

**INFLUENCE OF HOME-SCHOOL COLLABORATION ON
ACADEMIC ACHIEVEMENT OF PRE SCHOOLERS IN
KAHURO DISTRICT, MURANGA COUNTY, KENYA**

By

George Mwaura Gikonyo

**A Research Project submitted in partial fulfilment of the requirement for the
award of degree of Masters in Early Childhood Education in the Department of
Educational Communication and Technology**

University of Nairobi

July, 2013

DECLARATION

I declare that this research project is my original work and has not been submitted to any other institution for an academic award.

George Mwaura Gikonyo

This research project has been presented for examination with my approval as university supervisor.

Dr. Boniface Ngaruiya

Lecturer

School of Education,

University of Nairobi

DEDICATION

The research project is dedicated to my wife, Sarah Wambui, my daughter Monicah Wanjiru , my son Charles Gikonyo and my brothers and sisters for their moral support and prayers.

ACKNOWLEDGEMENTS

My gratitude goes to my supervisor; Dr. Boniface Ngaruiya and Dr. Jane C Gatumu who patiently, tirelessly, guided me in the production of this project. Thank you so much for your concern and encouragement in the task of writing this project.

There are many people who have invested their time to make the development of this research project possible. I therefore express my gratitude to my family for their unwavering support throughout my study. My thanks goes to my wife and children whose thoughts made me soldier on

TABLE OF CONTENTS

Title page	i
Declaration	ii
Dedication	iii
Acknowledgment	iv
List of tables.....	viii
List of figures.....	ix
Abstract	x
List of abbreviation and acronyms.....	xii

CHAPTER ONE

INTRODUCTION

1.1 Background to the Study	1
1.2 Statement of the Problem	5
1.3 Purpose of the Study	5
1.4 Objectives of the Study	5
1.5 Research Questions	6
1.6 Significance of the Study.....	6
1.7 Limitations of the Study	6
1.8 Delimitations of the Study	7
1.9 Assumptions of the Study	7
1.10 Definition of Significant Terms	8
1.11 Organisation of the Study	8

CHAPTER TWO

LITERATURE REVIEW

2.1 Introduction	10
2.2 Forms of Parental Involvement	10
2.3 Parental Involvement on Children Academic achievement	10
2.4 Learning Environment at Home and Pupils achievement.....	11
2.5 Forms of Parental Involvement and childs' achievement.....	12
2.6 Review of Empirical studies on parental involvement.....	14
2.7 Theoretical Framework	16
2.8 Conceptual Framework	17

CHAPTER THREE

RESEARCH METHODOLOGY

3.1 Introduction	19
3.2 Research Design	19
3.3 The target Population	19
3.4 Sampling Techniques and Sample Size	19
3.5 Research Instruments	20
3.6 Instruments' Validity	20
3.7 Instruments' Reliability	20
3.8 Data Collection Procedures	21
3.9 Data Analysis Techniques	21

CHAPTER FOUR

DATA ANALYSIS PRESENTATION AND INTERPRETATION

4.1 Introduction.....	22
4.2 Influence of parental academic background on academic achievement among preschoolers.....	22
4.3 Various forms of parental involvement.....	28
4.4 Relationship between parental level of provision of school needs of children and academic achievement among preschoolers.....	29
4.5 Parental provision of learning needs of children and academic achievement among preschoolers.....	31
4.6 Contribution of parental involvement in school activities affect academic achievement among preschoolers.....	33

CHAPTER FIVE

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

5.1 Introduction.....	37
5.2 Summary of the study	37
5.3 Conclusions of the study.....	40
5.4 Recommendations	41
5.5 Suggestions for further research	42
REFERENCES	43
APPENDICES	47
APPENDIX I: QUESTIONNAIRE FOR TEACHERS	47
APPENDIX II: QUESTIONNAIRE FOR PARENTS	50
APPENDIX III: MONTH OF SEPTEMBER. EXAM YEAR 2012.....	53

LIST OF TABLES

Table 4.1: Frequency of Parents visit to school	23
Table 4.2: Frequency at which children missed school..	24
Table 4.3: Factors contributing to children's academic achievement.....	25
Table 4.4: Parents responses on home school collaboration.....	26
Table 4.5: Teachers responses on various forms of parental involvement..	28
Table 4.6: Parents' responses on various forms of parental involvement.....	30
Table 4.7: Parental provision of learning needs of children and academic	32
Table 4.8 parental provision of learning needs of children..	33
Table 4.9: Teachers responses on the contribution of parental involvement in school activities affect academic achievement among preschoolers.	34
Table 4.10: Teachers responses of parental monitoring of children at home.....	35
Table 4.11: Parental responses n monitoring children at home.....	35

LIST OF FIGURES

Figure 1: Relationship between Parental involvement and KCSE Performance.....	17
Figure 4.1: Parents' attendance of open days.....	27

ABSTRACT

The purpose of this study was to investigate the influence of home-school collaboration on learners' academic achievement among preschoolers in Kahuro district. Five research objectives were formulated to guide the study. The study was based on descriptive survey method. The target population of study therefore consist 87 teachers, 1566 pupils and 928 parents. The sample comprised of 26 preschools teachers 93 parents and 156 preschool pupils. The study used questionnaire as the research instruments. Data was presented by use of tables and figures while frequencies and percentages were used to analyse the data. Chi square were used to test the relationship between the independent and dependent variables. Findings revealed that parental academic background influenced pupils' academic achievement among preschoolers. The study also revealed that there were various forms of parental involvement which influenced academic achievement among preschoolers. These included parental provision of children needs, checking of pupils school work and helping their children with school work. The study also revealed that there was a relationship between parental level of provision of learning needs of children and academic achievement among preschoolers. This was shown by Pearson's correlation results of 0.68 between parental level of provision and pupils academic performance. The study further established that parental involvement in school activities affected academic achievement among preschoolers. This was shown by the Pearson Correlation Coefficient which showed a strong positive (0.75) relationship between parental involvement in school activities and pupils' academic performance. Parental monitoring of children learning at home affected pupils' academic performance. Pearson Correlation Coefficient results indicated a positive relationship between the

two variables as indicated by a correlation of 0.58 hence it was concluded that parental monitoring of children learning at home influenced pupils' performance. Based on the findings of the study, it was concluded that parental academic background influenced pupils' academic performance. The study also concluded by that there was a relationship between parental level of provision of learning needs of children and academic achievement among preschoolers. The study also concluded that parental involvement in school activities affected academic achievement among preschoolers. The study concluded that parental monitoring of children learning at home influenced pupils' academic achievement among preschoolers. Based on the findings, it was recommended that parents should be encouraged to participate fully in their children's education as it was a determinant in the performance of their children at school. The study also recommended that schools should involve parents in decision making process on the school matters so that both the parents and the school administration can take up responsibility over the children. Based on the findings of this study, it was suggested that since the study was carried out in a rural set up, a similar study should be carried out in an urban area to examine whether similar results will established. It was also suggested that a study to establish the effect of family background and pupils' academic performance should be conducted while a study on the relationship between teacher characteristics and pupils' performance should be conducted.

LIST OF ABBREVIATION AND ACRONYMS

ECD	Early Childhood Development
ECDE	Early Childhood Development Education
EFA	Education For All
DEO	District Education Officer
DECECE	District Centre for Early Childhood Education
KCPE	Kenya National Examination Council
MDG	Millenium Development Goals
UNESCO	United Nations Educations Scientific Cultural Organizations
UNCRC	United Nation Child Rights Convections
UNICEF	United Nation International Childs Educations Fund
UNESCO	United Nations Educations Scientific Cultural Organizations
UNCRC	United Nation Child Rights Convections
UNICEF	United Nation International Childs Educations Fund
UN	United Nations
ZPD	Zone of Proximal Development

CHAPTER ONE

INTRODUCTION

1.1 Background to the Study

Education is a continuous, lifelong process, which starts as soon as one is born. It is therefore necessary that international standards and measures be followed with the intention to protect and promote the well-being of children in society. The foregoing concern was the basis for the initiative of the Convention on the Rights of the Child, drafted by the United Nations Commission on Human Rights (UNCHR) and adopted by the General Assembly of the UN in 1989 (United Nations Children's Fund [UNICEF], 1998).

The Kenyan Government has further demonstrated its commitments to the well being of young children by signing various global policy frameworks. It is in this connection that organisations such as the 1989 United Nations Convention on the Rights of the Child (UNCRC), the 1990 Jomtien world conference on EFA, the 2000 World Education Forum (Dakar, Senegal) and the 2000 Millennium Development Goals (MDGs) (Republic of Kenya, 2006). The above declarations are due to the recognition that of the importance of ECDE as the most important lever for accelerating the attainment of Education for all (EFA) and the Millennium Development Goals (MDGs) (Republic of Kenya, 2006).

