

**INFLUENCE OF PARENTAL INVOLVEMENT IN THE IMPLEMENTATION OF  
CURRICULUM IN PUBLIC PRIMARY SCHOOL IN CHEPALUNGU SUB-COUNTY,  
BOMET COUNTY, KENYA.**

**EDU-G-4-1608-21**

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FULFILLMENT OF THE REQUIREMENTS FOR THE AWARD OF THE DEGREE OF  
BACHELOR OF EDUCATION (ARTS) AT GRE TSA UNIVERSITY.**

**DECEMBER, 2024**

**DECLARATION**

**DECLARATION**

Student:

This Proposal is my original work and has not been presented for the award of a Bachelor's Degree or for any similar purpose in any other institution.


Signature:  Date: 11/12/24

**EDU-G-4-1608-21**

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Supervisor:

This proposal has been submitted with my approval as university supervisor.

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## **ABSTRACT**

The study investigates the influence of parental involvement on curriculum implementation in public primary schools in Chepalungu Sub-County, Bomet County, Kenya. Using a mixed-methods approach, the research explores the extent of parental engagement, the socio-economic factors influencing involvement, and the impact of cultural attitudes on education. Findings reveal that parental participation in school activities, communication with teachers, and support for homework significantly affect curriculum implementation. However, socio-economic challenges and cultural perceptions often limit effective involvement. Gender roles were identified as barriers to equitable parental participation. The study underscores the importance of policies that promote inclusive parental engagement and address socio-economic disparities. Recommendations include community-based initiatives to reshape cultural attitudes towards education and targeted programs to alleviate economic barriers, thereby enhancing curriculum implementation and educational outcomes.

## CHAPTER ONE: INTRODUCTION

### 1.1 Background of Study

The practical and emotional resources that their family, school, and the larger community have provided over the years are crucial to ensuring that students adjust to school in a responsible and effective manner. Improved attitudes toward school, improved academic results, and better emotional adjustment are all associated with parents' expectations for their children's education and their involvement in that education. Ethical and logistical considerations must be carefully considered in order to complete this research study. These impacts might result from students internalizing their parents' attitudes about effort and education, from them feeling that their parents value both them and their education, or from their feeling more in control of and competent in their studies. However, it is evident that families and parents cannot operate in isolation to maximize students' success in the classroom; parents need schools, and educators need parents. The Women Education Researchers of Kenya (WERK) underlined the importance of parents supporting their children's academic achievement in a thorough study of primary schools in Kenya, Tanzania, and Uganda, according to Educational Research Network for West and Central Africa (ERNWACA, 2004). The study found a direct correlation between a mother's educational attainment and her children's performance in all three of the East African countries. Children whose moms have never attended school are more likely to miss school or perform poorly academically than children whose mothers have at least completed elementary school, according to study from WERK (ERNWACA, 2004). With the establishment of Parent's Teachers Associations (PTAs), parents are now seen as being increasingly important to their children's academic performance. Parents-teacher associations are, increasingly becoming significant components in the arrangement of the school's administrative framework. These organizations care about professional issues including curriculum implementation as well as the overall well-being of the schools. By continuously observing how teachers are implementing the curriculum, they help to improve it. Parental involvement in their children's academic success has increased since the formation of Parent Teacher Associations (PTAs). Shiundu and Omulando (1992) assert that parent-teacher associations are becoming an increasingly important part of how the school's administrative structure is set up. These organizations are concerned with both the general health of the schools and professional matters such as curriculum implementation. Teachers contribute to the

improvement of the curriculum by regularly observing how it is being implemented. Given that Kenya's education system is grade-based, how well schools perform on national exams provides insight into the effectiveness of their curriculum implementation. Exam performance is influenced by a number of variables that must be taken into consideration. While some of these elements are related to the home, others are related to the school. While a lot of research has been done on what occurs in schools, not as much focus has been placed on what happens in families and homes to ensure academic success. Parents give unnoticed intellectual support that enhances and supports that of instructors in the classroom.

## **1.2 Statement of Research Problem**

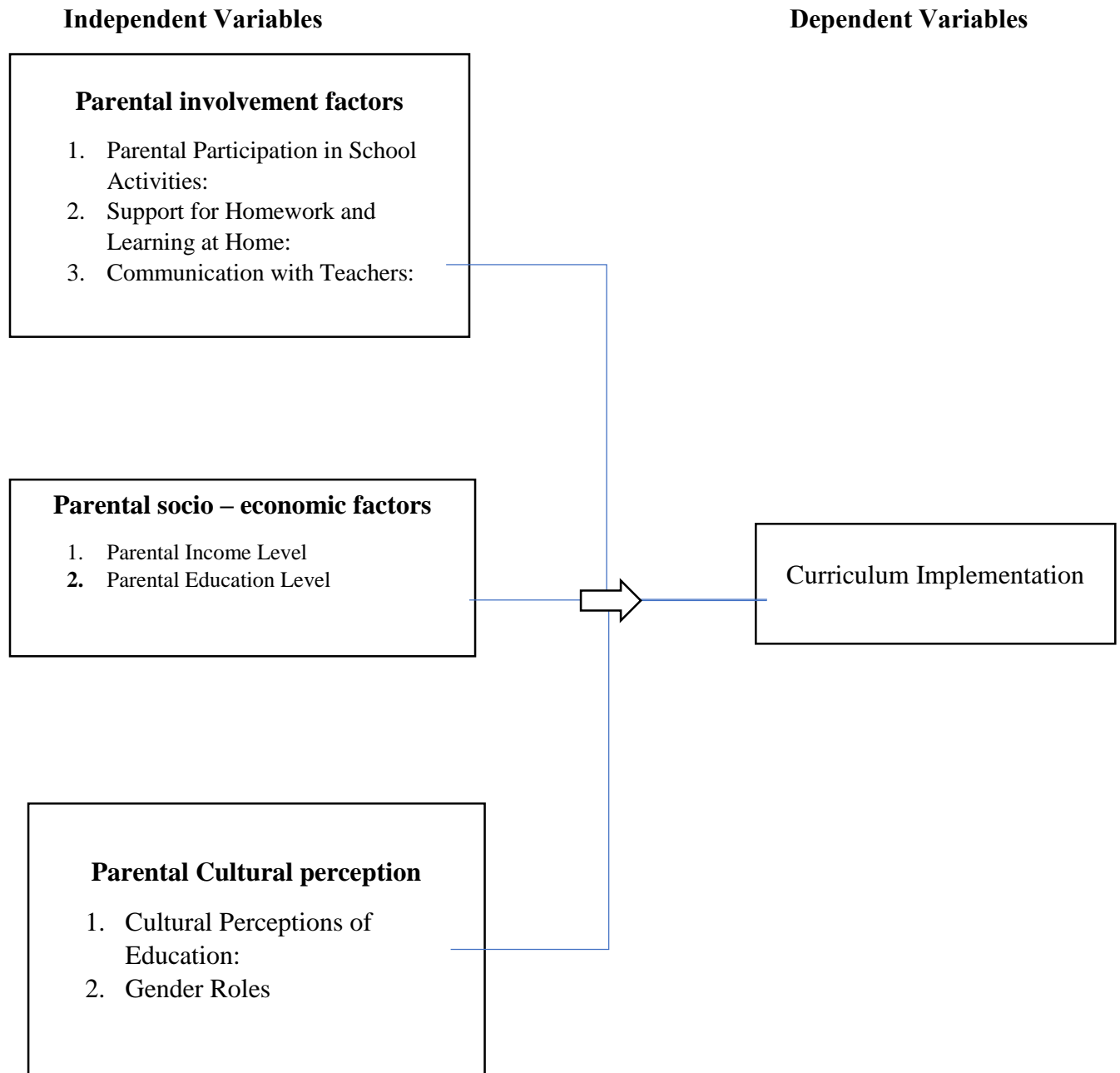
In Chepalungu Sub-County, Bomet County, Kenya, the implementation of the primary school curriculum faced significant challenges. Despite efforts by educational authorities to enhance learning outcomes, many schools continued to grapple with issues related to academic performance, student engagement, and overall educational quality. One critical factor that emerged as potentially influential in addressing these challenges was parental involvement. However, there appeared to be a gap in understanding the extent and nature of parental involvement in curriculum implementation within this specific region. This lack of clarity impeded the development of targeted strategies and policies that could have leveraged parental engagement to improve educational outcomes. Addressing this issue was crucial for stakeholders, including educators, policymakers, and parents, to collaboratively work towards enhancing the quality of primary education in the region. This research aimed to investigate the influence of parental involvement in the implementation of the curriculum in public primary schools in Chepalungu Sub-County, Bomet County, Kenya. By identifying the levels of parental involvement, the barriers they faced, and the impact on curriculum implementation, the study sought to provide actionable insights and recommendations to improve educational practices and outcomes.

