also teacher assistance (Kabir, 2014).

Mwarari, Gotha and Mwenje (2020) note that parents ought to be enlightened on their role in child learning such as providing mentorship and resource provision. According to KICD (2019), parents should ensure safety of their children and adequacy of basic needs. Moral and spiritual guidance should also be provided by parents. They should also ensure that they undertake duties at home so that they grow to be responsible citizens. Parents ought to be keen on comments teachers make about their children as they guide them. The parent should support their children emotionally, monitor their behaviour, identify their abilities and be actively involved in learning activities that the school calls upon them to take part in (KICD, 2019). Kaniuka (2012) noted that curriculum restructurings that included instructors in decision-making demonstrated a requirement for increased teacher aptitude and desire to participate in active curriculum restructurings, which resulted in increased learner achievement. An examination of educational stakeholder discourse in Kenya reveals a widespread perception that instructors were not adequately engaged in the creation and the CBC.

Wittkowski, Dowling&Smith (2016) assessed how the parenting behaviour during the pre-school years optimizes the children's development. The research was informed by the notion that group-based parental interactions have higher efficacy than individual-based ones in enhancing and adjusting the child's behaviour. The researchers systematically reviewed the randomized controlled trials of the interventions and established an inconsistent relationship. The research concluded than neither of the interventions is not superior in behavioural enhancement and control. In addition, the study established a higher self-efficacy in fathers than mothers in individual based

interventions, and this was not improved by group-based intervention. Their study was however focused on parenting behaviour during the pre-school years versus optimization of the children's development.

This study explored the parental involvement via various aspects in curriculum implementation. The dimensions of involvement include, decision making, resource provision, children's homework's activities and also in teach-parent communication model. Research has shown the essence of parental involvement. Epstein advocates for cooperation between the schools and parent as it determines attitude of children towards learning as well as their success in learning (Caño et al., 2016). Epstein notes that parents can get involved in child education through being caring parents, communication, home-based learning, making decisions and community collaboration. Parents are required to parent be helpful in giving the child good upbringing (Newman, Northcutt, Farmer&Black, 2019).

A parent helps and assists in upbringing and nurturing of child. Information on programs in schools and progress of students ought to be shared among pertinent school stakeholders (Newman et al., 2019). Volunteers come out themselves and schedule their activities so as to provide their valuable input to the running of schools. Home learning entails family involvement in after-school exercises for children and other activities linked to the curriculum (Newman et al., 2019). Parents ought to make decisions on school governance and academic matters. Community collaboration involves resource and service coordination among various stakeholders such as businesses and social groups in society (Epstein, Coates, Salinas, Sanders&Simon, 1997).

2.5 Parental Involvement in Decision Making

A number of critical decisions have to be made in student learning such as task determination, adjustment of curriculum content and methodology based on students' abilities and instruction process design (Jezierski&Wall, 2019; Staples&Diliberto, 2010). According to Ludicke and Kortman (2012) partnerships and involvement are integral to supporting students with learning barriers. However, the main challenge is the interpretation of involvement and operational processes supporting the partnerships and the importance that each group places on the different aspects of collaboration. Also, Willemse et al. (2018) claims that despite the evidence about the positive impacts of family involvement such as enhance academic achievement, a sense of wellbeing in all education levels and social development, many schools ignore them because of school cultures that put little value in the partnerships, and lack of time. Besides, teachers and administrators must be trained to enhance right decision making (Willemse et al., 2018).

Vedder-Weiss and Fortus (2013) investigated the goal achievement theory to understand the decline of the motivation to learn sciences with age among adolescents in some schools. They obtained data from 1614 Israeli students in the 5^{th} to 8^{th} grade and utilized structural equation modelling to assess how goal perception among the students is emphases in their learning surrounding (schools, teachers and peers), personal goal orientation and engaged tin science in and out of school. The scholars noted a significant variation of the factors between democratic and traditional schools. Their analyses revealed that goal perceptions by peers, and perception of the goals in performance affects engagement in class negatively. The perceptions of teachers and parents predicted the children's motivation. Besides, the research established that the

mastery of goal orientation is science class among students was a strong extracurricular engagement predictor. This study is different from this research as it focus more on goal setting among students as well it was conducted among the 5th to 8th grade students unlike this study focusing on pre-primary school pupils.

2.6 Parental Involvement in Resource Acquisition

Resources are main determinants or rather have a great influence on CBC implementation. Teaching personnel and physical infrastructure should be adequate. The books being published should also be in compliance with the learning requirements of the CBC in order to make teaching and learning easy (IBE-UNESCO, 2017). Implementation of curriculum requires that stakeholders are disciplined, keep records and have the necessary resources (Mwarari, Githui&Mwenje, 2020). Hindrances such as disconnect between actual curriculum and the official targeted curriculum impede implementation. When stakeholders resist change, implementing the curriculum also becomes hard (Mwarari et al., 2020).

2.7 Parental Involvement in Children Homework Activities

Parental involvement with homework has a beneficial impact on the children. One of the most important reasons for parental participation is that it assists students who are having difficulty with particular abilities or subjects in relieving tension and worry (Bempechat, 2019). Parents bring a wealth of knowledge and experience to the table in terms of subject content and life experiences, which helps to enhance relevancy. Parents assist their children in comprehending material and making it more relevant, while also assisting them in comprehending concepts more clearly.

Parents go deeper into content and enable children to build new abilities. Many children will cherish their memories of time spent together on schoolwork or classroom tasks. Parental participation in homework and education is associated with improved academic achievement, improved social skills and conduct, and greater self-confidence (Echaune, Nikon& Sang, 2015). A parent assisting with homework gives extra time to develop on topics or abilities, since classroom learning may be accelerated. This is particularly true in contemporary schools. Several classes' curriculum has been expanded, necessitating the delivery of so much content within limited time frame (Maldonado, Witte&Declercq, 2021).

According to Fuller (2017) homework is a time for parents and children to focus on specific skills and subject matter. Parents offer relevant motivations for children to acquire new abilities, and youngsters remember knowledge more thoroughly. Parental involvement fosters children's creativity and develops their ability to think critically (Bempechat, 2019). The time spent together enlightens parents on their child's specific skills and shortcomings. Virtual learning is now widely used throughout the country, and parents are engaged directly with students especially on assignments. Parental participation is now more critical than ever. Fostering a pleasant homework environment is important for virtual learning since it helps students become more comfortable with technology and academic content (Echidna, Ndiku, &Sang, 2015).

According to Núñez et al. (2015), parents get engaged with student assignments because they think they should be, believe their participation would benefit their children, and believe their children's or instructors' want their involvement. Parents' involvement can take on a variety of forms, ranging from creating frameworks for completing homework to understanding teaching and building learning methods for

students. Parent participation in homework seems to affect student performance inasmuch as it supports student characteristics associated with accomplishment (Echaune et al., 2015).

2.8 Parent-Teacher Communication

Parent-teacher communication is a process of helping improve your learners or child's grade. When a child's parents and teachers communicate better, it leads to better nurturing of their social development. There is need for ample communication between the home and the school to foster a safe learning environment for the children. Parents and teachers are the two most important contributors to a student's educational success. When parents and teachers communicate well with one another, they are able to support student learning together. As such, communication between home and school is vital (Merkley, Schimdt, Dirksen & Fuhter, 2006)

Interaction between parents and teachers on various matters requires them to exchange information, and that is the essence of communication. Every stakeholder should be committed to partnering so as to assist children on a number of issues such as shaping behaviour (Kaufman, Rimm, Cox&Bradley, 2013). It is important that the parent gets in touch with the teacher so that the progress of the student over time can be monitored and corrective action can be taken at appropriate time (Halimah&Mirawati, 2020). Schools often remind parents of the need to assist children in learning and developing the talents that they possess. Moreover, in case of anything urgent such as school fees, parents are notified via established communication channels (Staples&Diliberto, 2010). Partnership among school stakeholders are all meant to ensure that children optimize their growth and development (Zeichner, Bowman&Guillen, 2016).

2.9 Empirical Literature Review

Papadaki, Zaranis, and Kalogiannakis (2019) examined the degree to which parental views about smart technology affect child development, various values, and behaviours in 293 Greek households. The researchers discovered that the majority of parents had a favourable view about the use of these technologies at home and kindergarten. Additionally, the researchers discovered that these parents expect an enhanced learning process for their children and actively promote a positive learning environment at home. However, parental behaviours are associated with demographic characteristics like as age, education level, and socioeconomic status. Maximization of technological sophistication to maximize the advantages of mobile learning were lower among older and less educated parents than among younger and more educated parents. Additionally, a lack of information about the selection of applications with significant educational value eroded parents' favorable views toward helpful technology.

Kaniuka (2012) discovered that curriculum restructurings that included instructors in decision-making demonstrated a requirement for increased teacher aptitude and desire to participate in active curriculum restructurings, which resulted in increased learner achievement. An examination of educational stakeholder discourse in Kenya reveals a widespread perception that instructors were not adequately engaged in the creation and the CBC.

Wittkowski, Dowling, and Smith (2016) examined how parental behaviour throughout the pre-school years contributes to the optimal development of children. The study was motivated by the belief that group-based parental interactions are more effective in enhancing and adjusting a child's behaviour than individual-based interactions. The

researchers conducted a comprehensive assessment of the treatments' randomized controlled trials and discovered an inconsistent connection. According to the study, none of the treatments is better in terms of behavioral improvement and control. Additionally, the research discovered that dads had a greater level of self-efficacy than mothers in individual-based treatments, which was not enhanced by group-based interventions. However, their research concentrated on parental behavior during the pre-school years rather than on optimizing children's development.

Butler (2013) examined impact of parents' socioeconomic position, attitudes, and behaviours about English education on the incentives to learn the language in China. They evaluated 572 fourth, sixth, and eighth-grade students, as well as their parents. The researchers highlighted in their results that socioeconomic position and grade level were significant determinants of motivation. Additionally, parents with a higher socioeconomic level were more adaptable in adapting their actions to their children's changing demands, while parents with a lower socioeconomic status were increasingly controlling and more likely to fail to promote their children's competence and motivation. Flexibility allowed students to practice English outside of school, which aided in their self-development and drive. The researchers found that students having higher socioeconomic power have greater chance of succeeding in math and English than their lower socioeconomic status peers. However, the research was conducted in a developed economy (China) with more established infrastructure. Additionally, it placed a greater emphasis on parents' socioeconomic position, attitudes, and behaviours about their children's English education, rather than parental participation, as the present research does.

Daniel, Wang, and Berthelsen (2016) investigated the mediating effect of behaviour in learning, self-regulated, in the relationship between parental engagement in school and achievement in academics. The study was motivated by the need to increase parents' participation in various methods aimed at improving their children's educational outcomes. The research examined 2616 children in Australian schools across a five-year period, while adjusting for socioeconomic level, indigenous community status, gender, linguistic background, and cognitive ability. The researchers accounted for the kind of participation to ensure an appropriate interpretation of the findings (home and community based). The researchers demonstrated via the use of structural equation models that self-regulated learning behaviours among pupils mediated the connection between reading performance in grades 1 and 3. The connection held true regardless of socioeconomic status. Parent engagement showed an indirect beneficial connection with children's numeracy performance. The connection was, however, greater among children from more affluent socioeconomic situations. However, this research focused on academic performance rather than curriculum implementation.

Sun et al. (2016) conducted an investigation on the internal and external variables influencing English learning in China. They enrolled 71 participants in the research. The evaluation criteria were productive vocabulary and receptive grammar. Age, short-term memory, the amount and quality of English input, nonverbal intelligence, English usage, and parental English competence were used as predictor factors in this study. Results revealed that primary determinants of English competence were the overall English media environment at school and at home. Internal variables such as start age and external ones such as the amount of English input also had a significant influence in English usage and learning.

