

**INFLUENCE OF PARENTAL INVOLVEMENT ON LEARNING OUTCOMES  
AMONG PRESCHOOL LEARNERS IN MBOONI EAST SUB COUNTY, MAKUENI  
COUNTY**

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**DECLARATION**

I declare that this research project is my original work and has not been presented or submitted to any other learning institution in the world for the award of Master’s Degree in Early Childhood Education

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## **DEDICATION**

I wish to dedicate this research project to my beloved husband, Joseph N. Kimuyu, who has been instrumental to my success and contributed immensely to the pursuit of my Masters degree in Early Childhood Education.

This dedication also extends to include my two sons, Maurice and Victor, who kept me company during the compilation of the research project.

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## TABLE OF CONTENT

<b>DECLARATION.....</b>	<b>ii</b>
<b>DEDICATION.....</b>	<b>iii</b>
<b>ACKNOWLEDGEMENT.....</b>	<b>iv</b>
<b>TABLE OF CONTENT.....</b>	<b>v</b>
<b>LIST OF TABLES.....</b>	<b>viii</b>
<b>LIST OF FIGURES.....</b>	<b>ix</b>
<b>LIST OF ABBREVIATIONS AND ACRONYMS.....</b>	<b>x</b>
<b>ABSTRACT.....</b>	<b>xi</b>
<b>CHAPTER ONE.....</b>	<b>1</b>
<b>INTRODUCTION.....</b>	<b>1</b>
1.1 Background to the Study.....	1
1.2 Statement of the Problem.....	4
1.3 Purpose of the Study.....	6
1.4 Research Objectives.....	6
1.5 Research Questions.....	6
1.6 Assumptions of the Study.....	7
1.7 Significance of the Study.....	7
1.8 Delimitations and Limitations of the Study.....	8
1.8.1 Delimitations of the Study.....	8
1.8.2 Limitations of the Study.....	9
1.9 Theoretical and Conceptual Framework.....	9
1.9.1 Theoretical Framework.....	9
1.9.2 Conceptual Framework.....	13
1.10 Operational Definitions of Terms.....	15
<b>CHAPTER TWO.....</b>	<b>17</b>
<b>LITERATURE REVIEW.....</b>	<b>17</b>
2.0 Introduction.....	17
2.1 Parental Involvement in Activities at School on Children’s Learning Outcomes.....	18
2.2 Parental Level of Literacy Involvement on Children’s Learning Outcomes.....	21
2.2.1 Communication.....	23
2.2.2 Storytelling.....	24
2.2.3 Shared Book Reading.....	27
2.3 Parental Home Activities on Children’s Learning Outcomes.....	29
<b>CHAPTER THREE.....</b>	<b>34</b>
<b>RESEARCH METHODOLOGY.....</b>	<b>34</b>

3.1	Introduction.....	34
3.2	Research Design.....	34
3.3	Study Population.....	35
3.4	Sampling Procedures .....	35
3.5	Sample Size.....	35
3.6	Research Instruments .....	36
3.6.1	Questionnaire.....	36
3.6.2	Interview Guide .....	37
3.6.3	Observation Schedule.....	37
3.7	Validity of the Instruments .....	38
3.8	Reliability of Instruments.....	38
3.9	Data Collection Procedures.....	39
3.10	Data Analysis .....	39
3.11	Ethical Considerations .....	40
<b>CHAPTER FOUR.....</b>		<b>41</b>
<b>RESEARCH FINDINGS AND DISCUSSIONS .....</b>		<b>41</b>
4.0	Introduction.....	41
4.1	Response Rate.....	41
4.2	Respondents' Demographic Information .....	42
4.2.1	Gender of the Respondents.....	42
4.2.2	Levels of Education of Pre-school Teachers .....	42
4.3	Parental Involvement in Activities at School and Learning Outcomes amongst Pre-school Learners .....	43
4.3.1	Thematic Analysis of Qualitative Findings on the Influence of Parents Involvement in activities at School and Learning Outcomes among Pre-school Learners.....	48
4.4	Parental Literacy Level and Learning Outcomes among Pre-school Learners .....	50
4.4.1	Thematic Analysis of Qualitative Findings on the Influence of Parents Literacy Involvement on Learning Outcomes amongst Pre-school Learners .....	55
4.5	Parents Home Activities and Learning Outcomes amongst Pre-school Learners.....	57
4.5.1	Thematic Analysis of Qualitative Findings on the Influence of Parents Home Activities on Learning Outcomes amongst Pre-school Learners.....	60
4.6	Observation of Pre-school Learners during Live Lessons .....	62
<b>CHAPTER FIVE .....</b>		<b>66</b>
<b>SUMMARY, CONCLUSIONS AND RECOMMENDATIONS .....</b>		<b>66</b>
5.0	Introduction.....	66
5.1	Summary of Research Findings .....	66
5.1.1	Parents' Involvement in Activities at School and Learning Outcomes amongst Pre-school Learners .....	66
5.1.2	Parents Literacy Involvement and Learning Outcomes amongst .....	68

5.1.3	Parents Involvement at Home and Learning Outcomes amongst Pre-school Learners.....	69
5.2	Conclusions.....	70
5.3	Recommendations.....	71
5.4	Policy Recommendations.....	73
REFERENCES	.....	74
APPENDICES	.....	84
APPENDIX I: INTRODUCTION LETTER TO RESPONDENTS.....		84
APPENDIX II: QUESTIONNAIRE FOR TEACHERS .....		85
APPENDIX III: INTERVIEW GUIDE FOR PARENTS .....		87
APPENDIX IV: AN OBSERVATION CHECKLIST FOR PRESCHOOL LEARNERS DURING LIVE LESSONS.....		89
APPENDIX V: LETTER FROM GRADUATE SCHOOL.....		91
APPENDIX VI: NACOSTI PERMIT .....		92
APPENDIX VII: RESEARCH AUTHORIZATION FROM NACOSTI.....		93
APPENDIX VIII: RESEARCH AUTHORIZATION FROM MAKUENI COUNTY COMMISSIONER.....		94
APPENDIX IX: RESEARCH AUTHORIZATION FROM MAKUENI COUNTY DIRECTOR OF EDUCATION .....		95
APPENDIX X: RESEARCH AUTHORIZATION FROM MAKUENI COUNTY DIRECTOR OF HEALTH SERVICES .....		96

## LIST OF TABLES

Table 3.1: Sample Frame for the Study.....	36
Table 4.1: Response Rates.....	41
Table 4.2: Distribution of the Respondents by Gender.....	42
Table 4.3: Preschool Teachers Levels of Education.....	43
Table 4.4: Views of Pre-school Teachers on the Influence of Parents Involvement in activities at School and Learning Outcomes among Pre-school Learners.....	44
Table 4.5: Views of Pre-school Teachers on the Influence of Parents Literacy Involvement on Learning Outcomes among Pre-school Learners.....	50
Table 4.6: Views of Pre-school Teachers on the Influence of Parents Home Activities on Learning Outcomes amongst Pre-school Learners.....	57
Table 4.7: Observations of Pre-school Learners during Live Lessons on Aspects of Basic Numeracy Skills.....	62
Table 4.8: Observations of Pre-school Learners during Live Lessons on Aspects of Language Skills.....	63
Table 4.9: Observations of Pre-school Learners during Live Lessons on Aspects of Creativity Skills.....	65



## LIST OF FIGURES

Figure1: Conceptual Framework .....	14
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## **LIST OF ABBREVIATIONS AND ACRONYMS**

<b>ECE</b>	Early Childhood Education
<b>ECDE</b>	Early Childhood Development and Education
<b>EFA</b>	Education For All
<b>FPE</b>	Free Primary Education
<b>HLE</b>	Home Learning Environment
<b>LO</b>	Learning Outcomes
<b>NACOSTI</b>	National Commission for Science Technology and Innovation
<b>PTCA</b>	Parent Teacher Child Association
<b>PR</b>	Parent Representative
<b>SDGs</b>	Sustainable Development Goals
<b>UPE</b>	Universal Primary Education
<b>ZDP</b>	Zone of Proximal Development

## ABSTRACT

The purpose of this study was to investigate the influence of parental involvement on children's learning outcomes among preschool learners in Mbooni Sub County, Makueni County. Three research objectives guided the study. The first research objective aimed at determining the extent to which parental involvement in activities at school affect the learning outcomes. Secondly, the study assessed parental literacy level on involvement in children's learning styles on their learning outcomes as well as examined the parental home activities on learning outcomes of children. This study was guided by Social Learning theory developed by Lev Vygotsky and Epstein's six types of Parental Involvement framework theory, that explain the role and involvement of parents in children's education. The study adopted a descriptive survey design since the design use structured interviews and questionnaire that intended to verify information, perceptions, opinions and views of the respondents and an observation schedule for collecting data on the learning outcomes of the children. Purposive sampling was used to select the teachers and parents whereas simple random sampling was used to select learners. A sample of 42 teachers, 33 parents and 72 ECDE learners were involved. Validity of the instruments was tested during piloting. Reliability of the instruments was ascertained through testing and re-testing to 2 parents, 2 preschool teachers and 2 public preschools that did not form the sampled for the actual study. Data was collected after acquiring permit from NACOSTI. Instructions and arrangements on how to collect the data was made with regard to dates agreed between the researcher and the respondents on when to deliver the questionnaire and observe the children during live lessons as well as conducting of the interviews. Data were analyzed using both qualitative and quantitative techniques. Thematic analysis was used to analyze qualitative data along the specific objectives and presentation was in narrative forms. Descriptive analysis was used to analyze quantitative data with the use of Statistical Packages for Social Sciences (SPSS Version 23) in frequencies and percentages and presented using tables, pie charts, and graphs. The study has established that parents' involvement in children's education through participating in school activities and home-based learning activities contributes to holistic on learning outcomes. The study also established that the more the parents' involvement in children's literacy activities, the better the learning outcomes. The study thus recommends that parents need to provide conducive environment where learning activities are designed to promote learning outcomes among learners. The Ministry of Education and policy-makers should revise the pre-primary school curriculum to incorporate more parental activities geared towards enhancing attainment of basic skills among preschool children. Key stakeholders in the education industry may benefit from the study, for example, curriculum developers may be motivated to develop more interactive materials such as books and play materials which parents can effectively use with their children and may encourage parents to put forth extra effort to become more involved in their preschooler's education. This study may inform parents and policy makers on the influence of parental involvement on children's learning outcomes in Mbooni East Sub County. Preschool learners learning outcomes may improve through the early intervention and involvement of their parents in their education.

## **CHAPTER ONE**

### **INTRODUCTION**

This chapter consists of the background of the study, the purpose of the study, objectives and significance of the study. It also defines terms and concepts used in the study as well as giving the delimitations and limitations of the study. Theoretical and conceptual frameworks are described.

#### **1.1 Background to the Study**

Throughout the world, efforts are made to involve parents in the education of their children at home as schools strive to improve education quality. For example, in Japan teachers make demands on parents to involve themselves at home and school in activities such as monitoring homework and attending school functions among others (Holloway, 2000).

Parental involvement for decades has experienced changes in both the level and type of parental involvement in children's learning activities. Martinez (2004) gave a chronology of involving parents in their children's education in America. She claimed that post World War II, involvement of parents focused on participation in activities at school such as PTA meetings, conferences and fundraising activities. It was the parent's primary responsibility to get involved in children's education with little or no formal involvement. (Coleman, 1991) noted that parental involvement continued to be considered significant and thus the America 2000 Act that was signed into law in 1994, mandated parental involvement.

According to Lev Vygotsky as cited by Kozulin (2002), learning occurs when a learner interacts with a more competent peer thus, Vygotsky considers the learning process as not a solitary exploration of the environment by the child on his own, but as a process of the child's appropriation of the methods of actions that exist in a given culture. The more competent peer may be the parent, teacher, sibling or a classmate. Therefore, the parent may be competent adult as suggested by Vygotsky and this means that a parent with low literacy level may be able to assist their children in acquisition of the literacy skills. Nicholus-Omoregbe (2010), claims that parental level of education is a powerful factor that persuades the learning outcomes of their child. This implies that what happens at child's home supports the performance of the individual child at school. However, parents may always give assistance to their children in as far as education is concerned irrespective of their literacy levels and therefore they need some form of motivation and assistance to enable them to engage children in meaningful participation of learning activities.

In Kenya, policies on education advocates for parental involvement, even though it's main emphasis is on better quality teaching and greater administrative efficiency. Through legislation, the government of Kenya provides for a self-governing management by stakeholders in primary schools, involving the school head teachers, parents and the community in school activities (Republic of Kenya, 2001). This suggests that there is provision of parental involvement in activities at schools and silent to the role of parent at home. In pursuant of the Millennium Development Goals (MDGs), Education for All (EFA) and Universal Primary Education (UPE), the government of Kenya has also considered and initiated Free Primary Education (FPE) thus by 2030 achieving the

Sustainable Development Goals(SDGs) goal No.4, which ensures inclusive and equitable education and promote lifelong learning opportunities for all. This has most often been motivated by a concern to increase the school completion and reduce school dropout and retention rates.

Studies conducted in Kenya reveal that successful parent-teacher partnerships require a maintained mutual collaboration, support and involvement of teachers and parents at home and in activities at school that can directly influence the achievements in children's learning outcomes. For instance, Ndegwa, Mengich, & Abidha (2007), in a study conducted in Kenya; state that parents who did not involve themselves in their children's education gave several reasons for not doing so. For instance, some of the parents were not literate or the educated ones were too busy and compensated by taking their children for tuition. Koech (2010) examined the role of parents in enhancing preschool children's education in Uasin Gishu District and found out that the level of involvement of parents in children's education was low.

Common sense tells us that getting parents concerned in the schooling of their children is a good thing. Thus, parents being the first educators of their children, have a responsibility to support their children's learning. Parents have an important role to play in their children's victory and accomplishment at school (Avvisati, Besbas & Guyon, 2010). For preschool to have the desired positive effects, however, it needs to be of high quality. Making preschool accessible is not enough. The quality of the early childhood experiences is also key in determining outcomes. Increasing parental involvement in children's education is evident for positive impact on children's academic success. However,

according to Roman (2004) parents who did not complete their schooling have challenges with their literacy skills and therefore their children are more likely to experience the same in school. In the regard, such parents may always be highly dependent on others to function and survive as their level of literacy poses a significant burden on the family and this may hinder their involvement in school activities.

Parental literacy skills are perceived as significant in motivating parents to get involved in their children's learning. This involvement in children's learning activities is evident for positive impact on children's academic success. There are different types of parental involvement within the environment encompassing child's growth, development and learning. These include: parental engagement in decision making on issues pertaining to the child's learning, provision of learning materials, parent-teacher consultation, parental supervision during homework activities and helping the child in acquisition of literacy skills. The benefit accrued by the children who enjoy such parental involvement foster learner attitude towards schooling, thus decreased school dropouts and improved learning outcomes (Desforges & Abouchaar 2003). This study therefore attempted to determine the influence of parental involvement on children's learning outcomes and came up with some ways of motivating all parents to get involved and participate in their children's education.

