

**INFLUENCE OF PARENTAL INVOLVEMENT ON ACADEMIC PERFORMANCE OF PRE-SCHOOL CHILDREN IN EMGWEN DIVISION, NANDI CENTRAL DISTRICT, KENYA**

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## DECLARATION

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

**ISK-**

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This research project has been submitted for examination with my approval as University Supervisor.

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## **DEDICATION**

I dedicate this work to my husband Hudson and my children Okwiri, Imali, Omega, Musimbi and Kipgaa.

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My special gratitude goes to my supervisor Dr. Jane C. Gatumu and all other lecturers in the department of educational communication and technology for their understanding and diligent guidance in the development of this project.

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## ABSTRACT

The purpose of this study was to find out influence of parental involvement on academic performance of pre-school children in Emgwen Division, Nandi Central District, Kenya. The study's objectives were to establish the influence of parental perceptions of involvement on academic performance of preschool children, to examine the influence of parental types of involvement on their children's academic performance, to find out the influence of parental role of involvement on the pre- school children academic performance, to determine the influence of parental initiative of involvement on pre-school children academic performance and to establish the influence of parental time of involvement on academic performance of pre- school children. The study employed the use of descriptive research design whereby the data collected was not manipulated by the researcher in any way. The researcher targeted children, teachers and parents of preschool children in Emgwen Division. The study adopted both simple random sampling techniques. The sample size comprised of 17 teachers in Emgwen Division. Documentary analysis was provided by the teachers showing preschool children academic performance in the Mathematics, Kiswahili and English activity areas. Questionnaire for the teachers was used for data collection. Reliability was ensured by test and retest method and validity was tested through pilot study. The questionnaire was adjusted appropriately. The research utilised descriptive analysis and data was presented in form of tables. From the data analysed, the study noted the following findings; majority of the respondents had good initiative towards their children's performance. Preschool children from parents with good initiative performed better. A majority of the respondents sometimes communicate with their preschool children about their school progress. It was showed that children whose parents communicate with them perform better in academics than those who do not. The study concluded that only a few parents' respondents have high aspiration on their children's academic achievement. Thus the study recommends that the parents should 'be sensitized on the importance of preschool children education so as to understand their role and involvement in the children's academic performance,.. Every school should be mandated to organize general parent meetings to enable the parents to meet teachers and discuss problem affecting their children academic performance. These parents should be advised on the need to motivate their children to work harder. There should be a research on the effect of teachers' involvement and its effect on academic performance of the preschool children. Research findings is valuable to educationalists by helping them come up with better practices for incorporating parental involvement in academic affairs of preschool children. Parents, teachers and all scholars interested in education and factors affecting performance of preschool children get to understand the influence of parental involvement on academic performance of preschool children.

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## **ABBREVIATIONS AND ACRONYM**

<b>DEO</b>	District Education Officer
<b>DICECE</b>	District Centre for Early Childhood Education
<b>NGOs</b>	Non-Governmental Organizations
<b>SPSS</b>	Statistical Package for Social Sciences
<b>UNICEF</b>	United Nation Children Fund

## **CHAPTER ONE**

### **INTRODUCTION**

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

According to Aswani (1991) education and training are the most important investments in human capital. It is in view of this fact that the government of Kenya, in partnership with Non-governmental Organizations and the private sector, has been preoccupied with improving educational standards in the country. Free primary education, school feeding programme, expansion of educational facilities and staffing have been some of the efforts by government. All these efforts have been done in order to improve learning conditions within the school environment. While there has been tremendous success regarding access to education, concerns have been raised concerning quality which contributes to academic success of learners.

Many factors affect academic performance of learners which manifests itself in examination results. Some of these factors are either related to the school or home (Muola 2010; Maundu, 1980; Ndirangu, 2007). While there is a good deal of research on what happens inside schools, little attention is paid to what happens within homes and families to guarantee success or interrupt educational initiatives. Parents provide hidden labor that supplements and compliments that of the school's staff. While parental involvement has preoccupied research undertakings in the Developed World, it is only beginning to be a focus of attention for research in Africa and Kenya. Worse still, research has been lacking on parental involvement in preschool children's educational matter. Parents can be involved in their children's academic activities by discussing school events and activities with their children, helping their children with class or

program selection, knowing the parents of their child's friends, volunteering at school, attending school meetings, and checking their children's homework (Jeynes 2005 and Houtenville and Smith-Conway 2008). Levels of parental involvement in education vary from one parent to the other and the impact of this on academic performance needs to be studied. Generally poor academic performance in Emgwen Division is alarming. The foundation for academic success in later years of schooling depends on academic grounding at the preschool level. Given their tender age, preschool children require more of parental involvement than pupils in upper levels of schooling. As a result, studies on parental involvement need to be undertaken at preschool level.

