PARENT-TEACHER PARTNERSHIPS FOR ENHANCING PRE-SCHOOL CHILDREN'S EDUCATION IN UASIN GISHU DISTRICT, KENYA

BY

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DECLARATION

This thesis is my original work and has not been presented for a degree in any other university.

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DEDICATION

To my late father Kipkoech Arap Busienei and my dear mother Emily Busienei who sacrificed a lot to ensure I got the best education in spite of lack of resources in the family. They were the ones who laid the foundation that made the journey possible.

To my dear wife Regina, my sons Kimutai, Kiplimo, Kipchumba and Kipchirchir who sacrificed their comfort and their leisure time to see me carry out this work to the end. Thanks a lot for your encouragement and support. Without your help, I would not have completed this work.

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ABBREVIATIONS AND ACRONYMS

ANOVA	One Way Analysis of Variance
CB	Communication Behaviours
CBO	Community based Organization
DC	District Commissioner
CLB	Collaboration by the Community Behaviours score
DEB	District Education Board
DEO	District Education Officials
DICECE	District Centre for Early Childhood Education
DM	Decision-making Behaviours
DS	DICECE Strategies
ECDE	Early Childhood Development and Education
ECE	Early Childhood Education
ECD	Early Childhood Development
EFA	Education for All
GOK	Government of Kenya
HPRD	Headteachers' Parents' Role Definition
HTRD	Headteachers' Teachers' Role Definition
HS	Headteacher's Strategies
KIE	Kenya Institute of Education
LH	Learning at Home Behaviours
MISP	Mombasa School Improvement Programme
MPRD	Ministry Officials' Parents' Role Definition
MTRD	Ministry Officials' Teachers' Role Definition
MRD	Ministry Role Definition

MS   Ministry Strategies

MTRD   Ministry Officials' Teachers' Role Definition

NGO   Non Governmental Organization

PB   Parenting Behaviours

PI   Parent Involvement

PRD   Parents' Role Definition

PTA   Parent-Teacher Associations

SEP   School Empowerment Programme

TB   Teachers' Behaviours

TI   Teachers' involvement

TRD   Teacher Role Definition

UGDEOI   Uasin Gishu District Education Office Initiative

VB   Volunteering Behaviours

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ABSTRACT

The Kenyan Government in her partnership policy intends to promote the relationship between parents, teachers and the community in enhancing children's education. This will be possible if: First, parent-teacher partnerships were enhanced in Epstein's six modes of involvement and partners' roles were defined; second, varieties of techniques were employed; and finally, factors that relate to parent-teacher partnerships were appreciated and catered for. A parent-teacher partnership in Kenya was found to be low. Local researches in Kenya reveal minimum levels of parent-teacher partnership in primary and secondary schools. Studies show that the role of the community and parents was low and seemed to be restricted to the provision of finances and facilities. The purpose of this study was to explore parent-teacher partnerships and strategies used to promote these relationships in pre-schools. The study was done in Uasin Gishu District. Epstein's Family, and Community Partnerships theory, Dunst, Johanson, Rounds, Trivet and Hamby's Family Enabling Empowerment Model and Hoover-Dempsey and Sandler's Model of Parental Involvement, guided it. This study used an Ex Post Facto design. The independent variables were rural-urban context, sex, type of school sponsorship, level of education, role definition and strategies used. The dependent variable was parent-teacher partnerships. The target populations were parents and teachers of preschool, pre-school and primary school Headteachers and Ministry of Education Officials. The sample size consisted of 135 parents, 60 teachers, 10 Headteachers, 5 Ministry of Education Officials at the district level and 4 at the national level. Questionnaires and interview schedules were used for data collection. Data was prepared for statistical analysis using Statistical Package for Social Sciences. Means, percentages formed part of the descriptive statistics. ANOVA and t-test of independent samples were used and null hypotheses were tested at alpha value 0.05. Findings revealed that the level of parent-teacher partnerships was low. There was a significant difference between parents' level of education and parental level of involvement in parenting, learning at home, communications and decision-making modes. Parents in private and public schools were not found to be significantly different in their levels of involvement in all modes. Teachers in private and public schools differed significantly in their levels of involvement in decision-making and learning at home modes. Parents in private and public schools differed significantly in parenting mode of involvement. Parents and teachers parents' role definition was found to be significantly different in volunteering and decision-making. Headteachers and Ministry of Education officials' differed in parents' role definition in volunteering mode of involvement. Parents and teachers' role definition was significantly different in parenting and volunteering modes. Headteachers and Ministry of Education Officials' differed in parents and Teachers' role definitions in volunteering. The most frequent strategies used by the Headteachers and Ministry of Education Officials were sending letters, organizing workshops on transition, holding parents teachers meetings, holding closing term meetings and providing information about children's progress. The strategies used included sending information to the teachers through DICECE officers, organizing for sensitisation meetings, organizing academic days, open visits by parents, and using class representatives. The roles of key stakeholders included volunteering in children's activities, participation in school decision-making and school policies. It was concluded that parent-teacher partnership is weak. It was recommended that there is need to highlight the roles of stakeholders in the partnerships and appropriate strategies adopted to promote partnerships for harmonius working relationship.

CHAPTER ONE

INTRODUCTION

This chapter presents the background to the study, statement of the problem, purpose of the study, research questions, significance of the study, scope and delimitation, assumptions of the study and theoretical framework.

1.1 Background to the Study

Partnerships mean sharing and taking part in the same activity or joining in an activity with another. This partnership is characterized by mutual trust and respect, two-way collaboration and support in relationship. Successful parent-teacher partnerships require a sustained mutual collaboration, support, and participation of teachers and parents at home and at school in activities that can directly affect the success of children's learning (Gargiulo & Graves, 1991). Partnerships therefore imply active and committed involvement between parents and teachers where they share responsibility for a joint activity (Aronowitz & Giroux, 1985).

If parents are to work with teachers as partners in the education of their children, schools must provide them with the opportunities and support they need to become involved (Anderson, 1982). According to Epstein (2000) when parents and teachers partner in children's education, parents will feel more confident in assisting and supporting learning in class and at home, support teachers by enforcing rules and expectations, turn to teachers as resource persons for solving problems and encourage cooperative attitudes and behaviours among their children. Research suggests that when parents are involved in their children's education, children perform better academically (Christenson, 2004). In addition to children's improvement academically, their behaviour and school attendance also improve

(Epstein 2003). Also, parents express a greater degree of satisfaction with their children's education, as well as a greater sense of trust in the teachers and administrators when communication is open and positive (Spann, Kohler, & Soenksen, 2003).

Increased partnership has also been shown to lead to greater teacher satisfaction, improved parental understanding and parent-child communication and more successful and effective school programs (Russell & Reece 2000). Teachers who establish and maintain positive relationships with parents were more likely to experience higher morale, be perceived more positively by parents, improve classroom behaviour, develop positive presence in the community and gain access to valuable community resources (Gonzalez, 1992). Parents and teachers therefore require broad understanding to achieve workable parent-teacher partnerships. Elcholtz (1984)) asserts that parents and teachers involvement is most successful when it is viewed, practised, and promoted as a partnership between the home and school.

Governments of the world recognize the significance of these partnerships. Article seven of the World Declaration on Education For All (EFA) Convention, held in Jomtien, Thailand in 1990 state that new ways of enhancing partnership at all levels of education is necessary. The Convention states that partnership is important among all stakeholders such as educators, government and non-governmental organizations, private sectors, local communities, religious groups, and families (Bray, 1999).

Since independence, the Kenya Government has been providing education in

collaboration with partners such as parents, local communities, local authorities, voluntary organizations, churches and civil societies. The Kenyan Government has a policy of partnership at all tiers of education that supports partnership between parents and teachers (GoK, 2006). According to MacConchie (2004), the existence of a range of public statements concerning the need for parent-teacher partnership is not necessarily a good indicator of the extent and quality of such partnerships. In reference to Kenyan pre-school education, the parents are the most important partners as they start and manage over seventy-five percent of the pre-schools in the country. The other partners, including churches, non-governmental organizations, and local government had been instrumental in providing funds, furniture, feeding programmes, payment of teachers salaries and learning materials and teaching facilities (Koech 2003).

There are some evidence of partnerships and parent-teacher collaboration in Kenya. Some examples are Parent-Teacher Associations (PTA) (Kamunge Report, 1979) and school practices such as parent-teacher meetings and school partnership policies (GoK, 2006) which require schools to involve parents in educational process. However, recent research (Ndani, 2008) suggests that parent-teacher partnerships at the pre-school level may not be extensive. In addition, research suggests that parent-teacher partnerships has been less than effective in enhancing pre-school teachers' terms and conditions of service (Makoti, 2005) and in establishing quality in pre-schools (Wawire, 2006). These studies documented aspects of partnerships but they did not focus their investigation on partnership as an active and committed involvement.

To enhance the quality of partnerships, parents, teachers and other relevant

stakeholders need to understand the nature of parent-teacher interactions and partnerships. Epstein (2003) identifies six types of involvement in her model that are relevant in understanding partnership in the Kenyan context. According to her framework, parents, teachers and community can collaborate in six key areas to foster a caring community that children require to maximize their potential in school and in later life. These are: parenting skills, volunteering, learning at home, decision-making, collaboration with communities, and communication. Four of these have been investigated in Kenya (Ndani 2008), but a comprehensive study of all of them had not been conducted. In addition, parental involvement in Kenyan pre-schools appears to be concentrated in activities that community members were invited for such as contributing finances and matters related to children's discipline (Ndani, 2008). This study was conducted in Thika District with one community. What was not known was whether these findings could be generalized to other communities in Kenya. As it is now, one cannot tell with certainty whether there is an active and committed involvement between parents' and teachers' in preschools. One may ask, what are the levels of parent-teacher partnerships in Epstein's six modes of involvement in Uasin Gishu District? This was a critical concern for this study.

Various factors have been identified by research to enhance or inhibit parent-teacher participation. Reviewed literature has shown that the main factors affecting parent-teacher partnerships are parents and teachers' level of education, type of school sponsorships, sex and rural-urban contexts (Christenson, 2004; Keyes, 1995; Wawire, 2006; Katerina, 2001; Teklemariam, 1996; Mwoma, 2009). Ndani (2008) also identified lack of encouragement or invitation, lack of awareness on the need of involvement, unwillingness to interfere with teachers, parent's unavailability,

poverty, sex, academic qualifications, initiation of free primary education, rural/urban settings and feelings of lack of ownership of schools. The question that one may pause is, what factors affect parent-teacher partnerships in preschools in Uasin Gishu District? It was necessary to investigate and establish whether the said factors affect partnerships in Uasin Gishu District.

Hoover-Dempsey and Sandler's (1995) model of Parental Involvement explains that parents may decide to participate in the partnerships when they understand that collaboration is part of their role as parents, when they believe they can positively affect their child's education and when they perceive that the child and the school want them to be involved. Katz (1984) asserts that stakeholders may hold conflicting perceptions about their roles and the roles of other stakeholders. Powell (1995), Hughes and MacNaughton (2002) suggest that the success of parent-teacher partnerships strategies will be inadequate until parents' and teachers' understand their roles. Wambiri (2006) and Ngugi (2000) suggest that parents were not aware of their roles in stimulating young children and believed they are teachers who are solely responsible for children's academic development. This lack of awareness may contribute to low involvement and ineffective partnership. Reviewed literatures have shown that parents' and teachers' and other ECD stakeholders may have conflicting views about parents and teachers roles. What is not known is how stakeholders define parents' and teachers' roles. The question that one may ask is, how do parents, teachers, Headteachers and MOE officials define parents' and teachers' roles in children's education? Thus, research was important to be conducted in this area to unearth how roles are defined.

Given the significance of parent-teacher partnerships and the need to have active

and committed involvement within partnerships, the limited extent of partnerships in Kenya requires parents and teachers to get support from various stakeholders. Strategies are therefore needed to support the development of these partnerships. Christenson (2004), Griffith (1998), Mueller (1997) and Swick (1991) identified strategies that could be used to strengthen parent-teacher partnerships. These include home visits, conferences, and involvement in classroom, participatory decision-making and home-learning activities, among others. According to Epstein (2000), schools are responsible for designing comprehensive strategies for partnerships between the parents and teachers. In their theoretical model, Dunst, Johanson, Rounds, Trivet & Hamby (1992) recommend that schools and Ministry officials should design strategies of strengthening parent-teacher partnerships. The Kenya Government through the Ministry of Education has developed School Empowerment Programme (SEP) training manuals to increase the capacity of Headteachers in primary schools to foster parent-teacher cooperation (SEP, 2004). The impacts of this programme have not been evaluated and one wonders if Headteachers are using the strategies suggested in these manuals. Uasin Gishu District Education Office Initiative (UGDEOI, 2002) programme that started in 2002 to strengthen the parent-teacher partnerships had collapsed. The impact of this initiative and the reasons for the collapse had not been established. However, a question that one may ask is, what strategies do Headteachers and MOE officials at the district and national level use to strengthen parent-teacher partnerships? One may wonder whether the strategies recommended are being used in preschools. The investigation of strategies used to support parent's efforts in partnerships was therefore very vital.

1.2 Statement of the Problem

As illustrated in the background, the need for parent-teacher partnerships that enhances children's holistic development is appreciated both locally and globally. Research documents that partnership between parents and teachers is significant in children's learning and holistic development (MacNaughton, 2002; Christenson, 2004; Epstein 2002; Russell and Reece 2000). According to Epstein (2000) parent-teacher partnerships help make parents feel more confident in assisting and supporting learning in class and at home, support teachers by enforcing rules and expectations, turn to teachers as resource persons and encourage cooperative attitudes and behaviours among children. Furthermore, when parents are involved in children's education, children perform better academically (Christenson, 2004). Improved partnership has also been found to lead to greater teacher satisfaction, parental understanding and greater parent-child communication (Russell & Reece, 2000).

Research findings in Kenyan primary and secondary schools reveal minimum levels of parent involvement and parent-teacher partnership. These studies show that the roles of the community and parents seem to be restricted to the provision of finances and facilities (Juma, Waudo, Kamau, Mwirotsi & Harriet 1999). Ndani (2008) study established in Thika District that there was low parental and community participation in pre-schools activities in four of Epstein' six modes of involvement: communication, volunteering, decision-making, and community collaboration. In addition, research findings in Kenya explicitly show that the main factors affecting parent-teacher partnerships are parents and teachers' level of education, type of school sponsorships, sex and rural-urban contexts (Ndani, 2008; Wawire, 2006; Mwoma, 2009). Research findings in Kenya have also shown that parents and

caregivers are not aware of their roles in stimulating young children and believed that teachers are solely responsible for children's academic development (Wambiri, 2006 and Ngugi, 2000). Moreover, other research findings also show that the Government of Kenya has put in place measures to train primary school Headteachers on how to strengthen parent-teacher partnerships in primary schools through School Empowerment programme (SEP, 2004). This is a programme that is still being undertaken by the Ministry of Education to promote parent-teacher partnerships. What is known is that the Uasin Gishu District Education Office Initiative (UGDEOI, 2002) programme that started in 2002 to strengthen the parent-teacher partnerships in the district had collapsed at its impact and reasons for the collapse have not been established.

Other research findings have not documented parental involvement in two of the six Epstein modes of involvement that Ndani (2007) investigated in her Thika District study: parenting skills and learning at home. It was also not known whether Ndani's findings could be generalized to other communities in Kenya. Although research findings from different parts in Kenya have established that parents' and teachers' education level, rural and urban contexts, type of school sponsorships and sex affects partnerships (Ndani, 2007; Wawire, 2006; & Mwoma, 2009), it was not known was whether these factors also affected parent-teacher partnerships and specifically in Uasin Gishu District. In addition, the role that parents, teachers, Headteachers and MOE officials would ascribe to parents and teachers in the parent-teacher partnerships was unknown. Finally, an evaluation of the outcomes the Ministry of Education INSET programme in training primary school Headteachers on how to promote parent-teacher partnerships has not been done. Thus, little was known about the strategies the Ministry of Education Officials at the district and

national level use to promote parent-teacher partnerships at pre-school level and also the strategies that are used at the school level. Knowledge of the levels of involvement, the factors affecting partnerships and the strategies being used to encourage them is particularly important since parent teacher partnerships have been documented to have important consequences and the Uasin Gishu initiative suggests that. This study was undertaken to fill these research gaps and provide recommendations that will promote these partnerships at the pre-school level.

1.3 Purpose of the Study

The purpose of this study was to explore parent-teacher partnerships in pre-school and strategies used to support partnerships for the enhancement of children's holistic development.

1.4 Research Questions

1. What are the levels of parent-teacher partnerships in Epstein's six modes of involvement in Uasin Gishu District?

2. What factors affect parent-teacher partnerships in preschools in Uasin Gishu District?

3. How do parents, teachers, Headteachers and MOE officials define parents and teachers roles in children's education?

4. What strategies do Headteachers and MOE officials at the district and national level use to strengthen parent-teacher partnerships?

1.5 Research Hypotheses

The following were general hypotheses that were tested:

H_1: Parents with different levels of education differ in their levels of involvement in

parent-teacher partnership.

H_2: Teachers with different levels of education differ in their levels of involvement in parent-teacher partnership.

H_3: Parents in different types of school sponsorship differ in their levels of involvement in parent-teacher partnership.

H_4: Teachers in different types of school sponsorship differ in their levels of involvement in parent-teacher partnership.

H_5: Parents in rural and urban contexts differ in their levels of involvement in parent-teacher partnership.

H_6: Teachers in rural and urban contexts differ in their levels of involvement in parent-teacher partnerships.

H_7: Mothers and fathers differ in their levels of involvement in parent-teacher partnership.

H_8: Male and female teachers differ in their levels of involvement in parent-teacher partnership.

H_9: Parents and teachers differ in their role definitions for parents' within the partnerships.

H_{10}: Headteachers and Ministry of Education Officials at the district and national levels differ in their role definitions for parents'.

H_{10}: Parents and teachers differ in their role definitions for teachers' within the partnerships.

H_{12}: Headteachers and Ministry of Education Officials at the district and national levels differ in their role definitions for teachers'.

H_{13}: Headteachers and Ministry of Education Officials at the district and national levels differ in the strategies they use to strengthen parent-teacher partnership.

1.6 Significance of the Study

Findings of this study may have both practical and theoretical implications for the future of Early Childhood Education in Kenya. The study findings are expected to contribute to early childhood education in several ways. It may highlight the role of the Ministry of Education and other stakeholders in strengthening parent-teacher partnership in pre-schools. The study findings may also highlight appropriate strategies that could be adopted to promote partnerships.

The findings of this study may also be useful to early childhood education policy makers. It may suggest issues that need to be addressed to develop policies that strongly support parent-teacher partnership to ensure quality early childhood education. In addition, recommendations from the findings of this study may lead to formulation of policies that support parents' ownership of school decisions. This may lead to more active involvement and better relationship with educators.

Findings of this study may enlighten curriculum developers and trainers about the significance of parental involvement in children's education and effective ways of promoting partnership. These findings may become a basis for developing community mobilization curriculum packages for capacity building.

The findings of this study may also help educators understand the relationship between parent-teacher partnership and active and committed involvement. This may provide the basis for further research in partnership.

1.7 Scope, Delimitations and Limitations

The study was conducted in Uasin Gishu District in Kenya. The research findings,

therefore, may only be generalized to other populations with similar characteristics. The study focused only on parent-teacher partnership from the points of view of the pre-school teachers, Headteachers, District Education Officers and Ministry of Education Officials at the national level. The views of other stakeholders were not investigated. The study focused on parent-teacher partnerships and not the role of the community in partnerships, which was studied by Ndani (2008). This study also focused on parents' role definition as in Hoover-Dempsey & Sandler's (1995) model.

The following adjustments were made in view of the post-election violence that rocked the Uasin Gishu District at the beginning of 2008. Previously, sampled schools that were affected in the division and division were replaced by those not affected.

1.8 Basic Assumptions of the Study

The investigator made several assumptions, which underlie the study. In the first place, it was assumed that there is some extent of parent-teacher partnership in pre-school education in Uasin Gishu District. Parents, teachers and the community can partner in six key components to foster a caring community that children need to maximize their potential and develop holistically. These were parenting, volunteering, learning at home, decision-making, community collaboration and communication.

Secondly, it was assumed that the Ministry of Education and Headteachers were using certain strategies in order to support parent-teacher partnership at the national and district levels. These were strategies employed to increase parental involvement

in the school setting. For example, involvement in the classroom, participatory decision-making, home learning activities and family-school networking.

1.9 Theoretical Framework

This study was based on one Primary Theory and two models. Epstein's School, Family and Community Partnerships theory focuses on the six aspects of involvement, which was the basis of partnership. Dunst, Johanson, Rounds, Trivet & Hamby's Family Enabling Empowerment Model focuses on the expectations of the partners and the relationship among them, and Hoover-Dempsey & Sandler's Model of Parental Involvement suggests why parents decide to partner. These two models were used to enhance some aspects of the Epstein theory.

Epstein's School, Family, and Community Partnership Theory

Epstein's Theory (2003) focuses on school and family partnership within a community. She uses the term partnership to mean responsibilities that the teachers, parents and communities should share in children's education. Through overlapping spheres of affect, Epstein points out that the families and schools were answerable to children's education. This theory focuses on the roles of parents, teachers and the community in children's education.

Epstein developed a theory where children were placed at the centre and were seen as the main actors. Partnership activities that teachers, parents and children engage in, guide, energize, and motivate children so that they realize their own successes. In the theory, answerability or responsibility operates at several levels. At the level of the institutions (schools), parents and teachers provide opportunities and resources to help the child. At individual level, children must capitalize on those opportunities

through their own efforts.

According to Epstein, schools were responsible for designing comprehensive strategies for partnerships between the parents and teachers. Epstein provides an empirically generated model of six types of involvement that educators and administrators could use to achieve their own academic goals.

Epstein notes that school programmes of partnerships should include all aspects of these types and their use is not represented hierarchically. Each type of involvement leads to different outcomes for children, families and schools. The theory is framed in terms of what educators can do and ways that they can be involved parents in various types of involvements. Parents and teachers' role definition in the theory is focused on teachers and administrators who provide context for parents to support learning (Epstein, 2003).

Figure 1.1 Epstein's Six Modes of Involvement in Parent-Teacher Partnerships

Parenting skills
Communication
Learning at home
Volunteering
Decision-making
Community collaboration

Source: Epstein (2003)

Epstein (2003) identifies six types of involvement as shown that provide a framework that can be used to review research on parent-teacher and community partnership that will affect children's outcomes. Parents, teachers and the

community can collaborate in these six key roles to foster a caring community that children need to maximize their potential in school and in later life.

Epstein's Theory was selected for the study because it helped the researcher to look at different aspects of parental involvement in schools. It also suggested strategies that help promote partnership between parents and teachers. Furthermore, the theory helped the researcher focus on the defined roles for parents and teachers and administrators who were expected to provide opportunities for parents to support partnerships between parents and teachers. This theory allows for a holistic analysis of the obstacles and facilitating factors associated with school-family partnership and the significant role played by the actors involved in childhood education throughout the life-cycle. However, Epstein's theory was not exhaustive. The models below supplemented this theory in that they clarified areas not detailed within Epstein's theory. For example, factors that affect parent-teacher partnerships, strategies of strengthening partnerships, and roles defined for parents and teachers.

The Family Empowerment Model and Parental Involvement Model

The Family Empowerment Model by Dunst, Johanson, Rounds, Trivet & Hamby's (1992) and Hoover-Dempsey & Sandler's (1995) Model of Parental Involvement supports and enhances aspects of Epstein theory.

Specifically, the Family Empowerment Model (Dunst, Johanson, Rounds, Trivet & Hamby's 1992) is on reciprocal partnership and is based on the principles of enabling and empowerment that advocate for a complete sharing of knowledge, skills and experiences between parents and teachers. Empowerment in Dunst et al model refers to utilizing of each person's resources and competencies, while

enabling refers to parents' ability to define their roles and to determine the nature of their collaboration with the teachers. This model describes a relationship of parents and teachers based on mutual exchange in which each party learns from the knowledge and experience of the other. A partnership approach must necessarily take into account each partner's expectations and point of view (Dunst, 1992; Pourtois & Desmet, 1997). Consequently, the relationship must be based upon a notion of equality, which recognizes that each party has a particular knowledge and expertise to share. Thus, parents as well as teachers manifest strengths that complement those of the other partners. In the model, parents are perceived as educational resources that can enrich the teacher within a relationship of mutual exchange. The enabling and empowerment model emphasizes the use of knowledge and experience to develop an individual's resources.

The rationale for selecting this model was because it proposes appropriate relationships between the parents and teachers. This model was also used as it compares the strategies schools and Ministry of Education might be using to strengthen the relationships. In addition, the model addresses parents and teachers expectations and points of view. These perceptions were explored in this study in reference to the role definitions.

Hoover-Dempsey and Sandler's (1995) model examines the process of parental involvement beginning with parents' decision to become involved. The model explains that parents decide to participate when they understand that collaboration is part of their role as parents, when they believe they can positively affect their child's education and when they perceive that the child and the school wish them to be involved. The model suggests that once parents make the decision to participate,

they choose specific activities shaped by their perception of their own skills and abilities, other demands on their time and energy and specific invitations to involvement from children, teachers and schools. The model suggests that parents' decision to become involved in their child's education varies according to their construction of the parental role, their sense of efficacy for helping their child succeed, and the invitations, demands and opportunities for involvement presented by the child and the school. Parental role definition is of primary importance because it determines what type of activities parents will consider necessary when interacting with their children. It is affected by their understanding of the parental role and their views on child development, child-rearing and home-support roles. If the school expects little parental involvement, for example, parents will be less inclined to participate (Epstein & Dauber, 1991).

The rationale for selecting this model was because it provides insight on factors that affect parent-teacher involvement in the partnerships and role definition of parents and teachers.

1.10 Conceptual Framework

The ultimate goal for Early Childhood Education is to enhance children's holistic development. To achieve their full potential, children need to be nurtured in a friendly environment and cared for by a combined effort of the parents and teachers in a workable partnership. To do this, parents and teachers'' need to recognize their roles and how and to what extent each should participate in their learning. The participation may be affected by defined roles for parents and teachers, rural-urban context, sex, existing strategies used, parents and teachers level of education, and type of school sponsorship. All these factors may affect either positively or

negatively the six modes of participation in pre-school. High level of participation in the six modes of parental participation is likely to lead to improved teaching and learning which in turn may lead to the ultimate goal of children's holistic development. The relationship between these variables is illustrated in Figure 1.3.

Fig 1.2 Factors that Affect Parent-Teacher Partnership

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                    ┌─────────────────────────────────┐
                    │  Children's Holistic Development │
                    └─────────────────────────────────┘
                              ↑     ↓
                    ┌─────────────────────────────────┐
                    │   Improved Teaching and         │
                    │         Learning                │
                    └─────────────────────────────────┘
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Defined Roles for Parents and Teachers
- Teachers defined roles for parents and teachers
- Parents defined roles for parents and teachers
- Head teachers defined roles for parents and teachers
- MoE Officials defined roles for parents and teachers

Parent-Teacher Partnerships

Modes of Involvement
- Parenting skills
- Decision-Making
- Volunteering
- Communication
- Learning at home
- Collaboration

Strategies Used to Enhance Partnerships
1. Strategies to enhance sharing of knowledge
2. Strategies to enhance sharing of skills
3. Strategies to enhance sharing of experiences
4. Strategies to enhance utilizing each other competences
5. Strategies to enhance exchange of information
6. Strategies to enhance establishing of mutual support

Rural-Urban Contexts

Type of School Sponsorship

Parent's and Teacher's Sex

Teacher's and Parent's Level of Education

KEY

☐ (shaded) Study variables

☐ Non – Study Variables

Adopted from: Dunst *et al* Model (1992), Hoover-Dempsey and Sandler's Model (1995) and Epstein's Theory (2003)

1.10 Operational Definition of Terms

Communication:

Defined as frequency of parents' and teachers' behaviours in activities relating to providing effective school-to home and home-to school links in the promotion of schools learning and children's progress.