## **1.2 Statement of the Problem**

Parental involvement is significant to the academic welfare of learners at all levels and no shortage of evidence as claimed by Epstein (2005). For many years' studies have indicated that children have benefited from parent's involvement in their education.

Parents, teachers and schools have recognized parental involvement as an important factor in promoting children's learning outcomes.

Parents who are educated, by virtue of their literacy level, are equipped with reading and writing skills to recognize the importance of parental involvement in their children's learning and the fact that parents and teacher's interactions encourages academic achievement in academic activities of their children thus educational goals are attained (Okantey, 2008). Makueni County particularly Mbooni East Sub County has many preschools. Most of these preschools are in rural environments that are unfavorable to children's education as they are characterized by parents who are poor, with no or little formal education, which results to low level of parental literacy thus not involving themselves in their children's education. According to Bracey (2001) poor working parents have less time to devote to their children's learning. This therefore disadvantages some learners in the sub county. According to Misra (2006), rural people view education as a necessity for the rich and urban people and thus they show little optimism for future in relation to education. However much the parents in Mbooni East sub-county would want to assist their children with school work, they are faced with challenges of inability to read or write. This necessitates an intervention that will enable the all parents to effectively participate and get involved in helping their children to learn thus contributing to the wellbeing of the child holistically. Cooter (2006) notes that intergenerational illiteracy is referred to as, "a socio-cultural situation whereby parents with low literacy levels unintentionally provide conditions at home that seriously hinder their children's learning development thus perpetuating a cycle of low literacy levels." To avoid intergenerational illiteracy as defined by Cooter, it is important to strengthen the role



played by parents whether literate or illiterate to ensure improved learning outcome in Kenya and especially in Mbooni East sub-county. Study conducted by Feisteinet (2008), indicated that parents are better able to enhance and get involved in their children's learning outcomes if they are educated. However, the underlying question remains as to whether or not this holds for every context. A comprehensive study is therefore required, that will try to address the gap that may exist between involvement of parents and children's learning outcomes.

### **1.3 Purpose of the Study**

The purpose of the study was to determine the influence of parental involvement on learning outcomes among preschool learners in Mbooni East Sub County, Makueni County.

### **1.4 Research Objectives**

The objectives of the study were to:

1. Determine how parental involvement in activities at school influence children's learning outcomes in Mbooni East Sub-county, Makueni County.
2. Assess the influence of parental literacy involvement on children's learning outcomes in Mbooni East Sub-county, Makueni County.
3. Establish the influence of parental home learning activities on children's learning outcomes in Mbooni East Sub-county, Makueni County.

### **1.5 Research Questions**

The study sought to find answers to the following questions:

1. How does parental involvement in activities at school influence children's learning outcomes in Mbooni East Sub-county, Makueni County?
2. How does parental literacy involvement influence learning outcomes in Mbooni East Sub-county, Makueni County?
3. How do parental home learning activities influence children learn outcomes in Mbooni East Sub-county, Makueni County?

## **1.6 Assumptions of the Study**

The study assumed:

- i. That parents regardless of their literacy levels involve themselves in the education of their children hence contribute positively to their children's learning outcomes with regard to their participation in school activities, the strategies they use to assist their children in learning and the situation in the Home Learning Environment.
- ii. That every parent irrespective of their level of literacy skills desire to have children who perform well in learning activities.
- iii. Parents who involve themselves in activities at school are able to guide the children in learning activities hence improved learning outcomes.

## **1.7 Significance of the Study**

The study aimed at establishing the influence of parental involvement on learning outcomes of children in Mbooni East Sub County. In the study, the understanding of parental involvement and children's learning outcomes will be the main focus. The findings from this study may inform parents and policy makers about the influence of

parental involvement on children's learning outcomes in Mbooni East Sub County. The findings may as well be of benefit to all teachers, who are key in ensuring children's performance is improved thus meeting the educational needs of the learner in Mbooni Sub-county, Makueni county and Kenya as a whole. The study may provide a framework to the county government through the Ministry of Education (MoE) that determine the intervention measures required to assist parents to effectively participate in the children's learning. Key stakeholders in the education sector may benefit, for instance, whereby curriculum developers may be motivated to develop more interactive materials like books and play materials for use by parents with their children thus encouraging parents to put forth extra effort to become more involved in their preschooler's learning activities. It may also give an account of parental involvement strategies that positively impact on children's learning outcomes and this may be useful in helping parents with low literacy skills to adopt them in assisting their children in school activities. This may increase parental awareness and participation in their children's learning. Children will as well benefit from this study when their parents become more involved in their schooling and thus their learning outcomes improve.

## **1.8 Delimitations and Limitations of the Study**

### **1.8.1 Delimitations of the Study**

The study being on children's learning outcomes, availability of respondents was guaranteed. The respondents were teachers, parents and children. Teachers and parents contributed immensely to see to it that they gain knowledge and skills on how to assist their children to improve on their school learning activities. Sampling of children was

determined by the number of parents who were selected for the study by matching each child with their parent.

### **1.8.2 Limitations of the Study**

Simon (2011) states that limitations in a study are those characteristics that shows parameters of the scope and define the boundaries of the researcher's study. Therefore, the study lacked reference materials especially for parental involvement that focused on preschool learners. The target population to the study was public preschools whereby illiterate parents and low income earners enrolled their children and this limited the views from the parents, teachers and children who are in private preschools.

## **1.9 Theoretical and Conceptual Framework**

This study was guided by Social Learning theory developed by Lev Vygotsky and Epstein's six type of Parental Involvement framework theory. Conceptual framework was grounded by parental involvement and learning outcomes.

### **1.9.1 Theoretical Framework**

Social Learning theory explains that parents and teachers have a role to play in regard to children's learning. Parents are supposed to assist children in particular tasks. For her, although biological factors constitute a necessary pre-requisite for early childhood processes to emerge, social- cultural factors are indispensable for early childhood processes to develop.

Vygotsky's most outstanding work is the concept of Zone of Proximal Development (ZPD) which is regarded as a remarkable contribution to the field of education and the learning process. Vygotsky describes ZPD as a central view on how learning occurs (Mooney, 2000). This zone is seen as the distance between the actual development level as determined by independent problem solving and the level of potential development as determined through problem solving under guidance of an adult or in collaboration with more experienced peers. This then means that learning occurs when a learner interacts with a more competent peer. Kozulin (2002) states that Vygotsky believes that the learning process is not a solitary exploration of the surrounding by the individual child, but as a process of the child's appropriation of the methods of actions that exist in a given culture.

Vygotsky also emphasizes on scaffolding which is a concept that is derived from cognitive psychology that states that in a social interaction, a knowledgeable participant can be created by means of speech and supportive conditions in which the learner can participate in and extend current skills and knowledge to a high level of competence (Preston 2006). The ZPD works in conjunction with the use of scaffolding. Scaffolding approach is assisting learning and development of individual within their ZPD. Knowledge, skills and prior experiences which come from an individual's general knowledge create the foundation of scaffolding potential development.

This theory was appropriate for this study because parents are more experienced and knowledgeable adults who can be paired with the child for better performance in learning activities and through social interaction helping the child to independently solve problems

under parents' guidance and collaboration in learning activities thus improved learning outcomes.

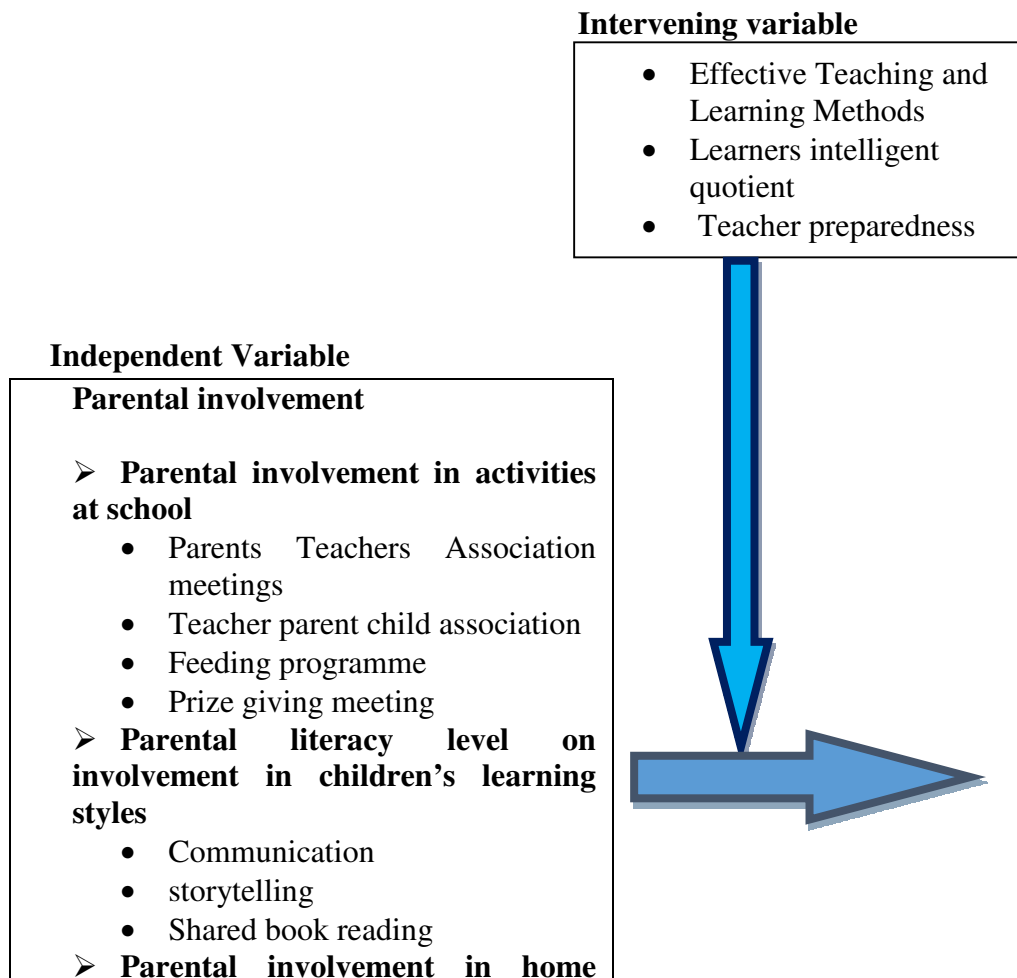
Epstein's six types of involvement interactions take action as a framework for classifying behaviors, responsibilities, and deeds performed by school personnel, family and community members, working hand in hand to supplement involvement and learner achievement that trigger within the theory of overlapping spheres (Epstein, Sanders, Simon, Salinas, Jansorn & Van Voorhis 2002).

The six types of involvement are: first, parent assistance where parents offer opportunities that allow children to determine home environments that can enhance their learning. Second is communicating effectively to the child about activities and events at school and child's individual development and his or her advancement within the home environment. Third is volunteering by organizing and participating in activities at school instigated by school staff such as Parent-Teacher Child Associations. Fourth is the learning at home in which this provides information to preschool parents and families about school processes like homework opportunities, in order to help parents, enhance their children's learning outcomes. Fifth is decision-making in which parents and family members from all backgrounds become parent representatives and school leaders of committees. Finally, collaborating with the community is identifying and integrating funds, services, and other assets from the community to give assistance and meet the needs of teachers, learners, and their families (Epstein et al., 2002).

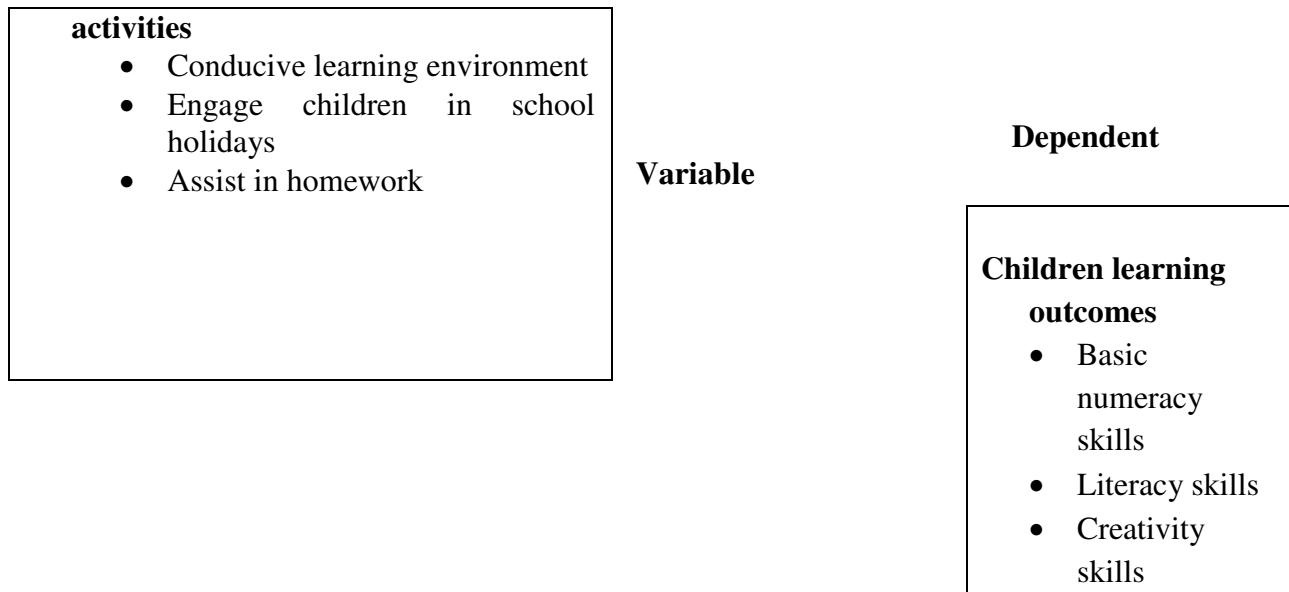
Joyce Epstein supports the meaning of parental involvement and identified the premise stating that parental involvement should not only be school and home, but a partnership between homes, schools and communities (Epstein 2002). Several studies have proposed theoretical frameworks that outline dimensions of parental contributions and offer conceptualizations of how parental contribution influences children's learning outcomes (Epstein 1995). The majority of these frameworks focus principally on frequency of parental contribution strategies rather than quality of the parental involvement. Epstein (1995) stated the benefits of parents getting involved directly school activities relate to learners that include having more positive attitudes toward school; much higher performance, particularly in reading skills, more level-appropriate work; homework completion in less time; and ensuring close relationship between parents and entire school.

