IMPACT OF PARENTAL INVOLVEMENT IN EARLY CHILDHOOD EDUCATION ON CHILDREN'S SOCIALIZATION IN TIGANIA NORTH DIVISION, TIGANIA EAST DISTRICT PRESCHOOLS

BY
ANDRIANO GITILE IKUNYUA

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A RESEARCH PROJECT SUBMITTED IN PARTIAL FULFILLMENT OF THE REQUIREMENTS FOR THE AWARD OF THE DEGREE OF MASTER OF EDUCATION IN EARLY CHILDHOOD EDUCATION IN THE DEPARTMENT OF EDUCATIONAL COMMUNICATION AND TECHNOLOGY OF UNIVERSITY OF NAIROBI

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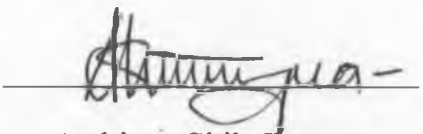
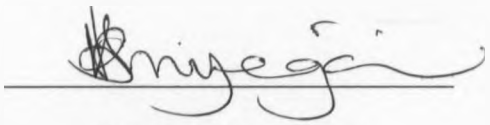
DECLARATION

This research project is my original work and has not been submitted for an award of degree in any other institution.



Andriano Gitile Ikunyua

This research project has been submitted for examination with the approval of the Supervisor.



Dr. Justus O. Inyega

Lecturer,

Department of Educational Communication and Technology

University of Nairobi

DEDICATION

To my children Phyllis Mukami, Immaculate Kinya, Sheilla Kanana, Innocent Kathambi and Viola Nkirote who instilled discipline in me and never compromised on education matters. You taught me to be independent and focus on education.

May you go beyond this!

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My special thanks go to my colleagues at work and friends whose encouragement and support enabled me to strive on whenever things got a little challenging. I take this opportunity to thank my family and especially my wife Anne Kambura Gitile for support, inspirations, prayers, encouragement and moral support.

God bless you all.

ABSTRACT

The study sought to investigate the impact of parental involvement in early childhood education on socialization of pre-school children in Tigania North Division, Tigania East District, Kenya. Ex post facto research design was used in the study. All parents, teachers and children in Tigania North Division preschools were targeted. Interviews and questionnaires were used to collect data. Data was analyzed using frequencies and percentages. The study revealed that providing proper housing, health care, nutrition, clothing, safety, and creating home conditions that support children's learning improved pre-school children's socialization. The study also revealed that pre-school children's socialization is enhanced when parents are involved in provision of stationery, assisting in homework, allowing children to have time for school work, motivating children to work hard, showing love and affection, attending school parents' meetings to discuss children's issues and supporting school programs. It was also found that communication between parents, teachers and preschool children is important in children's socialization and performing of other school activities. From the findings, it is recommended that parents should be more involved in their children's daily learning activities in order to enhance children's socialization in early childhood education.

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ABBREVIATIONS AND ACRONYMS

ECE	Early Childhood Education
EFA	Education for All
ESEA	Elementary and Secondary Education Act
GOK	Government of Kenya
MDGS	Millennium Development Goals
PI	Parental Involvement
PTA	Parent Teacher Association
UNESCO	United Nations Educational Scientific and Cultural Organization

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CHAPTER ONE

INTRODUCTION

1.0 Background to the Study

Parental involvement refers to the interest a parent shows in their children's schooling by encouraging their children to do well in school, helping them with the schoolwork, appreciating when a child does well in school, talking with the teachers about the child's progress among others. 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. By getting involved, parents can reduce children's risk of failure and dropping out of school. Parental involvement improves children's morale, attitudes and academic achievement across all subject areas. Children's behaviour and social adjustment improves when parents' are proactive with schools and neighborhoods to cultivate an environment that promotes learning.

Even though the terms family, school, parents, parental involvement and school and family partnership have been used for a very long time, Parental involvement did not exist as a field of study before the 1960's. According to Blanchard (1998), the Elementary and Secondary Education Act of 1965 (ESEA), emphasizing that parents should become more engaged in their children's education and the Civil Rights Act of 1964, Section 402 concerning the importance of family involvement in the education of disabled people, launched the era of studies on parental involvement. Since then, much

research has been done on parental Involvement. Minnesota by Susan (2006), defines the terms parents, family, and parental or family involvement very broadly. Generally speaking, the concept of parental involvement implies that parents participate in one or more school-related activities, such as attending parent- teacher conferences, parents-teacher-association (PTA) meetings, volunteering at school, assisting their child with homework, encouraging the child to better attainment, and so on (Balli, Wedman and Demo, 1997).

The call for increased parental involvement and statements about its importance has become clichés in educational literature since early 60s. For example, the former Secretary of Education in America, Richard W. Riley, declared that parents are the essential link in improving American education, and schools simply have to do a better job of reaching out to them" (cited in Moles, 2000). Indeed, a student's school and family are not isolated from one another; they share the responsibility to educate children and prepare them for adulthood. As a result, both parents and teachers are concerned about children's academic attainment, which is an important factor of students' success in the future.

Minnesota by Susan, (2006) to determine the level of parental involvement in their children's education in lower classes found out that children whose parents regularly consulted teachers were higher achievers compared to children of parents who rarely consulted. Susan (2006) recommended that parents should involve themselves effectively in their children's education by being friendly to teachers. A similar study done by Hillary (2009) in pre-schools of Lower Hungry was able to determine differences in

academic achievement between children whose parents participated in their educational activities and those whose parents did not.

UNESCO 2004, in pastoralist communities, found out that with adequate sensitization and capacity building parents have started realizing the importance of their children's education. Despite their movement from one area to another, they are able to have time to visit their children who are enrolled in boarding institutions. This has greatly changed children's attitude to education hence retention and socialization has greatly improved.

The results of numerous studies reveal that parental involvement has a potential to improve student achievement and behavior (Balli, Wedman and Demo, 1997; Bryan and Sullivan-Burnstein, 1998; Callahan, Rademacher and Hildreth 1998; Griffith, 1996; Portes, Zady and Dunham 1998; Smock and McCormic, 1995). Many schools today, however, lack parental support and participation. Various researchers seem to agree that parents are supportive and engaged in their child's schooling when two-way communication with teachers is established (e.g., Bauch, 1989; Taylor, 1999).

Portes, Zady and Dunham 1998; Smock and McCormic, (1995) have indicated great discrepancies in parental involvement in children's school academic work. For example a study done by Licker, (2003) in Southern Zimbabwe to -find out the effects of fathers' involvement, in their children's school activities revealed that fathers left much of school activities to the children's mothers. Munda, (2000) conducting a study in Uganda on effects of fathers involvement in children's school activities further observes that fathers

no matter what their income or cultural background can play a critical role in the child development and learning. When fathers are fully involved in the socio-emotional and cognitive development of the children they learn more and perform better in school and exhibit healthy behaviour.

A study by Mauundu, (2007), in Western Kenya among the Marachi of Butula division, to establish factors contributing to dismal performance in Kenya Certificate of Primary Education found out that parental noninvolvement was one of the major factors contributing to children's poor performance. In particular he observed that because of gender stereotyping and traditional beliefs, the role of ensuring that children attended school regularly, attending school functions and solving indiscipline cases was left to mothers while fathers felt that their obligation was to provide the required finances.

In Kenya basically, pre- school education for a long time now has been left out in the hands of the communities without clear government policies on how it should be managed. Only in the recent years that the government ruled out that pre- school classes be started along public primary schools. Even though, Early Childhood Education do exist in Kenya, the government has not taken full control of its management and it's still a partnership business between the government and the communities. Due to this scenario very little study has been done on the impact of parental involvement on the academic socialization of pre- school children. Therefore a gap that needs to be addressed in this study hence there is a need to determine the impact of parental involvement on the

academic socialization of pre- school children in Tigania North Division of Tigania East District – Kenya.

1.2 Statement of the Problem

Parental involvement in children's education is one of the issues predicting how well a child will do academically. In fact, the Michigan Department of Education says that parental involvement is between two and ten times as parenting in student achievement as socio economic status. The benefits are greatest when parents are involved in education consistently and from a young age. Young children do not make hard distinctions between home and school.

Parental involvement in pre-school education of their children is a serious problem in Tigania North. Majority of pre-school administrators in Tigania North Division have raised a concern of parental non involvement in their children academic activities. In some schools, records show that in a term some parents had only shown themselves once in the school probably to pay fees. Children's homework is not inspected by parents, stationery not provided and such parents do not visit teachers to discuss with them socialization of their children. Against this background, the study seeks to determine the impact of parental involvement in early childhood education on socialization of pre-school children in Tigania North Division, Tigania East District, Kenya.

1.3 Purpose of the Study

The purpose of this study was to establish the impact of parental involvement in early childhood education on socialization of pre-school children in Tigania North Division, Tigania East District, Kenya.