The ECDE programs that provide children with high quality care may be able to prepare children for entry into formal school programs. These programs also foster language and cognitive development, promote social development and well being of the child (Hertzman & Wiens, 1996; Doherty, 2001). High quality early childhood education and care programs have the potential to prepare children for the difficult transition to school. Early Childhood Education could also promote continuity of learning under a

cohesive educational plan (Newman, 2000). This shows that ECDE plays a critical role in laying a foundation for future learning..Hence the importance of the corrent study in establishing how home school collaboration influence children academic achievement.

The most important influence on Early Childhood Development Education (ECDE) originates from within the family environment, and the quality of education offered at the pre schools. (UNESCO, 2005). Family-school collaboration or linkages are increasingly and widely viewed as an essential component of strategies to improve learners' educational outcomes. The premise that strong family school linkages improve children's educational outcomes has acquired almost axiomatic status. Research studies abound documenting the association between parents' involvement in their children's schooling and a host of benefits accruing not only to students themselves, but to their schools and parents as well.

The effectiveness of education has traditionally been measured by children's academic achievement. One of the earliest studies to examine school, teacher, and family variables associated with achievement was the Coleman Report. Concern has also been raised about the adequacy of parent involvement research in early childhood intervention programs. White (1992) examined 173 studies, including twenty mentioned in six widely cited reviews in an effort to determine whether the popularly held view that parent involvement makes these programs more effective is actually consistent with the evidence...Their findings revealed that parental involvement in school programes facilitated learning for the children.

Research by Blau and Currie, 2004; Heckman, 2006), Clive, (2004) has shown that early childhood education, also known as pre-school, has various benefits to children's education thereafter. In order to be able to succeed in school, children need to be ready to learn when they enter school. The early childhood education years are the most important for teaching a child how to love learning, and pre-schooling is essential in easing the

transition from home to school. In addition, children also learn how to communicate with others, how to express their feelings and how to develop their creative educational abilities (Clive, 2004). Success in pre-school can also establish a foundation for a child's later academic and emotional development (Clive, 2004).

Attending pre-primary school has a positive effect on subsequent performance in the later levels. According to Curie (2006) attending pre-primary school increased average grades in primary schools. Pre-primary school attendance also positively affect student's class participation. This positive effect on behavioral skills provides evidence of possible pathways by which pre-primary might affect subsequent primary school performance as preschool education facilitates the process of socialization and self-control necessary to make the most of classroom learning (Currie, 2001). Moreover, behavioral skills are as important as cognitive skills to future success in life (Blau and Currie, 2004; Heckman, 2006).

Home-school collaboration may refer to the interest a parent shows in their children's schooling by encouraging them to do well in school, helping them with the school work, appreciating when a child does well in school, talking with the teachers about the child's progress among others (Heckman, 2006). Involvement may vary from one family to another and can take different forms from communicating with teachers about children's progress and helping children with homework, to participating in the school policy making (Epstein, 2002). By getting involved, parents can reduce children's risk of failure and dropping out of school. Hohn (2005) affirms that children's learning is enhanced or deterred by a number of parental factors. These parental factors here would comprise home situation for example, where there is excessive noise or not, lack or presence of play materials or an unpredictable daily routine, parental interaction with children, aloofness, low expectancy of success, authoritarian or permissive parents. It could also include family

structure such as the absent father, later born siblings, low social-economic status and uneducated or highly educated parents. These factors may result to stress that will impede academic achievement of the children however home-school collaboration improves students' morale, attitudes and academic achievement across all subject areas (Baker & Soden 1997 in Okech, 2010).

Parents ought to play a part in the education of their children. Parents are the most important players in the education sector since they provide schools with children. Parents should therefore be involved in what goes on in the schools. They do this in various ways such as provision of school needs for children, creating conducive environment at home for children do their homework, visiting schools when ever called upon. Failure by the parents to do can have an impact on how their children perform in schools (Baker & Soden 1997 in Okech, 2010).

The Kenyan education system has been faced by manifold challenges such as poor performance of students, hence the dearth for extra tuition. This has been partly blamed on the entry behaviour of the pupils. Failure in education in one level has a relationship with how the pupils have been prepared in the previous level (MoE, 2009). For example, failure in primary school has been blamed on the way the pupils have been prepared in the ECE. Evidence on how early childhood education affects school readiness and subsequent educational performance is limited. Early childhood education programs promote academic skills which are important on later education of the children (Cascio, 2004). The benefits from high-quality intensive early education interventions facilitate cognitive development which in long-term increases in academic achievement of the children in later schooling (Barnett, 1995; Karoly 1998 Currie, 2001).

1.2 Statement of the Problem

Children who attend preschool are not only more successful throughout their school careers but they also graduate and go on to college more often, commit fewer crimes, and earn higher wages once they enter the workforce (Sylva, 2005). This makes performance at the ECDE very crucial for it forms a base for other learning. Pre-schooling is associated with a number of positive outcomes. Some of the outcomes are the participation of these children in the primary schools. Poor performance at ECDE affect pupils education when they join the primary schools. It is also argued that certain forms of home-school collaboration can have a positive impact on children's learning. Despite the many reasons for pupils academic achievement, studies on how home school collaboration and its effect of pupils academic achievement has not been conducted in Mugoiri district. This study therefore investigated how home-school collaboration influences learners academic achievement among preschoolers in Mugoiri zone Kahuro district.

1.3 Purpose of the Study

The purpose of this study was to investigate the influence of home-school collaboration on preschool learners academic achievement among preschoolers in Kahuro District.

1.4 Objectives of the Study

The study was guided by the following research objectives;

1. To find the relationship between parental provision for learning needs of their children and academic achievement among preschoolers.
2. To assess the contribution of parental involvement in school activities on academic achievement among preschoolers.
3. To determine relationship between parental monitoring of children learning at home and academic achievement among preschoolers.

1.5 Research Questions

The study was guided by the following research questions;

1. What is the relationship between parental level of provision of learning needs of children and academic achievement among preschoolers?
2. How does the parental involvement in school activities affect academic achievement among preschoolers?
3. What is the relationship between parental monitoring of children learning at home and academic achievement among preschoolers?

1.6 Significance of the Study

Parents of pre-school age pupils may also benefit from the findings of this study in that they be made aware of how their participation in pre school activities affects learning of their children. This is based on the recognition of the fact that parents are essentially invaluable in assisting their children to develop at the early years of their life. Teachers on the other hand may benefit from the findings of the study in establishing how they could facilitate home school collaborations. The findings of this study may be used by the Ministry of Education in formulating capacity building programmes to empower parent's involvement in the education of their children. The results of the proposed study may also influence scholarly research, theory and practice, leading to an educational intervention on the effect of home-school collaboration in the education of their children and how that affects their children's academic achievement.

1.7 Limitations of the Study

One of the limitations of this study is that the investigator was not be able to control attitudes of respondents which were likely to affect research findings. Mulusa (1990) noted that at times, respondents might give socially accepted answers to avoid offending the researcher. To mitigate this limitation the researcher requested the respondents to be honest

in their responses. Another limitation was that the investigator will not be able to investigate in isolation other factors that may influence pupils' academic achievement at the KCPE level. However, the researcher tried to design instruments that collected information that was deemed valid.

1.8 Delimitation of the Study

The study was conducted in one educational zone in Mugoiri district namely Mugoiri zone. The zone is predominantly rural. The findings of the study may therefore not be generalisable to other similar areas. There was no attempt to investigate the influence of intervening variables towards pupil's academic achievement such as the levels of anxiety, motivation, fatigue and self-discipline among pupils. There was no attempt to solicit the opinions of other educational stakeholders like members of parents' school committee with regard to their perception on influence of home-school collaboration and pupils' academic achievement due to logistics of getting them. The proposed study will not investigate other factors that may influence pre-schoolers like the school environment, individual student's characteristics, the nature of curriculum and the implementation process among others.

1.9 Assumptions of the Study

This study was based on the following assumptions:

1. That the respondents gave honest and reliable responses to the researcher.
2. That the parents were involved in their children education.
3. That the sample of pupils used in this study was a reasonable representation of the pupils in the whole of Kahuro district.

1.10 Definition of Significant Terms

The following are the significant terms in the study

Academic achievement refers to the marks that pupils achieve after an examination

Conducive environment refers to suitability of the home environment that enables pupils to learn even at home

Home School Collaborations refers to how parents and teachers work together to promote academic development of preschoolers.

Involvement in school activities refers to parents attendance to school functions such as parents' day, academic days, and prize giving days.

Parental involvement refers to parents following and taking part in their children's education while they are at school and at home.

Parental provision of learning needs refers to parents ability to provide the required learning materials.

Pupil performance refers to the grades that pupils achieved at ECDE examination.

Provision of study environment refers to parents allowing pupils to study, having the necessary space for study at home.

School function refers to such activities organized by the school where parents are expected to participate.