## 1.9.2 Conceptual Framework

The aim of this study was to examine how parental involvement influenced children's learning outcomes. The conceptual framework outlined the relationships between parental involvement and learning outcomes among preschool learners as shown in Figure 1 below;







***Figure 1: Conceptual framework showing the relationship between, parental involvement and learning outcomes.***

Since the study explored the influence of the involvement of parents on children’s learning outcomes, the study will be of the opinion that if parents involve themselves in their children’s learning, the learning outcomes of the children will improve as opposed to parents who may neither get involved nor participate in school and child’s learning activities either at home or in school. Effective teaching and learning methods is an intervening variable that the researcher may not have control of because the variable comes between the independent and dependent variables and may modify the relationship between them. It is a hypothetical variable used to explain causal links between

independent and dependent variables and thus the intervening variable was not observed during the study.

### **1.10 Operational Definitions of Terms**

**Communication-**In the study communication is the conversation between the child and the parent on issues regarding the child's learning outcomes and other academically relevant information.

**Home Learning Environment-** This referred to the surrounding area children experience at home in the context of their family that motivates child's engagement in education activities such as well-lit reading room, a child friendly table and a chair, reading charts, and picture charts

**Learning outcomes-** In this study learning outcomes referred to observable and measurable knowledge, skills and attitudes learners exhibit in relation basic numeracy, literacy and creative skills such as numbers counting and recognition, picture reading and storytelling, crayon etching and colouring within margin.

**Parent:** - In this study, a parent or guardian is any adult whose responsibility is to give guide to preschool children and direct the child towards responsible learning.

**Parental involvement-** In the study, parental involvement referred to participation of parents in every aspect of children's education and development both in school and at home by working together with the teacher. For instance, in school being involved in decision making and at home storytelling and reading to or with the child.

**Parental involvement in activities** in this study, this referred to any type of school activities that parents are directly involved in to helping children succeed in school such as PTA meeting and feeding programmes.

**Parental literacy-**In the study parental literacy was understood as the extent to which parents and guardians have the ability to read and write

**Preschool learners-** these are the children between the ages of 3-5 years and attend ECDE centres to engage in formal learning activities.

**School activities** this may include teacher-parent interactions in the school such as conferences, meetings, parent volunteering and Parent Teacher Child Associations (PTCA)

**Storytelling** –In the study storytelling was understood as shared verbal interactions between parents and young children that require parent to create narratives and stories using oral skills.

## **CHAPTER TWO**

### **LITERATURE REVIEW**

#### **2.0 Introduction**

This chapter discussed the related literature of previous studies on parental involvement in relation to children's learning outcomes. The literature was grouped into themes in line with the study objectives and includes; determining how parental involvement in activities at school influence children's learning outcomes, assess the influence of parental level of literacy involvement on children's learning outcomes and to establish the influence of

parental home activities in the home learning environment on children's learning outcomes.

## **2.1 Parental Involvement in Activities at School on Children's Learning Outcomes**

Parental involvement in activities at school may refer to the actions and interactions that parents have at the school environment. This includes attending parent teacher child associations and parent-teacher meetings, volunteering to assist the school in activities such as cooking, and serving in classrooms as guest speakers, helping during field trips or educational trips, participating in workshops at school; and attending other committees.

The term parent involvement has varied meanings, ranging from Lopez and Cole's (1999) broad definition of activities that permit parents to participate in the learning of their children both at home or school. According to Henderson & Mapp (2002) parental involvement concerns partnerships that support children's learning outcomes. The parent's activities include parents participating in actions at school that engage children in learning activities at home, ensuring that children spent their time well when they are away from school, engaging children in conversations about their school, and attending school functions and activities as cited by Henderson & Mapp, (2002) in Epstein. The two authors further found that some of the benefits derived from parent involvement include higher grades, improved scores on assessments, better school attendance and better behavior and attitude both at home and school. Parents' literacy attitudes and activities can have an effect on the skills of children's acquisition of literacy skills (Bennett, Weigel, & Martin, 2002), it is therefore out of these parent's attitudes and activities that lead to parental involvement into children's learning activities.

The importance of parents supporting their children's efforts in school is well documented. Studies show a positive connection between parental involvement and children's learning outcomes. When parental involvement in children's education begins early, the more powerful the effect on learning outcomes as claimed by Cotton & Wiklund (2001). The two key educators in lives of young children are their parents and teachers. Parents are sole educators until the child attends an early years setting or starts preschool. Parents continue to remain a major influence on their children's learning outcomes throughout school and often into their middle and early adulthood. Each parent has a crucial role and responsibility to play in the school.

Studies on the effects of parental involvement constantly show a positive relationship between parents' engagement activities at school and children's learning outcomes. Studies have also shown that parents getting involved in activities at school are associated with other learner behaviors like low dropout and truancy rates. According to Van Deventer and Kruger (2009) parent involvement in school activities improves school achievement; decreases delinquency, rates of dropping out of school reduce, and motivates learners towards their school activities. In agreement with the above statement, the two researchers continue to affirm that parental involvement has a considerable influence on the quality of the learners' acquired knowledge and skills through teaching and learning in the school, and in their learning outcomes. Therefore, children perform better in schools, based on several factors ranging from social and key educational indicators when schools reach out to children's parents.

Okantey (2008) maintains that, Parents who are educated, by virtue of their literacy level, are equipped with reading and writing skills to recognize the importance of parental involvement in their children's learning and the fact that parents and teacher's interactions encourages academic achievement in academic activities of their children thus educational goals are attained. "Literacy skills as well as parent's earnings are interrelated, implying that parents who have literacy skills have the potential for a better income" as indicated by Nicholas-Omoregbe (2010). Preschool children from well up families have higher chances of improving their learning outcomes as their parents can put forward more support in terms of stimulation, motivation and provision of reading and writing materials to mention a few. Parents who want to assist their children to better their learning outcomes in school, always ensure an appropriate balance of how they should get involved, limits set and the expectations placed on these children. They should be involved-but not overly involved. They should set limits-but allow freedom. They should encourage their kids to excel-but not expect perfection.

Parents want their children to be successful. They want their children to excel in school, progress to the next level, and go on to become prosperous in life. Parents whose own literacy skills are minimal also have these dreams for their children despite little involvement in their children's school activities. Often, they would like to be able to help their children, but they are uncertain of their abilities to do so (Cairney & Munsie, 1995). Educators also want children to be successful in school. When these two groups of people work together, there is a greater chance that the shared goals for the children will be actualized.

An important contributing factor to improved children learning outcomes is, therefore, parental involvement. Driessen, Smit & Slegers (2005) stated that, an essential strategy for great achievement and uplift to quality of education is parents getting involved in their children's school activities. "Parental involvement has indeed been found to influence the mental and social aspects of development of children" as indicated by Driessen, *et al.* (2005). It is evident that the child's learning outcomes and an appreciative of the preschool's rationale are influenced to a large degree by the parents' involvement both in school and at the home environment for rich experiences in these backgrounds. It is the actions of parents in supporting learning in school and in home that makes the difference in preschooler's achievement according to Goodall & Harris (2008), whereas Mmotlane, Winnaar & Wa-Kivilu (2009) affirm that children's social and interpersonal relations is promoted by involving parents in the whole schooling system.

## **2.2 Parental Level of Literacy Involvement on Children's Learning**

### **Outcomes**

An individual regarded to be literate is often indicated to be such person who demonstrates skills in reading and writing, and also the person demonstrates knowledge possession and certain capabilities within a specified field according to Soans and Stevenson (2004). Therefore, this confirms that a literate parent is conscious of the dynamics that take place within him or her, and that he or she is able to have a say and make informed decisions with regard to their children's learning thus positive learning outcomes. Literacy is a powerful force in the money making empowerment course. Furthermore, literacy skills are significant in lessening poverty that triumphs amongst disadvantaged communities in South Africa as maintained by Matjeke (2005). People who



are considered to be illiterate are those who are unable read or write according to Manganyi (1997). He further claims that persons who can demonstrate some reading and writing skills may be classified as having low literacy levels since their basic skills cannot help them function as productive and employable citizens. Some illiterate individuals and especially those who live in difficult circumstances often find it challenging if not impossible to comprehend some simple written materials that require only basic proficiency in reading. Malale (1996) disputes the above statements and states that, possessing literacy skills is not only demonstrating reading, writing and numeracy skills but it also entails critical thinking, information evaluation as well as critical consciousness creation of the society where person live.

Holme (2004) concurs with Malale and disputes with the other views by arguing that literacy is no longer reading and writing but it is about being able to create and draw meaning out of information presented to an individual that is manifested in spoken language and comprehension of the more elaborate form of language. Baynham, (1995) argues that the term literacy is a practice and that involve concrete human activity' that is, what people make out of literacy rather than what they do with it, what values they hold on it and the ideologies surrounding it. Due to this, education is looked upon as the main significant path through which individuals' build up potentials. The quality of the early childhood experiences is key in determining children's learning outcomes.

Children's academic achievement is influenced by education level of their parents according to Nicholas-Omoregbe (2010). Parental literacy levels may be a problem in that their reading and writing skills are limited; this cannot hinder them from assisting their children. Parents' attitude and enthusiasm on their children's school work can positively

impact on the learning outcomes. It is believed that high achievements at school have a relationship with what happens in the home. Therefore, parents play critical roles and responsibilities in the holistic development of their pre-schooling children and thus supporting them in learning is highly expected as urged by Shilubana and Kok (2005).

### **2.2.1 Communication**

Communicating in an effective manner between the parent and the child impacts the development of children in some diverse ways at all levels. Often, children and parents communicate verbally as it is often reflected in the exchange of ideas between the children, siblings and friends as claimed by Woodward and Markman, (1998). Just as effective communication between parent and child is associated with positive child learning outcomes; ineffective communication between the two is linked to problems in relationship of the child and parent that may lead to undesired learning outcomes. For example, Arnett (2004) points out that failure of the parent to be sensitive and concerned about the communication of the child occurrence of arguments between parents and their children may manifest. It is therefore important to note that communication between parents and children fuels their bond and functions to socialization thus enabling children to freely express themselves.

Torr (2004) found that there was a great difference in the types of interactions that mothers who left school early had with their children as compared to the interactions that children had with their teachers. Additionally, the conversations were much richer between children and their mothers who had a higher education. This study suggests that though any opportunity to read books with their children is beneficial, parents with a

higher education are more likely to use a greater vocabulary and thus are able to teach their children more during the reading of a picture book.

According to Dickinson and Porche (2011), supportive communicative interactions between the child and parents beginning from birth and continues all the way through early childhood, promotes language development, which is an important precursor to the development of literacy skills. Cohan (2010) claims that parents placing value on the learning and communication of children, they can significantly influence children's learning. Each child should have the opportunity to express themselves. In doing so, parents will get to know the child's interests and needs.

### **2.2.2 Storytelling**

As stated Michael (2010), the ultimate goal is clear, best learning outcomes, although there is tremendous effort invested in conceptualizing and operationalizing emergent literacy and identifying evidence base on which to build recommendations for best practices. How can parents help children grow into excellent readers (Ryan 2000)? Storytelling is one of the strongest strategies that parents can employ to engage the children in literacy development. It is a creative alternative to print based literacy development that is shared between parents and children in a home setting. It is a social experience with oral narratives and incorporating linguistic features that display a sophistication that goes beyond the level of conversation according to Malan (1991).

Parents' conversational storytelling with their children about past events conducted at home can be a good strategy for literacy skills. This can be boosted by use of picture books and children asking questions about the pictures. According to UNESCO (2010), Hamburg in Germany, fly curriculum emphasizes language development, listening and

comprehension through storytelling. The objective of this program is to improve the development of literacy and language skills in children by training as well as empowering parents to take an active role in children's psychological and learning development, promoting home-based learning through provision of reading materials.

Phillips (1999) claims that storytelling is an effective building block easing the journey from oral to literacy skills. Haward (1991) states that children ask parents endless questions and at the end endeavor to hear stories that will bestow on them a context and culture in way that makes the answers creates meaning to them. Therefore, children need to be surrounded by dialogue. Storytelling can be started by a good morning song or questions for example, what the child dreamt of the previous night.

Ryan (2000) has expounded on building a good foundation of motivation in storytelling. He insists that in order the child does not lose interest, the story should be exciting and pleasurable. He further stipulates that telling a story to a child should follow his or her interests, be stopped when the child is uninterested and be presented with other literacy strategies like shared book reading.

Studies have found that parents with diverse literacy skills bring up their children differently as claimed by Hill and Stafford (2007). Parental literacy level as predictor of social class has been associated with more enhancing parental behaviors. Parents who are uncomfortable with interventions that look too much formal like the teacher prepared assignments, or children who resist working with their parents, these parents may require a different strategy like storytelling that captures the concentration of the child.

Maiers (2001) suggests that there are many literacy activities that parents can involve themselves in as they interact with their children such as storytelling. Storytelling by parents in a meaningful setting will aim at teaching specific skills that will help the child develop holistically and especially in language, cognitive and physical development. Retelling the story and question session after the story will help the parent determine acquisition of intended knowledge and skills. Parents with limited literacy skills may still be instrumental in facilitating reading and literacy skills in their children with mentorship from teachers though this may require considerable resources in terms of time and manpower but with educational effort such parents can and should be empowered to involve themselves in the schooling of their children.

According to Isbell (2002), there are four techniques for parents that encourage them to continue practicing storytelling at home. First and foremost, Isbell emphasizes the uses of active participation by telling stories with repetitive phrases, for it encourages children to listen attentively. Secondly parents should engage children in questions and thirdly stories do not need to be new to capture the attention of the children but children often yearn to be told the same story again and again. Lastly, parents should persuade children to tell their own stories after they have been told or encourage them to retell what has been told.

Therefore, parents should take advantage of every day situation and many times as possible, present opportunities for dialogue with their children and as well remain aware of the impact that beliefs, attitudes and expectations of their children can have on oral story telling events as explained by Patricia (2006). This can extend the willingness of the child to engage in oral storytelling as the child will find it enjoyable and interesting.

### **2.2.3 Shared Book Reading**

Writing and reading awareness, later reading for comprehension is as a result of exposure to book reading all through the early years of development (DeBaryshe, 1993) and (Senechal (2006) states that acquisition of new words, listening for comprehension and awareness of phonetics is linked to development of oral language skills. Exposing Children to books and reading in their ECDE years yield better reading outcomes in later classes as compared to those exposed to reading at later age. Weinberger (1996) discovered that older children fared well with reading as opposed to children at age three years who did not have access to favorite books, not having access to library books, and parents or more experienced peers not reading storybooks for them.