## **1.3 Purpose of the Study**

The study investigated the influence of parental involvement in the implementation of the curriculum in public primary schools in Chepalungu Sub-County, Bomet County, Kenya.



## 1.4 Conceptual framework



## **1.5 Research questions**

1. How does parental implementation influence implementation of curriculum in public primary school in Chepalungu sub-county, bomet county, Kenya?
2. How does parental socio-economic factors influence parental involvement in implementation of curriculum in public primary school in Chepalungu sub-county, bomet county, Kenya?
3. How do parental cultural perceptions of education influence parental involvement in implementation of curriculum in public primary school in Chepalungu sub-county, bomet county, Kenya?

## **1.6 Objectives of the study**

### **1.6.1 General Objective**

To investigate the influence of parental involvement in the implementation of curriculum in public primary school in Chepalungu sub-county, bomet county, Kenya.

### **1.6.2 Specific Objectives**

1. To assess how parental involvement influence implementation of curriculum in public primary school in Chepalungu sub-county, bomet county, Kenya
2. To assess how social economic of the parent influence parental involvement in implementation of curriculum in public primary school in Chepalungu sub-county, bomet county, Kenya.
3. To investigate how cultural perceptions of education by parents influence parental involvement in implementation of curriculum in public primary school in Chepalungu sub-county, bomet county, Kenya.

## **1.7 Hypothesis of the study**

H01: There is no significant relationship between parental involvement and implementation of curriculum in public primary school in Chepalungu sub-county, bomet county, Kenya

H02: Social economic of the parent does not significantly influence parental involvement in implementation of curriculum in public primary school in Chepalungu sub-county, bomet county, Kenya.

H03: There is no significant relationship between implementation of curriculum in public primary school in Chepalungu sub-county, bomet county, Kenya

### **1.8 Significance of the Study**

The study on the influence of parental involvement in the implementation of the curriculum in public primary schools in Chepalungu Sub-County, Bomet County, Kenya, held significant importance. First, by understanding how parental involvement affected curriculum implementation, the study provided insights into strategies that could enhance student academic performance, engagement, and overall educational quality in the region. Secondly, the study highlighted the impact of socio-economic factors on parental involvement. Addressing these disparities could help reduce educational inequalities and ensure that all students, regardless of background, had equal opportunities for success. Lastly, by exploring cultural attitudes towards education and parental roles, the study promoted cultural sensitivity and inclusivity in educational practices. It encouraged the recognition and integration of diverse cultural perspectives into educational policies and initiatives.

### **1.9 Delimitations or Scope of the study**

The study specifically focused on Chepalungu Sub-County within Bomet County, Kenya. Findings and recommendations were not generalizable to other regions or counties with different socio-economic, cultural, and educational contexts. The study's findings were based on a specific sample size and selection criteria, which may have limited the generalizability of results beyond the selected participants and schools in Chepalungu Sub-County. The study was conducted within a specific timeframe, which may have restricted the depth and breadth of data collection and analysis. Longitudinal studies could provide a more comprehensive understanding of the evolving dynamics of parental involvement over time.

### **1.10 Limitations of the study**

The study on the influence of parental involvement in the implementation of the curriculum in public primary schools in Chepalungu Sub-County, Bomet County, Kenya, had some limitations that may have affected the interpretation and applicability of its findings. Firstly, the study relied on self-reported data from parents and school administrators, which may have been subject to social desirability bias or inaccuracies in recall. Secondly, challenges in data collection, such as incomplete responses, respondent bias, or logistical issues, may have impacted the reliability and validity of the results. Thirdly, the study's sample size and selection method may not have fully represented the entire population of parents and schools in Chepalungu Sub-County, limiting the generalizability of the findings to other schools or communities within the region. Lastly, the socio-economic, cultural, and educational context of Chepalungu Sub-County may have varied over time, affecting the study's ability to capture the dynamic influences on parental involvement and curriculum implementation.

## **CHAPTER TWO: LITERATURE REVIEW**

### **2.1 Introduction**

This chapter will cover the literature review on the variable's parental involvement, social-economic factors and cultural perspective of parent towards education and how they influence curriculum development in public primary schools. A theoretic framework of the study is also outline and the gaps identified in the theoretical frameworks discussed.

### **2.2 Curriculum Development**

Curriculum implementation refers to the translation of educational policies and goals into classroom practices and student learning experiences (Popham, 2009). It involves the alignment of instructional strategies, assessment methods, and educational resources with intended learning outcomes. Parental involvement in curriculum development refers to the active participation of parents in the design, evaluation, and implementation of educational programs and learning experiences that align with the school curriculum (Epstein, 2001). It encompasses various forms of engagement, including input in decision-making, collaboration with educators, and support for educational initiatives. Parents support curriculum development by reinforcing learning at home, advocating for educational resources, and participating in school activities that promote academic and social-emotional development (Deslandes & Bertrand, 2005). Parental input ensures that curriculum content and learning experiences are culturally responsive, relevant to students' backgrounds, and reflective of community values (Osher, Dwyer, & Jimerson, 2006). Collaborative curriculum development builds trust and strengthens partnerships between schools and families, leading to greater support for educational initiatives and improved school climate (Kohl, Lengua, & McMahon, 2000). Involving parents, community members, and other stakeholders in the curriculum implementation process enhances educational accountability and support (Epstein, 2001). Collaborative partnerships of parents, students and teachers promote a shared vision of education and contribute to improved student outcomes (Henderson & Mapp, 2002).

### **2.3 Relationship between Parental Involvement and Implemental Of Curriculum Development.**

Parental involvement in education is a multifaceted construct that includes participation in school activities, support for homework and learning at home, and communication with teachers. These activities play a crucial role in the successful implementation of curriculum development. Parental participation in school activities, such as attending parent-teacher meetings, volunteering, and participating in school governance, enhances the implementation of curriculum by fostering a supportive educational environment. Active parental engagement promotes a collaborative approach to education, aligning curriculum goals with community needs (Hornby & Blackwell, 2018). A study by Castro et al. (2019) found that parental involvement in school activities positively correlated with enhanced curriculum implementation and improved student academic outcomes in primary schools. Schools with high levels of parental participation benefit from increased community support, which can lead to improved resource allocation and the implementation of diverse educational programs. This involvement ensures that the curriculum is relevant and responsive to the local context (Hoover-Dempsey et al., 2021).

Parental support for homework and learning at home is linked to higher academic achievement and better student engagement. When parents actively assist with homework, they reinforce the curriculum content and help students understand and apply what they have learned in school (Epstein, 2018). Supporting learning at home helps bridge the gap between school and home, reinforcing curriculum objectives and ensuring continuity in the learning process. This support is crucial for the effective implementation of curriculum, particularly in subjects that require regular practice and reinforcement (Patall et al., 2020). Research by Fan and Williams (2020) indicates that parental involvement in homework is associated with improved student performance and more effective curriculum implementation in mathematics and science education.