1.11 Organisation of the Study

This study is organised into five chapters. Chapter one presents the background of the study, statement of the problem, purpose of the study, research questions of the study, significance of the study, limitations of the study, delimitations of the study, basic assumptions of the study, definition of significant terms and the organisation of the study. Chapter two deals with literature review. Chapter three presents the research methodology. This describes the research design, the target population, sampling techniques and sample

size, research instruments, instruments' validity, data collection procedure and data analysis techniques. Chapter four presents data obtained from the field, its analysis and interpretations while Chapter five contains the summary of findings, conclusions, recommendations and suggestions for further research.

CHAPTER TWO

LITERATURE REVIEW

2.1 Introduction

This chapter deals with, historical perspective of parental involvement, parental involvement in children's education, importance of parental involvement, parental involvement and parental background, parental involvement in the home, the level of parental involvement, type and forms of parental involvement, empirical review and the conceptual framework for the study.

2.2 Forms of Parental Involvement in Children Education

Chen (2002) investigated how the parental involvement influences children's mathematics learning. Family involvement include having books at home, having facilities such as computers, parental level of education, educational expectations of the parents, attitudes towards learning and parental involvement in the education of the children. These factors will impact on the children and in making the children have high educational expectations, having positive attitude towards education, self confidence and aiming at high academic achievement (Chen, 2002).

2.3 Parental Involvement and Children Academic Performance

Cai, Jinfa, Moyer & Wang (1999) states how important it is for parents to be actively involved in their child's education. Some of the findings of major research into parental involvement indicate that when parents are involved in their children's education at home, they do better in school. And when parents are involved in school, children proceed with schooling and the schools they go to are better. The family makes critical contributions to student achievement from preschool through high school. A home environment that encourages learning is more important to student achievement (Cai, Jinfa, Moyer & Wang 1999 in Ssegawa, 1999).

According to Baker and Soden, (2001), three kinds of parental involvement at home are consistently associated with higher academic achievement. This is by actively organizing and monitoring a child's time for learning, helping with homework and discussing school matters with the child. The earlier that parent involvement begins in a child's educational process, the more powerful the effects on the child's learning. Positive results of parental involvement include improved student achievement, reduced absenteeism, improved behavior, and restored confidence among parents in their children's schooling.

2.4 Learning Environment at Home and Pupils achievement

Family practices in the home that stimulate and support learning have a more significant impact on student achievement than such other factors as family structure (e.g. single parent families) or socio-economic status (Henderson & Berla, 2004). An education-friendly home learning environment affects not only children's achievement levels but their interest in learning and future educational plans as well (Kellaghan et. al., 2003).

There are a number of supportive home processes that range from strong family values and routines to active involvement by parents in schoolwork. The most frequently cited processes include stable family routines, parental support and encouragement about schoolwork, discussion of ideas and events, high parental aspirations and standards for children's achievement, quiet places to study, emphasis on family literacy, monitoring of after-school activities, communicating or modeling of positive behaviors and knowledge of school experiences (U.S. Department of Education, 2004).

Clark (2002) study of low-income, African-American families and their high school children found that parents of high achievers monitored their children's home-study behaviors more rigorously and had higher expectations for their children's education. High achievers also had greater access in the home to such supplemental learning aids as

dictionaries (Clark, 2002). A study of 1,400 Southeast Asia refugee families revealed that family values and home environments that support learning facilitate academic success (Henderson & Berla, 2004 in).

A study by (Lee & Croninger, 2004) established that home learning environment facilitated children's outcome. The study showed that availability of reading materials in the home, parental follow up of children learning at home was directly associated with children's academic achievement. A study in the U.S.A by the Department of Education (2006) also showed that children's success in reading was directly related to the availability of reading materials in the home. This study indicated that when parents set high educational but realistic goals, children responded positively and improved in their academic achievement. That positive encouragement by parents in forms of praise, interest-expressed and rewarded effort enhanced good results. Monitoring students' homework also showed increased academic achievement even if parents did not the answers to the homework.

2.5 Forms of Parental Involvement and childs' achievement

One examination of the experiences of families found that children whose families had strong values about education and acted upon those values by helping their children learn at home or contacting their schools did better than children whose families had strong values but did not act upon them. (Henderson & Berla, 2007). Henderson and Berla point to a number of studies indicating that the more comprehensive (covering a wider range of activities) and intense (over longer period or with greater frequency) parental involvement, the greater the impact on student outcomes. The researchers concluded that when parents are involved not just at home, but in school as well, their children achieve more.

Becher concludes that the children of families who are in regular contact with schools regarding issues of progress, homework, school events, etc., become higher

achievers (Becher, 2004). Armor and others, in a study of twenty low-income elementary schools, showed that the more comprehensive the schools' efforts to involve parents and the community in all aspects of the schools (where parental involvement ranged from requesting parents to become involved to providing special projects for parents to providing space for parents in the schools equipped with services useful to the community), the better sixth graders did in reading (Armor, 2007)

Eagle's (2002) study of high school students and beyond showed that twenty-seven percent of students whose parents were highly involved during high school attained bachelors' degrees. Only seventeen percent of students with moderately involved parents and eight percent of students with uninvolved parents achieved similar levels. Gillum's study of three Michigan school districts, which implemented parent participation programs with varying levels of involvement, revealed that the district with the most comprehensive program of involvement achieved the greatest gains in reading test scores (Gillum, 1997). Irvine's (2002) study of a pre-kindergarten program revealed that the more parent involvement hours, the better children performed on cognitive development tests. (Irvine, 2002)

Generally speaking, only a few studies show certain types of parental involvement activities to be more strongly associated with improving student outcomes than others (Waegenaar, 2007). The more parent involvement programs resemble true partnerships where family involvement is not limited to certain activities but rather integral to all aspects of school life, including decision-making and so the more successful these programs are in raising student outcomes.

Parental involvement in children education takes various forms which includes reading to them especially when they are small, checking homework every night, discussing the children's progress with teachers, voting in school board elections, helping

the school administration to set challenging academic standards, limiting TV viewing on school nights and becoming an advocate for better education in the community and state.

The involvement can also be as simple as asking the children, “How was school today?” But ask every day. That will send the children the clear message that their schoolwork is important to them and the parents expect them to learn. Some parents and families are able to be involved in their child’s education in many ways. Others may only have time for one or two activities. However, whatever the level of involvement, it needs to be done consistently and stuck with it because it will make an important difference in the child’s life hence improving academic standards (Mokaya, 2001).

2.6 Review of Empirical studies on parental involvement

In a study undertaken to determine the influence of parental involvement on the educational outcomes of primary school children in Kisii by Mokaya, (2001) revealed that parental involvement in children’s education had a positive effect on the children’s performance. The results indicate that the influence of parental involvement overall is significant for primary school children. Parental involvement as a whole affected all the academic variables under study by about.

Although the influence of parental involvement generally holds across academic variables, it appeared to produce statistically significant effects slightly more often for grades and other measures than for standardized tests. For the overall population of students, the academic advantage for those whose parents were highly involved in their education averaged in the general range of about 1/2 of a standard deviation for overall educational outcomes, grades and academic achievement when no sophisticated controls were used. What this means is that the academic achievement score distribution for children whose parents were highly involved in their education was substantially higher than that of their counterparts whose parents were less involved (Oketch, 2010).

One of the most vital aspects of this study was its examination of specific components of parental involvement to see which aspects influenced student achievement. One of the patterns that emerged from the findings was that subtle aspects of parental involvement such as parental style and expectations, had a greater impact on student educational outcomes than some of the more demonstrative aspects of parental involvement, such as having household rules and parental attendance and participation at school functions (Munguti, 2003).

According to (Munguti, 2003) parent- school involvement in children's education is associated with positive educational outcomes. This association has prompted efforts to increase such involvement through formal programs. However, among the few programs that have been rigorously evaluated, most do not appear to improve child outcomes.

Omondi (2004) in his study on causes of drop out in EDE school in Ralieda found that lack of parental involvement in the children education led to students performing poorly in school which finally led to drop out. This study was conducted in secondary schools hence a need to conduct a study in primary schools. Wachira (2003) further found that parents who did not come to schools when invited by the school administration had their children performing poorly than the parent who came for school clinic days. This study was conducted in a purely rural set up.

Using data from a study of 1993 Los Angeles area 2nd and 5th grade children and their mothers, the authors attempted to confirm the relationship between parent involvement and child outcomes and understand what underlies it. The findings indicate that parent- school involvement contributes to positive child outcomes. However, such involvement appears to be a manifestation of parental enthusiasm and positive parenting style. Parent-involvement programs might be more effective if they focused on such underlying constructs (Goldring, and Shapira, 2003). Parent involvement in American

schools has fluctuated over the past 2 centuries. After American parents relinquished responsibility for their children's education to profession teachers in the 19th century, parent involvement became increasingly suspect.