Shared book reading refers to reading without interaction whereby a teacher, parent or more experienced peer reads a book to a single child or small group of children as they listen, whereas an interactive shared book reading involves a teacher, parent or more experienced peer reading a book to the children using a variety of techniques, as they actively listen, including systematic dialogic strategies and later asking children questions to engage them in the book (Trivette & Dunst, 2007). In dialogic reading the teacher or parent acts as a guide to help the active listener become a storyteller through retelling of the story. Therefore, if parents are directly involved in the shared-book reading, it is evident that they are actively involved in their children's school activities.

Results of the Bus, Van Ijzendoorn & Pellegrini's (1995) study indicated that 64% of the children whose caregivers or parents read books for them become more skillful readers upon joining school as compared with only 36% of children who are not exposed to

books. Additionally, intervening early to achieve the best learning outcomes was emphasized in the findings. The study also established that a caregiver reading a book to the child appeared to be equally effective thus making a considerable contribution to development in oral language as well as evolving literacy. It is therefore unmistakable to say that parent-child shared book reading is of great importance for improved children learning outcomes.

Flood (1977) examined the relationship between parent-children shared book reading and the learner's achievement on pre-reading related activities. In the study he tape-recorded 36 ECDE children and their parents as they engaged in reading activities together at home. To determine achievement in children, the recorded information was analyzed to establish the characteristics predict that favored children to improved performance. Flood stated that the best predictor of positive learning outcomes on the activities performed by the children were entailed the questions answered, the number of spoken words, the number of initial questions asked by either child or parent, the questioning method of evaluation the parent will employ, and how the parent will use positive reinforcements. From these findings, Flood concluded that parents should engage children in questions before telling or reading the story to prepare the child to respond to the story and motivate him her to pay attention. As well, parent and the child should engage in verbal exchanges that relate to the story and foster experiences familiar to the child. Finally, the parent should respond objectively to questions presented after the story by the child for they help children learn to assess, evaluate, and integrate, and parents should recognize the efforts made and reinforcement positively.

Research into the quality of shared book reading interactions has led to a large research base known as “dialogic reading” (Lonigan and Whitehurst, 1998). This call for parental literacy skills to enable parents engage their children in shared book reading activities failure to which may lead to below average children learning outcomes.

Phillips, Norris, and Anderson, (2008) claimed that shared book reading is effective method for promoting children’s learning outcomes when enriched with clear attention to the development of children’s reading skills and strategies. According to Hindman and Morrison (2011), parents who more often are involved with their children’s work at home by teaching letters and words had greater achievement in school on work out skills, used to make sense of printed words. Hindman and Morrison (2012) also noted that children who demonstrated high levels of knowledge and decoding skills are those whose parents were involved in home teaching of their children.

### **2.3 Parental Home Activities on Children’s Learning Outcomes**

From birth children begin learning from the environment around them and experiences they have in the surrounding. Therefore, home environment has to be rich in learning resources that stimulate holistic growth and development of the child. According to Boyle (2014), concepts made by each child are individual and original as their experiences and involvements are unique. She further concludes that as a result of these ideas, when the child first begins to make learning meaningful, they do so based on their home setting. It is therefore important to note that whatever abilities the children acquire they are based on the involvement and experiences of the parents. For example, a child whose parents are literate, the child is most likely going to acquire reading and writing skills early in life. However, there could be parents who do not know how to read and write but they provide



the learning materials like books, toys, pencils, crayons just to mention but a few, thus motivating the child to engage in learning activities.

Boyle (2014) continues to state that, in establishing Home Learning Environment, parental literacy skills need to be considered during engagement in activities they provide, their own prior literacy knowledge and experiences and available learning opportunities at the home environment. Once this assessment is done, the parent will be able to provide the necessary home literacy experiences that are effective and that will expound the learning outcomes of the child. After all these, the child is believed to have unique understanding of the concepts based on the involvement and experiences which have been provided by the parents.

Goodman (2001) argues that children who grow up in homes whereby they have well educated personalities will have a much different experience because parents are more involved than children who grow in homes where only a Bible is read and writing is done occasionally. Therefore, the learning outcomes of the children will differ depending on their practice and parental involvement at home. Cohan (2010) has the view that parents who believe they can make a difference in their children's learning outcomes and view their role as that of a teacher at home, are more likely to become involved and engaged in stimulating activities.

Cooter (2006) found out that in families where parent experience difficulties in reading and writing, there is danger that low literacy is passed on to the next generation for lack of or little involvement in the school work. He noted that this could be due to such children lacking strong learning examples, little child-parent interaction and lack or inadequate

quality print materials. It is therefore important for parents to provide learning activities and print materials at home and for those parents who may pose different challenges because of their literacy skills; the activities they may engage the children in are pertinent to the viewpoints.

Sclafani (2012) found out that “Parents who were more involved in their children’s work were those who had gone beyond high school education than those who dropped out of school. He further stated low literacy lead to more unmanaged stress in their lives that interfered with the ability and opportunity to take part in their children’s learning activities”. Therefore, parents who completed their education had an easy time guiding and supervising children’s homework than of those parents who did not finish their education.

In exploring the Home Learning Environment, Leseman &De Jong (1998) concludes that there are four facets which ought to be considered: opportunity for the child to be exposed to the learning, the quality of learning instructions by parents, cooperation between parent and child and socio-emotional quality of the parent-child relation. In a nutshell, the parents should create time to guide the child and their relationship should be appealing. Delgado-Galtan (1990) claims that there has been little attention paid to parent’s role in Home Learning Environment. She believed that there exists a wealth of activities that can help in development of literacy skills for parental input to children’s learning through socio-cultural process. This means that the way children are socialized at home influences their learning outcomes.

Parents can participate in raising their children's cognitive competence when they experience learning together with their children in an informal setup as suggested by Thomas and Pattison (2007). They also contend that as parents and children interact in the home context, it is different from the kind of interaction with teachers at school because they seem to be free to ask questions from parents than teachers to avoid being labeled unintelligent. Thus in their view, this provides an opportunity for the parents, regardless of their literacy skills to fill the gaps deliberately, whenever appropriate, by contributing through their own comments and questions. Such interaction will prompt all time communication with the children thus total involvement.

Parents act as a mediator between the home, the school and the society. Compromising the significant of Home Learning Environment is putting the child at stake. Therefore, the foundation of the child's learning throughout life should be supported by parents no matter how fortified or unstable life is. Goodall & Harris (2008) put forward that the role of the parent is influential to the children's learning and should not be underestimated at all for the difference in learning outcomes of children is because it is what parents do, whether at the school or at the home. Epstein (1995) concludes that the school and the Home Learning Environment should be prepared in a suitable manner for a child's learning though parents' own poor experience of school, parents' literacy skills and a variety of family challenges may hinder supporting of Home Learning Environment.

Parents should understand that getting children involved in home learning and also helping them in handling their learning problems helps to motivate children to learn new ideas of solving problems as claimed by Kok & Rambiyana (2002). However, the problem in question still remains, how many parents are able to support their children in learning

and to what extent? Calitz, Fuglestad & Lillejord (2002) stated that parents mostly in rural areas are often not actively involved in activities at school and thus partnerships between teachers and parents are not effectively established. This therefore affects the parental involvement at home for they may not identify school related activities that are age appropriate to engage the children.

In a nutshell, Home Learning Environment focuses on an environment for child's study that is supportive in all aspect of growth and develop for example, provision of balanced meals, safety, provision of print materials, a well-lit reading /homework area, play activities, achievable expectations set by the child and parent, parents being models of learning and hard work.

Maboe (2005) points out that "Parents are indispensable partners in the education process". They have to take full responsibility of the education of their children. In the majority of cases, the education that parents received will determine involvement in their children's school activities and the education that will be received by their children. Research shows that the children whose parents are educated tend to do well at school compared to those whose parents are not educated because of their involvement.

## **CHAPTER THREE**

### **RESEARCH METHODOLOGY**

#### **3.1 Introduction**

This chapter covered the research design, the location of the study, the targeted population, sampling technique and sample size. The chapter also explained the instruments to be used in collecting data, the type of data to be collected and how it was analyzed. In a nutshell, the research methodology outlined and gave an overall plan for collecting data to answer the research questions.

#### **3.2 Research Design**

A research design is a plan for selecting subjects, research sites, and data collection procedures to answer a research question and a flexible strategic plan to be followed by researchers when conducting their research (Creswell, 2009). The research design for the study was descriptive survey design. Lecompte and Preissle (1993) presents three types of survey research namely, participant-construct, confirmatory and projective. This study used confirmatory survey because it usually involves the use of structured interviews and questionnaire intended to verify information, perceptions, opinions or views as the two explain. Likewise, it gives a picture of the state of affairs as it exists (Kothari 2004). It is recommended for studies that strive to describe opinions, characteristics and perceptions of respondents. The study was based on interviewing parents on the strategies they employ, their involvement in school activities and how they organize the Home Learning Environment for improved learning outcomes for their children.

### **3.3 Study Population**

According to Bertram & Christiansen (2014) in academic research, the word ‘population’ means the total number of people, groups, or organizations that could be included in a study. In other words, the study population is a group of people, institutions or organizations from which data can be collected. Orodho (2004) defines population as all the items, things, objectives or people under consideration in any field or inquiry or a targeted population. In this study a total of 1160 were targeted comprising of 109 teachers, 331 parents and 720 ECDE children in Mbooni East Sub-county Makueni County.

### **3.4 Sampling Procedures**

Using the Central Limit Theorem, a sample of 11 ECDE centers, that is, 18.5% of 109 and 147 respondents, that is, 12.7% of 1160, were selected. The Central Limit Theorem states that for any sample size,  $N \geq 30$  ( $N$  is the sample size) sampling distribution of means is approximately a normal distribution irrespective of the parent population. That is, the sample size should be between 10-30% of the target population. It thus allows the researcher to select,  $N \geq 30$  from the target population (Kothari, 2005). The researcher applied stratified sampling to create five strata based on the five sub-zones of Mbooni East Sub-County. From each sub- zone approximately 2 teachers and 6 ECDE parents were selected using purposive sampling whereas simple random sampling was used to select 72 children to avoid bias.

### **3.5 Sample Size**

A sample is a smaller collection of units from a population used to determine truths about that population (Field, 2005). Table 3.1 below summarizes the sampling frame for the study.

**Table 3.1: Sample Frame for the Study**

<b>Category</b>	<b>Target population</b>	<b>Sample size</b>	<b>Sampling technique</b>
Parents	331	33	Purposive sampling
School Children	720	72	Simple random sampling
Teachers	109	42	Purposive sampling
<b>Total</b>	1160	147	-

### **3.6 Research Instruments**

According to Kothari (2004), research instruments are tools the researcher uses to collect data. In investigating the influence of parental involvement on children’s learning outcomes, questionnaires were administered to teachers and interview guide to parents. Observation schedule were used during live lessons to gather data on the preschool learners to determine their learning outcomes.

#### **3.6.1 Questionnaire**

It is data collection tool with a series of written questions in a fixed and rational order. Both closed-ended and open-ended questions were used to gather information from the teacher. The questionnaire was used because as Gay (1992) noted, they enable the researcher to gather data from many respondents simultaneously and are easy to be administered. Closed-ended questions were structured in such a way that the respondents were provided with optional responses to select the most appropriate for example, which class do you teacher? PP1 or PP2. Open-ended question items were constructed in such a

way that the respondents were given freedom to give what they feel is the most appropriate answer for instance, how does your involvement in school activities impact positively on children's learning outcomes? According to Borg and Gall (1985), questionnaires are generally less expensive and do not waste time in administration. Specific questions were posed to teachers concerning parental learning strategies employed; parental involvement in school activities, parental role in setting the Home Learning Environment and ways to help illiterate parents participate in their children's learning for better learning outcomes. The questionnaires were filled by the teachers once the researcher visited the sampled school to observe the learners.

### **3.6.2 Interview Guide**

Interviewing is a technique that is primarily used to gain an understanding of the underlying reasons and motivations for people's attitudes, preferences or behavior. Face - to -face interviews have a distinct advantage of enabling the researcher to establish rapport with potential participants and therefore gain their cooperation. Kothari (2004) notes that interview allow the researcher to access information that may not be given in a questionnaire thus interviews yield highest response rates in survey research allowing the researcher to clarify ambiguous answers and when appropriate, seek follow-up information. Interview schedules were administered to the parents to give their opinion on parental literacy skills in relation to their children's learning outcomes.

### **3.6.3 Observation Schedule**

Observation is a method of data collection that involves spending a prolonged amount of time in the setting, recording the behavioral patterns of people, objects and events in a systematic manner (Pitney & Parker, 2009). Bogdan and Biklen, (2007) explains that field



notes are taken throughout the observations and are focused on what is seen. This may allow photos to be taken to assist in determining what the observed events and activities will mean and to provide help for answering the research questions during subsequent data analysis. The observation schedule helped gather data through observing the learners in the preschool set up to determine whether parental literacy skills really contributed to the enhancement of their learning outcomes. The researcher observed live lessons.

### **3.7 Validity of the Instruments**

Validity, according to Borg and Gall (1996) is the degree to which a test measures what it purports to measure. The study used objective judgment based on the data collected using research instruments. These instruments were tested for validity during piloting after which they were revised. Content validity as it is explained by Borg and Gall, is improved through expert judgments. For that matter the researcher sought assistance from the supervisors and a statistician in order to help improve on content validity of the instruments.

### **3.8 Reliability of Instruments**

Orodho (2005) defines reliability as the ability of the research instrument to measure what it is meant to measure consistently. This therefore called for quality instruments for a good deal of consistency in the results. The reliability of the instruments was determined through testing and re-testing and thus, piloting of the research instruments was done in three public preschools in the sub-county, which were not sampled for the actual study. Reliability was ascertained after testing and re-testing technique. If tested and re-tested, reliability coefficient of 1.00 or close to 1.00 = no error. This meant that 0.9 and above to 1.00 = to excellent reliability, 0.8 to 0.7 = acceptable and as the

coefficient tends to go towards zero (0.00) then there is much error. (Bodgan & Biklen 2007). Therefore, correlation coefficient of  $r = 0.7$ , was obtained which indicated high internal reliability.

### **3.9 Data Collection Procedures**

The researcher obtained an introductory letter from Machakos University permitting conducting of the research. This enabled her to apply for a research permit from the National Council for Science, Technology and Innovation (NACOSTI). This was followed by a formal letter from the office of the sub-county director issued to the head teachers of the targeted public pre-schools. The researcher then visited the pre-schools and formally introduced herself to the administration in order to be allowed to collect the data. The researcher personally administered the questionnaire to the participating teachers and observing the preschool learners in live lessons. The principal researcher collected and supervised the data collection by involving research assistants who were given prior training on how to administer the instruments to ensure discussion did not take place between the respondents. Through the teachers in the schools, the researcher carried out interviews with parents. The researcher also conducted observations within the same time frame.