Community Collaboration:

Defined as frequency of parents' and teachers' behaviours in activities such as identifying and coordinating resources and services to support preschool programmes.

Decision Making:

Defined as frequency of parents' and teachers' behaviours in activities that relates to managerial roles, governance, and advocacy through PTA/PTO, school councils and committees.

High scores:

Refers to the figures above the mean score of 2.5 in the likert scale.

Learning at Home:

Defined as frequency of parents' and teachers' activities such as sharing information and ideas in children's homework and other curriculum related activities in the home.

Low scores:

Refers to figures below the mean scores of 2.5 in the likert scale.

Parent and Teacher Partnerships:

Is defined as the frequency of parents' and teachers' behaviours relating to parenting skills, learning at home, volunteering, decision-making, communication and community collaboration.

Parenting skills:

Defined as frequency of parents' and teachers' behaviours in activities relating to assistance given to parents with parenting and child-rearing skills, understanding children development and setting home conditions that support children as learners.

Role definition for parents and teachers:

A score of parents' and teachers' corresponding to a level of understanding of the specific activities that parents and teachers are supposed to be playing in parent-teacher partnerships to support children's learning at home or in school.

Rural-urban context:

Refers to geographical location.

Stakeholders:

Partners who are directly or indirectly involved in Early Childhood Education such as parents', teachers' and Ministry of Education Officials at the District and National levels.

Volunteering:

Defined as frequency of parents' and teachers' actions that relates to assistance given by parents to teachers, administrators and children in the classroom or in any other school activities that support learning.

CHAPTER TWO

LITERATURE REVIEW

2.0 Introduction

This chapter reviews literature related to the study under the following sub-headings:

- Parent- teacher partnership and involvement

- Significance of parent-teacher partnership

- Status of partnership and guidelines in Kenya

- Factors affecting parent-teacher partnerships

- Parents' and teachers' roles in parent-teacher partnerships

- Strategies of strengthening parent-teacher partnerships

2.1 Parent-Teacher Partnerships and Involvement

Parents and teachers involvement is most successful when it is viewed, practised, and promoted as a partnership between the home and school (Elcholtz, 1984).

Partnership has many meanings. Sheldon (2004) defined partnership as a cooperative relationship between people or groups who agree to share responsibility for achieving some specific goal. Cuttance and Stokes (2000) defined effective parent-school partnership as a sharing of power, responsibility and ownership, with each party having different degree of mutuality that begins with the process of listening to each other. In addition, Kreider (1999) defined educational involvement as activities that parents conduct at home and in early childhood settings to directly or indirectly support their children's learning. According to Bray (1999) and Huira (1996), involvement was considered to be relatively weak forms of activity. Partnerships imply more active and committed

involvement. It involved parents and teachers working together and supporting each other in the best interest of the child. In this study, partnership refers to parent-teacher active and committed involvement in Epstein's six components of involvement supported by other stakeholders.

A parent-teacher partnership is characterized by mutual trust and respect, two-way collaboration and support and equality in relationship. If parents are to work with teachers as co-partners in the education of their children, schools must provide them with the opportunities and support they need to become involved. Too often, schools expect parents to do it all alone without support (Anderson, 1982). Developing effective partnerships with parents requires that all school staff (administrators, teachers, and support staff) create a school environment that welcomes parents and encourages them to raise questions and voice their concerns as well as to participate appropriately in decision-making. Developing partnerships also requires that teachers provide parents with the information and training they need to become involved (Gargiulo & Graves, 1991).

Schools that are most successful in engaging parents and other family members in support of their children's learning look beyond traditional definitions of parental involvement like participating in a parent-teacher organization or signing quarterly report cards to a broader conception of parents as full partners in the education of their children (Purkey & Degen, 1985). Rather than striving only to increase parental participation in school-based activities, successful schools seek to support parents in their activities outside of school that can encourage their children's learning. Schools that have developed successful partnerships with parents view student achievement as a shared responsibility, and all stakeholders including

parents, administrators, teachers, and community leaders play important roles in supporting children's learning (Bronfenbrenner's 1996 & Huira 1996). Successful school-family partnerships require the sustained mutual collaboration, support, and participation of teachers and parents at home and at school in activities that can directly affect the success of children's learning.

According to Epstein (2003) parents, teachers and the community can collaborate in six key modes to foster caring parent-teacher partnerships that children need to maximize their potential in school and in later life. These modes are:

1. Parenting skills: Children spend 70% of their hours including weekends and holiday outside school therefore there is need to promote and foster parental skills to develop a home environment that supports learners. This means that the time outside school is significant in children's learning and development. The quality of home environments strongly correlates academic achievement with the school performance. A high quality and effective learning home environment includes high parental aspiration and expectation, rich language environment, academic support, guidance and stimulation. Effective pre-school teachers can assist parents with parenting and child-rearing skills, knowledge on child development, and in creating home conditions that support children learning.

2. Communication: Communication means designing effective, regular and meaningful two–way communication between home and school. Creating a parent-teacher partnership based on two–way communication will create parental involvement that is critical to children's academic success. When school community creates welcoming activities for parents, they feel empowered members of the school community.

3. Volunteering: Epstein (2003) points out that parent volunteering can have a

significant impact on children's achievement in mathematics, reading and languages. Volunteering in activities such as field trips, tutoring, playground monitoring, and classroom assistant can be very effective in promoting parent-teacher partnerships.

4. Learning at Home: Learning at home is providing information and ideas to parents about how to help children at home with homework and other curriculum related activities**.** Epstein indicates that when teachers work together with parents to support learning, children tend to succeed not just in school but also throughout their lives. Parents and teachers need specific information, programmes and training to foster constructive family involvement in children's education.

5. Decisions Making: This includes involving parents in academic and other school activities that can contribute to children learning. These will make parents play roles as teachers, supporters, advocates, and decision makers. Parents can sit on school advisory boards and governance committees.

6. Collaborating with the Community: The school can establish partnerships with the community by tapping the support available in their local communities and beyond such as local businesses, churches, parks, libraries, healthcare and colleges. This will enable the schools to identify and use community resources and services to strengthen school, parents, and children learning and development. Thus, partnerships between parents and teachers involve multifaceted roles that interact to support children's learning and holistic development.

2.2 Significance of Parent –Teacher Partnerships

Research suggests that family involvement in the schools has positive outcomes on children's success and parents' experiences with education. According to Christenson (2004) when parents were involved in their children's education, the

children perform better academically. This is supported by Goldberg, (1997) who points out that more than 30 years of research shows that early partnerships in children's learning is a critical link for a child's future academic success. Not only did children improve academically, but their behaviours and attendance also improve with more parental support (Epstein & Sheldon, 2000). In addition, parents express a greater degree of satisfaction with their children's education, as well as a greater sense of trust in the teachers and administrators when communication is open and positive (Spann, Kohler, & Soenksen, 2003).

Parent-teacher partnerships can unite stakeholders to a common goal. Morrison (1998) notes that the strength of any educational system lies not in the separation of our homes, schools, and communities, but in the collaborative partnerships which were formed and which unite them in a common goal, "the education of their children".

In Kenya, there is also evidence of the positive effects of partnerships on academic performance. In 1994, a group of partners came together to launch the Mombasa School Improvement Programme (MISP) Evaluation in 1999. The programme showed that the project had achieved far-reaching findings and that much of the success could be attributed to improved linkages between schools and communities. During the life of the project, the pupils' performances in Mombasa District on National primary school examination improved dramatically (Anderson & Nderitu, 1999). This means that improved examination results can be realized through positive parent-teacher partnerships.

Parent-teacher partnership is also related to the smooth running of the schools and

positive relationships. According to Bos, Nahmias, and Urban's (1999) studies, working together to make decisions, solve problems, and implement strategies help the rest of the school year run more smoothly and create a positive experience for all involved. Vaden-Kiernan's (2005) argued that parents who were more involved in their children's schools express higher rates of satisfaction with schools' practices on disseminating information than those who participate less frequently.

In addition, research suggests that there is a relationship between parent-teacher partnerships and children absenteeism. Walther-Thomas, Korinek, McLaughlin, and Williams (2000) stated that a decrease in absenteeism was one of the benefits of family-school collaboration. A study by Epstein and Sheldon (2002) indicates that home-school communication efforts can reduce both daily and chronic absence. This means that parents and teachers should be aware of the importance of partnerships.

Partnership also appears to relate to children's motivation. Fantuzzo and McWayne (2004) recently showed the practices associated with responsibility for learning by parent's at home. For example, providing a place for educational activities, asking a child about school, and reading to a child above and beyond aspects of the home school relationship, is related to children's motivation to learn, attention, task persistence, and receptive vocabulary and fewer conduct problems. This shows that parent's contribution in children's learning at home is enormous and they should be helped to know how to go about it.

Partnerships can lead to better understanding of children's education. Researchers have also claimed that parental involvement in their children's early education

increases parents' understanding of appropriate educational practices and improves children's development (Gelfer, 1991 and MacNaughton (2002)). That is, it improves children's educational outcomes, especially literacy, and improves parental commitment to schooling.

According to Whalley, (2001) constructive working relationships between teachers and parents can enhance parent's knowledge and understanding of children and their learning opportunities that will contribute to greater children's learning well-being at school and home. This view is supported by Hughes & MacNaughton (2002) who argue that parent's knowledge of their specific children is as valuable as the teacher's professional and expert knowledge of children. This suggests that equipping parents with specific skills about how to help their children at home and how to partner with teachers in their children's learning will be of great benefit to all.

2.3 Status of Partnership and Guidelines in Kenya

In most traditional African societies, parents played a very important role in the education of their children. By the time when the African-Persian and the Europeans explorers entered Kenya about AD 700 and in the mid 19th century respectively, indigenous education had been successfully managed and passed on to the youth such as societal beliefs and moral values. Elders in each family, clan, and the community at large actively participated in the development of this education (Achoka, 2003). At the advent of Western education, African parents and the local communities never became passive recipients of education but continued participating in the education process in various ways like providing land and other physical facilities (Achoka, 2003). Thus, since partnerships is not a new thing,

finding ways of strengthening it further may be welcomed by parents who have historically supported it.

Various directives have also played a role in education in Kenya and supported development of parent-school partnerships. A Presidential Directive of 1979 empowered parents to get involved in school activities through Parent Teacher Associations (PTA's). The Kamunge Report of 1979 urged every school in Kenya to had a Parents Teachers Association with the following responsibilities: to create closer relations between teachers and parents; provide a forum for discussions for all aspects concerning the school and its activities; provide opportunities for exchange of views among teachers, parents, and Board of Governors; to further parents' interests in their children's education; and provide funds for development and management (Maranga, 1998, as cited by Achoka). This was a bold move that was aimed at bridging the gap between parents and teachers and strengthening their partnerships.

The Ministry of Education assumed the responsibility for coordinating Early Childhood Education and Early Childhood Education Development with formulation of a partnership policy guideline in 1980 titled 'Policy Guidelines for Early Childhood Development' (GoK, 1996). Policy in ECD has evolved over the last decade with important aspects articulated in Sessional Paper No. 6 and National Development Plans (1989/93, 1994/96). The highlights of the current policy framework include the following:

i The principle of partnership between parents, communities, NGOs, donors and government;

ii Recognition of the need to provide integrated services that meet the social,

emotional, cognitive, health, nutrition, and care of children; and

iii   The importance of empowering families and communities to meet the needs of

children (GoK, 1996 pg 112)

More recently, in the Sessional Paper No. 1 of 2005 on Policy Framework for Education, Training and Research, the provision of Early Childhood Development and Education (ECDE) in Kenya involved households, community and Government efforts in the integrated development of children from the time of conception. This paper formed the foundation for later government policy statements that deal with parent-teacher partnerships and children's education.

The Kenya government has continued the policy of partnership at all levels of education. At the Early Childhood Education level, the Kenyan Early Childhood Development Policy Framework (KIE, 2006) gives policy statements for partnership, advocacy, and interface between partners, communities and services, among other statements. This policy framework suggests that partnership, advocacy, and interface between parents, communities and other agencies, the government in collaboration with other partners shall define the roles of different partners at all levels that include families and communities to enhance the coordination and the provision of quality services and equitable distribution and access to services to children especially in education and health (KIE, 2006). It is hoped that this recent policy framework guidelines will be implemented in such a way that will promote the relationship between parents, teachers and the community. The policy framework in its current form does not say how parent-teacher partnerships should be enhanced. Strategies to implement this policy framework and support partnerships are also needed. This study had sought to establish the extent of this

partnership in Kenya that is intended to promote children's learning and overall development and also to identify which strategies are used to enhance these partnerships.

Ministry of Education regulations on management of schools in Kenya (The Education Act, 1968) state that each full (eight grades) primary school should have a committee of 13 people, one parents representative for each grade, two District Education Board (DEB) representatives, two sponsor's representatives and the Headteachers (Bray, 1999). Since there is usually no pre-school board to oversee its operations in pre-schools, parents of pre-school may not be involved in school activities. This may also mean that the primary management board is not usually concerned with pre-school issues. Although preschools are becoming part of basic education in 2010, perceived roles of parents by teachers and education officials will shape interactions in these new partnerships. This needed investigation.

Although the government supports partnering, research suggests that current partnerships in Kenyan schools appear to be weak or limited in scope. A study by Juma, Waudo, Kamau, and Mwirotsi, (1999) in secondary schools suggests that in many schools in Kenya, the roles of the community and parents seem to be restricted to the provision of finances and facilities. In reference to Early Childhood Education, Wawire (2006) and Ndani (2008) found a similar trend. These findings suggest that current roles taken by parents are based on a very narrow form of participation and partnership.

Ndani's (2008) study in Thika District established that there was low community participation in Kenyan pre-schools and the participation was concentrated in

reports that educators need to be sensitive to issues such as socio-economic status, amount of parental education and family dynamics. In addition, he found that cultural differences, lack of knowledge concerning family involvement, and lack of time and resources were common barriers faced by teachers who wish to promote family involvement.

Keyes (1995) also gives six factors that can affect parent-teacher relationships. These were teachers and parents' cultural values, education, language difference, socio-economic differences, changing nature of work, and parent-teacher view of their roles. Occasionally, these can interfere with social interactions. In spite of these obstacles, educators should not stop from inviting parents and community members to become active participants in their children's education. Parents and educators must make a commitment to communicate with one another. This communication must be a two-way street, with both parties participating in decision-making and problem-solving processes.

It also appears that teachers may not have knowledge and strategies for developing partnerships. To foster parental involvement, teachers require support and training. A study conducted by Williams (1992) in USA, where teachers, teacher educators, and principals were surveyed found that 73 to 83% of them felt that there should be a required course-work for teacher trainees in developing effective teacher-parent relations. Since this course work did not exist, the responsibility of training teacher trainees falls on teachers. The study found that most school districts did not provide effective in-service training for teachers on parental relations and so teachers had to learn on their own and some never learned at all. Powel (1989) notes that many teachers find themselves struggling in establishing working relations with parents.

He notes that this is because many had ethical concerns, while others just lack knowledge, skills, and strategies to do it.

Bakeret et al (1999) results of a survey in Florida suggested that teaching staff lacked the necessary training to work successfully with parents. The study also noted very little in-service training was being done to remedy the situation. This lack of training is particularly noteworthy since most pre-service teacher education programmes do not provide professional development in the area of family-school collaboration. Studies throughout this review found teachers lacked the training and subsequent knowledge of how to work with today's diverse student population and their families.

Parents' education affects parental participation in parent-teacher partnerships. Ashby (2006) found that a parent's lack of education or skills (academically or socially) could greatly affect their willingness to participate in family-school partnerships. Bemek & Cornely (2002) also came to the same conclusion. They found that many educational staff were reluctant to encourage the participation and input from family members who, despite good intentions, may lack knowledge on partnerships relations.

The same views are supported by Hoover-Dempsey (1995) who also found that parents who feel they had inadequate skills or education were also less likely to become involved if they think their efforts will not positively affect their children's schooling. Also, they may feel the partnership makes them look inadequate alongside well-educated teachers. Dauber (1993) found that there is a significant correlation between parental education and parental reports of involvement in their

teens learning at home. Parents who had more formal education were more likely to report being involved with their teens learning at home than were parents who had less formal education. Mwoma (2009) also established that their educational levels determine father's involvement in their children's education. Keith (2002) in her study also found that many parents with higher educational attainment and more income volunteer and support school events more.

According to Keyes (1995) teachers have more confidence in parents who have similar ideas about teaching issues, and child-rearing practices and who freely share in important things about their children. As teachers think about their work with parents and families, they often had mixed feelings. There were good feelings of shared efforts and mutually valued achievement with some parents while others, there is a sense of frustration, helplessness or even anger over conflicting perception and understandings. Epstein (1998) contends that the teacher's invitation of parents to participate in school activities is a critical factor in promoting more extensive parents involvement.

Research findings have shown that the types of school sponsorship also affect partnerships. The study by Wawire (2006) in Thika and Machakos districts of Kenya found that the factors that affect the quality and relevance of early childhood education included rural-urban settings, type of school sponsorship, sex, poverty, and parent and teachers academic qualifications. These factors may also affect parent-teacher partnerships. Ndani (2007) study in Thika District found lack of encouragement and invitation, parents' academic qualifications, rural-urban settings, poverty, and lack of awareness as affecting community participation, pre-school teacher motivation and physical learning environment. Since these factors were

found to affect quality and relevance of ECE there was need to understand the nature of parent-teacher interactions and partnerships and especially community collaboration and how to strengthen it.

Rural and urban contexts are strong factors influencing parent-teacher partnerships. Katerina (2001) found that fathers in rural areas with low academic achievements and occupational status were less likely to contribute to childcare practices than fathers living in urban areas with high educational and occupational status. According to Ndani (2008), there is a significant difference in the level of participation at pre-school between rural and urban communities. Teklemariam (1996) suggests that schools in rural or urban settings are a determining factor to the type of relations existing between the school and the community members.

Wambiri (2007) attempted to find out the factors influencing caregiver's involvement in children's emergent reading development in Thika District. In this study, caregivers were not aware of children's emergent reading development and their role in it. Wambiri found caregivers' role definition for parents and teachers to be an important determinant of caregiver's involvement. Ngugi (2005) also found that parents were not aware of their role as stimulators, believing it was the teachers' role in Nairobi. It was necessary to establish the factors influencing parent-teacher partnerships and parents and teacher's role definitions in other parts of the country.

Sex may also affect partnerships. Keyes (1995) also identified sex as a factor affecting parent-teacher partnerships. Ndani (2008) found that women were more involved in school activities than men although their participation were in activities

they were invited for. Females and males may differ in the way they view parent-teacher partnerships. It was also found that there was sex disparity in the participation in pre-school education in Uasin Gishu District (GoK, 2006). There was need to investigate and document the factors that affect parent-teacher partnerships in Uasin Gishu District. As it has been seen in the preceding paragraphs, type of school sponsorship, sex, role definitions, level of education and rural-urban contexts appear to affect parent-teacher partnerships. The reason why these factors were selected is because the theories and models used and reviewed literature indicates that these factors are the most cited as affecting parent-teacher partnerships.

2.5 Parents' and Teachers' Roles in Parent-Teacher Partnerships

Role definition appears to be crucial in parent-teacher partnership. According to Corner and Haynes (1991), teachers' roles that were critical to the partnership process include support, education, and guidance-family cantered roles. The roles that focus on family involvement in school and classroom activities include nurturance, supporting, guiding and decision-making. This means that parents and teachers need to understand their individual and collective roles in children's education and learning.

Wambiri (2007) found caregivers' defined roles for parents and teachers to be an important determinant of caregiver's involvement. Ngugi (2005) also found that parents were not aware of their role as stimulators, but believe it was the teachers' role. Katz (1984) asserts that stakeholders may hold conflicting perceptions about their roles and the roles of other stakeholders. Powell (1995), Hughes and MacNaughton (2002) suggest that the success of parental involvement strategies

will be inadequate until parents understand their roles. Siu and Lo (1987) in their study in Hong Kong Technical Teachers College established that students, parents, teachers and education officials had different perception of teachers' roles in education.

Parent-teacher roles should be clearly understood. According to Katz (1984), there have been changes on how parents and teachers have viewed each other. She indicated that teachers view their roles as responsible for all the children for a specific period confined to the school setting and their roles were shaped by professional knowledge about children. Confusion often comes about when teachers and parental roles become ambiguous. How parents view these roles in relation to school affects parent-teacher relationships. This means that if each partner clearly understands his or her roles, then partnerships can be more fruitful. Parents, therefore, may need to learn new skills and to become aware that they were critical in children's development beyond the role of feeding the child and protection.

2.6 Strategies of Strengthening Parent-Teacher Partnerships

According to Christensen (2004), educators should employ a variety of techniques to increase parental involvement in the school setting. These techniques should range from teachers disseminating information to parents, to teachers working collaboratively with parents in decision-making processes concerning educational practices.

Griffith (1998) asserts that due to diversity of parents, there is need to have as many strategies as possible to meet a variety of needs. According to Fantuzzo & McWayne (2002) traditional strategies of involving parents, such as inviting parents

to meetings and school events, did not promote genuine interaction between home and school. Other strategies for strengthening partnerships are therefore necessary. Mueller (1997) identified the strategies that can be used to strengthen partnerships. Some of these were include finding time for both teachers and parents to develop school-parent partnerships, providing information and training to parents and teachers to enable them to communicate well and work together, restructuring schools to support parent-school partnerships, and bridging school-parent differences such as language, culture and education. Similarly, Swick (1991) says that strategies that could be used include home visits, conferences, involvement in the classroom, participatory decision-making, home learning activities, and family-school networking.

Locally, in an effort to strengthen partnerships in primary schools, the School Empowerment Programme for primary Headteachers has been introduced to train and empower Headteachers to promote parent-teacher partnerships (MoEST, 2004). According to these programme, parents, schools and government Officials should come up with various strategies to strengthen parent-teacher partnership. The results of the current study have established that Headteachers and MOE officials' uses many other strategies, which are not effective than those, recommended internationally. This and other strategies being used also needed documentation in order to help educators, administrators and school managers' deal with the challenges of collaboration.

2.7 Summary of the Literature Review

This chapter has reviewed literature related to the study. Studies reviewed show the importance of creating workable parent-teacher partnerships, which are essential in

the quality of children's learning. The literature shows that there is a relationship between parent-teacher partnerships and children's academic success and holistic development**.** Family involvements in the schools have positive outcomes on children's success and parents' experiences with education. Literature reviewed have also shown that the extent of parent-teacher partnerships may be low in preschools especially on community participation in school activities. Therefore there was need to establish the level of partnerships in Uasin Gishu District. Reviewed literatures have also shown that several factors affect teacher-parents partnerships. These include sex, rural urban context, and type of school sponsorship. These factors and teacher training and academic level of parents point to the areas or variables that could be useful in understanding parent-teacher partnerships in pre-school education. Research also suggested that confusion over roles or misconception of roles influence parents behaviours. There was need therefore to establish the factors including role definitions that affect partnerships in Uasin Gishu District. In addition, the chapter described various strategies employed to enhance teacher-parent partnerships. Research reviewed identified various strategies that could strengthen partnerships. It was unclear if the School Empowerment Programmme employed any of these strategies or if the MOE officials encouraged them. Thus, it was imperative to establish the strategies stakeholders use to strengthen partnerships.

CHAPTER THREE

METHODOLOGY

3.0 Introduction

The chapter covers the research design, study area, target population, sampling techniques, research instruments and data collection procedures and ethical and logical considerations.

3.1 Research Design

The study employed an Ex-Post Facto design. The design was used to investigate the current situation of parent-teacher partnerships in enhancing children's education in Uasin Gishu District. An 'Ex-post facto' research design is used when the researcher does not have direct control of independent variables because their manifestation have already occurred (Best, 1981). The Ex-Post Facto design was appropriate for exploring parent-teacher partnerships in pre-schools, factors influencing parents-teacher partnership and strategies used to strengthen parents-teacher partnership because the factors and strategies had already occurred and could not be manipulated (Best, 1981).

3.2 Study Area

The study was carried out in Uasin Gishu District in Kenya. Uasin Gishu is one of the fourteen districts in the Rift Valley Province. Four major towns in the district were Eldoret, which is the district headquarters, Burnt Forest, Turbo and Moi's Bridge. The total urban population is 285,635 according to population estimates of 2002. Most people live in the rural areas. Majority of parents in the rural areas of the district were farmers and they derive their livelihood by growing crops and keeping dairy cows. In urban areas, most people did not have business to do.

The area was selected because it had both urban and rural settings. Reviewed studies (Wambiri, 2006, Ndani, 2008, Ngugi, 2000 & Wawire, 2006) show that most of the studies on parental participation had been done in Nairobi and its environs, hence creating the need to conduct a study in other provinces and districts.

Furthermore, the Uasin Gishu District Education Office Initiative (UGDEOI, 2002) programme that was started in 2002 to strengthen the relationship of parents and teachers in children's education had collapsed. The impact of this initiative and the reasons for the collapse had not been established. Therefore, there was need for an in-depth study that looks at the levels of partnerships in the education activities in the district and strategies used and their effects. In addition, there was sex disparity in the participation in pre-school education in the district (GoK, 2006). The district was also found to provide different types of sponsorship, which were public and private schools, which provided a good comparison.

The following adjustments were made in view of the post-election violence that rocked the district at the beginning of 2008. The most affected divisions and divisions were not picked for the study. Previously, sampled schools that were affected in the division and divisions were replaced by those not affected.

3.3 Study Variables

The study explored two levels of variables, independent and dependent variables.

Independent Variables

There were six independent variables.

    i **Level of education**: Refers to the highest level of education attained by parents, teachers, Headteachers and Ministry of Education Officials. This was

according to levels of education such as none, primary but not to certificate level, primary with certificate, secondary but not to certificate level, secondary with certificate, College/ University but not with diploma or degree certificate and college/University with diploma or degree certificate.

ii **Sponsorship:** Categorical data depicting the type of school by management: public and private.

iii **Rural-urban context:** A categorical classification of rural and urban settings.

iv **Sex:** A categorical classification of teachers and parents as males and females.

v **Role definition**: Parents and teachers' role definition was examined in six perspectives:

- **Teachers' Role Definition (TRD)**: This was a score corresponding to teachers' perceptions about their roles and parents' roles in supporting children's education.

- **Parents' Role Definition (PRD):** This was a score corresponding to parents' perceptions about their roles and teachers' roles in supporting children's education.

- **Headteachers' Role Definition of Parents' (HPRD)** This was a score corresponding to Headteachers' perceptions about the roles of parents in supporting children's education.

- **Headteachers' Role Definition of Teachers' (HTRD):** This was a score corresponding to Headteachers' perceptions about the roles of teachers in supporting children's education.

- **Ministry Officials' Role Definition of Parents' (MPRD):** This was a score corresponding to Ministry official's perceptions about the role of parents in supporting children's education.

- **Ministry Officials' Role Definition of Teachers' (MTRD):** This was a score corresponding to Ministry official's perceptions about the role of teachers in supporting children's education.

iv **Strategies used:** A composite score of Headteacher's Strategies (HS) score, DICECE Strategies (DS) score, and Ministry Strategies (MS) score corresponding to frequency of activities undertaken in the last six months to enhance parent-teacher partnership. These were based on the frequency of behaviours used by Mueller (1997) and Swick (1991).

Dependent Variable

The dependent variable was **parent-teacher partnership**: It was examined in two dimensions of involvement.

- **Parental Involvement Score (PI):** Frequency of reported Parenting Behaviours (PB), frequency of Learning at Home Behaviours (LH), frequency of Decision-making Behaviours (DM), frequency of Volunteering Behaviours (VB), frequency of Communications Behaviours (CB), and frequency of Collaboration by the Community Behaviours (CL) and overall mean score of Parental Involvement (PI) were obtained.

- **Teachers' Involvement Score (TI):** Frequency of reported Teachers Behaviours (TB), frequency of Learning at Home Behaviours (LH), frequency of Decision-making Behaviours (DM), frequency of Volunteering Behaviours (VB), frequency of Communications Behaviours (CB), and frequency of Collaboration by the Community Behaviours (CLB) and overall mean score of Teachers Involvement (TI) were obtained.