## **1.2 Statement of the Problem**

There are many factors causing poor academic performance in Kenya; such as lack of facilities in school, lack of teachers, indiscipline, unfavorable home environment, low intelligence, anxiety, pupils' need to achieve (Maundu, 1980; Ndirangu, 2007). While these factors have been identified as possible factors that contribute to the variations in academic performance not much has been done in Kenya to show the role played by the pupils home environment on learners' academic achievement. Parental involvement in their children's academic affairs has been shown to contribute to better academic scores. However, the effect of this increasing poor performance in examinations in Emgwen Division of Nandi Central District in Kenya, has not been studied. Preschool level is important in grounding learners in educational matters which affect their later years of schooling. This study will investigate the level of parental involvement in school affairs of their preschool children and how this affects academic performance. The results of this study may shed light on effect of parental involvement in general performance in

education in the area under study.

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

The purpose of this study was to investigate the effects of parental involvement on academic performance of pre-school children in Emgwen Division, Nandi Central District.

### **1.4 Specific Objectives**

The specific objectives of the study were to:

- i. To establish the influence of parental perceptions of involvement on academic performance of preschool children
- ii. To examine the influence of parental types of involvement on their children's academic performance
- iii. To find out the influence of parental role of involvement on the pre- school children academic performance.
- iv. To determine the influence of parental initiative of involvement on pre- school children academic performance.
- v. To establish the influence of parental time of involvement on academic performance of pre- school children.

### **1.5 Research Questions**

The study addressed the following research questions;

- i. How does parental perception of involvement influence preschool children's academic performance?

- ii. Is there any relationship between parental type of involvement and pre-school children's academic performance?
- iii. Is there any relationship between parental role of involvement and pre- school children academic performance?
- iv. How does parental initiative of involvement influence pre- school children's academic performance?
- v. Is there any relationship between parental time of involvement and pre- school children's academic performance?

### **1.6 Significance of the Study**

Children's academic performance has been related to conditions existing within the school such as teachers, reading materials and school administration. This has relegated the influence of the home/family environment on children's academic performance. Findings of this study will assist educationists (school Administrators, as well as educational planners and policy agenda-setters within the Ministry of Education) to come up with better practices for incorporating parental involvement in academic affairs of preschool children. The findings could be used in planning for early childhood education and will provide guidance for policies that could have significant effect on early childhood education in Kenya.

### **1.7 Limitation of the Study**

The study focused on academic performance which may be affected by other factors such as parental involvement family size, parental age and parental status (single versus both parents). The study did not take into account these factors.

### **1.8 Delimitation of the Study**

The study was carried out in Emgwen Division, located in Central Nandi. Emgwen Division is predominantly an agricultural area served by a few pre-urban centers where non-farming activities are also undertaken. Maize farming is the predominant economic activity. The population of children aged between three and six is on the increase and this poses an educational challenge for pre-schooling.

### **1.9 Basic Assumption**

The study assumed that parents have a role to perform on their children's academic performance.

### **1.10 Definition of Key Terms**

The key terms defined are:

**Classroom performance:** Assessment and evaluation of children's academic ratings based on their scores in various disciplines

**Preschool:** Learning institution in Kenya which caters for children aged between 3 and 6 years.

**Parents:** Refers to both biological and guardians who play a role in providing physical and moral support to children.

**Parental involvement in children's academic activities:** Parental involvement implies that parents participate in one or more school teacher activities such as attending parent - teacher conferences, parent - teacher associations meetings, volunteering at school, assisting children with homework and encouraging to perform better in academic activities in school.



**Parenting:** is the process of promoting and supporting the physical, emotional, social and intellectual development of a child, from infancy to childhood. It refers to the activity of raising a child rather than the biological relationship.

### **1.11 Organization of the Study**

The study comprises of five chapters. Chapter one consists of the background to the study, statement of the problem, purpose of the study, objectives, research questions, significance, limitation of the study, delimitation of the study, basic assumptions, definitions of key terms and organization of the study. Chapter two comprises of literature review, theoretical and conceptual frameworks. Chapter three deals with research methodology, <sup>ii\*</sup> covering research design, population sampling procedures, research instruments and their validity and reliability, procedures for data collection and data analysis. Chapter four comprises of findings and discussions which were generated by the study. Chapter five presents summary, conclusions and recommendations.