1.4 Objectives to the Study

The objectives of the study are:

1. To establish the impact of parenting in early childhood education on pre-school children socialization.
2. To determine the impact of parental communication in early childhood education on pre-school children socialization.
3. To establish the impact of parents' volunteering in early childhood education on the school activities on pre- school children socialization.

1.5 Research Questions

This study sought to answer the following questions:

1. To what extent does parenting in early childhood education impact on pre school children's socialization?
2. How does parental communication in early childhood education impact on pre-school children's socialization?
3. To what extent do parents volunteering in school activities impact on pre-school children socialization?

1.6 Significance of the Study

The findings of this study will be significant to all pre-school stakeholders. The government might find it necessary to put in place a government policy that will ensure that parents involve themselves effectively in education of their children. Parents will be able to understand the impact of their involvement in the education of their children hence start involving themselves effectively. Schools will find it necessary to initiate strategies that will ensure that parents are effectively involved in the education of their pre-school children.

1.7 Limitations of the Study

This study was limited in the sense that even though parental involvement in pre-school socialization records informed it, it did not carry out statistical analysis of pre-school learner socialization data. For more conclusive results, all public pre-schools should have been studied.

1.8 Delimitations of the Study

The study was carried out in Tigania North Division in Tigania East District. It was a relatively large division in the larger Meru County. The area is mixture of both social classes with majority being in low social class practicing subsistence farming which is the main occupation. The study confined itself to the impact of parental involvement on socialization of pre-school pupils in public pre-schools. The study targeted 120 parents, 40 teachers and 60 pre-school children in Tigania North Division, Tigania East District, Kenya.

1.9 Basic Assumptions of the Study

This study assumed that parents will give honest and accurate responses during the interview and that pre-schools will provide conducive learning environment and engage qualified personnel.

1.10 Definition of Key Terms

Child: A child is a young person of school going age. According to the Kenyan constitution, a child is anybody who has not attained 18 years of age.

Communication: This is establishing a way of communication between the parent and pre- school where the school keeps the parent informed about school matters in relation to the child.

Impact: Measure of the tangible and intangible effects (consequences) in relation to the socialization of children.

Parental involvement: Refers to the interests a parent shows in the child's schooling by encouraging them to do well in school.

Parenting: This refers to the basic responsibilities of the families e.g. providing basic needs to the child and supporting the child for holistic development.

Pre-school: Preschool is an early childhood program in which children combine learning with play in a program run by professionally trained adults.

Socialization: Preschool child integration with the society and the instructional materials

Volunteering: This refers to parents devoting their spare time to work on a routine basis without monetary compensation.

1.11 Organization of the Study

This study is organized in five chapters. Chapter one presents the background to the study, the statement of the problem, purpose of the study, objectives of the study, study questions, significance of the study, limitations, delimitations of the study, definition of key terms and organization of the study. Chapter two presents the review of related literature as well as the theoretical and the conceptual frameworks for the study. Chapter three presents the study methodology detailing the research design, population, study sample and sampling procedures, data collection instrument, validity and reliability of the instruments, procedure for data collection and data analysis methods. Chapter four consists of data presentation, findings and discussions, where tabular presentation and narrative discussions of the data was done. Chapter five includes the summary, conclusions and recommendations of the study, which were drawn from the data analysis done in chapter four.

CHAPTER TWO

LITERATURE REVIEW

2.0 Introduction

In this chapter, the study reviews literature by highlighting studies related to impact of parental involvement in socialization of pre-school children globally, regionally and locally. The chapter also presents a theoretical framework and a conceptual framework based on the variables of the study.

2.1 Parents' Involvement in Early Childhood Education

Early Childhood Education institutions introduce children to a new environment where they also meet non-family members. These institutions play an important role in continuous socialization process that has already started at home. Parents should give support to their children at this stage so that socialization becomes a continuous process. They should show positive involvement in the academic work of their children while at school and at home (Leavitt, 1958). A study conducted by UNESCO (1999) in Eastern province to find out parents' attitude towards basic education found out that majority of parents did not bother to find out how their children were doing at school. He further found out that parents who had positive attitude towards their children's education were always consulting teachers and voluntarily participated in the school activities. Another study conducted in Kiambu slums by Nyau (2004) to find out the parents involvement in' school activities in the available public schools found out a very minimal number of parents were aware of activities taking place in their children's schools. Parents missed parents meetings and were not willing to join Parents Teachers Associations (PTA). In

regard to academic work, Nyau (2004) established that few parents inspected their children's work and did little to help with homework. Njau concluded that children whose parents involve themselves in school activities effectively were above average in class academic work.

2.2 Areas of Parental Involvement in Children's Socialization

Although there are many parental involvement types, Epsteins (2000) classification appears to be the most influential in the parental involvement literature, and therefore it is worthwhile to explore her classification in more details. According to Joyce Epstein and her colleges from Johns Hopkins University, there are six types of involvement.

2.2.1 Parenting of Children

This category includes the basic responsibilities of families such as providing housing, health care, nutrition, clothing, and safety, and creating home conditions that support children's learning (e.g., purchasing necessary books and other school supply, providing a place to study, etc.). Parenting also implies that parents are warm and responsive to their children, communicate with them and support their development. This type of involvement concerns the basic responsibilities of schools, including establishing two-way communication between family and school. This type of involvement assumes that schools keep parents informed about school matters by sending newsletters or report cards, calling, e-mailing or visiting parents, etc. In addition, parents can also address their concerns to the teacher or school administration both through contacting them directly or through correspondence.

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2.2.2 Parent Volunteering

According to Brent (2000), the term "volunteer" usually refers to persons who devote their spare time to work on a routine basis without monetary compensation, usually under the direction of a school employee, in support of educational activities and school operations. He clarifies, however, that parental engagement in PTA, PTO or other types of decision-making organizations involving parents, teachers and, perhaps students and other community members, is not volunteering.

This type of involvement suggests that parents are involved in curriculum-related activities occurring at home (e.g., assisting with homework, discussing books with their children, brainstorming ideas for school project, and decision making. Parents who are involved at this level advocate children's interests. These parents often participate in PTA, PTSA, advisory councils and committees.

2.2.3 Collaborating with the Community

The parents should work together in collaboration with the community. This type of involvement relies on understanding that helping the community is the best investment (National PTA, 1998). It assumes that different types of community organizations contribute to schools, students, and families (Epstein et al, 1997).

2.3 Parents' Involvement in Children's Education

Some parents initiate their contacts with schools themselves, and thus schools never find it difficult to reach out to those parents. Many parents however, never interact with the

school unless the school works hard to promote parental engagement in their child's schooling (Chavkin, 1993; Moles, 2000), Schools use a variety of strategies to communicate with families. Traditionally, schools send students' report cards, school newsletters or community updates, or organize events for the entire family or just for the parents. Each strategy for fostering parental involvement can provide specific benefits, but each strategy also has barriers for its implementation. For example, schools can discover that parents in their communities disregard all correspondence they receive from schools and that parents may be out of their homes during- the daytime, the most convenient time for teachers to call parents.

Many traditional strategies for promoting parental involvement rely heavily on parents' ability to visit their child's school. Most workshops and other events are held in the school, and if parents cannot attend the sessions at the particular time and date, there are little parents and schools can do. Today, many families have no time to schedule a meeting with their child's teachers or to attend school events. Face-to-face communication becomes rare. A national study on parental involvement conducted in 1997 by the National Opinion Research at the University of Chicago discovered that school newsletters and telephone calls home from teachers and administrators had become the most common types of family-school interactions. Correspondingly, 75% and 72% of parents reported these types of communication. In contrast, the 1996 survey on family and school partnerships conducted by the US. Department of Education in which 810 elementary schools were - polled, found that only 49% of the schools reported that most or all of parents attend open house or back-to-school night, about 57% attended

parent-teacher conferences, 36% attended arts events and 19% attend science *fairs* or academic demonstrations (Blanchard, 1998).

2.4 Parental Involvement and Socialization of Children in Preschools

Why should parents become involved in their children's literacy activities? The evidence about the benefits of parents being involved in their children's education in general, and their children's literacy activities in particular, is overwhelming. Research shows that parental involvement in their children's learning positively affects the child's academic socialization (Fan and Chen, 2001) in both primary and secondary schools (Feinstein and Symons, 1999), leading to higher academic achievement, greater cognitive competence, greater problem-solving skills, greater school enjoyment, better school attendance and fewer behavioural problems at school (Melhuish, Sylva, Sammons, 2001). Similar impacts have also been identified with regards to literacy practices, including: Early reading experiences with their parents prepare children for the benefits of formal literacy instruction. Indeed, parental involvement in their child's reading has been found to be the most important determinant of language and academic socialization (Bus, van Ijzendoorn & Pellegrini, 1995). Furthermore, parents who introduce their babies to books give them a head start in school and an academic advantage over their peers throughout primary school (Wade and Moore, 2000). Involvement with reading activities at home has significant positive influences not only on reading achievement, language comprehension and expressive language skills (Gest, Freman, Domitrovich, and Welsh, 2004), but also on pupils' interest in reading, attitudes towards reading and attentiveness in the classroom (Rowe, 1991). Parental involvement in their child's literacy practices is a more powerful

force than other family background variables, such as social class, family size and level of parental education (Flouri and Buchanan, 2004).