### **3.10 Data Analysis**

Data analysis is the process during which the researcher identifies ideas as they are suggested by the collected data and where an attempt is made to exhibit support to the ideas (Lemmer 2012). Therefore, to identify these ideas for analysis, the study relied on the information obtained from responses of the questionnaire, interview and observation schedule. Data were analyzed using both qualitative and quantitative techniques. Thematic

analysis was used to analyze qualitative data along the specific objectives and presentation was in narrative forms. Descriptive analysis was used to analyze quantitative data with the use of Statistical Packages for Social Sciences (SPSS Version 23) in frequencies and percentages and presented using tables.

### **3.11 Ethical Considerations**

The research was guided by the following ethical considerations: The researcher would uphold privacy and maintain confidentiality of the information share by parents who participated in the study by ensuring anonymity on the instruments that were used. Each participant assigned a specific code, instead of a real name. The researcher explained to the participants that they would be voluntarily participating in the study and were free to withdraw at any point if so they wished. The researcher sought consent from teachers to observe children during live class lessons. Findings of the study would be shared with the community, parents and other stakeholders through publication and seminars.

## CHAPTER FOUR

### RESEARCH FINDINGS AND DISCUSSIONS

#### 4.0 Introduction

This chapter presents the findings of the study. For clarity and chronology, it is arranged according to the three research questions that the study sought to answer. In the first section, however, background information about the respondents is presented.

#### 4.1 Response Rate

In this study, 42 questionnaires were administered to preschool teachers. About 38 questionnaires were filled and returned. At the same time, the researcher also interviewed 33 parents and 28 participated. In addition, the researcher carried out an observation among 65 preschool learners out of the 72 sampled. This yielded response rates shown in Table 4.1;

**Table 4.1: Response Rates**

<b>Respondents</b>	<b>Sampled Respondents</b>	<b>Those Who Participated</b>	<b>Achieved Return Rate (%)</b>
Pre-school Teachers	42	38	90.5
Pre-school Parents	33	28	84.8
Pre-school Learners	72	65	90.2
<b>Total</b>	<b>147</b>	<b>131</b>	<b>89.1</b>

**Source: Field Data (2019)**

From Table 4.1, Pre-schoolteachers, parents and Pre-school learners registered a response rate of above 84.8%. This confirmed the findings of Creswell (2009) that a response rate

above 75.0% is adequate and of suitable levels to allow for generalization of the outcomes to the target population.

## 4.2 Respondents' Demographic Information

The research instruments solicited demographic information of the respondents. These included gender and level of education.

### 4.2.1 Gender of the Respondents

Information about the distribution of the respondents by gender was collected. Results are shown in Table 4.2:

**Table 4.2: Distribution of the Respondents by Gender**

Gender	Pre-school Teachers		Pre-school Parents	
	f	%	f	%
Male	8	21.1	1035.7	
Female	30	78.9	1864.3	
<b>Total</b>	<b>38</b>	<b>100</b>	<b>28100</b>	

**Source: Field Data (2019)**

Table 4.2 indicates that majority (78.9%) of the preschool teachers were female whereas only a paltry 21.1% were male. In the same case, majority (64.3%) of the pre-school parents were female with 35.7% being male. These data reveal that there was adequate gender parity at all levels of the study and that the extent to which involvement of parents in children's learning

### 4.2.2 Levels of Education of Pre-school Teachers

The research instruments also elicited information on level of education of pre-school teachers. The results are shown in Table 4.3;

**Table 4.3: Preschool Teachers Levels of Education**

<b>Academic qualifications</b>	<b>Pre-school Teachers</b>	
	<b>f</b>	<b>%</b>
Certificate Level	23	60.5
Diploma Level	10	26.3
Bachelors' Degree	5	13.2
<b>Total</b>	<b>38</b>	<b>100</b>

**Source: Field Data (2019)**

Table 4.3 shows that a fair majority (60.5%) of pre-school teachers had certificate qualifications, 26.3% had Diplomas whereas only 13.2% were Bachelors' degree holders. This information reveals that the respondents met the minimum qualification to be teachers at pre-school levels and were thus expected to be competent to answer the research questions on the extent to which parental involvement influence learning outcomes amongst pre-school learners.

#### **4.3 Parental Involvement in Activities at School and Learning Outcomes amongst Pre-school Learners**

The first objective sought to determine the influence of parental involvement in activities at school on learning outcome amongst pre-school learners. Descriptive data were collected from pre-school teachers and the results are shown in Table 4.4;

**Table 4.4: Views of Pre-school Teachers on the Influence of Parents Involvement in activities at School and Learning Outcomes among Pre-school Learners**

Summary of Test Items	VF	O	S	R	N
	%	%	%	%	%
I engage parents in parents teachers association meetings	71.1	12.2	1.3	10.1	5.3
I encourage parents to have parents teachers child association meetings	66.9	13.2	2.4	12.7	4.8
I invite parents to talk to children about education	80.5	12.4	1.6	3.3	2.2
I involve parents in school feeding programme	67.4	19.7	3.5	5.3	4.1
I notify parents on prize giving days	69.6	13.8	1.6	10.6	4.4

**Source: Field Data (2019)**

**Likert Scale Key:** VF: Very Frequent, O: Often, S: Sometimes, R: Rarely, N: Never.

Table 4.4 shows that a majority (71.1%) of the preschool teachers indicated that they very frequently engage parents to participate in school PTA committee meetings to enhance children’s learning outcomes. At the same time, 12.2% often. However, only a paltry 1.3% of the preschool teachers engaged parents sometimes, 10.1% rarely whereas 5.3% never engaged parents at all. This showed that although majority of the teachers embraced the significance of PTA meetings to enhance children’s learning outcomes, other teachers didn’t know that PTA meetings’ importance for improving learning outcomes. These findings agreed with the findings of a longitudinal study conducted in Uasin Gishu by Koech (2010) about partnerships between parents and teachers on enhancing preschool children’s learning in which he asserted that when parents are involved in decision-making in school committees, a conducive environment is created at home and school,

children register impressive academic grades, improved behavior and attendance. These findings thus affirm the fact that parents have direct responsibility over the learners that might be affected by the implementation of policies and the parents could themselves be affected by those policies, meaning that they form part of the relevant policy. The findings were also consistent with the assertions of the Government White Paper (2002) which, recommends that parents participate in management of school though it neither legalizes nor contradicts but recognizes its desirable impact that could lead to improved academic achievements among other benefits. The Government White paper (2002) further asserts that in most Kenyan schools, during PTA meetings and other official days parents interact with the school administrators. Other schools also make arrangements with the parents to meet with them and the children during academic clinic day, visiting day and parent's conference days, thus such families and school interactions have been established to contribute to school children's holistic development.

The study also reveals that a fair majority (66.9%) of teachers disclosed that they very frequently encouraged parents to have Parent Teacher Child Association meetings as did 13.2% oftenly. At the same time, 2.4% of the pre-school teachers sometimes encouraged parents, 12.7% rarely whereas 4.8% never encouraged parents at all. This showed that some of the teachers never believed in PTCA as a strategy of improving preschools learning outcomes and for that reason they did not encouraged parents to embrace Parent Teacher Child Association as compared to those teachers who encouraged parents to embrace PTCA for it enabled them understand the strengths and weaknesses as well as talented or gifted child thus supporting them appropriately. At the same time through PCTA meetings, parents are provided with the needed information on how they can assist



and support the school and their children to learn. These findings also lend credence to the assertions by Nancy and Lorraine (2004) which revealed that volunteering to work at school, communicating with teachers and other school staff are some of the other strategies that are associated with parental school involvement.

The study established that preschool teachers invited parents to visit schools and talk to children about education. This view was supported by an impressive majority (80.5%) of the teachers who invited parents very frequently as did 12.4% of the teachers who invited parent's oftenly. However, 1.6% of the preschool teachers would sometimes invite parents, 3.3% rarely whereas 2.2% never invited parents to talk to their children about education. Parents have different experiences in life and have varied professions and thus when invited as speakers or resource persons they explain and demonstrate activities and in this case children get first-hand information from the source. It is evident that though some teachers may involve parents in activities in school there are parents who will never get an opportunity to volunteer to assist in classroom since they are never invited and therefore awareness creation on the significance of teachers inviting parents as resource persons was required. These sentiments were echoed by Epstein & Sanders (2002) that parents may get involved in their children's in different ways including communication to teachers, participation in learning activities both in school and at home and engaging the child in conversations that touch the positive value of education, citing that these related to school achievement. In the same breath Beecher (2002), recognizes that parents play a crucial role in the management of schools.

The study also reveals that majority (67.4%) of the sampled teachers indicated that they very frequently involved parents to support school feeding programmes to enhance quality

of children's education where as 19.7% oftenly involved them. However, 3.5% of the preschool teachers sometimes involved parents, 5.3% rarely whereas 4.1% never at all since these preschool teachers did not believe in involving parents in school feeding programme was essential and this would enhance growth and development of the child the better learning outcomes. The county government should take responsibility and ensure enough supply of food stuff for the programme. It is evident that teachers involve parents in school feeding programmes to enhance retention, attendance rates, enrollment and learning outcomes among other benefits. These findings also supported the findings by Koech (2010) which indicated that increased parents' participation leads to greater teacher satisfaction, improved parental understanding and parent-child communication and successful and effective school programmes.

Majority (69.6%) of the sampled teachers indicated that they very frequently notified parents on prize giving days as did 13.8% who notified parent's oftenly. On the other hand, 1.6% of the preschool teachers notified parents sometimes, 10.6% rarely whereas 4.4% never held prize giving in the school. Therefore, all teachers should aim at notifying parents on prize giving days and sensitize to them the crucial role these activities play in promoting achievement of preschool learners. Prize giving is aimed at motivating children to put more effort in their learning activities. It is therefore very crucial to involve parents and other stakeholders to support the school activity.

#### **4.3.1 Thematic Analysis of Qualitative Findings on the Influence of Parents Involvement in activities at School and Learning Outcomes among Pre-school Learners**

The researcher also conducted interviews amongst parents to establish the influence of parent's involvement in activities at school and learning outcomes among learners. When parents were asked to give the school activities they engage themselves in during the interviews, majority of the parents indicated that they rarely attended meetings at school. Most of the male parents interviewed were not aware of the preschool meeting and claimed that the communication could have been done to the female parents. One of the male parents interviewed had this to say,

*“I am not aware of preschool meeting unless the mother of my children does’. She may be in a better position to explain what they discuss in those meetings.”*

This revealed that parents may have failed to attend PTA meetings due to lack of knowledge and interest in school matters, lack of time, fear of being involved in money related activities and even as a result of literacy levels. One of the parents reported,

*“I don't get time to attend to those meeting, after all what else do teachers talk about except money but I pay what I am asked to though not happy about this because education is free.”*

In the same vein, the interviewees responded in favor of the view that most preschool teachers never invite them to school to talk to children on education matters. Most parents do not feel welcome in school. They have a feeling that what they may offer is unimportant and inappropriate and therefore may have no great deal in education of their children. Majority of the parents indicated that even if they are invited they would feel

embarrassed because of the memories of their own failure in the same schools as remarked by one of the female parents who is a farmer,

*“That is the same school I went and thus I feel embarrassed when I get there because I dropped out of standard five. Definitely these teachers know that there is nothing much I can offer to my child with regard to education.”*

These findings were not consistent with the assertions of Epstein and Sanders (2002) who recommends diverse ways that elaborate parent’s participation in school management that include parents communicating with teachers, participation in learning-related activities at home and school, and passage of educational positive values to the learners, adding that these are each related to school learning outcomes. The observations also revealed that most learners had acquired good sharing skills but majority fairly neither cooperated with others nor expressed their needs in acceptable ways. These findings affirm the fact that preschool parents in Mbooni East Sub-county may not be engaged in activities at school and therefore their preschool learners may register low academic learning outcomes.

When parents were asked how their involvement in these school activities impact positively on children’s learning outcomes, most parents’ representatives indicated that their involvement in activities at school equip them with knowledge, skills and attitudes to assist their children in learning activities when they come back home. Parents also indicated that their involvement in schooling of their children helped them meet with other parents who are knowledgeable hence provide them with information on school policies, and practices. However, one of the parents reported,

*“Attending Parents Teachers meeting is one thing, and performance of my child is another thing, I did not know if there is any relationship between the two.”*

Other professional parents acknowledged that majority of the less educated parents have changed attitude towards education and thus they have begun to realize the benefits of improved learning outcomes of their children. Besides that, when parents interact with teachers, they are able to convey their expectations on their children and teachers as well. On further probing parents’ representative, PR1, remarked,

*“Preschool teachers do not encourage parents to have Parent-Teacher Child Association as a strategy to support learning”.*

All teachers have the duty to notify parents on school activities regardless of their gender. It is therefore evident that if parents are involved in activities at school, they will acquire knowledge and skills on how to handle their children at home and assist them.

#### **4.4 Parental Literacy Level and Learning Outcomes among Pre-school**

##### **Learners**

The second objective sought to find out how parents literacy involvement influence children’s learning outcomes. Data were collected from pre-school school teachers, organized into specific thoughts and results are shown in Table 4.5;

**Table 4.5: Views of Pre-school Teachers on the Influence of Parents Literacy Involvement on Learning Outcomes among Pre-school Learners**

<b>Tested Items</b>	<b>VF %</b>	<b>O %</b>	<b>S %</b>	<b>R %</b>	<b>N %</b>
I encourage parents to use repeat after me strategy at home to enhance learning outcomes.	45.9	10.1	12.8	16.8	14.4
I encourage parents to engage learners in shared book reading to	59.1	23.5	2.7	5.9	8.8

enhance naming, fluency, comprehension and vocabulary skills.					
I talk to parents on the importance of communicating with their children to enhance learning outcomes.	58.9	17.2	2.0	19.3	2.6
I encourage parents to engage children in storytelling to improve their learning outcomes.	78.4	11.1	2.1	3.9	4.5
I advise parents to encourage learners to engage in role playing at home.	68.4	14.2	3.4	10.1	3.9
<b>Source: Field Data (2019)</b>					

Table 4.5 shows that slightly more than half (45.9%) of the preschool teachers agreed with the view that they very frequently asked parents to use repeat after me strategy to enhance learning outcomes. At the same time, 10.1% asked parents to use the strategy oftenly. On the contrary, only a small proportion of 12.8% of the preschool teachers sometimes asked parents to use the strategy, 16.8% rarely whereas 14.4% never at all. It is therefore evident that a certain percentage of teachers in Mbooni Sub County were not aware of the importance of repeat after me strategy of teaching and thus did not embrace the use of the strategy by parents at home. These findings thus affirm the fact that imitating more experienced peers promotes children to use their imagination skills and memory which helps in the development of language and problem-solving skills as they try to remember or act. Furthermore, children can even start to appreciate the concept of observational learning as they try to follow parent’s instructions. Besides, repeat after me strategy helps children in the development of their linguistic and social skills as they interrelate with other children and adults, learn conflict resolution skills, taking turns and other skills that enable them to cooperate with their peers. These findings are consistent with the

affirmations of Cook (2000) that children love to repeat adult speech from their earliest days and these include imitation of words and actions thus improving their learning.

