

**IMPACT OF PARENTAL INFLUENCE ON LEARNER
ACHIEVEMENT IN PRE-SCHOOLING IN MARAGUA
CONSTITUENCY, KENYA**

BY

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DECLARATION

This research project is my original work and has not been presented for a degree in any other institution.

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DEDICATION

This Project Report is dedicated to My husband, Peterson Nyaga for his moral and material support. Thank you for encouraging me throughout this period.

To my Siblings Judy, Poline and Elena, thank you for your encouragement and support.

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LIST OF ABBREVIATIONS AND ACRONYMS

AIDS Acquired Immuned Deficiency Syndrome

CRC Convention on the Rights of the Child

ECD Early Childhood Development

EFA Education for All

MDGs Millennium Development Goals

NGO Non Governmental Organization

ABSTRACT

It is widely recognised that if pupils are to maximise their potential from schooling they will need the full support of their parents. Attempts to enhance parental involvement in education occupy governments, administrators, educators and parents' organisations across the globe. Research evidence documents that parents and other caregivers are not stimulating and caring for their young children as they used to do in traditional societies. The decline in quality parental care may be one of the factors contributing to inconsistent learner enrolment, retention and graduating statistics as well as growing concerns about the healthy psychosocial development of children. It is on the basis of this that this study was initiated in order to investigate the impact of parental influence on learner achievement in pre-schooling level in Maragua constituency (Murang'a County). The study was guided with specific objectives which sought to: determine how parental support impacts on learners achievement in pre-schooling in Maragua Constituency, establish the impact of family learning on learners achievement in pre-schooling in Maragua Constituency, to assess the impact of parents' level of education on learner's achievement at pre-schools in Maragua Constituency and finally, to find out how parents' social and economic status impact on learner's achievement at pre-school level in Maragua Constituency. Cross-sectional descriptive survey design was adopted as a blue print to guide the study. The study targeted parents, care givers, pre-school teachers, community health staff and government (Ministry of Education and Early Childhood Education) officials in Maragua constituency. The sample size of the study was 100 respondents drawn from Maragua constituency. The primary research instruments used in the study included a questionnaires and a structured interview guide. Quantitative data was analyzed using descriptive statistics in the form of frequencies and percentage tables with the aid of SPSS (Statistical Packages for Social Scientists). Qualitative data was transcribed, organized into various emerging themes and reported narratively. The study found that; Majority of parents 11(64.7%) and care –givers 30(57.7%) do not pay school fees for their children, majority of parents 12(66.7%) participated passively in facilitating the completion of their children's homework, majority of parents 38(55.1%) measure the level of achievement of their children while in pre-schools using school progress report, majority of parents 32(46.4%) quoted poverty as their major setback in their endeavor to support the education of their children. On economic status of parents and care givers, findings of the study clearly reveal that majority of parents 10(58.8%) and care givers 35(67.3%) were low income earners. The study concluded that; majority of parents and care –givers do not adequately pay school fees for their children, majority of parents participated passively in facilitating the completion of their children's homework, majority of parents and care givers were low income earners. The study made the following recommendations: Parents and care–givers should step up their material and financial support to their children in pre-schools, Parents and care givers should upgrade the family learning environment by actively participating in assisting their children complete their homework, Parents and caregivers should sustain their supervisory role of frequently assessing the progress of their children through school progress report, Parents and care-givers should look for sound and sustainable ways of obtaining their income so as to enable them be in a position of providing the much needed school support to their children.

CHAPTER ONE

INTRODUCTION

1.1 Background of the Study

It is widely recognised that if pupils are to maximise their potential from schooling they will need the full support of their parents. Attempts to enhance parental involvement in education occupy governments, administrators, educators and parents' organisations across the globe (Desforges, Abouchaar, 2003). It is anticipated that parents should play a role in the promotion of their own children's achievements. Parents' role in early childhood development (ECD) has been well captured in international forums, policies and legal instruments. The Convention on the Rights of the Child (CRC) expressly states provisions for parental roles with regards to children and the subsequent rights of children. Special mention is due to articles 5 and 18 which exemplify parental role and

influence over a child¹; *Article 5: States Parties shall respect the responsibilities, rights and duties of parents or, where applicable, the members of the extended family or community as provided for by local custom, legal guardians or other persons legally responsible for the child, to provide, in a manner consistent with the evolving capacities of the child, appropriate direction and guidance in the exercise by the child of the rights recognized in the present Convention. Article 18: 1. States Parties shall use their best efforts to ensure recognition of the principle that both parents have common responsibilities for the upbringing and development of the child. Parents or, as the case may be, legal guardians, have the primary responsibility for the upbringing and development of the child. The best interests of the child will be their basic concern. 2. For the purpose of guaranteeing and promoting the rights set forth in the present Convention, States Parties shall render appropriate assistance to parents and legal guardians in the performance of their child-rearing responsibilities and shall*

¹ <http://www2.ohchr.org/english/law/crc.htm>

ensure the development of institutions, facilities and services for the care of children. 3. States Parties shall take all appropriate measures to ensure that children of working parents have the right to benefit from child-care services and facilities for which they are eligible.

In March of 1990, the World Conference on Education for All (EFA) was held in Jomtien, Thailand, and at that conference, the importance of early childhood development was underscored as a crucial part of basic education. Again, incorporation of parental responsibility can be said to have been key in its adoption as a policy in early childhood development. The first four words under Article 5 provided ECD with a place at the table²:

“Learning begins at birth. This calls for early childhood care and initial education”.

Evidently, through ECD recognition at Jomtien, the rapid ratification of the CRC, and the World Summit for Children held in New York on September 28 and 29, 1990, the significance of parental involvement and influence in early childhood education has been prioritized. Such importance serves to indicate the importance of parental contribution for fulfilment of children’s holistic development. As with international ECD events, there are diverse strands that historically have influenced the shape and nature of parental involvement and influence in ECD in Sub-Saharan Africa generally, as well as in specific sub-regions and countries. Rosely Chada³ quotes from Gelfand (1979) in her introduction to a chapter on Child Care and Policy in Zimbabwe (Cochran, 1993): *“There were no professional schools or teachers in the traditional villages, nor any formal teaching except perhaps in morality. The child learned from various members of the family as he grew, mostly without realizing that he was being taught. Most often he learned from his grandparents, his mother and father, frequently sitting next to his grandfather or father in the evening at the fireplace or in*

² <http://www.unesco.org/education/wef/en-conf/Jomtien%20Declaration%20eng.shtm>

³ Chada, R.N.E. (1993). Zimbabwe. In M. Cochran (Ed.), *International handbook of child care policies and programs*. Westport, CN: Greenwood Press.

the open fields, at the cattle pen or wherever a male activity was being pursued” (Chada, citing Gelfand, 1979, p. 219, in Cochran, 1993, p. 604). Gelfand’s description is not atypical for many other parts of Africa.

Kenya, one of the earlier, newly independent countries of Africa (1963), pursued a ‘Harambee’ policy for greater realization of early childhood development. The Kenyan ‘Harambee’ (let us pull together) preschools were informally organized and typically had one of the local mothers identified as the ‘teacher’ (Kipkorir, L.I., 1993, p. 339). This was particularly so as a key component of local development in rural areas. The Kenya Government has demonstrated commitment to the well being of young children by signing various global policy frameworks. These include the 1989 United Nations Convention on the Rights of the Child (CRC), the 1990 African Charter on the Rights and Welfare of the Child and also the 2000 Millennium Development Goals (MDGs). In addition, Kenya also participated and endorsed the deliberations of 1990 Jomtien World Conference on EFA and the 2000 World Education Forum (Dakar, Senegal). The Convention on the Rights of the Child reflects a holistic perspective on early childhood development based on the principles of indivisibility and interdependence of all human rights. Consequently, all of the rights recognised in the Convention apply to all persons below eighteen, including the youngest children (art.1). Significantly, the Convention protects a child’s right to education and holistic development (Articles 3,4,5,6,12, 18,24,28,29, 31). Under the African Charter on the Rights and Welfare of Children, numerous articles underscore the importance of early childhood development. Notably, Article 11 specifically outlines the right to education for children; “Every child has a right to education...”. Early child development (ECD) remains one of the most powerful levers for accelerating Education For All (EFA) and meeting the Millennium Development Goals for reducing poverty. ECD is the first toward Education for All and the Millennium Development Goals. It is essential for all education and the elimination of

poverty. The Jomtien and Dakar conferences underscored the importance of ECD programs in improving the holistic development of children. The Government has further translated all of these international initiatives into national targets to be implemented at regional, district and community levels across sectors.

In particular, the Government has demonstrated concern for improving the well-being of young children by initially enacting the Children Act (2001), which was followed by the ratification of the Bill of Rights⁴ when the new constitution was promulgated in August 2010. The bill of rights has managed to amalgamate all citizenry rights with a notable focus on children. The mini bill of rights for children is set out in Article 53 and not only protects children but also advocates for them. The Article provides for safeguarding children's rights and welfare, parental responsibility, amongst other provisions. As outlined in Article 53, parents are expected to maintain and provide the child with adequate diet, shelter, clothing, and medical care, including immunization, education and guidance. This implies that parental role does not end at home but extends to their children's educational institutions.

The Government of the Republic of Kenya has continually recognized the importance of Early Childhood Development, as one of the most important levers for accelerating the attainment of Education For All (EFA) and the Millennium Development Goals (MDGs)⁵. The EFA goal number one obligated states' governments to expand and enhance comprehensive Early Childhood Development programmes which are essential to the achievement of the basic education goals. Similarly, the World Fit for Children Conference in 2002 called for every child to have a good start to life through promoting quality nurturing, care and safe environment. However, heavily skewed government funding in favour of

⁴ Laws of Kenya: The Constitution of Kenya-Chapter Four, The Bill of Rights (Kenya Government)

⁵ GoK ECD Policy framework 2006.

primary, secondary and university education has contributed to continual contribution of parents, donors and communities to cater for pre-school programs. Within the various government ECD policies (Sessional Paper No. 6 of 1988 and National Development Plans (1989/93, 1994/96)), the following highlights have been well articulated. They include:

(a) the principle of partnership between parents, communities, NGOs, donors and government;

(b) recognition of the need to provide integrated services that meet the social, emotional, cognitive, health, nutrition and care needs of children; and

(c) the importance of empowering families and communities to meet the needs of children.

These highlights serve to indicate the profound influence of parental influence on learner achievement at pre-schooling in Kenya.

Central Province has an approximated 4,535 ECD centres while Maragua constituency, a constituent of Murang'a County has an estimated 445 centres⁶. Thus, Maragua constituency accounts for almost 10% of the ECD centre population in Central province. With such a representation, parental involvement is critical for learners' success. On the other side, a number of incidental factors have plagued the region, this includes: poverty, child labour cases, alcoholism, HIV/AIDS scourge, health concerns, literacy levels, amongst other prevalent factors. Indeed, these factors significantly affect the involvement and influence of parents in pre-schooling activities. Therefore, the study aims to establish the impact of parental influence on pre-school learner achievement in Maragua constituency.