Chen, Lee and Stevenson (1996) compared students' achievements and their parents' involvement in China and the USA and found that Chinese parents had higher expectations of their children's performance and spent more time helping their children with school homework than parents in the USA.

Mau (2007), investigated differences in parental influence on the academic achievement of Asian immigrants, Asian Americans and White Americans by using a large representative sample of 10th grade student data in the USA. The findings showed that both Asian immigrant and Asian American parents had higher educational expectations than did White American parents. White American students however, reported more parental involvement in school activities, such as helping with homework and attending school events, than did Asian immigrant and Asian American students.

A study conducted by Ssegawa (2003), among over 500 sixth grade students in Uganda suggested that a larger percentage of parents reported that they checked their children's homework regularly which had a positive impact on their children academic achievement. In contrast, a larger percentage of parents in Ghana (Obi, 2004) reported that they often provided their children with reference books and access to libraries which improved their academic achievement.

2.7 Theoretical Framework

The study was based on goal setting theory. Goal setting theory is proposed and examined by Edwin A. Locke in the mid 1960's. The theory purports that goal or purpose can cause action and intensify the urge to achieve. The theory provides a route to achievement by harnessing individuals or organizational faculties/ efforts and directing

them to what is believed to be the most important activity hence improved performance. Goals-setting Theory is useful in this study since parents collaborate with the school in children's education in a number of ways for example, parents can set goals for their children and try to assist them in the way they can to achieve them. School and parents set goals for their children when they get involved in the school, when they provide a conducive learning environment at home and at school, when they motivate their children towards better performance and time management. Children are also encouraged by their parents and school to draw performance target at individual and preschool level. Goal Setting enables parents and the school to enhance their children's performance.

2.8 Conceptual Framework

The conceptual framework for the study is presented in figure 2.1

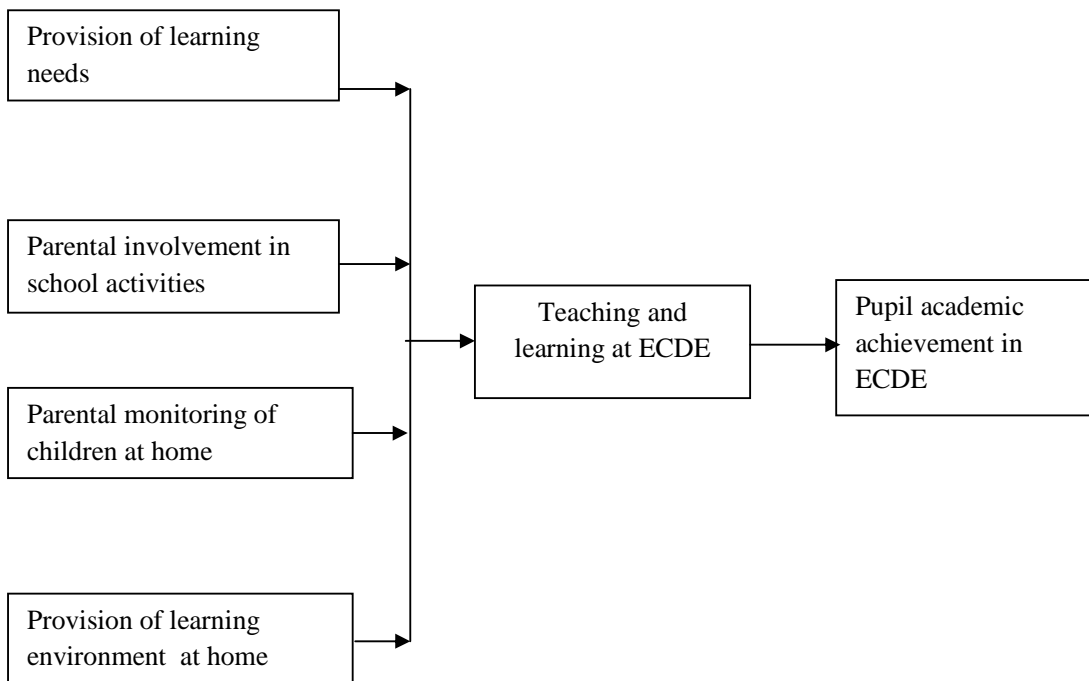


Figure 1: Relationship between Parental involvement and pre-school academic Performance

The conceptual framework of the study shows the relationship between variables in the study. It is based on input process and out. The inputs are the independent variables. These are the form of parental involvement, parental provision of learning needs of the pupils, parental characteristics, parental involvement in school activities and creation of learning environment at home. These variables interact have a direct impact on children learning at school (process) learning and which include. After this interaction this interaction influences pupils' academic achievement at the ECDE.

CHAPTER THREE

RESEARCH METHODOLOGY

3.1 Introduction

This chapter presents the methodology that was used in the study. It covers the research design, target population, sample and sampling techniques, research instrumentation, validity of instruments, reliability of instruments, data collection procedures and data analysis techniques.

3.2 Research Design

The study was used descriptive survey design. According to Orodho (2005), “descriptive survey design is used in preliminary and exploratory studies to allow researchers to gather information, summarize, present and interpret for the purpose of clarification.” The design was chosen by the researcher because it allowed the researcher sought people’s opinions, attitudes concerning influence of home-school collaboration on academic achievement of pre scholars in Mugoiri district.

3.3 The Target Population

The target population refers to all members of a real set or of set of subjects to which a researcher wishes to generalize results of the research (Borg and Gall, 1989). Kahuro district has 84 pre schools with a total number of 87 teachers, and 1,566 pupils. The target population of the study therefore consist 87 teachers, 1566 pupils and 928 parents.

3.4 Sampling Techniques and Sample Size

The sample comprised of 26 preschools teachers 93 parents and 156 preschool pupils. There are a total of 68 public schools and 8 private schools whereby the target population will be divided in 3 strata and a sample of 10% of each stratum was selected i.e. public schools, private schools, location of the school, parent’s social economic status of each strata. Simple sampling technique was used to select specific participants. Newman

(2000) recognizes 10% as adequate sample size this ensured that all members of the populations had an equal chance in participating in the study.

3.5 Research Instruments

The study used questionnaire as the data collection instrument. Gay (1976) maintains that questionnaires give respondents freedom to express their views or opinions and also to make suggestions. The advantages of using questionnaires are: the person administering the instrument has an opportunity to establish rapport, explain the purpose of the study and explain the meaning of items that may not be clear. There were only two sets of questionnaires; for the teachers and parents. These research instruments were developed by the researcher. The questionnaire for the teachers contained two sections. Section one contained items on demographic information of the teachers, while section two had items on influence of home-school collaboration on academic achievement of pre schoolers in Kahuro district. The questionnaire for the parents had one section with section on influence of home-school collaboration on academic achievement.

3.6 Instruments' Validity

According to Mugenda (2003), validity is the degree to which a test measures what it purports to measure. A pilot study was carried out in the one primary school that will not included in the final study. The instruments were validated through application of content validity. Piloting was conducted to enhance instruments validity. The researcher also liaised with the supervisor who discussed the instrument to enhance their validity. Items that were not clear were modified or removed all together.

3.7 Instruments' Reliability

Reliability is a measure of the degree to which a research instrument yields consistent results or data after repeated trials (Mugenda and Mugenda, 2003). The instruments were tested during the pilot study to their reliability. Test retest technique was

used to determine the reliability of the instruments. A reliability coefficient of above 0.7 rendered the instruments as reliable (Mugenda and Mugenda 2003). The reliability coefficient of Teachers questionnaire was 0.86 hence the instruments were deemed reliable.

3.8 Data Collection Procedures

The researcher booked appointments preschool teachers on when to visit the schools to administer the questionnaires. On the day of appointment, the researcher visited the preschools, created rapport with the teachers and then administered the instruments. The researcher also liaised with teachers to have the parents fill in the questionnaires. The researcher then collected the instruments once filled in.

3.9 Data Analysis Techniques

Once data was collected, the researchers edited and cleaned it. This involved removing the questionnaires that were not be filled in correctly. Quantitative data from the questionnaires were coded and then entered into the Statistical Package for Social Sciences (SPSS) software for analysis. Quantitative data were analysed using frequencies and percentages with inferential statistics, while the qualitative data from the open ended items was organized following the themes in the research questions. Chi square was used to test the relationship between the variables.

CHAPTER FOUR

DATA ANALYSIS PRESENTATION AND INTERPRETATION

4.1 Introduction

This chapter presents an analysis of the data on the study. Data analysis was undertaken primarily in terms of percentages and, to a lesser extent, through descriptive analysis. Simple pie charts, frequency distribution tables were used in presenting data. Data interpretation was done based on the research questions.

Questionnaire return rate

Questionnaire return rate is the proportion of the questionnaire returned to the researcher after administration to the respondents in this study, out of the 26 questionnaires administered to the preschools teachers, all of them were returned while out of the 93 questionnaires administered to the parents, they all returned. The questionnaire return rate were therefore above 80% and hence acceptable for data analysis.

