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**PARENTAL INVOLVEMENT IN HOMEWORK SUPERVISION IN PUBLIC
PRESCHOOL CURRICULUM IMPLEMENTATION IN KOLA ZONE,
MACHAKOS COUNTY, KENYA**

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ABSTRACT

Parents are expected to support curriculum implementation for improved school activities, better academic results and emotional adjustments of their children. The purpose of this study was to study parental involvement in curriculum implementation in public preschools in Kola Zone, Machakos County. The study sought to find out the level of parents' involvement in supervision of homework in Kola Zone. The study employed descriptive survey research design. The target population was 20 public preschools. Questionnaires and interview guide were used for data collection. Qualitative data from interview schedules were categorized in themes. Some were converted into frequencies and percentages while others were reported in narrative form. The findings revealed that parents' education levels have an effect on their homework supervision, majority of parents do not discuss school work with teachers. The results of the study would inform ECD policy makers about parental involvement supervision of children homework in preschool curriculum implementation.

Key Words: Preschool Curriculum Implementation, Parents' Involvement in Supervision of Homework

INTRODUCTION

The curriculum is an instrument for each particular course of study that describes the teaching, learning and assessment materials available (Olibie, 2013). Curriculum implementation is the execution, within and out of the school context, of appropriate

curriculum and teaching tasks (Ngigi, 2014). The early years of life are very important for education and the development of human kind. During this period, children experience fast development and growth in all aspects with brain growth being the most rapid (Bruce, 2003). Parents are supposed be active associates in their children's learning and development by making sure that they are in the know about their roles and how they can work with schools (Tusiyenge, 2015). Curriculum implementation is what parents and school do together to effectively implement the curriculum (Olibie, 2013).

In the developed countries such as the USA, indication of parental involvement in education is evident both at home and within the school. The No Child Left Behind Act of 2001 distinguishes parental involvement in determining the quality of teaching and learning processes in schools (Manasi, Ndiku, Sang, & Ejakait, 2015). According to Mwirichia (2013), in the United States, data from 2000 administrators of the National Assessment of Educational Progress (NAEP) revealed that nationwide, 90% of 4th graders were in schools where a school official reported that more than half of parents took part in parent-teacher conferences. Parents of middle students often report feelings that children should perform their homework by themselves, and that parents should not try to assist if they are not proficient in the subject. According to the American Education Act (1994), the eighth goal affirmed that by the year 2000, every school will foster collaboration that will boost parents' participation in advancing the social, emotional and academic development and growth of the children (Ngigi, 2014).

Policies that reinforce parental participation in education are also observed in some African countries for instance Uganda, South Africa, and Burundi. For example, in South Africa, the Schools' Act (Act 84 of 1996) compels all public schools to have an elected School Governing Body made up of the head teacher, teachers, parents, non-teaching staff and students (Manasi, Ndiku, Sang & Ejakati, 2015). In Nigeria, there is significant relationship between parental involvement and the educational performance of the learners (Olibie, 2013). In Nigeria, when issues on curriculum delivery were raised during Parents-Teachers' Association (PTA) meetings which only a few parents attended, the parents present often said that the parents' duty was to pay fees and the duty of the teachers was to implement the curriculum(Olibie 2013).The importance of parental involvement is further highlighted by Fagbeminiyi (2011), in a case study in Lagos State, Nigeria on the role of parents in early childhood education and noted that parents involvement in children's learning, positively affected their academic performance at school and that there was no significant relationship between the learning environment of the child and the child's educational performance.

Parents can support curriculum implementation by attending and discussing school events and activities with their children, assisting their children with homework, volunteering at school, attending school meetings, knowing the parents of their children's friends (Ngigi, 2014). According to Olibie (2013), effective curriculum implementation requires time,

personal interaction, contacts and other forms of people-based support. Kibet (2010) examined the responsibility of parents in improving preschool children's education in Uasin Gishu District, Kenya and came to note that parental participation was low and detrimentally impacted academic performance. Muola (2010) examine the relationship between academic achievement motivation and home environment among primary school pupils in Machakos County and revealed that few parents inspected their children's work and did little help in homework as factors that influence academic achievement.