Baker and Scher (2002) also shows that the earlier parents become involved in their children's academic practices, the more profound the results and the longer-lasting the effects (Mullis, Mullis, Cornille 2004) Additionally, of all the school subjects, reading has been found to be most sensitive to parental influences (Senechal and LeFevre, 2002). In turn, success in reading is a gateway to success in other academic areas as well (Jordan, Snow and Porsche, 2000). Although parental involvement has the greatest effect in the early years, its importance to children's educational and literacy outcomes and continues into the teenage and even adult years (Desforges and Abouchaar, 2003). For example, Feinstein and Symons (1999) found that parental interest in their child's education was the single most powerful predictor of achievement at age 16.

Finally, the National Reading Campaign promotes reading for pleasure throughout the whole community to demonstrate the varied ways in which reading can inspire and sustain people to develop their skills, with a focus on those most in need. There is ample evidence that parents who promote the view that reading is valuable and worthwhile activities have children who are motivated to read for pleasure (Baker and Scher, 2002).The study overwhelmingly demonstrates that parent involvement in children's learning is positively related to academic achievement. Further, the study shows that the more intensively parents are involved in their children's learning the more beneficial are the achievement effects. This holds true for all types of parent involvement in children's

learning and for all types and ages of students. There are strong indications that most effective forms of parental involvement are those, which engage parents in working directly with their children on learning activities at home. For instance, programs, which involve parents in reading with their children, supporting their work on homework assignments, or tutoring them, using materials and instructions provided by teachers, show particularly impressive results academically.

According to Allen and Daly (2002), it was found that the more active forms of parent involvement produce greater achievement benefits than the more passive ones. In such a case, if parents receive phone calls, read and sign written communications from the school, and perhaps attend and listen during parent teacher conferences, greater achievement benefits accrue than would be the case with no parent involvement at all. However, considerably greater achievement benefits are noted when parent involvement is active-when parents work with their children at home, certainly, but also when they attend and actively support school activities Sports Day, Family Fun Day, Praise and Prize Giving Service, Graduation and Thanksgiving Service or on field trips, and so on. The study also shows that the earlier the parent involvement in a child's educational process begins, the more powerful the effects will be. Educators frequently point out the critical role of the home and family environment in determining children's school success, and it appears that the earlier this influence is "harnessed," the greater the likelihood of higher student achievement. Early childhood education programs with strong parent involvement components have amply demonstrated the effectiveness of this approach. Studies have also found that the schools with the most successful parent

involvement programs are those which offer a variety of ways parents can participate. Recognizing that parents differ greatly in their willingness, ability, and available time for involvement in school activities, these schools provide a continuum of options for parent participation.

While not as extensively researched as the parent involvement-student achievement relationship, the relationship between parent involvement and these affective outcomes appears to be both strong and positive. All the research studies which address these areas found that parent involvement has positive effects on student attitudes and social behavior, as might be expected, the pattern of parent involvement shown to confer the most positive effects on students' achievement is also the most beneficial with respect to these other student outcomes. In general, active parent involvement is more beneficial than passive involvement, but passive forms of involvement are better than no involvement at all. As for which specific kinds of involvement in children's learning have the greatest affective benefits, no clear answer emerges from the research. Whereas direct parent involvement in instruction seems to be the single most powerful approach for fostering achievement benefits, all of the active forms of parent involvement seem more or less equally effective in bringing about improvements in students' attitudes and behaviour.

Although the impact of parent involvement on academic performance, it is certainly worth noting that research reveals many benefits for school systems and for parents themselves when parents become involved in their children's learning. School personnel

benefit from the improved rapport that generally accompanies increased parent involvement. In parents increased willingness to support schools with their special expertise, participation in. special projects and with resources during fundraising activities. Certainly, the many ways in which parent involvement benefits students' achievement, attitudes, and behavior have a positive impact on school staff.

The results of the meta-analysis indicate that parental involvement is associated with higher student achievement outcomes emerged consistently whether the outcome measures were grades, standardized test scores, or a variety of other measures, including teacher ratings. Parental involvement overall and components of parental involvement that were examined in the meta-analysis. Moreover, the pattern holds not only for the overall student population but for minority students as well. For the overall population of students, on average, the achievement scores of children with highly involved parents were higher than children with less involved parents. This academic advantage for those parents who were highly involved in their education averaged about 5-6 of a standard deviation for overall educational outcomes, grades, and academic achievement. In other words, the academic achievement score distribution or range of scores for children whose parents were highly involved in their education was substantially higher than that of their counterparts whose parents were less involved.

The benefits of parental involvement extend beyond the realm of literacy and educational achievement. Studies show that children whose parents are involved show greater social and emotional development (Allen and Daly, 2002), including more resilience to stress,

greater life satisfaction, greater self-direction and self-control, greater social adjustment, greater mental health, more supportive relationships, greater social competence, more positive peer relations, more tolerance, more successful marriages, and less delinquent behaviours (Desforges and Abouchaar, 2003).

It is important that parents and care givers are aware of the significant contribution they can make to their children's learning by providing a stimulating environment around language, reading and writing as well as supporting at home the school's literacy agenda, both during the early years as well as the primary and secondary years of schooling.

2.5 Theoretical Framework

This study used Epstein Theory (2002) of Comprehensive School Reform Model (CSR). Epstein's framework model explains six types of parental involvement as follows: parenting which help all families establish home environments to support children; Communicating from home to school and school to home about school programs and student progress; Volunteering by organizing parent help and support. Learning at home by providing information and ideas from families about how to help students at home with homework and other curriculum-related activities; decisions and planning; Parents should be included in decision making; involve parent leaders and representatives;
Collaborating with the community by identifying and integrating resources and services from the community to strengthen school programs, family practices, student learning and development.

The model demonstrates how collaborative work produces positive outcomes. The studies of this model were conducted in certain states, in selected schools within the school districts. Educators, parents and community partners worked collaboratively on action teams to plan the curriculum. The programs are evaluated before being implemented in order to assess how well the plans connected parents and school community involvement.

2.6 Conceptual Framework

The conceptual framework below shows the relationship between independent and dependent variables. Academic socialization of children depends on several factors that point to parental participation. Such factors include parenting where parents are involved in provision of basic needs that ensure holistic development of children. They also assist in homework, are warm and loving. Communication between the parents and teachers is important because through this, they are able to establish how their children are doing academically and in other school activities, Parents who volunteer in school activities such as school committees and PTAs are able to participate in decision making that would enhance learning activities of their children hence improved socialization. The conceptual framework for this study is presented in Figure 2.1.