Wang, Shen, and Byrnes (2013) examined the opportunity–propensity framework (OPF) for mathematics and science performance in students in grades 1–3 and 8–12. Their study aimed to determine the effect of the OPF on pre-kindergarten children from low-income households' early numeracy abilities among children from families with low income, and is in kindergarten. Additionally, the study examined the probability that latent variables from the interest regions would account for the performance stated in the O-P model. The study's key assumptions were as follows: (a) arithmetic performance is a result of antecedent circumstances, (b) variables acting in the life of the child and opportunity and predisposition (c) emergence. The opportunity factors capture the learner's proclivity at home and school, while the proclivity factors are elements that influence the learner's proclivity, such as self-regulation, previous cognitive abilities, and motivation. The researchers conducted structural equation modelling. The researchers highlighted in their results that antecedent variables, opportunity factors, and inclination factors all had a substantial effect on math performance among these learners.

Values are the beliefs that each and every person consider to be vital for himself as well as possibly for humanity as a whole. It is argued that values are core in parenting as they significantly impact all behaviors as well as attitudes not forgetting the effect on decisions and the existing relationships. Parents are thus obliged to contribute in developing these attributes in their children. Ma (2017) investigated parental involvements in child learning activities in English training centre in China. The research collected data by administering questionnaires to obtain information from parents and school staff. From the findings, it was noted that parent activities such as attending school activities, assisting children in doing their homework, supervising

and accompanying their children were the main participation activities. Others were regular communication with instructors, attending school activities and signing for extracurricular courses.

Mikwah (2014) found out that in Kianjai zone of Tigania West, involving parents positively affects child performance. The researcher recommended that the government should assist parents who face financial difficulties in provision of learning materials to ensure that all children are well equipped to enhance performance. Another recommendation was that pre-school should organize more parent meetings, sports days and prize giving ceremonies to communicate with pre-school teachers and vice-versa so as to improve on children's performance in number work. However, this study was not done in public pre-primary schools in Likuyani Sub-county, Kakamega County.

Mwangi (2016) found out that in Kiambu County, methods of teaching centred on the children and visits enabled teachers to support the transition of children. Monitoring the progress of children and being in constant communication with the school results in positive results in child performance. It was established that there was limited communication and involvement of parents. However, the effect of collaborative communication on implementation of CBC in public pre primary schools in Likuyani SC, Kakamega County was not determined.

Durisic and Bunijevac (2017) was noted that involving parents in child learning results in programme enrichment due to diversity and experience shared and this eventually makes teachers satisfied and improves the learning environment in school. However, the study entailed desktop review and did not zero into implementation of

CBC in public pre-primary schools in Likuyani SC, Kakamega County. Chowa, Masa and Tucker (2013) found out that in Ghana, involving parents in child education affects their flexibility in school as well as emotional stability to cope with learning environment. However, the study did not examine the effect of collaborative communication on implementation of CBC in public pre primary schools in Likuyani SC, Kakamega County. Moreover, the Ghanaian context is different from Kenyan context.

Gicobi (2017) noted that in Kabare Education Zone of Kirinyaga County, there was limited personal engagement between parents and children at home on educational matters. It was recommended that time should be created by parents for providing personal guidance to children. Motivational programmes involving parents also ought to be developed and implemented by schools to boost child performance. However, focus was not put on effect of collaborative communication on implementation of CBC in ECDE centres in Likuyani SC, Kakamega County.

Chemagosi, Odongo and Aloka (2016) established that in Nandi Central Sub-county, having suitable strategies to boost child performance works. It was determined that there is need to bolster the positive attitude of parents so that they get involved in strategizing for the success of the children's education. However, the study employed thematic analysis which is purely qualitative. Additionally, the implementation of CBC in public pre primary schools in Likuyani SC, Kakamega County was not examined. Clampett (2016) explored the views of stakeholder on ECDE centre quality in South Africa. It was noted that resources and learning environment determine quality and outcomes of learning. It was established that appropriate parental participation is positively linked to performance. However, the study was not done on

implementation of CBC in public pre primary schools in Likuyani SC, Kakamega County.

2.10 Research Gaps

It is key to accept the overall significance of any kind of parents' involvements. Several studies have come to consensus that involvement of parents in child's value growth directly related to implementation in public pre-primary schools whereas others indicated that parental involvement in children homework activities does not have any influence on curriculum implementation in public pre-primary schools whereas Kindiki (2009) who concluded with adequate parent engagement with the education of the child, he or she experiences improved academic outcomes. Other studies including Gicobi (2017) revealed that few parents were involved between teachers and parents' communication at pre-primary level. On the other hand, factors such as facilities for learning at school determine implementation of curriculum including CBC by several study findings. However, there exist inconsistencies in findings of researcher on determinants of curriculum implementation which necessitated the current study.

In terms of the context, Kenya has limited research interrogating the possible relationship between involvement of parents and CBC implementation of CBC in Kenyan public pre-primary schools. The existing studies in Kenya focused on evaluating the same either in both public and private primary schools (Gicobi, 2017). The current research is an empirical study meant to contribute to the debate to address the contradictions indicated in the literature where data will be gathered from the field to answer questions pertaining to the research.

2.11 Summary of Literature Review

It has been shown in the reviewed literature that parent's involvements have consistently been revealed to have positive impact in implementation of CBC. However, main curriculum implementation challenges identified include poor infrastructure, low quality textbooks, insufficient teaching aids, not enough textbooks, and challenges during instructional planning relating to huge classes and inspectorate not effective in monitoring and evaluating the process. Research has revealed the advantages of involving the parent in child learning. Parent attending school functions are connected to improved performance as because the children of parents taking part in school activities as needed by CBC perform better than those whose parents do not take part. Some scholars argue that parental involvement in resource acquisition cause on implementation of CBC at pre-primary level.

CHAPTER THREE

RESEARCH METHODOLOGY

3.1 Introduction

The methodology adopted is provided by discussing the methods and techniques that were employed to execute the research. They include study design, target population, sample size, sampling procedure, research tools, reliability and validity of the study data collection instruments and finally data collection techniques, data analysis and ethics. The researcher adopted mixed research approach.

3.2 Research Design

Research design entails the setting of circumstances and processes for collecting and analyzing data (Kothari&Garg, 2014). It provides the framework guiding how study will be done. The researcher employed explanatory research design. Explanatory research seeks to explain a phenomenon by identifying and characterizing its underlying causes. It makes use of logic and the linking of concepts to specify causal linkages, drawing attention to the variables that contributed to the occurrence of an event. This kind of research is often conducted after a phenomenon has already been identified and described (Kothari&Garg, 2014). According to Cresswel (2013), explanatory research design entails gathering data on attitudes and practices using the questionnaire and other tools including focus group discussions to individuals. It is common practice to conduct explanatory study when a problem, occurrence, or trait lacks a well-established explanation (Kothari&Garg, 2014).

3.3 Location of the Study

The study took place in Likuyani sub county (SC), Kakamega County. The total population of Likuyani sub-county is 125,137. The area in square kilometer is 301.9. There is a total of 5 wards in Likuyani sub-county namely Likuyani, Sango, Kongoni, Nzoia, and Sinoko. In addition; there are a total of 68 pre-primary schools established by government. The map of the study area is shown in Appendix VII.

3.4 Study Population

The target population was the 68 public pre-primary schools in Likuyani SC, Kakamega County while the units of analysis/respondents were all the 68 head teachers, 136 class teachers and 136 parents, covering Grades PP1 and PP2 to represent the educators. The class teacher and parent representative for each grade in the schools were targeted, implying 2 teachers and 2 parents from each school. The PP 1 and PP 2 class teachers who, as teachers, are their important technical personnel in the curriculum implementation process. The head teachers were involved since they are the school administrators responsible of creating a positive environment inside the school set up; giving observation particularly in the classroom teaching; organizing curriculum implementation in the school and provision of financial and human resources towards efficient implementation of CBC at the pre-school level. Table 3.1 shows study's target population.

Table 3.1: Target Population

Ward	No. of pre-primary public schools	Head teachers	Class teachers	parents	Total respondents per ward
Likuyani	15	15	30	30	75
Sango	12	12	24	24	60
Kongoni	13	13	26	26	65
Nzoia	17	17	34	34	85
Sinoko	11	11	22	22	55
Total	**68**	**68**	**136**	**136**	**340**

Source: Likuyani- Sub-county Education Office (2021)

3.5 Sampling Design and Sample Size

Sampling is the process of selecting a section of the population to represent the entire population in a research inquiry (Orodho, 2004). A sample size which is at least 30% of study population is appropriate for the study (Mugenda& Mugenda, 2003). The researcher sampled 50% of the number of the public pre-primary schools in Likuyani Sub-county. The total number of schools selected was thus 34, with 170 respondents in total. Table 3.2 summarizes distribution of sampled population.

Table 3.2: Distribution of Sampled Schools and Population Per Ward

Ward	No. of sampled public pre-primary schools	Head teachers	Class teachers	Parents	Total respondents per ward
Likuyani	8	8	16	16	40
Sango	6	6	12	12	30
Kongoni	6	6	12	12	30
Nzoia	8	8	16	16	40
Sinoko	6	6	12	12	30
Total	**34**	**34**	**68**	**68**	**170**

Source: Researcher (2021)

The researcher applied stratified random sampling technique to sample participating schools. Purposive sampling was further employed to identify teachers and

parents/guardians (equally)from the two levels (PP 1 and PP 2) using the class registers.

3.6 Data Collection

The study employed structured questionnaires and focus group discussion. Questionnaire was sectionalized depending on demographic data that was required and the study objectives. Section two had questions on parental involvement in decision making to educators affecting the CBC implementation; section three extracted information regarding parental involvement in resource acquisition to educators affecting the CBC implementation while section four obtained information on engaging the parent in children learning activities at home to educators affecting the CBC implementation.

The fifth section had information on parent-teacher communication on educators affecting the CBC implementation. The class teachers were very instrumental in arranging visits to their classes. This helped to gather certain information on how the systems behave in real class environment.

The Focus group discussions were conducted with parents who were identified and requested to participate, apart from them also feeling in the questionnaires. In addition to the sampled schools and educators, the study also conducted a total of five focused group discussions (FGD), each ward having one FGD. The focus group discussion guides had a set of questions aligned to the study objectives. The researcher further probed to obtain additional and crucial information to supplement the findings gathered from the educators.

3.7 Data Collection Procedures

After conducting the pilot study, the researcher obtained the consent of Moi University prior to actual field work. The research permit from NACOSTI was then obtained. Afterwards, the researcher presented letters of introduction to the public pre-primary schools in Likuyani Sub-county in order to obtain permission to collect data. The questionnaires were then obtained from the respondents after stipulated time that was agreed with them. Parents were also engaged in focus group discussions after they responded to the questionnaires

3.8 Research Instruments

Researcher utilized questionnaires and focus group discussion guides**.** Questionnaires and focus group discussion guides are beneficial and supportive in collecting information unique to individuals and groups respectively, as well as upholding participant's confidentiality because the replies are unidentified or confidential. The questionnaire was used since it is easy to administer and evaluate once data is collected (Vander-Klok & Conners, 2019).

3.8.1 Pilot Study

Pilot studies prepare the researcher and shed light to the questionnaires' weaknesses (if any) and also of the techniques of sampling. A pilot study is done when few people are given a questionnaire with a goal of pre-testing the questions. The pilot study's total number of respondents should be at least 10% of study population (Connelly,2008).Therefore, a pre-test was conducted by issuing questionnaires to approximately 10 percent of the sampled population. Therefore, a total of 4 public pre-primary schools, with 17 respondents in total, selected from non-participating public pre-primary schools randomly selected in the neighboring Lugari sub-county took

part. Results helped to assess validity and reliability and make necessary corrections to improve the research study.