Kola zone which is the area of study has recorded poor performance of mean grades that are below average in K.C.P.E for the last three years. Despite repeated poor academic performance in Kola Zone, Machakos County little has been done on parental involvement in preschool curriculum implementation. The poor performance may be as a result of ineffective participation of parents in the preschool curriculum implementation. Previous researchers studied Cooper, Robinson, & Patall, (2012); Echaune, Ndiku and Sang (2015) and Gitonga.M.D, (2016) observed that parental involvement in primary and secondary schools. Little has been done on parental involvement in homework supervision in the implementation of preschool curriculum in public preschools in Kola zone, Machakos County.

1.2. Statement of the Problem

Despite the governments' effort, implementation of preschool curriculum continues to experience many challenges relating to quality and equality (MoEST, 2005). The performance of learners in the primary school grades are as a result of their performance in preschool which is the foundation of the learning process. Poor performance may be as a result of ineffective participation of parents in the preschool curriculum implementation because the curriculum should be effectively implemented right from preschool in order to produce good results in the grades ahead. Studies carried out on preschool curriculum implementation in Machakos County indicate that inadequate facilities in schools, training and qualification of preschool teachers, teaching methods, lack of physical facilities in schools, parents socio economic status, parents level of education as what hamper implementation of curriculum in preschools (Muola 2010). According to Ngigi (2014) inadequate parents' participation in school management such as PTAs and home chores assigned to children after school are possible causes of ineffective preschool curriculum implementation. Mwirichia (2013) study established a straight and positive relationship between parental involvement and effective curriculum implementation. This study sought to find out parental involvement in parental involvement in homework supervision preschool curriculum implementation in a view of finding solutions to improve the performance in Kola Zone, Machakos County.

1.3 Objectives of the Study

The objective of this study was to find out the level of parents 'supervision of homework in the implementation of public preschool curriculum in Kola Zone, Machakos County

2.0 LITERATURE REVIEW

Parental involvement in curriculum implementation is critical in promoting education in schools. It is essential for parents to support the learning that takes place in school and at home as well. Various factors that negatively affect curriculum implementation are home based while others are school based (Mwirichia, 2013).

2.1 Parents' Supervision of Homework as Part of Curriculum Implementation

Homework can also be classified into several purposes and tasks. Cooper et al (2012) categorize these as tasks having instructional and non-instructional objectives. The instructional objectives are fulfilled through the specific tasks assigned to the pupils. These can be tasks that enable pupils to practice subject matter taught in school or they can be tasks that function as a preparation for the forthcoming class. North and Pillay (2012) also find evidence on homework containing mostly repetitive tasks to enhance content taught in class. In their study, there is little evidence on teachers using homework as preparation, but this could be dependent on school system and culture. The non-instructional objective of homework, however, does not focus on the specific tasks, but on closing the gap between school and home and informing parents about the subject matter taught in school. Subject matter is in the context of this thesis defined as the content being taught in one subject, for instance in English. It is argued that homework enhances the communication between school and parents and could affect pupils' success in a positive manner (Cooper et al., 2012; Volley, 2017).

Parents often become involved in their children's education through homework (Gitonga, 2016). Parental involvement in homework is a multidimensional construct and forms a part of parenting. Whether children do their homework at home, complete it after school programs, or work on it during the school day, homework can be an influential tool for letting parents and other adults know what the child is learning, giving children and parents a reason to talk about what's going on in school and giving teachers a chance to hear from the parents about the children's .Mwirichia, (2013) suggested that parental involvement in homework can be more related to achievement related motivation than to academic performance per se (Gonida & Cortina, 2014). The motivation literature describes a few types of such achievement-related motivation. One such motivational construct is task persistence which can be characterized as a type of behaviour that a child exhibits when completing learning tasks, such as by showing effort and staying determined when facing challenges. Task persistence in school tasks is a form of effortful control (Drake, Belsky, &

Fearon, 2014) and has mainly been studied as a general construct, not subject-specific. Task persistence has consistently been found to be related to children's math achievement (Kikas, Peets, & Hodges, 2014). Regarding the links between parental involvement in homework and children's task persistence, it can be expected that children's perceptions of supportive homework involvement may relate to autonomous learning and higher task persistence, whereas children's perceptions of controlling homework involvement may relate to higher task avoidance (Olibie, 2013).