Regular and effective communication between parents and teachers fosters a better understanding of the curriculum, student progress, and educational expectations. This communication ensures that parents are well-informed and can support their children's learning more effectively (Kraft & Rogers, 2019). Parent-teacher communication provides valuable feedback to educators, helping them understand students' needs and adjust the curriculum accordingly. This two-way communication is essential for continuous improvement and effective curriculum implementation

(Goodall & Montgomery, 2020). A study by Hill and Tyson (2021) highlights that frequent and meaningful communication between parents and teachers is associated with higher levels of student achievement and more successful curriculum implementation in secondary education.

#### **2.4 Relationship between Social-Economic Status of Parent and Implemental Of Curriculum Development.**

Socio-economic status (SES) of parents plays a significant role in shaping educational outcomes and the implementation of curriculum development. SES encompasses various factors, including income, education level, and occupational status, which collectively influence the resources available for children's education, parental involvement, and educational aspirations. Parental income directly impacts the availability of educational resources, which are crucial for effective curriculum implementation.

Higher-income families can afford supplementary educational materials, extracurricular activities, and private tutoring, which enhance the learning experience and support curriculum goals (Bradbury et al., 2020). Socio-economic disparities create challenges in achieving curriculum equity. Students from lower SES backgrounds often lack access to the same educational opportunities as their higher SES peers, leading to gaps in curriculum implementation and learning outcomes (Borman & Pyne, 2020).

Higher-income families can afford supplementary educational materials, extracurricular activities, and private tutoring, which enhance the learning experience and support curriculum goals (Bradbury et al., 2020). Higher-income parents often have the financial means to support their children's education through various means, including investing in educational technology and creating conducive learning environments at home. This support can significantly enhance the implementation of the curriculum (Hanushek & Woessmann, 2020).

Parents with higher educational attainment are more likely to value education and be actively involved in their children's schooling. Their engagement can include participating in school activities, assisting with homework, and advocating for a better curriculum (Park et al., 2020). Educated parents are more likely to understand the importance of a well-rounded curriculum and advocate for its implementation. They can influence school decisions and policies, ensuring that

the curriculum meets high standards and addresses diverse educational needs (Roksa & Kinsley, 2019).

Parents with higher education levels serve as role models, demonstrating the importance of education to their children. This positive influence encourages students to engage more deeply with the curriculum and pursue academic excellence (Jeynes, 2021).

## **2.5 Relationship between Cultural Attitudes and Implementation of Curriculum Development**

Cultural attitudes, including gender roles and cultural perceptions of education, significantly influence the implementation of curriculum development. These attitudes shape educational priorities, participation, and the inclusiveness of educational practices. Cultural attitudes towards gender roles often determine the extent to which boys and girls have access to education. In many societies, traditional gender roles prioritize male education over female education, affecting the implementation of gender-equitable curricula (Unterhalter et al., 2020).

Gender-biased curricula can perpetuate stereotypes and limit opportunities for girls, impacting their educational outcomes and future prospects (Buchmann & Hannum, 2019). Effective curriculum development requires integrating gender sensitivity to address and challenge gender stereotypes. Gender-sensitive curricula promote equality and empower both boys and girls by providing balanced representations and opportunities for all students (Subrahmanian, 2020). However, many curricula fail to address these issues adequately, leading to disparities in educational experiences (UNESCO, 2019).

A study by Marcus and Page (2019) found that gender-sensitive curricula in primary schools improved girls' participation and performance, highlighting the importance of addressing gender roles in curriculum development. Cultural attitudes towards education influence parental involvement in their children's schooling. Positive cultural perceptions of education encourage parents to support and engage in curriculum-related activities, enhancing the implementation process. In contrast, negative or indifferent attitudes can hinder curriculum delivery and student engagement (Jeynes, 2021).



Cultural attitudes can also lead to resistance to curriculum changes, particularly when new curricula challenge traditional norms and values. This resistance can impede the adoption of progressive educational practices and hinder the implementation of inclusive curricula (Sleeter, 2020). Research by Adedeji and Olaniyan (2020) demonstrated that in communities where education is highly valued, parents are more likely to participate in school activities and support curriculum implementation, leading to better student outcomes.

## **2.6 Theoretic Framework**

The theoretical framework for this study draws from several key theories and concepts that underpin the relationships between parental involvement, socio-economic status, cultural attitudes, and the implementation of curriculum development. First, The Social capital theory posits that social networks and relationships provide individuals with access to resources and support. In the context of education, parental involvement can be seen as a form of social capital that enhances students' learning opportunities and supports curriculum implementation (Coleman, 2019). The engagement of parents in school activities and their support for homework reinforce educational practices and curriculum goals. Secondly, The Human capital theory suggests that investments in education and skills development lead to improved economic outcomes. Parental socio-economic status (SES) affects the resources available for such investments, impacting curriculum implementation by influencing the quality of educational materials, access to extracurricular activities, and overall educational support (Becker, 2019). Lastly, Cultural relativism posits that educational practices and curriculum should be understood within the context of local cultural norms and values. This perspective highlights the importance of designing curricula that respect and incorporate cultural diversity, ensuring that education is relevant and meaningful to all students (Geertz, 2019).

## **2.7 Summary of Identified Gaps in the Reviewed Literature**

While existing literature highlights various forms of parental involvement, such as participation in school activities, support for homework, and communication with teachers, there is a lack of comprehensive studies examining how these different forms of involvement interact and collectively impact curriculum development and implementation (Jeynes, 2021). Likely, most

studies focus on the immediate effects of parental involvement on student achievement and curriculum implementation. There is a gap in longitudinal research that examines the long-term impacts of sustained parental involvement on curriculum development and student outcomes over time (Hoover-Dempsey et al., 2021). Lastly, while the literature identifies the challenges and impacts of parental involvement, socio-economic status, and cultural attitudes, there is a lack of research on effective intervention and implementation strategies. More studies are needed to explore practical solutions and best practices for addressing these challenges in curriculum development (Freire, 2020).

## **CHAPTER THREE: RESEARCH METHODOLOGY**

### **3.0 Introduction**

This chapter outlines the research design, methodology, and procedures employed to investigate the influence of parental involvement on the implementation of the curriculum in public primary schools in Chepalungu Sub-County, Bomet County, Kenya. It details the study area, target population, sampling techniques, and sample size to ensure comprehensive data collection. Furthermore, the chapter describes the research instruments, validity and reliability measures, and data collection techniques utilized to ensure accuracy and consistency. Lastly, it highlights the ethical considerations and data analysis methods adopted to interpret the findings effectively and responsibly.

### **3.1 Research Design**

This study used a mixed-methods approach, combining both quantitative and qualitative methods to comprehensively examine the relationships between parental involvement, socio-economic status, cultural attitudes, and the implementation of curriculum development in public primary schools in Chepalungu Sub-County, Bomet County, Kenya

### **3.2 Study Area**

The study was conducted in Chepalungu Sub-County, Bomet County, Kenya. Chepalungu is one of the administrative sub-counties in Bomet County, located in the Rift Valley region of Kenya. Chepalungu Sub-County provided a representative case of rural educational settings in Kenya. Studying this area allowed for an examination of the unique challenges and opportunities faced by rural schools, including resource constraints, socio-economic disparities, and cultural influences on education.

### **3.3 Targeted Population**

The target population for this study consists of 1,500 pupils, 1,000 parents/guardians, and 280 class teachers from 78 public primary schools in Chepalungu Sub-County, Bomet County, Kenya. These groups were chosen because they are directly involved in or affected by curriculum

implementation in the region. The pupils provide insights into educational outcomes, the parents represent the level of involvement and socio-economic factors, while the teachers contribute information on curriculum delivery and parental engagement in school activities.

### 3.4 Sampling technique

The study used stratified random sampling. This technique ensured that subgroups within the population were adequately represented, which was particularly important given the diversity of the target population in terms of socio-economic status, parental involvement, and cultural attitudes.