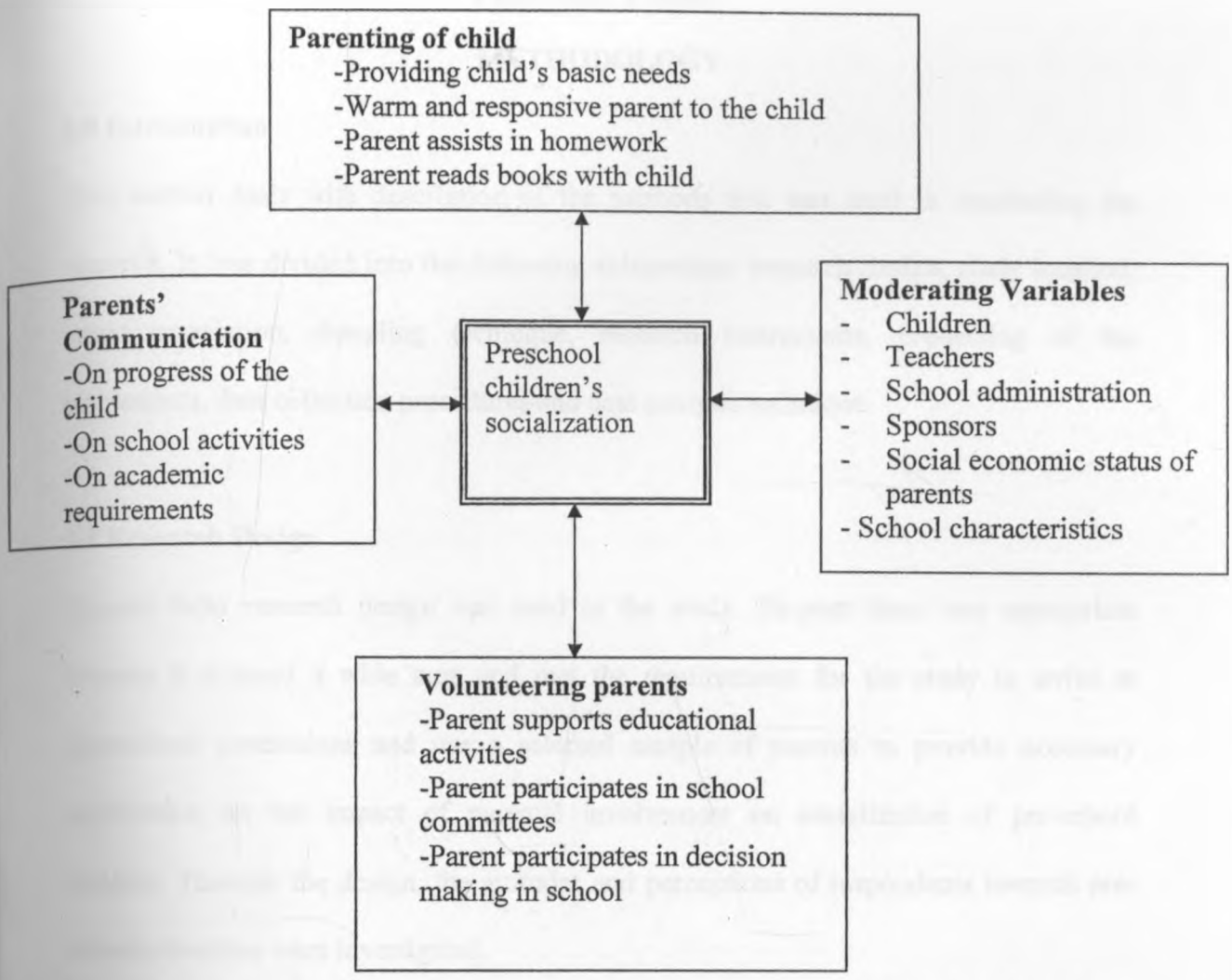

Figure 2. 1 Epstein's Framework of Parental Involvement in Children's Education

In Figure 2.1, the arrows are double edged implying that both the independent variable and dependent variables are interdependent. The socialization of pre- school children is influenced by many factors as shown in figure 2.1.

CHAPTER THREE

METHODOLOGY

3.0 Introduction

This section deals with description of the methods that was used in conducting the research. It was divided into the following subsections: research design, study location, target population, sampling technique, research instruments, pre-testing of the instruments, data collection procedures and data analysis technique.

3.1 Research Design

Ex-post facto research design was used in the study. Ex-post facto was appropriate because it covered a wide area and met the requirements for the study to arrive at generalized conclusions and use a selected sample of parents to provide necessary information on the impact of parental involvement on socialization of pre-school children. Through the design, the attitudes and perceptions of respondents towards pre-school education were investigated.

3.2 Target Population

The study targeted all parents with children in the 40 pre-schools in Tigania North Division to provide information on their involvement in the academic activities of their children. 40 teachers and all the children in public preschools were also targeted.

3.3 Sample Size and Sampling Procedures

Researcher with the help of head teachers and class teachers purposely identified three public pre-schools with serious cases of parents' non involvement in children socialization and three with high percentage of parents' involvement from 40 public preschools in the zone. From each school the researcher targeted parents of pre-unit class because of relatively longer period children have been in the school and therefore be able to observe patterns of parental involvement. With assistance of the class teacher, the researcher randomly sampled 20 parents from pre-unit class from each school giving a total sample unit of 120 parents from each pre-school. 10 pre-scholars were randomly sampled giving a total sample of 60 children. A teacher from each of the schools was sampled giving a total sample of 6 teachers.

3.4 Research Instruments

In investigating the impact of parental involvement in socialization of children's interview guide was administered to parents. An interview was a conversation between two or more people, interviewer and the interviewee, where questions were asked by interviewer to obtain information from the interviewee. A research interview was structured to enable social interaction between a researcher and a subject who is identified as a potential source of information, in which the interviewer initiates and controls the exchange to obtain quantifiable and comparable information relevant to an emerging stated hypothesis.

Interviews were an essential tool in following up on areas of curiosity during research Jackson (1990). Interviews allow the researcher to access information that may not be given in a questionnaire. Since the interview is a one on one session, the researcher was able to access extra linguistic aspects of the interaction. This study conducted structured interviews with parents in the sample. The process involved the researcher asking each respondent the same question in the same way (Wengraf, 2001). Interviews are flexible, personal and sensitive information can be shared and higher yields of responses are expected.

3.5 Validity

Cook and Campbell (1979), cited in Colosi (1997), define validity as the "best available approximation to the truth or falsity of a given inference, proposition or conclusion". Validity is the strength of our conclusions, inferences or propositions. There are four types of validity commonly examined in social research: conclusion validity, internal validity and external validity. This means that validity will assist the researcher to determine the degree to which the items presented in the interview guide will be accurate. Further, the researcher will seek the assistance of his supervisor(s) and other scholars to assess the relevance of the content in the interview guide and incorporate their recommendations in the final interview guide.

3.6 Reliability

Orodho (2005) defines reliability as the ability of the research instrument to measure what it is meant to measure consistently and dependably. Reliability of measurement

concerns the degree to which a particular measuring procedure gives similar results over a number of repeated trials. Testing and re-testing will determine reliability of the research instruments. The instruments will be pre-tested to a selected sample similar to the actual sample that will be used in the actual study. The expectation will be that procedures used in pretesting the instruments would be similar to those that will be used during the actual study. Piloting will target about 1% of the entire sample size. The sample that will be used during the piloting will not be included in the main study.

3.7 Data Collection Procedures

Data was collected using interviews and questionnaires. Prior to embarking on this research, the proposal was presented to the supervisor(s) for approval. Initial clearance for the research study was sought from the Department of Educational Communication and Technology, University of Nairobi. Research study permit was sought from the Ministry of Higher Education. The investigator then carried out pre-testing of the instruments to a sample that was not to be included in the main study to determine the reliability and validity. With assistance of the area provincial administration, the researcher located households of parents who form the sample unit. After necessary logistics, the researcher agreed with parents when interviews were to be held. Preferably, interviews were administered to parents on weekends when most of them were free from heavy responsibilities, hence available for interviews.

3.8 Data Analysis Procedures

Both qualitative and quantitative analyses of data were used. Data collected was analyzed and interpreted in order to provide explanations to the findings under investigation. Data was analyzed using percentages and frequencies to interpret and present findings for clarity and easy correlation of the findings of the study using tables and Figures

3.9 Ethical Considerations

Mugenda and Mugenda (2003), the researcher has to be careful to avoid causing physical or psychological harm to respondents by asking embarrassing and irrelevant question threatening language or making respondents nervous. Similarly, Sommer and Sorrimer (1997) argue ethical considerations such as confidentiality, anonymity and avoidance of deception are very important issues in social research. The purpose of the study was explained to the respondents and assured them of confidentiality of their responses and identities.

CHAPTER FOUR

FINDINGS AND DISCUSSIONS

4.1 Introduction

This chapter presents findings and discussions of the Research study based on the research questions and objectives. The research study sought to determine the impact of parental involvement in early childhood education on children's socialization in Tigania North Division, Tigania East District pre-schools. The study sought to answer the following Research Questions:

1. To what extent does parenting in early childhood education impact on pre school children's socialization?
2. How does parental communication in early childhood education impact on pre-school children's socialization?
3. To what extent do parents volunteering in school activities impact on pre-school children socialization?

4.1 .1 Questionnaires Return Rate

Questionnaires were administered to parents, children and teachers of pre-school in Tigania North Division. The results for the returned questionnaires are presented in Table 4.1.

Table 4. 1: Return Rate of Questionnaires

Respondents	Questionnaires administered	Questionnaire Filled	Return Rate %
Parents	120	115	95.8
Children	60	60	100
Teachers	6	6	100
Total	186	181	97.3

From Table 4.1, it can be seen that out of 186 questionnaires which were administered to the parents, children and teachers of preschools in Tigania North division only 181 of them were filled and returned. The return rate for parents, children and teachers was 97.3% out of which 95.8% are from parents of children in preschool, 100% are from children and 100% from teachers. From the information, it can be concluded that almost all respondents returned the questionnaires. This suggests that the respondents were adequate to generate data on activities taking place in pre-schools.

4.2 Background Information of Preschool Parents in Tigania North Division

The study sought to investigate the age bracket of the parents with children in pre-schools in Tigania North Division. The study requested the parents with children in pre-school to indicate their age brackets. The results of the study are recorded in Table 4.2

Table 4.2: Age of Preschool Children's Parents in Tigania North Division

Parents Age Bracket	Frequency	Percentage %
18-25	78	68
26- 33	24	20
34-41	13	12
Total	115	100

From Table 4.2, it can be seen that 68% of the parents are in the age bracket of 18-25 years while 20% and 12% of the parents are in age bracket of 26-33years and 34-41 years, respectively. From the results of Table 4.2, it can be seen that all the parents were young suggesting that they are actively involved in economic activities which is likely to influence positive parental involvement in pre-school activities to improve their children's socialization.

In addition, an investigation was carried out to determine the marital status of parents with children in pre-school in Tigania Division, Tigania East District. The results of the investigation are recorded in Table 4.3.