3.4 Target Population

The population for this study comprised of parents of pre-school children, preschool teachers and Headteachers in Kapseret Division and Kapsoya Division in Eldoret Municipality and Ministry of Education Officials at the district and national level. Kapseret Division has 79 preschools (66 private and 13 public schools). Kapsoya Division has 66 pre-schools (51 private and 5 public schools). The study targeted all parents, teachers and Headteachers in preschools in the two divisions. The target population also included DICECE officers at the district level and Ministry of Education officials in charge of early childhood education. The number of national officials charged with the responsibility of managing, supervising, coordinating and accountability of programmes for young children in Kenya were six. These six Officials were based at the Ministry of Education headquarters ECD section in Nairobi.

3.5 Sample Size and Sampling Techniques

The sample size consisted of 135 parents, 60 pre-school teachers, 10 Headteachers, 5 Ministry of Education Officials at the district level and 4 at the national level.

Tables 3.1 show the selected schools from which the sample was drawn for the study.

Tables 3.1 Schools from Which Sample Was Drawn

Areas of study	Total no. of schools	No. of selected schools
Pre-schools in Kapseret Division	66 private	5
	13 public	5
Pre-schools in Kapsoya Division	51 private	5
	5 public	5
Total	**145**	**20**

Table 3.2 shows the sample size for parents and teachers.

Table 3.2: Sample Size for Parents and Teachers

Division	Number of parents and teachers in 20 schools	Sample size
	Parents	
Kapseret	Parents of 250 children	75 (8 per school)
Kapsoya	Parents of 200 children	60 (6 per school)
Total	450	135
	Teachers	
Kapseret	Males (7)	7
	Female (100)	22
Kapsoya	Males (13)	13
	Females (90)	18
Total	210	60

Table 3.3 shows the sample size for Headteachers and Ministry of Education Officials.

Table 3.3: Sample Size of Headteachers and MOE Officials'

Division	Number of head teachers in 20 schools	Sample size
Kapseret	10	5
Kapsoya	10	5
Total	20	10
Level	MOE Officials	
District	7	5
National	6	4
Total	13	9

Multi-stage sampling techniques were employed to select the sample.

i. Stage one: Selection of the study area:

Uasin Gishu District was purposively selected for the study. The area was selected because it had both urban and rural settings. Reviewed studies show that most of the studies have been done in Nairobi and its environs, hence creating the need to conduct a study in other provinces and districts. In addition, the Uasin Gishu

District Education Office Initiative (UGDEOI, 2002) programme that was started in 2002 to strengthen the relationship of parents and teachers in children's education had collapsed. In addition, there was sex disparity in the participation in pre-school education in the district.

ii.   Stage two: Selection of Division:

Purposive sampling was used to select Kapseret Division and Kapsoya Division. This was done by selecting these two areas out of eight divisions in the District. Kapseret Division provided rural characteristics whereas Kapsoya provided urban characteristics.

iii.   Stage three: Selection of schools:

Stratified random sampling was used to select 10 preschools in Kapseret and 10 preschools in Kapsoya. There were 66 private schools and 13 public schools in Kapseret Division. In Kapsoya, there were 51 private and 5 public schools. In both areas, five private and five public schools were picked for the study, which was a total of ten schools from each Division.

iv.   Stage four: Selection of parents, preschool teachers and Headteachers:

Random sampling was used to select the sample of parents and female teachers. Parents of 450 children formed the sample. One hundred and thirty five parents were randomly selected for the study. There were 190 female teachers. Forty female teachers were randomly selected for the study. There were twenty male teachers in the two divisions. All male teachers were purposively selected for the study. Tables 3.2 and table 3.3 presents the sample for the study.

v.   Stage five: Selection of Ministry of Education officials:

There were seven Ministry of Education Officials at the district level and six at the national level. Five officials at the District level and four at the national level were

purposely selected for the study.

3.6 Research Instruments

Questionnaire and Interview were used to collect data.

Questionnaires for Parents, Teachers, Headteachers and Ministry of Education Officials

The questionnaires were adopted from School Family, and Community Partnerships Survey Findings, Johns Hopkins University (Epstein, 2000). The instruments were modified by the researcher to make them appropriate for the study context. In the Johns Hopkins survey, the instrument was initially designed for parental participation, but in this study they were used for parents, teachers, Headteachers and Ministry of Education Officials. The items were modified to suit the local requirements. Specifically, items were rephrased, and those that did not have relevant information were dropped.

The questionnaires for parents and teachers had three sections. In Section A, parents and teachers were asked to provide background information. In Section B, items covered the levels of involvement in parent-teachers' partnership and in Section C, items measured parents and teachers' role definitions (See Appendix I and II). Note: There were three parents who were unable to read English properly. One research assistant administered questionnaires that had been translated into Kiswahili language (See Appendix II).

The questionnaires for Headteachers and Ministry of Education Officials also had three sections. In Section A, Headteachers and Ministry of Education Officials provided background information. In Section B, items measured the role definition

for parents and teachers and in Section C; items measured the strategies used in strengthening parent-teacher partnership (See Appendix III and IV).

Scoring of Various Sections of the Questionnaires

Items on the levels of involvement in parent-teacher partnership were scored using a 5-point Likert Scale. Parents and teachers were asked to choose from five responses: Never (N), Rarely (R), Sometimes (S), Often (O) Very Frequently (VF). These responses were assigned scores as follows: Never (0) Rarely (1) Sometimes (2) Often (3) Very frequently (4).

Each of the six components had four items each. The frequency of Parenting Behaviours (PB), frequency of Learning at Home Behaviours (LH), frequency of Decision-Making Behaviours (DM), frequency of Volunteering Behaviours (VB), frequency of Communications Behaviours (CB), and frequency of collaboration by the Community Behaviours (CL) were calculated. A total mean score of Parent Involvement (PI) was obtained by adding all the scores and finding the average.

The frequency of Teachers' Behaviours (TB), frequency of Learning at Home Behaviours (LH), frequency of Decision-Making Behaviours (DM), frequency of Volunteering Behaviours (VB), frequency of Communications Behaviours (CB), and frequency of Collaboration by the Community Behaviours (CL) were calculated. A total mean score of Teacher Involvement (TI) was obtained by adding all the scores and finding the average.

To obtain the means score for the parents and teachers' role definitions a 5-point Likert Scale was also used. Parents and teachers were asked to choose from five responses: Strongly Disagree (SD), Disagree (D), Not Sure (NS), Agree (A), and

Strongly Agree (SA). These responses were assigned scores as follows: Strongly Disagree (1) Disagree (2), Not sure (3), Agree (4) and Strongly Agree (5). Parents and teachers scores on these items were added and a means score calculated to give Parents' Role Definition (PRD) score and Teacher's Role Definition (TRD) score. Headteachers' Role Definition of Parents' (HPRD) and Headteachers' Role Definition of Teachers' (HTRD) scores were also calculated. These were scores corresponding Headteachers' perceptions about the roles of parents and teachers in supporting children's education. In addition, Ministry Officials' Role Definition of Parents' (MPRD) and Ministry Officials' Role Definition of Teachers' (MTRD) scores were calculated. This was a score corresponding to Ministry official's perceptions about the role of parents and teachers in supporting children's education.

For independent variables (rural-urban context, sex, and type of school sponsorship), categorical classification was used and employed.

To obtain the scores for existing strategies used to strengthen partnerships, frequency rankings were obtained. Headteachers and Ministry of Education Officials were asked questions about the frequency of activities undertaken in the past six months that ranged from 0, 1, 2, 3, and 4. A Headteacher's Strategies (HS) score, DICECE Strategies (DS) score, and Ministry Strategies (MS) score corresponding to frequency of activities undertaken in the past six months that were intended to achieve the goal of enhancing parent-teacher partnership were calculated and mean scores obtained.

Interview Schedules for Headteachers and Ministry of Education Officials

Interview schedules were used to collect data pertaining to Headteachers and Ministry of Education Officials' views of the level of parent-teacher partnership (See Appendix V). This method calls for direct contact between the researcher and the study subject (Kothari, 2004). The interview form contained the position of the officer and sex. The question asked was: What other strategies have you used in the last 12 months to strengthen parent -teacher partnerships?

Scoring of the Interview Schedules

Frequency scores for other strategies used were obtained to find out the frequencies of other strategies that were frequently used. This was done by asking Headteachers and MOE officials to name other strategies used in the past 12 months. Frequency tables were used .The interview items were then analysed using qualitative methods.

3.7 Pilot Study

Piloting was carried out in two divisions. These were Kapseret and Kapsoiya Divisions. One school from each division was picked. These schools were not used in the study to avoid influencing the findings. The instruments were pre-tested with five parents, five teachers, five Headteachers and two Ministry of Education Officials (one at the national and one at the district level) that were not included in the final study sample to avoid influencing findings. The main purpose of the piloting was to determine validity and reliability of the research instruments. The instruments were administered to the same group of respondents after a period of one month. Findings were analysed and some items were modified. According to Mugenda and Mugenda (1999), it is necessary to pre-test the instruments to ensure that the items were clearly stated and can be understood by the respondents.

3.7.1 Validity

Validity refers to whether an instrument measures what it is intended to measure. Content validity was used to test the validity of the instruments. Content validity is a measure of the degree to which data collected represent a domain of indicators of a particular concept (Mugenda & Mugenda, 1999). To ensure content validity, the investigator ensured that items covered all areas of each variable and the objectives of the study. The researcher also conducted item-analysis with the help of peer reviewers in the Department of Early Childhood Studies to check if the items in the instruments were valid to collect the intended data. These peer reviewers included a researcher who investigated on Epstein components. The researcher also back-checked the essence of each component and the items specific to that component.

3.7.2 Reliability

Test- retest technique and internal consistency of items were used to determine the reliability of the instruments. Reliability refers to whether the instrument is consistent in producing similar findings on different but comparable occasion

s. According to Best (1992), an instrument is reliable to the extent it measures whatever it is measuring consistently. Test-retest also helped the researcher to assess time taken to complete the items in order to make adjustments. This process was done by administering the instruments to the same group of teachers, parents, Headteachers and Ministry of Education Officials twice with an interval of one month and their responses compared to see if the two test scores correlated. Table 3.4 presents test-retest correlation coefficients.

Table 3.4: Test- Retest Correlation Coefficients

Test- Retest Correlation Coefficients			
Group	Section	Instrument	Coefficients
Parents	B	i) Parental level of involvement reported by parents	.893
		ii) Teachers' level of involvement reported by parents	.929
	C	i) Parents' role definition reported by parents	.944
		ii) Teachers' role definition reported by parents	.747
Teachers	B	i) Parents' level of involvement reported by teachers	.862
		ii) Teachers' level of involvement reported by teachers	.864
	C	i) Parents' role definition reported by teachers	.738
		ii) Teachers' role definition reported by teachers	.751
Headteachers	B	i) Parents' role definition according to Headteachers	.757
		ii) Teachers' role definition according to Headteachers	894
	C	ii) Strategies used by Headteachers to strengthen partnership	.701
MOE	B	i) Parents' role definition according to MOE	.986
		ii) Teachers' role definition according to MOE	.718
	C	iii) Strategies used by MOE to strengthen partnership	.732

Table 3.4 shows that the stability of test items ranges from .701 to .986. This shows that the test items were highly correlated.

To measure internal consistency of the items, Cronbach's Alpha Coefficient was computed at 0.70. This was used to determine the extent to which the content of the questionnaire was consistent in eliciting the same responses when administered at different times to the same group. Cronbach's Alpha is a method of internal consistency (repeatability) based on the average inter-item correlation.

To ensure inter-researcher reliability, comparisons of responses of matched samples of research assistants and pilot samples were made to see if responses of matched pairs correlated. Findings of Cronbach's Alpha Coefficient computed from the data

collected during the pilot study of the two administrations of the instruments are shown in Table 3.5.

Table 3.5: Internal Consistency of Sections

Croanbach's Alpha Coefficient				
Group	Section	Instrument	1st Adm	2nd Adm
Parents	B	i) Parental level of involvement reported by parents	.865	.921
		ii) Teachers' level of involvement reported by parents	.907	.951
	C	i) Parents' role definition reported by parents	.944	.945
		ii) Teachers' role definition reported by parents	.738	.756
Teachers	B	i) Parents' level of involvement reported by teachers	.880	.845
		ii) Teachers' level of involvement reported by teachers	.835	.893
	C	i) Parents' role definition reported by teachers	.739	.738
		ii) Teachers' role definition reported by teachers	.750	.752
Headteachers	B	i) Parents' role definition according to Headteachers	.755	.760
		ii) Teachers' role definition according to Headteachers	.877	.912
	C	ii) Strategies used by Headteachers to strengthen partnership	.701	.701
MOE	B	i) Parents' role definition according to MOE	.984	.988
		ii) Teachers' role definition according to MOE	.668	.768
	C	iii) Strategies used by MOE to strengthen partnership	.724	.740

Table 3.5 shows internal reliability within each instrument at each time of administration. The alpha coefficients of the scales were 66-95 % reliable.

3.8 Training of Research Assistants

Two research assistants assisted in the collection of data. The assistants administered questionnaires only to the parents and teachers. Research assistants selected were persons with research skills and experience. The research assistants were trained for two weeks on how to use the instruments. This training involved

the researcher reading through and providing detailed explanations of the questionnaire items before the instruments were administered. After two weeks of training, assistants were tested orally to ascertain whether they had grasped the concepts.

3.9 Data Collection Procedures

This was done in three stages as follows:

I. The researcher and research assistants administered questionnaires to teachers in Kapseret and Kapsoiya Divisions and respondents and the research assistants collected questionnaires at a later date that was agreed on. This exercise took one month.

II. The researcher and research assistants administered questionnaires to parents in the two divisions and collected them on a date that was agreed upon by the respondents and research assistants. The exercise took two months.

III. The researcher administered questionnaires and held interviews with parents, Headteachers and the Ministry of Education Officials at the district and national level. The administration of questionnaires and interviewing took one month.

Initially, the researcher met with research assistants after every two days as they undertook the exercise. After three weeks, the meetings were done after every two weeks to ensure that they administered questionnaires as expected. Once the data were collected, scoring took place and then analysis was done.

3.10 Logistical and Ethical Considerations

A letter was obtained from Kenyatta University, office of the Dean, graduate School allowing the researcher to carry out the study. A research permit was obtained from

the Ministry of Education. The area District Commissioner (DC) and District Education Officer (DEO) were informed about the impending research. This was done to ensure proper coordination of the research and also to reduce the suspicion among the respondents. Respondents were assured of strict confidentiality of information that they provided. No respondent was forced to participate in the study or to engage in Behaviour he or she raised objections about.

CHAPTER FOUR

DATA ANALYSIS AND DISCUSSION

4.0 Introduction

The study was to investigate parent-teacher involvement in the partnerships because they impact on children's holistic development and thus academic performance. This chapter presents the methods of data analysis, findings and discussion.

4.1 Methods of Data Analysis

Descriptive and inferential statistics were used to analyze the data. Descriptive statistics used included the following: frequencies, means, standard deviations and percentages. The Statistical Programme for Social Sciences (SPSS) was utilized to prepare and organize data for analysis. The inferential statistics were t-Test for Independent Samples and One-way Analysis of Variance (ANOVA). According to Best (1981) t-Test for Independent Samples is used to test two independent groups. Kothari (2004) state that One-way Analysis of Variance (ANOVA) enables the researcher to test for the significance of the difference between more than two samples. The hypotheses were tested at a significance level of 0.05.

The following were the Null hypotheses:

H_{01}: There is no significant difference in Parental Involvement (PI) scores among parents with different educational levels. One-way ANOVA was used to determine the levels of significance.

H_{02}: There is no significant difference in Teacher Involvement (TI) scores among teachers with different educational levels. One-way ANOVA was used to determine the levels of significance.

H_{03}: There is no significant difference between Parental Involvement (PI) scores for parents in public and private schools. The t-Test for Independent Samples was used to determine levels of significance.

H_{04}: There is no significant difference between Teacher Involvement (TI) scores for teachers in public and private schools. The t-Test for Independent Samples was used to determine levels of significance.

H_{05}: There is no significant difference between Parental Involvement (PI) scores for parents in rural and urban contexts. The t-Test for Independent Samples was used to determine levels of significance.

H_{06}: There is no significant difference between Teacher Involvement (TI) scores for teachers in rural and urban contexts. The t-Test for Independent Samples was used to determine levels of significance.

H_{07}: There is no significant difference between Parental Involvement (PI) scores held by males and females. The t-Test for Independent Samples was used to determine levels of significance.

H_{08}: There is no significant difference between Teacher Involvement (TI) scores held by males and females. The t-Test for Independent Samples was used to determine levels of significance.

H_{09}: There is no significant difference in Parents' Role Definitions (PRD) held by parents and teachers. The t-Test for Independent Samples was used to determine levels of significance.

H_{10}: There is no significant difference in Parents' Role Definitions (PRD) Held by Headteachers and Ministry of Education Officials. One-way ANOVA was used to determine the levels of significance.

H_{11}: There is no significant difference in Teachers' Role Definitions (TRD) held by

parents and teachers. The t-Test for Independent Samples was used to determine levels of significance.

H_{12}: There is no significant difference in Teachers' Role Definitions (TRD) Held by Headteachers and Ministry of Education Officials. One-way ANOVA was used to determine the levels of significance.

H_{13}: There is no significant difference in frequencies of strategies used by Headteachers (HS score) and Ministry of Education Officials (DS score and MS score) to strengthen parent teacher partnerships. One-way ANOVA was used to determine the levels of significance.

Findings of this study were presented in three sections. First, demographic characteristics of parents, teachers, Headteachers and Ministry of Education Officials were presented. This is followed by findings and discussions relating to levels of involvement, factors affecting partnerships and then the strategies supporting partnering of parents' and teachers'.

4.2 Demographic Information

The following section shows the demographic information about the parents, teachers, Headteachers and Ministry of Education Officials.

4.2.1 Parents and Teachers Demographic Information

A total of 135 parents were sampled from Kapseret Division and Kapsoiya Division. Two parent questionnaires were dropped from the analysis because they were not properly completed, and the number within the sample was reduced to 133. A total of 66 parents were sampled in Kapseret Division and 67 in Kapsoiya Division, which formed 49.6% and 50.4% of the sample, respectively. Based on sex, a total of 67 male parents and 66 female parents were sampled for the study, out of whom

50.4% and 49.6% were males and females, respectively. The percentages for private and public schools were 48.9% and 51.1%, respectively. From the 133 parents sampled, 66 were from the rural area and 67 from the urban context, constituting 49.6% and 50.4%, respectively.

A total of 60 teachers were sampled, out of whom 26 teachers were from Kapseret Division and 34 from Kapsoiya Division. Teachers from Kapseret Division were 43.3% and those from Kapsoiya Division were 56.7%. The male and female teachers sampled were 38.3% and 61.7%, respectively, twenty-five teachers were sampled from private schools and 35 from public schools, constituting 41.7% and 58.3%, respectively. The percentage of teachers from the urban context was 40% and that of teachers from the rural context was 60%. Figure 4.1 presents the number of teachers by division, sex, rural and urban contexts and school sponsorship.

Figure 4.1: Number of Teachers by Division, Sex, Rural-Urban

Contexts and School Sponsorship
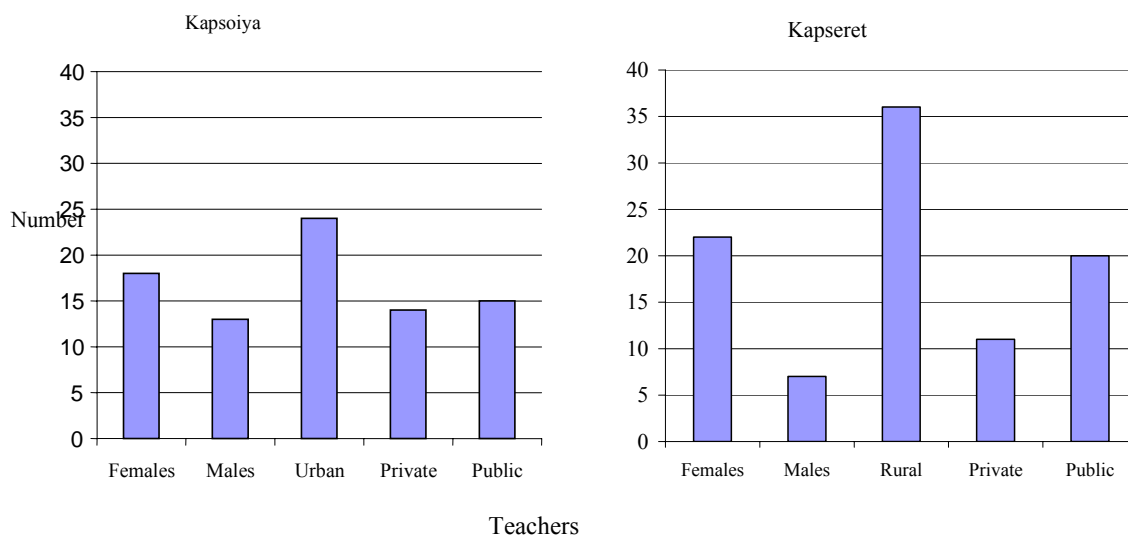
Parents' Level of Education

Table 4.1 shows the distribution of parents by their highest level of education.

Table 4.1: Parents' Level of Education

Education levels	Frequency	Percent
Unschooled	3	2.3
Primary, but not with primary certificate	9	6.8
Primary with certificate	16	12.0
Secondary but not with secondary certificate	15	11.3
Secondary with certificate	29	21.8
College/University but not with diploma or degree certificate	27	20.3
College/University with diploma or degree certificate	34	25.6
Total	133	100.0

The table shows that only three (2.3%) of the parents did not have any formal education, while 18.8% of the parents had attained primary level of education. The findings in the table further indicated that 33.1% of the parents had secondary

education while 45.9% had at least college or university level of education.

Table 4.2 shows teachers' level of education.

Table 4.2: Teachers' Level of Education

Education levels	Frequency	Percent
Primary with certificate	4	6.7
Secondary but not with secondary certificate	2	3.3
Secondary with certificate	8	13.3
College/university but not with diploma or degree certificate	7	11.6
College/university with diploma or degree certificate	39	65.0
Total	60	100.0

The table shows that the education levels range from primary with certificate to college/university with certificate. The table also shows that 6.7% had attained primary education while 16.6% of the teachers had attained secondary level of education. The table further indicates that 76.6% of the teachers had at least some college/university education level of education.

4.2.2 Headteachers and Ministry of Education Official's Demographic Information

Table 4.3 shows the number of Headteachers and Ministry of Education in the sampled population.

Table 4.3: Number and Proportion of Headteachers and Ministry of Education Officers

Position	Sampled number	%
Headteachers	10	55
DICECE officers	5	55.6
MOE officers	4	44.4

A total of 10 Headteachers were sampled from Kapseret Division and Kapsoiya

Division. This was 50% of the total population. Five Ministry of Education Officials were also sampled at the district level and four at the national office. This was 55.6% and 44.4% respectively of the officers at the district and national level.

Table 4.4 shows the Headteachers' distribution by education level.

Table 4.4: Headteachers' Level of Education

Education level	No. of Headteachers	Percentage
Secondary with secondary certificate	3	27.3
College/University with diploma or degree certificate	7	72.7
Total	10	100.0

The findings show that 27.3 had attained secondary education. The findings further show that 72.7% had attained college /university education. This shows that majority of the Headteachers had college or university education.

Table 4.5 shows the distribution of Ministry of Education Officials by levels of education.

Table 4.5: Ministry of Education Officials' Levels of Education

Education level	No. of Officials	Percentage
College/university level but not with diploma or degree certificate	1	11.1
College/university level with diploma or degree certificate	8	88.9
Total	**9**	**100.0**

The findings show that one official had at least attained college/university education but with no certificate and the rest eight had college/university education certificates.

4.3 Levels of Involvement in Epstein's Six Modes of Involvement

As per the study questions, the study investigated the parent-teacher partnerships based on the Epstein six modes of involvement.

The study aimed at finding out how often parents and teachers interacted and worked together to improve pre-school children's education. In this section, the study documented the six types of involvement. To establish their level of involvement, parents and teachers mean scores were calculated. Parents and teachers were asked to give their views about how often they engaged in each of the six modes of involvement.

4.3.1 Parents Level Of Involvement in Epstein's Six Modes

Table 4.6a shows the overall reported level of parental involvement in Epstein's six modes of involvement. Specifically, the overall and mean scores for each mode of involvement were calculated and are shown on the table 4.6a.

Table 4.6a: Overall Parental Level of Involvement in Epstein's Six Modes of Involvement

Modes of Involvement	N	Mean	Std. Dev.
Parenting	193	2.46	.92
Volunteering	193	1.60	.65
Learning at Home	193	3.19	1.0
Decision-making	193	2.42	1.1
Community collaboration	192	2.42	.93
Communication	192	3.30	1.0
Overall levels of parents' involvement		**2.57**	

According to Table 4.6a, the overall level of parental involvement in Epstein's six modes of involvement was 2.57. This implies that majority of parents' and teachers' reported that the parents involve themselves "sometimes" in parent-teacher partnership. Involvement was reported as 'often' in communication and learning at

home modes while involvement was reported as 'rarely' in volunteering.

Parents were most homogeneous in their level of involvement in volunteering with standard deviation of 0.60 and were most heterogeneous in decision-making with standard deviation of 1.07. This means that parents' views on volunteering mode of involvement were similar but they differed more in their reported involvement in decision-making mode.

The reported overall mean scores reported by parents and teachers involvement were also calculated to shed more light on differences in parental level of involvement as reported by parents and by the teachers. Table 4.6b show the overall parental level of involvement reported by the parents and by the teachers.

Table 4.6b: Overall Parental Level of Involvement in Epstein's Six Modes of Involvement as Reported by Parents and Teachers

Modes of Involvement	Reports by Parents			Reports by Teachers		
	N	Mean	Std. Dev	N	Mean	Std. Dev.
Parenting	133	2.39	0.92	60	2.61	0.92
Volunteering	133	1.47	0.56	60	1.91	0.73
Learning at Home	133	3.18	1.04	60	3.22	0.94
Decision-making	133	2.18	1.06	60	2.98	0.87
Community collaboration	132	2.29	0.93	60	2.73	0.86
Communication	132	3.19	1.07	60	3.53	0.88
Overall levels of parents' involvement		**2.45**			**2.83**	

These overall mean scores indicate that teacher's rated parent involvement higher than the parents themselves did. According to the parents' reports, the overall mean score was 2.45 while the teachers report parent involvement as 2.83. This difference in means of reported parental involvement ranged from .04 to a high of .80.

Both parents' and teachers' were most homogeneous in their reports of parental

involvement in volunteering. They all said volunteering was low. Their reports in other modes were less homogeneous.

4.3.2 Teachers' Level of Involvement in Epstein's Six Modes

To understand the other side of parent-teacher partnership, the teachers' level of involvement was analysed. The overall mean scores of teachers' level of involvement and their mean scores as reported by the by parents and teachers were calculated. Table 4.7a shows the overall mean score of teachers' level of involvement in Epstein's six modes of involvement.

Table 4.7a Overall Level of Teachers' Involvement

Modes of Involvement	N	Mean	Std. Dev.
Parenting	193	2.97	1.1
Volunteering	193	1.92	.89
Learning at Home	193	3.10	.96
Decision-making	193	2.71	.93
Community collaboration	193	2.62	1.4
Communication	193	3.50	.92
Overall levels of teachers' involvement		**2.80**	

According to Table 4.7a, the overall level of teachers' involvement in Epstein's six modes of involvement was 2.80. This implies that majority of teachers were reported to "sometimes" be involved in parent-teacher partnerships. It can also be noted that involvement was also reported to be highest in communication and learning at home and lowest in volunteering.