Because the parents want to know how to support their child's learning, specific homework assignments from the teacher are regarded as helpful, assuming that they respect the time, energy and cultural background of the parents (Walker, 2010). Epstein, Sanders, Simon, Salinas, Jansorn and Van (2002), describes learning at home as how families assist their children with curriculum related issues, such as homework or studying and providing direct instruction to their children. Helpful supervision of homework includes being available, being willing to assist the learner understand directions, being available to respond to simple questions, maintaining awareness of the child's emotional state and work patterns , and offering positive feedback on engagement in homework (Walker, Hoover, Whetsel and Green (2012) pointed out that parents' ability to offer appropriate answers often depends on having information about the ideas addressed in homework, evaluative information about the learner's homework performance and information about the learning goals reinforced by homework tasks.

In Japan, teachers make demands on parents with regard to the initiation of home-based behaviors such as monitoring homework (Holloway, 2000). In Norway, studies indicate that parents' role in supervision of homework has significant influence on learners' academic achievement and this is also supported by studies from Latin America (Echaune, Ndiku & Sang 2015).A research in Ghana, showed that Ghanaian parents often have engaged in their children's learning in one form or another, while others never support their children directly with homework. In Rwanda, as noted by Tusiyege (2015), parents' role in assisting their children with homework could vary: for example those who did not help their children gave several reasons why they did not do so. Their reasons included: the child was not given homework by the teachers, the parent was uneducated and those who were educated were too busy to help with homework and hence sent their children for tuition.

Walker *et al.* (2012) highlighted that parents can influence children's motivation for homework by offering sincere compliments on work and specific suggestions when performance is poor. They may also offer self-motivation for completing homework. The author also adds that the educated and well-informed parents can be able to offer feedback and reinforcement. Silinskas and Kikas (2017) examined the longitudinal associations between children's perceptions of parental involvement in math homework (control and

support) and their math performance and motivation (task persistent homework behaviour and math self-concept). In the study, children (n = 512) reported their perceptions concerning parental involvement in sixth grade math homework. In grades 3 and 6, children completed math tests, evaluated own math self-concept, and their mothers (n = 420) evaluated task persistence during homework. The study highlighted on the role of parents in supervising children's homework. The findings revealed that low self-concept in math predicted increased parental control, which in turn related to low math performance, task persistence, and math self-concept. The study also disclosed that perceived parental support was related to increased task persistence during homework.

Another study by Parmaswar (2014) also investigated the involvement of parents in their children's homework but was restricted to Umlazi District, Mayville Circuit, KwaZulu-Natal. The study relied on secondary data. It showed that most teachers agreed that parental involvement in homework is important for learner achievement. The study also revealed that lack of parental involvement was due to socio-economic factors. The study was insightful to the current study. The only shortcoming is that it was not based on empirical evidence. Ngigi (2014) investigated the influence of parental involvement in the implementation of curriculum in public primary schools in Ndeiya zone Kiambu County and revealed that the sorry state of education standards at Ndeiya Zone mainly attributed to the fact that there was little parental involvement. The study found that supervision of homework resulted to better academic performance, and that children whose parents supervise homework do well in school, they are academically motivated hence have interest and positive attitude in their studies.