Table 4.3: Preschool Parent's Marital Status in Tigania North Division

Parents Marital Status	Frequency	Percentage (%)
Married	67	59
Single	31	26
Widowed	9	8
Separated	8	7
Total	**115**	**100**

From Table 4.3, 59% of the parents are married, 26% of the parents are single, 8% of the parents are windowed while 7% of the parents are separated. This implies that most of the pre-school children's parents are family people. The information also suggests that many parents are likely to support education activities of pre-school children based on their marital status.

The level of education attained by the pre-school parents in Tigania North Division, Tigania East District was investigated. The analysed results are presented in Table 4.4.

Table 4.4: Pre-school Parents Level of Education in Tigania North Division

Parents' Level of Education	Frequency	Percentage %
Primary	5	4
Secondary	77	67
Others	33	29
Total	115	100

Table 4.4 shows that 67% of the parents had attained secondary school level of education, 29% of the parents had other qualifications such as diploma and certificate level of education while 5% of the parents had primary level of education. From Table 4.4, it is evident that the parents are literate and are likely to participate in pre-school activities and thus positively influence on their pre school children's socialization.

The study also sought to establish ways in which pre-school children's parents earned a living in Tigania North Division. Table 4.5 shows the pre-school children's parents' occupation.

Table 4.5: Pre School Parents Occupation in Tigania North Division

Occupation	Percentage	Other sources of income	Frequency	Percentage
Employed	37	Farming	29	69%
		small business	13	11%
			42	
Unemployed	63	Farming	40	55%
		small business	20	27%
		casual labour	13	18%
			73	

From Table 4.5, it can be seen that 37% of parents in Tigania North Division are employed while 63% of the parents are not employed. The employed parents have other sources of income like farming (69%) and small business (31%). The unemployed parents' income comes from either farming (55%) or small business (27%) or casual labour (18%). It can be noted that parents are engaged in various types of economic activities. This suggests that the parents socio-economic status is in a position to support pre-school learning activities and hence positively influencing their children's socialization in school.

4.3 RESEARCH FINDINGS AND DISCUSSION ON QUESTION 1

To what extent does parenting in early childhood education impact on pre school children's socialization?

Parents were asked to show whether they are able to support their children's pre-school activities. Results for the analyzed data is shown in Table 4.6.

Table 4.6: Parents' Support of Pre-school Activities in Tigania North Division

Support for pre-school activities	Frequency	Percentage
Able	102	89
Not able	13	11
Total	115	100

From Table 4.6, it can be observed that 89% of Preschools parents in Tigania North Division are able to support their children's pre-school learning activities while 11% of the parents are unable to support their children pre-school activities. This indicates that pre-school children's parents in Tigania North Division, Tigania East District are able to support their children's pre-school education. This shows that majority of the parents in Tigania North Division supports pre-school learning activities. This implies that parental involvement is likely to positively impact on pre-school children socialization.

The study also sought to establish the age bracket of the teachers in pre-schools in Tigania North Division. The results of the study were recorded in Table 4.7.

Table 4.7 Age Bracket of the Teachers in Pre-schools in Tigania North Division

Pre-school teacher's age bracket	Frequency	Percentage %
20-35	52	45
36-40	39	34
Over 40 years	24	20
Total	115	100

From Table 4.7, 45% of the preschool teachers are aged between 20-35 years, 34% of them are aged between 36-40 while 20% of the preschool teachers are aged 40 years and above. This implies that the preschool teachers were young and could actively interact with preschool children and involve their parents actively in the relevant provision of learning materials which could lead to improved socialization of the children.

In addition an investigation was undertaken to establish the level of education for pre-school teachers in Tigania North Division, Tigania East District. Table 4.8 presents the results of the findings.

Table 4. 8: Preschool Teacher's Highest Academic Level

	Frequency	Percentage %
ECD Certificate	4	67
Secondary	2	33
Total	6	100

It was found that 67% of the preschool teachers had attained Early Childhood development certificate level of education while 33% of the preschool teachers had attained secondary level of education. This indicated that most of the teachers in preschools in Tigania North, Tigania East were educated. It is assumed that they may provide relevant teaching to the children hence has parents involve the preschool children and their parents in adequate and appropriate activities that would enhance positive socialization.

The study also undertook to investigate whether parents appreciate the role of preschool education. The results are shown in Table 4.9.

Table 4.9: Parents' Attitude Towards Early Childhood Education in Tigania North Division

Parent's Attitude	Frequency	Percentages
Positive	87	75
Negative	28	25
Total	115	100

From Table 4.9, it can be observed that 75% of the parents appreciated the role of pre-school in provision of education while 25% of the parents did not appreciate the role of pre- school in provision of early childhood education. The results suggest that the role of pre- schools in provision of education is highly appreciated by many parents in Tigania North Division. Parents' attitude towards early childhood education is likely to have

parents more involved in pre-school activities and thus have a positive impact on pre-school children's socialization in Tigania North Division.

An investigation was carried out to find out areas of parents participation in provision of early childhood education to children. The results are recorded in table 4.10.

Table 4.10: Parent's Participation in Pre-school Activities at Home in Tigania North Division

Parent's support at home	Frequency	Percentage
Provide adequate stationery	101	88
Provide adequate basic needs	80	70
Revise homework together	109	95
Give time for school work	71	62
Motivate children to work hard	103	89
Show love and affection	83	72
Read together	64	56
Review of school work	63	55

Table 4.10, 95% of the pre school parents revise school homework together with their children while 89% of the parents motivate their children to work hard 88% of the preschool parents provide their children with adequate stationery while 72% of them show love and affection to their children at home 70% of the parents provide adequate basic needs while 62% of them give their children time to do school work. Table 4.10 further shows that 56% of the parents read together with their children while 55% of

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them discuss with their children what they learn in school. This implies that pre-school parents in Tigania North, Tigania East District are involved in their children's school activities at home which is likely to enhance their pre-school children socialization.

The study also investigated contributing factors towards improved socialization of preschool children in Tigania North, Tigania East District. The results are recorded in Table 4.11.

Table 4.11: Pre-school Children's Assistance from Parents in Tigania North Division

Children's assistance	Percentage (%)
Provision of all basics needs to the child	94
Provision of all school requirements to the child	97
Helping the child with homework	95
Discussing with the child class work	82
Discussing with the teacher socialization of the child	89
Attending all school activities	92
Communicating regularly through phone with teachers	92
Involving parents in decision making	88

From Table 411, it can be seen that 97% of children are provided with all school requirements while 95% are helped with homework by parents. 94% of the children ware provided with basic needs while 92% of the children had parents attending all school

activities and communicating regularly with pre-school teachers. 88% of the parents were involved in school decision making while 82% discussed with their children work done in school. The information above suggests that children received almost what they needed from their parents which had a positive impact on performance and their socialization in school. Table 4.10 and 4.11 both shows that after the school administration created awareness to parents about learning in early childhood education. The parents are seen to respond positively participating in supporting early childhood education as shown in Table 4.11.

To find out the impact of parental involvement on the socialization of preschool children, a study was carried out to find out how the children socialized in school. Table 4.12 presents the results.

Table 4.12: Children Socialization in Preschool in Tigania North Division

	Frequency	**Percentage**
Above Average	90	79
Average	25	21
Total	115	100

From the Table 4.12 it can be seen that 79% of the children socialized above average in school while 21% of them socialized averagely in school. This indicates that parental involvement in school activities has a positive impact on children's socialization. This could cause the school administration to work better with the pre-school children parents.

On whether there existed a relationship between socialization and parental support for their children, all 100% of the respondent agreed that support from the parent and children socialization had a close link. The respondents indicated that the support of the parent through providing housing, health care, nutrition, clothing, and safety, and creating home conditions that support children's learning such as purchasing necessary books and other school supply, providing a place to study created a conducive learning environment for children and enhanced teaching and learning process and eventually promoted parental involvement in socialization on preschool children. The respondents also indicated that there was parental involvement through attending school meeting, assisting children doing their homework, allowing children to have time for the school work, motivating children to work hard, and support school programs influence better children socialization in schools.

On whether the children attended school daily, 55% of the children indicated that they were going to school while 45% of the children respondents indicated that they were not attending school every day it shows that parents were a factor that contributed towards school attendance of the children as well as their socialization.

On who encouraged the children to work hard in school and while at home, 56% of the children indicated that their teachers encouraged them to work hard, 43% of the respondents indicated that both the teachers and the parents encourage them to work hard in school.

The children were requested to indicate whether they had enough learning materials. From the findings, 68% of the children indicated that they had enough learning materials and were able to perform better in school. 32% of the respondents indicated that they did not have enough learning materials affecting their socialization. This clearly implied that insufficient learning materials for the children influenced their socialization positively.