3.8.2 Validity of the Study Instruments

Validity is the accuracy in measurement of concepts when applying a certain instrument to represent a particular domain of indicators. The instrument's content validity was ensured by consulting the research supervisors and experts in charge of pre-primary schools at the county level. A valid questionnaire has questions asked in the right from the least way that is ambiguous and based on study objectives (Bryman & Bell, 2013).

3.8.3 Reliability of the Study Instruments

Reliability measures how consistent the instrument is, implying that the same person under similar circumstances should give similar responses to a question asked over time. Cronbach's alpha coefficient which should be at least 0.7 was used to assess reliability. Higher scores imply enhanced reliability. Questions are usually modified depending on reliability test results (Bryman&Bell, 2013).The reliability assessment was conducted using Cronbach's alpha coefficient (CAC) as revealed in Table 3.3.

Table 3.3: Reliability of the Research Questionnaire

Government support	0.893	4
PI in DM	0.878	5
PI in homework activities	0.854	4
parent-teacher communication	0.796	5
CBC implementation in public pre-primary schools in Likuyani SC, Kakamega County	0.787	4
parental involvement in resource acquisition	0.711	4

The researcher established that reliability threshold of 0.7 for CAC was met (Sreevidya&Sunitha, 2011). It was noted that government support had the highest CAC (0.893). Parental involvement in decision making had the second highest CAC (0.878). Parental involvement in homework activities had the third CAC (0.854). The results indicated that parent-teacher communication had the fourth highest CAC (0.796). The study established that CBC implementation in public pre-primary schools in Likuyani Sub-county, Kakamega County had the second lowest CAC (0.787). Parental involvement in resource acquisition had the lowest Cronbach's alpha coefficient (0.711).

3.9 Data Analysis and Presentation

According to Mishra, Pandey, Singh, Keshri and Sabaretnam (2019), data analysis involves sorting and organizing raw data to obtain important statistics. The primary data obtained from the questionnaires was checked for consistency and legibility prior to analysis. The collected data was entered into excel from where it was sorted, cleaned and coded before it was entered into SPSS for further analysis. Frequencies and percentages, means and standard deviations (STD) entailed the descriptive statistical tools for the study. Qualitative data was analyzed via thematic analysis. Inferential analysis entailed Pearson product moment correlation analysis (PPMCA) and multiple regression analysis (MLR).

A detailed breakdown of analysis for each variable is shown in Table 3.4.

Table 3.4: Variable Analysis

Research Objective	Research instrument	Data analysis
To examine the effect of parental involvement (PI) in decision making (DM) on implementation of CBC in public pre-primary schools in Likuyani SC, Kakamega County	Questionnaire, FGD guides	Means, standard deviations, Pearson product moment correlation analysis (CA) and MLR
To examine the effect of parental involvement in resource acquisition on implementation of CBC in public pre-primary schools in Likuyani SC, Kakamega County	Questionnaire, FGD guides	Means, standard deviations, PPMCA and MRA
To establish the effect of parental involvement in child homework activities on implementation of CBC in public pre-primary schools in Likuyani SC, Kakamega County	Questionnaire, FGD guides	Means, standard deviations, Pearson product moment CA and MRA
To determine the effect of parent-teacher communication on implementation of CBC in public pre-primary schools in Likuyani sub-county, Kakamega County	Questionnaire, FGD guides	Means, standard deviations, PPMCA and MRA
To examine the moderating effect of government support on the relationship between parental involvement and implementation of CBC in public pre-primary schools in Likuyani SC, Kakamega County	Questionnaire, FGD guides	Means, standard deviations, PPMCA and MRA

Source: Researcher (2021)

3.9.1 Multiple Regression Model

The direct effects model is shown in Equation 3.1.

$$Y = \alpha + \beta_1 X_1 + \beta_2 X_2 + \beta_3 X_3 + \beta_4 X_4 + \acute{\varepsilon} \quad \text{Equation 3.1}$$

Where:

Y represents implementation of CBC in public pre-primary schools in Likuyani sub-county, Kakamega County

X_1, X_2, X_3 and X_4 represent PI in DM, PI in resource acquisition, parental involvement in child homework activities and parent-teacher communication respectively

α is constant

β_1, β_2, β_3, β_4 and β_5 represent regression coefficients for PI in DM, parental involvement in resource acquisition, parental involvement in child homework activities and parent-teacher communication respectively

$\acute{\varepsilon}$ = error term.

The study adopted the following multiple regression models, with the moderator (interaction term) as proposed by Hayes (2018):

$$Y_2 = \alpha + \beta_1 X_1 + \beta_2 X_2 + \beta_3 X_3 + \beta_4 X_4 + \beta_5 Z + \acute{\varepsilon} \quad \text{Equation 3.3}$$

Where:

Y_2 is the dependent variable, return on assets

X_1, X_2, X_3 and X_4 represent PI in DM, PI in resource acquisition, parental involvement in child homework activities and parent-teacher communication respectively

α is constant

β_1, β_2, β_3, β_4 and β_5 represent regression coefficients for PI in DM, parental involvement in resource acquisition, parental involvement in child homework activities and parent-teacher communication respectively and government support respectively

Z=government support

ε = error term.

The study adopted the following moderated multiple regression models, with the interaction term, as proposed by Hayes (2018):

$$Y_3 = \alpha + \beta_1X_1 + \beta_2X_2 + \beta_3X_3 + \beta_4X_4 + \beta_5Z + Z(\beta_6X_1X_2X_3X_4) + \varepsilon \ldots\ldots \text{Equation 3.5}$$

Where:

Y_3 represents implementation of CBC in public pre-primary schools in Likuyani SC, Kakamega County

X_1, X_2, X_3 and X_4 represent implementation of CBC in public pre-primary schools in Likuyani SC, Kakamega County

α is constant

β_1, β_2, β_3, β_4, β_5 and β_6 represent regression coefficients of parental involvement in decision making, parental involvement in resource acquisition, parental involvement in child homework activities, parent-teacher communication respectively and the interaction term respectively

Z= government support (moderating variable)

ε = error term.

3.9.2 Assumptions of Multiple Regression Model

The researcher verified that the assumptions of MRA were met in order to confirm the fit of the model for the data. The assumption of a linear relationship between the explanatory and outcome variables was tested using residual plots. The assumption of constant variance, homoscedasticity, was also tested using residual plots. Linearity and homoscedasticity are assumed when the residual plots do not show any pattern

(NCSS Limited Liability Company, 2016).The assumption that residuals are normally distributed was tested using histograms and normal probability-probability plots. The assumption that there is no correlation among the predictor variables was tested using tolerance and variance inflation factor (VIF) which should not be below 0.1 and higher than 10 respectively. Lastly the assumption of independence, that is residuals are not auto correlated, was tested using Durbin Watson statistic which should range from 1.5 to 2.5 for independence assumption to hold(Garson, 2012).

3.9 Ethical consideration

The consent of participants was obtained after explaining to them what the research was all about and they first signed informed consent form. Participation was also voluntary as the respondents had the option to respond or not after all details pertaining to the study were explained to them. Anonymity was ensured by identifying respondents with serial numbers, and not their official names. Confidentiality was ensured by keeping the questionnaires obtained from the respondents under lock and key and not conveying the information to any other party (Shafer, Simmons&Yip, 2016).

CHAPTER FOUR

DATA PRESENTATION, ANALYSIS, INTERPRETATION AND DISCUSSION

4.1 Introduction

Chapter four presents the response rate, respondent demographic analysis, descriptive analysis and inferential analysis results.

4.2 Response Rate

In total, 170 research questionnaires were delivered to respondents, out of which 115 were successfully responded to and collected. Consequently, the 67.65% response rate was considered enough for purpose of completing data analysis and reporting of results (Kothari & Garg, 2014). It is rare for a researcher to attain 100 percent response rate in surveys. It is possible that a true reflection of the population of interest will be achieved with low rates of response (Zikmund, Babin, Carr& Griffin, 2011; Kumar, 2011).The response rate results are shown in Table 4.1.

Table 4.1: Response Rate

	Frequency	Percent
Questionnaires not returned	25	32.35
Questionnaires duly filled and returned	115	67.65
Total	**115**	**100**

4.3 Demographic Analysis

Analysis results on gender, the duration the respondents had been in the groups, highest educational level, role of respondents in the school, period of time respondents

had been in the school and the age brackets of the respondents are presented in this study. The results are shown in Table 4.2.

Table 4.2: Demographic Analysis

Gender	**Frequency**	**Percent**
Female	59	51.3
Male	56	48.7
Total	115	100.0
Education level		
Post secondary	80	69.6
Graduate	26	22.6
Post graduate	9	7.8
Total	115	100.0
Role in school		
Class teacher	52	45.2
Parents	50	43.5
Head teacher	13	11.3
Total	115	100.0
Duration in the school		
5 to 10 years	74	64.3
Below 5 years	27	23.5
Over 10 years	14	12.2
Total	115	100.0
Employment Status		
Self-employed	20	17.4
County government	82	71.3
Teachers Service Commission	13	12.3
Total	115	100.0
CBC awareness status		
Yes	115	100.0
Total	115	100.0

It was established that 59 (51.3%) respondents were female while 56 (48.7%) were female.

The study also established that 80 (69.6%) respondents had attained post secondary education, that is, they had certificate and diploma academic qualifications. 26 (22.6%) respondents were graduates while 9(7.8%) respondents had attained post graduate education.

It was found out that 52 (45.2%) respondents were class teachers while 50 (43.5%) were parents. 13 (11.3%) respondents were head teachers.

It was found out that 74 (64.3%) respondents had been in their organizations for 5 to 10 years. 27 (23.5%) respondents had been in their organizations for less than 5 years. 14 (12.2%) respondents had been in their organizations for more than 10 years.

The findings reveal that 82 (71.3%) respondents were employed by County government. 13 (12.3%) respondents were employed by Teachers Service Commission while 20 (17.4%) respondents were self-employed. This implies that most of the parents who took part in the study were actually trained teachers.

The study findings indicate that 115 (100.0%) respondents had undergone CBC awareness training. This implies that the teachers and parents had gone through briefings on CBC curriculum requirements and were aware of the process.

4.4 Descriptive Analysis

The respondent views on parental involvement and implementation of CBC in public pre-primary schools in Likuyani SC, Kakamega County were also sought.

4.4.1Parental Involvement in Decision Making

The analysis results on parental involvement in decision making are depicted in Table 4.3.

Table 4.3: Descriptive Analysis for parental Involvement in Decision Making

	N	Mean	STD
PTA has included parents from all levels (pre-school)	115	2.82	1.189
Parents are involved in motivating learners to fulfill their potential	115	2.96	1.294
Parents are involved in improving dilapidated status of some essential infrastructures via public fund raising	115	3.15	1.223
Parents make decisions with regard to the employment of support staff to curb understaffing	115	2.85	1.397
Parents are included in deciding the discipline at school	115	2.94	1.326

It was noted that the respondents were undecided on whether PTA has included parents from all levels (pre-school) or not (mean = 2.82; STD = 1.189). It was established that the respondents were undecided on whether parents are involved in motivating learners to fulfill their potential or not (mean = 2.96; STD = 1.294). It was determined that he respondents were undecided on whether parents are involved in improving dilapidated status of some essential infrastructures via public fund raising or not (mean = 3.15; STD = 1.223). It was revealed that the respondents were undecided on whether parents make decisions with regard to the employment of support staff to curb understaffing or not (mean = 2.85; STD = 1.397). It was shown that the respondents were undecided on whether parents are included in deciding the discipline at school or not (mean = 2.94; STD = 1.326).

4.4.2Parental Involvement in Resource Acquisition

The views on parental involvement in resource acquisition were examined and presented in Table 4.4.