⁶ <http://www.shrendpublishers.co.ke/education-watch/74-issue-01/269-boy-child-education-in-central-under-threat>; <http://www.murangacounty.org/constituencies/maragua-constituency/>

1.2 Statement of the Problem

Research evidence (According to Whiting and Whiting, 1969; Swadener *et al* 2002; Wambiri, 2006; Ngugi 2006; Koech, 2006) documents that parents and other caregivers are not stimulating and caring for their young children as they used to do in traditional societies⁷. Thus, their support and behaviour, both at school and at home, have had accompanying influence on their contribution towards learner achievement at pre-school. The decline in quality parental care may be one of the factors contributing to inconsistent learner enrolment, retention and graduating statistics as well as growing concerns about the healthy psychosocial development of children. Presently, there is low access to pre-schools (40% nationally and in some districts less than 20%)⁸, accompanied by low retention and graduation levels. This situation has further been affected by diverse socio-economic factors having a bearing on parental involvement and pre-school learner achievement. This has therefore prompted the researcher to investigate the influence of parents on learner achievement in Maragua constituency.

1.3 Purpose of the Study

The purpose of this study was to investigate the impact of parental influence on learner achievement in pre-schooling level in Maragua constituency (Murang'a County).

1.4 Objectives of the Study

The study was guided by the following objectives:

1. To determine how parental support impacts on learners achievement in pre-schooling in Maragua Constituency.

⁷ GoK National Early Childhood Development Policy Framework 2006,p 1.

⁸ Ibid 7

2. To establish the impact of family learning on learners achievement in pre-schooling in Maragua Contituency.
3. To assess the impact of parents' level of education on learner's achievement at pre-schools in Maragua Contituency.
4. To find out how parents' social and economic status impact on leaner's achievement at pre-school level in Maragua Constituency.

1.5 Research Questions

The study sought to answer the following research questions:

1. How does parental support impact on learner achievement in pre-schooling in Maragua Constituency?
2. What is the impact of family learning on learner achievement in pre-schooling in Maragua Contituency?
3. To assess the impact of parents' level of education on learner's achievement at pre-schools in Maragua Contituency?
4. To find out how parents' social and economic status impact on leaner's achievement at pre-school level in Margua Constituency?

1.6 Significance of the Study

This study would be of much help to education stakeholders in the country as it would assist them in better policy formulation and implementation. As key stakeholders in pre-schooling, parents need to be reliably informed about how their influence impacts their children's achievement. Thus, the community and the population in general would be able to repudiate stereotypical notions concerning parental influence on learner achievement. Consequently, the findings would have a bearing on how parental influence at pre-schooling affects learner

achievement so as to foster a better foundation for children to excel in their primary education performance.

Again, the study would inform policy makers about actionable modes of integrating parents in their children learning at pre-school. Thus, the resultant policies shall cease to be mere documents, but implementable plans whose practices are informed by parents' own experiences and stakeholder involvement. Hence, the findings would serve policy makers in re-assessing and re-evaluating their policies to incorporate appropriate parental measures in ECD development and learner achievement. This may improve their areas of weaknesses by applying appropriate best practices.

1.7 Limitation of the Study

Limitations can be described as the conditions beyond the control of the researcher that may affect the conclusions of the study and its applications to other situations. In the study, a degree of subjectivity was found since the pretest and post test was conducted by the author herself.

1.8 Delimitation of the Study

This study focused on investigating the impact of parental influence on learner achievement at pre-school level in Maragua Constituency, Murang'a County. The study was limited to a sampled case of pre-schools from whom parents, care-givers, teachers, and ECD managers were interviewed. In sum therefore, the study targeted 100 respondents from the ECD centre population of 445 Centres.

1.9 Assumptions of the Study

The study shall hold the following assumptions:

1. All respondents (Parents, teachers, care-givers, community staff, primary school officials, and government officials) were able to respond to the research instruments and provide valid data.
2. Parents and care-givers gave accurate and true account on their involvement in pre-school affairs and children development.

1.10 Definition of Terms

Parents and care givers: refers to person(s) responsible for a child's welfare, upbringing and education. It may embrace other members of the family, such as grandparents, older siblings, aunts and uncles; close family friends, neighbours and members of the community who care about the school (Lemmer & Van Wyk, 2004:262). This broader definition encourages schools to acknowledge a variety of family types and household structures and to develop a versatile range of caregiver involvement practices (Van Wyk, 2001:117).

Parental influence is defined as any opinion, attitude, or action that somehow shapes or molds the child's learning attitudes. Parental influence and parental involvement were used interchangeably in the study.

Parental involvement: refers to good parenting in the home, including the provision of a secure and stable environment, intellectual stimulation, parent-child discussion, good models of constructive social and educational values and high aspirations relating to personal

fulfilment and good citizenship; contact with schools to share information; participation in school events; participation in the work of the school; and participation in school governance.

Pre-school: refers to early childhood centres, day-cares.

Parental participation: describes a wide variety of parental behaviours, some of which take place at home while others take place at the school that relate to children's education.

Learner achievement: refers to learner enrolment, retention, graduation and holistic development from pre-school for this study.

CHAPTER TWO

LITERATURE REVIEW

2.1 Introduction

The literature review addresses how parental influence impacts on learner achievement at school. This parental influence was specially noted as parental involvement at some quarters. Nonetheless, three theories were extensively referred to when analyzing parental influence on learner achievement. The chapter concludes with a review of the conceptual framework used in the study.

2.2 Theoretical review

Recent research emphasises the importance of early childhood development for long-term learner achievement, both cognitive-intellectual and non-cognitive, psycho-emotional and social abilities (Heckman, Stixrud & Urzua 2006, Shore Rima, 1997; Mustard, 1998; O'Donnell, 1999; Stephens, 1999). Early childhood is considered a sensitive period for brain development and language acquisition, and early learning is crucial for later learning (Heckman, Krueger & Friedman 2002). Hence, parental interventions aimed at improving pre-schooling amongst children should start as early as possible when the brain structure and synapses are more plastic (Knudsen, Heckman, Cameron & Shonkoff 2006).

2.2.1 Parental Influence, Socio-Economic Factors and Learner Achievement in Early Childhood Education

There is considerable heterogeneity in child outcomes already in early childhood, and much of this heterogeneity can be explained by environmental factors such as family background

(James J. Heckman, 2008). Several studies have examined the relationship between student outcomes and factors such as family culture, ethnicity, and socioeconomic status. Griffith (1996) and Kellaghan, Sloane, Alvarez, and Bloom (1993) reported that student outcomes were largely unaffected by these factors. On the other hand, Desimone's (1999) study found that the effectiveness of particular parent-involvement practices does differ according to ethnicity and family income. On this finding, Susanne Carter (2002) recommended that these differences be considered by educators and policy makers if parent involvement and influence is to be utilized as a resource to help schools respond more effectively to income and educational disparities. On the other hand, studies by Keith, Keith, Quirk, Sperduto, Santillo, and Killings (1998) and Shaver and Walls (1998) researched the effect of student gender on parent/family involvement and indicated no significant difference in parent/family involvement between gender.

On the other hand, whatsoever affects the development environment of children would possibly affect their education or disposition to it. Parental status is one of such variables. When a woman's nutritional status improves, so too does the nutrition of her young children (Lisa et al, 2003). Rothstein has asserted as follows:

"Parents of different occupation classes often have different styles of child rearing, different ways of disciplining their children and different ways of reacting to their children. These differences do not express themselves consistently as expected in the case of every family; rather they influence the average tendencies of families for different occupational classes." (Rothstein, 2004).

Again, Hill et al (2004) also argued that socio-economic status of parents do not only affect the academic performance, but also makes it possible for children from low background to

compete well their counterparts from high socio – economic background under the same academic environment. Moreover, Smith, Fagan and Ulvund (2002) had asserted that significant predictor of intellectual performance at age of 8 years included parental socio economic status (SES). In the same vein, other researchers had posited that parental SES could affect school children as to bring about flexibility to adjustment to the different school schedules (Guerin et al, 2001). In a previous finding in Nigeria, Oni (2007) and Omoegun (2007) had averred that there is significant difference between the rates of deviant behaviour among students from high and low socio–economic statuses.

The health status of the children which could also be traceable to parental socio – economic background can be another factor that can affect learner achievement. Adewale (2002) reported that in a rural community where nutritional status is relatively low and health problems are prevalent, children academic performance is greatly hindered. This assertion is again hinged on nature of parental socio–economic background. Moreover, Eze, (1996) had opined that when a child get proper nutrition, health care, stimulation during pre–school years, the ability to interact with optimal advantage of the full compliment of resources offered by any formal learning environment is enhanced. The foregoing discussion had established that socio – economic status and host of other factors relating to home environment of students, such as educational background of parents, health status of students, parental occupation and family size could have effects on learner achievement.

2.2.2 Parental Influence, Support for Learning, and Learner Achievement in Early Childhood Education.

Research indicates that there are positive academic outcomes stemming from parental involvement with benefits beginning in early childhood, throughout adolescence and beyond. (Henderson and Mapp, 2002; Patrikakou, Weisberg, Redding, and Walberg, 2005). Henderson and Berla (1994) in an article *A New generation of Evidence*, state that the family is critical to student achievement. When parents are involved in school, children go further in school and the schools they go to are better. There is a strong correlation between parental involvement and increased learner achievement. According to Adams and Christenson in 1999, "...the alliance between home and school has dramatically changed throughout the history of formal education, as have the roles and functions that parents and teachers are expected to fulfill" (p. 477). Throughout time, parents have been "portrayed as both friend and foe in the course of educational reform" (Peressini, 1998, p.571).

Over the years, the ways in which parents/families can be involved in their children's education have broadened considerably over the past three decades beyond the traditional "big three"— volunteer, homework helper, and fund-raiser (Christenson and Sheridan, 2001). Nonetheless, what parents/families do in the home environment, however, remains significantly more important to student outcomes than what parents/families do in the school setting (Christenson and Sheridan, 2001; Hickman, Greenwood, and Miller, 1995; Izzo, Weissberg, Kaspro, and Fendrich, 1999; Trusty, 1999). Many studies have documented the significance of parent/family involvement in homework (Balli, Demo, and Wedman, 1998; Callahan, Rademacher, and Hildreth, 1998; Cooper, Lindsay, and Nye, 2000). The nature of that involvement, however, determines the value of the assistance. Cooper, Lindsay, and Nye (2000) found that an active teaching role for parents may be most appropriate for elementary children experiencing difficulty in school. Other studies (Balli, 1998; Balli, Demo, and

Wedman, 1998) indicate that educators need to help parents understand homework concepts and develop mentally appropriate practices in order to best help their children.