### 3.5 Sample size

The formula is expressed as:

$$n = \frac{N}{1+Ne^2}$$

Where;

n = the required sample size

N = the total population size

e = the margin of error (expressed as a decimal, for 5% it would be 0.05)

Given the total population (N) is 2,780 (sum of 1,500 pupils, 1,000 parents, and 280 teachers), and setting e at 0.05:

$$n = \frac{N}{1+Ne^2} = \frac{2780}{1+(2780)0.05^2} = 350$$

sample size is approximately **350 respondents**. This ensures that the sample is representative of the target population with a 5% margin of error

### 3.6 Measure Scale

**Table 1:**

**Measure of Scale**

<b>Variable</b>	<b>Measure / indicator</b>	<b>Measure scale</b>	<b>Survey questions</b>
Parental Involvement	Frequency of Participation	Linkert scale	Question 6
	Support for Learning	Linkert scale	Question 7
		Linkert scale	Question 8
	Communication with Teachers		
Socio-Economic Status	Income Level	Open-ended	Question 9
	Education Level	Linkert scale	Question 11
Cultural Attitudes	Importance of Education	Linkert scale	Question 12
	Influence of Cultural Beliefs	Linkert scale	Question 13

### 3.7 Research Instrument

The study used a structured **questionnaire** was used as the primary research instrument to collect data on parental involvement, socio-economic status, and cultural attitudes towards education. The questionnaire is designed to gather both quantitative and qualitative data from the three respondent groups: pupils, parents/guardians, and teachers. The questions were structured using Likert scales, multiple choice, and open-ended formats to ensure comprehensive data collection.

### **3.8 Validity of Measurement**

The study used content validity. Content validity ensured that the measurement instrument, such as the questionnaire, effectively captured the full range of relevant aspects within each construct. Using content validity also enhanced the accuracy and precision of the measurements. It ensured that the questionnaire provided a robust assessment of parental involvement, socio-economic status, and cultural attitudes, contributing to more reliable study findings.

### **3.9 Reliability of Measurement**

The study used internal consistency to measure the reliability of the measurements. Internal consistency reliability assessed how consistently the items correlated with each other. For example, items measuring parental involvement (e.g., participation in school activities, support for learning) consistently reflected the overall level of parental engagement.

### **3.10 Data Collection Techniques**

Data will be collected through structured questionnaires administered to pupils, parents/guardians, and teachers in Chepalungu Sub-County, Bomet County. Pupils in classes 7 and 8 will complete the questionnaires under supervision during school hours, while parents will receive them during parent-teacher meetings or via their children, with follow-up reminders through phone or email. Teachers will fill out the questionnaires during staff meetings. The questionnaires will consist of Likert scale, multiple choice, and open-ended questions to gather data on parental involvement, socio-economic status, and cultural perceptions of education. The data collection will take two weeks, with strict adherence to ethical guidelines, including informed consent, confidentiality, and voluntary participation, ensuring respondents' privacy and the accurate representation of their views.

### **3.11 Data analysis**

The study utilised the Statistical Package for the Social Sciences (SPSS) to summarize and explore the characteristics of the variables (e.g., means, standard deviations, frequencies). This provided an initial overview of parental involvement levels, socio-economic status indicators, and cultural attitudes within the sample. The results were presented in tables and charts.

### **3.12 logical and Ethical considerations**

It was necessary to carefully address logistical and ethical considerations to ensure the successful and responsible completion of this research investigation. The research protected participants' confidentiality by anonymizing data and storing it securely, ensuring that individuals could not be identified from the data presented in any form of dissemination. Additionally, I was mindful of the scope and limitations of the study, considering how findings from this specific context e.g., public primary schools in a specific region could be generalized to broader populations or educational settings. Finally, the research obtained informed consent from all participants, ensuring they understood the purpose of the study, their rights as participants, and how their data would be used and protected.

## **CHAPTER FOUR: FINDINGS AND DISCUSSIONS**

This chapter contains the findings of the research on influence of parental involvement in the implementation of curriculum in public primary school in Chepalungu sub-county, bomet county, Kenya. The specific objectives of the study were:

1. To assess how parental involvement influence implementation of curriculum in public primary school in Chepalungu sub-county, bomet county, Kenya
2. To assess how does social economic of the parent influence parental involvement in implementation of curriculum in public primary school in Chepalungu sub-county, bomet county, Kenya.
3. To investigate how cultural perceptions of education by parents influence parental involvement in implementation of curriculum in public primary school in Chepalungu sub-county, Bomet county, Kenya parental cultural perception and

Below are the findings of represented by frequency tables and bar graphs



## 4.1 Demographic Information

### 4.1.1 Respondents

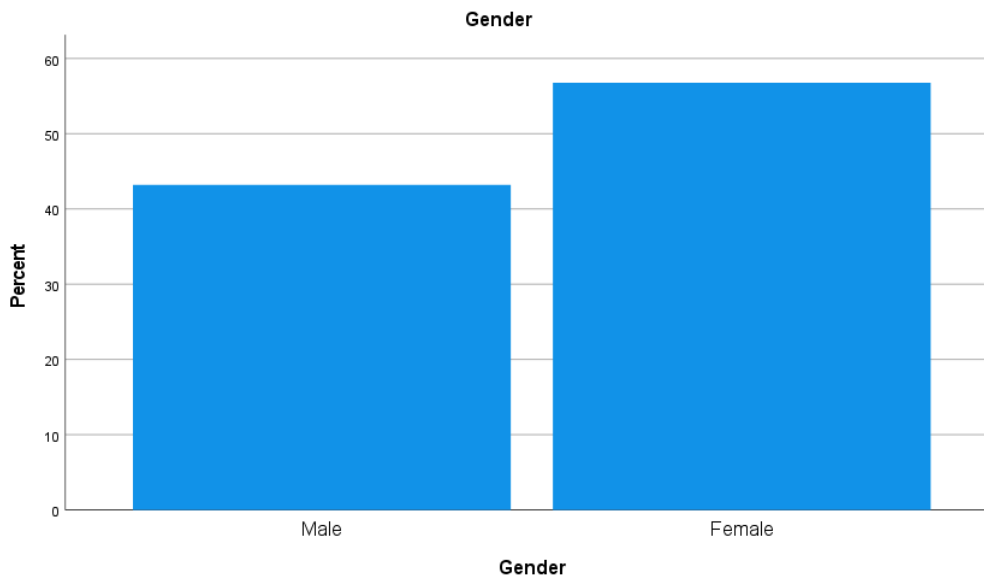
There were three respondents in the study parents, teachers and students. Out of the respondents there were 100 parents (35.7%), 30 teachers (10.7%) and 150 students (53.6). Majority of the respondents were students followed by parents while teachers were the least respondents.