Mwirichia (2013) study about the influence of parental involvement on academic performance of preschool children in Kangeta division, Meru County, Kenya, noted that when a child returns home from school with assignment, the parents' role is to make sure that it is done the right way and at the right time. The author also noted that home environment have an influence on academic performance of preschool learners both positively and negatively. A similar study by Chemagosi (2012) about influence of parental involvement on academic performance of pre-school children in Emgwen Division, Nandi Central District, Kenya also reported on the need and importance of parental involvement and supervision of homework. The study relied on descriptive research design whereby the data collected was not manipulated by the researcher in any way. In the study, the author targeted only children, teachers and parents of preschool children in Emgwen Division. All the above studies stress the importance of parental involvement in supervision of their children's homework. However, it is important to note that other authors have contrary opinion and argue that parents should not be involved at all in their children's homework because it may lead to poor academic performance. Robinson and Harris (2014) in their study entitled, *The Broken Compass: Parental Involvement with Children's Education* observed that parental involvement in children's homework may not be an obvious factor in

improvement of children's academic performance. The study observed that when parents from various racial, ethnic and socioeconomic groups regularly helped their child with homework, in most cases, it made no difference for the child's improvement in their test scores in basic literal skills especially reading, math, as well as their performance. The authors observed that regular help with homework to a large extent compromised achievement in grades for all the sampled population.

In another study, Ashu (2012) argued that homework assistance was only beneficial for children's learning if it supported autonomy, competence, well structured, and emotionally responsive to children's needs; alternatively, if parental homework assistance was controlling, intrusive, or interfering, accompanied by negative parental emotions and the frequent taking over of children's responsibilities, then it may have paradoxically negative links to children's learning outcomes. Although the two studies provide important insight, it is only speculative because it only focused on how often the parents assisted their children with homework as opposed to how they helped them. Besides, the study seems to mistake correlation for causation especially where the authors observe that some forms of involvement that parents can employ outside of the school can lead to declines in achievement" (Robinson & Harris, 2014, 60). This confusion between correlation and causation results in large misunderstandings throughout the study and implies that because some forms of parent involvement are associated with lower scores, that there is a resulting causation, meaning that the form of parent involvement caused the lower score. The current study focused more on how often the parents helped their children with homework.

2.2 Theoretical Framework

Epstein's six types of school-family-community involvement includes: parenting, communication, volunteering, learning at home, decision making and collaborating with the community. According to Epstein, Sanders, Simon, Salinas, Jansorn, & Van Voorhis, (2002) (2002), parenting is to help all families establish home environments to support children as learners, caring for children's health, safety, nutrition and providing home, conditions that support student's education at each grade level. This form of support could take the form of provision of learning materials at home such as books and play materials for preschool children to support curriculum implementation. Communication, the second dimension means there should be effective forms of school – to - home and home – to - school communications about school programs and their children's progress (Echaune, Ndiku, & Sang, 2015).

The third strand of school, family and community involvement is volunteering. Schools should recruit and organize parent help and support in activities like material development, digging latrines and providing firewood and water voluntarily (Muola, 2010). Learning at home is the fourth type of involvement and it involves providing information and ideas to

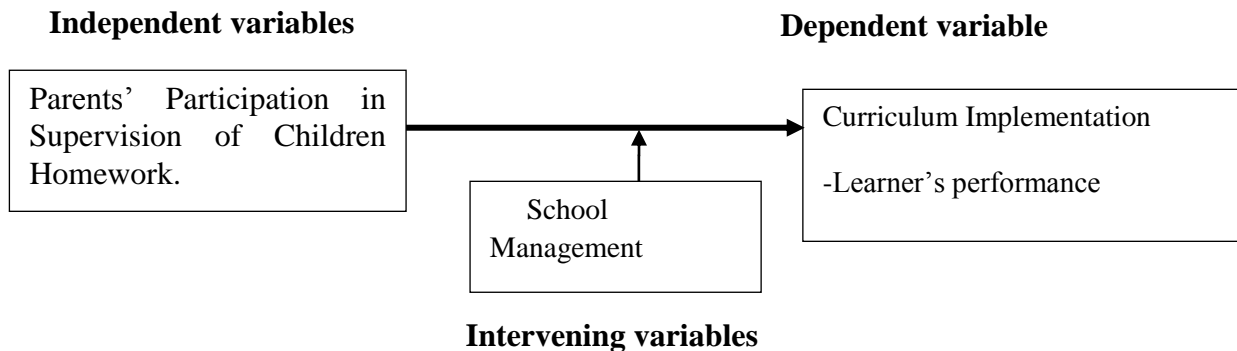
families about how to help learners at home with homework and other curriculum related activities, decisions and planning. The researcher referred to Epstein *et al* (2012)'s model in the application of the different levels of parental involvement in the child's learning and curriculum implementation (Harris, 2014). This theory demonstrates how collaborative work can produce positive results. Parent involvement in their children's learning will improve curriculum implementation. This will be due to proper to parenting, learning at home and volunteering by the parents. Therefore, the theory was found suitable for the study.