Table 4.4: Descriptive Analysis for parental Involvement in Resource Acquisition

	N	Mean	STD
Parents are involved in purchasing chairs, tables and provide study room at home for their pupils	115	3.10	1.327
Parents are involved in providing adequate personal textbooks for their pupils	115	2.81	1.290
Parents are involved in provision of adequate of food at home for their pupils	115	3.50	1.111
Parents are involved in ensuring good lighting at home promoting study for their pupils	115	3.55	1.126

There was general agreement among the respondents were undecided on whether parents are involved in purchasing chairs, tables and provide study room at home for their pupils or not(mean = 3.10; STD = 1.327). It was noted that the respondents were undecided on whether parents are involved in providing adequate personal textbooks for their pupils or not (mean = 2.81; STD = 1.290). Respondents agreed that parents are involved in provision of adequate of food at home for their pupils or not (mean = 3.50; STD = 1.111). There was general consent that parents are involved in ensuring good lighting at home promoting study for their pupils (mean = 3.55; STD = 1.126).

4.4.3Parental Involvement in Homework Activities

The analysis results on parental involvement in homework activities are presented in Table 4.5.

Table 4.5: Descriptive Analysis for parental Involvement in Homework Activities

	N	Mean	STD
Parents are involved in time scheduling homework programmes at home for their pupils	115	3.22	1.283
Parents are involved in good experimental (practice) learning activities as homework together with their pupils at home	115	3.22	1.227
Parents are involved in building critical thinking for the learners and problem solving as homework activities	115	2.80	1.251
Parents are involved in assisting pupils who are having difficulty with particular abilities or subjects with their homework	115	3.26	1.298

It was noted that the respondents were undecided on whether parents are involved in time scheduling homework programmes at home for their pupils or not (mean = 3.22; STD = 1.283). There was general indecisiveness on whether parents are involved in good experimental (practice) learning activities as homework together with their pupils at home or not (mean = 3.22; STD = 1.227). It is shown that the respondents were undecided on whether parents are involved in building critical thinking for the learners and problem solving as homework activities or not (mean = 2.80; STD = 1.251). The respondents were undecided on whether the parents are involved in assisting pupils who are having difficulty with particular abilities or subjects with their homework or not (mean = 3.26; STD = 1.298).

4.4.4 Parent-Teacher Communication

The analysis results on parent-teacher communication are shown in Table 4.6.

Table 4.6: Descriptive Analysis for Parent-Teacher Communication

	N	Mean	STD
Parents and teachers comment on the daily report book on progress of the pupil	115	3.15	1.279
Parent's do attend parents –teachers association meetings promptly	115	3.15	1.313
Parents are involved in communicating with the teachers on pupils' general welfare	115	3.19	1.249
Parents discuss academic performance of their pupils with class teachers	115	3.02	1.402
Parents avail themselves to attend visiting days	115	3.84	.933

The respondents were undecided on whether parents and teachers comment on the daily report book on progress of the pupil or not (mean = 3.15; STD = 1.279). There was indecisiveness on whether parents do attend parents –teachers association meetings promptly or not (mean = 3.15; STD = 1.313). It was found out that the respondents were undecided on whether parents are involved in communicating with the teachers on pupils' general welfare or not (mean = 3.19; STD = 1.249). The respondents were undecided on whether parents discuss academic performance of their pupils with class teachers or not (mean = 3.02; STD = 1.402). The respondents agreed that parents avail themselves to attend visiting days (mean = 3.84; STD = 0.933).

4.4.5 Government Support

The analysis results on government support are presented in Table 4.7.

Table 4.7: Descriptive Analysis for Government Support

	N	Mean	STD
Parents have been empowered on parental involvement	115	3.24	1.144
Teachers implement competency-based curriculum effectively	115	3.23	1.095
The government has provided adequate textbooks for learning	115	3.26	1.298
Enough teachers have been deployed by the government	115	3.36	1.193

The respondents were undecided on whether parents have been empowered on parental involvement or not (mean = 3.24; STD = 1.144). There was indecisiveness on whether teachers have been trained on parental involvement in CBC or not (mean = 3.23; STD = 1.095). It was found out that the respondents were undecided on whether the government has provided adequate textbooks for learning or not (mean = 3.26; STD = 1.298). The respondents were undecided on whether enough teachers have been deployed by the government or not (mean = 3.36; STD = 1.193).

4.4.6 Implementation of CBC in public pre-primary schools in Likuyani Sub-county, Kakamega County

The views of respondents on CBC implementation in public pre-primary schools in Likuyani SC, Kakamega County were examined as revealed in Table 4.8.

Table 4.8: Descriptive Analysis for Implementation of CBC in public pre-primary schools in Likuyani Sub-county, Kakamega County

	N	Mean	STD
The number of children reporting to the ECDE centre is increasing	115	3.25	1.154
The transition rate from pre-primary school to primary school (PS) is increasing	115	3.06	1.230
The academic achievement of learners is improving	115	3.11	1.219
The children are motivated in learning process	115	3.06	1.209

It was noted that the respondents were undecided on whether the number of children reporting to the ECDE centre is increasing or not (mean = 3.25; STD = 1.154). There was general indecisiveness on whether the transition rate from pre-primary school to PS is increasing or not (mean = 3.06; STD = 1.230). There was also indecisiveness on whether the academic achievement of learners is improving or not (mean = 3.11; STD = 1.219). Indecisiveness on whether the children are motivated in learning process or not was noted (mean = 3.06; STD = 1.209).

4.5 Testing Assumptions of Multiple Regression Model

The researcher used normal P-P plot and histogram to assess whether normality assumption was met as revealed in Figures 4.1 and4.2 in that order.

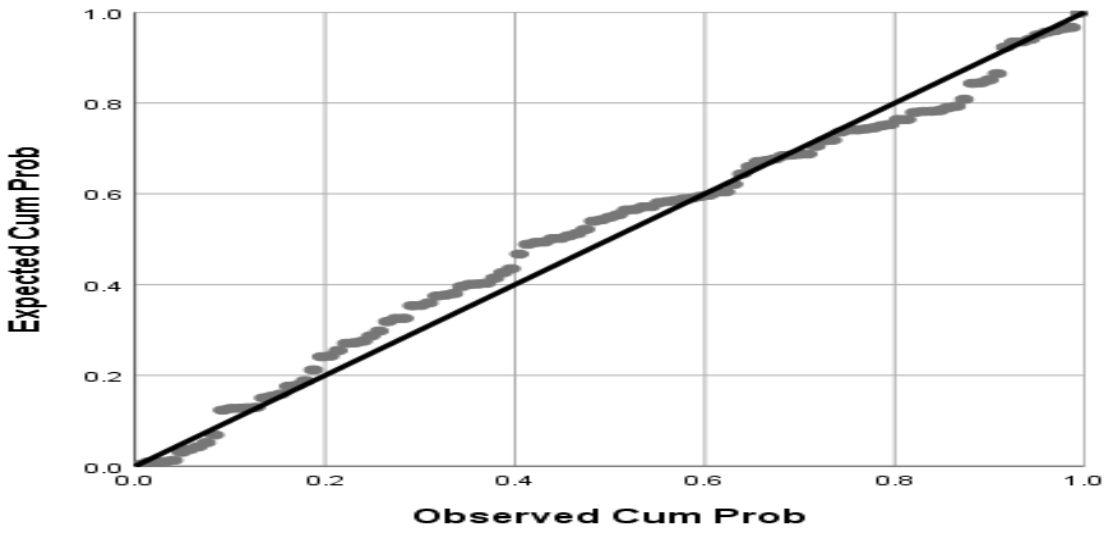

Figure 4.1: Normal P-P Plot of Regression Standardized Residual

The analysis results using normal P-P plot are also presented in Figure 4.1.

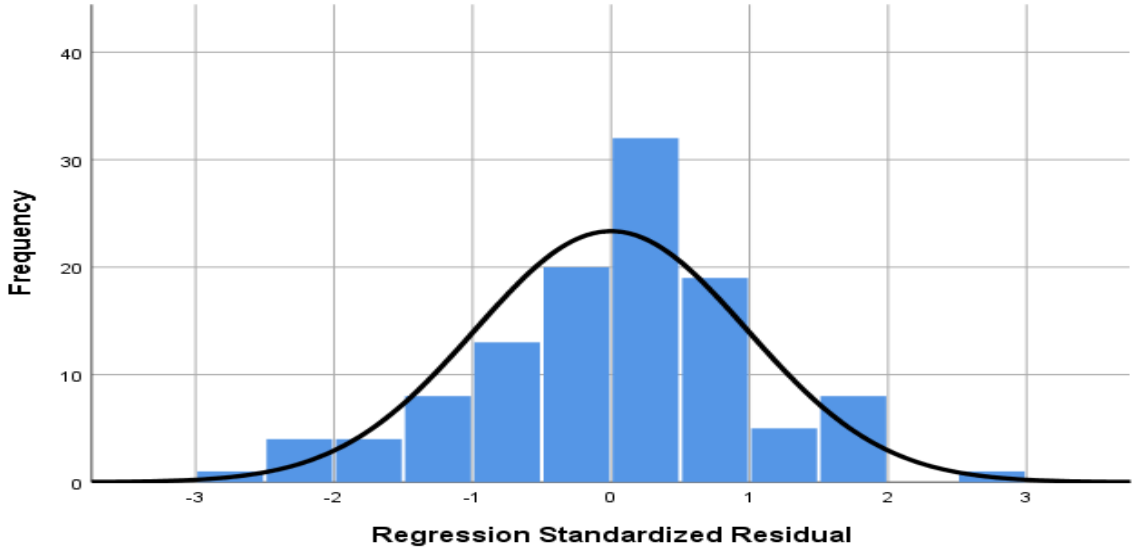

Figure 4.2: Histogram of Regression Standardized Residual

The findings reveal that normality could be assumed as Figure 4.2 shows normal curve (Garson, 2012).

The residual plot analysis results are also depicted in Figure 4.3.

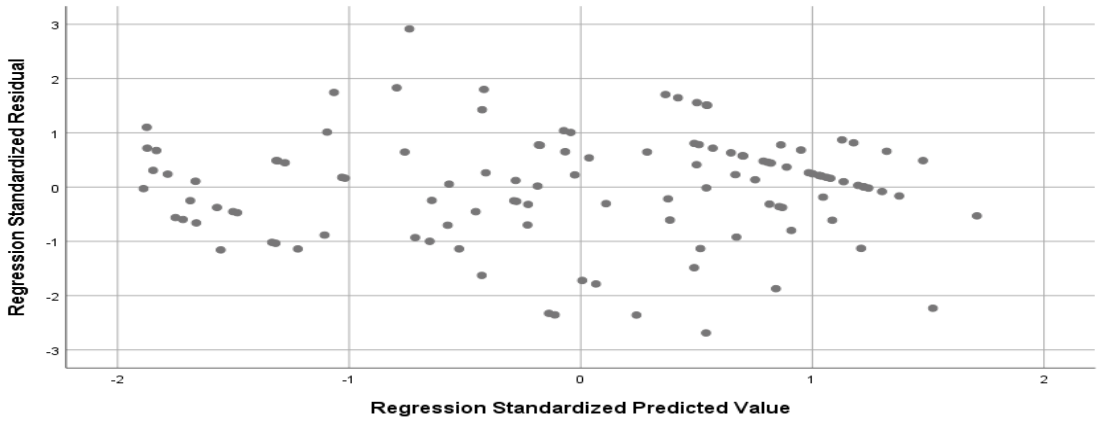

Figure 4.3: Residual Plots of Regression Standardized Predicted Value against the Regression Standardized Residual

The results show a cloudy pattern of residuals which are uniformly distributed across the entire range of independent variables hence implying assumptions of linearity and homoscedasticity were valid.

The assumption of multicollinearity was tested as shown in Table 4.9.