From the findings, parents supported their children while involving themselves in their children's pre- school education at home which enhanced their relationship with their children thus influencing socialization involvement on preschool children. From the findings, provision of basic stationery, assisting and allowing time for school work to children, motivating children to work hard as well as showing them love and affection influenced the parental involvement in the process of socializing with the preschool learners. Other factors that contributed parental involvement on children socialization were found to be when preschool teachers discussed with the parents on socialization of the child and involved them in decision making as well as discussing with the issues of child class work. Preschool teachers also ensured that parent visited schools occasionally to check on children's progress thus influence parental involvement on children socialization. From the findings, preschool parents supported their children by providing housing, health care, nutrition, clothing and safety as well as purchasing necessary books and other school supply. This created supportive home condition for conducive learning environment to the preschool children's and eventually promoted parental involvement on socialization of preschool children. This concurs with Njau (2004) who observed that

children whose parents involve themselves in school activities effectively were above average in class academic work.

When parents are able to supply child with adequate basic needs, the children are able to be attentive in school, easily interacts with other children as these children are comfortable in school. Free and fair interaction of children in the learning environment enhances positive socialization as these children will be lacking nothing in the learning environment. The satisfaction by the child since he/she lacks nothing result in improved socialization of the pre-school child. Educated parents give relevant support to their children which translated into proper socialization of children.

Availability of parents in school when required by the school administration raised children morale to socialize. Early introduction of children to socialization by parents cements good foundation for future studies of the child. However, inability by parents to provide right parenting demotivates the child from the right socialization.

Research shows that parental involvement in their children's learning positively affects the child's academic socialization (Fan and Chen, 2001) in both primary and secondary schools (Feinstein & Symons, 1999), leading to higher academic achievement, greater cognitive competence, greater problem-solving skills, greater school enjoyment, better school attendance and fewer behavioural problems at school (Melhuish, Sylva, Sammons et al., 2001).

Baker and Scher, (2002) also shows that the earlier parents become involved in their children's academic practices, the more profound the results and the longer-lasting the effects. This concurs with this study' findings that parents should be involved for enhanced socialization of preschool children.

4.4 RESEARCH FINDINGS AND DISCUSSION ON QUESTION 2

How does parental communication in early childhood education impact on pre-school children's socialization?

The study sought to establish how many times parents visited their children's preschool. The results are presented in Figure 4.1.

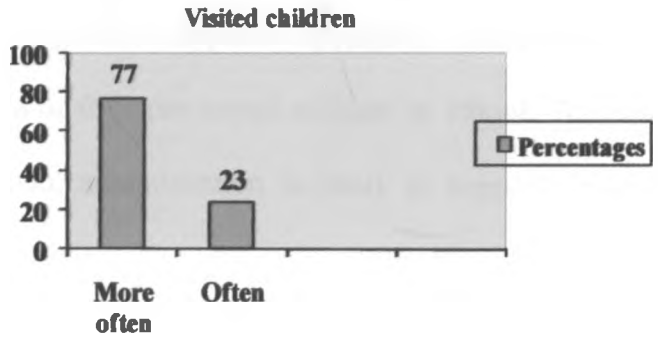

Figure 4.1 Frequency of Parents Visitation to Children's Pre-schools.

From the Figure 4.1, it can be seen that 77% of the parents visited their children's in pre-schools more often to find out how they were doing while 23% of the parents said that they often visited their children's in pre- school oftenly. Overall, all parents at least visited the children's pre-schools oftenly.

This could translate to positive involvement of parents in early childhood education impacting on the pre-schools children socialization positively.

An investigation was sought to determine if pre-school teachers involved the preschool parents in school activities. The results are presented in table 4.13.

Table 4.13 Preschool Teachers Initiatives to Involve Pre-school Parents in School Activities

Parents involved	Frequency	Percentage
Yes	115	100
Total	115	100

It was found that 100% of the parents were involved in school activities by teachers. It can be concluded that pre-school teachers involved pre-school parents in the learning process of the children. The positive response by parents could translate to positive influence in the socialization of their pre-school children in school. The communication of parent, teachers and school administration is likely to support preschool children learning and socialization.

The study also undertook to investigate how parents supported pre-school education in Tigania North, Tigania East District. The results are indicated in Table 4.14.

Table 4.14: Pre-school Parents Activities Participation in Tigania North Division

Reasons for visiting pre-school	Frequency	Percentage
Required by class teacher	85	74
Parents School Meeting	77	67
Pay School Fees and Other Monies	86	75
Open Days, Sports Day, Prize Giving Day	90	82
Parents Teachers Association Meetings	79	69
Resource Person in Material Development	59	52
Provide Labour	89	78
Children's Discipline Issues	71	62

From Table 4.14, 82% of the parents attended open days, sports day, prize giving day education day, 78% of the parents provide labour in school when required while 75% of the parents pay school fees and other monies. 74% attended class meetings, 69% joined parent teachers association, 67% of the parents attended all parents meetings, 62% are involved in children discipline issues. This implies that majority of pre-school parents are involved in different pre-school activities to support early childhood education. This could lead to improved pre-schools performance and socialization.

The study wanted to establish the school administration's, role in involving parents in pre-school activities. The analysed results are shown in Table 4.15

Table 4.15: Communication between School Administration's and Parents in Tigania North Division Pre-schools

School Administration	Frequency	Percentage
Sensitize parent on their involvement in school activities	108	94
Invite parent to school activities	75	66
Briefs parents activities in school	100	87
Visit parents at home to discuss school activities	102	89
Organizes workshops for families	98	86
Communicates to parents regularly through phone	88	77
Involves parents in decision making	93	81

From Table 4.15, it can be seen that 94% of the parents are sensitized by the school administration on their involvement in preschool children activities.89% of the parents are visited by the school administration to discuss pre-school issues, 87% of them are briefed on activities of the school while 86% of the parents were involved in workshops organized by the schools. 81% of the parents were involved in school decision making while 77% of the parents received regular communication from the school and 66% of them are invited to school activities by the school administration. This suggests that school administration played a vital role in ensuring pre-school parents involvement in pre-school children education. This may mean that the majority of the parents were directly involved in positive activities likely to improve socialization of pre-school children in Tigania North Division.

On who wake up the children early in the mornings, 45% of the children indicated that their parents woke them up to prepare for schooling, 34% of the respondents indicated that they were woken up by their brother or sisters while 21% indicated that they woke

up early on themselves or called by their house help. This clearly implied that some parent were involved in their children pre schooling socialization.

On whether the parents like the schools their children were attending, 67% indicated that their parent like their school while 33% of them indicated that their parents did not like their schools .This implies that most parents supported educational activities of their children which would improve socialization of the children.

On whether parents were happy when the children respondents were in school, all 100% of the respondents indicated that they were happy when children were in schools. This clearly indicated that parents would be happy when their children participate in preschool education and improve on their socialization. The parents seem to have established communication means with pre-schools.

The children were requested to indicate whether their parent bought books and other learning materials needed in the school. From the findings, 57% of the children indicated that their parents bought them books and other things required in school while 43% indicted that their parents failed to purchase for them books and other learning materials their teachers may have requested parents to buy for them. This was in line with Wade and Moore, (2000) who found that parents who introduce their babies to books give them a head start in school and an academic advantage over their peers throughout primary school.

The study established that effective communication influenced pre-school parental involvement on children socialization as parent were able to attend school meeting to discuss their children's education issues, motivate and support children to work hard and socialize better in schools. The findings concurred with Moles, (2000) who indicated that traditionally, schools send students' report cards, newsletters or community updates to organize events that improve on children socialization and their academic performance. Leavitt, (1958) indicated that parents should give support to their children at this stage so that socialization becomes a continuous process and they should show positive involvement in the academic work of their children while at school and at home.

From the findings, there are hindrances in parental involvement in the preschool children socialization such as parents disregarding all correspondence they receive from schools, being out on their duties thereby getting inconvenienced when called by preschool teachers. Therefore proper strategies should be adopted to face the challenges and foster parental involvement and communication in children socialization as this would provide specific benefits for the school. A study conducted by UNESCO (1999) in Eastern province to find out parents' attitude towards basic education found out that majority of parents did not bother to find out how their children were doing at school.

However, when parents involve themselves by creating two way traffic by networking with the pre-school where children are studying and getting informed of the school activities all the time. The habit positively influences socialization of the children and improves the child's performance. A feeling of parent involvement by the child creates

confidence to the pre-child. The teachers are also free when handling children of parents who have cemented communication ties with the school. This is because they are sure incase of an event occurring to the child, the parent is easily reached.

The parent is also able to assess the worth of the fees he/she pays to school because she can directly get the impact of what the child is receiving. Good communication ensures that children are well connected with the school teachers and their parents. When parents are actively involved in communication with their pre-schools and are contented with the school activities, they become good supporters of the school. The school administration is also able to access parents in case of need in regard to their children socialization. The two way traffic network or communication cemented by parents and school ensures the child is properly socialized.

4.5 RESEARCH FINDINGS AND DISCUSSION ON QUESTION 3:

To what extent do parents volunteering in school activities impact on pre-school children socialization?

An investigation was carried out to check the number of children each parent in Tigania North Division, Tigania East District had and results were presented in the Table 4.16

Table 4.16: Number of Children Per Pre-school Parent in Tigania North Division

Number of Children	Frequency	Percentage %
1-2	40	46
3-4	33	38
5-6	21	24
7	6	7
Total	115	100

From Table 4.16, 46% of the parents had 1-2 children, 38% of the parents had 3-4 children, 24% of the parents had 5-6 children while 7% of the parents had 7 children. Pre-school children's parents had more than one child in pre-schools. This implies that pre-school parents of Tigania North Division, Tigania East District had more that one child which is likely to increase level of involvement in children socialization in their schools.