## **CHAPTER TWO**

### **LITERATURE REVIEW**

#### **2.1 Introduction**

This section contains a review of literature that is relevant to the study of the influence of parental involvement on academic performance on pre-school children under the following sub-headings: Parental perceptions on involvement in relation to children's academic performance; types of parental involvement, benefits of parental involvement on children's education, parental role of involvement, parental time of involvement, factors affecting Parental involvement, conceptual framework and theoretical framework.

#### **2.2 Parental Perceptions on Involvement in Relation to Children'Academic**

##### **Performance**

Epsten (2001) notes that parents have their own perceptions regarding the degree to which they feel parental involvement is important for their children's academic attainment. Aswani (1991) has argued that parental involvement is a function of a parent's beliefs about parental roles and responsibilities, a parent's sense that she or he can help her children succeed in school, and the opportunities for involvement provided by the school or teacher and the parent helping the child at home.

Some of the previous studies done in the field of influence of parental involvement on academic performance of pre-school established that it is the role of parents to be initiators to their children. They are supposed to develop physically, cognitively and emotionally. Stevenson (1986) found out that there was improvement in children whose

parents monitor closely their children's school progress and initiated contact with the school in response to their academic difficulties. Dauber and Epstein (1995) have argued that in order to encourage parental involvement in their children's academic affairs, schools need to provide opportunities for school-to-home and home-to-school communications with families, provide communications to families in a language and at a reading level all families can understand, to ensure adequate representation of the entire community of parents on school advisory committees, and distribute information provided at workshops to the families who could not attend parents' awareness about their children's learning difficulties. According to Epstein and Dauber (1991) parents' educational aspirations and level of comfort with the school and staff has been shown to predict levels of involvement. In addition, parent's beliefs about their responsibilities as a parent, their ability to affect their children's education, and their perceptions of their children's interests in school subjects have been shown to predict their involvement at home and at school. <sup>f4</sup>

Epstein (2001) notes that parent's attitude towards their children's schooling manifest through parental expectation of the child on matters such as career choice and development. In this way, parental expectations regarding the children's academic performance in terms of academic grade are also expressed because the parent spells out the activities that the child should be engaged in and also monitor children's academic progress. Parents' positive attitudes towards their children's schooling are expressed through, among other ways, attending meetings called by the school (Epstein, 2001).

## **2.3 Types of Parental Involvement in Relation to Children's Academic**

### **Performance**

Baker and Stevenson (1986) have noted that defining parenting and parental involvement is very problematic. However, Epstein (2001) notes of six levels of family (parent) involvement namely: Parenting (nurturing children, giving them guidance, and providing motivation and discipline); communication (talking regularly with school staff about programs, children's progress, and other school affairs); volunteering (helping with school work and classroom activities); learning at home (assisting student learning through help with homework and other curriculum-related activities); decision-making (participating in school decision making, becoming a parent leader or representative); collaborating with community (identifying and integrating family and community resources to strengthen school programs and children learning as according to Mwoma (2001).

### *I*

Grolnick and Slomaezek (1994) have attempted to conceptualize parental involvement based on how parent-child interactions affect children's schooling and motivation. Behavioral involvement refers to parents' public actions representing their interest in their child's education, such as attending an open house or volunteering at the school. Personal involvement includes parent-child interactions that communicate positive attitudes about school and the importance of education to the child. Cognitive/intellectual involvement refers to behaviors that promote children's skill development and knowledge, such as reading books and going to museums. Parental involvement, according Abraham Maslaw's theory of motivation, affects children achievement because these interactions affect children's motivation, their sense of

competence, and the belief that they have control over their success in school.

#### **2.4 Parental Role of Involvement and Children's Academic Performance**

Bake and Scher (2002) argued that it is the duty of parents to have critical role towards their children's academic performance. Grolnick and Slomaezek (1994) expected that parent involvement had a large role on children's academic performance. Mwoma (2008) proposed that it is the role of the parent to ensure there is parent - child interaction. Parents should organize occurrence of cognitive tasks for children for example making a puzzle and monitoring level of difficulty that hinders academic performance. Academic socialization is influenced by the development of parents' attitude and beliefs that are helpful dealing with instruction in school. Parent's attitudes, expectancies and academic performance have causal influence on children development of attitude and behaviours (Ames and Archer 1987). It is the role of parents to appraise children perception and hence influence their academic performance.

Fan and Chen (2001) state that parents have to develop a positive sense of efficiency for helping their children succeed in academic performance. It is the parent role to influence children's developmental and educational outcomes through modeling, reinforcement and instruction. Parental role of involvement influence children's academic performance Epstein (2001).