Table 4.9: Collinearity Statistics

	Tolerance	**VIF**
PI in DM	.903	1.108
PI in resource acquisition	.760	1.316
parental involvement in homework activities	.611	1.638
parent-teacher communication	.601	1.663

The findings indicate that parental involvement in decision making had a VIF of 1.108 and tolerance of 0.903. Parental involvement in resource acquisition had a VIF of 1.316 and tolerance of 0.760. Parental involvement in homework activities had a VIF of 1.638 and tolerance of 0.611. Parent-teacher communication had a VIF of 1.663

and tolerance of 0.601. Therefore, the assumption of little or no multicollinearity was met. Therefore, no predictor variable was removed from the model (Garson, 2012).

The researcher also ascertained whether the assumption on residual autocorrelation and presented in Table 4.10.

Table 4.10: Durbin-Watson Statistic

R	R Square	R Square Change	F Change	df1	df2	Sig. F Change	Durbin-Watson
.744	.554	.554	34.155	4	110	.000	1.703

It was noted that the Durbin-Wartson statistic was 1.703 implying residual independence could be assumed (Garson, 2012).

4.6 Inferential Analysis

To achieve study objectives, correlation analysis and multiple regression analysis were carried out.

4.6.1 Relationship Between parental Involvement in Decision Making and CBC Implementation in public pre-primary schools in Likuyani Sub-county, Kakamega County

The relationship between parental involvement in decision making and CBC implementation in public pre-primary schools in Likuyani SC, Kakamega County was examined. The correlation analysis results are revealed in Table 4.11.

Table 4.11: Correlation Analysis for parental Involvement in Decision Making

		CBC implementation in public pre-primary schools in Likuyani SC, Kakamega County
parental involvement in decision making	Pearson Correlation	.301
	Sig. (2-tailed)	.001

It was found out that there is a positive and significant relationship PI in decision making and CBC implementation in public pre-primary schools in Likuyani SC, Kakamega County($r = 0.301$; $p < 0.05$). Therefore, enhanced parental involvement in decision making is associated with improved CBC implementation in public pre-primary schools in Likuyani SC, Kakamega County and vice-versa.

4.6.2 Relationship Between parental Involvement in Resource Acquisition and CBC Implementation in public pre-primary schools in Likuyani Sub-county, Kakamega County

The researcher examined the relationship between PI in resource acquisition and CBC implementation in public pre-primary schools in Likuyani SC, Kakamega County. The correlation analysis results are shown in Table 4.12.

Table 4.12: Correlation Analysis for parental Involvement in Resource Acquisition

		CBC Implementation in public pre-primary schools in Likuyani SC, Kakamega County
parental involvement in resource acquisition	Pearson Correlation	.480
	Sig. (2-tailed)	.000

The findings indicate that parental involvement in resource acquisition and CBC implementation in public pre-primary schools in Likuyani SC, Kakamega County positively and significantly related($r = 0.480$; $p < 0.05$). Hence improved parental involvement in resource acquisition is associated with improved CBC implementation in public pre-primary schools in Likuyani SC, Kakamega County and vice-versa.

4.6.3 Relationship Between parental Involvement in Homework Activities and Implementation of CBC in public pre-primary schools in Likuyani Sub-county, Kakamega County

The researcher examined the relationship between PI in homework activities and implementation of CBC in public pre-primary schools in Likuyani SC, Kakamega County. The correlation analysis results are presented in Table 4.13.

Table 4.13: Correlation Analysis for parental Involvement in Homework Activities

		CBC Implementation in public pre-primary schools in Likuyani SC, Kakamega County
parental involvement in homework activities	Pearson Correlation	.555
	Sig. (2-tailed)	.000

It was noted that PI in homework activities and implementation of CBC in public pre-primary schools in Likuyani Sub-county, Kakamega County positively and significantly relate($r = 0.555$; $p < 0.05$). Therefore, improved parental involvement in homework activities is associated with improved CBC implementation in public pre-primary schools in Likuyani SC, Kakamega County and vice-versa.

4.6.4 Relationship between Parent-Teacher Communication and CBC Implementation in public pre-primary schools in Likuyani Sub-county, Kakamega County

The researcher examined the relationship between parent-teacher communication and CBC implementation in public pre-primary schools in Likuyani SC, Kakamega County. The correlation analysis results are revealed in Table 4.14.

Table 4.14: Correlation Analysis for parent-Teacher Communication

		CBC Implementation in public pre-primary schools in Likuyani SC, Kakamega County
parent-teacher communication	Pearson Correlation	.690
	Sig. (2-tailed)	.000

The results indicate that parent-teacher communication and implementation of CBC in public pre-primary schools in Likuyani Sub-county, Kakamega County positively and significantly relate($r = 0.690$; $p < 0.05$). Hence improved parent-teacher communication is associated with improved CBC implementation in public pre-primary schools in Likuyani SC, Kakamega County and vice-versa.

4.6.5 Multiple Regression Analysis

The study conducted MRA as well as moderated MRA. This was necessary to compare the results and detect any moderating effects of government support. The researcher examined the variation in implementation of CBC that can be explained by parental involvement in decision making with and without the moderator as shown in Table 4.15.

Table 4.15: Significance of the Interaction Term for parental Involvement in Decision Making

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Change Statistics				
					R Square Change	F Change	df1	df2	Sig. F Change
1	.301	.091	.083	.92203	.091	11.298	1	113	.001
2	.346	.120	.104	.91123	.029	3.695	1	112	.057

a. Predictors: (Constant), parental involvement in decision making

b. Predictors: (Constant), parental involvement in decision making, X_1*government support

c. Dependent Variable: Implementation of CBC

The findings reveal a weak positive and significant relationship between parental involvement in decision making and implementation of CBC in public pre-primary schools in Likuyani SC, Kakamega County ($R = 0.301$; $p < 0.05$).9.1% of variance in implementation of CBC in public pre-primary schools in Likuyani sub-county, Kakamega County can be explained by parental involvement in decision making ($R^2 = 0.091$). The findings in Model 2 indicate that parental involvement in decision making together with the interaction of parental involvement in decision making and government support has weak positive relationship with CBC implementation in public pre-primary schools in Likuyani SC, Kakamega County ($R = 0.346$). 2.9% of variance in implementation of CBC in public pre-primary schools in Likuyani sub-county, Kakamega County is accounted for by interaction of PI in decision making and government support over and above the variance explained by parental

involvement in decision making (R^2 change = 0.029). Therefore, there is a potentially significant moderation between parental involvement in decision making and government support on CBC implementation in public pre-primary schools in Likuyani SC, Kakamega County ($p < 0.1$).

The moderating effect of government support was therefore tested as shown in Table 4.16.

Table 4.16: Moderating Effect for parental Involvement in Decision Making

	B	**Std. Error**	**t**	**Sig**
(Constant)	3.1100	.0861	36.1350	.0000
parental involvement in decision making	.2640	.0767	3.4408	.0008
Government support	.1440	.0992	1.4518	.1494
parental involvement in decision making * Government support	.1043	.0887	1.1761	.2421

The findings indicate that interaction of parental involvement in decision making and government support has positive insignificant effect on CBC implementation in public pre-primary schools in Likuyani SC, Kakamega County ($t = 1.1761$; $p > 0.05$). Therefore, enhancing government support has insignificant enhancing effect on the relationship between parental involvement in decision making and CBC implementation in public pre-primary schools in Likuyani SC, Kakamega County. It is shown that parental involvement in decision making has positive significant effect on CBC implementation in public pre-primary schools in Likuyani sub-county, Kakamega County ($t = 3.4408$; $p < 0.05$). Government support has positive but insignificant effect on CBC implementation in public pre-primary schools in Likuyani SC, Kakamega County ($t = 1.4518$; $p > 0.05$). It is implied that complete moderation

has not occurred as not both parental involvement in decision making and government support are not insignificant with the interaction of parental involvement in decision making and government support added to the model. Given that not both the interaction term and the R^2 change are significant, it is implied that government support negatively and insignificantly moderates the relationship between parental involvement in decision making and CBC implementation in public pre-primary schools in Likuyani SC, Kakamega County.

The researcher examined the variance of implementation of CBC that can be explained by parental involvement in resource acquisition as shown in Table 4.17.

Table 4.17: Significance of the Interaction Term for parental Involvement in Resource acquisition

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Change Statistics				
					R Square Change	F Change	df1	df2	Sig. F Change
1	.480	.230	.224	.84830	.230	33.844	1	113	.000
2	.494	.245	.231	.84427	.014	2.081	1	112	.152

a. Predictors: (Constant), parental involvement in resource acquisition

b. Predictors: (Constant), parental involvement in resource acquisition, X_2*government support

c. Dependent Variable: Implementation of CBC

A weak positive and significant relationship between parental involvement in resource acquisition and CBC implementation in public pre-primary schools in Likuyani SC, Kakamega County was established ($R = 0.480$; $p < 0.05$). 23% of variance in implementation of CBC in public pre-primary schools in Likuyani sub-county, Kakamega County can be explained by parental involvement in resource acquisition ($R^2 = 0.23$). The findings in Model 2 indicate that parental involvement in resource acquisition together with the interaction of parental involvement in resource acquisition and government support has weak positive relationship with CBC implementation in public pre-primary schools in Likuyani SC, Kakamega County ($R = 0.494$). 1.4% of the variation in implementation of CBC in public pre-primary schools in Likuyani sub-county, Kakamega County is accounted for by interaction of PI in resource acquisition and government support over and above the variance explained by parental involvement in decision making (R^2 change = 0.014). There is a potentially insignificant moderation between parental involvement in resource acquisition and government support on CBC implementation in public pre-primary schools in Likuyani SC, Kakamega County ($p > 0.05$).

The researcher also tested for moderating effect of government support using centred regression terms as depicted in Table 4.18.

Table 4.18: Moderating Effect for parental Involvement in Resource acquisition

	B	Std. Error	t	Sig
(Constant)	**3.1200**	**.0747**	**41.7511**	**.0000**
parental involvement in resource acquisition	.5395	.0866	6.2291	.0000
Government support	.1667	.0759	2.1954	.0302
parental involvement in resource acquisition * Government support	-.2001	.0850	-2.3547	.0203

The findings indicate that interaction of parental involvement in resource acquisition and government support has negative significant effect on CBC implementation in public pre-primary schools in Likuyani SC, Kakamega County ($t = -2.3547$; $p < 0.05$). Hence increasing government support has a significant buffering effect on the relationship between parental involvement in decision making and CBC implementation in public pre-primary schools in Likuyani SC, Kakamega County. It is shown that parental involvement in resource acquisition has positive significant effect on CBC implementation in public pre-primary schools in Likuyani SC, Kakamega County ($t = 6.2291$; $p < 0.05$). Government support has positive significant effect on CBC implementation in public pre-primary schools in Likuyani SC, Kakamega County ($t = 2.1954$; $p < 0.05$). It is implied that complete moderation has occurred as both parental involvement in resource acquisition and government support are insignificant with the interaction of parental involvement in resource acquisition and government support added to the model. Given that not both the R^2 change and the interaction term are significant, it is implied that government support negatively and insignificantly moderates the relationship between parental involvement in resource acquisition and CBC implementation in public pre-primary schools in

Likuyani SC, Kakamega County.

The researcher examined whether the variance of CBC implementation that can be explained by parental involvement in child homework activities as shown in Table 4.19.