2.2.3 Parental Influence, Home and School Behaviour and Learner Achievement in Early Childhood Education.

Parents' home and school behaviour in relation to their children's education has been affected by a number of reasons. On the one hand, Sheldon (2002) highlighted minimal resources that parents acquire through social networks as one reason parents are less involved in their children's education both at home and at school. Another reason is that the educational level of the parents can present a barrier to their school involvement, Stevenson and Baker (1987). The parents with more education are actively involved in Parent Teacher Association meetings and conferences. However, this involvement decreases as the students move from elementary to primary school because parents are less knowledgeable in some of the academic subjects. Eccles and Harold (1993) found that less educated parents shift their attention away from school because they feel inadequate to help their children with homework.

Nonetheless, it is notable that numerous early childhood programs that include parent/family involvement have shown significant positive results in helping children transition to kindergarten and succeed during the primary grades, especially among disadvantaged children and those at risk of school failure (Kreider, 2002; Marcon, 1999; Miedel and Reynolds, 1999; Starkey and Klein, 2000). Researchers' document evidence that programs must be based upon the individualized needs of families, teachers, students, and community members involved (Brough & Irvin, 2001; Christenson & Sheridan, 2001). It cannot be assumed that parents instinctively know how to involve themselves in their children's education. In fact, many parents feel inadequate in teaching roles. Effective programs have taught parents how to create a home environment that encourages learning and how to provide support and encouragement that is appropriate for their children's development level

(National Council of Jewish Women, 1996; Quigley, 2000; Simmons, Stevenson, & Strnad, 1993).

Most of these deliberations have been corroborated by three notable theories on parental involvement and influence, viz: Grolnick, Hoover-Dempsey and Epstein's. The three frameworks for exploring the precursors to and effects of parental involvement and influence have been the foundation of a majority of the research on parental influence and involvement.

2.3.0 Theoretical Framework

2.3.1 Epstein's conceptual framework for involvement

Epstein, J., (2001) argued that school, family/parents, and community are important "spheres of influence" on children's development and that a child's educational development is enhanced when these three environments work collaboratively toward shared goals. Epstein encouraged parents to create greater "overlap" between themselves, school, and community through the implementation of activities across six types of involvement: parenting, communication, volunteering, learning at home, decision-making, and collaboration with the community. This typology of forms of involvement is as shown in table 1 below. The framework is not based on the empirical evidence of what parents actually do in the name of supporting their children. Rather, it is based on reflection about the general sort of things parents could or might do. Again, Epstein argues that by implementing activities across all six types of involvement, parents can help improve student achievement and experiences in school.

<i>Type of Involvement</i>	<i>Definition</i>
Parenting	providing housing, health, nutrition, safety; parenting skills in parent-child interactions; home conditions to support study;
Communicating	information to help schools know child school-home/home-school communication
Volunteering	
Teaching at home	in school help in classrooms/events
Decision-making	help with homework, help with educational choices/options
Collaborating with community	making membership of PTA/governors contributions to school

Table 1: Epstein’s framework for parental involvement

2.3.2 Grolnick’s conceptual framework for parental involvement

Grolnick et al (1994,1997) conceptualized three dimensions of parental involvement based on how parent–child interactions affect students' schooling and motivation. Behavioral involvement refers to parents' public actions representing their interest in their child's education, such as attending an open house or volunteering at the school. Personal involvement includes parent–child interactions that communicate positive attitudes about school and the importance of education to the child. Cognitive/intellectual involvement refers to behaviors that promote children's skill development and knowledge, such as reading books and going to museums. Parental involvement, according to this theory, affects student

achievement because these interactions affect students' motivation, their sense of competence, and the belief that they have control over their success in school.

2.4 Hoover-Dempsey and Sandler conceptual framework for parental involvement

Hoover-Dempsey and Sandler (1997) took a different approach to explaining parental involvement. They defined parental involvement broadly to include home-based activities (e.g., helping with homework, discussing school events or courses) and school-based activities (e.g., volunteering at school, coming to school events). Thus, they sought to explain why some parents get involved in their child's education more than others through reviewing psychological theory and related educational research on role construction. Theory in this field attempts to explain how and why we conduct ourselves in various facets (roles) in our lives (e.g. as 'parent', as 'employee').

Hoover-Dempsey and Sandler suggest that parents are likely to get involved in their child's education to the extent that they see it as part of their role or 'job' as it were. The attribution of responsibility for education is a key factor in shaping parents' views about what they feel is important or necessary or even permissible for them to do. Parental involvement, argue Hoover-Dempsey and Sandler, varies to the degree that such beliefs and competences are distributed as individual differences amongst parents. Those who have 'can do' attitudes and beliefs that personal efforts create abilities will, at least potentially, be at the forefront in parental involvement. Those parents who hold contrary beliefs might be expected to be fatalistic about their child's educational progress. Hence, Hoover-Dempsey argue that parental involvement is a function of a parent's beliefs about parental roles and responsibilities, a parent's sense that she can help her children succeed in school, and the opportunities for involvement provided by the school or teacher. In this theory therefore, when parents get involved, children's schooling is affected through their acquisition of knowledge, skills, and an increased sense of confidence that they can succeed in school.

2.5 Conceptual Framework

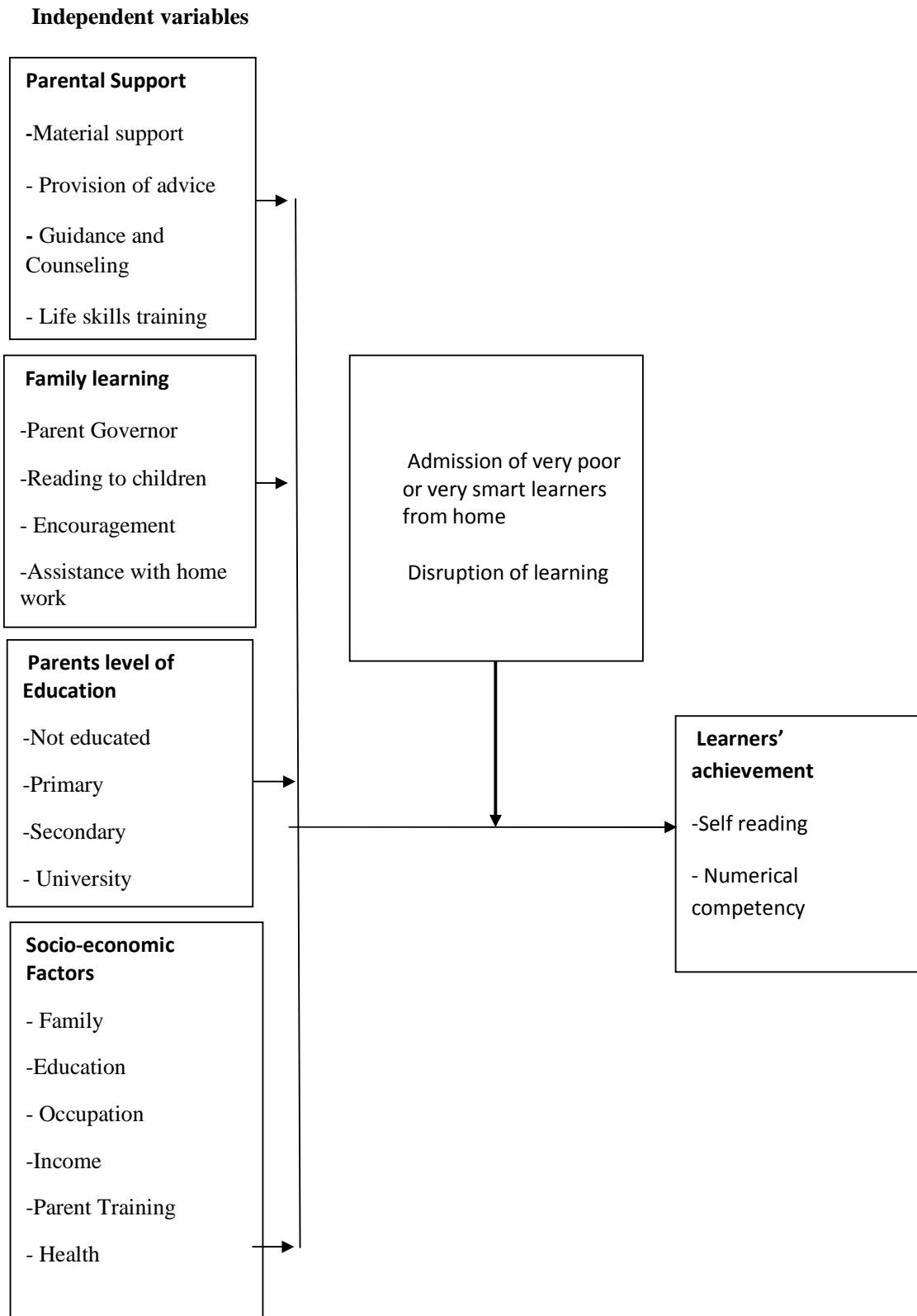


Figure 1: Conceptual framework of Parental Influence on Learner Achievement (After De Garmo *et al.*, 1999, p.1233).

Parental influence is directly affected by socio-economic factors. As such, poverty, varying education levels, parent training, health and socio-economic status must be taken into account when evaluating parental influence on children's achievement at school. These factors in turn affect problem-solving and support initiatives by parents which may either promote or impede their involvement. As a result, parents' behaviour at both home and school settings may positively or adversely affect learner achievement. Yet again, socio-economic factors directly affect learner achievement through provision of an enabling environment for learner success. For instance, ECD centres that are endowed with various social and physical amenities are better positioned to yield holistic learners than those without such structures.

CHAPTER THREE

RESEARCH METHODOLOGY AND DESIGN

3.1 Introduction

This section discussed the research design, target population, sample and sampling techniques. In addition, it examined the research instruments, reliability, data collection procedures and data analysis techniques.

3.2 Research Design

The study was conducted through a cross-sectional survey design that John Creswell⁹ described as a design in which the researcher takes field notes on the behavior and activities of individuals/groups at the research site. In these field notes, the researcher records, in an unstructured or semi-structured (using prior questions that the inquirer wants to know) way and activities at the research site. Primary data were collected through structured interviews and questionnaires.

Cross-sectional research design offers two main advantages: firstly, it helps to dig up a large range of baseline information and respondents' perception on the phenomenon under analysis. Secondly, the survey design is a powerful tool in critically addressing the research questions from a variety of targeted respondent's points of view, thus, those of the population they represent.

⁹ John Creswell, *Research Design: Qualitative, Quantitative, and Mixed Methods Approaches*, 2nd Ed. (London, New Delhi: Sage Publications, 2003), pp. 185 – 188.

3.3. Target Population

Population is the target group from which the sample is selected while sample “is a group of a larger population chosen for the purpose of the study”. The study targeted parents, care givers, pre-school teachers, community health staff and government (Ministry of Education and Early Childhood Education) officials in Maragua constituency.