All the parents in Tigania North Division had atleast more than one child in preschool indicating that the parents took their children to preschool. This could translate to parent's awareness about preschool education and therefore influence positive involvement in provision of children learning materials to improve socialization and further shows that the parents volunteered to have their children in pre- schools however many they are. This could mean that parents took responsibility to volunteer and take care of their children education.

The study investigated if preschool children attended preschool consistently in Tigania North Division, Table 4.17 presents the results of the findings.

Table 4.17 Frequency of Preschool Children School Attendance

Consistency in school attendance	Frequency	Percentage
Consistence	50	83
Non consistence	10	17
Total	60	100

From Table 4.17 it's clear that 83% of the preschool children attended pre-school consistently while 17% of the children did not attend the school everyday. The high percentage of children consistent in attending school could be attributed to preschool parents positive support of providing the basic requirement for early childhood education activities. This kind of support by the preschool parents is likely to improve socialization of the preschool children and further shows that parents in Tigania North division have opted to volunteer themselves in favour of supporting early childhood education.

In addition this study investigated how pre-school parents volunteered to support pre-school Education in Tigania North Division. The analysed results are presented in Table 4.18.

Table 4.18: Parents' Effort to Volunteer and Support pre-school Education in Tigania North Division.

Parent effort	Frequency	Percentage
Provide Labour	80	70
Support feeding program	100	87
Provide infrastructure	100	87
Provide resources (Expertise)	20	17
Paid tea	60	52

From Table 4.18, it can be observed that 87% of parents volunteered to support preschool children's feeding program in Tigania North. Another 87% of them provided infrastructure in preschools. It was found that the parents constructed classes, provide furniture and other physical facilities in the pre-schools. 70% of the parents provide labour freely in the schools, while 17% of the parents provide human resource like volunteering to be resource persons like sharing with children experiences and primary teaching learning resources. 52% of the parents volunteered to pay teachers tea.

From Table 4.18 it can be observed that many parents volunteer to support preschool children's education in Tigania North Division, Tigania East. From the result it can be concluded that the parent's positive attitude in volunteering themselves towards early childhood education is likely to have parents more involved in preschool activities and therefore have a positive impact on children's socialization in Tigania North Division pre-schools.

In addition this study further investigated specific areas where preschool parents, have volunteered to support early childhood education in Tigania North Division. The results are presented in Table 4.19.

Table 4.19, Parents Voluntary Act/Donation to Preschools.

Voluntary act	Frequency	Percentage
Provide land to construct school	75	22
Construction of classrooms	20	17
Preschool gates	10	9
Provision of signboards	40	35
Provision of administration block	20	17
Total	115	100

From the Table 4.19, it can be observed that 35% of parents in Tigania North Division volunteered and provided 40 signboards to preschools in the Tigania, Division. 22% of the parents have provided land where some preschools are built while 17% of the parents have constructed pre-school classrooms and another 17% of them have volunteered to provide administration blocks to the preschools in Tigania North, and 9% of the parents have constructed preschool gates.

It can be seen that parents in Tigania North Division have tried to volunteer their property for the purpose of early childhood education development. This appears like parents in

Tigania North Division have a positive support of preschool education and this effort may translate into improved socialization in Tigania North Division pre-schools.

On the recommendations for parents to improve socialization of their children, the teachers indicated that parent should act responsibly by providing housing, health care, nutrition, clothing, and safety, and creating home conditions that support their children in learning. The teachers indicated that parent should engage in purchasing necessary books, providing a place to study and buy other school supply. The teachers also recommended that parent should act as a good role model of their children by upholding discipline of the highest order, motivate their children through gifts and taking them for education tours. This would enable the pre-school children to improve on their socialization process and make them socialize effectively with other children, teacher, parent and community at large.

The children were requested to indicate who was responsible of taking them to school. From the study, 72% of the children agreed that their parents took them to school, 12% indicated their aunts took them to school, 4% indicated they were taken to school by their brother or sister or sometime left to go to school on their own. This implies that most parents take their children to school. Parents who volunteer to take their children to school create a sense of awareness and confidence to the pre-school children.

On who assisted the children to do their homework at home. 61% of the children indicated that their parents helped them do the homework given at school while 39% of

the children indicated that they do not have someone to assist them do their homework. They indicated that they go to school without completin6g their homework. This implies that only parents are failing in their responsibility of assisting children in achieving their academic socialization hindering their willingness to socialize with friends and teachers in schools as well as in the society. However, majority of the parents volunteered to assist their children in day to day education developments.

The study found that the preschool parents were devoting their spare time to attend school on regular basis, assisting their preschool children when doing their homework, discussing books that suited their children brainstorming and volunteering in developing preschool projects. The study found that preschool parent who get involved in this level, advocate for children socialization and perform the duty at the best interest of the child. Eventually such involvement increases preschool children socialization. From the findings, preschool parents who were found attending open discussion, discussion forum in preschool, sports, prize giving and education days enabled children to socialize better Parents paying school fees and other monies on time, attending when required by the class teacher to discuss children performance, joining parent's teachers association, attending all parents meeting and discussing the child's discipline with teachers influence the parental involvement in socialization of children greatly.

The study found that volunteering parent motivate their children leading to effective socialization. In addition parent who volunteer, spare their time in the favour of children were found to raise the preschool children's morale to socialize and lay good foundation

for the children future on performance. The volunteering parent in school activities enhances preschool children learning interest and determination towards education and better socialization as parent pause as role models. This concurred with Allen and Daly (2002) who found that more active form of parental involvement produce greater achievement benefits than the passive parent. Greater children socialization benefits accrues when parental involvement in school activities is active and when parents work with their children at home. The study also revealed that the earlier parent involvement in the children education, the more effective the efforts will be. This concurred with Allen and Daily (2002) who found that learning and socialization advancement show greater social and emotional development including more resilient to stress, greater life satisfaction, greater self control and self direction ,greater social adjustment ,greater mental health, more supportive relationship and more tolerance , more successful marriages and less delinquent behaviours.

In addition majority of preschool parents said that their children socialized above average in school indicating that parental involvement in school activities has a positive impact on children socialization. Nyau (2004) conducted a study to find out the parents involvement in' school activities in the available public schools and found out a very minimal number of parents were aware of activities taking place in their children's schools and also established that very few parents inspected their children's work and did little to help with homework.

The study found that preschool parents volunteering influenced on pre-school children socialization. However, minimal percentage of preschool children indicated that they went to school without completing their homework which implied that some parents were failing in their responsibility of assisting children in achieving their socialization hindering their willingness to socialize with friends and teachers in schools as well as in the society.

However, a greater percentage of parents in Tigania North Division volunteered to take their children in preschools and were able to provide basic needs, pay school levies in time, obey the school administration, and the volunteering aspect of parents enhanced improved preschool children early socialization.

From table 4.11 and 4.17 respectively, parents in Tigania north, Division volunteered and made sure that 97% of preschool children were provided with all school requirements and 83% of children were attending school regularly. This noted effort by parents enhances socialization in early childhood education. The information found in this study that parental involvement in early childhood education is of great importance agrees with Mullis Mullis,(2004), Jordan and Porsche (2000). Deforges and Abounchaar (2003) who argue that parental involvement and interest in children's' education is a single most powerful predator of children achievement at age 16 years.

CHAPTER FIVE

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

5.1 Introduction

This chapter provides the summary of the findings from chapter four, conclusions and recommendations of the study based on the objectives of the study. The main objective of this study was to establish the impact of parental involvement in early childhood education on socialization of preschool children in Tigania North Division, Tigania East District, Kenya.

The chapter was guided by the study objectives which were

1. To establish the impact of parenting a child on pre- school children socialization.
2. To determine the impact of parental communication on pre- school children socialization.
3. To establish the impact of volunteering parents on the school activities on pre- school children socialization

5.2 Summary of the Findings

The study revealed there is parental involvement in pre-schoolchildren socialization in Tigania North Division, Tigania East District. It was evident that through the support preschool parents give to their children such as providing basic needs improved their relationship thus influencing the parental involvement on children socialization. The study revealed that in the process of teaching preschool learners' parents and teachers ensured that learners had basic stationery and time for the school work, children's motivation to work hard was also ensured through showing love and assisting them in

their homework. Preschool parents ensured that they attend parents meetings in order to discuss school issues affecting children and supported school programs, they also visited schools and communicated with the teacher occasionally to get updated on their children's progress. However parental involvement on children's socialization was hindered by poor school infrastructures, unsupportive parents and lack of instructional materials, poor feeding programs as well as abseetism of children due to unpaid fees. This concurred with Ijzendoorn & Pellegrini, (1995) who indicated that early reading experiences prepare children for the benefits of formal literacy instruction and that parental involvement in their child's reading has been found to be the most important determinant of socialization. Therefore parents need to introduce their babies to books give them a head start in school and involvement themselves in reading activities at home as this has a significant positive impact on socialization thus influence the reading achievement, language comprehension and expressive language skills.