4.2 Influence of parental academic background on academic achievement among preschoolers.

One of the research question was to establish the influence of parental academic background on academic achievement among preschoolers. To establish the influence of parental academic background on academic achievement among preschoolers, the teachers were asked to rate the influence of parents on their children's academic achievement. Data showed shows that majority 19(76.0%) of teachers said that parents contributes greatly on their children's academic achievement while a significant number 6(24.0%) of teachers said that they contribute to some extent. Cai, Jinfa, Moyer & Wang (1999) states that when parents are involved in their children's education at home, they do better in school. The study further sought to investigate teachers' opinions towards the factors that contribute to children's academic achievement. In doing this, the parents were asked to indicate how

frequently they went to school to discuss their children performance. Data is tabulated in table 4.1.

Table 4.1: Frequency of Parents visit to school

Frequency	F	%
Always	3	3.2
Sometimes	71	76.3
Never	19	20.4
Total	93	100.0

Table 4.1 shows that majority 71(76.3%) of patents said that they sometimes went to school discuss their children performance, 19(20.4%) said they never went while 3(3.2%) of parents said they went to school always. The data shows that parents did not adequately go to school to discuss their children academic performance which could affect their children academic performance. According to (Munguti, 2003) parent who went to school to discuss their children’s academic performance had their children perform better. The finding concur with Omondi (2004) in his study on causes of poor performance in school in Ralieda found that lack of parental involvement in the children education led to students performing poorly in school. The same is affirmed by.

The researcher asked the parents to indicate whether they went to school when sent for by the teacher. Data shows that majority 76(81.7%) of parents said they went. This is in line with Wachira (2003) who found that parents who did not go to schools when invited by the school administration had their children performing poorly than the parent who came for school clinic days. The parents were further asked to indicate how frequently they allowed their children to remain at home instead of going to school. Table 4.2 shows the

parents responses on the frequency at which children were at home instead of going to school.

Table 4.2: Frequency at which children missed school

Frequency	F	%t
Frequently	29	31.2
Rarely	31	33.3
Never	33	35.5
Total	93	100.0

Data shows that 33(35.5%) of parents said that their children were never at home instead of going to school, 31(33.3%) of parents said that they were at home rarely while 29(31.2%) of parents said there were at home frequently. The data shows that majority of the parents were of the opinion that their children missed out school as indicated by 33 (35%). The teachers on the other hand were asked to indicate the factors that influenced children's academic achievement. Their responses are presented in table 4.3.

Table 4.3: Factors contributing to children's academic achievement

Factors	A		U		D	
	F	%	F	%	F	%
Home school collaboration in children's education affects their performance	25	100.0	0	00	0	00
Parents are willing to provide for their children's needs	25	100.0	0	00	0	00
Parents talk ill of teachers in this school	12	48.0	6	24.0	7	28.0
Parents confront teachers in the presence of their children	6	24.0	6	24.0	13	52.0

Key:

SA = Strongly Agree; A= Agree; U= Undecided; D= Disagree; SD= Strongly Disagree

Data in table 4.3 shows that majority 19(76.0%) of teachers strongly agreed that home school collaboration in children's education affected their children's performance. All the teachers also reported that parent were willing to provide for their children's needs. It was also noted by 12 (48%) that that parents talked ill of teachers in the school. Six (24) reported that parents confronted teachers in the presence of their children. The data from the teachers' responses indicate that there were various factors that affected children education.

Parental involvement in children education takes various forms which includes reading to them especially when they are small, checking homework every night, discussing the children's progress with teachers, voting in school board elections, helping the school administration to set challenging academic standards, limiting TV viewing on school nights and becoming an advocate for better education in the community and state.

The parents were asked to indicate the effects of home school collaboration on pupil's performance. Table 4.4 tabulates the finding.

Table 4.4: Parents responses on home school collaboration

Response	Always		Often		Rarely		Never	
	F	%	F	%	F	%	F	%
How often do you provide your child with what he/ she needs at school	39	41.9	37	39.8	17	18.3		
How often do you check your child's school work	43	46.2	6	6.5	40	43.0	4	4.3
How often do you help your children with school work			23	24.7	51	54.8	19	20.4

Data in table 4.4 shows that 39(41.9%) of parents reported that they always provided their children with what they needed for school, 37(39.8%) of parents provided often. Data further shows that 43(46.2%) of parents always checked their children school work while majority 51(54.8%) of parents rarely helped their children with school work. The findings are in line with Baker and Soden, (2001), who states that kinds of parental involvement at home are consistently associated with higher academic achievement. This is by actively organizing and monitoring a child's time for learning, helping with homework and discussing school matters with the child. The findings are also in line with by Ssegawa (2003) who found parents' checking their children's homework more regularly had a positive impact on their children academic achievement. In contrast, a larger percentage of parents in Ghana (Obi, 2004) reported that they often provided their children with reference books and access to libraries which improved their academic achievement.

The parents were further asked whether it was necessary to go to school during open days. Data is presented in figure 4.1

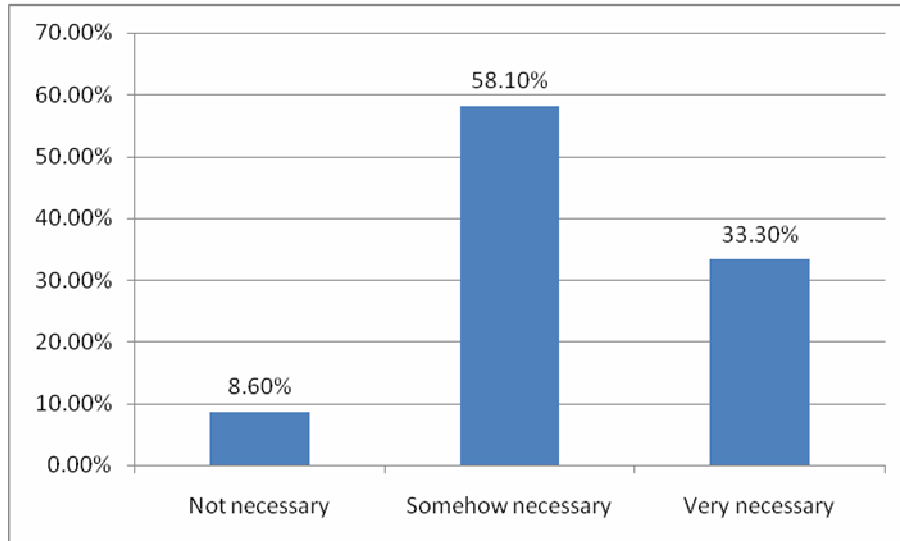


Figure 4.1: Parents' attendance of open days

Figure 4.2 shows that majority 54(58.1%) of parents said that it was somehow necessary to go to school during open days, 31(33.3%) of parents said it was very necessary while 8(8.6%) of parents said it was not necessary. The findings imply that a considerable number of parents did not feel that going to school during open days was necessary. When the parents were asked whether they supported their child's education, majority 62(66.7%) of parents said they supported it to a great extent. Cai, Jinfa, Moyer & Wang (1999) state how important it is for parents to be actively involved in their child's education. Becher (2004) found that children of families who are in regular contact with schools regarding issues of progress, homework, school events, etc., become higher achievers.

4.3 Various forms of parental involvement

The study further sought to establish the influence of various forms of parental involvement on the children academic performance. The teachers were therefore asked to indicate their opinions on how they felt that various forms of parents involvement affected the academic performance of the children. Table 4.5 shows teachers responses on various forms of parental involvement on academic achievement among preschoolers.

Table 4.5: Teachers responses on various forms of parental involvement

Factors	Agree		Undecided		Disagree	
	F	%	F	%	F	%
Parents are not keen to follow up their children's education	19	76.0	0	00	6	24.0
Parents come to preschool only when they are called to do so	25	100.0	0	00	0	00
Parents are ready to support the school where they can	6	24.0			19	76.0
Parents in this preschool are not interested in school matters	18	72.0			7	28.0
Parents in this school influence their children negatively	0	00	7	28.0	20	72.0
Parents in this school cooperate very well when called upon	0	00			25	100.0
Parents in this preschool blame teachers for their children's failure	25	100.0				

Table 4.5 shows that majority 19 (76.0%) of teachers agreed that parents were not keen to follow up their children's education and they came to preschool only when they are called to do so. Majority 19(76.0%) of teachers disagreed that parents were ready to support the school where they can. Data further shows that majority 18(72.0%) of teachers agreed that parents were not interested in school matters. Teachers 25(100.0%) disagreed that parents cooperated very well when called upon and agreed that parents blamed teachers for their children's failure.

Section 4.3 presents finding on the relationship between parental level of provision of learning needs of children and academic achievement among preschoolers.