Results show that parents and teachers differed among themselves in their reports of teachers' level of involvement. In the various modes, involvement reportedly ranged from 'low' in volunteering to 'often' in communication and learning at home. The other modes were reported as 'sometimes'.

Figure 4.7b shows the parents and the teachers reported' level of involvement of the teachers in parent-teacher partnership in Epstein's six modes of involvement.

Table 4.7b Overall Levels of Teachers' Involvement as Reported by Parents and Teachers

Modes of Involvement	Reports by Parents			Reports by Teachers		
	N	Mean	Std. Dev	N	Mean	Std. Dev.
Parenting	133	2.58	1.1	60	3.82	.72
Volunteering	133	1.67	.78	60	2.47	.88
Learning at Home	133	2.79	.89	60	3.78	.74
Decision-making	133	2.41	.78	60	3.37	.89
Community collaboration	133	2.16	.89	60	3.64	1.9
Communication	133	3.31	.89	60	3.92	.83
Overall levels of teachers' involvement		**2.48**			**3.50**	

The overall mean scores indicated that teachers rated their involvement higher than the parents' ratings. In every mode, teachers reported themselves as being more involved. The greatest difference between parents' reports and teachers' reports was noted in community collaboration followed by parenting. In parenting teachers reported that they were 'often' involvement but parents differed widely on this as shown by standard deviation. Some parents said teachers involvement in parenting was low while others said 'sometimes' and a few said it was 'often'.

Discussion of the Levels of Parent-Teacher Partnerships

In relation to question one which sought to establish the levels of parent-teacher partnerships in Epstein's six modes of involvement in Uasin Gishu District, the study established that partnership in the district was low. This is because the levels of involvement in Epstein six modes of involvement were low. In both parental and teachers involvement, the highest mode of involvement was communication. This was followed by parenting, community collaboration, decision-making and

learning at home modes. The least mode of involvement was volunteering. There was lowest involvement in volunteering mode ay indicate that parents and teachers did not agree on the stated activities in this mode. This may also suggest that parents are not invited to participate in these school activities or parents and teachers do not want to interfere in one another's activities. There was highest involvement in communication and this may be due to the fact that teachers were using many varieties of communication modes that include included newsletters, sms, phone calls, report cards, conference schedules, and diaries to communicate.

These research findings are related to those found by Christie (2005) who identifies volunteering at the school to be the least frequent mode of involvement on the ladder of potential activities for parent and teacher involvement. Christie ranks attendance at school conferences and activities the next lowest on her ladder of importance followed by participation on committees, tutoring and reading one-on-one. These findings are similar to those reported in a study by Ndani (2008) Thika District. She found that community members' participation in school activities was low. On specific modes of involvement, these findings were not in agreement with her findings. She found that community members were most involved in volunteering followed by communication, community collaboration and decision-making. She found that decision-making was the least practiced mode of involvement. The difference could be because the activities she stated in her study were quite different from the activities of this study.

The study, thus, suggests that the six types of involvement are not very frequent although they are important in developing successful parent-teacher partnerships that in turn would foster good interactions and academic success. The ultimate goal

of partnerships in these six modes is to create an effective cooperative relationship between parents' and teachers' in which each partner would be able to see the strengths, needs and uniqueness in each other. For children's holistic development to be realized all modes of involvement must be promoted.

4.4 Factors Affecting Parent-Teacher Partnerships

As per the study questions, this section documents the effects of specific factors that may affect parent-teacher partnerships.

4.4.1 Parental Level of Involvement by Parents' Level of Education

The following section shows parental involvement reported by parents' levels of education. Table 4.8 shows overall mean scores per mode in Epstein's six modes of involvement by parents' level of education.

Table 4.8: Mean Scores of Parental Level of Involvement by Parents' Level of Education

Modes of involvement	None			Primary			Secondary			College/ University		
	N	Mean	SD	N	Mean	SD	N	Mean	SD	N	Mean	SD
Parenting	3	1.91	.63	25	2.12	.97	44	2.37	.93	61	2.55	.88
Volunteering	3	1.41	.39	25	1.31	.49	44	1.53	.54	61	1.49	.61
Learning at Home	3	2.66	.77	25	3.08	1.3	44	3.00	1.0	61	3.37	.99
Decision-making	3	1.25	.25	25	2.17	1.2	44	2.13	1.1	61	2.25	1.0
Community collaboration	3	2.08	.63	25	1.96	.94	44	2.41	.89	60	2.34	.95
Communication	3	2.75	.66	25	3.09	1.0	44	3.18	1.0	60	3.27	1.2
Overall Means		2.01			2.29			2.44			2.54	

The table shows that parents of all levels of education 'sometimes' involved themselves in the partnerships. The findings show that involvement increases as levels of education increase and parents with college/university education were reported to be more involved in parent-teacher partnerships more than parents of

other levels.

Results have shown that involvement is less consistent in the individual modes. Parents' of all education levels were homogeneous in volunteering. Parents with primary education and above were heterogeneous in learning at home and decision-making while they are inconsistent patterns in the others.

To understand whether there was a statistically significant difference in parental involvement between parents of different education levels, the following hypothesis was tested:

H_{01}: *There is no significant difference in Parental Involvement (PI) scores among parents with different educational levels.*

One-way analysis of variance (ANOVA) was used to test the hypothesis. Table 4.9 below presents the findings on the ANOVA computation of the significant differences between means.

Table 4.9: ANOVA Computation on Parental level of Involvement by Parents' Level of Education

		Sum of Squares	df	Mean Score	F	Sig.
Parenting	Between Groups	11.829	7	1.690	2.122	.046*
	Within Groups	99.551	125	.796		
	Total	111.380	132			
Volunteering	Between Groups	2.268	7	.324	1.029	.414
	Within Groups	39.351	125	.315		
	Total	41.619	132			
Learning at Home	Between Groups	14.926	7	2.132	2.085	.050*
	Within Groups	127.841	125	1.023		
	Total	142.766	132			
Decision-making	Between Groups	19.440	7	2.777	2.675	.013*
	Within Groups	129.751	125	1.038		
	Total	149.191	132			
Community collaboration	Between Groups	8.834	7	1.262	1.488	.177
	Within Groups	105.157	124	.848		
	Total	113.991	131			
Communication	Between Groups	23.475	7	3.354	3.287	.003*
	Within Groups	126.501	124	1.020		
	Total	149.976	131			

* Significance at p<0.05

As can be seen in the table, the levels of significance for parenting was .046, volunteering .414, learning at home .050, community collaboration .177, communication 0.003 and decision-making .013. The findings show that there was a significant difference in the parent involvement scores (PI) among parents of different education levels in parenting, learning at home, communications and decision-making mode. There was no significant difference in the parent involvement scores (PI) with different educational levels in volunteering and collaboration.

The null hypothesis which stated that there is no significant difference in the Parent Involvement (PI) scores among parents with different educational levels at .05 levels of significance was therefore accepted in volunteering and collaboration and rejected in parenting, learning at home, decision-making and communication modes.

It was concluded that parent levels of education leads to significant differences in communicating, parenting, learning at home and decision-making. However, it was also concluded that the level of involvement of parents with different education levels was not significantly different in volunteering and community collaboration.

A post hoc analysis was computed to establish the group of parents who were significantly different in their levels of involvement in parenting, learning at home, decision-making and communication. The findings show that there were a significant difference between parents with college/university education but with no diploma or degree and parents with college/University with diploma or degree certificate. There was also a significant difference between parents with College/ University education with diploma or degree certificate and the unschooled in parenting, learning at home, decision-making and communication. As a result of this post hoc analysis, it was concluded that parents with no education and those with college degrees/diplomas differed significantly in their level of involvement in parenting, learning at home, decision-making, and communication modes.

4.4.2 Teachers' Level of Involvement By Their Levels Of Education

The level of involvement of teachers by education level was also calculated. Table 4.10 shows the overall mean scores of teachers' level of involvement by their levels of education.

Table 4.10: Mean Scores of Teachers' Level of Involvement by Teachers'

Level of Education

Modes of involvement	Primary			Secondary			College/University		
	N	Mean	SD	N	Mean	SD	N	Mean	SD
Parenting	4	3.06	.55	10	3.92	.65	42	3.86	.74
Volunteering	4	1.93	.47	10	2.05	.49	42	2.67	.93
Learning at Home	4	3.00	.54	10	3.80	.93	42	3.88	.65
Decision-making	4	2.50	.74	10	3.11	1.1	42	3.55	.81
Community collaboration	4	2.37	.63	10	3.25	.75	42	3.53	.78
Communication	4	3.18	.31	10	3.50	.62	42	4.11	.83
Overall Means		**2.67**			**3.27**			**3.60**	

The findings show that the average involvement score for teachers with primary education was 2.67. The overall mean scores for teachers' with secondary education was 3.27 and those with college/university education was 3.60. These results show that involvements increase as levels of education increase. Teachers' involvement consistently increases in every mode with teachers' education except in parenting. The frequency of the reported involvement increases from 'sometimes' to 'often' as teachers become more educated.

Based on the study questions, the study wanted to establish whether there was a statistically significant difference in teachers' involvement. The following hypothesis was tested:

H_{02}: *There is no significant difference in Teacher Involvement (TI) scores among teachers with different educational levels.*

Table 4.11 presents the findings on the ANOVA computation of the significance level among means by teachers' level of education.

Table 4.11: ANOVA Computation on Teachers' Level of Involvement
by Teachers' Level of Education

Modes of involvement		Sum of Squares	df	Mean Squeeze	F	Sig.
Parenting	Between Groups	9.751	5	1.950	4.971	.001*
	Within Groups	21.185	54	.392		
	Total	30.936	59			
Volunteering	Between Groups	9.493	5	1.899	2.895	.022*
	Within Groups	35.418	54	.656		
	Total	44.911	59			
Learning at home	Between Groups	10.081	5	2.016	4.926	.001*
	Within Groups	22.102	54	.409		
	Total	32.183	59			
Decision-making	Between Groups	5.762	5	1.152	1.510	.202
	Within Groups	41.203	54	.763		
	Total	46.965	59			
Community collaboration	Between Groups	55.797	5	11.159	4.022	.004*
	Within Groups	149.843	54	2.775		
	Total	205.640	59			
Communication	Between Groups	7.630	5	1.526	2.487	.042*
	Within Groups	33.131	54	.614		
	Total	40.761	59			

* Significance at $p<0.05$

The table shows that the levels of significance for parenting were .001, volunteering .022, learning at home .001, collaboration .004, communication .042, and decision-making .202. The findings show that there was a significant difference in the teacher involvement scores among teachers with different education levels in five of six Epstein's modes.

The null hypothesis that stated there is no significant difference in Teacher Involvement (TI) scores among teachers with different educational levels at .05 level of significance was therefore accepted in decision-making and rejected in the other five modes. It was concluded that teachers' level of involvement was not significantly different in their means due to their level of education in decision-making. However, it was concluded that there was a significant difference between teacher's levels involvement in parenting, volunteering, learning at home,

community collaboration and communication because of their education levels.

A post hoc analysis was done to establish the group of teachers who were significantly different in their reports on teacher's levels of involvement. The findings show that that there was a significant difference between teachers with primary school certificate and those with college/university with diploma or degree certificate. Thus, it was concluded that teachers with college educational levels volunteer and support school events more than those with primary level.

4.4.3 Involvement and Type of School Sponsorship

The levels of involvement of parents and teachers from private and public schools are described below. The study wanted to see if school sponsorships significantly affected levels of involvement. Table 4.12 shows the overall levels of parents' involvement in private and public schools.

Table 4.12 Overall Levels of Parents' Involvement in Private and Public Schools

Modes of Involvement	Parents In Private Schools			Parents In Public Schools		
	N	Mean	Std. Dev	N	Mean	Std. Dev.
Parenting	90	2.54	.94	103	2.39	.91
Volunteering	90	1.62	.64	103	1.59	.66
Learning at Home	90	3.32	.99	103	3.08	1.0
Decision-making	90	2.36	1.1	103	2.48	1.1
Community collaboration	90	2.39	.92	102	2.45	.95
Communication	90	3.36	1.1	102	3.24	.99
Overall levels of parents involvement		**2.60**			**2.54**	

The findings show that the overall mean in private schools was 2.60, whereas the mean score in public school was 2.54. These reports imply that majority of parents in both public and private schools 'sometimes' involve themselves in the

partnerships. The finding shows that there was no major difference between parental involvement in both private and public schools. The findings also showed that parental involvement in private schools was slightly higher than in public schools but some parents in both types of schools were 'often' involved, some 'rarely' and most 'sometimes'.

Table 4.13 shows the means of parental involvement in private and public schools reported by parents and teachers' reports.

Table 4.13 Levels of Parental Involvement in Private and Public Schools as Reported by parents and Teachers

Parent Reports of Parents' Levels of Involvement						
Modes of Involvement	Private schools			Public schools		
	N	Mean	Std. Dev	N	Mean	Std. Dev
Parenting	65	2.41	.89	68	2.38	.95
Volunteering	65	1.51	.59	68	1.43	.54
Learning at Home	65	3.23	.98	68	3.12	1.2
Decision-making	65	2.08	1.0	68	2.26	1.1
Community collaboration	65	2.28	.88	67	2.29	.98
Communication	65	3.16	1.1	67	3.22	1.2
Overall levels of parents involvement		**2.45**			**2.45**	
Teacher Reports of Parents' Levels of Involvement						
Modes of Involvement	Private schools			Public schools		
	N	Mean	Std. Dev	N	Mean	Std. Dev
Parenting	25	2.87	.99	35	2.42	.85
Volunteering	25	1.92	.69	35	1.90	.77
Learning at Home	25	3.54	1.0	35	2.99	.83
Decision-making	25	3.09	.80	35	2.90	.93
Community collaboration	25	2.68	.96	35	2.75	.79
Communication	25	3.88	.79	35	3.27	.86
Overall levels of parents involvement		**2.99**			**2.70**	

Parents' reports show that the overall mean scores for parental involvement in private and public school was 2.45. The overall mean scores reported by teachers in private and public schools was 2.99 and 2.70, respectively. According to the parents

and also the teachers, the majority of parents in private and public schools involved themselves 'sometimes' in parent-teacher partnerships. The findings shows that there was no difference in parental involvement between parents that had children in private and those in public schools as reported by parents. Teachers in private schools reported higher levels of parental involvement than the teachers in public schools. It was also noted that parents in private and public schools consistently rated themselves lower than the teachers' ratings.

Private and public school teachers and parents were most in agreement in the reported level of involvement of parents in the volunteering mode as seen by the standard deviation. In the other modes their reports differed slightly in the other modes.

Based on the study questions, the study wanted to establish whether there was a statistically significant effect in parental involvement between parents in private and public schools. The following hypothesis was tested:

H_{03}: *There is no significant difference between Parental Involvement (PI) scores for parents in public and private schools.*

A t-Test for Independent Samples was used to find out whether the difference in the parent involvement among parents in private and public schools was significant. Table 4.14 below presents the means and t-Test findings.

Table 4.14: Independent Samples t-Test on Parents' Level of Involvement in Private and Public Schools

Modes of Involvement	t-Test for Equality of Means				
	t	Df	Sig. (2-tailed)	Mean Difference	Std. Error Difference
Parenting	.207	131	.837	.033	.159
Volunteering	.772	131	.442	.075	.097
Learning at Home	.641	131	.522	.115	.180
Decision-making	-1.003	131	.317	-.185	.184
Community collaboration	-.086	130	.932	-.014	.163
Communication	-.292	130	.770	-.054	.186

* Significance at p<0.05

The findings show that there was no significance difference between the means in public and private for all modes of parental involvement. It was concluded that parental level of involvement in this population was not affected by the type of the school sponsorship.

The null hypothesis, which stated that there was no significant difference in the Parent Involvement (PI) scores for parents in public and private schools at .05 level of significance, was therefore accepted for all modes of involvement. It was concluded that parents were not significantly different in their means in parents' level of involvement based on the type of school sponsorship.

The study also wanted to find out whether there was a difference between the type of school sponsorship and levels of teacher involvement in parent-teacher partnerships. Table 4.15 shows the overall mean scores of teachers' involvement in private and public schools.

Table 4.15 Overall Levels of Teachers' Involvement in Private and Public Schools

Modes of Involvement	Teachers In Private Schools			Teachers In Public Schools		
	N	Mean	Std. Dev	N	Mean	Std. Dev.
Parenting	90	3.02	1.2	103	2.92	1.1
Volunteering	90	1.89	.79	103	1.98	.96
Learning at Home	90	3.31	.95	103	3.00	.96
Decision-making	90	2.57	.84	103	2.83	.99
Community collaboration	90	2.53	1.1	103	2.70	1.7
Communication	90	3.61	.92	103	3.40	.91
Overall levels of teachers' involvement		**2.90**			**2.81**	

The findings show that the overall mean in private school was 2.90 whereas the mean scores in public schools was 2.81. The findings revealed that there was a slight difference between teachers' level of involvement in private and public schools with teachers' involvement in private schools being slightly higher than in public schools.

Table 4.16 shows the overall mean scores of teachers' level of involvement as reported by the teachers and parents in private and public schools.

Table 4.16 Level of Teachers' Involvement in Public and Private Schools as Reported by parents and Teachers

Parent Reports of Teachers' Levels of Involvement						
Modes of Involvement	Teachers in Private Schools			Teachers in Public Schools		
	N	Mean	Std. Dev	N	Mean	Std. Dev.
Parenting	65	2.65	1.1	68	2.52	1.0
Volunteering	65	1.67	.82	68	1.67	.74
Learning at Home	65	2.91	.87	68	2.68	.90
Decision-making	65	2.44	.76	68	2.39	.80
Community collaboration	65	2.17	.93	68	2.15	.85
Communication	65	3.42	.92	68	3.20	.86
Overall levels of teachers' involvement		**2.54**			**2.44**	
Teacher Reports of Teachers' Levels of Involvement						
Modes of Involvement	Teachers in Private Schools			Teachers in Public Schools		
	N	Mean	Std. Dev	N	Mean	Std. Dev.
Parenting	25	4.00	.72	35	3.70	.71
Volunteering	25	2.32	.48	35	2.59	1.1
Learning at Home	25	3.99	.69	35	3.63	.75
Decision-making	25	2.93	.94	35	3.69	.71
Community collaboration	25	3.48	.73	35	3.76	2.4
Communication	25	4.10	.74	35	3.80	.88
Overall levels of teachers' involvement		**3.47**			**3.53**	

Table 4.16 shows that the mean scores for teachers' level of involvement reported by parents in private and public school were 2.54 and 2.44, respectively. The overall mean scores show that parents with children in private schools rated teacher' involvement higher than those parents in public schools and both groups reported teachers were 'sometimes' involved in partnering. The overall mean score for teachers' level of involvement in private and public schools according to teacher's reports were 3.47 and 3.53, respectively. This shows that teachers in private and public schools reported being involved 'often' in the partnerships. It can be observed that teachers in public schools rated themselves slightly higher than teachers in the private schools. However, the difference between the scores was small. It can also be observed that in both schools reported that they were actively

involved than the reports reported.

It can be noted that the major difference in public and private school teachers and the parents was in decision-making. Parents and teachers were more in agreement in their reports about teachers in public and private schools in volunteering mode of involvement.

To determine whether there was a statistically significant difference in teacher involvement scores in different type of school sponsorships, the following hypothesis was tested:

H_{04}: *There is no significant difference in Teachers Involvement (TI) scores for teachers in public and private schools.*

A t-Test for Independent Samples was used to determine the levels of significance. Table 4.17 presents the findings on the t-Test computation of the significance level between means.

Table 4.17: Independent Samples t-Test on Teachers' Level of Involvement in Private and Public Schools

Modes of involvement	t-Test for Equality of Means				
	T	Df	Sig. (2-tailed)	Mean Difference	Std. Error Difference
Parenting	1.563	58	0.123	0.292	0.187
Volunteering	-1.199	58	0.236	-0.272	0.227
Learning at home	1.870	58	0.060	0.354	0.189
Decision-making	-3.571	58	0.001*	-0.761	0.213
Community collaboration	-0.565	58	0.575	-0.277	0.491
Communication	1.355	58	0.181	0.292	0.216

* Significance at p<0.05

Table 4.17 shows the overall means differences of the teacher's levels of involvement among teachers in public and private schools. The mean difference for the private and urban schools in decision-making was -.761 with .001 level of significance (2tailed). The findings show that there was no significance difference in teachers' involvement in public and private schools in the other modes of involvement.

The null hypothesis, which stated thus: There is no significant difference in the Teacher Involvement (TI) scores for teachers in public and private schools at .05 level of significance was therefore rejected in decision-making. These findings suggest that teachers differed significantly in their level of involvement due to the type of school sponsorship they were in decision-making and learning at home. It was concluded that teachers in private schools were significantly more involved in decision-making than those in public schools but not in other modes. The null hypothesis was accepted in parenting, volunteering, learning at home, community

collaboration and communication modes. It was concluded that there was no significant difference between teachers' level of involvement and the type of school sponsorships in the other modes of involvement.

4.4.4 Involvement and Rural-Urban Contexts

The levels of involvement of rural and urban parents and teachers are presented in the following sections.

Based on the study questions, the study wanted to establish whether there was a significant difference between parental involvement in parent-teacher partnerships in rural-urban contexts. Table 4.18 shows the overall mean scores of parental involvement in these contexts.

Tables 4.18 Overall Levels of Rural and Urban Parents' Involvement

Modes of Involvement	Parents In Rural Schools			Parents In Urban Schools		
	N	Mean	Std. Dev	N	Mean	Std. Dev.
Parenting	90	2.19	.86	103	2.70	.92
Volunteering	90	1.51	.58	103	1.68	.70
Learning at Home	90	2.95	.97	103	3.39	1.0
Decision-making	90	2.28	1.1	103	2.55	1.1
Community collaboration	90	2.27	.87	102	2.55	.97
Communication	90	3.24	1.0	102	3.34	1.0
Overall levels of parents involvement		**2.41**			**2.70**	

Table 4.18 shows that the overall mean scores for parental level of involvement in rural and urban contexts were 2.41 and 2.70, respectively. This means that parents in rural and urban areas are reported as involving themselves 'sometimes' in parent-teacher partnerships. The findings also reveal that parents living in urban areas were reportedly more involved than those living in the rural areas. This might be because urban schools demand that parents get more involved in their children's education

than in rural schools. In addition, parents in urban areas may understand more the importance of education.

Results show that parents in both settings were homogeneous in volunteering mode as shown by the standard deviation and were less so in decision-making.

Table 4.19 presents findings on parental level of involvement in rural and urban contexts reported by parents and teachers.

Tables 4.19 Level of Parents' Involvement in Urban and Rural Schools as Reported by Parents' and Teachers'

Parent Reports of Parents' Levels of Involvement						
Modes of Involvement	**Parents in Rural schools**			**Parents in Urban schools**		
	N	**Mean**	**Std. Dev**	**N**	**Mean**	**Std. Dev.**
Parenting	66	2.12	.82	67	2.66	.94
Volunteering	66	1.39	.45	67	1.55	.65
Learning at Home	66	3.03	.99	67	3.32	1.1
Decision-making	66	2.04	1.0	67	2.30	1.1
Community collaboration	66	2.17	.84	66	2.40	1.0
Communication	66	3.19	1.1	66	3.19	1.1
Overall levels of parents involvement		**2.32**			**2.57**	
Teacher Reports of Parents' Levels of Involvement						
Modes of Involvement	**Parents in Rural schools**			**Parents in Urban schools**		
	N	**Mean**	**Std. Dev**	**N**	**Mean**	**Std. Dev.**
Parenting	24	2.37	.94	36	2.77	.90
Volunteering	24	1.86	.75	36	1.93	.74
Learning at Home	24	2.75	.87	36	3.53	.86
Decision-making	24	2.92	.95	36	3.02	.84
Community collaboration	24	2.57	.92	36	2.82	.82
Communication	24	3.38	.94	36	3.62	.84
Overall levels of parents involvement		**2.64**			**2.95**	

Table 4.19 shows that the mean scores for rural and urban parents reports of their involvement were 2.32 and 2.57, respectively. The findings reveal that parents living in urban areas were reported to be more involved in the partnership more than

their counterparts in the rural areas. The overall means of the level of parental involvement reported by rural and urban teachers were 2.64 and 2.95, respectively. This means that teachers reported that parents 'sometimes' involved themselves in the parent-teacher partnerships. As noted earlier, teachers rated parents higher than parents rated did. Teachers also reported that parents living in urban areas involved themselves in parent-teacher partnerships more than parents in rural areas. It was observed that both rural and urban teachers consistently reported more active involvement of parents than the parents did.

Parents' and teachers' in rural and urban schools were most in agreement in the reported levels of involvement of parents in the volunteering mode as seen in the standard deviation. They agreed it was the lowest level of involvement.

Based on the study questions, the study sought to establish whether there was statistically significant difference in rural and urban contexts in parents' level of involvement in preschools. Hence the following hypothesis was tested:

H_{05}: *There is no significant difference in Parental Involvement (PI) scores reported by parents in rural and urban contexts.*

Table 4.20 presents the findings on the t-Test computation of the significance level between overall means of involvement of these rural and urban parents.

Table 4.20: Independent Samples t-Test on Parental Level of Involvement in Rural-Urban Contexts

Modes of involvement	t-Test for Equality of Means				
	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference
Parenting	-3.501	131	.001*	-.535	.152
Volunteering	-1.623	131	.107	-.157	.096
Learning at Home	-1.606	131	.111	-.288	.179
Decision-making	-1.418	131	.158	-.260	.183
Community collaboration	-1.452	130	.149	-.234	.161
Communication	.000	130	1.00	.000	.186

* Significance at p<0.05

The findings show that there was a significant difference between rural and urban parents in parenting mode of involvement. The mean difference for parenting for rural and urban parents was -0.535 with 0.001 level of significance. There was no significant mean difference in all the other modes of involvement.

The null hypothesis that stated that: There is no significant difference in Parental Involvement (PI) scores for parents in rural and urban contexts at .05 level of significance was therefore accepted in volunteering, learning at home, decision-making, community collaboration and communication modes. The hypothesis was rejected in parenting. It was concluded that rural and urban level of involvement in parenting is significantly different but parents' level of involvement were not significantly different in any other modes of involvement.

Table 4.21 shows the overall mean scores per mode in Epstein's six modes of involvement by teachers' in rural and urban areas.

Tables 4.21 Overall Level of Teachers' Involvement by Rural and Urban Context

Modes of Involvement	Teachers In Rural Schools			Teachers In Urban Schools		
	N	Mean	Std. Dev	N	Mean	Std. Dev.
Parenting	90	2.79	1.1	103	3.13	1.1
Volunteering	90	1.72	.79	103	2.10	.94
Learning at Home	90	2.90	.90	103	3.27	.98
Decision-making	90	2.59	.93	103	2.82	.92
Community collaboration	90	2.50	1.8	103	2.73	1.0
Communication	90	3.42	.85	103	3.57	.97
Overall levels of Teachers' involvement		**2.65**			**2.94**	

The results on the table show that the overall mean scores for teachers in rural and urban areas were 2.65 and 2.94, respectively. This means that teachers in both contexts 'sometimes' involved themselves in parent-teacher partnerships. The findings also reveal that teachers in urban context were reportedly more involved in parent-teacher partnerships than teachers in rural contexts. Based on these findings, this might be because urban teachers were more positive than rural teachers about factors contributing to success in their respective schools.

There were major differences of opinions among the reports about rural teachers' involvement in community collaboration. In the other modes there was less disagreement in the reports on either rural or urban teacher involvement.

Table 4.22 presents findings on teacher's level of involvement in Epstein's six modes of involvement reported by parents and teachers in rural and urban contexts.