3.4 Description of the Sample and Sampling Procedures

In the study, the sample comprised of 100 respondents drawn from Maragua constituency. The respondents comprised of parents and teachers from the centres, a select representation of community health staff, primary school officials and government officials, specifically the District Education Quality Assurance and Standards officer and Managers for District Centres for Early Childhood Education. Both random sampling and purposive sampling were employed in the study. Purposive sampling is a non-probability procedure that allows a researcher to use cases that have the required information with respect to objectives of the study at hand. Such cases are often handpicked because they are informative or possess the required characteristics.

Level	Respondents	Sampling procedure	No.	Total	Percentage	Criteria
1. Managers	District Education Quality Assurance and Standards officer.	Purposively	1	10	10%	Virtue of being the co-ordinators and supervisors.
	ECDE Centre managers.		9			
2. Community	Community health staff	Purposively	10	20	20%	Involvement in early childhood development and
	Parents and care-givers	Randomly	70	70	70%	Parental role and responsibility towards

3.5 Description of the Research Instruments

The study collected data through questionnaire and structured interview guide. The questionnaires were administered to community members i.e. parents, care givers, teachers and community health staff while the structured interviews were administered to education managers at the constituency level. The interview guide was administered to a smaller sample due to time constraints and convenience. The questionnaire technique eliminated the interviewer's (researcher's) bias since responses were in the respondent's own words and perception. Adequate time was provided to the respondents to work at their own pace without pressure from the researcher. This enabled respondents to provide thoughtful answers to the emerging issues raised which ensured high study validity. On the other hand, the structured interviews provided room for probing opportunity from the researcher on the issues raised.

3.6 Reliability of the Instruments

The instruments were pilot-tested to determine their reliability. The instruments were initially administered at one ECD centre of choice that was not within the sample survey. This was done so as to check whether the responses were consistent and detect deficiencies in the instruments. After the pre-test, the researcher adjusted the instruments for the eventual data collection exercise.

3.7 Data Collection Procedure

Permit to conduct the research was sought from the National Council of Science and Technology and the District Education Office, Murang'a District. The investigator wrote a letter of introduction and requested for appointment from the prospective ECD centres. Letters were sent two weeks prior to the actual visit. Again, the researcher distributed the

questionnaires personally by visiting the sampled centres. The researcher also conducted structured interviews with respective ECD managers in the constituency.

3.8 Data Analysis Procedure

The data was analyzed and interpretations drawn based on the analysis. The Scientific Package for Social Sciences (SPSS) computer program was used to analyze quantitative data. Questionnaire and interview schedule were coded and frequency distributions and percentages run. The findings were presented in tables, graphs and pie charts for easy interpretation. The qualitative data was organized and analyzed descriptively. Both the qualitative and quantitative data were discussed accordingly.

CHAPTER FOUR

DATA ANALYSIS, PRESENTATION, INTERPRETATION AND DISCUSSIONS

4.1. Introduction

This chapter presents findings of the study which have been discussed under thematic sub sections in line with the study objectives. The thematic areas include: Questionnaire return rate; Demographic characteristics of the respondents, parental support and learners achievement, family learning and learners achievement, parents' level of education and learners achievement and finally, socio and economic status and learners achievement.

4.2. Questionnaire Return Rate

The study targeted 100 respondents; only 98 respondents were able to respond to the instruments giving a response rate of 98.64%. The study managed to get this high response rate due to proper organization of the field work and the efficiency of the field assistants after conducting a successful pilot survey. The high questionnaire return rate could also be attributed to the respondents' cooperation, adequate time allowed for the completion of questionnaires and consistent follow-ups made by the researcher and his assistants. This return rate is acceptable because it is above 60% return rate recommended by Amin (2005). According to Mugenda and Mugenda (2003), a response rate of 50% is adequate for analysis and reporting, while a response rate of 60% is good and that of 70% and above is very good. The response rate of 98.64% achieved in this study was indeed sufficient for analysis and reporting.

4.3 Demographic Characteristics of Respondents

Respondents in the study were parents, care givers, pre-school teachers, community health staff and government (Ministry of Education and Early Childhood Education) officials

in Maragua Constituency. The researcher sought to establish the distribution of respondents' by administrative Division, age, sex, marital status and level of education to enable the researcher demonstrate the diversity of the respondents involved in the survey. Respondents' were therefore asked to provide the necessary demographic data of which the results were presented and discussed in the following subsequent sub- themes:

4.3.1 Administrative Division

The study sought to know the administrative division of respondents who participated in the study .This was considered important as it could reveal information on the administrative areas within Maragua Constituency and how respondents are distributed. Respondents were therefore asked to state the administrative sub divisions. Results of the findings are presented in table 4.1.

Table 4.1 ADMINISTRATIVE DIVISION

DIVISION	Frequency	Percent
NGINDA	13	13.3
MAKUYU	24	24.5
KAMAHUHA	18	18.4
ICHAGAKI	10	10.2
MARAGUA	8	8.2
KAMBITI	7	7.1
KIMURURI	6	6.1
KIRIMIRI	7	7.1
KAKUZI	1	1.0
GATHUNGURU	1	1.0
WEMPA	3	3.1
Total	98	100.0

Out of the 100 respondents who participated in the study, majority of the respondents 24 (24.5%) were from Makuyu, Kamhuha Division had 8 (18.4%) respondents, 10(10.2%) respondents were from ichagaki, 8(8.2% of the respondents were from Maragua while minority of the respondents 1 (1%) came from from Kakuzi. Findings of the study reveal that majority of respondents came from Maragua.

4.3.2 Distribution of Respondents by Representation in ECD Development

The researcher sought to find out the distribution of respondents with regards to ECD development. This was necessary because it could enable the researcher to be in a better position to appreciate the diversity of respondents by representation in ECD. For this reason, respondents were asked to identify their category of representation in ECD. The results were as tabulated in Table 4.2 below

Table 4.2: Distribution of Respondents by representation in ECD development

	Frequency	Percent
PARENTS	18	18.4
CARE-GIVER	51	52.0
PRE-SCHOOL TEACHER	10	10.2
COMMUNITY HEALTH STAFF	10	10.2
ECDE CENTRE MANAGERS	8	8.2
DISTRICT EDUCATION QUALITY ASSURANCE AND STANDARDS OFFICER	1	1.0
Total	98	100.0

Out of 98 respondents who participated in the study, majority of respondents 51(52%) were care givers followed by parents at 18 (18.4%). Pre-school teacher and community health staff had equal representation 10(10.2%). ECDE centre managers had a representation of 8(8.2%). Minority of the respondents 1(1%) were district education quality assurance officers. Findings of the study reveal that majority of respondents were care parents and care givers. This is because; parents and care givers are directly responsible for the lives of young children.

4.3.3 Distribution of Respondents by Level of Education

The study sought to establish the educational level of respondents who participated in the study. This was considered important as it could reveal information on the role of parents

in the education of their children. In view of this, respondents were asked to state their highest level of education. Their responses were as depicted in Table 4.3.

Table 4.3: Distribution of Respondents by Level of Education

Highest level education	Frequency	Percent
NO FORMAL EDUCATION	3	3.1
PRIMARY	5	5.1
SECONDARY	21	21.4
COLLEGE	69	70.4
Total	98	100.0

Out of the 98 respondents who participated in the study, majority 69 (70.4%) had reached college level of education, 21 (21.4%) reached secondary level, 5(5.1%) reached primary level while minority 3(3.1%) did not have any formal education. Based on the findings of this study, majority of respondents were literate and appreciated the importance of ECD.

4.3.4 Years of Experience in Early Childhood Education and Care

The study sought to find out the number of years in experience respondents had with the early childhood education and care. Years of experience in early childhood education and care would enable the researcher gauge the extent to which it influences learners' achievement. In lieu of this, respondents were requested to state their years of experience in early childhood education and care. The results were as reflected in table 4.4.

Table 4.4: Years of Experience in Early Childhood Education and Care.

Experience	Frequency	Percent
1-3 YEARS	16	16.3
4-6YEARS	23	23.5
OVER 7 YEARS	59	60.2
Total	98	100.0

Out of 98 respondents who participated in the study, Most of the respondents at 59 (60.2%) had over 7 years experience in early childhood education, 23 (23.5%) had 4-6 years experience whereas 16(16.3%) had 1-3 years experience. This results shows that majority of respondents had indicated that they had a wide experience (over 7years) in handling ECD learners, This is a positive gesture because ECD learners are tender and delicate, an aspect which requires that those handling them should have sound knowledge and experience.

4.4 Parental Support and Learners Achievement in Pre-Schooling

This section sought to present findings in an effort to determine the impact of parental support on learners’ achievement on pre-schooling in Maragua Constituency under the following sub-themes; assisting in homework, provision of guidance and counselling, provision of advice by monitoring learner’s progress.

4.4.1 Role of Parents in Supporting Pre -School Learners

In order for the researcher to deeply understand the crucial roles played by parents in the live of their children in the learning process, the researcher felt that it was necessary to inquire from respondents the different roles they play in enhancing the academic achievement of their children in pre-schooling in Maragua Constituency. Respondents made various sentiments as illustrated in Table 4.5.

Table 4.5 Different Ways Parents Participate in their Children’s’ Education.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	ASSISTING IN HOMEWORK	2	2.9	2.9	2.9
	BECOME PART OF DEVELOPMENT COMMITTEE	3	4.3	4.3	7.2
	FUND RAISING	3	4.3	4.3	11.6

GUIDANCE AND COUNSELLING	9	13.0	13.0	24.6
MONITORING PROGRESS	14	20.3	20.3	44.9
MOTIVATION OF CHILDREN	3	4.3	4.3	49.3
PROVIDING LEARNING MATERIALS	35	50.7	50.7	100.0
Total	69	100.0	100.0	

As reflected in Table 4.5, 2(2.9%) of parents assist their children in homework, 3(4.3%) of parents participate in both school development committee and fundraising. 9(13.0%) of the parents provide guidance and counseling to their children, 14(20.3%) of parents monitor progress of their children, 3(4.3%) of parents participate in motivation of their children and finally, a whopping majority of parents 35(50.7%) support their children by providing learning materials. Findings of this study reveal that majority 35(50.7%) of parents of ECD children take the centre stage in pre-schooling of their children by providing learning materials to support the learning of their children. A gesture that concurs with a study conducted by Krider 2002 who noted that numerous early childhood programs that include parent/family involvement have shown significant positive results in helping children transition to kindergarten and succeed during the primary grades, especially among disadvantaged children and those at risk of school failure.

4.4.2 Provision of Financial Support

In order to further justify the support of parents towards the education of their children in pre-schooling, the researcher asked parents if they pay school fees/tuition for their children. Findings were as illustrated in Table 4.6.