Table 4.19: Significance of the Interaction Term for parental Involvement in Child Homework Activities

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Change Statistics				
					R Square Change	F Change	df1	df2	Sig. F Change
1	.555	.308	.302	.80429	.308	50.355	1	113	.000
2	.560	.314	.302	.80464	.006	.900	1	112	.345

It is shown that there is a strong positive and significant relationship between parental involvement in child homework activities and CBC implementation in public pre-primary schools in Likuyani SC, Kakamega County ($R = 0.555$; $p < 0.05$). 30.8% of variance in CBC implementation in public pre-primary schools in Likuyani SC, Kakamega County can be explained by parental involvement in child homework activities ($R^2 = 0.308$). The findings in Model 2 indicate that parental involvement in child homework activities together with the interaction of parental involvement in child homework activities and government support has strong positive relationship with CBC implementation in public pre-primary schools in Likuyani SC, Kakamega County ($R = 0.560$). 6.0% of variance in CBC implementation in public pre-primary schools in Likuyani SC, Kakamega County can be explained by the interaction of

parental involvement in child homework activities and government support over and above the variance explained by parental involvement in child homework activities (R^2 change = 0.006). Model 2 results show a potentially insignificant moderation between parental involvement in child homework activities and government support on CBC implementation in public pre-primary schools in Likuyani SC, Kakamega County ($p > 0.05$).

The researcher therefore conducted analysis to examine moderation as presented in Table 4.20.

Table 4.20: Moderating Effect for parental Involvement in Child Homework Activities

	B	Std. Error	t	Sig
(Constant)	3.1216	.0758	41.1939	.0000
Parental involvement in child homework activities	.5159	.0746	6.9119	.0000
Government support	.0787	.0783	1.0044	.3174
parental involvement in child homework activities * Government support	.0007	.0677	.0096	.9923

a. Predictors: (Constant), parental involvement in child homework activities

b. Predictors: (Constant), parental involvement in child homework activities, X_3*government support

c. Dependent Variable: CBC implementation

The findings indicate that interaction of parental involvement in child homework activities and government support has positive insignificant effect on CBC

implementation in public pre-primary schools in Likuyani SC, Kakamega County (t = .0096; p > 0.05). This implies that increasing government support has an insignificant enhancing effect on the relationship between parental involvement in child homework activities and CBC implementation in public pre-primary schools in Likuyani SC, Kakamega County. It is shown that parental involvement in child homework activities has positive significant effect on CBC implementation in public pre-primary schools in Likuyani SC, Kakamega County (t = 6.9119; p < 0.05). Government support has positive insignificant effect on CBC implementation in public pre-primary schools in Likuyani SC, Kakamega County (t = 1.0044; p > 0.05). It is implied that complete moderation has not occurred as not both parental involvement in child homework activities and government support are insignificant with the interaction of parental involvement in child homework activities and government support added to the model. Given that the interaction term is insignificant, it is implied that government support positively and insignificantly moderates the relationship between parental involvement in child homework activities and CBC implementation in public pre-primary schools in Likuyani SC, Kakamega County.

The researcher examined the variance of CBC implementation that can be explained by parent-teacher communication with and without the moderator as outlined in Table 4.21.

Table 4.21: Significance of the Interaction Term for parent-Teacher Communication

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Change Statistics				
					R Square Change	F Change	df1	df2	Sig. F Change
1	.690	.477	.472	.69951	.477	102.958	1	113	.000
2	.691	.477	.468	.70241	.000	.069	1	112	.793

a. Predictors: (Constant), parent-teacher communication

b. Predictors: (Constant), parent-teacher communication, X_4*government support

c. Dependent Variable: CBC implementation

Model 1 results show that there is a strong positive and significant relationship between parent-teacher communication and CBC implementation in public pre-primary schools in Likuyani SC, Kakamega County ($R = 0.690$; $p < 0.05$).47.7% of variance in CBC implementation in public pre-primary schools in Likuyani SC, Kakamega County can be explained by parent-teacher communication ($R^2 = 0.477$). The parent-teacher communication together with the interaction of parent-teacher communication and government support has strong positive relationship with CBC implementation in public pre-primary schools in Likuyani SC, Kakamega County ($R = 0.691$). 0.000% of variance in CBC implementation in public pre-primary schools in Likuyani SC, Kakamega County is accounted for by the interaction of parent-teacher communication and government support over and above the variance explained by parent-teacher communication (R^2 change = 0.000).Model 2 results show that there is

a potentially insignificant moderation between parent-teacher communication and government support on CBC implementation in public pre-primary schools in Likuyani SC, Kakamega County ($p > 0.05$).

The moderation effect was thus tested as clearly shown in Table 4.22.

Table 4.22: Moderating Effect for parent-Teacher Communication

	B	**Std. Error**	**t**	**Sig**
(Constant)	3.1345	.0676	46.3744	.0000
parent-teacher communication	.7408	.0771	9.6043	.0001
Government support	.0329	.0621	.5302	.5970
parent-teacher communication * Government support	-.0737	.0615	-1.1989	.2331

The findings indicate that interaction of parent-teacher communication and government support has negative insignificant effect on CBC implementation in public pre-primary schools in Likuyani SC, Kakamega County ($t = -1.1989$; $p > 0.05$). Hence increasing government support has an insignificant buffering effect on the relationship between parent-teacher communication and CBC implementation in public pre-primary schools in Likuyani SC, Kakamega County. It is shown that parent-teacher communication has positive significant effect on CBC implementation in public pre-primary schools in Likuyani SC, Kakamega County ($t = 9.6043$; $p < 0.05$). Government support has positive insignificant effect on CBC implementation in public pre-primary schools in Likuyani SC, Kakamega County ($t = .5302$; $p > 0.05$). It is implied that the main effects are significant although moderation has occurred as not both parent-teacher communication and government support are insignificant with the interaction of parent-teacher communication and government support added to the

model. Given that the R^2 change and interaction term is insignificant, it is implied that government support positively and insignificantly moderates the relationship between parent-teacher communication and CBC implementation in public pre-primary schools in Likuyani SC, Kakamega County.

The study analyzed the combined effect of PI in decision making, PI in resource acquisition, parental involvement in child homework activities and parent-teacher communication on CBC implementation in public pre-primary schools in Likuyani SC, Kakamega County as depicted in Table 4.23.

Table 4.23: Significance of the Overall Moderating Effect of Government Support

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Change Statistics				
					R Square Change	F Change	df1	df2	Sig. F Change
1	.744	.554	.538	.65458	.554	34.155	4	110	.000
2	.753	.568	.535	.65658	.014	.833	4	106	.507

a. Predictors: (Constant), parent-teacher communication, PI in DM,PI in resource acquisition, parental involvement in child homework activities

b. Predictors: (Constant), parent-teacher communication, PI in DM, PI in resource acquisition, parental involvement in child homework activities, X_2* government support, X_1* government support, X_4* government support, X_3* government support

c. Dependent Variable: CBC implementation in public pre-primary schools in Likuyani SC, Kakamega County

In Model 1, the findings indicate that there is a strong positive and significant relationship between parental involvement and CBC implementation in public pre-primary schools in Likuyani SC, Kakamega County ($R = 0.744$; $p < 0.05$). The findings indicate that 55.4% of the variation in CBC implementation in public pre-primary schools in Likuyani SC, Kakamega County can be explained by parental involvement in decision making, parental involvement in resource acquisition, parental involvement in child homework activities and parent-teacher communication ($R^2 = 0.554$). In Model 2 results show that 1.4% of variance in CBC implementation in public pre-primary schools in Likuyani SC, Kakamega County is explained by the interaction of the parental involvement and government support over and above the variance explained by the parental involvement (R^2 change = 0.014). There is a potentially insignificant moderation between the parental involvement and government support on CBC implementation in public pre-primary schools in Likuyani SC, Kakamega County is insignificant ($p > 0.05$). The researcher therefore carried out final multiple regression analysis as the moderating effect of PI on the relationship between parental involvement and government support on CBC implementation in public pre-primary schools in Likuyani SC, Kakamega County was insignificant.

The study analyzed the combined effect of PI in DM, PI in resource acquisition, parental involvement in homework activities and parent-teacher communication on CBC implementation in public pre-primary schools in Likuyani Sub-county, Kakamega County. Table 4.24 shows the results.

Table 4.24: Multiple Regression Model Summary

R	R Square	Adjusted R Square	Std. Error of the Estimate
.744	.554	.538	.65458

a. Predictors: (Constant), parent-teacher communication, PI in DM, PI in resource acquisition, parental involvement in homework activities

b. Dependent Variable: CBC implementation in public pre-primary schools in Likuyani Sub-county, Kakamega County

It was found out that a positive and strong relationship exists between parental involvement and CBC implementation in public pre-primary schools in Likuyani Sub-county, Kakamega County (R = 0.744). 53.8% of variance in CBC implementation in public pre-primary schools in Likuyani Sub-county, Kakamega County can be explained by PI in DM, PI in resource acquisition, parental involvement in homework activities and parent-teacher communication ($R^2_{adj} = 0.538$). This implies that parental involvement determines CBC implementation in public pre-primary schools in Likuyani Sub-county, Kakamega County. However, the error of the model in predicting CBC implementation in public pre-primary schools in Likuyani Sub-county, Kakamega County is 0.65458

The researcher also conducted analysis of variance as shown sin Table 4.25.

Table 4.25: Results of ANOVA

	Sum of Squares	df	Mean Square	F	Sig.
Regression	58.538	4	14.635	34.155	.000
Residual	47.132	110	.428		
Total	105.671	114			

a. Predictors: (Constant), parent-teacher communication, PI in DM, PI in resource acquisition, parental involvement in homework activities

b. Dependent Variable: CBC implementation in public pre-primary schools in Likuyani Sub-county, Kakamega County

It was found out that a statistically significant relationship exists between parental involvement and CBC implementation in public pre-primary schools in Likuyani Sub-county, Kakamega County($F = 107.716$; $p < 0.05$). Hence, the regression model was a good fit for the data. Furthermore, emphasis should be placed on PI in DM, PI in resource acquisition, parental involvement in homework activities and parent-teacher communication as they positively affect the CBC implementation in public pre-primary schools in Likuyani Sub-county, Kakamega County.

The study also conducted the t-test as shown in Table 4.26.

Table 4.26: Evaluating Individual Regression Coefficients

	Unstandardized Coefficients		Standardized Coefficients	t	Sig.
	B	Std. Error	Beta		
(Constant)	-.070	.294		-.239	.81
Parental involvement in decision making	.103	.063	.110	1.647	.10
Parental involvement in resource acquisition	.194	.078	.182	2.490	.01
Parental involvement in homework activities	.168	.078	.176	2.164	.03
Parent-teacher communication	.530	.090	.486	5.917	.00

Dependent Variable: CBC implementation in public pre-primary schools in Likuyani SC, Kakamega County.

The findings indicate that parental involvement in decision making insignificantly predicts CBC implementation in public pre-primary schools in Likuyani SC, Kakamega County ($t = 1.647$; $p > 0.05$). The null hypothesis (NH) that there is no significant relationship between parental involvement in decision making and CBC implementation in public pre-primary schools in Likuyani SC, Kakamega County was not rejected. It was concluded that there is an insignificant relationship between PI in decision making and CBC implementation in public pre-primary schools in Likuyani SC, Kakamega County.

It was determined that parental involvement in resource acquisition significantly predicts CBC implementation in public pre-primary schools in Likuyani SC,

Kakamega County ($t = 2.490$; $p < 0.05$). The NH that there is no significant relationship between PI in resource acquisition and CBC implementation in public pre-primary schools in Likuyani SC, Kakamega County was rejected. It was concluded that there is a significant relationship between parental involvement in resource acquisition and CBC implementation in public pre-primary schools in Likuyani SC, Kakamega County. The findings tend to agree with those of Papadaki et al. (2019) who noted that most parents had favourable views on children's use of technologies at home and in kindergarten and that parent expect an enhanced learning process for their children and actively promote a positive learning environment at home.

The study established that parental involvement in homework activities significantly predicts CBC implementation in public pre-primary schools in Likuyani SC, Kakamega County ($t = 2.164$; $p < 0.05$). The NH that there is no significant relationship between parental involvement in homework activities and CBC implementation in public pre-primary schools in Likuyani SC, Kakamega County was rejected. It was concluded that there is a significant relationship between parental involvement in homework activities and CBC implementation in public pre-primary schools in Likuyani SC, Kakamega County. The results tend to agree with those of Chowa et al. (2013) that engaging parents in child learning has an effect on the learning process in school.