4.4 Relationship between parental level of provision of school needs of children and academic achievement among preschoolers

The researchers conclude that when parents are involved not just at home, but in school as well, their children achieve more. According to Mokaya, (2001), parental involvement in children education takes various forms which includes reading to them especially when they are small, checking homework every night, discussing the children's progress with teachers, voting in school board elections, helping the school administration to set challenging academic standards, limiting TV viewing on school nights and becoming an advocate for better education in the community and state. The involvement can also be as simple as asking the children, "How was school today?" But ask every day. That will send the children the clear message that their schoolwork is important to them and the parents expect them to learn. Some parents and families are able to be involved in their child's education in many ways. Others may only have time for one or two activities. However, whatever the level of involvement, it needs to be done consistently and stuck with it because it will make an important difference in the child's life hence improving academic standards. Henderson and Berla on the other hand point to a number of studies indicating

that the more comprehensive (covering a wider range of activities) and intense (over longer period or with greater frequency) parental involvement, the greater the impact on student outcomes.

The parents were also asked to indicate how they agreed or disagreed with statements that sought to establish how various forms of parental involvement affected children academic performance. Their responses are presented in table 4.6.

Table 4.6: Parents’ responses on various forms of parental involvement

Factors	Agree		Undecided		Disagree	
	F	%	F	%	F	%
I ask teachers of my child’s progress at school	93	100.0	0	00	0	00
I help my child in doing homework	62	66.7	0	00	31	33.3
I usually go to school to get to know of my child progress	59	63.4	34	36.6	0	00
I am friendly to the teachers	87	93.5	6	6.5	0	00

Table 4.6 shows that parents agreed that they asked teachers of their child’s progress at school, majority 62(66.7%) of parents agreed that they helped their child in doing home work and there were friendly to the teachers majority 59(63.4%) of parents agreed that they usually went to school to get to know of their child progress. According to Baker and Soden, (2001), three kinds of parental involvement at home are consistently associated with higher academic achievement. This is by actively organizing and monitoring a child’s time for learning, helping with homework and discussing school matters with the child. The earlier that parent involvement begins in a child’s educational process, the more powerful the effects on the child’s learning.

4.5 Parental provision of learning needs of children and academic achievement among preschoolers.

The study also sought to establish the relationship between parental level of provision of learning needs of children and academic achievement among preschoolers. In establishing the relationship, teachers were asked to indicate their feeling on whether parents in their preschool provided conducive environment for learning while at home. Data revealed that shows that majority 19(76.0%) of teachers agreed that parent in their preschool provides conducive environment for learning while at home while 6(24.0%) of teachers strongly agreed with the statement.

This is in line with Kellaghan (2003) who states that an education-friendly home learning environment affects not only children's achievement levels but their interest in learning and future educational plans as well. It is also in line with the U.S. Department of Education (2004) which states that the most frequently cited processes include stable family routines, parental support and encouragement about schoolwork, discussion of ideas and events, high parental aspirations and standards for children's achievement, quiet places to study, emphasis on family literacy, monitoring of after-school activities, communicating or modeling of positive behaviors and knowledge of school experiences. Similar sentiments are echoed by A study by Lee & Croninger (2004) that home learning environment facilitated children's outcome.

The parents were further asked to indicate their opinions on how different items concerning the relationship between parental provision of conducive learning environment and pupils' academic performance.

Table 4.7: Parental provision of learning needs of children and academic achievement

Factors	Agree		Undecided		Disagree	
	F	%	F	%	F	%
I feel good when invited to participate in pre school activities	70	75.3	0	00	23	24.7
I discuss with my child what they have learnt at school	62	66.7	31	33.3	0	00
I let my child to do homework before other chores	42	45.2	0	00	51	54.8
I always encourage my child to work hard	79	85.0		14	15.1	

Table 4.7 indicates that majority 70(75.3%) of parents agreed that they felt good when invited to participate in preschool activities, majority 62(66.7%) of parents agreed that they discussed with their child what they had learnt at school, 51(54.8%) of parents disagreed that they their child to do homework before other chores while majority 62(66.7%) of parents agreed that they did not complain when asked to go to school. These findings indicated that parents provided a conducive environment at home.

The teachers were also asked to indicate their opinion on how parental provision of learning needs influenced pupils academic performance. Table 4.8 presents the data.

Table 4.8 parental provision of learning needs of children

Statement	Agree		Undecided		Disagree	
	F	%	F	%	F	%
Parents in this preschool never participate in school affairs	6	24.0	6	24.0	13	52.0
Parents in this preschool are not bothered on their children performance	6	24.0	0	00	17	76.0

Table 4.8 shows that majority 13(52.0%) of teachers disagreed that parents in their preschool never participate in school affairs while majority 17(76.0%) of teachers disagreed that parents in their preschool were not bothered on their children performance.

In order to examine the relationship between parental level of provision of learning needs of children and academic achievement among preschoolers scores in pupils performance were converted from continuous to discrete data and then Chi square was used. Chi-square test was carried out at $p > 0.05$ to determine the relationship between provision of learning needs and pupils performance. The results of the analysis indicated no significant relationship between provision of learning needs and pupils performance (χ^2 value = 5.380, $df = 5$, Sig. = 0.371) at $p < 0.05$ and thus the first null hypothesis was retained, that gender is not a significant relationship between provision of learning needs and pupils performance.

4.6 Contribution of parental involvement in school activities affect academic achievement among preschoolers

The study also sought to establish how parental involvement in school activities affected academic achievement among preschoolers. Teachers were asked to indicate how

parental involvement in schools activities affected pupils learning environment. Their responses are presented in table 4.9.

Table 4.9: Teachers responses on the contribution of parental involvement in school activities affect academic achievement among preschoolers

Factors	Agree		Undecided		Disagree	
	F	%	F	%	F	%
Parents in this preschool do not see the value of education	7	28.0	0	00	18	72.0
Students in this preschool are negatively influenced by parents	7	28.0	0	00	18	72.0

Data in table 4.10 shows that majority 18(72.0%)of teachers disagreed that parents in their preschool did not see the value of education and that students in their preschool were negatively influenced by parents.

To examine the contribution of parental involvement in school activities affect academic achievement among preschoolers, Chi square was used. The results (X^2 value = 7.384, df = 10, Sig = 0.882) revealed that there was no significant relationship between parental involvement in school activities affect academic achievement.

Parental monitoring of children learning at home and academic achievement

The study further sought to establish the relationship between parental monitoring of children learning at home and academic achievement among preschoolers. Data is presented in this section.

Majority 19(76.0%) of teachers disagreed that parents in their preschool feel to own the preschool while 6(24.0%) of teachers agreed with the statement. The data implies that parents did not feel to own the preschool.

Table 4.10: Teachers responses of parental monitoring of children at home

Factors	Agree		Undecided		Disagree	
	F	%	F	%	F	%
Parents in this preschool are free with teachers and support them	18	72.0	0	00	7	28.0
Parents in this preschool contribute to students' performance	12	48.0	0	00	13	52.0

Findings shows that majority 18(72.0%) of teachers agreed that parents in their preschool were free with teachers and support them. Majority 13(52.0%) of teachers disagreed that parents contribute to students' performance. Asked whether there was a relationship between parental monitoring of children academic achievement, table 4.14 shows parents' comments on relationship between parental monitoring of children learning at home and academic achievement among preschoolers.

Table 4.11: Parental responses n monitoring children at home.

Factors	Agree		Undecided		Disagree	
	F	%	F	%	F	%
My child's progress is a priority	93	100.0	0	00	0	00
My children has no time to discuss school matters with me	40	43.0	0	00	53	57.0

Table 4.11 shows that parents agreed that their children progress is their priority, majority 53(57.0%) of parents disagreed that their children has no time to discuss school matters.

To examine the between parental monitoring of children learning at home and academic achievement among preschoolers, the analyses were performed using the Pearson Correlation Coefficient.

The scores obtained on the independent variable (parental monitoring of children learning at home) were correlated with the predicted variable which was pupils' performance. The Chi-square results revealed no significant relationship between parental monitoring of children learning at home and pupil' performance. (X^2 value = 6.546, df = 10, Sig = 0.821).

The researcher was also interested in establishing teachers' comments on parental involvement on their children's performance in this preschool.. Majority 18(72.0%) of teachers suggested that parents to provide learning materials in school to improve children' academic achievement while 13(52.0%) suggested that parents should participate in school activities when called upon and they should also be called for seminars to be educated on the importance of education.

CHAPTER FIVE

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

5.1 Introduction

This chapter summarizes the findings of the study and presents conclusions, recommendations and suggestions for further research. The objectives of the study were: To determine the extent to which parental academic background influences academic achievement among preschoolers. To find the relationship between parental provision for learning needs of their children and academic achievement among preschoolers. To assess the contribution of parental involvement in school activities on academic achievement among preschoolers and lastly to determine relationship between parental monitoring of children learning at home and academic achievement among preschoolers.