The study established that communication among preschool parents, children and teachers was critical in ensuring effective parental involvement on children socialization in school. Effective communication between parents promoted effective parenting where parents became closer and responsive to their children through communicating and supporting them in their academic activities and other school activities which influence children socialization in pre-school.

Effective parental involvement on children socialization would enable the successive children's learning. Providing a stimulating environment by use of good language,

reading and writing as well as supporting at home the school's literacy agenda influence the child's socialization. This type of involvement concerns the basic responsibilities of schools, including establishing two-way communication between family and school. The study revealed that parent communication with the teacher through school meeting, making –phone calls; through discussion issues on how to improve the child socialization improve children socialization.

From the finding the study established that parent attending open, sports, prize giving and education days, paying school fees and other monies on time, attending when required by the class teacher, joining parents teachers association and attending all parents meeting influence better socialization.

From the findings the study established that parents who volunteered in school activities such as engagement in decision making process, guidance and counseling, being the member of school board and committee and participating in decision making enhanced learning activities of preschool scholars hence improved their involvement on children's socialization.

5.3 Conclusions

The study concluded that parenting should be enhanced because it nurtures the pre-schools children through, providing housing for the children, health care, nutrition, clothing, and safety, and creating home conditions that support children's learning such as purchasing necessary books and other school supply, providing a place to study would

create a conducive learning environment for children and enhance teaching and learning process and eventually promoting socialization of the children. The respondents also indicated that parent involvement through attending school meeting, assisting children doing their homework, allow children to have time for the school work, motivate children to work hard, and support school programs will influence children retain what they were taught and performs better in schools.

The study also concluded that communication between the parents and teachers is important because it helps in establishing how their children are doing academically and in other school activities and seek better measure to improve on their socialization

5.4 Recommendations

The study recommends that parental communication should be enhanced in preschool as this will involve parents in reading with their children, supporting their work on homework assignments, or tutoring them, using materials and instructions provided by teachers, show particularly impressive socialization

The study recommends that parenting children help all families establish home environments to support children to learn and improve their socialization.

The study recommends that teachers and parents communication from home to school and school to home about school programs and student progress should be made effective as it hasten decision making process and taking of measures to improve children socialization in preschools.

From the findings, the study recommends that parents should volunteer to help, support and improve socialization at home by providing information and ideas from families about how to help children at home with homework and other curriculum-related activities and be involved in decision making and planning of matters affecting their pre-school children education.

The study recommends that strategies for promoting parental involvement should be developed and relies heavily on parents' ability to visit their child's school such as organizing workshops and other events to be held in the school as many families have no time to schedule a meeting with their child's teachers or to attend school events and face-to-face communication becomes rare.

5.5 Recommendation for Further Research Study

The study investigated impact of parental involvement in early childhood education on children's socialization in pre- schools in Tigania north division, Tigania East district. A further study should be conducted to establish factors that affect parental involvement on children participation in preschools in Tigania North Division, in Tigania East District.

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APPENDICES

APPENDIX 1: INTERVIEW GUIDE FOR PARENTS

The following interview guide will be administered to parents of children in Public pre-schools in Tigania North Division to determine the impact of parental involvement on socialization of pre- school children.

A. DEMOGRAPHIC INFORMATION

1a) What is your age?

18-25 ( ) 26- 33( ) 34-41( ) 42-49( ) 56-63( ) Above 63( )

b) Your Marital Status?

Married ( ) Single ( ) Widowed ( ) Separated ( )

c) Number of children

1-2 ( ) 3-4 ( ) 5-6 ( ) 7 and above ( )

d) You went to school upto what level?

Level	Tick appropriately
Didn't go to school	
Primary	
Secondary	
University	
Others (specify)	

e) What do you do for a living?

Employment status	**Tick appropriately**
Employed	
Unemployed	
Farming	
Small business	
Casual labourers	
Others (specify)	

2a) For what you are doing, are you able to support education of your children?

Yes ( ) No ( )

B: PARENTS ATTITUDE TO PRE- SCHOOL EDUCATION

1. Do you appreciate the role of pre- school in provision of education?

Yes ( ) No ( )

2. If No in 1 above, indicate why you don't appreciate the role of pre- school education.

OPINION ON PRE- SCHOOL EDUCATION	**Tick appropriately**
Pre- school education is not important	
I did not go to a pre- school myself	
There is no learning at pre- school	
Pre- school teachers are not trained	
There are no adequate facilities at school	
Other children have not benefited from preschool education	
Other parents do not take their children to pre- school	

3. Do you involve yourself in your child's pre- school education at home?

Yes ( ) No ( )

4. If Yes in 3 above, indicate how you involve yourself

	Tick appropriately
Provide adequate stationary	
Provide adequate basic needs	
Revise together homework	
Give time for school work	
Motivate them to work hard	
Show love and affection	
Read together	
Discuss what was learnt	

5. If No in 4 above indicate why you don't involve yourself

	Tick appropriately
I am not interested	
Work upto late hours	
Do not stay together with children	
It is the mother's responsibility	
Have other responsibilities	
It is teachers responsibilities	

6. How often do you visit your child's pre- school to find out how your child is doing?

More often ( )Often ( ) Rarely ( ) Never ( )

7. Indicate activities you involve yourself in the school that are meant to socially help your child.

	Tick appropriately
None	
Attend when required by the class teacher to discuss socialization	
Attend all parents meeting	
Pay school fees and other monies on time	
Attend open days, sports day, prize giving day, education day	
Join parents teachers association	
Act as a resource person in material development, story telling	
Provide labour when called upon	
Discuss discipline with teachers	
Provide stationeries	

C. STRATEGIES TO IMPROVE PARENTAL INVOLVEMENT

1. What are the ways the school uses to encourage you involve yourself in the school.

	Tick appropriately
Sensitize me on importance of involvement	
Invite me to all school activities	
Brief me on all activities in school	
Visit me at home to discuss school activities	
Organize workshops for families	
Communicating regularly through phone	
Involve me in decision making	

D. IMPACT OF PARENTAL INVOLVEMENT

1. How does your child socialize in class?

Above Average ( ) Average ( ) Below Average ( )

2. If above average, what are the contributing factors?

	Tick appropriately
Provision of all basics needs to the child	
Provision of all school requirements to the child	
Helping the child with homework	
Discussing with the child class work	
Discussing with the teacher socialization of the child	
Attending all school activities	
Communicating regularly through phone with teachers	
Involving me in decision making	

3) If below average, state teacher's reasons for poor sociallization.

i) .....

ii).....

iii).....

iv).....

APPENDIX II: QUESTIONNAIRE FOR PRE-SCHOOL TEACHERS

My name is Andriano Gitile Ikunyua. I am a Masters of Education student at the University of Nairobi, Department of Education (Early Childhood Education) I am humbly requesting you to help me collect necessary data that assist me in writing my project. Kindly answer the following questions freely, honestly and accurately or tick where appropriate.

1) Indicate the name of the school:_____

2) Indicate your full name?_____

3) How old are you?_____

4) What is your highest academic level?

a) Primary ( )

b) Secondary ( )

c) University ( )

d) Others (Specify)_____

5) Do you involve parents in the process of teaching the pre- school children?

Yes ( ) No ( )

6) If yes in 5 above, indicate how the parents are involved.

	Yes	No
Provide basic stationery		
Assist children do homework		
Give children time for school work		
Motivate children to work hard		
Show love and affection		
Attend parents meetings		
Support school programs		
Visit schools occasionally to check children's progress		
Communicate with the teacher on their children's socialization		

7) Are the children consistent in coming to school? Yes ( ) No ( )

8) If No in 7 above what are the reasons?

i)_____

ii)_____

iii)_____

9) Is there a relationship between the socialization of children who are fully supported by parent and those who are not?

_____

_____

_____

10) What might be the cause of poor socialization in pre- school education?

_____

_____

_____

11) What would you recommend for parents to do to realize improved socialization of their children?

_____

_____

_____

APPENDIX III: INTERVIEW SCHEDULE FOR CHILDREN

My name is Andriano Gitile Ikunya. I am a teacher and a Master of Education student at the University of Nairobi, Department of Education (Early Childhood Education) I'm requesting you to humbly answer the questions below to assist me gather necessary data which will help in writing my project please answer honestly, freely and accurately.

1) Do you go to school?_____

2) Who takes you to school?_____

3) Who wakes you up early in the morning?_____

4) Who tells you good when you do well in school?_____

5) Do your parents attend school meetings?_____

6) When are given homework who assists you at home?_____

7) Who encourages you to work hard in school while at home?_____

8) Have you got enough learning materials?_____

9) Do your father / mother like your schools?_____

10) Are your parents happy when you do well in school?_____

11) Do your parents buy books and other things needed in school?_____