The efficacy theory was developed by Bandura (1989). The theory assumes people who strongly believe in their personal capabilities are more likely to approach difficult tasks as challenges to be mastered rather than threats to be avoided (Murkli, 2011). Parent- efficacy is defined as the beliefs parents have about their ability to perform competently and effectively as care givers and to positively influence their children's behavior, education and development. Parents with a strongly developed sense of efficacy will be more likely to participate in their children's education since they belief their educational outcomes (Deslandes, 2001)..Efficacy theory also suggest that parents with strong sense of efficacy for helping their children succeed because they tend to believe their involvement will yield positive reward. Parents who participate in their children's learning in assisting in homework, attending school functions and providing adequate learning facilities have high sense of efficacy and their children perform well in academics and assist in curriculum implementation (Flagbeminyi, 2014). The theory was therefore suitable for the research study because parents who effectively participate in curriculum implementation are those that have strong sense of self efficacy in parenting, volunteering in school activities, and supervision of homework and engage in decision making in matters concerning school.

2.3 Conceptual Framework

The study focused on role of parents in curriculum implementation. Figure 2.1 below shows the relationship between the variables.

Figure 1: Conceptual Framework



RESEARCH DESIGN AND METHODOLOGY

3.1 Research Design

This study adopted descriptive survey research design. Descriptive survey research design describes records, analyze and report conditions (Ngigi, 2014). The study aimed at collecting information from respondents on role of parents in supervision of homework in curriculum implementation in public preschools in Kola Zone. Descriptive survey design was suitable for this study because the researcher was researching on already existing variables. The target population for this study included 20 public preschools. 430 individuals comprising of 30 teachers and 400 parents all from the 20 public preschools in Kola zone. The sample size was therefore 10 preschools 176 respondents comprising, 16 teachers, and 160 parents. Questionnaires were used to collect information from the preschool teachers. The interview schedule for parents were used to solicit information from parents to find out about their role in supervision of their children’s homework

3.2 Data Analysis and Procedures.-

The questionnaires and the interview schedule were individually administered with the help of trained research assistants. Data collected using questionnaire was coded in SPSS. Descriptive technique which included frequencies, percentage and mean and standard deviation Tables and pie charts were also be used to summarize the data. Data collected using interview guide was analysis through content analysis and presented based on the study themes.

4.0 RESULTS, DATA ANALYSIS AND DISCUSSIONS

Objective one of the study sought to establish whether parents were involved in the supervision of their children homework as part of curriculum implementation in the study area.

4.1. The level of Parents’ Involvement in Supervision of Homework as Part of Curriculum Implementation in Kola Zone

Table 1: Parents’ Involvement in Supervision of Homework in Kola Zone According to Teachers

Statement	Strongly Agree	Agree	Not Sure	Disagree	Strongly Disagree
Parents show interest in children’s learning	25.0%	12.5%	43.8%	18.8%	-
Parents’ supervise their children’s homework	18.8%	12.5%	43.8%	6.3%	18.8%
Parents discuss school work with the teacher.	18.8%	12.5%	25%	37.5%	6.3%
Children assigned home chores instead of study	12.5%	50.0%	25%	-	12.5%
Parents’ education level affect their supervision of homework	43.8%	37.5%	6.3%	-	12.5%