Table 4.6: Provision of Financial Support

			Do you pay for school fees/tuition for your child/children?		Total
			YES	NO	
What stakeholder in ECD development do you represent?	PARENTS	Count	6	11	17
		% within What stakeholder in ECD development do you represent?	35.3%	64.7%	100.0%
		% within Do you pay for school tuition for your child/children?	21.4%	26.8%	24.6%
	CARE-GIVER	Count	22	30	52
		% within What stakeholder in ECD development do you represent?	42.3%	57.7%	100.0%
		% within Do you pay for school tuition for your child/children?	78.6%	73.2%	75.4%
Total	Count	28	41	69	
	% within What stakeholder in ECD development do you represent?	40.6%	59.4%	100.0%	
	% within Do you pay for school tuition for your child/children?	100.0%	100.0%	100.0%	

As reflected in the Table 4.6, 6(35.5%) of parents acknowledged that they pay school fees to their children while 11(64.7%) of parents said that they do not pay school fees to their children. 22(42.3%) of care-givers acknowledged that they provide school fees/tuition where as 30(57.7%) of the care givers said that they do not pay school fees/tuition. Based on findings of the study, majority of parents 11(64.7%) and care –givers 30(57.7%) do not pay school fees for their children.

4.4.3: Provision of Material Support

The researcher went ahead and investigated the role played by parents in supporting the education of their children in ECD by looking at the role of parents in the provision of learning materials. In order to capture this important information, parents were asked how frequent they buy learning support materials to their children. Their responses were as depicted in Table 4.7.

			How frequently do you buy books, toys and study materials for your child/children under your care?				
			VERY FREQUENTLY	FREQUENTLY	LESS FREQUENTLY	NOT APPLICABLE	Total
What stakeholder in ECD development do you represent?	PARENTS	Count	3	3	11	0	17
		% within What stakeholder in ECD development do you represent?	17.6%	17.6%	64.7%	.0%	100.0%
		% within How frequently do you buy books, toys and study materials for your child/children under your care?	20.0%	27.3%	27.5%	.0%	24.6%
	CARE-GIVER	Count	12	8	29	3	52
		% within What stakeholder in ECD development do you represent?	23.1%	15.4%	55.8%	5.8%	100.0%
		% within How frequently do you buy books, toys and study materials for your child/children under your care?	80.0%	72.7%	72.5%	100.0%	75.4%
Total	Count	15	11	40	3	69	
	% within What stakeholder in ECD development do you represent?	21.7%	15.9%	58.0%	4.3%	100.0%	
		100.0%	100.0%	100.0%	100.0%	100.0%	

Based on findings represented on Table 4.7, 3(17.6%) of parents provide learning materials to their children frequently. provide learning materials to their children less frequently. 30(28.5%) of care givers provide learning materials to their children frequently, of care givers provide learning materials to their children less frequently. Findings of the

study reveal that majority of parents 11(64.7%) and care givers 29 (55.8%) provide learning materials to their children less frequently.

4.5 Family Learning and Learners Achievement in Pre-Schooling

The second objective of the study was to establish the impact of family learning on learners' achievement in pre-schooling in Maragua Division under the following sub-themes: involvement of parents in the leaning of their pre-school children, parents' assistance in doing homework to their children.

4.5.1 Involvement of Parents in the Education of their Children

Parents are at the centre stage in setting pace in the learning of their pre-school going children. In order to appreciate the crucial role played by parents in supporting the education of their children in pre-schooling, parents were asked to identify the different ways they participate in facilitating the learning of their children. They gave various sentiments as illustrated in Table 4.8.

Table 4.8 Involvement of Parents in the Education of their Children

	Frequency	Percent	Valid Percent	Cumulative Percent
AIDING A CHILD IN HOMEWORK	2	10.0	10.0	10.0
ASSISTING IN HOMEWORK	3	15.0	15.0	25.0
EXTRA REMEDIAL	2	10.0	10.0	35.0
FUNDRAISING	2	10.0	10.0	45.0
GUIDANCE AND COUNSELLING	4	20.0	20.0	65.0
PROVISION OF LEARNING MATERIALS	7	35.0	35.0	100.0
Total	20	100.0	100.0	

As reflected in Table 4.8, 2(10.0%) of parents aid their children in doing homework, 3(15.0%) of parents likewise assist their children in doing homework, 2(10.0%) of parents

participate in doing both extra remedial and fundraising for their children, 4(20.0%) of the respondents participate in guidance and counseling of their children while the majority of parents 7(35.0%) supported their children by providing learning materials. Findings of the study shows that majority of parents 11(55%) participated in the education of their children by providing guidance and counseling to their children as well as learning materials. This confirms conducted by Christenson and Sheridan, 2001 which revealed that what parents/families do in the home environment remains significantly more important to learners' outcomes than what parents/families do in the school setting.

4.5.2 Parents Assistance in Doing Homework to their Children

The researcher was interested in establishing the extent to which parents support the education of their ECD children by looking at their role in facilitating the completion of their children's' homework. In view of this, respondents were asked to state the frequency in which they assist/supervise their children while doing their homework. The results obtained were as reflected in Table 4.9.

Table 4.9: Parents Assistance in Doing Homework to their Children

		In your opinion, how frequently do you believe parents assist/supervise their children in their homework?				
			VERY FREQUENTLY	FREQUENTLY	LESS FREQUENTLY	Total
What stakeholder in ECD development do you represent?	PRE-SCHOOL TEACHER	Count	1	5	12	18
		% within What stakeholder in ECD development do you represent?	5.6%	27.8%	66.7%	100.0%

Table 4.9 indicates that, 1(5.5%) of the parents assist their children in doing homework very frequently, 5(27.8%) of parents assist their children in doing homework frequently while

majority of parents 12(66.7%) of parents assist their children in doing homework less frequently. Findings of the study indicates that majority of parents 12(66.7%) participated in facilitating the completion of their children's homework passively. This could be due to the water-tight schedule by most parents in looking for means of livelihood to the family. Findings of this study differs with a study carried out by Bali *et al.*,1998 that documented the significance of parent/family involvement in homework of their children. The nature of that involvement, however, determines the value of the assistance. Cooper, Lindsay and Nye (2000) found that an active teaching role for parents may be most appropriate for elementary children experiencing difficulty in school. Other studies Demo, and Wedman, 1998) indicate that educators need to help parents understand homework concepts and develop mentally appropriate practices in order to best help their children.

4.6. Parents Level of Education and Learners Achievement in Pre-Schooling

The study sought to establish the educational level of parents who participated in the study under the following sub-headings: distribution of respondents by level of education and indicators for measuring the success of pre-school children.

4.6.1. Distribution of Respondents by Level of Education

Level of education of respondents was considered important as it could reveal information on the role of parents in the education of their children. In view of this, respondents were asked to state their level of education. Their responses were as depicted in Table 4.10.

Table 4.10: Distribution of Respondents by Level of Education

Highest level education	Frequency	Percent
NO FORMAL EDUCATION	3	3.1
PRIMARY	5	5.1
SECONDARY	21	21.4
COLLEGE	69	70.4
Total	98	100.0

Out of the 98 respondents who participated in the study, majority 69 (70.4%) had reached college level of education, 21 (21.4%) reached secondary level, 5(5.1%) reached primary level while minority 3(3.1%) did not have any formal education. Based on the findings of this study, majority of respondents were literate and appreciated the importance of ECD. This observation was echoed by Baker (1987) who asserted that parents with more education are actively involved in the education of their children; they also participate in Parent Teacher Association meetings and conferences. Eccles and Harold (1993) found that less educated parents shift their attention away from school because they feel inadequate to help their children with homework.

4.6.2 Indicators for Measuring the Success of Pre-school Children

The researcher was interested in establishing the indicators used by parents to measure the level of success of their children in pre-schools. This was necessary in order to ascertain that parents played their crucial role of supporting their children in pre-schools. In lieu of this, parents were asked to identify the indicators they use to measure the success of their children. Table 4.11 shows the results of their responses.

Table 4.11: Indicators for Measuring the Success of Pre-school Children

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	SCHOOL PROGRESS REPORT	38	55.1	55.1	55.1
	LANGUAGE DEVELOPMENT	5	7.2	7.2	62.3
	GRADUATION TO PRIMARY SCHOOL	3	4.3	4.3	66.7
	ABILITY TO READ AND WRITE	23	33.3	33.3	100.0
	Total	69	100.0	100.0	

Based on findings of the study, majority of parents 38(55.1%) measured the success of their children's achievement in school using school progress report, 5(7.2%) of parents measured the achievement of their children using language development, 3(4.3%) of parents measured the performance of their children using graduation to primary school. Finally, 23(33.3%) of parents measured the performance of their children using the capability of their children to read and write as the indicator of measuring children's level of achievement. Findings of the study show that majority of parents 38(55.1%) measure the level of achievement of their children while in pre-schools using school progress report. This justifies the fact that school progress report is one of the modern tools used by parents to gauge the achievement of their children while at school.

4.7 Social and Economic Status of Parents and Achievement of Learners in Pre-schools

The fourth and last objective of the study was to find out how parents social and economic status impact on learners achievement at pre-school level in Maragua Constituency under the following sub-themes; school activities parents participate in frequently, factors that hinder parental involvement and support, economic status of parents and care givers.

4.7.1 School Activities Parents Participate in Frequently

The researcher felt that it was necessary to identify the activities that parents frequently participate in while supporting the learning of their children. These activities assisted the researcher in gauging the degree of parents' commitment in supporting the education of their pre-school children. In view of this, a question was posted in the questionnaire which required parents to identify various activities they participated in to support the learning of their pre-school children. Their responses were as reflected in Table 12.

Table 4.12: School Activities Parents Participate in Frequently

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	VOLUNTEERING	15	21.7	21.7	21.7
	HOME TEACHING	26	37.7	37.7	59.4
	PTA MEETING	25	36.2	36.2	95.7
	FUND RAISING/ HARAMBEES	3	4.3	4.3	100.0
	Total	69	100.0	100.0	

Findings of the study indicate that, 15(21.7%) of parents participate in volunteering work in order to support the education of their children, 26(37.7%) of parents participate in home teachings, 25(36.2%) of parents participate in PTA meeting while 3(4.3%) of parents participate in fundraising/ harambees. Findings of the study clearly reveal that majority of parents participate in home teaching 26(37.7%) and PTA meeting 25(36.2%) of parents participate in PTA meeting. This confirms studies conducted by Henderson and Mapp (2002) which indicated that there are positive academic outcomes stemming from parental involvement with benefits beginning in early childhood, throughout adolescence and beyond.

4.7.2 Factors that Hinder the Participation of Parents in School Activities

In order for the researcher to holistically understand the impact of parental involvement enhancing the academic achievement of their pre-school children, the researcher felt that it was necessary to establish factors that hinder parental involvement in supporting the education of their pre-school children. For this reason, parents were asked to state the factors which hindered their involvement in school activities. The results were as shown in Table 4.13.