The study also established that parent-teacher communication significantly predicts CBC implementation in public pre-primary schools in Likuyani SC, Kakamega County ($t = 5.917$; $p < 0.05$). The NH that there is no significant relationship between parent-teacher communication and CBC implementation in public pre-primary schools

in Likuyani SC, Kakamega County was rejected. It was concluded that there is a significant relationship between parent-teacher communication and CBC implementation in public pre-primary schools in Likuyani SC, Kakamega County. The findings tend to agree with those of Mikwah (2014) that parental involvement in child learning strongly affects performance.

The results show that final regression function should be as presented in Equation 4.1.

$Y = 0.103X_1 + 0.194X_2 + 0.168X_3 + 0.530X_4$…..Equation 4.1

It was revealed that improving parental involvement in decision making by 1 unit enhances CBC implementation in public pre-primary schools in Likuyani SC, Kakamega County by 0.103 unit ($\beta_1 = 0.103$; $p = 0.1$). It was established that improving parental involvement in resource acquisition by 1 unit enhances CBC implementation in public pre-primary schools in Likuyani SC, Kakamega County by 0.194 unit ($\beta_2 = 0.194$; $p < 0.05$). The findings indicate that that improving parental involvement in homework activities by 1 unit enhances CBC implementation in public pre-primary schools in Likuyani SC, Kakamega County by 0.168 unit ($\beta_3 = 0.168$; $p < 0.05$). It was determined that that improving parent-teacher communication by 1 unit enhances CBC implementation in public pre-primary schools in Likuyani SC, Kakamega County by 0.530 unit ($\beta_4 = 0.530$; $p < 0.05$).

4.7 Thematic Analysis

The researcher conducted focus group discussion with parents to get their views about involvement of parents in implementation of CBC in public pre-primary schools in Likuyani SC, Kakamega County. This study sought to examine the effect of parental

involvement in decision making, parental involvement in resource acquisition, parental involvement in child homework activities and parent-teacher communication on implementation of CBC in public pre-primary schools in Likuyani sub-county, Kakamega County. Thematic analysis results are presented in this section based on focus group discussions held with parents.

4.7.1 Involvement in Decision Making

The findings indicate that school teachers usually invite parents to school to discuss progress of children. It was established that this helped the children to shape the behaviour of their children. There was also consent that majority of parents attended PTA meetings. Those who fail to attend usually send their representatives in the said meetings. The respondents noted that parents were fully involved in the PTA meetings without discrimination. There was consent that such meetings help discuss the need to repair dilapidated infrastructure and disciplinary procedures at the schools. These were noted to be critical in discussing important matters of CBC implementation in public pre primary schools in Likuyani SC.

4.7.2 Resource Acquisition

With regard to resource acquisition, the study found that the majority of parents tried their best to promote child learning. Most of these parents m consented to providing at least the basic needs required for learning in the CBC. Parents agreed that more resources were required for CBC and the parents always collaborated to facilitate the practical aspects of CBC learning. Parents agreed that at times they were involved in purchasing school equipment if required especially in PTA meetings, otherwise most of the time the government provides required resources for learning. Parents also agreed that they helped purchase textbooks when requested by the school

administration. However, some parents admitted that they did not have enough resources but they were trying their best and they encouraged their children to share. Generally, parents consented that they were involved in providing resources to facilitate CBC learning in public pre primary schools in Likuyani SC.

4.7.3 Parental Involvement in Child Homework Activities

The study found out that majority of parents had less time to assist their children undertake home assignments due to a lot of work at hand, which affects their schedules. Some parents admitted that they were doing businesses which took most of their times while others revealed that there was so much work at home but they sacrificed the little time they had to assist the children whenever asked questions. Majority of parents agreed that they undertook tasks at home and allowed their children to study and do homework activities. Some parents also noted that they would use elder siblings who are conversant with educational matters to help their children in CBC process.

The study also found out that majority of parents had designated places of study for their children at home. There was general consent that every parent deterred their children from bad company and negative influence of peers among other factors. Some parents actually admitted that they set at least short time for children to study, though they would involve them in work at home at least immediately they come from school. Parents also generally consented that they assist their children schedule time for homework activities. Parents generally agreed that they actively assisted their children to learn practical CBC aspects such as cooking; washing clothes, cleaning utensils, brushing shoes and face washing.

4.7.4 Parent-Teacher Communication

The study found out that parents were usually invited to school to discuss academic well being of their children. Moreover, special cases regarding disciplinary issues and sudden behaviour change among children also prompted teachers to call the parents. It was noted that teachers also required parents to comment on daily report book about progress of the pupils. Parents also agreed that they usually converse with the teachers when they note behaviour change in their children, to encourage them to improve on certain subject areas and also to thank them for good results. It was generally consented that most parents used telephone calls to communicate with teachers and also availed themselves for face to face communication when necessary especially on serious disciplinary and academic issues. Majority of parents also agreed that they attended visiting days, during which they discuss child progress in school. Parents generally agreed that participating in learning process improves CBC implementation. Parents suggested that schools need to have regular communication through bulk SMS that can enable communication on any issues. It was also suggested that parents be trained adequately on CBC so that they also comprehend how best to engage with the school so as to enhance child learning.

CHAPTER FIVE

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

5.1 Introduction

The key findings, conclusions and recommendations are presented in this chapter. The key aim of the study was to examine the parental involvement and CBC implementation in public pre-primary schools in Likuyani SC, Kakamega County. The researcher specifically examined the effect of PI in DM, PI in resource acquisition, parental involvement in child homework activities and parent-teacher communication on CBC implementation in public pre-primary schools in Likuyani SC, Kakamega County and the moderating effect of government support on the relationship between parental involvement and CBC implementation in public pre-primary schools in Likuyani SC, Kakamega County. Epstein's theory of 1995 which includes a framework describing six diverse kinds of PI guided the study. The researcher adopted mixed research approach. The researcher employed explanatory research design.

5.2 Summary

This section summarizes results based on objectives.

5.2.1 Parental Involvement in Decision Making and CBC implementation in public pre-primary schools in Likuyani Sub-county, Kakamega County

It was noted that the respondents were undecided on whether PTA has included parents from all levels (pre-school) or not (mean = 2.82; STD = 1.189). It was established that the respondents were undecided on whether parents are involved in motivating learners to fulfill their potential or not (mean = 2.96; STD = 1.294). It was determined that he respondents were undecided on whether parents are involved in

improving dilapidated status of some essential infrastructures via public fund raising or not (mean = 3.15; STD = 1.223). It was revealed that the respondents were undecided on whether parents make decisions with regard to the employment of support staff to curb understaffing or not (mean = 2.85; STD = 1.397). It was shown that the respondents were undecided on whether parents are included in deciding the discipline at school or not (mean = 2.94; STD = 1.326).It was found out that there is a positive and significant relationship between PI in decision making and CBC implementation in public pre-primary schools in Likuyani SC, Kakamega County ($r = 0.301$; $p < 0.05$).Parental involvement in decision making significantly predicts CBC implementation in public pre-primary schools in Likuyani SC, Kakamega County ($t = 1.647$; $p = 0.1$).It was established that that improving parental involvement in decision making by 1 unit enhances CBC implementation in public pre-primary schools in Likuyani SC, Kakamega County by 0.103 unit ($\beta_1 = 0.103$; $p = 0.1$).

5.2.2 Parental Involvement in Resource Acquisition and CBC implementation in public pre-primary schools in Likuyani Sub-county, Kakamega County

There was general agreement among the respondents were undecided on whether parents are involved in purchasing chairs, tables and provide study room at home for their pupils or not(mean = 3.10; STD = 1.327). The respondents were undecided on whether parents are involved in providing adequate personal textbooks for their pupils or not (mean = 2.81; STD = 1.290). The respondents agreed that parents are involved in provision of adequate of food at home for their pupils or not (mean = 3.50; STD = 1.111). It was consented that parents are involved in ensuring good lighting at home promoting study for their pupils (mean = 3.55; STD = 1.126). Parental involvement in resource acquisition and CBC implementation in public pre-primary schools in

Likuyani SC, Kakamega County positively and significantly related ($r = 0.480$; $p < 0.05$). It was established that improving parental involvement in resource acquisition by 1 unit enhances CBC implementation in public pre-primary schools in Likuyani SC, Kakamega County by 0.194 unit ($\beta_2 = 0.194$; $p < 0.05$).

5.2.3 Parental Involvement in Homework Activities and CBC implementation in public pre-primary schools in Likuyani Sub-county, Kakamega County

It was noted that the respondents were undecided on whether parents are involved in time scheduling homework programmes at home for their pupils or not (mean = 3.22; STD = 1.283). There was indecisiveness on whether parents are involved in good experimental (practice) learning activities as homework together with their pupils at home or not (mean = 3.22; STD = 1.227). It is shown that the respondents were undecided on whether parents are involved in building critical thinking for the learners and problem solving as homework activities or not (mean = 2.80; STD = 1.251). The respondents were undecided on whether the parents are involved in assisting pupils who are having difficulty with particular abilities or subjects with their homework or not (mean = 3.26; STD = 1.298).It was noted that there is a positive and significant relationship between PI in homework activities and CBC implementation in public pre-primary schools in Likuyani SC, Kakamega County ($r = 0.555$; $p < 0.05$). That improving parental involvement in homework activities by 1 unit enhances CBC implementation in public pre-primary schools in Likuyani SC, Kakamega County by 0.168 unit ($\beta_3 = 0.168$; $p < 0.05$).

5.2.4 Parent-Teacher Communication and CBC implementation in public pre-primary schools in Likuyani Sub-county, Kakamega County

The respondents were undecided on whether parents and teachers comment on the daily report book on progress of the pupil or not (mean = 3.15; STD = 1.279). There was indecisiveness on whether parent's do attend parent teachers association meetings promptly or not (mean = 3.15; STD = 1.313). It was found out that the respondents were undecided on whether parents are involved in communicating with the teachers on pupils' general welfare or not (mean = 3.19; STD = 1.249). It was noted that the respondents were undecided on whether parents discuss academic performance of their pupils with class teachers or not (mean = 3.02; STD = 1.402). It was noted that the respondents agreed that parents avail themselves to attend visiting days (mean = 3.84; STD = 0.933). It was determined that parent-teacher communication and CBC implementation in public pre-primary schools in Likuyani SC, Kakamega County positively and significantly relate ($r = 0.690$; $p < 0.05$). It was determined that that improving parent-teacher communication by 1 unit enhances CBC implementation in public pre-primary schools in Likuyani SC, Kakamega County by 0.530 unit ($\beta_4 = 0.530$; $p < 0.05$).

5.2.5 Moderating Effect of Government Support

The respondents were undecided on whether parents have been empowered on parental involvement or not (mean = 3.24; STD = 1.144). There was general indecisiveness among respondents on whether Teachers have been trained on parental involvement in CBC or not (mean = 3.23; STD = 1.095). It was found out that the respondents were undecided on whether the government has provided adequate textbooks for learning or not (mean = 3.26; STD = 1.298). It was noted that the

respondents were undecided on whether enough teachers have been deployed by the government or not (mean = 3.36; STD = 1.193).

5.2.6 CBC implementation in public pre-primary schools in Likuyani Sub-county, Kakamega County

It was noted that the respondents were undecided on whether the number of children reporting to the ECDE centre is increasing or not (mean = 3.25; STD = 1.154). There was general indecisiveness on whether the transition rate from pre-primary school to PS is increasing or not (mean = 3.06; STD = 1.230). There was also indecisiveness on whether the academic achievement of learners is improving or not (mean = 3.11; STD = 1.219). Indecisiveness on whether the children are motivated in learning process or not was noted (mean = 3.06; STD = 1.209). Parents noted that their engagement in child learning improves learning and CBC implementation. Parents suggested that schools need to have regular communication through bulk SMS that can enable communication on any issues. It was also suggested that parents be trained adequately on CBC so that they also comprehend how best to engage with the school so as to enhance child education.