Parents' involvement was assessed in terms of their interests in their children's learning, whether they supervised homework, discussed school work with the teachers, engage children in home chores instead and not allocating time for study, and parents education level affect their homework supervision. Findings as displayed in Table 4.8 revealed that most (43.8%) respondents were not sure that parents were interested in children's learning. About 25.0% strongly agreed, 12.5% agreed but 18.8% disagreed. This implies that only a few parents have high aspiration on their children's learning hence partly in line with that of Ngigi (2014) that investigated the influence of parental involvement in the implementation of curriculum in public primary schools in Ndeiya zone Kiambu County and found that only few parents were involved in the supervision of their children's homework. Karsidi et al., (2014) also revealed that most parents are not actively involved in assisting their children's learning although the authors linked this to a lack of understanding about the benefits of their involvement in education. The findings are also consistent with those of Mwirichia (2013) that revealed that most parents were not interested in their children's learning.

The study further revealed that 18.8% of the teachers strongly agreed that parents supervise homework, 12.5% agreed, 43.8% were not sure. However, 6.3% disagreed while 18.8% strongly disagreed with the statement that parents supervise homework. On the statement that "parents discuss school work with the teacher", 18.8% of the respondents strongly agreed, 12.5% agreed, 25% were not sure, 37.5% disagreed while 6.3% strongly disagreed. A child's grades can also suffer when parents cannot or will not communicate with teachers, counselors or even their own child about academics. Robinson and Harris (2014) also found that most parents don't discuss school work with teachers and blamed it on a number of reasons including lack of time and sheer ignorance. Mwirichia (2013) also noted similar observations but particularly linked it to limited education levels of the parents. The need for parent- teacher communication is based on the fact that it has a direct impact not only on student engagement but also on their performance. It was also revealed that 12.5% of teachers strongly agreed that parents engage children in home chores instead of study, 50% agreed while 25% were not sure. However, 12.5% of the teachers held strongly disagreement with the statement.

Regarding the statement that parents' education level affects their homework supervision, 43.8% of teachers strongly agreed, 37.5% agreed, 6.3% were not sure but 12.5% strongly disagreed. This implies that there was a general consensus that parents' educational level affects how they supervise their children's homework; hence a powerful factor that can influence their involvement in their children's education and ultimately the children's academic achievement. This finding concurs with that Tusiyege (2015) conducted in Rwanda where the author noted that parents' role in assisting their children with homework could vary but those who did not help their children with their homework gave several reasons that revolved around being uneducated and inability to understand the home work.

In addition, the finding is also partly in line with that of Flagbeminiyi (2014), who observed that parental education achievement affects their children’s homework. Mwirichia (2013) study about influence of parental involvement on academic performance of preschool children in Kangeta, Meru County also observed that parents with higher educational achievement tend to support school events including their homework in order to improve their children’s academic achievement.

From these findings, there is a general consensus among teachers that parents engage children in home chores instead of study, and that parents’ education level affects their homework supervision. Most of the teachers are undecided or not sure if parents are interested in children’s learning or whether they supervise homework. It is also clear that most parents do not discuss school work with the teacher. Parents were for the opinion that a few of them supervised homework.

4.2. The Views of Teachers on Parents’ Participation in School Functions as Part Curriculum Implementation.

Table 2. Teachers’ Level of Agreement on Parents’ Participation in School Functions as Part of Curriculum Implementation

Statement	Strongly Agree	Agree	Not Sure	Disagree	Strongly Disagree
The selected parents active members of the schools’ PTA.	12.5%	31.3%	50%	6.3%	-
Parents attend material development days	12.5%	12.5%	31.3%	37.5%	6.3%
Parents attend academic days.	25.0%	12.5%	31.3%	18.8%	12.5%
Parents come to pick performance Report	31.3%	12.5%	37.5%	6.3%	12.5%
Parents support school tours and field trips.	25.0%	31.3%	37.5%	-	6.3%