**Type of respondent**

	N	%
Parents	100	35.7%
Teachers	30	10.7%
students	150	53.6%

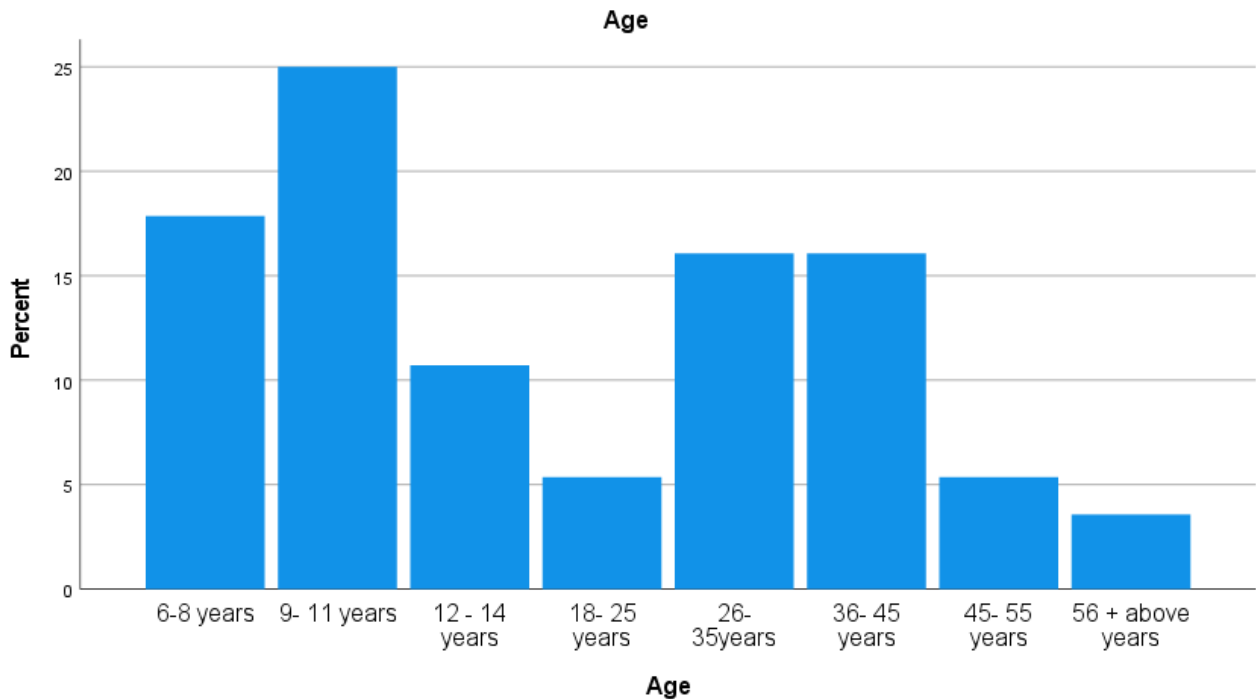
### 4.1.2 Gender

The female respondents (56.8%) outnumber male respondents, indicating a higher participation rate among females in this survey or study while the Male respondents (43.2%) are fewer but still constitute a significant portion of the total respondents.



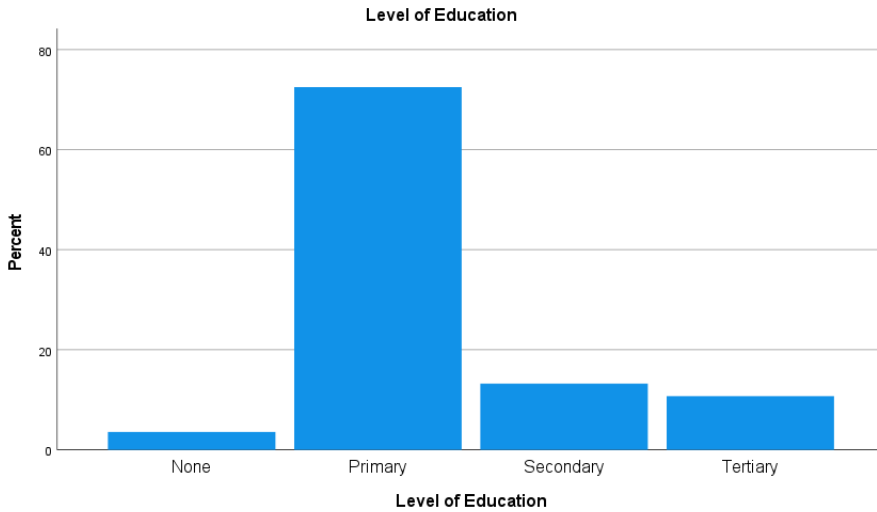
### 4.1.3 Age Distribution

The 9-11 years group constitutes the largest portion of the respondents (25.0%). A significant portion of respondents falls within the 26-35 years (16.1%) and 36-45 years (16.1%) age brackets. The smallest groups are those aged 56+ years (3.6%) and 18-25 years (5.4%). The younger age groups (6-14 years) together make up over 50% of the respondents, highlighting a focus on students in the study, while the adult age groups (26+ years) account for a substantial portion of the remaining respondents.



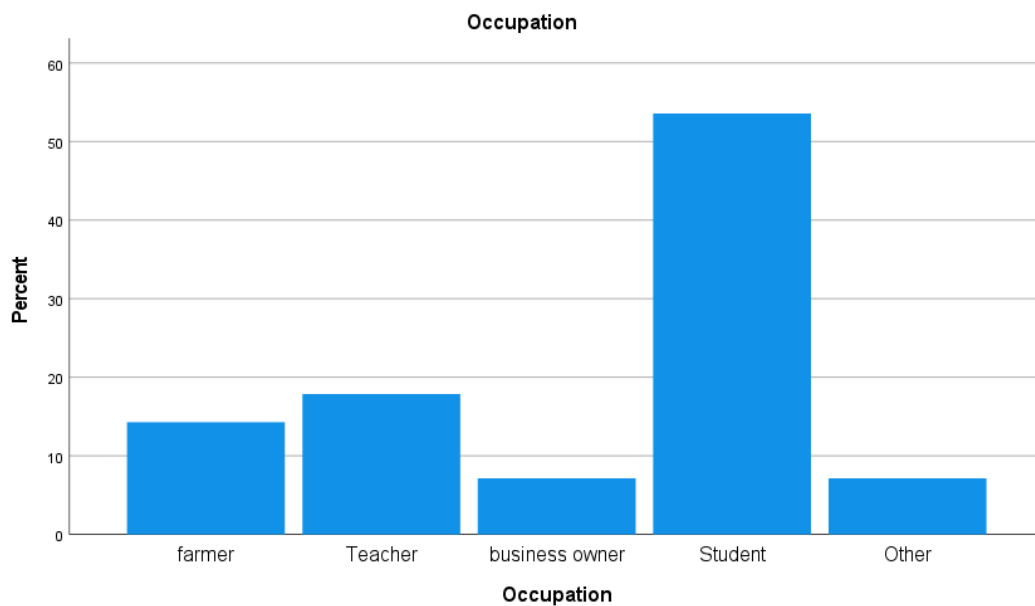
### 4.1.4 Level of Education

The majority of the respondents, 72.5%, have primary education as their highest level of education, indicating a strong representation from individuals with basic education. Secondary education (13.2%) and tertiary education (10.7%) make up a smaller, yet notable portion of the population. A very small fraction of respondents, 3.6%, have no formal education, highlighting that most of the respondents have at least some levels of schooling.



#### 4.1.5 Occupation

Students represent the largest group, making up 53.6% of the total respondents. This aligns with the study's focus on school-related subjects, explaining the high number of student respondents. Teachers (17.9%) and farmers (14.3%) are the next most common occupations, reflecting the community's involvement in education and agriculture. Business owners and those in other occupations each account for 7.1%, indicating a small but diverse segment of the population engaged in different types of work.

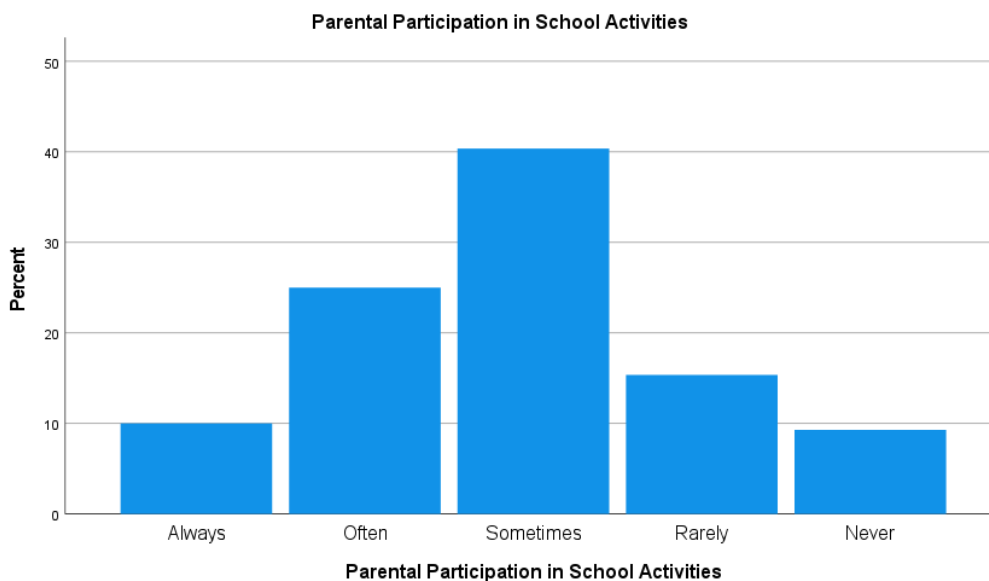


## 4.2 Parental Involvement

The first objective of the study sought to assess how parental involvement influence implementation of curriculum in public primary school in Chepalungu sub-county, bomet county, Kenya the following were the findings.