Hoover - Deupsey (1992) argues that parental sense of efficacy is important as a parent believes that he or she has the necessary skill or knowledge for assisting his child with

school related matters. Bandura (1989) children are able to perceive self efficacy through parental role as their mental ability will be stable which influences performance. Bandura 1986 suggests that self efficacy are drawn from direct experience, vicarious experiences, verbal persuasion and emotional arousal which contribute to the child's development of a sense of efficacy for doing well in school and hence influence academic performance. Lockheed (1991) identified the impact of parent role of involvement on children's academic performance as parents who assisted their children on their assignment posted an encouragement in their children and hence improvement in academic performance. It is the role of parents to developed parental role conceptions that include active involvement or positive sense of efficacy for helping children in their academic performance.

It is the parents' role to construct a sense of efficacy for helping children succeed in school. This can be done through offering opportunities for involvement by selecting school related activities and helping children with homework.

## **2.5 Parental Initiative of Involvement on Pre-School Children Academic Performance**

Bernett - Gates, Hodapp and Henrich (2002). It is the role of parents to be initiators to their children. They are supposed to develop physically, cognitively and emotionally. Stevenson (1986) found out that there was improvement in children whose parents monitor closely their children's school progress and initiated contact with the school in response to their academic difficulties. Mwoma (2008) identified that regardless of ethnically and social class high performance in children academic was associated by

intense educational initiative of socialization including close supervision of school progress and home work by parents.

Epstein (1998) A comprehensive model, assesses parental time of involvement on pre- school children's academic performance, the more time parents worked with their children on their homework, the more influence it had on their children academic performance. Parents who motivated their children many times and made follow up activities in school work performed better.

UNICEF (2009) explain that millions of children in sub- Saharan Africa and elsewhere in the developing world are now going to school but leaving without basic knowledge and skills they need "But parent initiative can make a difference to help children in their academic performance" say Dr.Irah Siraj. Parents interacts their power towards their children academic performance and hence they perform well.

Kathy Sylra of University of oxford says that parents who express their high esteem for education and to support their children's in academic areas do initiate a positive perspective in their children which has been associated with acquired traits from home.

## **2.6 Time of Parental Involvement on Children Academic Performance**

Goldring and Shapira (1993) targeted a particular aspect of parental involvement and focused on the number of times parents participated in particular events. These involve volunteering to attend parents meeting, how often parents communicated to their children about school and how often parents engage in activities concerning school. This improves the children

academic performance.

Standard News paper (24-8- 2011) by Kipkoech Tanui reported that a large number of children who are having difficulties in their academic progress are not receiving adequate help at home. It appears that fathers are not willing or are unavailable to devote much time to their children's academic performance. It is the duty of parents to spare much of their time to shoulder more responsibility towards their children's academic performance, even if it just means to supervise home work.

Muola (2010) summarize the activities that parents need to spare their children from home related activities that encourage children's academic performance. These activities include: parents working with children on their home works, Parents talking to children about school - related topics and parents sparing time to take their children on field trips. Epstein (1998) A comprehensive model, assesses parental time of involvement on pre- school children's academic performance, the more time parents worked with their children on their homework, the more influence it had on their children academic performance. Parents who motivated their children many times and made follow up activities in school work performed better.

It is evident that there are hardly any empirical studies on influence of parental involvement on academic performance of pre-school children with a specific focus on in Emgwen division, Nandi central district, Kenya. Therefore, this study seeks to fill in this existing knowledge gap.

## **2.7 Theoretical Framework**

This study makes use of Epstein Theory (2002) of comprehensive School Perform Model (CSR) and Lee Vygosky (1978) in the theory human learning. Epstein's