Table 4.13: Factors that Hinder the Participation of Parents in School Activities

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	IGNORANCE	11	15.9	15.9	15.9
	ILLITERACY	12	17.4	17.4	33.3
	LACK OF FINANCE	3	4.3	4.3	37.7
	LACK OF PARENTAL LOVE	3	4.3	4.3	42.0
	LOW LEVEL OF PARENTAL EDUCATION	3	4.3	4.3	46.4
	NON COMMITMENT	5	7.2	7.2	53.6
	POVERTY	32	46.4	46.4	100.0
	Total	69	100.0	100.0	

As reflected in Table 4.13, 11(15.9%) of parents quoted ignorance as a factor that hindered their participation in school activities, 3(4.3%) of parents quoted lack of finance, lack of parental love and low levels of parental education as factors which hindered the participation of parents in school activities. 5(7.2%) of parents quoted non commitment as their major challenge in supporting the education of their pre-school children. Finally, majority of parents 32(46.4%) quoted poverty as their major setback in their endeavor to support the education of their children. Findings of the study reveal that poverty was the biggest setback to parents on their mission of supporting their children while at school. This explains why majority of parents could not adequately pay school fees/tuition for their children. An observation that is echoed by a study conducted by Oni and Omoegun (2007) in Nigeria which found out that there is significant difference between the rates of learners' academic achievement among students from high and low socio-economic statuses.

4.7.3 Economic Status of Parents and Care Givers

In order to further justify the financial viability of parents and care givers in supporting the education of pre-school children, the researcher felt that it was necessary to look at the

economic status of parents and care givers. For this reason, parents and care givers were asked to describe their economic status. The results of their sentiments were tabulated as shown in Table 4.14.

4.14: Economic Status of Parents and Care Givers

			How would you best describe your livelihood status economically?		
			MIDDLE INCOME	LOW INCOME	Total
What stakeholder in ECD development do you represent?	PARENTS	Count	7	10	17
		% within What stakeholder in ECD development do you represent?	41.2%	58.8%	100.0%
		% within How would you best describe your livelihood status economically?	29.2%	22.2%	24.6%
	CARE-GIVER	Count	17	35	52
		% within What stakeholder in ECD development do you represent?	32.7%	67.3%	100.0%
		% within How would you best describe your livelihood status economically?	70.8%	77.8%	75.4%

As shown in Table 4.14, 7(41.2%) of parents were middle income earners, 10(58.8%) of parents were low income earners. 17(32.7%) of care givers were middle income earners while 35(67.3%) of care givers were low income earners. Findings of the study clearly reveal that majority of parents 10(58.8%) and care givers 35(67.3%) were low income earners. This insinuates that majority of parents and care givers are poor and therefore cannot adequately provide the much needed financial support to their children. This finding validates a study conducted by Desimone's (1999) who found that the effectiveness of particular parent-involvement practices does differ according family income. On this finding, Susanne Carter (2002) recommended that these differences be considered by educators and policy makers if parent involvement and influence is to be utilized as a resource to help schools respond more effectively to income and educational disparities.

CHAPTER FIVE

SUMMARY OF FINDINGS, CONCLUSIONS AND RECOMMENDATIONS

5.1 Introduction

This chapter contains summary of findings, conclusion, recommendations, contributions to the body of knowledge and suggestions for further research.

5.2 Summary of Findings

The study sought to find out the impact of parental influence on the achievement of learners in pre-schooling in Maragua Constituency. On administrative division, the study revealed that Makuyu division was the most populated division among the five divisions found in Maragua Constituency. On distribution of respondents by representation, the study established that majority of respondents were care givers 51(52%) and parents (18.4%) respectively. This could be attributed to the fact that parents and care givers are directly responsible for the lives of young children. While examining the level of education of respondents, the study revealed that majority of respondents 69 (70.4%) had reached college level of education, an indication that majority of respondents were literate and appreciated the importance of ECD. On checking years of experience in early childhood education and care, the study realized that most of the respondents 59 (60.2%) had over 7 years experience in early childhood education.

The first objective of the study was to determine the impact of parental support on learner achievement. Findings of the study reveal that majority 35(50.7%) of parents of ECD children take the centre stage in pre-schooling of their children by providing learning materials to support the learning of their children. On financial support of parents to their

children in ECD centers, findings of the study revealed that majority of parents 11(64.7%) and care –givers 30(57.7%) do not pay school fees for their children. Looking at material support of parents to their children in pre-schools, the study revealed that majority of parents 11(64.7%) and care givers 29 (55.8%) provide learning materials to their children less frequently.

The second objective of the study was to establish the impact of family learning on learners' achievement in pre-schooling in Maragua Constituency. On involvement of parents in the education of their children, findings of the study shows that majority of parents 11(55%) participate in the education of their children by providing guidance and counseling as well as learning materials to their children. While looking at the role of parents in assisting children execute their homework, findings of the study indicates that majority of parents 12(66.7%) participated passively in facilitating the completion of their children's homework.

The third objective of the study was to assess the impact of parents' level of education on learners' achievement at pre-schools in Maragua Constituency. Findings of the study reveal that majority of parents 90 (91.80%) had reached both college and secondary levels of education. Parents with minimum secondary level of education and college level of education are informed about educational matters and thus support the education of their children by providing them with both material and financial support. While looking at indicators used by parents to measure the level of achievement of their children, findings of the study shows that majority of parents 38(55.1%) measure the level of achievement of their children while in pre-schools using school progress report.

The fourth objective of the study was to find out how parents social and economic status impact on learners achievement at pre-school level in Maragua Constituency. On activities that parents carry out in school in their endeavors to assist their pre-school children while at school, findings of the study reveal that majority of parents participate in home teaching

26(37.7%) and PTA meeting 25(36.2%). While looking at factors that hinder the participation of parents in school activities, majority of parents 32(46.4%) quoted poverty as their major setback in their endeavor to support the education of their children. On economic status of parents and care givers, findings of the study clearly reveal that majority of parents 10(58.8%) and care givers 35(67.3%) were low income earners.

5.3 Conclusion

The main purpose of the study was to establish the impact of parental influence on learner achievement in pre-schooling in Maragua Constituency. In terms of the stated research objectives, the following findings emerged from the study:

On administrative division, the study revealed that Makuyu division was the most populated division among the five divisions found in Maragua Constituency. On distribution of respondents by representation, the study established that majority of respondents were care givers and parents respectively. While examining the level of education of respondents, the study revealed that majority of respondents had reached college level of education, an indication that majority of respondents were literate and appreciated the importance of ECD. On checking years of experience in early childhood education and care, the study realized that most of the respondents had over 7 years experience in early childhood education.

The study established that majority of parents of ECD children take the centre stage in pre-schooling of their children by providing learning materials to support the learning of their children. On financial support of parents to their children in ECD centers, findings of the study revealed that majority of parents and care –givers do not adequately pay school fees for their children. Looking at material support of parents to their children in pre-schools, the

study revealed that majority of parents 11(64.7%) and care givers 29 (55.8%) provide learning materials to their children less frequently.

Findings of the study reveal that majority of parents participate in the education of their children by providing guidance and counseling as well as learning materials to their children. While looking at the role of parents in assisting children execute their homework, findings of the study indicates that majority of parents participated passively in facilitating the completion of their children's homework.

Findings of the study reveal that majority of parents had reached both college and secondary levels of education. While looking at indicators used by parents to measure the level of achievement of their children, findings of the study show that majority of parents measure the level of achievement of their children while in pre-schools using school progress report.

Finally, findings of the study revealed that majority of parents participate in home teaching and PTA meeting. While looking at factors that hinder the participation of parents in school activities, majority of parents quoted poverty as their major setback in their endeavor to support the education of their children. On economic status of parents and care givers, findings of the study clearly reveal that majority of parents and care givers were low income earners.

5.4 Recommendations

Based on the study findings, the following recommendations were made:

1. Parents and care-givers should step up their material and financial support to their children in pre-schools.

2. Parents and care givers should upgrade the family learning environment by actively participating in assisting their children complete their homework.
3. Parents and caregivers should sustain their supervisory role of frequently assessing the progress of their children through school progress report.
4. Parents and care-givers should look for sound and sustainable ways of obtaining their income so as to enable them be in a position of providing the much needed school support to their children.

5.5 Contribution to the Body of Knowledge

Table 5.1 Shows the contribution of the study to the body of knowledge. It highlights the gains to be realized from the study which will add knowledge to the present situation.

Table 5.1: Contribution of the Study to the Body of Knowledge

Objectives	Contribution to the body of knowledge
1. To determine how parental support impacts on learners achievement in pre-schooling in Maragua Constituency.	Parents and care-givers should step up their material and financial support to their children in pre-schools.
2. To establish the impact of family learning on learners achievement in pre-schooling in Maragua Constituency.	Parents and care givers should upgrade the family learning environment by actively participating in assisting their children complete their homework. Parents and caregivers should sustain their supervisory role of frequently assessing the progress of their children through school progress report.
3. To assess the impact of parents' level of education on learner's achievement at pre-schools in Maragua Constituency.	Parents and care-givers should look for sound and sustainable ways of obtaining income so as to enable them be in a position of providing the much needed school support to their children.
4.To find out how parents' social and economic status impact on leaner's achievement at pre-school level in Maragua Constituency.	

5.6 Suggestions for Further Research

This study did not explore certain areas that were equally important. Such areas were left out because the scope of this study warranted. In view of this, the study suggests the following areas for further research:

- a) Challenges facing parents in supporting the education of their pre-school children.
- b) Impacts of parental level of education influencing the education of their pre-school children.
- c) Factors that influence the entry behaviour of ECD children in pre-schools

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APPENDICES

Survey Questionnaire A

**IMPACT OF PARENTAL INFLUENCE
ON LEARNER ACHIEVEMENT AT PRE-
SCHOOLING LEVEL IN MARAGUA CONSTITUENCY,
KENYA.**

Survey Questionnaire A

Target Participants:

Parents and care givers.

INTRODUCTION AND CONSENT

Hello. My name is Caroline Nyaga and currently I'm a graduate student at University of Nairobi pursuing Masters in Education. I am conducting a study focusing on Impact of Parental Influence on Learner Achievement at Pre-school level in Maragua constituency. In this study, I intend to have interviews with parents, care-givers, pre-school teachers, district education officials, primary school teachers and relevant stakeholders in ECD. The interview will request for information on key aspects of parental influence and involvement vis a vis pre-school learner achievement. The intended interview may take about 20-25 minutes to complete.

The purpose of this explanation is to give you the information you may need to decide whether to participate or not. You may ask questions on anything about the study and on your participation. When all your questions have been answered, you can decide to participate or decline. This information will help in ECD development in the constituency and further education development in the greater County of Murang'a.

Given the importance of the study, you are requested to volunteer your time and take part in the intended interview. The study has no direct benefits to participants. Besides, there are no risks to your participation. You are free to volunteer or decline this request or even withdraw from the study at any time without a penalty. The information obtained will be kept confidential. I hope that you will participate since your views are important. At this juncture, do you have any question on the study? Do you accept to participate? If yes, sign below.