5.3 Conclusions

1. It was concluded that PI in decision making positively and significantly affects CBC implementation in public pre-primary schools in Likuyani SC, Kakamega County.

2. It was also concluded that PI in resource acquisition positively and significantly predicts CBC implementation in public pre-primary schools in Likuyani SC, Kakamega County.

3. The researcher concluded that parental involvement in homework activities positively and significantly affects CBC implementation in public pre-primary schools in Likuyani SC, Kakamega County.

4. The study concluded that parent-teacher communication positively and significantly affects CBC implementation in public pre-primary schools in Likuyani SC, Kakamega County.

5. The researcher also concluded that the moderating effect of government support on the relationship between parental involvement and CBC implementation in public pre-primary schools in Likuyani SC, Kakamega County is insignificant.

5.4 Recommendations

5.4.1 Policy Makers

To policy makers, it is recommended that stakeholders be fully involved in coming up with and implementing policies on CBC. In particular, the involvement of parents, students, teachers and students in the education ministry should be key in implementation process.

5.4.2 Stakeholders

1. It is recommended that parental involvement in resource acquisition should be enhanced in order to improve CBC implementation in public pre-primary schools in Likuyani SC, Kakamega County.

2. It is also recommended that parental involvement in homework activities should be enhanced in order to improve CBC implementation in public pre-primary schools in Likuyani SC, Kakamega County.

3. Lastly, it is recommended that parent-teacher communication should be improved in order to enhance CBC implementation in public pre-primary schools in Likuyani SC, Kakamega County.

5.4.3 Suggestions for Further Studies

Future researchers should examine the effect of parental involvement on CBC implementation in other regions in Kenya.

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APPENDICES

Appendix I: Introduction Letter

Department of Curriculum and Educational Media

Faculty of Education,

Moi University,

P.O. Box 3900-30100.

Dear Sir/Madam,

RE: LETTER OF INTRODUCTION-IMBALI ALICE KHAMALI-EDU/PG/EDH/1017/14

I am a post graduate student undertaking a Masters' Degree Course at the School of Education, Department of Curriculum, Instruction and Educational Media, Moi University. I am carrying out a study on" ***Parental Involvement in the Implementation of Competency Based Curriculum in Public Pre Primary Schools in Likuyani Sub County Kakamega County, Kenya."***

Yours sincerely

Imbali Alice Khamali

Student Moi University

Email:mugoialice6@gmail.com

Appendix II: Informed Consent Form

INFORMED CONSENT FORM

PARENTAL INVOLVEMENT IN THE IMPLEMENTATION OF COMPETENCY BASED CURRICULUM IN PUBLIC PRE PRIMARY EDUCATION IN LIKUYANI SUB COUNTY KAKAMEGA COUNTY, KENYA.

1.I confirm that I have read and understood the participant information sheet dated ……..version for the above study and I have had the opportunity to ask questions which have been answere ☐

2. I understand that my participation is voluntary and I am free to withdraw at any time, without giving any reason or legal rights being affected. ☐

3. I agree to take part in the above study. ☐

_____	_____	_____
Name of participant	Signature	Date

_____	_____	_____
Name of researcher	Signature	Date

Appendix III: NACOSTI Research License

REPUBLIC OF KENYA

NATIONAL COMMISSION FOR SCIENCE,TECHNOLOGY & INNOVATION

Ref No: **413947**

Date of Issue: **16/January/2022**

RESEARCH LICENSE

This is to Certify that Miss.. ALICE KHAMALI IMBALI of Moi University, has been licensed to conduct research in Kakamega on the topic: THE EXECUTION OF PARENTAL INVOLVEMENT IN THE IMPLEMENTATION OF COMPETENCY BASED CURRICULUM IN PUBLIC PRE-PRIMARY EDUCATION IN LIKUYANI SUB-COUNTY, KAKAMEGA COUNTY. for the period ending : 16/January/2023.

License No: **NACOSTI/P/22/15241**

413947

Applicant Identification Number

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THE SCIENCE, TECHNOLOGY AND INNOVATION ACT, 2013

The Grant of Research Licenses is Guided by the Science, Technology and Innovation (Research Licensing) Regulations, 2014

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1. The License is valid for the proposed research, location and specified period
2. The License any rights thereunder are non-transferable
3. The Licensee shall inform the relevant County Director of Education, County Commissioner and County Governor before commencement of the research
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Appendix IV: Research Questionnaire

SECTION A: GENERAL INFORMATION

A1. Kindly indicate your gender

Male [ ] Female [ ]

A2. What is your highest academic qualification?

Primary [ ] Secondary [ ] Post secondary [ ] Graduate [ ]

Post graduate [ ]

A3. Please indicate your position in this school (Kindly Tick √)

Head Teacher [ ] Class Teacher [ ] Parent [ ]

A4. For how long have you been working in this school?

Below 5 years [ ] 5 to 10 years [ ] Over 10 years [ ]

A5. Kindly indicate your current employer (Kindly Tick√)

Teachers Service Commission [ ] County government [ ]

Parents Teachers Association [ ]

A6. Have you undergone through CBC training?

Yes [ ] No [ ]

SECTION B: Parental involvement and CBC implementation

Indicate the following statements regarding parental **involvement in pre-primary** in this school as well as CBC implementation

Rate the statements using: 1= strongly disagree, 2 = disagree, 3= neutral, 4= agree, 5= strongly agree.

Parental involvement in decision making	1	2	3	4	5
PTA has included parents from all levels (pre-school)					
Parents are involved in motivating learners to fulfill their potential					
Parents are involved in improving dilapidated status of some essential infrastructures via public fund raising					
Parents make decisions with regard to the employment of support staff to curb understaffing					
Parents are included in deciding the discipline at school					
Parental involvement in resource acquisition					
Parents are involved in purchasing chairs, tables and provide study room at home for their pupils					
Parents are involved in providing adequate personal textbooks for their pupils					
Parents are involved in provision of adequate of food at home for their pupils					
Parents are involved in ensuring good lighting at home promoting study for their pupils					
Parental involvement in homework activities					
Parents are involved in time scheduling homework programmes at home for their pupils					
Parents are involved in good experimental (practice) learning activities as homework together with their pupils at home					
Parents are involved in building critical thinking for the learners and problem solving as homework activities					

Parents are involved in assisting pupils who are having difficulty with particular abilities or subjects with their homework					
Parent-teacher communication					
Parents and teachers comment on the daily report book on progress of the pupil					
Parent's do attend parents –teachers association meetings promptly					
Parents are involved in communicating with the teachers on pupils general welfare					
Parents discuss academic performance of their pupils with class teachers					
Parents avail themselves to attend visiting days					
Government support					
Parents have been empowered on parental involvement					
Teachers have been trained on parental involvement in CBC					
The government has provided adequate textbooks for learning					
Enough teachers have been deployed by the government					
Implementation of CBC in public pre-primary schools in Likuyani sub-county, Kakamega County					
The number of children reporting to the ECDE centre is increasing					
The transition rate from pre-primary school to primary school is increasing					
The academic achievement of learners is improving					
The children are motivated in learning process					

End-Thank You for Your Cooperation

Appendix V: Interview Checklist for Parents

1. In terms of involvement in decision making, does your child's teacher call you to school to discuss the child's progress? (probe; how the parent helps his/her child develop good behavior)

   Do you usually attend PTA meetings?

   If yes, does it include parents from all levels?

   Are you involved in improving dilapidated status of some essential infrastructures in school? If yes, how?

   Are you included in deciding the discipline at school?

2. On resource acquisition, how do you support your child? (probe; items at the disposal of the child that enhances learning)

   Are you involved in purchasing of school equipment? (Ask about hard infrastructure)

   How are you involved in provision adequate reading materials for their pupils?

   How are you involved in ensuring promotion of children academic work?

3. Considering homework activities, how frequent do you help your child in their homework? (probe; giving pupils ample time to study, also probe on study environment)

   Are you involved in time scheduling homework programmes for your child?

   How are you involved in good experimental learning activities with your child?

   If yes, list three main the experimental learning activities you were involved?

a. _____

b. _____

c. _____

4. In terms of communication between you and teachers, do you call or visit the school to follow on your child's academic progress? (Probe; some of the other activities that the parent is called upon to do).

   Are you required by teachers to comment on the daily report book on progress of the pupil?

   On what aspects of pupil's general welfare do you communicate with the teachers?

   What mode of communication do you use to reach class teachers in order to discuss academic performance of your child?

   Do you avail yourselves on visiting days? (Probe on their experience, if any)
5. In your opinion, does your general participation in your child's academic work enhance the performance in school?
6. Kindly give any suggestion you think could be used to improve your engagement with the school so as to improve children's performance?

End.

Thank you for your cooperation.

Appendix VI: List of public pre-primary schools in Likuyani sub-county, Kakamega County

1. Aligula Pre-primary School
2. Godown Pre-primary School
3. Ivugwi Pre-primary School
4. KilimaniPre-primary School
5. Matunda Pre-primary School
6. Sango Pre-primary School
7. Siyenga Pre-primary School
8. Sikhendu Pre-primary School
9. Lukusi Pre-primary School
10. Seregeya Pre-primary School
11. Makutano Pre-primary School
12. St.Francis Pre-primary School
13. Lugulu Pre-primary School
14. Mapera Pre-primary School
15. MaweTatu Pre-primary School
16. Kware Pre-primary School
17. Moisbridge Machine Pre-primary School
18. Moisbridge Township Pre-primary School
19. Kombis Mapesa Pre-primary School
20. St.MachaelNzoia Pre-primary School
21. St.MarysLusweti Pre-primary School
22. St.Monica Pre-primary School

23. Lumino Pre-primary School
24. KambiMawe Abeka Pre-primary School
25. Likuyani Pre-primary School
26. Chief Banda Pre-primary School
27. Sikulu Pre-primary School
28. Kisigame Pre-primary School
29. Kosoki Pre-primary School
30. Mukunga Pre-primary School
31. Dr.Nganga Pre-primary School
32. Binyenya Pre-primary School
33. Changarawe Pre-primary School
34. Everglade Forest Pre-primary School
35. Sirende Blessings Pre-primary School
36. Mandila Pre-primary School
37. Bondeni Pre-primary School
38. SinokoAndeyo Pre-primary School
39. Ngao Pre-primary School
40. Dr.Wabuke Friends Pre-primary School
41. St.Augustine Riverside Pre-primary School
42. St.Vincent De Paul Pre-primary School
43. Lurende Pre-primary School
44. Muruli Pre-primary School
45. Matisi Pre-primary School
46. Patrice Pre-primary School
47. Mbururu Pre-primary School

48. Mwiba Pre-primary School
49. Kona Pre-primary School
50. Maua Pre-primary School
51. Chebukaka Pre-primary School
52. Mufungu Pre-primary School
53. St.Charles Lwanga Pre-primary School
54. St.Josephs ACK Kipsangu Pre-primary School
55. Mirembe Pre-primary School
56. St.Don Bosco Pre-primary School
57. Ludodo Pre-primary School
58. Mutoni Pre-primary School
59. Musemwa Pre-primary School
60. Namunyiri Pre-primary School
61. St.Joseph'sNyortis Pre-primary School
62. Arch Angel Raphael Pre-primary School
63. Nasianda Pre-primary School
64. Nangili Pre-primary School
65. Soysambu Pre-primary School
66. St. Teresa's Pre-primary School
67. Kongoni Pre-primary School
68. Brigadier Musonye Pre-Primary School

Appendix VII: Map of Study Area