

A Theoretical Approach to Curriculum Perspective in Parental Involvement and Education Knowledge Base in Central Kenya Conference Primary Schools

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Abstract

This descriptive correlation study examined the level of parental involvement in type 1-6 of Epstein typologies and the level of parents' education knowledge base in curriculum content and extracted from the mandated national curriculum guide in Kenya and whether the parental involvement practices predicted the parents education knowledge base in curriculum content using data collected from selected seventh day Adventist primary schools in central Kenya conference. Questionnaires were used to collect data from 291 parents. Three theoretical perspectives related to home school partnerships guided this study; the theory of overlapping spheres of influence (Epstein 1987), the theory of parent self efficacy (Bandura 1997) and the theory of family enabling and empowerment (Dunst, Johanson, Rounds, &Hamby, 1992). Results showed that the level of parental involvement among the parents was average and parents were somehow knowledgeable in curriculum content. Additionally there was a positive linear effect between the predictor variables and the level of parents education knowledge base in curriculum content in different grade groups. Learning at home typology was identified as the best predictor variable in most subjects followed by communication typology. On contrary, volunteering typology was not significant predictor of any subject. The finding from this study aided formulation of new theoretical frame work to enhance parent education knowledge base in curriculum known as 'Parent Education Knowledge base in Curriculum (PEKBC)'. It was recommended that schools, parents and community to work collaboratively to enhance effective partnership and empowered parents-teacher community for the success of the students. Further research study should test the theory for its applicability in real school settings

Key words: A Theoretical Approach, Curriculum Perspective, Parental Involvement, Education Knowledge Base , Central Kenya Conference Primary Schools