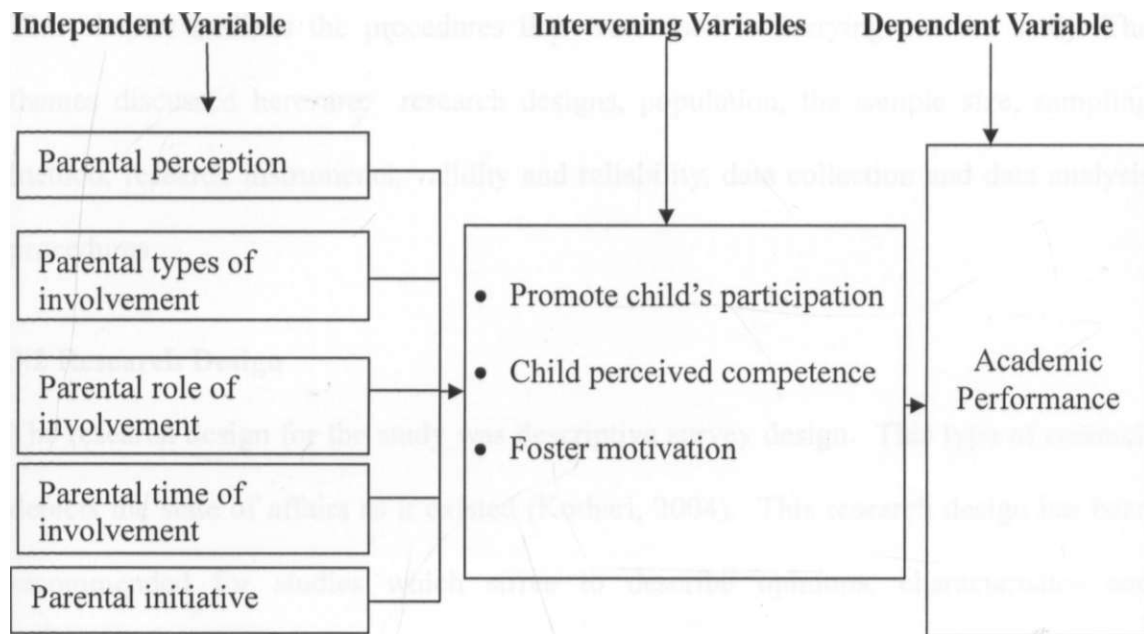
framework model explains types of parental involvement as follows: parenting which help all families establish home environments to support children, communicating from home to school about children performance, volunteering to be a member of the Parent Teacher Association, learning at home by providing information on how to help children at home and collaborating with the community by identifying and integrating resources to strengthen school programmes. The Human Learning Theory of learning explains that parents and teachers play the same role with regard to children's learning. Parents are supposed to assist children in particular tasks. Children can operate at one level on their own described as their level of actual development or zonal proximal as stated in the

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human learning theory by Vygotsky (1978). But they can perform at a high level when supported by their parents and teachers. This is called Scaffolding by Lee Vygotsky in the human learning theory.

## 2.8 Conceptual Framework

Figure 1 shows the interplay between the independent, intervening variables and dependent variables.



**Figure 1: Conceptual Model Illustrating the Relationship between Independent and Dependent Variables**

Figure 1 gives a brief explanation of; academic performance of preschool children depends on several factors like, parental perception, Parental type of involvement, parental role, parental initiative and parental time. Once parental involvement is high children are motivated and hence influence performance.

## **CHAPTER THREE**

### **RESEARCH METHODOLOGY**

#### **3.1 Introduction**

This chapter outlines the procedures that were used in carrying out the study. The themes discussed here are: research designs, population, the sample size, sampling method, research instruments, validity and reliability, data collection and data analysis procedures.

#### **3.2 Research Design**

The research design for the study was descriptive survey design. This type of research depicts the state of affairs as it existed (Kothari, 2004). This research design has been recommended for studies which strive to describe opinions, characteristics and perception of parents towards children. (Borg and Gall, 1996). The study was based on the out come of interviews from parents and children. The research design involved the description of parental role, initiative, perception and parental type of involvement. The researcher interviewed parents and children to see the out come of parental involvement on children's academic performance.

#### **3.3 Population**

According to Orodho (2004), population is defined as all the items, things, objectives or people under consideration in any field or inquiry or a targeted population. The population of the study constituted preschool children, their parents and teachers in public schools in Emgwen Division. Emgwen Division has sixty one preschools with a population of about 4,080 children aged between three and six years. These schools are staffed with 174 preschool teachers.

### **3.4 Sampling Procedures and Sample Size**

Borg and Gall (1996) defines a sample as a small proportion of a target population selected using sound systematic procedure for the study. It is not possible to cover all the pre-school children in Emgwen Division. Therefore, a representative sample was selected. Sampling means selecting a given number of subjects from a defined population as representative of that population (Orodho 2004) so that a statement made about the sample represents the population. For this study, random sampling was used to select schools which will form 10 percent of the target population of all public schools in the study area. The 10 percent is reasonable figure to make a representative sample (Gay, 1992).

The procedure for selecting the schools began with writing names of all the public primary school in Emgwen Division on pieces of papers which were then put into a carton. After mixing the papers thoroughly, six names of Schools were picked at random. Six schools were sampled because this represents 10 percent of the total number of schools in Emgwen Division. Those schools whose names were picked provided the study participants. Teachers who have taught for at least two years were purposively sampled because they are rich in information about both parents and children.