The study also revealed that slightly more than half (59.1%) of the preschool teachers agreed with the view of parents engaging their children in shared reading to enhance learning outcomes as did 23.5% of the teachers and thus teachers encouraged parents to engage children very frequently and oftenly respectively. However, 2.7% of the preschool teachers sometimes encouraged parents, 5.9% rarely whereas 8.8% never asked parents to practice shared book reading with their children at home. This reveals that pre-school teachers have a strong belief that shared book reading can help improve learning outcomes, however few teachers do not uphold this belief because literacy levels of parents may be a problem and therefore they cannot read or write however, a certain percentage did not believe in the literacy strategy. These findings are consistent with the statements of Fiona (2006) that repetitive and observational learning are really helpful for learning literacy, since these repetitive experiences which enable children to recall and then make a replica of the words and structure in a short amount of time.

The shared book reading also gives answers to children's repetitive and confusing question which always make the teachers and parents exhausted. The views are also consistent with Maboe (2005) who affirms that illiterate parents may be embarrassed about reading and writing skills but they have a strong desire for their children to perform well in preschool and thus parents are indispensable partners in education process regardless of their education level. These findings agree with the affirmations of Bredekamp and Copple (2000) that the when parents read with their children enhances development of vocabulary, listening and pronunciation skills.

Similarly, slightly more than half (58.9%) of the pre-school teachers agreed with the view that they very frequently explained to preschool parents the importance of communication to children to enhance cooperation and expression of their needs in an acceptable manner as did 17.2% often. However, 2.0% of the preschool teachers explained this to parents sometimes, 19.3% rarely whereas 2.6% never at all asked parents to embrace communication to help understand their children needs and desires. Home atmosphere that allows the child to communicate freely plays a great role in education. Mutual relationship between the child and the parent is very crucial because this minimizes quarrels and arguments that will never be beneficial to the child education.

These views are consistent with the findings of a longitudinal study conducted in Australia by Fantuzzo, McVayne and Perry (2004) who asserted that the strong relationship between the parent and the child has far reaching benefits extend beyond academic work. Other advantages involvement of the family in schooling include enhanced behavior at school, high attendance rates, high self-worth, lower school drop-out rates, and higher probability of avoiding high-risk behavior in middle childhood.

At the same time, a record majority (78.4%) of the preschool teachers agreed with the view that storytelling by parents enhances their fluency, naming, knowledge and glossary skills as did 11.1% of the teachers and thus encouraged parents very frequently and oftenly to engage children in storytelling. However, 2.1% of the preschool teachers sometimes encouraged parents to engage children in storytelling, 3.9% rarely whereas 4.5% never talked about this at all. It is evident from the findings of this study that majority of the preschool teachers are aware of the importance of storytelling as a strategy



of teaching and learning and this is why they embrace the use of stories from different sources. These findings are consistent with the statements of Peters and Charles (2011) that story telling is a long-established part of all of early childhood experience and benefits growing children.

Similarly, (68.4. %) of the preschool teachers agreed with the view that parents engage preschool learners in role play to improve their skills influence, naming, knowledge and vocabulary skills and thus they very frequently encouraged them. At the same time, 14.2% oftenly encouraged parents since role play makes learning real and interesting. On the contrary, only a small proportion of 3.4% of the preschool teachers encouraged parents sometimes, 10.1% rarely whereas 3.9% never encouraged parents to allow children learn through imitation and mimicking. It is evident that teachers were aware of the influence of role play in learning though some teachers seemed not to understand its significance. The findings of Abu-Akel and Bailey (2001) confirm these findings that learners engage in cooperative play whereby they assign themselves roles to act them out. The two researchers continue to affirm that this type of play involves pretending to be individuals observed in the neighborhood and acting assigned roles as though it a real situation.

This points to the fact that role- play activities remain an integral part of the developmental learning process by allowing children to develop skills in such areas as abstract thinking and language skills such as letter naming, fluency, comprehension and vocabulary in a timely and natural manner. Thus role play activities impact on children's development of naming, fluency, comprehension and vocabulary skills.

#### **4.4.1 Thematic Analysis of Qualitative Findings on the Influence of Parents Literacy Involvement on Learning Outcomes amongst Pre-school Learners**

The researcher also interviewed parents to establish the influence of Parents Literacy Involvement on Learning Outcomes amongst Pre-school Learners. Parents were asked to give the strategies they use to promote children's literacy. Slightly more than half of the parents said they used storytelling and allowed children to engage in roleplaying. These observations also concurred with the assertions of Curran (2000) that social play is diverse and complex, and includes everything from simple activities, like working together to build a sand castle, to 'rough-and-tumble' play (chasing, play fighting), and complex 'socio-dramatic play', in which children enact roles in fantasy scenarios that they themselves create. Hence, these viewpoints attest the fact that preschool learners engage in learning activities which include; sharing play materials during role play, shared duties, singing games and storytelling activities.

These observations also uphold the viewpoints held by Wafula (2010) that children have better narrative recall immediately after the pretend enactment and at a later time period when prompted by pictures and doll figures. Thus, these observations point to the fact that, in observing, discovering and carrying out deductive reasoning, pretend play is critical for cognitive skills and helping children build the ability to solve problems and draw their own conclusions. This is indicative of the fact that, in pretending to be someone or something else in a theatrical way, pretend play can help develop a child's gross and fine motor skills. In support of these findings one of the parent representative PR1, remarked;

*“Most teachers never use learner-centered method as a strategy of enhancing acquisition of literacy skills such as drawing*

*shapes and pictures, cut and paste letters, basic numeracy skills such as recognizing time through daily routine and enhance acquisition of creativity skills such as printing, using fingers, hands and feet”.*

The study findings also revealed that most parents did not embrace shared book reading and repeat after me strategy as a method of teaching. They felt that their level of education could not allow them to get involvement in children’s literacy activities. They had a feeling that what they may offer is unimportant and inappropriate and therefore may have no great deal in education of their children. One of the female parents who is a house help in a neighbouring household reported,

*“What children learn at school is enough. Once they come home we expect them to help in house chores like fetching water and collecting firewood”*

The study also wanted to establish the view of parents on how these literacy strategies influenced child learning outcomes. Majority of the parents acknowledged the significance of the use of these strategies and said that they help in retention of what was learned in school and also helps the child to remember concepts learnt. The reason for the parents being able to support their children in literacy skills was their level of education. They acknowledged the effort that was made by their own parents back in the days during their schooling and thus most of them said their education lessened their problem and therefore they engaged children in shared book reading, talked to the child about the importance of education and allowed them time for role play. However, on further probing some parents had this to say,

*“It is not my duty to teach the child or to show them what they ought to do, the teachers are being paid to teach them and I am at home to performing my home chores. Why do they have to give children homework that the child can’t attempt, do they intent I do the work as though I am the one schooling”?*

These findings did not lend credence to Harris and Goodall (2007) that parental involvement with reading activities at home has significant positive influences not only on reading achievement, language comprehension and expressive literacy skills but also child’s interest in reading and attitudes towards reading.

#### 4.5 Parents Home Activities and Learning Outcomes amongst Pre-school Learners

The third objective intended to establish how preschool learners’ involvement in different home activities influence children’s learning outcomes. Descriptive data were collected from preschool teachers and results are shown in Table 4.6;

**Table 4.6: Views of Pre-school Teachers on the Influence of Parents Home Activities on Learning Outcomes amongst Pre-school Learners**

<b>Summary of Test Items</b>	<b>VF</b>	<b>O</b>	<b>S</b>	<b>R</b>	<b>N</b>
	<i>%</i>	<i>%</i>	<i>%</i>	<i>%</i>	<i>%</i>
I advise parents on creating conducive learning environment at home	58.8	21.6	4.1	10.4	5.1
I give advice to parents on how to engage their children during weekends and school holidays to enhance learning outcomes	59.9	19.8	2.5	12.2	5.6
I encourage parents to create time to guide children with their school work	65.9	13.4	3.7	10.3	6.7
I assign homework to learners	50.8	21.6	12.1	10.4	5.1

**Source: Field Data (2019)**

Table 4.6 reveals that slightly more than half (58.8%) of the preschool teachers agreed with the view that, creating a conducive home environment enhance learning outcomes amongst learners thus they very frequently asked parents to provide a comfortable and rich learning environment. At the same time, 21.6% oftenly talked to them about

provision of conducive home learning environment. On the contrary, only a small proportion of 4.1% of the preschool teachers did this sometimes, 10.4% rarely whereas 5.1% never talked to parents about home learning environment. This showed that home learning environment cannot at all cost be compromised since it is the foundation of child's learning throughout life that's the reason teachers talked to parents to provide a conducive learning environment at home. The findings of Kok and Rambiyana (2002) agreed with the study that parents who involve themselves in preparing home learning environment for their children help assist their learning. These findings also corroborated the findings of a longitudinal study conducted in United States amongst 111 respondents about parent-child partnerships by Stacy and Annie (2010) indicated that when parents work collaboratively with children and teachers to solve academic, behavioral, and collective needs of a child. Partnership is enhanced by such collaboration of the child and the family thus building skills and competences in the families and to the teachers. Stacy and Annie (2010) further pointed out those ECDE learners whose parents had healthy and cordial associations with children registered outstandingly enhanced discipline and impressive learning outcomes.

Majority (59.9% and 19.8%) of the preschool teachers agreed with the view that engaging children in learning activities during holidays and weekends enhances learning outcomes amongst learners and therefore these teachers advised parents to engage children in learning activities very frequently and often respectively. However, 2.5% of the preschool teachers sometimes advised parents to engage children in learning activities, 12.2% rarely whereas 5.6% never talked to parents about how to make use of school holidays and weekends. Therefore, all teachers should be made aware of the importance of

parents engaging their children during school holidays and weekend to enhance learner's achievements at school once they are back to school. (Mwoma 2008) findings were consistent with study's findings that when parents support their children, the children have fewer problems at school such as chronic absenteeism or poor learning outcomes.

Similarly, slightly more than half (65.9%) of the preschool teachers agreed that when parents create time to assist children in school work enhanced learning outcomes and thus teachers encouraged parents very frequently to create meaningful time to assist children in their school work as did 13.4% of the teachers who encouraged parents oftenly. However, 3.7% of the preschool teachers encouraged sometimes, 10.3% rarely whereas 6.7% never encouraged parents to guide children with their school work. It is evident that a certain percentage of teachers did not encourage parents to create time to guide their children in their assignments and therefore did not discuss with parents about the issue. These findings are in concurrence with the findings of a longitudinal study conducted in Mexico by Delgado-Gaitan (2002) in which he asserted that parents who often create school-like structures, support homework success, for instance by arranging the environment and establishing schedules for time use at home. Harper and McLanahan (2003) further asserted that the importance of an involved parent continues into the school years as well. These findings thus affirm the fact that children whose parents spend time with children inspired them to learn. Such children have well developed cognitive and intellectual abilities attributed to the presence of role models who are important for their development.

Slightly more than half (50.8%) of the preschool teachers agreed they very frequently assign children homework to enhance learning outcomes, at the same time, 21.6% did this

oftenly. On the contrary, only a small proportion of 12.1% of the preschool teachers sometimes assigned children homework, 10.4% rarely whereas 5.1% never send children with work to be done at home. A big number of teachers did not send preschoolers home with some assignment and this therefore showed that these children did not have school work to practice what they had learned at school that poses a danger of the child not remembering what they had learned the previous day. These results supported the assertions of Delgado-Gaitan (2002) who indicated that homework is often presented as a school requirement for successful child learning. The respondents also indicated that parent-teacher partnership ensures proper arrangement of conducive environment for doing homework. These findings affirm the fact that parents' role in ECDE children's homework cannot be overemphasized and that such involvement is important in corroborating the input by parents.

#### **4.5.1 Thematic Analysis of Qualitative Findings on the Influence of Parents Home Activities on Learning Outcomes amongst Pre-school Learners**

The researcher also conducted interviews to established parental home activities and the study revealed that parents engage in activities like encouraging children to read and supervise homework, but has not really enhanced their learning outcomes. Just like in quantitative findings, these observations are also consistent with the views expressed by Aina (2009) that parental participation in children's academic activities has a significant relationship on how they perform at school. The researcher also observed,

*“Pre-school learners engage in telling animal, repetitive, cumulative and adventurous tales. However, this has not contributed much to the enhancement of preschool learners' learning outcomes”.*

Just like in quantitative findings, these results concur to the qualitative findings of a study conducted by Fiona (2006) affirming that socio-emotional development among learners can be influenced by animal stories and fables which are very common in children; therefore, these children imitate animals in their behaviors and actions as well as human beings as they talk and behave as such. Hence, these observations further attest to the fact that when parents are involved, they assist children in retelling or remembering the plot of a story, matching and ordering, sorting and grouping thus fostering development of learners social and cognitive skills; cognitive activities include naming characters of the story, evaluating the characters reactions and behaviors as they are told stories and defining concepts, concrete thinking, and cognitive activities such as: logical reasoning, problem solving, and creative thinking leading to development of complex thinking. In other words, adventures and romantic stories contain prime examples such as: heroes and heroines who are good and kind and their enemies who are bad, ugly and nasty, and finally the victory of positive powers over negative ones. Likewise, these observations further point to the fact that storytelling develops learners' motivation and interests in learning. However, one parent said,

*“I don't tell my child stories because I am always busy in the evening but I usually send her to her grandmother though I don't know whether the stories told have any relationship with what is learned at school”*

Similarly, parents agreed to the fact that they were involved in supervision of children's homework because this leads to improved homework completion rate. These findings are in consistent with the findings of Tizzard (1995) that learners whose parents were involved in supervising homework showed higher achievement than those whose parents were not involved. He further pointed out that when parents and children work together,



assignments will be completed successful and this helps children develop attitudes thus helping parents learn about their children education. However, one of the parents remarked,

*“I am not able to guide my child in doing homework because I don’t understand what is required by the teacher, I ask older siblings to guide my child”.*

The researcher also observed that some parents were ignorant about supervision of homework and they preferred that children are not given any assignment at all. These findings corroborated the assertion of Campbell (1992) that did parents know how and what they can do to ensure their children succeed and do they understand how the school and home can support child’s learning? This study established that parents need to be made aware of their role in children’s education at home and school and the significance of their involvement by offering instructions and support to equip them with skills to support their children’s literacy development and education.

