

need the full involvement of their parents. The importance of parental involvement is further highlighted by Morrison (2007) who notes that parents' involvement in children's learning positively affects the children's performance at school. Similarly, Kindiki (2009) observes that when there is adequate parental involvement in their children's education, an increase in the children's academic motivation and achievement can be observed. When schools and parents work in partnership, students realize that people who take care of them in both environments are investing and coordinating time and resources to help them succeed. Studies have also established a direct and positive correlation between parental involvement and academic achievement or motivation (Crozier & Reay, 2005; Henderson & Berla, 1997). Cheeks (2012) adds that parental involvement in education, either in school or at home, creates partnerships among schools, parents, and communities. The resulting partnerships among students, parents, and teachers develop effective communication from home to school and school to home. Through active and ongoing communication, parents and teachers share information and resources regarding students' academic and behavioral conduct. Together, these efforts establish a solid foundation for both families and schools to help children succeed in school and in their future. On the other hand, proponents also suggest that part of the benefit of parental involvement in education in any situation is that doing so can result in positive change in homes, communities and the wider society (RSA, 2010; Scott & Sylva, 2004; UNICEF, 2009). Either way, parental involvement can be seen as a dynamic avenue that can bring about change not only in schools and education systems, but also in homes and societies.

Nnadozie (2004) defines curriculum implementation as the execution of relevant curriculum and teaching tasks within and outside the school setting. The task of curriculum implementation as described in Thomas (2012) involves putting into practice the stipulated curriculum policies, content and innovations. Sharing in Epstein's (1995) belief that parent involvement was essential, Goodall and Vorhaus (2011) a model of good practice. Parental engagement requires active collaboration with parents and should be **pro-active rather than reactive**. Cheeks (2012) concluded that an increasing number of the general features of parental engagement strategies proposed by Epstein et al (2002) are supported by evidence derived from high quality research. The present study is informed by previous research indicating the importance of parental involvement in all the areas listed by Epstein et al. (2002). However, whilst many of the specific activities required of parents and schools are less well supported, there is a dearth of literature on parental involvement in specific areas of the curriculum (Radd, 1993; Scott & Sylva, 2004). As Goodall and Vorhaus (2011) observe, with the partial exception of numeracy, very little is known about parental involvement relating to other parts of the curriculum. It is difficult to draw conclusions about how parental involvement in curriculum is viewed by male and female principals. For instance, it is not clear whether male principals see the parents as being more involved than female principals see them and whether the areas of parental involvement differ based on the gender of the principals. A research gap thus exists as to what extent male and female principals as school administrators perceive the parents to be contributing to secondary school curriculum implementation in the state. It is therefore worth comparing male and female principals of approximately the same working status as leaders of public schools in the present study. Despite the difficulties of studying schools, families, and communities simultaneously, it is necessary to "think new" about how students learn and develop as they progress from preschool through high school. It also is necessary for educators to "think new" about the communications, connections, and coordinated actions that they must conduct with families and community partners to help more students – indeed, all students – succeed to their full potential. Well documented problems with student achievement,