### **3.5 Research Instruments**

According to Kothari (2004), research instruments are tools the researcher will use to collect data. In investigating the influence of parental involvement on academic performance of children, questionnaires were administered to preschool" teachers,

interview guide to parents and children. Documentary analysis for testing children's academic performance was done.

Questionnaires were preferred in this study because all the pre-school teachers were literate and therefore capable of answering the items adequately. Both closed - ended and open - ended questions were used to gather information from pre-school teachers. The questionnaire was used because as Gay (1992) noted, they enable the researcher to gather data from many respondents simultaneously and are easy to be administered.

According to Borg and Gall (1985), questionnaires are generally less expensive and do not waste time in administration. Specific questions were posed to teachers concerning parental involvement on: parental perception, parental role, and parental type of involvement, parental initiative and parental time children's academic performance.

The preschool teacher's questionnaires had two sections; sections A and section B. Section A had questions on respondents' sex, Length on teaching, highest level of education and number of pre- school pupils in their classroom. The questions required ticking applicable answers. Sections B had closed ended and open ended questions. Open ended questions required the preschool teacher to give more instruction on the influence of parental involvement on academic performance of preschool children in Emgwen Division Nandi Central district.

An interview is a conversation between two or more people, interviewer and interviewee, where questions are asked by interviewer to obtain information from the

interviewee. A research interview is a structured social interaction between a researcher and an interviewee 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 are an essential tool in following up in an area of curiosity during research. Kothari (2004) interview 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 aspect of the interaction.

### **Interview Guide for parents**

The researcher used interview schedule to obtain information from parents concerning the influence of parental involvement on children's academic performance. The interview schedule covered a range of issues on parental type of involvement, parental perception, parental initiatives and parental time of involvement.

Trained research assistants used interview guide to obtain information from pre school children on influence of parental involvement on academic performance of pre school children. These interview schedule covered arrange of parental aspects such as parental perception, parental role, initiative, time and parental type of involvement.

### **3.6 Documentary Analysis Form**

Documentary analysis was a vital data collecting tool as it enabled the researcher to obtain information on children academic performance. Teachers were asked to help in

identifying cases where parents are involved in a pupils' academic progress. Academic progress record was used in obtaining data on pupils' academic performance. Comparison was then made on performance of children whose parents are involved in their academic performance and those whose parents are not.

### **3.7 Validity of the Instrument**

Cook and Compebell (1979) cited in Colosi defined validity as the "best available approximation to the truth or falsity of a give inference, preposition or conclusion" Validity refers to the accuracy and meaningfulness of inferences, which are based on the research results. In other words, validity is the degree to which results obtained from the analysis of the data actually represents the phenomena under study. Validity, according to Borg and Gall (1996) is the degree to which a test measures what it purports to measure. The researcher tried to employ objective judgment based on data generated through questionnaires and interviews. The questionnaires were tested for validity during piloting after which they were revised. According to Borg and Gall (1996) Content validity of an instrument is improved through expert judgments. As such, the researcher sought assistance from her supervisor, in order to help improve content validity of the instruments.

### **3.8 Reliability of the Instrument**

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 gives similar results over a number of repeated trials. Reliability of research instrument was determined through testing and retesting. Therefore piloting of research instruments for this study was sample

questionnaire which was administered to a sample population in schools that was not sampled for the main study. Reliability was established if they yield the same results upon testing and retesting. The interview was carried on parents and children who were not included in the study. The same was repeated after two weeks. If the instrument yields the same results then the instruments being used was reliable.

### **3.9 Data Collection Procedure**

The researcher applied for a research permit from the Ministry of Education. After this, the researcher booked an appointment with the sampled schools, through the head teachers, to visit and administer the questionnaire. Before administering research instruments, the researcher gave instructions to parents and teachers and assures them of confidentiality.

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Questionnaires were given to teachers who then were required to fill them out. The researcher was available to clarify any difficulties that teachers will encounter in filling out the questionnaires. Teachers who required enough time, say more than a day to fill out the questionnaire were allowed to do so and the researcher collected questionnaires from them later. Parents were interviewed by the researcher face to face. The researcher allowed parents to expound on their explanations and opinions but guarded them against irrelevance. Preschool children were interviewed by the researcher face to face. The researcher constructed simple and few questions for the children so that they do not get tired during interview sessions.