**Tables 4.22 Overall Level of Teachers' Involvement as Reported by
Parents and Teachers in Rural and Urban Contexts**

Parent Reports of Teachers' Levels Involvement						
Modes of Involvement	**Teachers in Rural Schools**			**Teachers in Urban schools**		
	N	**Mean**	**Std. Dev**	**N**	**Mean**	**Std. Dev.**
Parenting	66	2.40	1.0	67	2.77	1.1
Volunteering	66	1.47	.58	67	1.87	.89
Learning at Home	66	2.63	.79	67	2.95	.96
Decision-making	66	2.26	.68	67	2.57	.84
Community collaboration	66	1.97	.84	67	2.35	.89
Communication	66	3.31	.80	67	3.30	.98
Overall levels of teachers' involvement		**2.34**			**2.63**	
Teacher Reports of Teachers' Levels of Involvement						
Modes of Involvement	**Teachers in Rural Schools**			**Teachers in Urban schools**		
	N	**Mean**	**Std. Dev**	**N**	**Mean**	**Std. Dev.**
Parenting	24	3.86	.61	36	3.80	.80
Volunteering	24	2.40	.87	36	2.52	.88
Learning at Home	24	3.65	.75	36	3.86	.73
Decision-making	24	3.49	.92	36	3.29	.88
Community collaboration	24	3.94	2.8	36	3.44	.87
Communication	24	3.71	.92	36	4.06	.75
Overall levels of Teachers' involvement		**3.50**			**3.51**	

Table 4.22 shows that the overall mean for rural teachers' level of involvement reported by parents was 2.34 while teachers' level of involvement reported by parents in urban areas was 2.63. These findings reveal that parents in both contexts reported that teachers 'sometimes' involved themselves in the partnerships. Findings reveal that teachers in urban areas were reported to be more involved than those in the rural areas. It was also observed that the overall means of teachers' level of involvement reported by teachers in rural and urban areas were higher at 3.50 and 3.5, respectively. The teachers said they were 'often' involved in partnerships.

There was no major difference between teachers' level of involvement in rural and urban areas as reported by teachers.

involvement. It was also concluded that rural urban contexts did not affect teacher's levels of involvement.

4.4.5 Levels of Involvement by Sex

Male and Female parents' and teachers' reports on the levels of involvement of the parents and teachers are presented in the following two sections. Parents' involvement was explained from reports of fathers and mothers and teachers. Table 4.24 shows parents' involvement as reported by males and females.

Table 4.24: Overall Level of Parental Involvement by the Sex of Persons Reporting

Modes of Involvement	Male reports			Females reports		
	N	Mean	Std. Dev	N	Mean	Std. Dev.
Parenting	90	2.34	.99	103	2.57	.86
Volunteering	90	1.56	.72	103	1.64	.59
Learning at Home	90	3.04	1.1	103	3.32	.95
Decision-making	90	2.32	1.2	103	2.51	.95
Community collaboration	90	2.34	.98	102*	2.49	.89
Communication	90	3.19	1.1	102*	3.39	.93
Overall levels of parents involvement		**2.47**			**2.65**	

Note: Questionnaires incomplete so the number (N) is lower in some modes

Table 4.24 shows that the overall means score reported by males was 2.47. The overall means score reported by females was 2.65. The findings reveal that females reported that parents were more involved in parent-teacher partnership than the males did. Based on this finding, the reason that might explain why males reported lower involvement of parents could be their attitude towards preschool education or the level of their own involvement. The males might be thinking that involvement in helping preschool children in their academics is the work of women. This however, was not investigated in this study.

Both the males and the females were most homogeneous in their reports concerning levels of parental volunteering. They tended to differ most in the reporting of learning at home, decision making and communication but the gender differences in the reporting were minimal.

Table 4.25 presents findings on parental level of involvement in Epstein's six modes of involvement according to male and female parents and male and female teachers.

Table 4.25 Overall Level of Parental Involvement as Reported by Parents and Teachers by Sex

Parent Reports of Parent's Level of Involvement						
Modes of Involvement	**Reports Of Male Parents**			**Reports Of Female Parents**		
	N	**Mean**	**Std. Dev**	**N**	**Mean**	**Std. Dev.**
Parenting	67	2.16	.98	66	2.63	.79
Volunteering	67	1.43	.63	66	1.51	.48
Learning at Home	67	2.94	1.0	66	3.42	.98
Decision-making	67	2.08	1.2	66	2.27	.93
Community collaboration	67	2.18	.97	65	2.39	.89
Communication	67	3.06	1.1	65	3.33	.98
Overall levels of parents involvement		**2.31**			**2.59**	
Teacher Reports of Parents' Level of Involvement						
Modes of Involvement	**Reports of Male Teachers**			**Reports of Female Teachers**		
	N	**Mean**	**Std. Dev**	**N**	**Mean**	**Std. Dev.**
Parenting	23	2.86	.81	37	2.45	.97
Volunteering	23	1.94	.83	37	1.88	.68
Learning at Home	23	3.35	1.0	37	3.13	.88
Decision-making	23	3.04	.97	37	2.94	.83
Community collaboration	23	2.79	.87	37	2.68	.87
Communication	23	3.57	.99	37	3.50	.82
Overall levels of parents involvement		**2.93**			**2.76**	

The table shows that the overall mean scores for the male parents' report was 2.31 and that of the female parents was 2.59. Both the fathers and mothers reported that they 'sometimes' involve themselves in the partnerships. It can also be observed

that mothers rated parental involvement higher than the fathers did. In parenting, fathers reported the lowest involvement of parents while male teachers reported the highest involvement of parents while mothers and female teachers were in the middle. In the learning at home mode, mothers reported highest parent involvement while fathers reported lowest and the teachers were in the middle.

Although there wasn't much difference, mothers were slightly more homogeneous than the fathers in their reporting of the levels of parental involvement.

According to male and female teachers' reports, the overall mean scores were 2.93 and 2.76, respectively. It was observed that male teachers' ratings on parental involvement were higher than the female teachers' ratings. In contrast, male parents reported less parental involvement than female parents.

Based on the study questions, the study wanted to establish whether there was statistically significant difference in the parent involvement as reported by sex. Hence, the following hypothesis was tested:

H_{07} *There is no significant difference between Parental Involvement (PI) scores held by males and females.*

The male parents and teachers and the female parents and teachers were clustered to determine if there was a sex difference in reporting teachers' levels of involvement. A t-Test for Independent Samples was used to find out whether the difference in the male and female parents and male and female teachers' reports of parental involvement were significant. Table 4.26 presents the findings on the t-Test computation of the significance level between means.

Table 4.26: Independent Samples t-Test on Parental Level of Involvement as Reported by Sex

Modes of Involvement	t-Test for Equality of Means				
	T	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference
Parenting	-3.056	131	.003*	-.472	.154
Volunteering	-.780	131	.437	-.076	.097
Learning at Home	-2.749	131	.007*	-.483	.176
Decision-making	-1.021	131	.309	-.188	.184
Community collaboration	-1.270	130	.206	-.205	.162
Communication	-1.448	130	.150	-.268	.185

* Significance at p<0.05

Table 4.26 shows the differences in parents' level of involvement reported by male and female parents and teachers. The findings show that there was a significant difference in parenting and learning at home modes of involvement. The mean difference for parenting was -.47218 with 0.003 level of significance (2 tailed). In learning at home mode, the means was -.48394 with level of significance at 0.007. There was no significant difference in other modes of involvement.

The null hypothesis, which stated that at the .05 level of significance there is no significant difference in the Parent Involvement (PI) scores for male and female parents and teachers was therefore accepted in volunteering, decision-making, community collaboration and communication and was rejected in parenting and learning at home modes. This means that there were significant differences in reporting of parent-teacher partnerships due to sex differences in parents and teachers' reports in parenting and learning at home modes. It was concluded that male and female parents and male and female teachers differed significantly in their

reports of involvement in parenting and learning at home but not in other modes.

Teachers' Level of Involvement by Sex

Table 4.27 presents findings on teachers' level of involvement as reported by fathers

and mothers and male and female teachers.

**Table 4.27 Overall Level of Teachers' Involvement as Reported by Male
              And Female Parents and Teachers**

Modes of Involvement	Male Reports			Female Reports		
	N	Mean	Std. Dev	N	Mean	Std. Dev.
Parenting	90	2.73	1.2	103	3.18	1.0
Volunteering	90	1.74	.84	103	2.08	.91
Learning at Home	90	2.86	.92	103	3.31	.95
Decision-making	90	2.62	.94	103	2.79	.91
Community collaboration	90	2.39	1.1	103	2.83	1.7
Communication	90	3.45	.93	103	3.54	.91
Overall levels of teachers' involvement		**2.63**			**2.95**	

Table 4.27 show that the overall mean scores for males were 2.63 and those for

females was 2.95. Both groups reported that teachers 'sometimes' involve

themselves in parent-teacher partnerships. Females report that teachers were slightly

more involved in parent-teacher partnerships than their male counterparts.

Male parents and teachers were homogeneous in their reports of teachers' levels of

involvement in volunteering as shown by the standard deviation. They all agreed

that it was low.

Table 4.28 presents findings on teachers' level of involvement in Epstein's six

modes of involvement according to the male and female parents and teachers.

**Table 4.28 Overall Level of Teachers' Involvement According Parents and
Teachers by Sex**

Parent Reports of Teachers' Level of Involvement						
Modes of Involvement	**Reports of Male Parents**			**Reports of Female Parents**		
	N	Mean	Std. Dev	N	Mean	Std. Dev.
Parenting	67	2.33	1.0	66	2.84	1.0
Volunteering	67	1.51	.77	66	1.84	.76
Learning at Home	67	2.58	.80	66	3.01	.93
Decision-making	67	2.33	.83	66	2.50	.72
Community collaboration	67	2.00	.86	66	2.32	.89
Communication	67	3.30	.87	66	3.31	.92
Overall levels of teachers' involvement		**2.34**			**2.64**	
Teacher Reports of Teachers' Level of Involvement						
Modes of Involvement	**Reports of Male Teachers**			**Reports of Female Teachers**		
	N	Mean	Std. Dev	N	Mean	Std. Dev.
Parenting	23	3.89	.69	37	3.79	.75
Volunteering	23	2.41	.63	37	2.52	1.0
Learning at Home	23	3.65	.80	37	3.86	.70
Decision-making	23	3.47	.70	37	3.31	1.0
Community collaboration	23	3.52	.84	37	3.72	2.3
Communication	23	3.89	.97	37	3.95	.75
Overall levels of teachers' involvement		**3.47**			**3.52**	

The table shows that the overall mean score for teachers' involvement according to
fathers was 2.34 whereas that reported by mothers was 2.64. Mothers and fathers
have shown that teachers 'sometimes' involve themselves in parent-teacher
partnerships.

According to male and female teachers, the overall means for teacher involvement
were 3.47 and 3.52, respectively. Male and female teachers have reported that
teachers 'often' involve themselves in the partnerships. From these ratings, it can be
observed that female teachers' ratings were slightly higher than male teachers'
ratings. Generally, it can be concluded that male and female teachers reported more
active involvement of themselves than the parents. Female teachers reported the
highest involvement of teachers in partnering while fathers reported the lowest

involvement.

A t-Test was used to determine whether there was a statistically significant difference in the reporting of teacher levels of involvement due to parents and teachers' sex. The following hypothesis was tested.

H_{08} *There is no significant difference between Teachers' Involvement (TI) scores held by males and females.*

The male parents and teachers and the female parents and teachers were clustered to determine if there was a sex difference in reporting teachers' levels of involvement. Table 4.29 presents the findings on the t-Test computation of the significance level between overall means.

Table 4.29: Independent Samples t-Test on Teachers' Level of Involvement as Reported by Sex

Modes of Involvement	t-Test for Equality of Means				
	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference
Parenting	.521	58	.604	.100	.193
Volunteering	-.460	58	.647	-.107	.233
Learning at home	-1.086	58	.282	-.212	.195
Decision-making	.685	58	.496	.162	.237
Community collaboration	-.400	58	.690	-.199	.499
Communication	-.276	58	.784	-.061	.222

Significance at p<0.05

Table 4.29 shows the mean differences of the teacher's levels of involvement by parents' and teachers' sex. The findings show that there was no significant mean

difference in all modes of involvement.

The null hypothesis, which stated that: There is no significant difference in Teacher involvement (TI) scores for male and female parents and teachers at .05 level of significance was therefore accepted in all modes of involvement. The findings show that there was no significant mean difference in teachers' level of involvement as reported by male and female parents and teachers. It was concluded that both male and female parents' and teachers' reports of teacher involvement were similar.

Discussion of Factors that Effect Levels of Involvement in Partnerships

In relation to question two which sought to establish the factors that affect parent-teacher partnerships in preschools in Uasin Gishu District, the study established that parents' and teachers' level of education, type of school partnerships, rural urban contexts and sex affects some aspects of parent-teacher partnerships.

Level of Education

The study established that parents with no education and those with college degrees/diplomas differed significantly in their level of involvement in parenting, learning at home, decision-making, and communication modes whereas teachers' with primary school certificates were significantly different from those with college/university diploma/degree certificate in parenting, learning at home, community collaboration and communication modes. It appears that parents with low education levels feel inept in their contributions to parent-teacher partnerships in different modes. These findings suggest that low literacy levels might lead to limited contribution to teaching and learning. It would be possible that parents who are educated value their children's education at preschool as compared to those who

are less educated. Teachers with high levels of education were reported to be more involved and this suggest that they understand the importance of laying a good academic foundation for children's in early years.

These findings are consistent with those that were obtained by Ashby (2006) who found that a parent's lack of education or skills (academically or socially,) can greatly affect their willingness to participate in family-school partnerships. Hoover-Dempsey *et al* (2001) also found that parents who feel they had inadequate skills or education were also less likely to become involved if they think their efforts will not positively affect their children's schooling. Also, they may feel the partnership make them look inadequate alongside well-educated teachers. It can be noted that these studies were not done on specific modes as seen above. Dauber (1993) also found that there is a significant correlation between parental education and parental reports of involvement in their teens' learning at home. Parents who had more formal education were more likely to report being involved with their teens learning at home than were parents who had less formal education. These study findings are also consistent with Mwoma (2009) who found that father's involvement in their children's education is determined by their educational levels. These findings also agrees with Keith (2002) who found that many parents with higher educational attainment and more income volunteer and support school events more than parents with low education. These findings are also consistent with Whalley (2001) who established that higher levels of teacher education are associated with improved classrooms or better academic outcomes. It can be noted that this study looked at specific modes of involvement. Involvements in some modes were found to be significantly different in teachers' education level suggesting areas where education levels make a difference in teachers' involvement.

The study thus, suggests that parents and teachers level of education, sex, type of school sponsorship and rural and urban contexts factors may be important for parent-teacher partnerships. However, these factors do not affect all aspects of these partnerships. These factors need to be appreciated and catered for if a fruitful partnership has to be realized.

Private and Public Schools

This study established that parents were not significantly different in their means in parents' level of involvement based on the type of school sponsorship in all modes. This shows that the levels of involvement in all modes between parents in private schools and public schools were not different. This may suggest that partnerships levels are weak. This situation may also show that knowledge in preschool matters were the same in private and public schools. On the other hand, this study also established that teachers in public and private schools differed significantly in their levels of involvement in decision-making and learning at home modes but not in other modes. The differences in decision-making would be the feeling that parents should not be involved in school decision-making process. In addition, it may suggest that parents should not be involved in the implementation of school decisions and policies. The differences in learning at home may be that teachers do not have knowledge on how to create home environments that is conducive to learning.

These findings are inconsistent with Coleman and Hoffer (1987) who established that fathers in two parents and in single parents families were more likely to be highly involved if their children attended private as opposed to public schools. The findings are also inconsistent with Mwoma (2009) who found that fathers with

private and public schools.

On teachers' involvement in private and public schools, these findings are inconsistent with Huira (1996) who found that private school teachers were more involved in school activities than public schools. He noted that private school teachers were more satisfied with their jobs than public school teachers. The findings of this study show that decision-making and learning at home is only significantly related to teachers' type of sponsorships.

Rural and Urban Contexts

This study has established that parents' in rural and urban contexts differed significantly in their levels of involvement in parenting and not in the other five modes. This means that parents' levels of involvement differed in this mode. This is likely because parents do not have knowledge on children's development or that they did not agree on the parenting issues presented to them. On the other hand, the findings show that rural and urban teachers' levels of involvement were not significantly different in all modes of involvement. This means that teachers in rural and urban areas were in agreement about activities that were presented in all modes.

These findings are not consistent with Davis (1985) who found that there is some degree of parental involvement in the schools across three contexts. In his study about parental involvement by urban, sub-urban and rural parents, he found that urban and sub-urban parents interacted more frequently with teachers than rural parents. Rural parents were also found to visit their children's classrooms less frequently than urban and sub-urban parents. His study also found that more urban and rural parents checked their children's homework more than sub-urban and rural

parents. The current study established that parents' level of involvement is significantly related to their rural-urban context only in parenting. These findings are consistent with the National Center for Education Statistics (NCES, 1998) in the United States of America that reported that parental attendance at school-sponsored events varied by geographic regions, poverty concentration and minority enrollment (Baker et al., 1999). From the findings it can be observed that involvement in parenting is significantly different in parents' rural urban contexts whereas in the others they were not significantly different. These findings contradict Wawire's (2006) study who established that rural urban settings affects community participation in school activities. Ndani (2008) also found that there was a significant difference in the level of participation at preschools between rural and urban communities. She found that rural communities were found to participate more than urban communities. Parents in urban localities seemed to suggest that they pay high fees and leave most of the areas of participation particularly volunteering and decision-making to management. This finding also contradicts Mwoma (2009) who found out that whether a father gets involved in his child's education or not is affected by where he lives. These findings also are not consistent with Teklemariam (1996) who found that schools in rural or an urban setting are a determining factor to the type of relations existing between the school and the community members. The inconsistencies reported could be because of differing reports from parents and teachers. In addition, the inconsistency could be as a result of where parents live. The findings are also inconsistent with Hildebrand (1981) who established that teachers in rural settings were less involved in school activities because they experience personal teaching dissatisfaction.

Sex

The study has established that there were significant differences in parental involvement due to differences in parents and teachers sex in parenting and learning at home modes of involvement. It would be possible that culture influences these levels of involvement. It might be possible that male parents may not participate in activities of these modes because of the believe that these are duties that women can do with the children. Another problem that may hinder males or females from involving themselves in these modes is that of responsibilities for household chores or lack of time in the home. In addition fathers and mothers may not be aware of their roles in these modes.

On teachers' involvement, it was established that there were no significant mean differences as reported by male and female parents and male and female teachers in all modes of involvement. This means that male and female parents' and male and female teachers' reports of teacher involvement were similar. This suggests that they agree on teacher activities in all these modes of involvement.

On parental involvement based on male and female parents and male and female teachers' reports, these findings are similar to Ndani (2008) who found that there was a significant difference in the level of community participation by sex, age or marital status. Ndani also established that there is low community participation in Kenyan pre-schools although women and young parents dominated the participation. Wawire (2006) also found that the factors that affect the quality and relevance of early childhood education in Thika and Machakos Districts include sex. Chopra and French (2004) in their study also found out that mothers visited schools and participated in school activities more frequently than the fathers. These findings

are not consistent with Nyakwara (2007) findings that found that there were no sex difference in instructional computer use by preschool and lower primary teachers. Nyakwara's study compared the computer use by preschool teachers and primary school teachers. However, it can be observed from the findings that parents views on teachers' level of involvement in parent-teacher partnerships was significantly different in some modes based on their sex. The findings are similar to Ndani (2008), Christenson (2004), and Keyes (1995) findings that identified sex as affecting parent teacher partnerships. These studies looked at parents' sex and found that it affected parent-teacher partnership but the current study looked at both parents and teachers' sex.

The study thus suggests that parents and teachers level of education, sex, type of school sponsorship and rural and urban contexts factors may be important for parent-teacher partnerships. However, these factors do not affect all aspects of these partnerships. These factors need to be appreciated and catered for if a fruitful partnership has to be realized.

4.5 Defined Roles in Parent Teacher Partnerships

Based on the study questions, the study looked at how stakeholders defined parents and teachers roles. That is what parents' and teachers' should do and should not do in the partnerships.

Parents' and teachers' role definition is a very important factor in the partnerships that was not been discussed in the last section under factors. The defined roles for parents and teachers within parent-teacher partnerships are described in the following sections.

Parents' and teachers' were asked to defined parents' roles in parent-teacher partnership. Table 4.30 shows the overall means for the parents' role definitions.

Table 4.30 Overall Means for Parents' Role Definition

Modes of Involvement	N	Mean	Std. Dev.
Parenting	193	4.17	.59
Volunteering	193	2.77	.86
Learning at Home	193	4.36	.62
Decision-making	193	3.79	.85
Community Collaboration	193	3.58	.71
Communication	193	4.29	.63
Overall parents' mean		**3.83**	

According to table 4.30, the overall means for parents' role definition in Epstein's six modes of involvement was 3.83. This means that parents and teachers were unsure in their reporting about what parents should be doing in parent-teacher partnership. Specifically, they were unsure in volunteering, decision-making, and community collaboration modes.

Table 4.31 compares the means of parents and teachers on parents' roles in Epstein's six modes of involvement.

Table 4.31 Overall Means for Parents' Role Definition as Reported by Parents and Teachers

Modes of Involvement	Reported by Parents			Reported by Teachers		
	N	Mean	Std. Dev	N	Mean	Std. Dev.
Parenting	133	4.12	.60	60	4.28	.56
Volunteering	133	2.58	.75	60	3.18	.94
Learning at Home	133	4.27	.66	60	4.56	.46
Decision-making	133	3.69	.88	60	4.03	.70
Community collaboration	133	3.50	.65	60	3.76	.81
Communication	133	4.19	.66	60	4.50	.51
Overall parents' mean		**3.73**			**4.05**	

Table 4.31 shows that overall means score as reported by the parents was 3.73 and those by teachers was 4.05. Parents overall means shows that parents are 'unsure' about their roles whereas teachers seems to agree in parents roles in the partnership. These results show that parents agreed on their roles in parenting, learning at home and communication. In the other modes, they were unsure or they disagreed. There scores ranges from disagree to agree. Teachers were also in agreement with the stated parental roles particularly in parenting, learning at home, decision-making and communication. Teachers were more in agreement with the stated parental roles suggesting that they understood parental roles than the parents.

Based on the research questions, the study wanted to establish whether there was a significant difference between parents' roles as defined by parents and teachers. The following hypothesis was tested:

H_{09}: *There is no significant difference in Parents' Role Definitions (PRD) held by parents and teachers.*

Table 4.32 presents the findings on the t-Test computation of the significance level between means.

Table 4.32: Independent Samples t-Test For Equality of Means on Parents' Role Definition

Modes of involvement	t-Test for Equality of Means				
	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference
Parenting	.640	131	0.523	.067	.104
Volunteering	-3.019	131	0.003*	-.395	.131
Learning at home	1.412	131	0.160	.161	.114
Decision-making	2.071	131	0.040*	.313	.151
Community collaboration	.454	131	0.651	.051	.113
Communication	.598	131	0.551	.068	.114

* Significance at p<0.05

The Table 4.32 shows the mean differences in defined roles for parents. The findings show that there was a significance difference in Parents' Role Definitions (PRD) held by parents and teachers in volunteering and decision-making modes.

The null hypothesis, which stated that there is no significant difference between Parents' Role Definitions (PRD) held by parents and teachers at .05 level of significance was therefore rejected in volunteering and decision-making. There was no significant mean difference in parents' and teachers views on parents' role definition in other modes of involvement. It was concluded that parents and teachers differed significantly in the roles they defined for parents in volunteering and decision-making. In the volunteering mode, parents disagreed on parents' roles while the teachers were unsure. On the other hand, parents were not sure about their roles in decision-making whereas the teachers agreed on them.

Headteachers and Ministry of Education Officials at the national and district levels

were also asked to define parents' roles. Table 4.33 shows the mean scores of

Headteachers', Ministry of Education Officials' parents' role definition.

Table 4.33: Mean Scores of Headteachers' and Ministry of Education Officials' Parents' Role Definition

Modes of Involvement	HT		DEO		NEO	
	N	Mean	N	Mean	N	Mean
Parenting	11	4.06	5	4.10	4	4.75
Volunteering	11	2.65	5	3.60	4	3.68
Learning at Home	11	4.02	5	3.90	4	4.50
Decision-making	11	3.40	5	4.50	4	4.31
Community collaboration	11	3.09	5	4.15	4	4.31
Communication	11	4.49	5	4.30	4	4.43
Overall means for Parents' role definition		**3.60**		**4.09**		**4.33**

Table 4.33 shows that the overall means for Headteachers, district officials and

national officials were 3.60, 4.09 and 4.33, respectively. The findings showed that

Ministry of Education Officials at the district and national level always had the

highest means suggesting that they agreed and identified numerous potential roles

for parents. That is, they strongly agreed about many activities parents should do in

parent-teacher partnerships. In contrast, Headteachers had the lowest mean scores

particularly in volunteering. This suggests that they did not believe it was the role of

parents to be involved in this aspect. The three groups also had the lowest scores in

volunteering. This suggests that they were not sure about parents' roles in this

mode. In other modes, they were not sure while in some they believed that parents

should be involved.

Based on the study research questions, the study sought to establish whether there

was a significant difference between parents' role definition as defined by

Headteachers and Ministry of Education Officials. The following hypothesis was

therefore tested.

H₁₀: There is no significant difference in Parents' Role Definitions (PRD) Held by

Headteachers and Ministry of Education Officials.

Table 4.34 presents the findings on the ANOVA computation of the significance

level between means.

Table 4.34: ANOVA Computation on Parents' Role Definition

		Sum of Squares	df	Mean Squeeze	F	Sig.
Parenting	Between Groups	1.448	2	.724	1.191	.328
	Within Groups	10.336	17	.608		
	Total	11.784	19			
Volunteering	Between Groups	4.769	2	2.38	8.057	.003*
	Within Groups	5.031	17	.296		
	Total	9.800	19			
Learning at home	Between Groups	.903	2	.451	.454	.642
	Within Groups	16.882	17	.993		
	Total	17.784	19			
Decision-making	Between Groups	5.103	2	2.55	2.876	.084
	Within Groups	15.081	17	.887		
	Total	20.184	19			
Community Collaboration	Between Groups	6.394	2	3.19	2.993	.077
	Within Groups	18.156	17	1.06		
	Total	24.550	19			
Communication	Between Groups	.127	2	.064	.235	.793
	Within Groups	4.603	17	.271		
	Total	4.731	19			

* Significance at p<0.05

Table 4.34 shows ANOVA test findings of Headteachers and Ministry of Education

Officials at the district and national parents' role definition in Epstein's six modes

of parent-teacher partnerships. The table shows that there was a significant mean

difference in the volunteering mode of parental involvement. There was no

significant means difference in the other modes of involvement.

The null hypothesis which stated that there is no significant difference in Parents'

Role Definitions held by Headteachers and Ministry of Education Officials at .05 level of significance was therefore rejected in volunteering. The null hypothesis was accepted in other modes of involvement. It was concluded that the Headteachers and Ministry of Education Officials' definition of parents' roles was significantly different in volunteering, but not in other modes.

A post hoc analysis was computed to establish the group that was significantly different in parents' role definition. The findings of the current study show that there were significant differences between Ministry of Education officials at the national level and the Headteachers. Ministry of Education officials at the national level and the Headteachers differed where it was P=0.03<0.05 and Headteachers P=0.03<0.005. Ministry of Education officials at the national level had more positive role definitions in volunteering mode.

In order to find out how parents, teachers, Headteachers and Ministry Officials defined teachers' roles, each group was asked to define teachers' roles in parent-teacher partnerships. Table 4.35 presents findings on teachers' role definition.

Table 4.35 Overall Role Definitions for Teachers

Modes of Involvement	N	Mean	Std. Dev.
Parenting	193	4.12	.71
Volunteering	193	2.73	.80
Learning at Home	193	4.32	.56
Decision-making	193	4.11	.62
Community collaboration	193	4.01	.62
Communication	193	4.32	.51
Overall teachers' mean		**3.93**	

Table 4.35 show that the overall mean score was 3.93. The overall mean scores show that parents' and teachers' were not sure about teachers roles. The findings also

reveal that there was an agreement in all modes except volunteering. This means that parents and teachers disagreed with teachers' roles in this mode.