The results in Table 2 show that 31.3% of teachers agreed with the statement that parents are active members of the schools’ PTA, 12.5% of the teachers agreed with the statement, while 50% were not sure. However, 6.3% disagreed. This implies that most of the teachers were uncertain on whether parents were active members of the schools’ PTA. This may be probably due to the fact that it is not possible to know whether or not parents are active members of PTA. The findings support those of Wulandary and Herlisa (2017) who also observed that parent involvement in schooling functions such as PTA was low. Other similar studies include Karsidi et al., (2014) who noted that most parents were not active members of PTAs because of the misunderstanding that it was the school that should solely be responsible for the education of their children. Ngare (2014) who disclosed that most parents are not active in PTAs. Mwirichia (2013) explains that although almost all schools in Kenya have a PTA, it usually on only a small proportion of parents that are active in this group. An

equal proportion of teachers of 12.5% agreed and strongly agreed that parents participate in material development days while 31.3% were not sure. However, 37.5% of the teachers disagreed while 6.3% strongly disagreed that they participated in material development days. This means that there was a general disagreement that parents participated in material development days.

About 31.3% and 12.5% strongly agreed and agreed respectively that parents participated in closing days to pick report forms for their children, 37.5% were not sure. However, 6.3% disclosed that they did not participated and 12.5% strongly indicated that they did not take part in closing days to pick report forms for their children. The study revealed that there was a general consensus among teachers that parents support school tours and field trips. In particular, 25% strongly agreed, 31.3% agree while 37.5% were not sure. Only 6.3% of the teachers strongly disagreed that parents support school tours and field trips. This may be linked to the fact that motivation of parents to be involved in schooling processes is linked to their own motives, such as merely to fulfil their obligation as a parent in rearing the children including their education. Wilder (2014) argues that parents want their children to grow and develop to be good, smart and successful in the future. The author adds that there are many more expectations of parents for their children, all of which are positive. In order to accomplish these expectations, parents will endeavour to fulfil every need of their children at the expense of time spent with their family both in learning and playing. The current findings concur with those of Wulandary and Herlisa (2017) who observed that parents were less concerned with school activities except for matters that concerned their children. Nganga (2016) also observed that parents were more active in school activities that included attending school open days and academic days. From the findings, parents seem to participate more during academic days, closing days to pick report forms for their children and also support school tours as well as field trips. However, they are less attracted to attending material development days and becoming active members of PTAs

5.0 SUMMMARY, CONCLUSIONS AND RECOMMENDATIONS

5.1 Summary

In terms of the level of parents' involvement in supervision of homework as part of curriculum implementation in Kola Zone, the study revealed that there was a general consensus among teachers that parents engage children in home chores instead of study, and that parents' education level affects their homework supervision. Most of the teachers are undecided or not sure if parents are interested in children's learning or whether they supervise homework. On whether learning facilities were provided at home to support curriculum implementation, the study revealed that most pupils had adequate personal textbooks and exercise books and a quite study room. However, majority of teachers revealed many parents lacked computers and comfortable chair to effectively supervised children' homework. Parents revealed that they were very busy in other commitments and it

was a challenge for them to supervise their children's homework because they arrive home late regularly. Teachers on the other hand supported that parents should be sensitized on their roles in supervision of children homework in curriculum implementation.

5.2 Conclusions

The study concludes that homework is a significant element embedded in an intricate context of learning comprising multiple players. Educational development of children can indeed be enhanced through the enthusiastic and proper involvement of parents. Parents did not have enough time to supervise their children's homework because they were busy with other commitments. Many parents tend to engage children in home chores instead of studying, and that most parents do not discuss school work with the teacher. From the findings, parents seem to participate more during academic days, closing days to pick report forms for their children and also support school tours and they are less attracted to attending material development days and becoming active members of PTAs. Educational development of children can indeed be enhanced through the enthusiastic and proper involvement of parents.

5.3 Recommendations

There is need to sensitize parents on the importance of preschool children education in order to help them understand their role and involvement in the children's academic performance including helping their children with homework. Parents should be encouraged to actively participate in supervision of children's homework through adult education or parent education programs arranged by school in order to improve literacy of parents since this would influence their homework supervisions.

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