### 4.2.1 Parent Participation in School Activities.

The largest group of parents, 40.4%, participate in school activities sometimes, indicating moderate involvement in school-related events. 25.0% of parents participate often, while 10.0% participate always, suggesting that 35.0% of parents are actively involved on a regular basis. However, a significant portion of parents either rarely (15.4%) or never (9.3%) participate, indicating that approximately 24.7% of parents are minimally involved or absent from school activities.



### 4.2.2 Type of Support Offered

The majority of parents demonstrate a strong commitment to supporting their children's education through helping with homework (74.1%), providing educational materials (74.6%), and monitoring study habits (74.6%). This indicates that a significant proportion of parents actively participate in their children's academic efforts at home. Engaging in educational activities outside

of school sees a lower level of involvement, with only 37.3% of parents participating, suggesting that while many parents support academic tasks, fewer extend their involvement to extracurricular educational opportunities. The overall percentages exceeded 100% in the total cases since some parents reported multiple types of support, reflecting a multifaceted approach to involvement in their children's education.

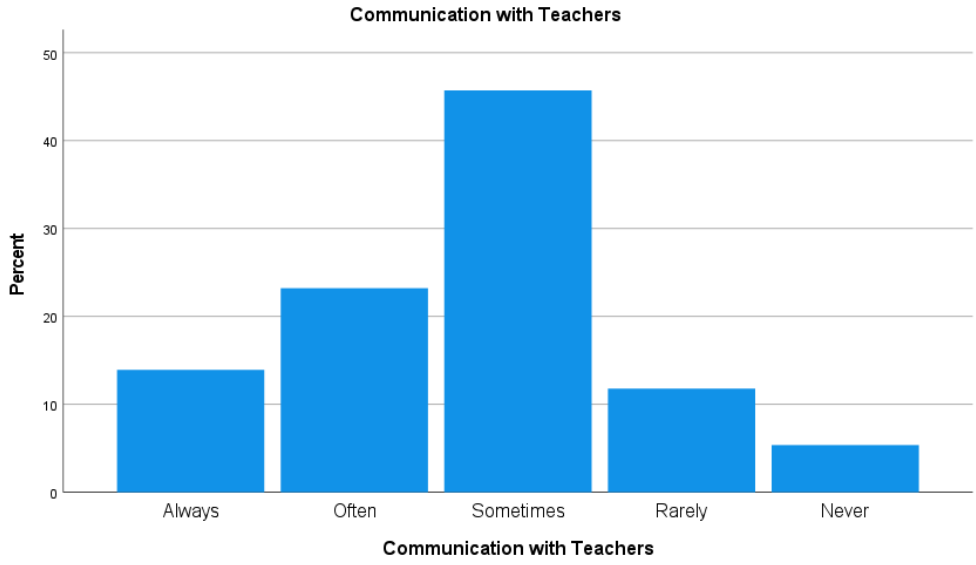
### Support Type Offered

		Responses		Percent of Cases
		N	Percent	
1 <sup>a</sup>	Helping with homework	169	28.5%	74.1%
	Providing educational materials	170	28.6%	74.6%
	Monitoring study habits	170	28.6%	74.6%
	Engaging in educational activities	85	14.3%	37.3%
	Total	594	100.0%	260.5%

a. support type.

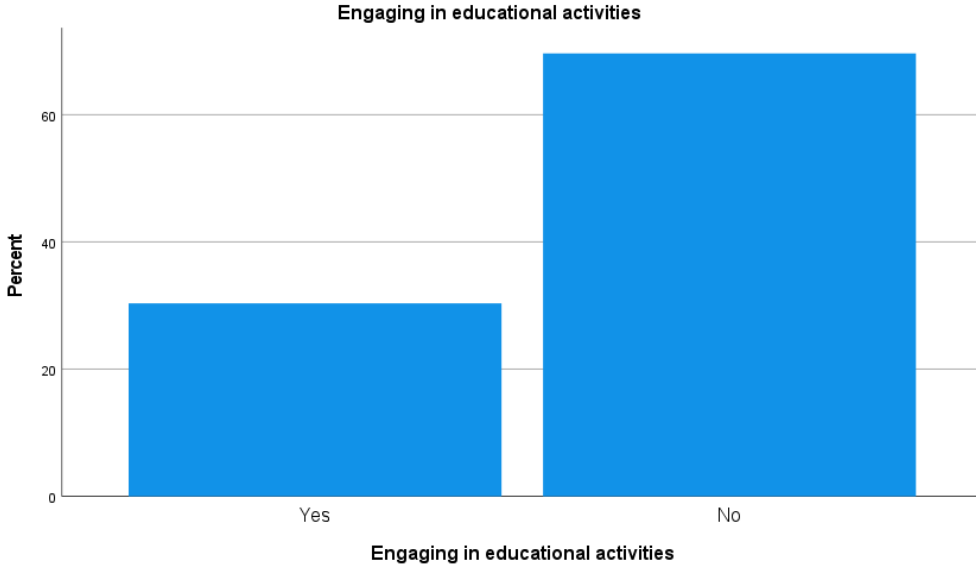
### 4.2.3 Parent Teacher Communication

The majority of parents, 45.7%, report communicating with teachers sometimes, indicating a moderate level of engagement in discussions regarding their children's education. 23.2% of parents communicate often, and 13.9% communicate always, suggesting that approximately 37.1% of parents are actively involved in ongoing communication with teachers. A smaller portion of parents, 11.8%, communicate rarely, and 5.4% never communicate with teachers, indicating that 17.2% of parents may not regularly engage in communication about their child's educational progress.



**4.2.4 Engaging In Educational Activities**

A significant majority of parents, 69.6%, indicate that they do not engage in educational activities with their children outside of school settings. Only 30.4% of parents actively participate in such educational activities, suggesting that there is considerable room for improvement in parental involvement in extracurricular educational opportunities.



### 4.3 Social-Economic Status Of Parent

The second variable sought to assess how social economic of the parent influence parental involvement in implementation of curriculum in public primary school in Chepalungu sub-county, bomet county, Kenya. The following were the outcomes obtained from the study.

#### 4.3.1 Monthly household income

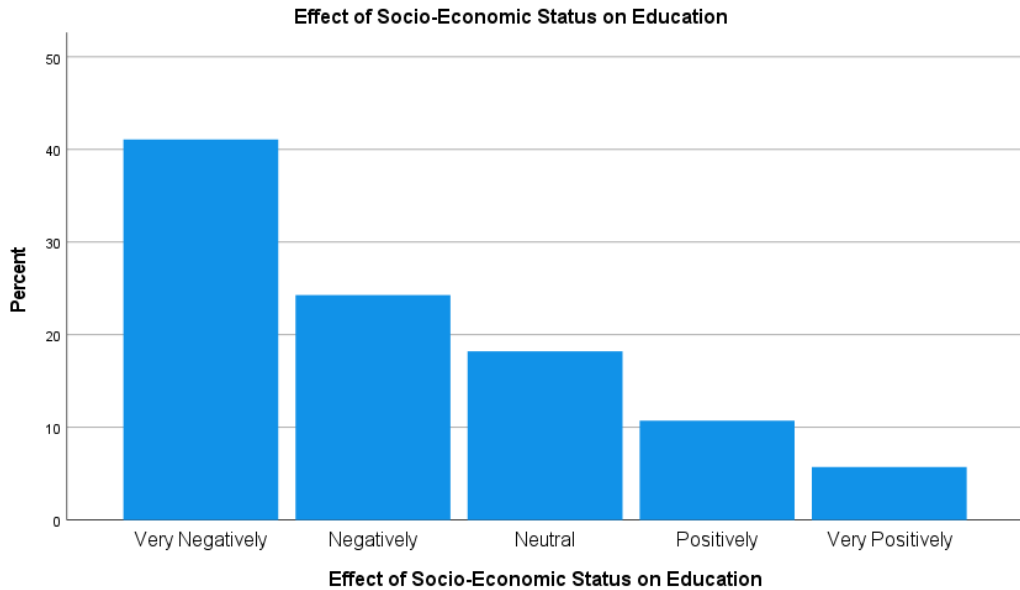
The majority of respondents, 17.9%, fall within the lowest income bracket (less than KES 10,000), indicating that many families may experience financial challenges. 10.7% of households have a moderate-income level between KES 10,000 and KES 20,000. A smaller proportion, 7.1%, report earning above KES 20,000, suggesting a smaller portion of higher-income families.