5.2 Summary of findings

The purpose of this study was to investigate the influence of home-school collaboration on learners academic achievement among preschoolers in Kahuro district. Five research objectives were formulated to guide the study. Research objective one sought to determine the extent to which parental academic background influences academic achievement among preschoolers. Research objective two aimed at determining the various forms of parental involvement influencing academic achievement among preschoolers; research objective three aimed at finding out the relationship between parental provision of learning needs of their children and academic achievement among preschoolers; research objective four sought to assess the contribution of parental involvement in school activities on academic achievement among preschoolers while research objective five sought to determine relationship between parental monitoring of children learning at home and academic achievement among preschoolers

This literature review dealt with, historical perspective of parental involvement, parental involvement in children's education, importance of parental involvement, parental involvement and parental background, parental involvement in the home, the level of parental involvement, type and forms of parental involvement, empirical review and the conceptual framework for the study.

The study was based on descriptive survey method. The target population of study therefore consist 87 teachers, 1566 pupils and 928 parents. The sample comprised of 26 preschools teachers 93 parents and 156 preschool pupils. The study used questionnaire as the research instruments. Data was presented by use of tables and figures while frequencies and percentages were used to analyse the data. Pearsons moment correlation coefficients were used to test the relationship between the independent and dependent variables.

Findings on the influence of parental academic background on academic achievement among preschoolers revealed that majority 19(76.0%) of teachers said that parental academic background contributed greatly on their children's academic achievement. It was also revealed that majority 71(76.3%) of patents said that they sometimes went to school discuss their children performance. Majority 76(81.7%) of parents said they went to school when sent for by the teachers. It was also revealed by 33(35.5%) of parents that their children were never at home instead of going to school. Majority 19(76.0%) of teachers strongly agreed that home school collaboration in children's education affected their children's performance. All the teachers also reported that parent were willing to provide for their children's needs.

Finding also shows that there were various forms of parental involvement which influenced academic achievement among preschoolers. For instant, 39(41.9%) of parents always provided their children with what they needed for school, 43(46.2%) of parents

always checked their children school work while majority 51(54.8%) of parents rarely helped their children with school work.

Majority 54(58.1%) of parents said that it was somehow necessary to go to school during open days, 31(33.3%) of parents said it was very necessary while 8(8.6%) of parents said it was not necessary. However majority 19 (76.0%) of teachers agreed that parents were not keen to follow up their children's education and they came to preschool only when they are called to do so. Majority 19(76.0%) of teachers disagreed that parents were ready to support the school where they can. Data further shows that majority 18(72.0%) of teachers agreed that parents were not interested in school matters. All the teachers 25(100.0%) disagreed that parents cooperated very well when called upon.

Majority 79(84.9%) of parents agreed that they asked teachers of their child's progress at school while majority 48(51.6%) of then agreed that they helped their child in doing home work and there were friendly to the teachers. A further 51(54.8%) of parents agreed that they usually went to school to get to know of their child progress.

Findings on the relationship between parental level of provision of learning needs of children and academic achievement among preschoolers revealed that majority 19(76.0%) of teachers agreed that parent in their preschool provides conducive environment for learning while at home while 6(24.0%) of teachers strongly agreed with the statement. Majority 70(75.3%) of parents agreed that they felt good when invited to participate in preschool activities while majority 54(58.1%) of parents agreed that they discussed with their child what they had learnt at school. Majority 13(52.0%) of teachers disagreed that parents in their preschool never participate in school affairs while 7(28.0%) of teachers strongly disagreed that parents in their preschool were not bothered on their children performance. Findings on the contribution of parental involvement in school activities affect academic achievement among preschoolers showed that 12(48.0%) of

teachers disagreed that parents in their preschool did not see the value of education while the same number disagreed that students in their preschool were negatively influenced by parents. To examine the contribution of parental involvement in school activities affect academic achievement among preschoolers, results showed that parental involvement in school activities influenced academic performance among preschoolers

Findings on the relationship between parental monitoring of children learning at home and academic achievement among preschoolers revealed that majority 19(76.0%) of teachers disagreed that parents in their preschool feel to own the preschool while 6(24.0%) of teachers agreed with the statement. Majority 18(72.0%) of teachers agreed that parents in their preschool were free with teachers and support them. Majority 13(52.0%) of teachers disagreed that parents contribute to students' performance. Majority 73(78.5%) of parents agreed that their children progress is their priority, 40(43.0%) of parents agreed that their children has no time to discuss school matters with them, 25(26.9%) disagreed while 28(30.1%) of parents strongly disagreed with the statement.

To examine the between parental monitoring of children learning at home and academic achievement among preschoolers, the analyses were performed using the Pearson Correlation Coefficient. The results indicated that there was a positive relationship between the two variables as indicated by a correlation of 0.58 hence it was concluded that parental monitoring of children learning at home influenced pupils' performance.

5.3 Conclusions of the study

Based on the findings of the study, it was concluded that parental academic background influenced pupils' academic performance. Parental level of education enabled parents go to school to discuss their children performance, they went to school when called to do so by the teachers while parents never let their children stay at home instead of going to school. The study also concluded that there were various forms of parental involvement

which influenced academic achievement among preschoolers. These included provision of children needs, checking pupils work at home and helping children with their homework.

The study also concluded by that there was a relationship between parental level of provision of learning needs of children and academic achievement among preschoolers. Parents were noted to providing conducive learning environment for children to learn while at home. The parents felt good when invited to participate in preschool activities and also discussed with their child what they had learnt at school. Pearson's correlation results of parental provision of learning needs and pupils performance shows that there was a positive relationship (0.68) between parental level of provision and pupils academic performance. The results show that the level of parental provision of learning needs for children and pupils academic performance. The study also concluded that parental involvement in school activities affected academic achievement among preschoolers. Pearson Correlation Coefficient showed that there was strong positive (0.75) relationship between parental involvement in school activities and pupils academic performance.

The study concluded that parental monitoring of children learning at home influenced pupils' academic achievement among preschoolers. This was conclusion was made based on the analyses of the Pearson Correlation Coefficient which indicated that there was a positive relationship between the two variables as indicated by a correlation of 0.58 hence it was concluded that parental monitoring of children learning at home influenced pupils' performance.

5.4 Recommendations

Based on the findings, it was recommended that parents should be encouraged to participate fully in their children's education as it was a determinant in the performance of their children at school. It was also recommended that the school administration should educate the parents on the need of being fully involved in their children education so that

they could speak in one voice with the school administration. The study also recommended that schools should involve parents in decision making process on the school matters so that both the parents and the school administration can take up responsibility over the pre-schooler's academic achievement

5.5 Suggestions for further research

Based on the findings of this study, the following areas were suggested for further study;

1. Since the study was carried out in a rural set up, a similar study should be carried out in an urban area to examine whether similar results will established.
2. A study to establish the effect of family background and pupils' academic performance.
3. A study on the relationship between teacher characteristics and pupils performance.

REFERENCES

- Baker, A.J.L., & Soden, L.M. (1997). *Parent Involvement in Children's Education: A Critical Assessment of the Knowledge Base*. (Report No. PS-025357). Paper presented at the annual meeting of the American Educational Research Association, Chicago, IL. (ERIC Document Reproduction Service No. ED407127).
- Brooks, N., Bruno, E., & Burns, T. (1997). *Reinforcing Students' Motivation Through Parent Interaction*. (Report No. PS-025753). Master's thesis, Saint Xavier University & IRI/Skylight, 1997. (ERIC Document Reproduction Service No. ED411074).
- Cai, J., John, C. Moyer & Wang N. (1999). *Parental Roles in Students' Learning of Mathematics: An Exploratory Study*. Research in Middle Level Education Quarterly. Spring 1999.
- Chen, C. C. (1995). *Paths to Achievement: A Study of Family Influences on Children's Achievement in China and the United States*. The University of Michigan.
- Cotton, K., & Wikelund, K.R. (2001). *Parent Involvement In Education*. Retrieved May 3, 2002, from Northwest Regional Educational Laboratory Web site: <http://www.nwrel.org/scpd/sirs/3/cu6.html>
- Gay, H. L. (1981) *Educational Research: Competences for Analysis and Application*. London: Charles E. Merrill
- Grolnick, W.S., & Slowiaczek, M.L. (1994). Parents' involvement in children's schooling: A multidimensional conceptualization and motivational model. *Child Development*, 65,237-252.