#### 4.6 Observation of Pre-school Learners during Live Lessons

At the same time children were observed during live lessons. Descriptive data were collected from preschool learners and results are shown in Table 4.7;

**Table 4.7: Observations of Pre-school Learners during Live Lessons on Aspects of Basic Numeracy Skills**

S/No	Aspects of Basic Numeracy Skills	OBSERVATION	
		Can Attempt %	Cannot Attempt %
1.	Recognition of numbers 0,1,2,3,4,5,6,7,8,9	76.9	23.1
2.	Number counting 1,2,3,4,5,6,7,8,9	92.3	7.7

3. Ordering and sequencing 3,6,4,7,8,9,2,5,1 in ascending order	73.8	26.2
4. Number identification without any specific order	61.5	38.5
5. Basic calculation e.g. put together and take away such as 2+1, 3-2	43.1	56.9
6. Number value e.g the value of 1 in 13	0	100

From table 4.7, a fair majority of preschool learners were able to perform the basic numeracy skills; however, number value was a challenge to almost all the learners in the class. These observations concurred with the findings of Kroesbergen, Van Luit, Van Lieshout, Van Loosbroek, & Van de Rijt, (2009) preschool learners have a wide range of early numeracy skills though they differ to a great extent in acquisition and how fast they acquire, varied concepts. These findings were not consistent with the statements of LeFevre et al., (2009) that early numeracy development can be maintained by interactions between preschool children, parents and preschool teachers. They further stated that learner's school achievements in maths are influenced by parents when they engage their children at home in direct numeracy practices such as helping their children understand counting and number words as well as indirect teaching by integrating numeracy with house chores like cooking.

**Table 4.8: Observations of Pre-school Learners during Live Lessons on Aspects of Language Skills**

S/No	Aspects of Language Skills	OBSERVATION	
		Can Attempt %	Cannot Attempt %
1.	Picture reading	44.6	55.4
2.	Oral skills in Storytelling	46.2	53.8
3.	Reciting letter sounds a, b,c,d,e,f,g,h,I,j,k	96.9	3.1

4. Role playing	36.9	63.1
5. Shared book reading	23.1	76.9

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It was observed that pre-school learner's language skills: picture reading, storytelling and reciting were fairly developed. These observations lend credence to the views expressed by Uwezo (2011) that Kenyan Pre-school and primary schools are poorly grounded in language skills. The researcher also observed that preschool learners participate in pretended, hide and seek, socio-dramatic and storytelling play activities. Just like in quantitative findings, these observations further confirmed the views expressed by Abu-Akel and Bailey (2001) that toddlers can experiment with their environment while older children can manipulate and control their environment. Furthermore, the researcher observed, Pre-school learners engage in doll house, play shop activities, play kitchen activities, doctor-patient play activities and act parental role activities, though did not like sharing books which may hinder their letter naming, fluency, comprehension and vocabulary skills. In pretending to be someone or something else in a dramatic way, pretend play can help develop a child's gross and fine motor skills. From putting their character's costume on to putting the props away when the game has finished, role play builds hand-eye coordination as well as developing visual discrimination. Hence, these observations further attest to the fact that preschool learners constantly involved in pretend play with peers manifest fairly developed reading, writing and oral skills.

These observations are also in concurrence with the assertions of Dau (2005) that young children learn by imagining and doing. Dau (2005) noted that those young children pick up play materials such as stones and pretend they are zooming objects. Just like in

quantitative findings, the results also confirm to the assertions of Peters and Charles (2011) that as well as being a great way to encourage interaction and communication, play shops with their pretend money can also help develop numerical skills. In other words, children engage in fantasy play activities with play toys or peers and speak some words and phrases that no one would have known they knew. In promoting linguistic comprehension, the role play shops which is a great aid for preparing pre-school children.

**Table 4.9: Observations of Pre-school Learners during Live Lessons on Aspects of Creativity Skills**

S/No	Aspects of Creativity Skills	OBSERVATION	
		Can Attempt %	Cannot Attempt %
1.	Crayon etching	0	100
2.	Colouring within margin	24.6	75.4
3.	Drawing	86.2	13.8
4.	Printing e.g. potato printing	18.1	81.5
5.	Tracing of different shapes	0	100

**Source: Field Data (2019)**

On contrary, it was also observed that teachers never or rarely involved preschool children in creative activities like potato printing and crayon etching and tracing of different shapes; however, they mostly involved them in basic numeracy skill and language skills. It was noted that teachers were not aware of the significance of the creative skills and that furthermore, art activities build confidence because children gain a sense of mastery over materials resulting in a new creation. Preschool teachers should remember to allow for down time, that is, provide unstructured and unscheduled time that will allow children opportunities to imagine and create new things and objects.

## **CHAPTER FIVE**

### **SUMMARY, CONCLUSIONS AND RECOMMENDATIONS**

#### **5.0 Introduction**

This chapter presents summary of the main research findings, conclusions, recommendations and suggestions for further research as discussed under the research objectives.

#### **5.1 Summary of Research Findings**

This section provides detailed summary of the research findings based on the objectives of the study which included; assessing the influence of parents in activities at school, parents level of literacy involvement and parents home activities on learning outcomes amongst preschool learners.

##### **5.1.1 Parents' Involvement in Activities at School and Learning Outcomes amongst Pre-school Learners**

The study established that involvement of parents in the school activities plays a significant role in the education of children. Parents are always involved in PTA meetings, school boards of governance and volunteering. This is evidenced by the overwhelming positive responses from the participants. The study established that parents participate in school PTA committee meetings to enhance the quality of children's education. These findings affirm that when parents are involved in decision-making in school committees, a conducive environment is created and preschool children register impressive learning outcomes, improved behavior and

attendance. These findings further affirm the fact that parents have direct responsibility over the learners that might be affected by the implementation of policies and the parents could themselves be affected by those policies, meaning that they form part of the relevant policy publics. It is thus evident that parental participation in school management is desirable and could lead to improved learning outcomes among other benefits. It further indicates that, in most Kenyan preschools, occasions when administrators may interact with parents on official days include the PTA meeting days and Parent Teacher Child Association meetings. Other preschools also have what they call academic clinic, parents' conference and other days as may be arranged by the administrators. Thus, such family and school interactions have been established to contribute to school children's holistic development. The study also reveals that majority of the respondents indicated that communication between parents and schools enhance quality of children's education. That is, parents' increased parents' participation leads to greater teacher satisfaction, improved parental understanding and parent-child communication and successful and effective school programmes. Majority of the respondents indicated that engagement of parents in school volunteering activities contribute towards the quality of children's education. On the same breath, most parents' representatives indicated that their school involvement increases parent skills and information which equip them to assist their children in school related activities when they come back home. They indicated when they are involved in their children's schooling; they meet other parents who provide them with information on school policies, and practices. Besides that, when parents and teachers interact, teachers learn about the parents' expectations for their children and their children's teachers.

## **5.1.2 Parents Literacy Involvement and Learning Outcomes amongst**

### **Pre-school Learners**

The study established that parental involvement in different literacy activities influence their development of language and cognitive skills among children. Pre-school learners learn through observation and imitation hence acts like adults, though such initiatives have not improved their learning outcomes. Thus, it is evident that children engage in role play where they accept and assign roles, and then act them out. Socio-dramatic play involves breaking through the walls of reality, pretend to be someone or something different from themselves, and dramatize situations and actions to go along with the roles they have chosen to play. That is, socio-dramatic play activities remain an integral part of the developmental learning process by allowing children to develop skills in such areas as abstract thinking and language skills such as reading, writing and speaking in a timely and natural manner. It is thus imperative to note that children engage in dramatic play by imitating actions they have witnessed others doing thus pretending to be mother, father, children, driver, firemen, etc.

As the use of drama in children increases, they begin to use words to improve and describe their re-enactments. This attests to the fact that children engage in fantasy, where the situations they act out are not drawn from real-life experiences. As children go up the social skill ladder of development through play, they will move from pretense at the same time without any actual interaction, to pretense that involves several children playing different roles and assigned roles make them begin relating to each other from that perspective. Hence, speaking and listening skills is enhanced through socio-dramatic play activities. In addition, when children take part in this type of play, they practice words they have heard others say, and realize that they must listen to what other “players” say in order to be able to respond in

an appropriate fashion. It also teaches them to choose their words wisely so that others will understand exactly what it is they are trying to communicate. However, parents' minimal level of education may hinder guidance of the literacy activities; they always have a dream for their children despite little involvement in activities at school for it involves having the ability to critically evaluate information and give guidance.

### **5.1.3 Parents Involvement at Home and Learning Outcomes amongst Pre-school Learners**

The study has established that parents play very important roles in children's home work. This has been evidenced by the respondents' views which have been in favor of the fact that teachers give homework to ECDE children to enhance quality of pedagogy. These findings indicate that homework is often presented as a school requirement for successful child learning. The respondents also indicated that parental involvement ensures proper arrangement of conducive environment for doing homework. These findings thus assert that parents often create school-like structures to support homework success, for instance, arranging the environment, establishing schedules for time use. In some instances, parents control these structures; in others, they follow the ECDE learners' lead or work in other ways to fit homework involvement into the flow of family life. Variations in these strategies have been linked to patterns of child-rearing values. In other words, parental involvement ensures scheduling of time for doing homework ensures parental involvement in ECDE children's homework. These findings affirm the fact that parents' role in ECDE children's homework cannot be overemphasized and that such involvement is important is corroborating the input by teachers. Homework policy based on home-school agreements is more likely to promote homework completion and a renewed interest in pupils' learning process in addition to



increased parental participation in the performance of the students. These findings affirm the fact that parents' involvement in ECDE children's homework supplements the inputs of teachers and thus cannot be overemphasized.

Majority of the parents' representatives appear to involve themselves in their children's homework for three major reasons, that is, they believe that they should be involved; they believe that their involvement will make a positive difference, and they perceive invitations to involvement.

## **5.2 Conclusions**

From the finding of the study, it is evident that parents contribute immensely towards the children's education thus playing very important roles in the education of ECDE children. The study has established that parents act as academic role models to their children and their involvement in children's education cannot be overemphasized. The study has revealed that parents possess academic skills which inspire their children to participate in ECDE programmes. From the findings, it is concluded that involvement of parents in the school management structure plays a significant role in the education of children. Parents are always involved in PTA meetings, Parent Teacher Child Association meetings and volunteering. This is evidenced by the overwhelming positive responses from the participants. The study concludes that parents participate in school PTA committee meetings by selecting parent representatives, to enhance the quality of children's education. It is evident that parental involvement is important in shaping behavior patterns of ECDE children. This view was supported by majority of the respondents. The study also revealed that majority of the respondents held the view that frequency of parental involvement enhances preschool's acquisition of desired behavior patterns and an interest for schooling. Majority of the

respondents also indicated parental involvement in modifying ECDE children's behavior determines the quality of their education. However, the respondents disputed the view that parent-teacher partnership has no relationship with the quality of behavior desired of ECDE children with only small proportions of the respondents.

From the findings, it is concluded that parents play very important roles in children's home work. This has been evidenced by the respondents' views which have been in favor of the fact that teachers give homework to ECDE children to enhance quality of pedagogy.

### **5.3 Recommendations**

- i. Results showed that fewer male parents were involved in activities at school. Parents should attend parent teacher meetings regardless of gender to sensitize them on their rightful roles as academic role models for their children. As well, Parent Teacher Child Associations should be embraced to enable parents understand their children learning with the help of the teacher and should adopt academic practices at home which inspire their children to be high achievers. All parents should be involved in activities at school for their (parents) contribution is significant for holistic development of the child. For example, being members of different committees and in decision making.
- ii. It was established that without teachers' invitation, parents did not create time to find out the progress of their children. Parents should avoid the hands-off mindset on matters concerning education of their children both at school and outside school. They should not wait until they are invited by the teacher to go to school but they should sometimes initiate the process and prepare to be speaker at particular time in the classroom. This will enhance their partnership with schools in shaping the behavior patterns of the ECDE children.

- iii. The study also established that there was significant difference between parental level of education and parental involvement in school activities both at school and at home. Parents should understand that learning is a collaborative process and their involvement in children's homework is paramount. Even when they do not understand the concept in the homework, they should insist on provision of time and supervision of the completion of homework. They should as well provide play materials that enhance exploration as children role play. This will go a long way in helping the ECDE children develop a behavior of hard work, commitment and discipline. It is also recommended that County Government through ECE officials mobilize the community and create awareness on the specialized roles of parents for children's improved learning outcomes.
- iv. Results showed partnership between parents and teachers is weak and that teachers did not communicate effectively to all parents. Teachers should effectively communicate to the parents and other stakeholders through communication channels that are in place to enable easy flow of information and encourage parents to give feedback.
- v. Results showed that teachers did not embrace child centered approach of teaching and learning. Teachers to embrace creativity by engaging children in creative activities that motivate children to engage in exploration and discovery.
- vi. Results confirmed that parents have no time to communicate to their children about schooling due to lack of skills on what is required of them, commitments and the notion that it is the role of teachers to teach the child. The County Government should organize meetings for all the ECE stakeholders including the entire community to talk to them on the essence of communication between themselves and the children.

- vii. The study revealed that School Feeding Programmes are a thing of the past because Government no longer supplies food stuff to the preschools and therefore teachers request parents to support the programme. The National and County Governments should ensure food security in the preschools to enhance school retention, attendance rates, and enrollment for better learning outcomes among other benefits.
- viii. The study established that prize giving days are not part of the events teachers and parents organize for the children and thus motivation of learner is very low. Teachers should work hand in hand with parents and plan to motivate learners by recognizing their efforts. Parents should always be ready to support the school materially, morally and financially for smooth running for events and to the best interest of the learner.
- ix. It was established that there are no policies that explicitly outline the roles of parents and teachers to enhance partnership. Ministry of Education should develop a homework policy that is friendly to all parents irrespective of their literacy level to formally make the parents and teachers understand their roles outside the normal classroom setup.

#### **5.4 Policy Recommendations**

A policy should be formulated to enforce adherence to Partnership Policy which spells out the roles of the parents in the education sector amongst children in early childhood settings

#### **5.5 Suggestions for Further Research**

- i. A study should be conducted to establish how parents' educational level determines the quality of ECDE programmes.
- ii. A study should be conducted to establish the efficacy of parent-teacher characteristics on quality of ECDE programmes.

- iii. This study was conducted in Makueni County Mbooni East Sub County. There is need to conduct the study in other areas in Kenya to establish the status of parental involvement.

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## APPENDICES

### APPENDIX I: INTRODUCTION LETTER TO RESPONDENTS

Judith Mwangeli Mwanja  
Machakos University

Dear Sir/Madam

#### **RE: REQUEST TO FILL QUESTIONNAIRE FOR RESEARCH PURPOSE**

I am a post graduate student at Machakos University pursuing a Masters degree in Early Childhood Education in the Department of Early Childhood Studies. I am carrying out a research on the *Influence of Parental Involvement on Learning Outcomes among Preschool*

*Learners in Mbooni East Sub County, Makueni County.* Your assistance in responding honestly to all items in the questionnaire will help to generate data that will be used for academic purposes. Your response will be treated confidentially; please give your honest answers to the questions and therefore do not write your name on the questionnaire. Thanks in advance for your cooperation.