Table 4.36 presents findings on teachers' role definition in Epstein's six modes of involvement reported by parents' and teachers'.

Table 4.36 Overall Means for Teachers' Role Definition as Reported by Parents and Teachers

Modes of Involvement	Reported by parents			Reported by teachers		
	N	Mean	Std. Dev	N	Mean	Std. Dev.
Parenting	133	3.99	.76	60	4.39	.46
Volunteering	133	2.56	.70	60	3.10	.88
Learning at Home	133	4.26	.58	60	4.47	.48
Decision-making	133	4.06	.58	60	4.23	.70
Community collaboration	133	3.91	.63	60	4.22	.55
Communication	133	4.25	.52	60	4.48	.43
Overall teachers' mean		**3.84**			**4.15**	

Table 4.36 show that the overall means score as reported by parents was 3.84 whereas that of the teachers was 4.15. This means that parents were 'unsure' about teachers' roles while teachers 'agreed' on their roles. The results suggest that parents were in agreement on teachers' roles in learning at home, decision-making and communication. Parents disagreed with teachers' roles in volunteering. In parenting and community collaboration, parents were 'Not sure' about teachers' roles.

The findings show that teachers were in agreement on their roles in parenting, decision-making, learning at home, community collaboration and communication modes but they were unsure of their roles in volunteering where the mean score was 3.10. The findings reveal that parents and teachers recognize many of teachers' roles

in all modes except in volunteering mode. Overall means shows that teachers had more positive role definitions than parents.

Based on the study research questions, the study wanted to establish whether there was a statistically significant difference between teachers' role definition as defined by parents and teachers. The following hypothesis was therefore tested:

H_{11}: *There is no significant difference in Teachers' Role Definitions (TRD) held by parents and teachers.*

Table 4.37 presents the findings on the t-Test computation of the significance level between means.

**Table 4.37: Independent Samples t-Test for Equality of Means Teachers'
          Role Definition**

Modes of involvement	t-Test for Equality of Means				
	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference
Parenting	-2.082	131	.039*	-.271	.130
Volunteering	2.593	131	.011*	.275	.106
Learning at home	.838	131	.403	.085	.101
Decision-making	1.469	131	.144	.146	.100
Community collaboration	-.223	131	.824	-.027	.122
Communication	-.828	131	.409	-.075	.090

* Significance at p<0.05

The Table 4.37 shows the mean differences of defined roles for teachers. The findings showed that there was a significant mean difference in parenting and volunteering. The mean difference for parenting was -.27188 with a .039 level of

significance. The mean difference for volunteering was -.27570 with a .011 level of significance. The findings also show that there was no significant mean differences in all modes of involvement.

The null hypothesis which stated that there is no significant difference between Teachers' Role Definitions (TRD) held by parents and teachers at 0.05 level of significance was therefore accepted in learning at home, decision-making and community collaboration and communication modes. It was rejected in parenting and volunteering. This means that there were significant differences in parents' and teachers views on teachers' role definition in parenting and volunteering. The findings show that there was no significant mean difference in parents' and teachers' views on teachers' roles in other modes. Thus, it was concluded that parents and teachers differed significantly in what teachers should do in the partnerships in parenting and volunteering but not in other modes.

Headteachers and Ministry of Education Officials at the national and district levels were also asked to define teachers' roles. Table 4.38 shows the mean score of Headteachers and Ministry of Education Officials on teachers' role definition.

Table 4.38: Means Scores of Headteachers and Ministry of Education Officials' Teachers' Role Definition

Modes of involvement	HT		DEO		NEO	
	N	Mean	N	Mean	N	Mean
Parenting	10	3.93	5	4.15	4	4.31
Volunteering	10	2.68	5	3.93	4	3.93
Learning at Home	10	4.18	5	3.90	4	4.31
Decision-making	10	3.47	5	4.40	4	4.37
Community collaboration	10	3.68	5	4.30	4	4.18
Communication	10	4.09	5	4.25	4	4.50
Overall means for Teachers' role definition		**3.58**		**4.15**		**4.26**

The findings show that Ministry of Education Officials at the district and national

level always had the highest means suggesting that they agreed, and identify numerous potential roles for teachers. They strongly agreed about many activities teachers should do in the partnerships. The findings also showed that Headteachers very frequently had the lowest mean scores. This would be interpreted to mean that they did not believe it was the role of teachers to be involved in some of the activities in the parent-teacher partnerships. It would also be seen that Headteachers were not sure in other activities while they believed that teachers should be involved in others. Headteachers had a narrower role definition for teachers in this area. The findings also suggest that Headteachers and Ministry of Education Officials' views on teachers' role definition were similar in the other modes of involvement.

Based on the study research questions, the study wanted to establish whether there was a significant difference between teachers' role definition as defined by Headteachers and Ministry of Education Officials, the following hypothesis was tested:

$H_{12:}$ *There is no significant difference in Teachers' Role Definitions (TRD) Held by Headteachers and Ministry of Education Officials.*

Table 4.39 presents the findings on the ANOVA computation of the significance level between means of Headteachers and Ministry of education Officials.

Table 4.39: ANOVA Computation on Teachers' Role Definition

Modes of involvement		Sum of Squares	df	Mean Square	F	Sig.
Parenting	Between Groups	.476	2	.238	.201	.820
	Within Groups	20.133	17	1.184		
	Total	20.609	19			
Volunteering	Between Groups	5.042	2	2.521	4.178	.033*
	Within Groups	10.258	17	.603		
	Total	15.300	19			
Learning at home	Between Groups	3.926	2	1.963	2.546	.108
	Within Groups	13.108	17	.771		
	Total	17.034	19			
Decision-making	Between Groups	4.115	2	2.058	2.247	.136
	Within Groups	15.569	17	.916		
	Total	19.684	19			
Community collaboration	Between Groups	1.626	2	.813	.851	.444
	Within Groups	16.233	17	.955		
	Total	17.859	19			
Communication	Between Groups	.500	2	.250	.288	.754
	Within Groups	14.784	17	.870		
	Total	15.284	19			

*Significance at $p<0.05$

Table 4.39 shows ANOVA test findings of Headteachers and Ministry of Education Officials at the district and national level views on teachers' role definition in Epstein's six modes of parent-teacher partnerships. The table shows that there was a significant difference between Headteachers and Ministry of Education Officials at the District and National level for teachers' roles in volunteering. There was no significant mean difference in other modes of involvement.

The null hypothesis which stated that there is no significant difference in Teachers' Role definitions held by Headteachers and Ministry of Education Officials at .05 level of significance was therefore rejected in Volunteering. The null hypothesis was accepted in other modes of involvement. It was concluded that the Headteachers and Ministry of Education Officials differed significantly in

volunteering mode and not in other modes.

A post hoc analysis was computed to establish the group which was significantly different in parents' role definition. The findings of the current study showed that there were significant differences between Ministry of Education officials at the national level and the Headteachers. Ministry of Education officials at the national level and the Headteachers differed where it was P=0.33<0.05 and Headteachers P=0.33<0.005. This shows that Ministry of Education officials at the national level had more positive role definitions in terms of volunteering.

Discussion of Parents' and Teachers Roles

In relation to question three which sought to establish the how parents, teachers, Headteachers and MOE officials define parents and teachers roles in children's education, the study established that how parents, teachers, Headteachers and MOE affects aspects of parent-teacher partnerships.

This study has established that parents and teacher's differed significantly in the roles they define for parents in volunteering and decision-making and not in other modes of involvement. The reason that could be bringing the difference in volunteering are: Parents do not volunteer in preschool activities, parents' and teachers' believe that they should not be involved, parents are busy, lack of understanding in preschool issues or cultural attitude about preschool education or parents' and teachers' may think that it is not parents' role to volunteer**.** In decision-making, the reasons for the difference would be because of the following:

  i Parents may be feeling that decision-making is the work of teachers

  ii Teachers may be feeling that parents should not be involved in decision-

making as they are likely to interfere in school management

  iii Parents are busy and do not have time for PTA meetings

  iv Teachers do not have time for meeting because school schedules are tight.

These findings are not consistent with Nicolau & Ramos (1993) study that established that parents and teachers believe that parents and teachers have a role to play in parent-teacher partnerships although they have limited roles. Parents see the roles of schools as those of instilling knowledge. Moreover, they explained that parents believed that one group should not interfere with the job of the other. These findings are also close to Wambiri (2007) who found that caregivers were largely unaware of their roles in children emergent reading development. She also found that caregivers had a negative role definition. She established that caregivers did not view themselves as having a role to play in children's emergent reading development. This appeared to be due to lack of knowledge about their role definition. The findings show that parents were unsure of some aspects of their roles and disagreed that they should be involved in other aspects. Ngugi (2000) also found that parents have a common belief that they have no role to play in stimulating their children's olfactory perception. Meighan (1989) found that parents who believed they had a role to play in their children's education were more actively involved in parent-teacher partnerships than those who did not accept this role definition. According to Smith (2000), people act very frequently with their beliefs and feelings.

The findings of the current study show that there were significant differences between Ministry of Education officials at the district and national level and the Headteachers in volunteering mode of involvement. This may be because

Headteachers were unsure about parents' roles in this mode. This may also suggests that Headteachers uses few strategies in their school to strengthen parent-teacher partnerships.

These findings are consistent with Williams (1997) who established parents want to be more involved in parent-teacher partnerships and in a broader variety of ways, but educators sometimes were reluctant to have parents involved in modes of involvement like volunteering and decision-making because they do not understand their roles in them. These findings are consistent with Mwoma (2009) who found out that fathers who get involved in their children's education believe that they had a role to play in their children's education.

This study found that there were significant differences in parents' and teachers views on teachers' role definitions in parenting and volunteering. This means that parents and teachers differed significantly in what teachers should do in the parent-teacher partnerships in parenting and volunteering. This may suggest lack of knowledge in teachers' roles in this mode or differences in levels of education and knowledge in preschool education matters.

These findings are consistent with Baker, Kessler-Sklar, Piotrkowski and Parker (1999) who found that teachers often had limited knowledge of what parents' and teachers' roles at home should be to help their children. It can be observed from these findings that parents and teachers were unsure of the roles teachers should play in the parent-teacher partnerships. Powell (1998) suggests that the success of parent involvement strategies will be inadequate until parents and teachers understand their roles. Swick (1991) assert that parents and teachers can create

viable partnerships by engaging in joint learning activities, supporting each other in their respective roles, carrying out classroom and school improvement activities, conducting collaborative curriculum projects in the classroom, participating together in various decision-making activities, and being advocates for children.

This study established that Headteachers and Ministry of Education Officials differed significantly in volunteering mode of involvement and similar in the other modes of involvement. This may also suggest lack of knowledge in teachers roles in this mode of involvement.

These findings are similar to those found by Katz (1994) that established that stakeholders of education may hold conflicting perceptions about their roles and the roles of other stakeholders. These findings are also consistent with Siu and Lo (1987) who established that students, parents, teachers and education officials had different perceptions of teachers' roles in education.

The study thus suggests that role recognition is crucial in parent-teacher partnerships. Lack of awareness may contribute to low involvement and ineffective partnership.

4.6 Strategies Used By Headteachers and Ministry Of Education Officials

Based on the study questions, the study also established the strategies used by the Headteachers and Ministry of Education officials at district and national level in promoting parent-teacher partnership in pre-school.

In this section, the study documents the strategies used by Headteachers and

Ministry of Education officials to strengthen parent-teacher partnerships. Strategies used were important because they help educators, administrators and school managers' deal with the challenges of collaboration.

A total of fifteen strategies were given to Headteachers and Ministry of Education Officials who were asked questions about the frequency of activities undertaken in the past six months. Table 4.40 shows the overall mean scores of Headteachers and Ministry of Education Officials.

Table 4.40: Means Score of Headteachers and Ministry of Education Officials Strategies Used

Overall Score for Strategies Used			
Officials	N	Mean	Std. Deviation
DEO	5	2.20	.40
NEO	4	1.85	.21
HT	10	2.10	.44
Overall Mean		2.08	

Table 4.40 shows that overall mean score was 2.08. The findings document that Ministry of Education Officials at the district level had the highest mean score. It was followed by Headteachers. This means that they reported using more of the suggested strategies than the Officials at the national level.

The researcher further sought to establish if there was statistically significant difference in the frequency of use of suggested strategies used by Headteachers and Ministry of Education Officials. ANOVA was used to get the level of significance and the following hypothesis was tested:

H_{13}: *There is no significant difference between strategies used by Headteachers (HS*

score) and Ministry of Education Officials (DS score and MS score) to strengthen

parent teacher partnerships.

The researcher used ANOVA to find out the difference in strategies used to promote parent-teacher partnerships. Table 4.41 presents the findings on the ANOVA computation of the significance level between means.

Table 4.41: ANOVA Computation on Strategies Used to Enhance

		Sum of	df	Mean	F	Sig.
Overall Score for Strategies used	Between Groups	.283	2	.141	.878	.43
	Within Groups	2.739	17	.161		
	Total	3.022	19			

Table 4.41 shows ANOVA scores for Headteachers and Ministry of Education Officials on the strategies they used to enhance parent-teacher partnerships. The table shows that the significant difference for strategies used between groups and within groups was 0.434. This shows that there was no significant difference between the strategies used by the three groups. However, as it was seen earlier, the use of the other strategies by these three groups shows major differences in the frequencies.

The null hypothesis that stated that: There is no significant difference in the frequency of use of strategies by Headteachers (HS score) and Ministry of Education Officials (DS score and MS score) to strengthen parent teacher partnerships at 0.05 level of significance was therefore accepted. It was concluded that the strategies used by Headteachers and Ministry of Education Officials were not significantly different. This suggests that Headteachers and Ministry of Education Officials' use of strategies was the same.

In summary, the uses of strategies suggested by the three groups were not many.

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The findings also show that the use of strategies by these three groups to strengthen partnerships was reported to be almost the same. The reason for low usage of strategies by national officials would be because they deal with district officials who were supposed to pass information to parents and teachers in schools.

To obtain more information about other strategies used, ten Headteachers, five DICECE officers and four officials at the national level were interviewed. Their responses are presented in table 4.42. The following question was asked: *Apart from the strategies given, what other strategies had you used to strengthen parent-teacher partnerships in the last 12 months?*

Table 4.42 shows the frequencies of other strategies used by Headteachers and Ministry of Education Officials to strengthen parent-teacher partnerships.

Table 4.42 Frequencies of Other Strategies Used by Headteachers and Ministry of Education Officials to Strengthen Parent-teacher Partnership

Other Strategies Used	HT	DEO	NOE	Total
Organizing workshops on transition	10	0	0	10
Conducting home visits	5	0	0	5
Organizing for graduations	9	0	0	9
Holding farewell parties	7	0	0	7
Using class representatives	4	0	0	4
Organizing academic days	6	3	0	9
Taking children for academic tours	6	0	0	6
Encouraging parents to allow children to participate in games	7	2	0	9
Sending letters	10	5	0	15
Organizing for sporting days	5	0	0	5
Open visits by parents	4	0	0	4
Providing information about children's progress	10	0	0	10
Holding parents teachers meetings	10	3	0	13
Involved administrators (chiefs/assistant chiefs)	3	8	0	11
Organizing for sensitization meetings	4	5	0	9
Holding class meetings for parents	5	0	0	5
Participation in volunteer services in school	3	0	0	3
Holding closing term meetings	10	0	0	10
Sending information to the teachers through DICECE officers	0	0	8	8
Organizes training opportunities for DICECE officers	0	0	3	3
Passing policy did documents to DICECE officers	0	0	4	4
Total Frequency of Other Strategies used within The Last 12 Months to Strengthen Parent-teacher Partnerships	**118**	**27**	**15**	**160**

Note: the frequencies indicated 0 showed that the activity was not applicable to the group.

Table 4.42 shows the frequency of other strategies used by Headteachers and Ministry of Education Officials in the last 12 months. The following conclusions were made about the strategies used to strengthen parent-teacher partnerships.

- Headteachers and Ministry of Education Officials varied considerably in the other strategies used.

- The most frequent strategies used by the Headteachers and DEO were Sending letters, organizing workshops on transition, holding parents teachers meetings,

holding closing term meetings and providing information about children's progress.

- The most frequently used strategy by National Education Officials was sending information to the teachers through DICECE officers.

- The least frequent strategies used by Headteachers were involving administrators, participation in volunteer services in school, organizing for sensitization meetings, open visits by parents and using class representatives.

- The least frequent strategies among DICECE officers were encouraging parents to allow children to participate in games, holding parents teachers meetings and organizing academic days.

- Organizing training opportunities for DICECE officers was the least frequent strategy used by MOE.

- The least mentioned strategy was participation in volunteer services in schools and organizing training opportunities for DICECE officials.

- The findings revealed that few other strategies were used to strengthen parent-teacher partnerships in pre-school on the basis of the strategies mentioned by these three groups. The findings also revealed that few strategies were used in a year.

- Diversity of strategies reportedly used at the national and district levels were lower than those reportedly used by the Headteachers. This implied that the relationship between school and home was weak.

Discussion of Strategies to Promote Partnerships

In relation to question four which sought to establish the strategies used by Headteachers and MOE officials at the district and national level use to strengthen

parent-teacher partnerships, the study established that Headteachers and MOE officials uses few strategies to strengthen parent-teacher partnerships.

This means that they use few of the stated and recommended strategies to strengthen partnerships and increase opportunities for engagement. This may suggest that:

   i.   There is lack of knowledge about effective strategies that would be used

   ii.   Recommended strategies are not practical

  iii.   Conflicting in roles

  iv.   Strategies requires a lot of mobility and resources and

   v.   Logistical problems as many schools are in rural areas.

Apart from the strategies stated, the study also established that there were many other strategies that were used by Headteachers and MOE officials to strengthen parent-teacher partnerships. But, it appears that these many other strategies were not effective since partnership was found to be low.

These findings relate to Epstein (2003) who says that schools were responsible for designing comprehensive strategies for partnerships between the parents and teachers. These findings are also close to Fantuzzo & McWayne (2002) study that found that traditional strategies to involve parents, such as inviting parents to meetings and school events, did not promote genuine interaction between home and school. Instead, they separate parents and teachers. They suggested that two-way communication between home and school is essential to building successful parent-teacher partnerships. This can be done by: (1) informal, social meetings with parents; (2) frequent, positive phone calls; (3) newsletters which elicit parental feedback; and (4) home visits. Two-way communication provides choices to parents

as to the times and ways they can be involved in their children's education. These findings are inconsistent with Williams & Cartledge (1997) who found that written communication was the most efficient and effective way of providing valuable ongoing correspondence between school and home. Unfortunately, many teachers were not specifically trained in the skills they need to communicate effectively with parents (Hradecky, 1994; Lawrence-Lightfoot, 2004). These findings are also inconsistent to Swick (1991) who found that strategies that were used in schools include home visits, conferences, involvement in the classroom, participatory decision-making, home learning activities, and family-school networking. According to Epstein & Dauber, (1991) teachers often did not have the attitudes, knowledge, skills, and strategies needed to collaborate with families effectively because the topic of family involvement in education has not enjoyed a central role in teacher education programs.

This study, thus, suggests that many strategies should be employed by stakeholders to break the barriers that may hold back strong parent-teacher partnerships.

4.7 Chapter Summary

The collected data was analyzed using descriptive and inferential statistics. Findings were presented using frequencies, percentages, means and standard deviations. Furthermore, statistical analysis was done using SPSS. One Way Analysis of Variance (ANOVA) and t-Test for independent samples were used to test the hypotheses. Findings were presented in tables. It was noted that the level of parent-teacher partnerships was low in the Epstein six modes of involvement. The findings show that there was a significant difference between parents' level of education and parental level of involvement in parenting, learning at home, communications and

decision-making modes. On the other hand, teachers' level of involvement was found to be significantly different due to their educational levels in parenting, volunteering, community collaboration, learning at home and communication modes. The findings also show that the teachers in private and public schools differed significantly in their levels of involvement in decision-making and learning at home modes. Findings also showed that parents' level of involvement was significantly different in Rural-urban context in parenting mode of involvement. There was no significant difference in teachers' level of involvement as reported by male parents and teachers and female parents and teachers. The way parents and teachers' defined parents' roles within the partnerships were found to be significantly different in volunteering and decision-making. It was also found that the way parents and teachers' defined teachers' roles in parent-teacher partnerships were significantly different in parenting and volunteering modes. In addition, strategies used by Headteachers and Ministry of Education officials to strengthen parent-teacher partnerships were not found to be significantly different but Headteachers were found not to be in agreement with some roles parents' and teachers' should play in the partnerships.

CHAPTER FIVE

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

5.0 Introduction

In this chapter, the summary of the study is presented with major conclusions drawn from the study. Recommendations for various stakeholders on steps to take in promoting parent-teacher partnerships were also discussed with recommendations for further research.

5.1 Summary of the Findings

The level of parent-teacher partnerships was found to be low in the Epstein six modes of involvement. The most frequent mode of involvement for the parents was communication. This was followed by learning at home, parenting, community collaboration and decision-making respectively. The least mode of involvement for parents was volunteering. The least frequent mode of involvement for teachers was also volunteering. This was followed by decision-making, community collaboration, learning at home and parenting in that order. The most frequent mode of involvement for teachers was also communication.

In this study findings shows that parents, teachers, Headateachers and MOE officials differed significantly in parent-teacher partnerships specifically in parenting, volunteering and decision-making modes of involvement. This means that they differed on parents and teachers involvement in these modes.

There was a significant difference between parents' level of education and parental level of involvement in parenting, learning at home, communications and decision-making modes. This means that parents of different educational levels differed

significantly in these modes. Parental involvement was not found to be significantly different due to their educational levels in volunteering and collaboration. Specifically, there were a significant difference between parents with college/university education but with no diploma or degree and parents with college/University with diploma or degree certificate. There was also a significant difference between parents with College/ University education with diploma or degree certificate and the unschooled.

Teachers' level of involvement was found to be significantly different due to their educational levels in parenting, volunteering, community collaboration, learning at home and communication modes. This means that teachers of different educational levels differed significantly in these modes. Teachers were not found to be significantly different in decision-making mode. Specifically, there was a significant difference between teachers with primary education and those with college education.

Parents in private and public schools were not found to be significantly different in their levels of involvement in all modes. On the other hand, the findings showed that the teachers in private and public schools differed significantly in their levels of involvement in decision-making and learning at home modes. It was found that teachers in private schools were more involved than their public counterparts. This means that the type of school sponsorship affect the teacher's levels of involvement in decision- making and learning at home. Teachers' levels of involvement were not found to be significantly different in their type of school sponsorship in other modes of involvement.

Rural and urban parents' level of involvement was found to be significantly different in parenting mode of involvement. This means that where parents lived affected their levels of involvement in the parenting mode. On the other hand, the findings showed that teachers' level of involvement was not significantly different in rural and urban context in all modes of involvement. However, descriptive statistics showed that urban teachers were reported to be more involved than rural teachers.

The findings showed that there was a significant difference between parental involvement and parents and teachers' sex in parenting and learning at home modes. It was concluded that fathers and mothers and teachers differed significantly in their reports of involvement in *parenting and learning at home* modes but not in other modes. This also meant that mothers and fathers and teachers' views on parental level of involvement were similar in volunteering, decision-making, community collaboration and communication based on their sex. On the other hand, the findings showed that there was no significant mean difference in teachers' level of involvement as reported by fathers and mothers and teachers in all modes of involvement. It can be concluded that both fathers and mothers and teachers' reports of teacher involvement were similar. Therefore, sex was not found to be significantly different in teachers' reported involvement in all modes.

The way parents and teacher's defined parents' roles within the partnerships were found to be significantly different in volunteering and decision-making. It was also established that the way Headteachers and Ministry of Education officials defined parents' roles was significantly different in volunteering mode of involvement.

It was also found that the way parents and teachers' defined teachers' roles in parent-teacher partnerships were significantly different in parenting and volunteering modes. Headteachers and Ministry of Education Officials differed significantly in what roles teachers should have in volunteering and not in other modes. The national education officials agreed strongly that parents and teachers should be volunteering while parents, teachers and Headteachers said that was not their role.

Frequency in the use of identified strategies by Headteachers and Ministry of Education officials to strengthen parent-teacher partnerships were not significantly different in the recommended strategies. This means that the numbers of strategies used by Headteachers and Ministry of Education officials were almost the same. However, Headteachers identified numerous other strategies that they employ to foster and support parent teacher partnerships.

5.2 Implications of Findings

The above findings combined with related literature provided very useful information on what could be done to promote parent-teacher partnerships in pre-schools in Kenya. Some of the important implications were:

Low parent-teacher partnership in the six modes of involvement is likely to lead to low educational outcomes. The involvement scores revealed almost the same involvement in parent-teacher partnerships between parents and teachers in all modes. Research suggests that when parents were involved in their children's education, children perform better academically (Christenson, 2004). In addition to children's improvement academically, their behaviour and attendance also improve

with more parental support (Epstein 2003). In addition, increased partnership has also been shown to lead to greater teacher satisfaction, improved parent understanding and parent-child communication and more successful and effective school programmes (Russell and Reece 2000). The opposite happens parent-teacher partnership is low. Thus, more effective strategies were required to increase parent-teacher partnership.

A weak parent-teacher partnership appears likely to lead to poor family-school-climate. This poor relationship will ultimately lead to poor academic outcomes. Henderson (2002) asserts that schools that value and respect all parents were able to recognize the strengths and contributions each parent can bring to the school will set the tone for increased family-school partnership. Equally important, when schools work to create a positive climate, parents uphold the school in the eyes and ears of their children (Christenson, 1999). Again, strategies to enhance the social relationship between parents and teachers were needed.

Low parental and teachers' level of education is likely to lead to low parental and teacher involvement. Parental levels of involvement were found to be significantly different in parenting, learning at home, communications and decision-making modes due to parents' education levels. This means that parents of different educational levels differed significantly in these modes. However, parental involvement was not found to be significantly different in volunteering and collaboration due to parents' educational levels. This means that parents who were more educated with at least secondary education were more involved in children's education than those who did not have the same education. This implied that limited education might not allow parents from getting involved in these six modes of

involvement. On the other hand, teachers' level of involvement was found to be significantly different in parenting, volunteering, community collaboration, learning at home and communication modes due to their educational levels. The findings showed that that there was a significant difference between teachers with primary school certificate and those with college/university diploma or degree certificate. This implied that limited education did notes not allow teachers to engage themselves actively in these six modes of involvement.

The level of involvements of teachers was found to be dependent on which school sponsorships teachers teach and this may likely lead to different levels of quality of education in pre-schools. The type of school sponsorships was found to be significantly different in teachers' levels of involvement in decision-making and learning at home modes. This means that the type of school sponsorship affect the teacher's levels of involvement in decision-making and learning at home. The findings showed that teachers in private schools were more involved than those in public schools. There was a possibility that private schools had put in place mechanisms to ensure that teachers get more involved than public schools.

Low level of involvement disadvantages children in academics. Parents' levels of involvement were found to be significantly different in rural and urban context in parenting mode of involvement. This means that where parents lived affect their views on parenting mode of involvement. The findings showed that parents in urban areas were more involved than those in rural schools. Children in rural areas could be disadvantaged in their academic work as a result of their parents not helping them with schoolwork at home.

Children's growth and holistic development might not be realized if both parents were not actively involved in the parent-teacher partnerships. Parents' level of involvement was found to be significantly different in parenting and learning at home modes of involvement due to their sex. This implied that the sex of the parents affect their levels of involvement in parenting and learning at home modes. The findings showed that female parents were more involved in parent-teacher partnerships more than male parents. Proper growth and holistic development requires that fathers and mothers take an active role in children's education.

Lack of awareness of the roles that stakeholders should play in parent-teacher partnerships may lead to conflicting roles among partners and ultimately may affect the spirit of partnerships. The way parents and teachers' defined parents' roles within the partnerships were not found to be significantly different in all modes of involvement. This means that there could have been other factors that affected the way they defined their roles. This requires further research. However, the way Headteachers and Ministry of Education officials defined parents' roles was found to be significantly different in volunteering mode of involvement. This implied that they differed on the roles parents should play in this mode. This means that they did not agree on the roles parents should play in volunteering mode of involvement.