Participant's statement:

This study has been explained to me and I have had a chance to ask questions. I volunteer to participate.

Signature of respondent _____ Date _____

IMPACT OF PARENTAL INFLUENCE ON LEARNER ACHIEVEMENT AT PRE-SCHOOLING LEVEL IN MARAGUA CONSTITUENCY, KENYA.			
Survey Questionnaire			
QUESTIONS	RESPONSES		INSTRUCTIONS
1.0	INTRODUCTION		
1.1	DATE OF INTERVIEW	_____ / _____ / 2012	DD/MM/YY
1.2	INTERVIEWER ID	_____ / _____ / _____	INT/REG/RES
1.3	ADMINISTRATIVE LOCATION	_____	
1.4	GENDER	<input type="checkbox"/> MALE <input type="checkbox"/> FEMALE	
1.5	What stakeholder in ECD development do you represent?	<input type="checkbox"/> PARENTS <input type="checkbox"/> CARE-GIVER	
1.6	Which category of ECD do you represent, or does your child/children attend?	<input type="checkbox"/> PUBLIC <input type="checkbox"/> PRIVATE <input type="checkbox"/> RELIGIOUS <input type="checkbox"/> COMMUNITY	

2.0	SOCIO-ECONOMIC FACTORS		TICK THE MOST APPROPRIATE BOX
2.1	Marital Status	<input type="checkbox"/> MARRIED <input type="checkbox"/> SINGLE <input type="checkbox"/> WIDOWED	
2.2	What is your highest education level?	<input type="checkbox"/> NO FORMAL EDUCATION <input type="checkbox"/> PRIMARY <input type="checkbox"/> SECONDARY <input type="checkbox"/> COLLEGE <input type="checkbox"/> UNIVERSITY	
2.3	How many years of experience do you have in early childhood education and care?	<input type="checkbox"/> 1-3 YEARS <input type="checkbox"/> 4-6 YEARS <input type="checkbox"/> OVER 7 YEARS	
2.4	How many children are under your care?	<input type="checkbox"/> 0-3 <input type="checkbox"/> 4-5 <input type="checkbox"/> 5-7 <input type="checkbox"/> IF MORE, PLEASE SPECIFY? _____	
2.5	How frequently do you buy books, toys and study materials for your child/children under your care?	<input type="checkbox"/> REGULARLY <input type="checkbox"/> OCCASIONALLY <input type="checkbox"/> NEVER <input type="checkbox"/> NOT APPLICABLE	
2.6	How would you best describe your livelihood status economically?	<input type="checkbox"/> HIGH INCOME <input type="checkbox"/> MIDDLE INCOME <input type="checkbox"/> LOW INCOME	
2.7	Which member in your family is the breadwinner?	<input type="checkbox"/> HUSBAND <input type="checkbox"/> WIFE <input type="checkbox"/> ELDER CHILDREN OTHERS: _____	
2.8	What is your current employment status?	<input type="checkbox"/> SELF-EMPLOYED <input type="checkbox"/> FORMAL EMPLOYMENT <input type="checkbox"/> UNEMPLOYED	
2.9	How frequently does your child/children visit your work station during holidays?	<input type="checkbox"/> REGULARLY <input type="checkbox"/> OCCASIONALLY <input type="checkbox"/> NEVER <input type="checkbox"/> NOT APPLICABLE	
3.0	PARENTAL SUPPORT AND INVOLVEMENT		

			TICK THE MOST APPROPRIATE BOX
3.1	How often do you visit your child's/children's school per term?	<input type="checkbox"/> REGULARLY <input type="checkbox"/> OCCASIONALLY <input type="checkbox"/> NEVER	
3.2	Do you know the name of your child's teacher?	<input type="checkbox"/> YES <input type="checkbox"/> NO <input type="checkbox"/> DON'T KNOW	
3.3	How frequently are you issued circulars from your child's/children's school?	<input type="checkbox"/> REGULARLY <input type="checkbox"/> OCCASIONALLY <input type="checkbox"/> NEVER	
3.4	How often are social meetings (e.g. sports days, open day) held in your child's school?	<input type="checkbox"/> REGULARLY <input type="checkbox"/> OCCASIONALLY <input type="checkbox"/> NEVER <input type="checkbox"/> DON'T KNOW	
3.5	How often do you attend social meetings at your child's school?	<input type="checkbox"/> REGULARLY <input type="checkbox"/> OCCASIONALLY <input type="checkbox"/> NEVER	
3.6	Do you pay for school tuition for your child/children?	<input type="checkbox"/> YES <input type="checkbox"/> NO <input type="checkbox"/> DON'T KNOW EXPLAIN _____ _____	
3.7	If yes, in your opinion, how would you rate this fee?	<input type="checkbox"/> TOO HIGH <input type="checkbox"/> MODERATE <input type="checkbox"/> LOW	
3.8	Does your child help in household activities at home?	<input type="checkbox"/> YES <input type="checkbox"/> NO <input type="checkbox"/> DON'T KNOW EXPLAIN _____ _____	
3.9	If yes, how often does your child/children help in household activities at home?	<input type="checkbox"/> REGULARLY <input type="checkbox"/> OCCASIONALLY <input type="checkbox"/> NEVER	
3.10	How often do you assist/supervise your child in their homework?	<input type="checkbox"/> REGULARLY <input type="checkbox"/> OCCASIONALLY <input type="checkbox"/> NEVER	

3.11	Who offers discipline to your child/children at home?	<input type="checkbox"/> HUSBAND <input type="checkbox"/> WIFE <input type="checkbox"/> ELDER CHILDREN <input type="checkbox"/> NEIGHBOURS	
3.12	Which school activities do you frequently participate in your child's/children's school?	<input type="checkbox"/> VOLUNTEERING <input type="checkbox"/> HOME TEACHING <input type="checkbox"/> PTA MEETINGS <input type="checkbox"/> FUND RAISING/HARAMBEEES	RANK FROM 1(MOST FREQUENT) TO 4 (LEAST FREQUENT)
3.13	Are you aware of your child's school contact address and mobile/telephone number?	<input type="checkbox"/> YES <input type="checkbox"/> NO <input type="checkbox"/> DON'T KNOW	TICK THE MOST APPROPRIATE BOX
3.14	Have you ever been trained in post-natal care for your child by a trained community health worker?	<input type="checkbox"/> YES <input type="checkbox"/> NO <input type="checkbox"/> DON'T KNOW	
3.15	How do you measure the success of your child at pre-school?	<input type="checkbox"/> SCHOOL PROGRESS REPORT <input type="checkbox"/> LANGUAGE DEVELOPMENT <input type="checkbox"/> RELIGIOUS DEVELOPMENT <input type="checkbox"/> GRADUATION TO PRIMARY SCHOOL <input type="checkbox"/> ABILITY TO READ AND WRITE	RANK FROM 1(HIGHEST REGARD) TO 4 (LEAST REGARD)
3.16	In what ways would you like to be involved in your child's pre-schooling?	<hr/> <hr/> <hr/>	
3.17	How frequently are you called upon for school's fund-raising activities?	<input type="checkbox"/> REGULARLY <input type="checkbox"/> OCCASIONALLY <input type="checkbox"/> NEVER <input type="checkbox"/> NOT APPLICABLE	TICK THE MOST APPROPRIATE BOX
3.18	Who generally looks after the child/children during after-school hours?	<input type="checkbox"/> HUSBAND <input type="checkbox"/> WIFE <input type="checkbox"/> ELDER CHILDREN <input type="checkbox"/> NEIGHBOURS <input type="checkbox"/> CHILD/CHILDREN THEMSELVES OTHER: _____	

3. 19	Do you believe parents have a direct role to play in Early Childhood Education and Care?	<input type="checkbox"/> YES <input type="checkbox"/> NO <input type="checkbox"/> DON'T KNOW EXPLAIN _____ _____	
3. 20	In your opinion, which factors hinder parental involvement and support in your child's center?	_____ _____ _____	
THANK YOU			

Survey Questionnaire B

IMPACT OF PARENTAL INFLUENCE
ON LEARNER ACHIEVEMENT AT PRE-
SCHOOLING LEVEL IN MARAGUA CONSTITUENCY,
KENYA.

Survey Questionnaire B

Target Participants:

Pre-school teachers and community health staff.

INTRODUCTION AND CONSENT

Hello. My name is Caroline Nyaga and currently I'm a graduate student at University of Nairobi pursuing Masters in Education. I am conducting a study focusing on Impact of Parental Influence on Learner Achievement at Pre-school level in Maragua constituency. In this study, I intend to have interviews with parents, care-givers, pre-school teachers, district education officials, primary school teachers and relevant stakeholders in ECD. The interview will request for information on key aspects of parental influence and involvement vis a vis pre-school learner achievement. The intended interview may take about 20-25 minutes to complete.

The purpose of this explanation is to give you the information you may need to decide whether to participate or not. You may ask questions on anything about the study and on your participation. When all your questions have been answered, you can decide to participate or decline. This information will help in ECD development in the constituency and further education development in the greater County of Murang'a.

Given the importance of the study, you are requested to volunteer your time and take part in the intended interview. The study has no direct benefits to participants. Besides, there are no risks to your participation. You are free to volunteer or decline this request or even withdraw from the study at any time without a penalty. The information obtained will be kept confidential. I hope that you will participate since your views are important. At this juncture, do you have any question on the study? Do you accept to participate? If yes, sign below.

Participant's statement:

This study has been explained to me and I have had a chance to ask questions. I volunteer to participate.