- Hohn, W, (2005). "Family and School as Educational Institutions." In *Review of Child Development Research*, Vol. 7: *The Family*, ed. Ross D. Parke. Chicago: University of Chicago Press.
- Henderson, A. T. (1987). *The Evidence Continues to Grow: Parent involvement Improves Student Achievement*. (Report No. ISBN-0-934460-28-0). Columbia, MD: National Committee for Citizens in Education. (ERIC Document Reproduction Service No. ED315199)
- Herman, J.L., & Yeh, J.P. (2001). *Some Effects of Parent Involvement In Schools*. (Report No. CSE-R-138). Paper presented at the annual meeting of the American Educational Research Association, Boston, MA. (ERIC Document Reproduction Service No. ED206963)
- Epstein, R.D, Coates, C.M, Salinas, T.M Sanders, & Simon,B.G (2002). *Cultural Variations in Family Beliefs about Children's Performance in Mathematics: Comparisons Among People's Republic of China, Chinese-American, and Caucasian-American Families*. *Journal of Educational Psychology* 79 (2): 179-188.
- Ichado, S.M. (2008). Impact of broken home on academic achievement of secondary school students in English language. *Journal of Research in Counseling Psychology* 4(1): 84- 87.
- Mau, W. C. (1997). Parental influences on the high school students' academic achievement: A comparison of Asian immigrants, Asian Americans, and White Americans. *Psychology in the Schools*, 34(3), 267-271.
- Mugenda, O. M. & Mugenda, A. G. (1990). *Research Methods: Quantitative and Qualitative Approaches*. Nairobi: Acts Press.

- Mutiso F.S. (2009). Factors contributing to public secondary schools' performance in Kenya Certificate of Secondary Education (KCSE) examinations in Kibwezi division, Kibwezi district, Kenya.
- Nzewunwah, P. N. (2006). *The Effects of Single Parenthood on the Academic Performance of Students*. Unpublished M.Ed. Project. University of Lagos.
- National Committee on Science Education Standards and Assessment, National Research Council (1996). *National Science Education Standards*, Washington D.C: National Academy Press.
- Okech, S. (2010). Effects Of Parental Upbringing On Children Learning Achievement In Kisumu East District. Unpublished Masters project. Moi University
- Okwaro, JK (2009). School Based Factors That Affect Kenya Certificate Of Primary Education Performance In Public Primary Schools In Dagoretti division, Nairobi province, Kenya.
- Kapila, W.H. (2001). *Facing the Consequences: Using TIMSS for a Closer Look at U.S Mathematics and Science Education*. Kluwer Academic Publishers.
- Kimani, J.K (2005). Causes of Poor Performance of Pupils in KCPE in Manyatta division. Unpublished masters project. Kenyatta University.
- Saru, A.F. (2008) Factors Affecting Poor Performance in KCSE in Marsabit district. Unpublished Masters project. Kenyatta Universtiy.
- Sogbetun, A. A. (2008). *Teachers and Students Opinion about the Causes of Poor Academic achievement in Secondary Schools*. Unpublished M.Ed. Project. Ibadan: University of Ibadan.
- Simon, B.S. (2000). *Predictors of high school and family partnerships and the influence of partnerships on student success*. Doctoral dissertation, Johns Hopkins University,

2000. Retrieved July 5, 2002, from National Network of Partnership Schools Web site: <http://www.csos.jhu.edu/p2000/type2/issue10/ttype2j.htm>
- Ssegawa, M. K. (2003). Headteachers attitudes towards parental participation in students learning in grade 13 students in Jinja. Unpublished Masters thesis, Kyambogo University.
- Stevenson, H. W. & J. W. Stigler. (1992). *The Learning Gap: Why Our Schools Are Failing And What We Can Learn From Japanese and Chinese Education*. New York: Summit Books.
- Stevenson, H. W., S. Y. Lee, C. Chen, M. Lummis, J. Stigler, L. Fan, & F. Ge. (1990). *Mathematics Achievement of Children in China and the United States*. *Child Development* 61, 1053-1066.
- Stigler, J. W. & J. Hiebert. (1999). *The Teaching Gap: The Best Ideas from the World's Teachers for Improving Education in the Classroom*. New York: The Free Press.
- Phillips, T. J. (2005). "Teacher Communications, Child Achievement and Parent Traits in Parent Involvement Models." *Journal of Educational Research* 91 (1):3 - 14.

APPENDICES

APPENDIX I: QUESTIONNAIRE FOR TEACHERS

This questionnaire is designed to gather information on how home-school collaboration influence learners academic achievement among preschoolers in Mugoiri district. You are kindly requested to tick (√) the appropriate response or respond as indicated. Do not put your name or any other form of identification. The information you give will be confidential and will only be used for the purpose of this study. Please respond to all items.

PART A: : Effects of home school corroboration on student performance

Indicate how often parents for the following children do the activities given on a scale of 1 to 5 where 1 is the lowest 5 the highest rating. etc

Name of child	Parent interest in child's education	Parent contact on absenteeism	Coming to school to discuss performance	Buy needed items	Checking homework	Sent for by the teacher	Paying school fees

1. How do you rate the influence of parents on their children's academic achievement?

Contribute greatly []

Contributes to some extent []

Does not contribute []

2. Indicate your feeling towards the following items

Key

SA Strongly Agree A Agree U Undecided D Disagree

SD Strongly Disagree

Statement	SA	A	U	D	SD
Home school corroboration in children's education affects their performance					
Parents are willing to provide for their children's needs					
Parents talk ill of teachers in this school					
Parents confront teachers in the presence of their children					
Parents are not keen to follow up their children's education					
Parents come to preschool only when they are called to do so					
Parents in this preschool fully participate in open days					
Parents are ready to support the school where they can					
Parents in this preschool are not interested in school matters					
Parents in this preschool influence their children negatively					

Parents in this school cooperate very well when called upon					
Parents in this preschool blame teachers for their children's failure					
Parents in this preschool provide a conducive environment for learning while at home					
Parents in this preschool never participate in school affairs					
Parents in this preschool are not bothered on their children performance					
Parents in this preschool do not see the value of education					
Students in this preschool are negatively influenced by parents					
Parents in this preschool feel to own the preschool					
Parents in this preschool are free with teachers and support them					
Parents in this preschool contribute to students' performance					

3. Give suggestion on how parents can be involved to improve children' academic achievement

APPENDIX II

QUESTIONNAIRE FOR PARENTS

This questionnaire is designed to gather information on how home-school collaboration influence learners academic achievement among preschoolers in Mugoiri district. You are kindly requested to tick (√) the appropriate response or respond as indicated. Do not put your name or any other form of identification. The information you give will be confidential and will only be used for the purpose of this study. Please respond to all items.

Section B: Effects of home school collaboration on pupils' performance

1. How often do you go to school to discuss their children's performance?

Always []

Sometimes []

Never []

2. Are you interested in your children education in your education?

Yes [] No []

3. Do you go to school when sent for by the teacher?

Yes [] No []

4. How often is your at home instead of going to school?

Frequently []

Rarely []

Never []

5. How often do you provide your child with what he/she needs at school?

Often []

Rarely []

Never []

6. How often do you check your child's school work?

Always []

Rarely []

Never []

7. How often do you help you children with school work?

Always []

Rarely []

Never []

8. Do you think it is necessary to go to school during open days?

Not necessary, []

Somehow necessary, []

Very necessary []

9. How do you support your child's education?

To a great extent []

Little extent []

Less extent []

State the extent to which you agree or disagree with the following statements

Statement	SA	A	U	D	SD
I ask teachers of my child's progress at school					
I help my child in doing homework					
I usually go to school to get to know of my child progress					
I am friendly to the teachers					
I feel good when invited to participate in pre school activities					
I discuss with my child what they have learnt at school					
I let my child to do homework before other chores					
I always encourage my child to work hard					
I do not complain when asked to go to school					
My child's progress is a priority					
My parent has no time to discuss school matters with me					

APPENDIX III

MONTH OF SEPT. EXAM YEAR 2012

NAME _____ CLASS _____

READING

Recognize sounds

ba	sa	ta	ma	pa
ja	na	va	za	ca
e	me	se	pe	ve
be	fe	le	ge	de
Aa	Tt	Pp	Qq	Tt

Recognize numbers

11	8	12	32
41	64	25	31
10	9	1	0

MONTH OF SEPT. EXAM YEAR 2012

NAME _____ CLASS _____

LANGUAGE

Write the missing letters

A B C _____

F G H _____

L M N _____

R S T _____

X Y _____

Write a-z

a b _____

_____ i _____ m

n _____ q _____

u v w _____ z

Write the missing vowels

a e _____

Read sounds

a ba ca da

fa ga ha ja

Name the pictures



Write in capital letters

tree -

egg -

bag -

Write in words

1 -

5. 2 -

3 -

MONTH OF SEPT. EXAM YEAR 2012

NAME _____ CLASS _____

NUMBER WORK

Write the missing numbers

1 2 3 _____

11 12 13 _____

24 25 26 _____

35 36 _____

46 47 _____

Add

$6 + 1 =$

$6 + 2 =$

$6 + 3 =$

5

+

5

6

+

6

$2 + 2 + 2 =$

$4 + 1 + 2 =$

3

+ 4

1

2

+ 1

2

Take Away

$2 - 1 =$

$3 - 1 =$

$4 - 1 =$