### **3.10 Data Analysis**

According to Nyakwara (2009) data analysis includes, sorting, editing, coding and entering



cleaning and processing of data. Data collected from children and parents' interviews, teacher's questionnaires and documentary analysis were analyzed in relation to the researcher questions. The filled-in and returned questionnaires were coded and entries made into Statistical Package for Social Sciences. Descriptive statistics (frequencies and percentage) was then produced on close-ended question. Interview guides and secondary data was analyzed using content analysis. This involved grouping of the responses (data) obtained into common themes and analyzed as such. This helped in determining parental role in academic, parental initiative, parents' perception on their involvement in children's' academic progress and the type of involvement. To determine the relationship between parental involvement and academic performance, performance records of children whose parents are involved and those whose parents not were compared.

## CHAPTER FOUR

### FINDINGS AND DISCUSSIONS

#### **4.1 Introduction**

This chapter deals with data analysis, presentation and the finding's interpretation. The data presented includes influence of parental perceptions of involvement on academic performance, examine influence of parental types of involvement, influence of parental role of involvement on the pre-school children, influence of parental initiative of involvement on pre-school children and establish the influence of parental time of involvement on academic performance of pre-school children.

#### **4.2 Response rate**

Seventeen questionnaires administered were filled and returned. This represented a 100% response rate, which is considered satisfactory to make conclusions for the study. This high response rate is attributed to the data collection procedures, where the researcher personally administered questionnaires and waited for the respondents to fill and picked the filled questionnaires. According to Mugenda and Mugenda (1999) a 50% response rate is adequate, 60% good and above 70% rated very good. This implies that basing on this assertion; the response rate in this case of 100% is very good.

#### **4.3 Parental perceptions of involvement on academic performance**

A parental perception of involvement on academic performance was a variable studied by the researcher to get to know its effect on academic performance of preschool children in Engwen division. The researcher studied the parent's initiative towards their children performance, parents communication with children regarding school activities and aspiration of parents on their children's academic achievement.

The study started by assessing the parents' initiative towards their children's performance and the results are presented in Table 4.1.

**Table 4.1 Parents' initiative towards their children's performance**

<b>Parent's initiative</b>	<b>Frequency</b>	<b>Percent</b>	<b>Mean score</b>
Very good	6	35%	418
Good	4	23%	398
Not sure	2	12%	212
Bad	3	18%	198
Very bad	2	12%	236
<b>Total</b>	<b>17</b>	<b>100%</b>	

Table 4.1 shows that 58% (n = 10) of the respondents had high initiative towards their children's performance. Their preschool children had a higher mean score as a result of their parents' initiative. They are followed by 18% (n = 3) who had a bad initiative towards their children performance and thus had a lower mean score. Through the interview, the children revealed that they felt more motivated in their school work when their parents take initiative in their school work.

The parents' communication with their preschool going children was then put into perspective. The results are presented in Table 4.2.

**Table 4.2 Parents communication with children regarding school activities**

<b>Communication</b>	<b>Frequency</b>	<b>Percent</b>	<b>Mean score</b>
Yes	4	23%	423
No	3	18%	297
Sometimes	10	59%	341
<b>Total</b>	<b>17</b>	<b>100%</b>	

Table 4.2 shows that majority of the respondents 59% (n = 10) communicate with their preschool children about their school progress sometimes. The other 18% (n = 3) do not communicate while only 23% (n = 4) communicate with their preschool children about their school activities. It also shows that the children whose parents communicate with them had a higher mean score in academics than those who do not. The interviewing of teachers showed that communication is important for a good progress of the pre-school child.

The researcher then sought to know the aspiration of parents on their children's academic achievement. The results are presented in Table 4.3.

**Table 4.3 Aspiration of parents on their children's academic achievement**

<b>Aspiration</b>	<b>Frequency</b>	<b>Percent</b>	<b>Mean score</b>
High	5	29%	428
Low	2	12%	298
Very low	6	35%	245
Not sure	4	24%	221
<b>Total</b>	<b>17</b>	<b>100%</b>	

Table 4.3 shows that only 29% (n = 5) of the parents respondents have high aspiration on their children's academic achievement. A large percentage of 47% (n = 8) have low aspirations for their preschool children. This affects the performance of the children such that the parents with high aspirations for their children support them to perform even better. The children lack motivation from the parents and therefore lack direction in their studies. This leads to their poor performance in academics. This is shown from the document analysis of the preschool children performance. The teachers said that those parents who had high aspirations for their children have them perform well than others.

#### **4.4 Parental types of involvement influence on academic performance**

The researcher then sought to investigate the parental types of involvement and there effects on academic performance of the preschool children in the division. The study investigated the parent's discipline of the preschool children, parents assisting preschool children in homework, Motivation of preschool children.