Yours sincerely,

Judith Mwangeli Mwanja

**APPENDIX II: QUESTIONNAIRE FOR TEACHERS**

This is a questionnaire to the study on the involvement and participation of teachers on children’s learning. It contains both open and closed ended questions. The respondents are requested to answer all question to the best of their ability.

**SECTION A: Demographic**

**Tick Appropriately**

- 1. Gender: Male  Female
- 2. Which class do you teach?.....
- 3. Highest level of education
  - a) Primary  b) Secondary  c) Tertiary College  d) University

**SECTION B: Parental Involvement in Activities at School and Children’s Learning**

**Outcomes**

Indicate by ticking how frequent you organize parents to participate in the preschool activities listed below in the Likert scale of 5: **VF**-Very Frequent 4: **O**-Often 3: **S**-Sometimes 2: **R**-Rarely 1: **N**-Never

S/No	Teacher Activities	VF	O	S	R	N
		5	4	3	2	1



1.	I engage parents in Parents Teachers Association meetings					
2.	I encourage parents to have Parent Teacher Child Association					
3.	I invite parents to talk to the children about education					
4.	I involve parents in School Feeding Program					
5.	I notify parents on Prize giving days					

**SECTION B: Parental Level of Literacy Involvement on Children’s Learning Outcomes**

S/No	Teacher Activities	VF	O	S	R	N
		5	4	3	2	1
1.	I ask parents to use repeat after me strategy of teaching while engaging children at home					
2.	I encourage parents to have sessions of shared-book reading with their child					
3.	I talk to parents about the importance of the communicating to their child					
4.	I encourage parents to engage children in storytelling at home					
5.	I tell parents to encourage children to engage in role playing at home					

**SECTION D: Parental Home Activities on Children’s Learning Outcomes**

On a ranking of 5: **VF**-Very Frequent, 4: **O**-Often, 3: **S**-Sometimes, 2: **R**-Rarely and 1: **N**-Never, indicate how often you do the following:

S/No	Home-Based parental involvement	VF	O	S	R	N
		5	4	3	2	1
1.	I tell parents how to make good learning environment at home					
2.	I give advice to parents on what to do with their children during weekends					

	and school holidays					
3.	I encourage parents to create time to guide children with their school work					
4.	I send children with homework to be done at home					

**APPENDIX III: INTERVIEW GUIDE FOR PARENTS**

This is an interview schedule to study the involvement and participation of parents in their children’s learning. It contains both open and closed ended questions. The respondents are requested to answerer all question to the best of their ability.

**SECTION A: Demographic**

**Tick Appropriately**

1. Gender: Male  Female
2. What do you do for a living?.....
3. Highest level of education
  - a) Primary
  - b) secondary
  - c) Tertiary College  University

**SECTION B: Parental Involvement in Activities at School on Children’s**

**Learning Outcomes**

1. Which school activities do you engage yourself in?  
 .....  
 .....  
 .....
- How do these school activities impact positively on children’s learning outcomes?

.....  
.....  
.....

**SECTION C: Parental Level of Literacy Involvement on Children’s Learning Outcomes**

1. What literacy strategies do you use to promote children literacy development

.....  
.....  
.....  
.....

2. How do these literacy strategies influence child learning outcomes?

.....  
.....  
.....  
.....

**SECTION D: Parental Home Activities on Children’s Learning Outcomes**

1. How do you promote child learning at home?

.....  
.....  
.....  
.....  
.....  
.....

**APPENDIX IV: AN OBSERVATION CHECKLIST FOR PRESCHOOL LEARNERS  
DURING LIVE LESSONS**

S/No	Aspects of Basic Numeracy Skills	OBSERVATION	
		Can Attempt	Cannot Attempt
7.	Recognition of numbers 0,1,2,3,4,5,6,7,8,9		
8.	Number counting 1,2,3,4,5,6,7,8,9		
9.	Ordering and sequencing 3,6,4,7,8,9,2,5,1 in ascending order		
10.	Number identification without any specific order		
11.	Basic calculation e.g. put together and take away such as 2+1, 3-2		
12.	Number value e.g the value of 1 in 13		

S/No	Aspects of Language Skills	OBSERVATION	
		Can Attempt	Cannot Attempt
6.	Picture reading		
7.	Oral skills in Storytelling		
8.	Reciting letter sounds a, b,c,d,e,f,g,h,I,j,k		
9.	Role playing		
10.	Shared book reading		

S/No	Aspects of Creativity Skills	OBSERVATION	
		Can Attempt	Cannot Attempt
6.	Crayon etching		
7.	Colouring within margin		
8.	Drawing		
9.	Printing e.g. potato printing		

10.	Tracing of different shapes		
-----	-----------------------------	--	--

**Key: Can Attempt = 20 Marks**

**Cannot Attempt = 5 Marks**

**APPENDIX V: LETTER FROM GRADUATE SCHOOL**



**MACHAKOS UNIVERSITY  
OFFICE OF THE DEAN GRADUATE SCHOOL**

Telephone: 254-00735247939, (0)723805929  
Email: [graduateschool@mksu.ac.ke](mailto:graduateschool@mksu.ac.ke)  
website: [www.machakosuniversity.ac.ke](http://www.machakosuniversity.ac.ke)

P.O.Box 136-90100  
Machakos  
KENYA

REF.MKsU/GS/SS/O12/VOL.1

28<sup>th</sup> March, 2019

The Director  
National Commission for Science, Technology and Innovation  
P.O. Box 30623  
**NAIROBI**

Dear Sir,

**RE: JUDITH MWONGELI MWANIA– E55/7383/2016**

The above named is a Masters student in the second year of study and has cleared her course work. The University has cleared her to conduct research entitled: “**Influence of Parental Involvement on Learning Outcomes Among Preschool Learners in Mbooni East Sub-County Makueni County**”.

Kindly assist her with a research permit in order to undertake the research.

Thank you.

A handwritten signature in blue ink is written over a blue circular stamp. The stamp contains the text: "DEAN OF GRADUATE SCHOOL", "P.O. Box 136 - 90100, MACHAKOS", and "APR 2019". The outer ring of the stamp also contains "MACHAKOS UNIVERSITY".

**DR. KIMITI RICHARD PETER, PhD**  
**AG. DEAN GRADUATE SCHOOL**  
KRP/anm




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**APPENDIX VI: NACOSTI PERMIT**

**THIS IS TO CERTIFY THAT:** **Permit No. : NACOSTI/P/19/22411/29425**  
**MS. JUDITH MWONGELI MWANIA** **Date Of Issue : 6th May,2019**  
**of MACHAKOS UNIVERSITY, 0-90100** **Fee Received :Ksh 1000**  
**MACHAKOS,has been permitted to**  
**conduct research in Makueni County**  
**on the topic: INFLUENCE OF PARENTAL**  
**INVOLVEMENT ON LEARNING OUTCOMES**  
**AMONG PRESCHOOL LEARNERS IN**  
**MBOONI EAST SUB-COUNTY, MAKUENI**  
**COUNTY.**  
**for the period ending:**  
**3rd May,2020**

*[Signature]* *[Signature]*  
**Applicant's Signature** **Director General**  
**National Commission for Science, Technology & Innovation**



**THE SCIENCE, TECHNOLOGY AND INNOVATION ACT, 2013**

**The Grant of Research Licenses is guided by the Science, Technology and Innovation (Research Licensing) Regulations, 2014.**

**CONDITIONS**

- 1. The License is valid for the proposed research, location and specified period.**
- 2. The License and any rights thereunder are non-transferable.**
- 3. The Licensee shall inform the County Governor before commencement of the research.**
- 4. Excavation, filming and collection of specimens are subject to further necessary clearance from relevant Government Agencies.**
- 5. The License does not give authority to transfer research materials.**
- 6. NACOSTI may monitor and evaluate the licensed research project.**
- 7. The Licensee shall submit one hard copy and upload a soft copy of their final report within one year of completion of the research.**
- 8. NACOSTI reserves the right to modify the conditions of the License including cancellation without prior notice.**

**REPUBLIC OF KENYA**  
**NACOSTI**  
**National Commission for Science, Technology and Innovation**  
**RESEARCH LICENSE**

**National Commission for Science, Technology and innovation**  
**P.O. Box 30623 - 00100, Nairobi, Kenya**  
**TEL: 020 400 7000, 0713 788787, 0735 404245**  
**Email: dg@nacosti.go.ke, registry@nacosti.go.ke**  
**Website: www.nacosti.go.ke**

**Serial No.A 24526**  
**CONDITIONS: see back page**

## APPENDIX VII: RESEARCH AUTHORIZATION FROM NACOSTI



### NATIONAL COMMISSION FOR SCIENCE, TECHNOLOGY AND INNOVATION

Telephone: +254-20-2213471,  
2241349, 3310571, 2219420  
Fax: +254-20-318245, 318249  
Email: dg@nacosti.go.ke  
Website: www.nacosti.go.ke  
When replying please quote

NACOSTI, Upper Kabete  
Off. Waiyaki Way  
P.O. Box 30623-00100  
NAIROBI-KENYA

Ref. No. **NACOSTI/P/19/22411/29425**

Date: **6<sup>th</sup> May 2019**

Judith Mwongeli Mwanja  
Machakos University  
P.O. BOX 136-90100  
**MACHAKOS.**

#### **RE: RESEARCH AUTHORIZATION**

Following your application for authority to carry out research on *“Influence of parental involvement on learning outcomes among preschool learners in Mbooni East Sub-County, Makueni County.”* I am pleased to inform you that you have been authorized to undertake research in **Makueni County** for the period ending **3<sup>rd</sup> May, 2020.**

You are advised to report to **the County Commissioner, County Director of Health Services and the County Director of Education, Makueni County** before embarking on the research project.

Kindly note that, as an applicant who has been licensed under the Science, Technology and Innovation Act, 2013 to conduct research in Kenya, you shall deposit a **copy** of the final research report to the Commission within **one year** of completion. The soft copy of the same should be submitted through the Online Research Information System.

**GODFREY P. KALERWA MSc., MBA, MKIM  
FOR: DIRECTOR-GENERAL/CEO**

Copy to:

The County Commissioner  
Makueni County.

The County Director of Education  
Makueni County.



**APPENDIX VIII: RESEARCH AUTHORIZATION FROM MAKUENI COUNTY**

**COMMISSIONER**



**THE PRESIDENCY**

**MINISTRY OF INTERIOR AND COORDINATION OF NATIONAL GOVERNMENT**

**Telegram:**  
**Telephone: 0743-987-177**  
**Fax:**  
**Email: cc.makueni@interior.go.ke**

**COUNTY COMMISSIONER**  
**MAKUENI COUNTY**  
**P.O. Box 1-90300**  
**MAKUENI**

**Ref: MKN/CC/ADM.6/1 VOL.III/218**

6<sup>th</sup> June, 2019

Judith Mwangeli Mwanja  
Machakos University  
P.O. Box 136 - 90100  
**MACHAKOS**

**RE: RESEARCH AUTHORIZATION**

Reference is made to Director General National Commission for Science Technology and Innovation letter **Ref. NACOSTI/P/19/22411/29425** dated **6<sup>th</sup> May, 2019** on the above subject.

You are hereby authorized to undertake research on ***"Influence of parental involvement on learning outcomes among preschool learners in Mbooni East Sub-County, Makueni County"*** for a period ending **3<sup>rd</sup> May, 2020**.

By a copy of this letter the Deputy County Commissioner is requested to give you the necessary assistance.

**B.K. NICHOLAS**  
**FOR: COUNTY COMMISSIONER**  
**MAKUENI**

c.c.  
Deputy County Commissioner  
**MBOONI EAST**

County Director of Education  
**MAKUENI COUNTY**

APPENDIX IX: RESEARCH AUTHORIZATION FROM MAKUENI COUNTY

DIRECTOR OF EDUCATION



REPUBLIC OF KENYA

MINISTRY OF EDUCATION

STATE DEPARTMENT OF EARLY LEARNING AND BASIC EDUCATION

**Telephone:** .....

**Fax:** .....

**Email:** cdemakueni@gmail.com

**When replying please quote**

COUNTY DIRECTOR OF EDUCATION  
MAKUENI COUNTY  
P.O. BOX 41 - 90300  
MAKUENI

6<sup>th</sup> June ,2019

Ref No. MKN/C/ED/5/33/VOL.2/183

Judith Mwangeli Mwanja,  
Machakos University,  
P.O BOX 136-90100,  
**MACHAKOS.**

**RE: RESEARCH AUTHORIZATION FOR JUDITH MWONGELI MWANIA**

This office is in receipt of a letter from the Director General, National Commission for Science, Technology and Innovation (NACOSTI) authorizing you to carry out research on **“Influence of parental involvement on learning outcomes among preschool learners in Mbooni East Sub-County, Makueni County.”** for the period ending 3<sup>rd</sup> May, 2020.

Following this authorization, you are allowed to proceed with your research as requested.

Gladys N. Malonza,  
For County Director of Education,  
**MAKUENI.**

**CC:**

Director General/ CEO, NACOSTI



**APPENDIX X: RESEARCH AUTHORIZATION FROM MAKUENI COUNTY**

**DIRECTOR OF HEALTH SERVICES**

REPUBLIC OF KENYA



GOVERNMENT OF MAKUENI COUNTY



**OFFICE OF COUNTY DIRECTOR HEALTH SERVICES**

**PO BOX 89-90300 MAKUENI**

Email: [countyhealthmkn@gmail.com](mailto:countyhealthmkn@gmail.com)      [contact@makueni.go.ke](mailto:contact@makueni.go.ke)

Website: [www.makueni.go.ke](http://www.makueni.go.ke)

REF: GMC/DOH/CDH/GEN.IV/ (130)

06<sup>th</sup> June, 2019

Judith Mwangeli Mwanja  
Machakos University  
P o Box 136 - 90100  
Student No. E55-7383-2016

**RE: AUTHORIZATION TO CARRY OUT RESEARCH**

Reference is made to the letter referenced: NACOSTI/P/19/22411/29425 dated 6<sup>th</sup> May, 2019 regarding the above matter.

You are hereby authorized to undertake research on *“Influence of parental involvement on learning outcomes among preschool in Mbooni East Sub County, Makueni County”*

By a copy of this letter, the SCMOH – Mbooni Sub County is requested to accord you the necessary assistance for the success of your research work.

Yours faithfully,

Dr. Kiio S. Ndolo  
Director Medical Services  
Makueni



- ECM –Health Services
- CO –Health Services
- Director(s) Health,
- SCMOH – Mbooni