<b>Monthly Household Income</b>		
	N	%
Less than KES 10,000	50	17.9%
KES 10,000 – 20,000	30	10.7%
Above KES 20,000	20	7.1%
Missing System	180	64.3%

The missing 180 respondents comprise of students and teachers, the question was only administered to the parents.

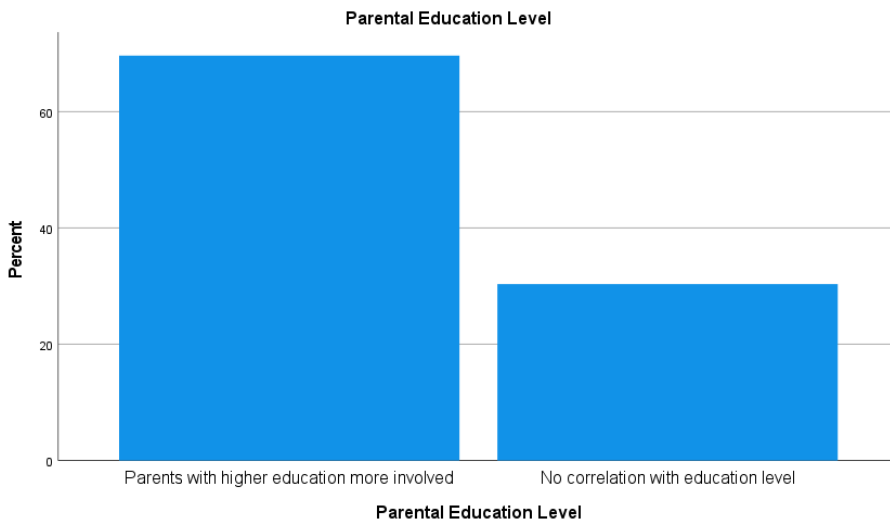
#### 4.3.2 Impact of Financial Ability

A significant portion of respondents, 41.1%, believe that socio-economic status affects education very negatively. 24.3% of respondents see a negative impact, while 18.2% remain neutral on the issue. A smaller proportion of respondents, 10.7%, perceive a positive effect, and 5.7% feel that socio-economic status has a very positive impact on education.



### 4.3.3 Parental Education Level

A majority of respondents (69.6%) indicate that parents with higher education levels tend to be more involved in their children's education, implying that educational attainment influences how actively parents participate in school-related activities. A smaller group (30.4%) believes that parental involvement is not necessarily tied to education level, suggesting that other factors, such as interest or time availability, could also influence parental engagement.





#### 4.4 Parental Cultural Perception

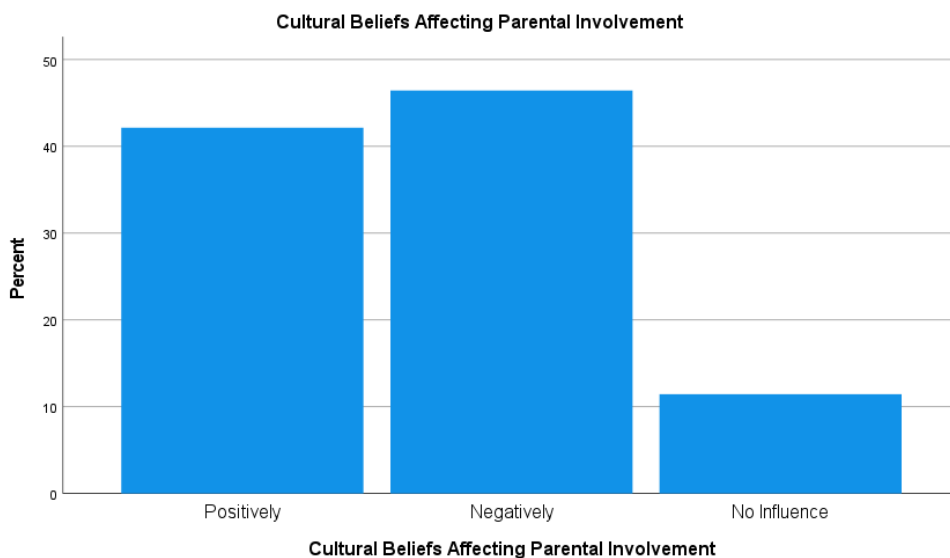
The last objective of the result aimed at investigate how cultural perceptions of education by parents influence parental involvement in implementation of curriculum in public primary school in Chepalungu sub-county, bomet county, Kenya. The findings on the objective are as shown below.

##### 4.4.1 Cultural Perception of Education

The majority of respondents (69.6%) regard education as important, demonstrating a strong cultural value placed on educational attainment and its role in shaping their children's future. A significant minority (30.4%) believe that education is not important, which may reflect cultural or socio-economic factors that de-emphasize formal education in favour of other pursuits.

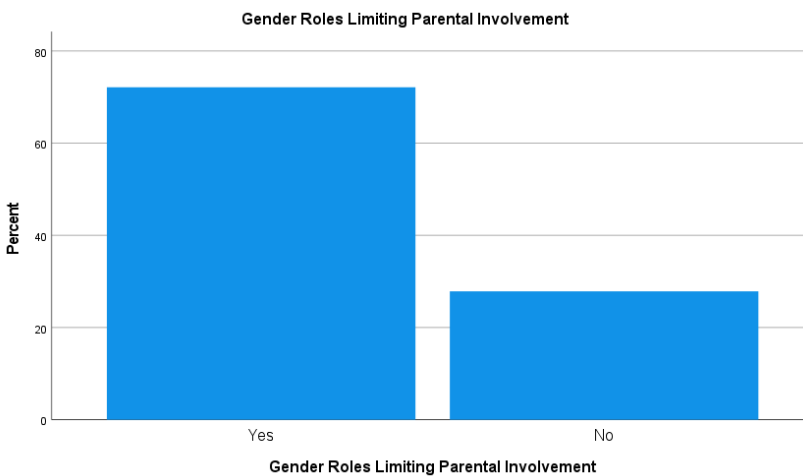
##### 4.4.2 Cultural Beliefs Effects Parental Environment

46.4% of respondents think that cultural beliefs negatively impact parental involvement, suggesting that certain cultural factors may discourage active participation in children's education. 42.1% of respondents believe that cultural beliefs have a positive effect on parental involvement, indicating that in some cases, cultural values may encourage parents to engage more in their children's educational processes. A small percentage, 11.4%, feel that cultural beliefs have no influence on parental involvement.



### 4.4.3 Gender Roles

A significant majority (72.1%) of respondents believe that gender roles limit parental involvement, indicating that traditional roles assigned to men and women in society may act as barriers to active participation in their children's education. A smaller portion (27.9%) believe that gender roles do not affect parental involvement, suggesting that in some cases, parents are able to overcome these traditional barriers



### 4.5 Hypothesis Analysis

The null hypothesis of the study were;

H0<sub>1</sub>: there is no significant relationship between parental involvement and implementation of curriculum in public primary school in Chepalungu sub-county, bomet county, Kenya

H0<sub>2</sub>: Social economic of the parent does not significantly influence parental involvement in implementation of curriculum in public primary school in Chepalungu sub-county, bomet county, Kenya.