Fewer numbers of strategies used or the use of ineffective strategies meant weak parent-teacher partnerships. Use of the recommended strategies by Headteachers and Ministry of Education officials to strengthen parent-teacher partnerships were not found to be significantly different but they use them infrequently. The use of suggested strategies to enhance partnerships and even other strategies that were given by Headteachers and Ministry of Education officials appeared not to be

effective as involvement was still low. New measures therefore need to be considered. Christensen (2004) indicate that educators should employ a variety of techniques to increase family involvement in the school setting. At this point different strategies may be required.

5.3 Study Conclusion

Findings from this study have clearly shown that parent-teacher partnership in pre-schools in Uasin Gishu district is weak. Findings from the study also revealed that parent-teacher partnership contributes to children's learning and holistic development. Strong early childhood education stakeholders' partnership leads to better education outcomes and children's holistic development. To achieve ECD objectives, partnership in the six modes of involvement is paramount. Various factors were found to affect various aspects of parent-teacher partnerships in preschools. These included education level, sex, role definitions, rural urban context and type of school sponsorship. Some of these factors were found to be significant. For example, parents and teachers who were more educated were found to be more involved in the partnerships. Sex and type of school sponsorships were also found to affect parent-teacher partnerships. How parents, teachers and Ministry of Education officials defined parents and teachers roles was also found to affect parent-teacher partnerships. It was concluded that the above factors were important in facilitating parent-teacher partnerships for enhancement of children's holistic development and should be considered when developing strategies used to enhance the partnership.

5.4 Recommendations

Some of the recommendations for the important stakeholders in ECDE have been

outlined in the subsequent sections.

5.4.1 Recommendation for the Ministry of Education

1) Results showed that the partnership was weak. It is recommended that the Ministry of Education assess the impacts of the partnership policy in Kenyan pre-schools. Information obtained form assessment will help monitor how the policy is being implemented and how it may be strengthened. Also, it is recommended that the Ministry of Education review or develop new policies that strongly support parent-teachers' partnerships to ensure quality early childhood education. For example, formulation of policy statements that identifies parents' and teachers' roles in various modes.

2) Results showed that parents and teachers differed significantly in parenting, volunteering and decision-making modes of partnership. It is recommended that the Ministry of Education through INSET office prepare handbooks and manuals on these three aspects that give information to parents and teachers about the importance of these areas and how parents and teachers can be involved in them.

3) The study established that there was a significant difference between parents' level of education and parents' level of involvement in parenting, learning at home, communication and decision-making modes. Unschooled parents and those with less education were found to be less involved in children's education. Based on these research findings, it is recommended that the Ministry of Education strengths adult education curriculum to cater for the need of the unschooled parents. This can be done by strengthening adult education programmes in every district in Kenya.

4) The findings indicated that stakeholders (parents, teachers, Headteachers and

Ministry of Education officials) significantly differed in the roles parents and teachers should play in parent-teacher partnership. It is recommended that the Ministry of Education define the roles stakeholders should play in preschools. This can be done by organizing seminars or workshops yearly for all the stakeholders where roles of each partnership should be explained.

5) Headteachers and Ministry of Education officials differed significantly in strategies used to strengthen parent-teacher partnerships. Results showed that fewer strategies are used. However, Headteachers identified numerous other strategies that they employ to foster and support parent-teacher partnerships. It is recommended that the Ministry of Education highlight appropriate and effective strategies that could be adopted to promote partnerships. This can be done by the Ministry of Education releasing policy statement/briefs to clarify who is responsible for enhancing parent-teacher partnerships. The Ministry also should monitor and evaluate strategies to establish if they are effective in promoting partnerships.

6) The results showed that Headteachers were unsure of parents and teachers roles in volunteering mode of involvement. It is recommended that the Ministry of Education evaluate the effectiveness of the INSET programme that train primary school Headteachers on how to strengthen parent-teacher partnerships in primary schools through School Empowerment programme (SEP, 2004), Evaluation of the INSET programme will enable the Ministry of Education come up with new programme.

5.4.2 Recommendation for NACECE and KIE

1) Results showed that partnership in pre-schools was low. It is recommended that NACECE and KIE use the findings of this study as a basis for developing

community mobilization. These can then be disseminated to every district in Kenya.

2) The study established that parents and teachers with low education were less involved in the partnerships. It is therefore recommended that the Ministry of Education conduct in-service courses, seminars and workshops every year for parents and teachers to sensitise them on parent-teacher partnerships and particularly on those specific modes where partnerships is low.

3) The findings of this study indicated that stakeholders differed significantly in the roles parents and teachers should play in parent-teacher partnership particularly parents, volunteering and decision-making. It is recommended that NACECE and KIE develop programmes for school owners and school managers, which define the role of partners and community in early childhood development. For example, roles in volunteering, parenting and decision-making should be clearly defined. Understanding individual and collective roles in children's education will lead to harmonious working relationship between partners.

4) Mothers and fathers were found to differ significantly in parenting and learning at home modes. It is recommended that NACECE and KIE develop programmes that will help mothers and fathers increase their understanding about developmental needs of children. This is important because children's holistic development requires the contribution of both mothers and fathers.

5) Rural and urban parents' levels of involvement were found to be significantly different in the parenting mode of involvement. Urban parents were reported to be more involved than rural parents. Based on these findings, it is recommended that NACECE and KIE conduct seminars or workshops for parents and teachers, particularly in the rural areas where involvement was low.

6) Parents should be sensitised through community mobilization meeting organized by DICECE officers so that they recognize their specialized role in children's pre-school education.

5.4.3 Recommendations for Headteachers and School Managers.

1) The finding of this study indicated that parents in private schools were more involved than those in public schools in decision-making and learning at home modes. To promote education in public schools, it is recommended that school managers organize parent and teacher sensitisation and training meeting where issues on partnership and particularly on modes of involvement will be adequately addressed.

2) Results showed that Headteachers were unsure of the roles parents and teachers should play in parent-teacher partnership. It is recommended that INSET office be strengthened to play a more active role in promoting parent-teacher partnership.

3) Results showed that parents in public schools were less involved in parent-teacher partnership. Teachers in private and public schools were also found to differ significantly in their levels of involvement in decision-making and learning at home modes. It is recommended that school managers in public pre-schools find ways in which parents and teachers can be effectively involved in these specific modes. For example, giving parents and teachers information about how homework should be conducted, information how parents should engage themselves in children's learning activities at home and how parents and teachers can be involved in making school decisions.

4) Mothers and fathers were found to differ significantly in parenting and learning at home modes. It is recommended that school managers find ways of engaging

both sexes equally in school activities. For examples, school diary system, decision-making, volunteering and sporting activities.

5.4.4 Recommendations for Parents

Parents should form parent committees in all schools to enhance partnerships in their schools.

5.4.5 Suggestions for Further Research

This study identified some gaps that need further consideration in research for example, the present study explored specific factors that affect parent-teacher partnerships. In-depth study of each of these factors should be studied to determine its breath of impact on parent-teacher partnerships. Also, there might be other factors that affect parent-teachers like socio-economic status, nature of work, cultural differences, language differences and time and resources. Therefore, there is need to research on other factors and also establish their real affect in parent-teacher partnerships. Also, research is necessary through multiple regression to see which independent variables have more affect.

This study was conducted in Uasin Gishu District in Kenya. There is need for more intensive research to be conducted in other areas of Kenya and among other communities to establish the status of parent-teacher partnerships.

The study focused on parent-teacher partnerships from the perspective of parents, teachers, Headteachers and Ministry of Education Officials. There is need to conduct research on the views of other early childhood stakeholders. For example, Non-governmental Organizations (NGO's), Churches and Community Based

Organizations (CBO'S) perspectives should be investigated.

The study focused on six months of parent-teacher partnership. There is need to conduct an in-depth research on each of Epstein's six modes of involvement, especially parenting, volunteering and decision-making since stakeholders differed significantly.

The study established that fathers reported less involvement in parent-teacher partnerships whereas mothers reported active involvement. There is need to conduct a research study to establish why fathers are saying they are less involved in their children's education.

This study focused on reported involvement of parents and teachers. Other research should focus on the similarities between reported involvement and actual observed levels of involvement.

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APPENDIX I

QUESTIONNAIRE FOR PARENTS

Dear Parent,

I'm a teacher/ lecturer in the department of Early Childhood Studies. Currently, I'm pursuing my PHD program in Kenyatta University. My research is entitled "Parent-teacher partnerships for enhancing children's learning and holistic development in Early Childhood Education in Uasin Gishu District, Kenya".

I believe that you are involved in your child's school in different ways. I want to understand how you are involved with the teacher and school and what kinds of things either encourage your participation or discourage it. I would like you to complete the following questionnaire. I realize that it is long, but your opinions are very important to us. Your information is only for this research study and will be kept completely confidential.

Your kind cooperation in giving me and / or my research assistants an interview to fill the questionnaires is highly appreciated. Please go thorough the questionnaire and give your answers in the spaces provided.

SECTION A: BACKROUND INFORMATION

1. Name your educational division---

2. Sex   Male ( )   Female ( )

3. Type of school sponsorship   Private ( )   Public ( )

4. Locality of your school.   Rural ( )   Urban ( )

5. Your level of Education

Unschooled   ( )

Primary, but not to certificate level   ( )

Primary with certificate   ( )

Secondary but not with certificate   ( )

Secondary with certificate   ( )

College/ University but not with diploma or degree certificate   ( )

College/University with diploma or degree certificate   ( )

SECTION B: LEVELS' OF INVOLVEMENT IN PARENT-TEACHER PARTNERSHIPS

Instructions

In this section I want to find out how often parents and teachers interact and work together to improve preschool children's education. A number of actions are listed and I want to know which ones you never do, do sometimes or often do or you do very frequently.

Use the following code and put a tick in the correct box after each statement.

Never (N), Rarely (R), Sometimes (S), Often (O) Very Frequently (VF)

LEVELS OF PWERENT INVOLVEMENT ACCORDING TO YOU	HOW OFTEN DO YOU DO THEM?				
	N	R	S	O	VF
1. I ask the preschool teacher about things I can did not to improve on my child's discipline and behaviour					
2. I ask the preschool teacher about how to develop a home environment that will support my child's learning					
3. I ask the preschool teacher how children grow and learn					
4. I ask the preschool teacher about my children's strengths and Talents					
5. I help the preschool teacher in the classroom during lessons					
6. I help my preschool teacher in preparing classroom materials such as teaching aids					
7. I go with the children and teachers on educational field trips					
8. I help prepare snacks or meals in the preschool					
9. I ask my preschool teacher on how to help my child with homework and assignments					
10. I supervise and set specific time for my children's homework					
11. I check my children's homework					
12. I ask my preschool teacher how to help children in reading, writing and math's at home.					
13. I participate in Parent Teacher Association (PTA) or Parent Teacher organization (PTO) activities					
14. I make sure that decisions about our school development and policies were implemented in my preschool					
15. I'm involved in making decisions in school regarding development projects, fees and teacher employment/firing					
16. I'm involved in the general planning, reviewing and improvement of preschool activities					
17. I help in raising funds for my preschool to improve school Facilities					

	N	R	S	O	VF
18. I visit school when invited to talk to children about education					
19. I ask local businesses, churches, industries, and community organizations to donate materials and build classrooms in the preschool					
20. I encourage the teacher to use community resources like parks, museums, and libraries, community services like clinics to improve children's learning my preschool					
21. I listen to what the preschool teacher says during the parent and teachers meetings					
22. I talk freely during parent-teacher conference (meetings)					
23. I discuss my child's report card with my preschool teachers					
24. I make comments on my preschool child's work sent home by my preschool teacher					

Now I want you to think about what your pre-school child's teacher does. In the section below, please indicate how often **your preschool child's teacher** does the following things. Again, I want to assure you that this information will be kept completely confidential. Use the same code: **N= Never; R= Rarely, S=Sometimes, O=Often and VF= Very Frequently**.

LEVELS OF TEACHERS INVOLVEMENT ACCORDING TO YOU	HOW OFTEN HE/SHE DOES THEM?				
	N	R	S	O	VF
1. Asks me about my child's, strengths & talents					
2. Gives me information on child development and learning					
3. Tells me how to help my child learn					
4. Tells me how to make a good learning environment at home					
5. Invites me to work with children on learning activities in the classroom like preparing classroom materials					
6. Create flexible volunteering schedules (times) for me to participate in school activities					
7. Create a welcoming environment for me to volunteer in school activities					
8. Gives us rooms or space in school where parents can work, meet, or make use of resources about parenting, child care or other thing that may affect their children					
9. Helps me to understand the importance of reading and writing activities at home					
10. Provide homework to be done at home					
11. Gives me advice me on what to did not with the my child during weekends and school holidays					

12. Tells me how to use play materials with my children at home					
13. Involved me individually in decisions making in the school					
14. Organize Parent teachers Associations (PTA) meetings					
15. Includes parent from all ethnic, or high or low socio-economic levels in the school decision-making					
16. Gives information to prepare me in school decision-making					
17. Invites me as a resource person to talk to children on Education					
18. Make use of community resources such as libraries, parks, and museums to promote preschool learning					
19. Makes me aware of the role of school in the community and what the community's can did not for the school					
20. Gives me information about local resources like community health, cultural, recreational, social support, and other programs or services that were important in my children's development and learning					
21. Uses different forms of communication like newsletters, sms, phone calls, report cards, conference schedules, and diaries to communicate to me about the school, special events, organizations, meetings and parenting					
22. Gives clear information to help me understand school regulations, policies, programs, or reforms					
23. Organizes parent-teacher meetings at least once a year					
24. Contacts me whenever my child is having academic or behaviour problems					

SECTION C: PARENTS' AND TEACHERS' ROLE DEFINITION IN PARENT-TEACHER PARTNERSHIP

Instructions

In this next section, I am interested in what you think **parents should be doing** in their preschool child's schoolwork (not what they do). Please tick your appropriate response using this code:

Strongly Disagree (SD), Disagree (D), Not Sure (NS), Agree (A) Strongly Agree (SA)

PARENTS' ROLE DEFINITION ACCORDING TO YOU	SD	D	NS	A	SA
1. Should be discussing with teachers how they can work together more effectively in their children's learning					
2. Should ask the preschool teacher about how to develop a home environment that will support children's learning					
3. Should be asking for information about how children learn					
4. Should ask for information from teachers on how children grow and develop					
5. Should help the preschool teacher in the Classroom during lessons					
6. Should go with the children and teachers on educational field trips					
7. Should help prepare snacks or meals in the Preschool					
8. Should volunteer in activities like making Classroom teaching materials					
9. Should set time for children's homework					
10. Should supervise how children did not Homework					
11. Should engage themselves in children's learning activities at home such as tell stories, read together with children, provide quality reading materials and play materials.					
12. Should provide a supportive learning environment at home that will support learning					
13. Should attend Parent Teachers Organization (PTO) or Parent Teachers Association (PTA) meetings regularly					
14. Should make sure that school decisions and policies were implemented					
15. Should participate in school decision-making process like planning, reviewing and improving school programs and curricula					
16. Should participate in making school policies					
17. Should encourage the teacher to use community resources like parks, museums, and libraries, community services like clinics to improve children's learning in the preschool					
18. Should help in raising funds for the school to improve school facilities					
19. Should ask local businesses, churches, industries, and community organizations to donate materials and build classrooms in the preschool					
20. Should request teachers to allow them use school					

	SD	D	NS	A	SA
buildings for their own use. For example to hold meetings					
21. Should listen to what the preschool teacher says during meetings					
22. Should read memos, diaries, sms or newsletters from school and give feedback to the teachers					
23. Should talk freely during parent-teacher conference (meetings)					
24. Should ask questions during meetings to clarify Issues					

Finally, I want you to think about what your pre-school child's teacher and the school **should be doing to help you with your child's education.** In the section below, please indicate by ticking in the appropriate box how much you **agree** with each statement that says what the teachers should be doing. Use the same code as before:

Strongly Disagree (SD), Disagree (D), Not Sure (NS), Agree (A) Strongly Agree (SA)

TEACHERS' ROLE DEFINITION ACCORDING TO YOU	SD	D	NS	A	SA
1. Teachers should help parents to understand how children learn					
2. Teachers should give information to parents to understand how children develop					
3. Teachers should ask parents for information about children's goals, strengths & talents					
4. Teachers should listen to parents concerns about their children's learning needs					
5. Teachers should invite parents to prepare classroom materials in the preschool					
6. Teachers should encourage parents to be involved in assisting in classroom during lessons					
7. Teachers should provide parents with rooms or space in school where parents volunteers can work, meet, and access resources about parenting, childcare, and other things that affect their children					
8. Teachers should involved parents in school field trips					
9. Teachers should provide homework to be done at home					
10. Teachers should provide information to parents on how to supervise and discuss homework					
11. Teachers should make parents aware of the importance of reading and writing at home					
12. Teachers should tell preschool parents how to develop a home environment that will support my child's learning					

13. Teachers should involved parents individually or collectively in making decisions about school				
14. Teachers should provide parents with information to prepare them in school decision-making				
15. Teachers should organize Parent Teachers Associations (PTA) Meetings				
16. Should includes parent from all ethnic, or high or low socio-Economic levels in the school decision-making				
17. Teachers should make use of community resources, such as businesses, libraries, parks, and museums to improve children's learning				
18.Teachers should create awareness to the parents about the role of the school in the community by working with local businesses, industries, churches and community organizations to promote learning and children's skills				
19. Teachers should involved parents in fundraising for the school				
20. Teachers should invite community leaders to talk to children about education				
21. Teachers should establish a clear two-way channels for communications from home to school and from school to home				
22.Teachers should use different forms of communication like newsletters, phone calls, report cards, conference schedules, and diaries to communicate to parents about what goes on in school				
23.Teachers should provide clear information about school policies, or school reforms				
24. Teachers should encourage parents to attend conferences (meetings) regularly				

I sincerely want to thank you for taking your time to complete this form.

APPENDIX II
QUESTIONNAIRE FOR PARENTS
KISWAHILI VERSION
Maswali kwa mzazi

Mzazi mpendwa

Mimi ni mwalimu katika idara ya masomo ya ukuaji wa watoto. Kwa sasa ninaendele na masomo ya PHD katika chuo kikuu cha Kenyatta. Kichwa cha utafiti wangu ni " wazazi –walimu kwa pamoja kuboresha masomo na ukuaji wa mtoto kwa ujumla katika wilaya ya Uasin Gishu, Kenya".

Nina imani kua wewe kama mzazi unajihusisha na shule anakosomea mtoto kwa njia tofauti. Ningependa kujua jinsi unavyojihusisha na shule pamoja na walimu wa shule hiyo. Ni mambo yapi yanayokuvunja moyo au kukutia motisha katika kujihusisha na shule.

Tafadhali jibu maswali yote, majibu yako nimuhimu na yatatumika kwa minajili ya utafiti huu pekee.Nimatumaini; ushirikiano wako na mimi au msaidizi wangu utakuwa wakuridhisha katika utafiti huu. Tafadhali pitia maswali haya kisha utoye majibu katika nafasi ulizotengewa.

SEHEMU A: USHAHIDI

1. Taja sehemu ya masomo--

2. umbo   Kiume   ( )   Kike ( )

3. Aina ya udhamini   kibinafsi   ( )   Uma ( )

4. Sehemu ya shule   mashambani ( ) Mjini   ( )

5. kiwango cha masomo

Hana kisomo	( )
Shule ya msingi bila cheti	( )
Shule ya msingi na cheti	( )
Shule ya upili bila cheti	( )
Shule ya upili na cheti	( )
Chuo/chuo kikuu bila shahada	( )
Chuo/chuo kikuu na shahada	( )

SEHEMU B: KIWANGO CHA UHUSISHAJI KATI YA MZAZI NA MWALIMU.

maagizo

Katika sehemu hii ni ngependa kujua jinsi wazazi na waalimu wanavyojihusisha katika kuboresha masomo ya watoto wa shule za chekechea. Baadhi ya matendid not yameorodheshwa katika jedwali.

Tia mkwaju katika nafasi ulizotengewa

Badid not (B) Si mara kwa mara (SM) Mara nyingine (MN) Mara kwa mara (M) kila wakati (KW)

VIWANGO VYA UHUSISHAJI (MZAZI)	MARA NGAPI?				
	B	SM	MN	M	KW
1. Mimi huuliza mwalimu jinsi ya kuboresha nidhamu ya mtoto wangu shuleni.					
2. Mimi huuliza mwalimu injia ya kutenga mazingira ya kumsaidia mtoto kusoma.					
3. Mimi huuliza mwalimu jinsi mtoto hukua na kujifunza vitu.					
4. Mimi huuliza mwalimu kuhusu nguvu na Udhaifu wa mtoto katika masomo.					
5. Mimi huwasaidia waalimu darasani.					
6. Mimi husaidia waalimu katika utayarishaji wa vyombo vya masomo.					
7. Mimi hujihusisha na masomo ya watoto uwanjani.					
8. Mimi husaidia kutayarisha vyakula vya watoto shuleni.					
9. Mimi huuliza mwalimu jinsi ya kuwasaidia watoto katika masomo na kazi ya ziada.					
10. Mim hujihusisha katika mpangiliyo wa wakati wa kufanya kazi za ziada za watoto.					
11. Mimi huangalia kazi ya mtoto.					
12. Mimi huuliza mwalimu jinsi ya kumsaidia mtoto kujua kusoma , kuandika na hesabu nyumbani.					
13. Mimi hujihusisha na mikutano shuleni.					
14. Mimi hufatilia mipango ya ujenzi shuleni.					
15. Mimi hujihusisha katika kukata kauli kuhusu miradi ya ujenzi,karo na kadhalika.					

16. Mimi hujihusisha katika kupanga na kuboresha shule.					
17. Mimi husaidia katika ukusanyaji wa pesa ilikuboresha shule.					
18. Mimi hutembelea shule nikialikwa nikazigumze na watoto.					
19. Mimi hutafuta wafadhili ilikusaidia katika ujenzi wa shule.					
20. Mimi huwauliza waalimu watumiye raslimali za uma kama maktaba kliniki na zingine ilkuboresha hali ya masomo.					
21. Mimi husikiza mazungumzo katika mikutano shuleni.					
22. Mimi huzungumza bila shida katika mikutano shuleni.					
23. Mimi huzungumza na mwalimu jinsi mtoto anavyosoma jshuleni.					
24. Mimi humpa mwlimu mawazo kuhusu kazi ya mtoto inayoletwa nyumbani.					

Katika sehemu hii ninaagazia majukumu ya waalimu. Baadhi ya matendo yameorodheshwa katika jedwali.Tia mkwaju katika nafasi ulizotengewa.

Badid not (B) Si mara kwa mara (SM) Mara nyingine (MN) Mara kwa mara (M) kila wakati (KW)

VIWANGO VYA UHUSISHAJI (MWALIMU)	MARA NGAPI?				
	B	SM	MN	M	KW
1. Je mwalimu huuliza nguvu na udhaifu wa mtoto katika masomo na talanta.					
2. Je wewe hupata mawasiliano kutoka kwa mwalimu kuhusu masomo ya mtoto.					
3. Je mwalimu hunieleza jinsi ya kusaidia mtoto katika masomo					
4. Je mwalimu hukueleza njia ya kutenga mazingira ya kumsaidia mtoto kusoma.					
5. Je mwalimu hunialika katika utayarishaji wa vyombo vya masomo darasani.					
6. Je mwalimu hunitengea mikakati ya kujihusisha na kazi ya kujitolea shuleni					
7. Je mwalimu hunitengea nafasi ya kujihusisha na kazi ya kujitolea shuleni					
8. Je mwalimu hunipa nafasi shuleni ya kufanya kazi , kukutana au kutenda kazi kuhusu uzazi na					

	mambo yanayoathiri ukuaji wa motto.					
9.	Je mwalimu hunieleza umuhimu wa kujua kusoma na kuandika					
10.	Je mwalimu hupeana kazi ya ziada kufanywa nyumbani					
11.	Je mwalimu hunipa wasia , jinsi ya kuwa na mtoto wakati wa likizo					
12.	Je mwalimu hunieleza jinsi ya kutumia biombo vya michezo nyumbani na mtoto					
13.	Je mwalimu hukuhusisha kibinafsi katika mambo ya shule					
14.	Je walimu hutayarisha mikutano shuleni					
15.	Je mwalimu hu husisha watu wa tabaka zote Katika kufanya maamuzi ya mambo shuleni					
16.	Je mwalimu hunipa mawasiliano ya kutosha katika kukata kauli shuleni					
17.	Je mwalimu hunialika shuleni kuzungumza na Watoto					
18.	Je waalimu hutumia raslimali za uma kama maktaba kliniki na zingine ilkuboresha hali ya masomo.					
19.	Je mwalimu hunieleza umuhimu wa shule katika jamii na nini jamii inaweza fanya kuboresha shule					
20.	Je mwalimu hunieleza umuhimu wa raslimali za uma kama maktaba kliniki na zingine katika kuboresha hali ya masomo ya mtoto.					
21.	Je mwalimu hutumia njia tofauti kama gazeti, ujumbe mfupi,simu, katika kunieleza mipango na matukio shuleni.					
22.	Je mwalimu hunifafanulia mambo yanayohusu Sheria na masharti ya shule					
23.	Je mwalimu hutayarisha mkutano angaa moja kwa mwaka					
24.	Je mwalimu hunieleza kuhusu tabia na mwenendid not ya mtoto					

SEHEMU C: MAJUKUMU YA WAZAZI NA WAALIMU KATIKA USHIRIKIANO WAO WAPAMOJA.

Maagizo

Katika sehemu hii nigependa kuujua ni nini wazazi wanastahili kufanya kuhusu masomo ya watoto shuleni. Tia mkwaju katika nafasi ulizotengewa.

Kataa kabisa (KK) Kataa (KA) Sina uhakika (SU) Kubali (KU) Kubali kabisa (KK)

MAJUKUMU YA WAZAZI	KK	KA	SU	KU	KK
1. Wanastahili kuzungumza na waalimu njia za kuboresha masomo					
2. Wanafaa kuwatengea watoto mazingira yatakayowasaidia kusoma					
3. Wanastahili kupata habari jinsi watoto wanavyokua					
4. Wanastahili kupata habari jinsi watoto wanavyokua na kuendelea					
5. Wanafaa kusaidia katika masomo ya watoto					
6. Should go with the children and teachers on educational field trips					
7. Wanastahili kujihusisha na kuandaa vyakula Shuleni					
8. Wanafaa kujihusisha katika utengezaji wa vyombo vya masomo					
9. Wanafaa kutenga wakati wa masomo na watoto					
10. Wanafaa kufatilia jinsi watoto wanavyofanya kazi ya shule					
11. Wanafaa kujihusisha katika shugli za masomi kama kuwapa hadithi, kusoma pamoja,kutoa vifaa vya michezo na kusomea.					
12. Wanastahili kuwatengea watoto mazingira yatakayoboresha masomo					
13. Wanafaa kujihusisha na mikutano ya shule mara kwa mara					
14. Wanafaa kuhakikisha kuwa miundid not mipango ya shule inatekelezwa					
15. Wanastahili kujihusisha na mambo ya shule kama kupanga,kuboresha na kuweka miundid not msingi					
16. Wanastahili kuhusika katika mijadala ya shule					
17. Wanastahili kuwauliza waalimu watumie vifaa vya uma kama maktaba kwa uboreshaji wa masomo shuleni					
18. Wanafaa kusaidia katika kuchangisha fedha za					

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kuboresha vifaa vya shule					
19. Wanastahili kuiuliza jamii kusaidia katika ujuenzi wa shule					
20. Wanastahili kutumia majengo ya shule kwa mikutano					
21. Wanastahili kusikiza mazungumzo katika					
22. mikutano					
23. Wanafaa kua na mawasiliano na shule					
24. Wazazi wanafaa kuzungumza bila matatizo					
25. wakati wa mikutano					
26. Wazazi wanastahili kuuliza maswali katika mikutano kwa maelezo zaidi					

Mwisho ningependa kungazia usaidizi waalimu wanastahili kutoa.