Signature of respondent _____ Date _____

IMPACT OF PARENTAL INFLUENCE ON LEARNER ACHIEVEMENT AT PRE-SCHOOLING LEVEL IN MARAGUA CONSTITUENCY, KENYA.			
Survey Questionnaire			
QUESTIONS	RESPONSES		INSTRUCTIONS
1.0	INTRODUCTION		
1.1	DATE OF INTERVIEW	_____ / _____ / 2012	DD/MM/YYYY
1.2	INTERVIEWER ID	_____ / _____ / _____	INT/REG/RES
1.3	ADMINISTRATIVE LOCATION	_____	
1.4	GENDER	<input type="checkbox"/> MALE <input type="checkbox"/> FEMALE	
1.5	What stakeholder in ECD development do you represent?	<input type="checkbox"/> PRE-SCHOOL TEACHER <input type="checkbox"/> COMMUNITY HEALTH STAFF	
1.6	Which category of ECD do you represent, or does your	<input type="checkbox"/> PUBLIC <input type="checkbox"/> PRIVATE <input type="checkbox"/> RELIGIOUS <input type="checkbox"/> COMMUNITY	

	child/children attend?		
2.0	SOCIO-ECONOMIC FACTORS		
2.1	Marital Status	<input type="checkbox"/> MARRIED <input type="checkbox"/> SINGLE <input type="checkbox"/> WIDOWED	TICK THE MOST APPROPRIATE BOX
2.2	What is your highest education level?	<input type="checkbox"/> NO FORMAL EDUCATION <input type="checkbox"/> PRIMARY <input type="checkbox"/> SECONDARY <input type="checkbox"/> COLLEGE <input type="checkbox"/> UNIVERSITY	
2.3	How many years of experience do you have in early childhood education and care?	<input type="checkbox"/> 1-3 YEARS <input type="checkbox"/> 4-6 YEARS <input type="checkbox"/> OVER 7 YEARS	
2.4	How many children are under your care in your work station?	<input type="checkbox"/> 0-10 <input type="checkbox"/> 10-20 <input type="checkbox"/> 20-30 <input type="checkbox"/> IF MORE, PLEASE SPECIFY? _____	
2.5	How frequently are books, toys and study materials bought for children under your care?	<input type="checkbox"/> REGULARLY <input type="checkbox"/> OCCASIONALLY <input type="checkbox"/> NEVER <input type="checkbox"/> NOT APPLICABLE	
2.6	How would you best describe your livelihood status economically?	<input type="checkbox"/> HIGH INCOME <input type="checkbox"/> MIDDLE INCOME <input type="checkbox"/> LOW INCOME	
2.7	What is your current employment status?	<input type="checkbox"/> SELF-EMPLOYED <input type="checkbox"/> FORMAL EMPLOYMENT <input type="checkbox"/> UNEMPLOYED	
2.8	How frequently do children whom you teach/care visit their grandparents or homes during holidays?	<input type="checkbox"/> REGULARLY <input type="checkbox"/> OCCASIONALLY <input type="checkbox"/> NEVER <input type="checkbox"/> NOT APPLICABLE	
3.0	PARENTAL SUPPORT AND INVOLVEMENT		

3.1	How often do parents visit their child's/children's school per term?	<input type="checkbox"/> REGULARLY <input type="checkbox"/> OCCASIONALLY <input type="checkbox"/> NEVER	TICK THE MOST APPROPRIATE BOX
3.3	How frequently do you issue circulars or communicate with parents?	<input type="checkbox"/> REGULARLY <input type="checkbox"/> OCCASIONALLY <input type="checkbox"/> NEVER	
3.4	How often are social meetings (e.g. sports days, open day) held in your school/station?	<input type="checkbox"/> REGULARLY <input type="checkbox"/> OCCASIONALLY <input type="checkbox"/> NEVER <input type="checkbox"/> DON'T KNOW	
3.5	Do most parents respond to social invitations from the school or community health centre?	<input type="checkbox"/> YES <input type="checkbox"/> NO <input type="checkbox"/> DON'T KNOW EXPLAIN _____ _____	
3.6	Do parents pay for service delivery for their children at school or community health Centre?	<input type="checkbox"/> YES <input type="checkbox"/> NO <input type="checkbox"/> DON'T KNOW EXPLAIN _____ _____	
3.7	If yes, in your opinion, how would you rate this fee?	<input type="checkbox"/> TOO HIGH <input type="checkbox"/> MODERATE <input type="checkbox"/> LOW	
3.8	Do children help in household activities at home within the community?	<input type="checkbox"/> YES <input type="checkbox"/> NO <input type="checkbox"/> DON'T KNOW EXPLAIN _____ _____	
3.9	If yes, how often do children help in household activities at home?	<input type="checkbox"/> REGULARLY <input type="checkbox"/> OCCASIONALLY <input type="checkbox"/> NEVER EXPLAIN _____ _____	
3.10	In your opinion, how frequently do you believe parents assist/supervi	<input type="checkbox"/> REGULARLY <input type="checkbox"/> OCCASIONALLY <input type="checkbox"/> NEVER	

	se their children in their homework?		
3.11	In your opinion, who offers discipline to children at home?	<input type="checkbox"/> PARENTS <input type="checkbox"/> ELDER CHILDREN <input type="checkbox"/> NEIGHBOURS	
3.12	Which school activities do parents frequently participate in children's schools?	<input type="checkbox"/> VOLUNTEERING <input type="checkbox"/> HOME TEACHING <input type="checkbox"/> PTA MEETINGS <input type="checkbox"/> FUND RAISING/HARAMBEES	Rank from 1 (most frequent) to 4 (least frequent)
3.14	How frequently do parents subscribe to post-natal education in the community?	<input type="checkbox"/> REGULARLY <input type="checkbox"/> OCCASIONALLY <input type="checkbox"/> NEVER	TICK THE MOST APPROPRIATE BOX
3.15	In your opinion, how best do you think parents in the community measure the success of their children at pre-school?	<input type="checkbox"/> SCHOOL PROGRESS REPORT <input type="checkbox"/> LANGUAGE DEVELOPMENT <input type="checkbox"/> RELIGIOUS DEVELOPMENT <input type="checkbox"/> GRADUATION TO PRIMARY SCHOOL <input type="checkbox"/> ABILITY TO READ AND WRITE	Rank from 1 (highest regard) to 4 (least regard)
3.16	In what ways would you like parents to be involved in child's pre-schooling?	<hr/> <hr/> <hr/>	
3.18	In your opinion, who generally looks after the child/children during after-school hours?	<input type="checkbox"/> HUSBAND <input type="checkbox"/> WIFE <input type="checkbox"/> ELDER CHILDREN <input type="checkbox"/> NEIGHBOURS <input type="checkbox"/> CHILD/CHILDREN THEMSELVES OTHER: _____	TICK THE MOST APPROPRIATE BOX
3.19	Do you believe parents have a direct role to play in Early Childhood Education and Care?	<input type="checkbox"/> YES <input type="checkbox"/> NO <input type="checkbox"/> DON'T KNOW EXPLAIN _____ <hr/>	

3. 20	In your opinion, which factors hinder parental involvement and support in your child's center?	<hr/> <hr/> <hr/>	
THANK YOU			

STRUCTURED INTERVIEW GUIDE

IMPACT OF PARENTAL INFLUENCE
ON LEARNER ACHIEVEMENT AT PRE-
SCHOOLING LEVEL IN MARAGUA CONSTITUENCY,
KENYA.

Structured Interview Guide

Target Participants:
Education Managers i.e.
District Education Quality Assurance
and Standards Officer; and ECDE Centre managers. **INTRODUCTION AND
CONSENT**

Hello. My name is Caroline Nyaga and currently I'm a graduate student at University of Nairobi pursuing Masters in Education. I am conducting a study focusing on Impact of Parental Influence on Learner Achievement at Pre-school level in Maragua constituency. In this study, I intend to have interviews with parents, care-givers, pre-school teachers, district education officials, primary school teachers and relevant stakeholders in ECD. The interview will request for information on key aspects of parental influence and involvement vis a vis pre-school learner achievement. The intended interview may take about 20-25 minutes to complete.

The purpose of this explanation is to give you the information you may need to decide whether to participate or not. You may ask questions on anything about the study and on your participation. When all your questions have been answered, you can decide to participate or decline. This information will help in ECD development in the constituency and further education development in the greater County of Murang'a.

Given the importance of the study, you are requested to volunteer your time and take part in the intended interview. The study has no direct benefits to participants. Besides, there are no risks to your participation. You are free to volunteer or decline this request or even withdraw from the study at any time without a penalty. The information obtained will be kept confidential. I hope that you will participate since your views are important. At this juncture, do you have any question on the study? Do you accept to participate? If yes, sign below.

Participant's statement:

This study has been explained to me and I have had a chance to ask questions. I volunteer to participate.

Signature of respondent _____ Date _____

A. INTRODUCTORY QUESTION

- How would you describe the parents of this community?

B. GENERAL INFORMATION ON PARENT INFLUENCE ON LEARNER ACHIEVEMENT.

- What is the policy of school/ECDE centres on parental involvement and influence in ECE?
- Is it a written policy/unwritten policy?

C. PARENTAL GOVERNING STRUCTURES

- Is there a governing structure in place for ECDE centres?
- What is the nature of the governing structure?
- What are the tasks of ECDE governing bodies?
- How often do they meet?
- Are there any other structures on which the parents serve?
- How does new legislation on FPE affect the ECDE governance?
- To what extent are ECDE governing bodies affiliated to with political parties or unions?

D. COMMUNICATION BETWEEN ECDE CENTRES/SCHOOLS, FAMILY, AND VICE VERSA

- How is information passed to parents or to guardians?
- Are there any opportunities for parents to come to school and talk with the teachers?
- How often are such opportunities created?

E. PARENTS AND VOLUNTEERS

- In what ways do parents assist the school?

- If asked to help, who shows them or informs them what to do?

F. PARENTS AND HOMEWORK

- To what extent are parents involved in their children's homework?
- How is this explained to them?
- What is the policy with respect to involving parents in academic affairs?

G. PARENTING

- Do you think parents in this community are bringing up their children in a correct manner?
- To what extent does the school assist the parents in their parenting task by for instance, having talks on topics, for example, post-natal care, health, sanitation e.t.c.

H. COMMUNITY INVOLVEMENT

- In what way is the community such as the church or business involved in the ECE management?

I. EXTERNAL FACTORS, THE SCHOOL AND THE FUTURE

- Does politics have an influence on ECE?
- Do teachers' unions play an important role? Please explain.
- How do you see the future of ECE schools?

J. PARENTING ROLES

- What is the role of the school in the upbringing and education of the child?
- If a child is not living with the parents, how do you see the role of the guardian?

K. COMMUNICATION WITH PARENTS

- How often do you recommend that parents should be contacted?
- Why are they contacted?
- How are they contacted?
- When are parents able to speak with schools about their children?
- How often does this occur?

L. PARENTAL INVOLVEMENT

- In your opinion

- How would you define parental involvement?
- What experience have you had of parent involvement?
- What do you do as a stakeholder to support parental involvement?
- In what ways are parents involved in schools?

M. ADVANTAGES OF PARENTAL INVOLVEMENT

- Do you think parental involvement would be of benefit to the pupils, the school and teachers?
- In which ways?

N. BARRIERS TO PARENTAL INVOLVEMENT

- What are the barriers to parent involvement in this school and in his community?

O. TEACHER TRAINING AND PARENTAL INVOLVEMENT

- In what ways did your basic training equip you to work with parents?
- What have the years of experience as a teacher taught you in this regard?

P. THE SCHOOL AND PARENTAL INVOLVEMENT

- Who should initiate parental involvement-the school or the parent?
- What role does the principal play in home-school relations?
- In what ways can parental involvement be improved?
- What role would you like parents to play in schools?
- Do you think parents need to be trained to fulfil this role?

Q. FUTURE OF PARENTAL INVOLVEMENT

- What would be required so that you would involve parents more in school life?
- What should change within the school/educational system in order to make parents to be more active?

R. CONCLUDING REMARKS

- Is there any change in attitude to parent involvement following the Free Primary Education (FPE)?

THANK YOU VERY MUCH FOR YOUR CONTRIBUTION