H0<sub>3</sub>: There is no significant relationship between implementation of curriculum in public primary school in Chepalungu sub-county, bomet county, Kenya

By analyzing the variables, the following Anova was obtained on each of the three variables

**ANOVA<sup>a</sup>**

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	17.122	5	3.424	3.042	.011 <sup>b</sup>
	Residual	308.446	274	1.126		
	Total	325.568	279			
2	Regression	18.259	7	2.608	2.309	.027 <sup>c</sup>
	Residual	307.309	272	1.130		
	Total	325.568	279			
3	Regression	32.257	10	3.226	2.958	.002 <sup>d</sup>
	Residual	293.311	269	1.090		
	Total	325.568	279			

Based on the Anova in the first model, Since the p-value (0.011) is less than the common significance level (0.05), we reject the null hypothesis. This suggests that the predictors (communication with teachers, helping with homework, monitoring study habits, engaging in educational activities, providing educational materials) have a significant effect on curriculum development.

In the second model, the p-value (0.027) is also less than 0.05, so we reject the null hypothesis. This implies that the predictors (effect of socio-economic status on education, parental education level) have a significant effect on curriculum development.

Lastly, in the third model, the p-value (0.002) is highly significant, well below 0.05. Therefore, we reject the null hypothesis. This suggests that the full model, including all predictors (cultural beliefs, cultural perceptions, gender roles), significantly explains variations on curriculum development.

## **CHAPTER FIVE: SUMMARY, CONCLUSIONS AND RECOMMENDATIONS**

### **5.0 Introduction**

This chapter entails the summary of the findings discussed in chapter four provide conclusions on the findings and give relevant recommendations.

### **5.1 Summary of findings**

#### **5.1.1 Demographic data**

The study emphasizes students' perspectives, with input from parents and teachers, providing a balanced view of the educational process. Gender distribution indicates a dominant female perspective, reflecting potential demographics or higher female participation rates. The sample predominantly consists of individuals with primary education, while higher education representation is minimal. Additionally, the sample includes a significant number of students, alongside contributions from educators and agricultural workers.

#### **5.1.2 Parental Involvement**

The study found that parental involvement in school activities varied widely. While 40.4% of parents participated "sometimes," 25.0% took part "often," and 10.0% were involved "always," indicating that about 35% of parents were actively engaged. However, 24.7% of parents participated infrequently or not at all. In terms of support at home, most parents (74.1%) helped with homework, provided educational materials (74.6%), and monitored study habits (74.6%). However, fewer parents (37.3%) engaged in educational activities outside of school. Communication between parents and teachers was moderate, with 45.7% of parents communicating "sometimes," and 23.2% "often." These findings suggest that while many parents are involved in their children's education, there are opportunities to increase engagement for better curriculum implementation and academic outcomes.

#### **5.1.3 Social Economic Status**

The study reveals that most households fall into the lower income bracket, particularly those earning less than KES 10,000 monthly, indicating potential economic constraints affecting educational involvement. While many parents participate moderately in school activities, there's

room for improvement in engaging those who are less involved. A significant majority believe socio-economic status negatively impacts education, highlighting the need for programs addressing economic disparities. Additionally, parental education level significantly influences involvement, but other factors also play a role, suggesting a multifaceted approach is needed to enhance parental participation.

#### **5.1.4 Culture**

While most respondents value education, a significant 30.4% do not, indicating potential cultural barriers to educational participation. Programs aimed at reshaping cultural perceptions of education could enhance engagement and outcomes. Cultural beliefs have a mixed impact on parental involvement, with 46.4% viewing them negatively, suggesting that addressing these beliefs is essential for improving participation. Additionally, traditional gender roles limit parental involvement, highlighting the need to promote equality in educational roles. Encouraging all parents to engage in school activities could help increase overall parental engagement in their children's education.

#### **5.2 Conclusions**

Based on the hypothesis conducted we can conclude the following on the three variables

(h1). There is a significant relationship between parental involvement and implementation of curriculum in public primary school in Chepalungu sub-county, bomet county, Kenya

(h2). Social economic of the parent has significant influence on parental involvement in implementation of curriculum in public primary school in Chepalungu sub-county, bomet county, Kenya.

(h3). There is a significant relationship between cultural perception and implementation of curriculum in public primary school in Chepalungu sub-county, bomet county, Kenya

Parental involvement, social economic and cultural practices all significantly influence curriculum development

### **5.3 Recommendations for Policy or Practice**

Based on the findings outlined above, the study would recommend the following for policy

1. Policies should focus on breaking down traditional gender roles by encouraging both parents, regardless of gender, to take an active role in their children's education. Awareness campaigns and community workshops can help promote equal responsibility.
2. Education authorities should develop community-based programs that work to change negative cultural perceptions of education. This could involve local leaders or role models advocating for the importance of education to increase its perceived value.
3. Recognizing the significant negative impact of socio-economic status on education, policymakers should design targeted interventions to improve access to educational resources for economically disadvantaged families, addressing key barriers to participation and success in education.

### **5.4 Recommendations for Further Research**

The study would recommend that further study be done on the following areas to determine how they influence parental involvement in implementation of curriculum

1. Further studies should delve deeper into specific cultural beliefs that either hinder or promote parental involvement in education. Understanding these nuances can inform more tailored and culturally sensitive interventions.
2. While parental education level is shown to correlate with involvement, further research should examine its specific impact on student academic achievement and how parents with varying educational backgrounds can be better engaged in supporting their children's learning.
3. Additional research is needed to explore how gender roles within families influence parental participation in education, particularly focusing on strategies that successfully challenge traditional gender norms and promote equal involvement.

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## Appendix

### 1) Questionnaire

In the questionnaire below, fill in the black spaces with the appropriate answer. Where multiple answers are provided tick where appropriate.

#### Parental Involvement, Socio-Economic Status, and Cultural Attitudes Questionnaire

##### Section 1: Demographic Information

1. Age

\_\_\_\_\_ years

2. Gender

- Male
- Female

3. Occupation

- Teacher
- Pupil
- Parent/Guardian

4. Level of Education Completed (For Parents/Guardians)

- None
  - Primary
  - Secondary
  - Tertiary
-

## Section 2: Parental Involvement

5. **How often do you participate in school activities (e.g., parent-teacher meetings, school events)?**

- Never
- Rarely
- Sometimes
- Often
- Always

6. **In what ways do you support your child's learning at home? (Check all that apply)**

- Helping with homework
- Providing educational materials (books, stationery)
- Monitoring study habits
- Engaging in educational activities outside school
- Other (please specify): \_\_\_\_\_

7. **How frequently do you communicate with your child's teacher(s) regarding their academic progress?**

- Never
- Rarely
- Sometimes
- Often
- Always

8. **Do you participate in school decision-making processes (e.g., attending meetings about curriculum implementation or school development)?**

- Yes
- No

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**Section 3: Socio-Economic Status**

9. **What is your monthly household income?**

- Less than KES 10,000
- KES 10,000 – 20,000
- KES 20,000 – 50,000
- Above KES 50,000

10. **Does your financial situation affect your ability to support your child's education (e.g., buying school materials, paying fees)?**

- Yes
- No

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**Section 4: Cultural Perceptions of Education by Parents**

11. **In your opinion, how important is education for your child's future?**

- Not important
- Somewhat important
- Important
- Very important

12. **How do cultural beliefs and practices in your community affect your child's education?**

- Positively
- Negatively
- No influence
- Not sure

**13. Do you think that gender roles have influence on your education?**

- Yes
- No

Thank you for your participation!

**2) Work Plan**

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<b>Task</b>	<b>May</b>	<b>June</b>	<b>July</b>	<b>August</b>	<b>September</b>	<b>October</b>	<b>November</b>
<b>Chapter 1: Introduction</b>	✓						
<b>Chapter 2: Literature Review</b>		✓					
<b>Chapter 3: Research Methodology</b>			✓				
<b>Chapter 4: Findings and Discussions</b>				✓	✓		
<b>Chapter 5: Summary, Conclusions and Recommendations</b>						✓	✓

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