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Tia mkwaju katika nafasi ulizotengewa

MAJUKUMU YA WAALIMU	KK	KA	SU	KU	KK
1. Waalimu wanastahili kuwajulisha wazazi kuhusu masomo ya watoto					
2. Waalimu wanastahili kuwajulisha wazazi kuhusu ukuaji wa watoto					
3. Waalimu wanastahili kuwajulisha wazazi kuhusu talanta, uwezo na udhaifu wa watoto shuleni					
4. Waalimu wanastahili kuwasikiza malalamishi ya wazazi					
5. Waalimu wanastahili kuwahimiza wazazi ujihusisha na kazi ya kutengeza vifaa vya michezo					
6. Waalimu wanastahili kuwahimiza wazazi kujihusisha na kazi ya watoto shuleni					
7. Waalimu wanastahili kuwapa wazazi nafasi darasani ilinawao wafanye kazi za kujitolea na kuelewa changa moto zinazoambatana na ukuaji wa watoto					
8. Waalimu wanastahili kuwahusisha wazazi uwanjani					
9. Waalimu wanastahili kuwapa wanafunzi kazi ya ziada Nyumbani					
10. Waalimu wanastahili kuwaeleza wazazi jinsi ya kuwasaidia watoto kufanya kazi ya ziada nyumbani					
11. Walimu wanastahili kuwaeleza wazazi kuhusu umuhimu wa kusoma na kuandika					
12. Waalimu wanastahili kuwaeleza jinsi ya kuwatengea watoto mazingira mazuri ya masomo nyumbani					
13. Waalimu wanafaa kuwahusisha mzazi au wazazi Katia kufanya maamuzi shuleni					
14. Waalimu wanafaa kuwafahamisha na yanoyojiri shuleni ilikuwawezesha kufanya maamuzi maridhawa shuleni					
15. Waalimu wanastahili kuandaa mikutano shuleni					
16. Waalimu wanastahili kuwahusisha watu wote katika ukataji kauli					
17. Waalimu wanastahili kutumia raslimali za uma katika Kuboresha masomo shuleni					
18. Waalimu wanastahili kueneza umuhimu wa shule katika jamii kwa kufanya kazi kwa paomja na wanabiashara na hata kanisa					
19. Waalimu wanastahili kuhusisha wazazi katika kuchanga pesa za ujenzi					
20. Waalimu wanastahili kuwaalika viongozi wa jamii kuzungumza na watoto shuleni					
21. Waalimu wanastahil kubuni njia mbili za mawasiliano nyumbani na shuleni					
22. Waalimu wanastahili kutumia njia tofauti za kueneza ujumbe wa shule kwa wazazi					
23. Waalimu wanastahil kupatiana ujumbe uluo wasi kuhusu sera au mabatiliko za shule kwa wazazi					
24. Waalimu wanastahil kuhimiza wazazi kuhuturia mikutano za wazazi shuleni kila wakati.					

APPENDIX III

QUESTIONNAIRE FOR TEACHERS

Dear Teacher,

I'm a teacher/ lecturer in the department of Early Childhood Studies. Currently, I'm pursuing my PHD program in Kenyatta University. My research is entitled "**Parent-teacher partnerships for enhancing children's learning and holistic development in Early Childhood Education in Uasin Gishu District, Kenya**".

I believe that you are involved in children's learning in different ways. I want to understand how you are involved with the parents and what kinds of things either encourage your participation or discourage it. I would like you to complete the following questionnaire. I realize that it is long, but your opinions are very important to us. Your information is only for this research study and will be kept completely confidential.

Your kind cooperation in giving me and / or my research assistants an interview to fill the questionnaires is highly appreciated. Please go thorough the questionnaire and give your answers in the spaces provided.

SECTION A: BACKROUND INFORMATION

1. Name your educational division--

2. Sex   Male ( )   Female   ( )

3. Type of school sponsorship   Private ( )   Public   ( )

4. Locality of your school.   Rural ( )   Urban   ( )

5. Your level of Education

Primary, but not to certificate level   ( )

Primary with certificate   ( )

Secondary but not with certificate   ( )

Secondary with certificate   ( )

College/ University but not with diploma or degree certificate   ( )

College/University with diploma or degree certificate   ( )

SECTION B: LEVELS' OF INVOLVEMENT IN PARENT-TEACHER PARTNERSHIPS

Instructions

In this section I want to find out how often parents and teachers interact and work together to improve preschool children's education. A number of actions are listed and I want to know which ones they never do, do sometimes or often do or you do very frequently.

Use the following code and put a tick in the correct box after each statement.

Never (N), Rarely (R), Sometimes (S), Often (O) Very Frequently (VF)

LEVELS OF PARENTS' INVOLVEMENT ACCORDING TO YOU	HOW OFTEN DO THEY DO THEM?				
	N	R	S	O	VF
1. Ask me about things we can did not to improve on children discipline and behaviour					
2. Ask me about how to develop a home environment that will support children's learning					
3. Ask me how children grow and learn					
4. Ask me about children's strengths and talents					
5. Helps me in the classroom during lessons					
6. Helps me in preparing classroom materials such as teaching Aids					
7. Goes with the children and teachers on educational field trips					
8. Helps prepare snacks or meals in the preschool					
9. Ask me how to help children with homework and assignments					
10. Supervise and set specific time for children's homework					
11. Checks children's homework					
12. Ask me how to help children in reading, writing and math's at home.					
13. Participate in Parent Teacher Association (PTA) or Parent teacher organization (PTO) activities					
14. Make sure that school decisions and policies were implemented in my preschool					
15. Were involved in making decisions in school regarding development projects, fees and teacher employment/firing					
16. Were involved in the general planning, reviewing and improvement of preschool activities					
17. Helps in raising funds for my preschool to improve school Facilities					

18. Visit school when invited to talk to children about education					
19. Ask local businesses, churches, industries, and community organizations to donate materials and build classrooms in the preschool					
20. Encourage me on how to use community resources like parks, museums, and libraries, community services like clinics to improve children's learning in my preschool					
21. Listens to what I say during the parent and teachers meetings					
22. Talks freely during parent-teacher conference (meetings)					
23. Discuss children report card with me					
24. Makes comments on children's work I sent home					

Now I want you to think about what you do. In the section below, please indicate how often you do the following things. Again, I want to assure you that this information will be kept completely confidential. Use the same code: **N= Never; R= Rarely, S=Sometimes, O=Often and VF= Very Frequently**.

LEVELS OF TEACHERS INVOLVEMENT ACCORDING TO YOU	HOW OFTEN DO YOU DO THEM?				
	N	R	S	O	VF
1. I ask parents about children's strengths & talents					
2. I give parents information on child development and children's learning					
3. I tell parents how to help child learn					
4. I tell parents how to make a good learning environment at home					
5. I invite parents to work with children on learning activities in the classroom like preparing classroom materials					
6. I create flexible volunteering schedules (times) for parents to participate in school activities					
7. I create a welcoming environment for parents to volunteer in school activities					
8. I give parents rooms or space in school where they can work, meet, or make use of resources about parenting, childcare or other thing that may affect their children					
9. I help parents understand the importance of reading and writing activities at home					
10. I provide homework to be done at home					
11. I give advice to parents on what to did not with the their children during weekends and school holidays					

12. I tell parents how to use play materials with their children at home					
13. I Involved parents individually in decisions making in the school					
14. I organize Parent Teachers Associations (PTA) Meetings					
15. I include parent from all ethnic, or high or low socioeconomic levels in the school decision-making					
16. I give parents information to prepare them in school decision-making					
17. I invite parents to school to talk to children on education					
18. I make use of community resources such as libraries, parks, and museums to promote preschool learning					
19. I make parents aware of the role of school in the community and what the community's can did not for the school					
20. I give parents information about local resources like community health, cultural, recreational, social support, and other programs or services that were important in their children's development and learning					
21. I use different forms of communication like newsletters, sms, phone calls, report cards, conference schedules, and diaries to communicate to parents about the school, special events, organizations, meetings and parenting					
22. I give clear information to help parents understand school regulations, policies, programs, or reforms					
23. I organizes parent-teacher meetings at least once a year					
24. I contacts parents whenever their children were having academic or behaviour problems					

SECTION C: PARENTS' AND TEACHERS' ROLE DEFINITION IN
PARENT-TEACHER PARTNERSHIP

Instructions

In this next section, I am interested in what you think **parents should be doing** in their preschool child's schoolwork (not what they do). Please tick your appropriate response using this code:

Strongly Disagree (SD), Disagree (D), Not Sure (NS), Agree (A) Strongly Agree (SA)

PARENTS' ROLE DEFINITION ACCORDING TO YOU	SD	D	NS	A	SA
1. Should be discussing with teachers how they can work together more effectively in their children's learning					
2. Should ask the preschool teacher about how to develop a home environment that will support children's learning					
3. Should be asking for information about how children learn					
4. Should ask for information from teachers on how children grow and develop					
5. Should help the preschool teacher in the classroom during lessons					
6. Should go with the children and teachers on educational field trips					
7. Should help prepare snacks or meals in the preschool					
8. Should volunteer in activities like making classroom teaching materials					
9. Should set time for children's homework					
10. Should supervise how children did not homework					
11. Should engage themselves in children's learning activities at home such as tell stories, read together with children, provide quality reading materials and play materials.					
12. Should provide a supportive learning environment at home that will support learning					
13. Should attend Parent Teachers Organization (PTO) or Parent Teachers Association (PTA) meetings regularly					
14. Should make sure that school decisions and policies were implemented					
15. Should participate in school decision-making process like planning, reviewing and improving school programs and curricula					
16. Should participate in making school policies					
17. Should encourage the teacher to use community resources like parks, museums, and libraries, community services like clinics to improve children's learning in the preschool					
18. Should help in raising funds for the school to improve school facilities					
19. Should ask local businesses, churches, industries, and community organizations to donate materials and build classrooms in the preschool					
20. Should request teachers to allow them use school buildings for their own use. For example to hold meetings					
21. Should listen to what the preschool teacher says during meetings					
22. Should read memos, diaries, sms or newsletters from school and give feedback to the teachers					
23. Should talk freely during parent-teacher conference (meetings)					
24. Should ask questions during meetings to clarify issues					

Finally, I want you to think about what your pre-school child's teacher and the school **should be doing to help you with your child's education.** In the section below, please indicate by ticking in the appropriate box how much you **agree** with each statement that says what the teachers should be doing.

Use the same code as before: **Strongly Disagree (SD), Disagree (D), Not Sure**

(NS), Agree (A) Strongly Agree (SA)

TEACHERS ROLE DEFINITION ACCORDING TO YOU	SD	D	NS	A	SA
1. Teachers should help parents to understand how children learn					
2. Teachers should give information to parents to understand how children develop					
3. Teachers should ask parents for information about children's goals, strengths & talents					
4. Teachers should listen to parents concerns about their children's learning needs					
5. Teachers should invite parents to prepare classroom materials in the preschool					
6. Teachers should encourage parents to be involved in assisting in classroom during lessons					
7. Teachers should provide parents with rooms or space in school where parents volunteers can work, meet, and access resources about parenting, childcare, and other things that affect their children					
8. Teachers should involved parents in school field trips					
9. Teachers should provide homework to be done at home					
10. Teachers should provide information to parents on how to supervise and discuss homework					
11. Teachers should make parents aware of the importance of reading and writing at home					
12. Teachers should tell preschool parents how to develop a home environment that will support my child's learning					
13. Teachers should involved parents individually or collectively in making decisions about school					
14. Teachers should provide parents with information to prepare them in school decision-making					
15. Teachers should organize Parent Teachers Associations (PTA) meetings					
16. Should includes parent from all ethnic, or high or low socioeconomic levels in the school decision-making					
17. Teachers should make use of community resources, such as businesses, libraries, parks, and museums to improve children's learning					
18. Teachers should create awareness to the parents about the role of the school in the community by working with local businesses, industries, churches and community organizations to promote learning and children's skills					
19.Teachers should involved parents in fundraising for the school					
20.Teachers should invite community leaders to talk to children about education					
21.Teachers should establish a clear two-way channels for communications from home to school and from school to					

home					
22. Teachers should use different forms of communication like newsletters, phone calls, report cards, conference schedules, and diaries to communicate to parents about what goes on in school					
23. Teachers should provide clear information about school policies, or school reforms					
24. Teachers should encourage parents to attend conferences (meetings) regularly					

I sincerely want to thank you for taking your time to complete this form.

APPENDIX IV

QUESTIONNAIRE FOR HEADTEACHERS

Dear Headteacher,

I'm a teacher/ lecturer in the department of Early Childhood Studies. Currently, I'm pursuing my PHD program in Kenyatta University. My research is entitled "**Parent-teacher partnerships for enhancing children's learning and holistic development in Early Childhood Education in Uasin Gishu District, Kenya**".

I believe that you are involved in children's learning in different ways. I want to understand how you are involved with the parents and teachers and what kinds of things either encourage your participation or discourage it. I would like you to complete the following questionnaire. I realise that it is long, but your opinions are very important to us. Your information is only for this research study and will be kept completely confidential.

Your kind cooperation in giving me and / or my research assistants an interview to fill the questionnaires is highly appreciated. Please go thorough the questionnaire and give your answers in the spaces provided.

SECTION A: BACKROUND INFORMATION

1. Name your educational division---

2. Sex   Male ( )   Female ( )

3. Type of school sponsorship   Private ( )   Public   ( ).

4. Locality of your school.   Rural ( )   Urban   ( )

5. Your level of Education

Primary with certificate   ( )

Secondary but not with certificate   ( )

Secondary with certificate   ( )

College/ University but not with diploma or degree certificate   ( )

College/University with diploma or degree certificate   ( )

SECTION B: PARENTS' AND TEACHERS' ROLE DEFINITION IN

PARENT-TEACHER PARTNERSHIP

Instructions

In this next section, I am interested in what you think **parents should be doing** in their preschool child's schoolwork (not what they do). Please tick your appropriate response using this code:

Strongly Disagree (SD), Disagree (D), Not Sure (NS), Agree (A) Strongly Agree (SA)

PARENTS' ROLE DEFINITION ACCORDING TO YOU	SD	D	NS	A	SA
1. Should be discussing with teachers how they can work together more effectively in their children's learning					
2. Should ask the preschool teacher about how to develop a home environment that will support children's learning					
3. Should be asking for information about how children learn					
4. Should ask for information from teachers on how children grow and develop					
5. Should help the preschool teacher in the classroom during lessons					
6. Should go with the children and teachers on educational field trips					
7. Should help prepare snacks or meals in the preschool					
8. Should volunteer in activities like making classroom teaching materials					
9. Should set time for children's homework					
10. Should supervise how children did not homework					
11. Should engage themselves in children's learning activities at home such as tell stories, read together with children, provide quality reading materials and play materials.					
12. Should provide a supportive learning environment at home that will support learning					
13. Should attend Parent Teachers Organization (PTO) or Parent Teachers Association (PTA) meetings regularly					
14. Should make sure that school decisions and policies were implemented					
15. Should participate in school decision-making process like planning, reviewing and improving					

school programs and curricula					
16.Should participate in making school policies					
17. Should encourage the teacher to use community resources like parks, museums, and libraries, community services like clinics to improve children's learning in the preschool					
18. Should help in raising funds for the school to improve school facilities					
19. Should ask local businesses, churches, industries, and community organizations to donate materials and build classrooms in the preschool					
20.Should request teachers to allow them use school buildings for their own use. For example to hold meetings					
21.Should listen to what the preschool teacher says during meetings					
22.Should read memos, diaries, sms or newsletters from school and give feedback to the teachers					
23. Should talk freely during parent-teacher conference (meetings)					
24. Should ask questions during meetings to clarify issues					

Finally, I want you to think about what your pre-school child's teacher and the school **should be doing to help you with your child's education.** In the section below, please indicate by ticking in the appropriate box how much you **agree** with each statement that says what the teachers should be doing. Use the same code as before:

Strongly Disagree (SD), Disagree (D), Not Sure (NS), Agree (A) Strongly Agree (SA)

TEACHERS' ROLE DEFINITION ACCORDING TO YOU	SD	D	NS	A	SA
1. Teachers should help parents to understand how children learn					
2. Teachers should give information to parents to understand how children develop					
3. Teachers should ask parents for information about children's goals, strengths & talents					
4. Teachers should listen to parents concerns about their children's learning needs					
5. Teachers should invite parents to prepare classroom materials in the preschool					
6. Teachers should encourage parents to be involved in assisting in classroom during lessons					
7. Teachers should provide parents with rooms or space in school where parents volunteers can work, meet, and access resources about parenting, childcare, and other things that affect their children					

8. Teachers should involved parents in school field trips					
9. Teachers should provide homework to be done at home					
10. Teachers should provide information to parents on how to supervise and discuss homework					
11. Teachers should make parents aware of the importance of reading and writing at home					
12. Teachers should tell preschool parents how to develop a home environment that will support my child's learning					
13. Teachers should involved parents individually or collectively in making decisions about school					
14. Teachers should provide parents with information to prepare them in school decision-making					
15. Teachers should organize Parent Teachers Associations (PTA) meetings					
16. Should includes parent from all ethnic, or high or low socio-economic levels in the school decision-making					
17. Teachers should make use of community resources, such as businesses, libraries, parks, and museums to improve children's learning					
18. Teachers should create awareness to the parents about the role of the school in the community by working with local businesses, industries, churches and community organizations to promote learning and children's skills					
19. Teachers should involved parents in fundraising for the school					
20. Teachers should invite community leaders to talk to children about education					
21. Teachers should establish a clear two-way channels for communications from home to school and from school to home					
22. Teachers should use different forms of communication like newsletters, phone calls, report cards, conference schedules, and diaries to communicate to parents about what goes on in school					
23. Teachers should provide clear information about school policies, or school reforms					
24. Teachers should encourage parents to attend conferences (meetings) regularly					

SECTION C: STRATEGIES OF STRENGTHENING PARENT-TEACHER PARTNERSHIP

Instructions

In this section I am interested in how you strengthen parent teacher cooperation and partnership within your school. Please select your response by ticking your appropriate response. How many times in the **past six months** have you done the following?

	Frequency in last 6 months				
ACTIVITIES YOU HAD DID NOTNE TO STRENGTHEN PWERENT TEACHER PARTNERSHIPS WITHIN THE PRESCHOOL	**0**	**1**	**2**	**3**	**4**
1. Organized workshops for parents and teachers to exchange information on children's literacy, numeracy, home and classroom work					
2. Provided time for parents and teachers to establish harmonious relationships and share knowledge about children's education					
3. Created a welcoming environment for parents to win their support in helping their children succeed					
4. Organized conferences on parent-teacher partnerships for parents and teachers to share skills on children's learning					
5. Provided information to parents about homework					
6. Provided information to parents about creating a good home environment favourable for leaning					
7. Organized meetings/discussions for parents on literacy, numeracy, home and classroom work					
8. Developed a parent handbook of information on school rules, policies, mission and goals					
9. Written an annual Action Plan for parent-teacher partnerships					
10. Provided school newsletter with school information on parent-teacher partnerships					
11. Provided a school calendar listing dates of parent-teacher conferences					
12. Provided in-service training to help teachers work with parents and share their experiences on children's learning					
13. Conducted home visits that help parents support their children's learning					
14. Provided information to teachers about education policies and practices					
15. Given information to parents and teachers on how they can utilize each other competencies for the sake of the child					

1) On the table below list other strategies had used to support parents-teacher partnerships in the preschool and the frequency you have done them in the last 12 months.

No.	ACTIVITIES	0	1	2	3	4
1.						
2.						
3.						
4.						
5						

I sincerely want to thank you for taking your time to complete this form.

APPENDIX V

QUESTIONNAIRE FOR MINISTRY OF EDUCATION OFFICIALS

Dear Officer,

I'm a teacher/ lecturer in the department of Early Childhood Studies. Currently, I'm pursuing my PHD program in Kenyatta University. My research is entitled "**Parent-teacher partnerships for enhancing children's learning and holistic development in Early Childhood Education in Uasin Gishu District, Kenya**".

I believe that you are involved in children's learning in different ways. I want to understand how you are involved with the parents and teachers. I would like you to complete the following questionnaire. I realize that it is long, but your opinions are very important to us. Your information is only for this research study and will be kept completely confidential.

Your kind cooperation in giving me and / or my research assistants an interview to fill the questionnaires is highly appreciated. Please go thorough the questionnaire and give your answers in the spaces provided.

SECTION A: BACKROUND INFORMATION

1. Date. --

2. Section --

3. What is your sex? --

4. What is your position? --

6. Level of Education

Secondary but not with certificate	( )
Secondary with certificate	( )
College/ University but not with diploma or degree certificate	( )
College/University with diploma or degree certificate	( )

SECTION B: PARENTS' AND TEACHERS' ROLE DEFINITION IN PARENT-TEACHER PARTNERSHIP

Instructions

In this next section, I am interested in what you think **parents should be doing** in their preschool child's schoolwork (not what they do). Please tick your appropriate response using this code:

Strongly Disagree (SD), Disagree (D), Not Sure (NS), Agree (A) Strongly Agree (SA)

PARENTS' ROLE DEFINITION ACCORDING TO YOU	SD	D	NS	A	SA
1. Should be discussing with teachers how they can work together more effectively in their children's learning					
2. Should ask the preschool teacher about how to develop a home environment that will support children's learning					
3. Should be asking for information about how children learn					
4. Should ask for information from teachers on how children grow and develop					
5. Should help the preschool teacher in the classroom during lessons					
6. Should go with the children and teachers on educational field trips					
7. Should help prepare snacks or meals in the preschool					
8. Should volunteer in activities like making classroom teaching materials					
9. Should set time for children's homework					
10. Should supervise how children did not homework					
11. Should engage themselves in children's learning activities at home such as tell stories, read together with children, provide quality reading materials and play materials.					
12. Should provide a supportive learning environment at home that will support learning					
13. Should attend Parent Teachers Organization (PTO) or Parent Teachers Association (PTA) meetings regularly					
14. Should make sure that school decisions and policies were implemented					
15. Should participate in school decision-making process like planning, reviewing and improving school programs and curricula					
16. Should participate in making school policies					
17. Should encourage the teacher to use community resources like parks, museums, and libraries, community services like clinics to improve children's learning in the preschool					
18. Should help in raising funds for the school to improve school facilities					
19. Should ask local businesses, churches, industries, and community organizations to donate materials and build classrooms in the preschool					
20. Should request teachers to allow them use school buildings for					

their own use. For example to hold meetings				
21. Should listen to what the preschool teacher says during meetings				
22. Should read memos, diaries, sms or newsletters from school and give feedback to the teachers				
23. Should talk freely during parent-teacher conference (meetings)				
24. Should ask questions during meetings to clarify issues				

Finally, I want you to think about what your pre-school child's teacher and the school **should be doing to help you with your child's education.** In the section below, please indicate by ticking in the appropriate box how much you **agree** with each statement that says what the teachers should be doing. Use the same code as before:

Strongly Disagree (SD), Disagree (D), Not Sure (NS), Agree (A) Strongly Agree (SA)

TEACHERS' ROLE DEFINITION ACCORDING TO YOU	SD	D	NS	A	SA
1. Teachers should help parents to understand how children learn					
2. Teachers should give information to parents to understand how children develop					
3. Teachers should ask parents for information about children's goals, strengths & talents					
4. Teachers should listen to parents concerns about their children's learning needs					
5. Teachers should invite parents to prepare classroom materials in the preschool					
6. Teachers should encourage parents to be involved in assisting in classroom during lessons					
7. Teachers should provide parents with rooms or space in school where parents volunteers can work, meet, and access resources about parenting, childcare, and other things that affect their children					
8. Teachers should involved parents in school field trips					
9. Teachers should provide homework to be done at home					
10. Teachers should provide information to parents on how to supervise and discuss homework					
11. Teachers should make parents aware of the importance of reading and writing at home					
12. Teachers should tell preschool parents how to develop a home environment that will support my child's learning					

13. Teachers should involved parents individually or collectively in making decisions about school					
14.Teachers should provide parents with information to prepare them in school decision-making					
15. Teachers should organize Parent Teachers Associations (PTA) meetings					
16.Should includes parent from all ethnic, or high or low socioeconomic levels in the school decision-making					
17. Teachers should make use of community resources, such as businesses, libraries, parks, and museums to improve children's learning					
18.Teachers should create awareness to the parents about the role of the school in the community by working with local businesses, industries, churches and community organizations to promote learning and children's skills					
19. Teachers should involved parents in fundraising for the school					
20. Teachers should invite community leaders to talk to children about education					
21. Teachers should establish a clear two-way channels for communications from home to school and from school to home					
22. Teachers should use different forms of communication like newsletters, phone calls, report cards, conference schedules, and diaries to communicate to parents about what goes on in school					
23.Teachers should provide clear information about school policies, or school reforms					
24. Teachers should encourage parents to attend conferences (meetings) regularly					

SECTION C: STRATEGIES OF STRENGTHENING PARENT-TEACHER PARTNERSHIP

Instructions

In this section I am interested in understanding which strategies you are using to strengthen parent and teacher partnerships in children's preschool education. Please select your response by ticking your appropriate response. How many times in the **past six months** have you done the following?

185

ACTIVITIES YOU HAD DID NOTNE TO STRENGTHEN PWERENT TEACHER PARTNERSHIPS WITHIN PRESCHOOLS	Frequency in the last 6 months				
	0	1	2	3	4
1. Organize meetings for DICECE officers to enable them utilize their competencies with parents on how to help children 's learning and development					
2. Provided DICECE officers with information how to share knowledge with parents on children's learning					
3. Given information to DICECE officers on how to create a welcoming environment with parents to share their skills on children's learning.					
4. Organized conferences/seminars for DICECE officers on parent-teacher partnerships					
5. Provided information to DICECE officers about children's homework or other children's learning activities					
6. Provided information to DICECE officers about creating a good school home environment favourable for learning					
7. Organized meetings/discussions for DICECE officers on how to exchange information with parents on children's homework or classroom work.					
8. Developed a parent-teacher handbook to help parents and teachers understand ministry policies					
9. Written an annual Action Plan for parent-teacher partnerships					
10. Provided newsletters to DICECE officers with school information on parent-teacher partnerships					
11. Provided information to DICECE officers about how to prepare a school calendar on parent-teacher partnerships					
12. Provided in-service training to help DICECE officers share experiences with parents					
13. Visited DICECE officers in their stations to give them information on how they can support parents and teachers in children's learning					
14. Provided information to DICECE officers about education policies and practices					
15. Organized workshops for DICECE officers to talk about children's literacy, numeracy, home and classroom work					

On the table below list other strategies you had used to support parent-teacher partnerships and the frequency you have done them in the last 12 months.

No.	ACTIVITIES	0	1	2	3	4
1.						
2.						
3.						
4.						
5.						
6.						

I sincerely want to thank you for taking your time to complete this form.

APPENDIX VI

INTERVIEW GUIDE FOR HEADTEACHERS AND MINISTRY OF EDUCATION OFFICIALS

Position _____Male ____Female_____

Researcher asked Headteachers and Ministry Officials the following question.

1. What other strategies have you used in the last 12 months to strengthen parent-teacher partnerships?

APPENDIX VII

SAMPLED SCHOOLS IN KAPSERET AND KAPSOIYA DIVISIONS

Sampled Schools in Kapseret division

SN0.	Private	Public
1	St. Luke Kormaet	Inder Primary school
2	St. John's Kabongo	Lemook Primary school
3	St. Peter Sameto	Aturei Primary school
4	St. Marks Academy	Mutwot Primary school
5	Tartar Academy	Simat Primary school
Total	5	5

Sampled schools in Kapsoya Division

SN0.	Private	Public
1	Jakim Academy	Kapsoya Primary school
2	Baraka Academy	Boarder Farm Primary school
3	Fine Kids Academy	Central Primary school
4	Little Hearts Academy	Ilula Primary school
5	Pals Academy	Sosiani Primary school