The researcher started by investigating the parent's disciplining of the preschool children. The results are shown in Table 4.4.

**Table 4.4 Disciplining of the preschool children**

<b>Discipline</b>	<b>Frequency</b>	<b>Percentage</b>	<b>Mean score</b>
Often	5	19%	420
Quite often	2	7%	398
Rarely	8	29%	358
Never	12	45%	320
<b>Total</b>	<b>17</b>	<b>100%</b>	

Table 4.4 shows that 45% (n = 12) of the respondents do not discipline their preschool children. Those who do it rarely make 29% (n = 8) while those that discipline them make only 26% (n =7) of the total respondents. The performance of the children is also affected as a result of this. The ones that are disciplined have a higher mean score than the undisciplined. The children agreed that their parents need to maintain disciplining them although they said that sometimes the parents overdo it. This was indicated from the interview.

The researcher then investigated if the parents assist their children with homework and its influence on academic performance. The results are shown in Table 4.5.

**Table 4.5 Assisting the children with homework**

<b>Assisting</b>	<b>Frequency</b>	<b>Percent</b>	<b>Mean score</b>
Yes	6	35%	418
No	6	35%	378
Sometimes	5	30%	388
<b>Total</b>	<b>17</b>	<b>100%</b>	

Table 4.5 shows that majority 65% (n = 11) do not have time of helping their children to do their homework. A few 35% of the parents said they help their children do their homework at home. Through the interview, teachers were for the opinion that the parents need to help their children with their homework. This encourages them to perform better.

The researcher then investigated the initiative of the parents to motivate their preschool children and its effect on their academic performarice, the results are presented in Table 4.6.

**Table 4.6 Motivation of the preschool children by parents**

<b>Motivation</b>	<b>Frequency</b>	<b>Percent</b>	<b>Mean score</b>
Always	7	41%	420
Sometimes	4	23%	398
Not sure	3	18%	298
<u>Not at all</u>	<u>3</u>	<u>18%</u>	<u>212</u>
<b>Total</b>	<b>17</b>	<b>100%</b>	

Table 4.6 shows that 41% (n = 7) of the parents always motivate their preschool children. The performance of such children is also reflected to have a higher mean score than those parents' children who are not motivated at all.

#### 4.5 Parental role of involvement influence on academic performance

The researcher investigated the parental role of involvement in preschool children and its influence on their academic performance. The study probed the parent - child interaction and efficiency of parents' role played on their children.

The researcher started by investigating the parent - child interaction. The results are presented in Table 4.7.

**Table 4.7 Parent - child interaction and academic performance**

<b>Interaction</b>	<b>Frequency</b>	<b>Percent</b>	<b>Mean score</b>
Very Good	6	35%	429
Good	4	24%	375
Bad	4	24%	366
Very bad	3	17%	220
<b>Total</b>	<b>17</b>	<b>100%</b>	

Table 4.7 shows that a majority 59% (n = 10) of the parents have good relationship with their preschool children. This has caused their children to perform well in school academically as shown from the document analysis. The parents that have a bad relationship with their children make them perform badly in school. This is highlighted



by Gardner (1984) who proposed that it is the role of the parent to ensure there is parent - child interaction. Parents should organize occurrence of cognitive tasks for children for example making a puzzle and monitoring level of difficulty that hinders academic performance.

The teachers' view on efficiency of their role played on their children was then studied. The findings are presented in Table 4.8.

**Table 4.8 Teachers' view on efficiency of parents' role played on their children**

	<u>Frequency</u>	<u>Percent</u>	<u>Mean score</u>
Very efficient	7	42%	420
Efficient	5	29%	398
Not efficient	5	29%	358
<b>Total</b>	<b>17</b>	<b>100%</b>	

Table 4.8 shows that according to the teachers, majority 71% (n = 12) of the parents find their role played on their children regarding preschool education as being efficient. The efficiency of the role played affects the academic performance of the preschool children. Children whose parents are efficient in playing their roles perform better academically than the others. This concurs with Kathleen V. Hoover- Dempser and Howard M. Sandier (1997) who state that parents have to develop a positive sense of efficiency for helping their children succeed in academic performance. The findings also are asserted by Lockhid (1991) who identified the impact of parent role of involvement on children's

academic performance as parents who assisted their children on their assignment posted an encouragement in their children and hence improvement in academic performance. It is the role of parents to developed parental role conceptions that include active involvement or positive sense of efficacy for helping children in their academic performance. Bake and Scher (2002) argued that it is the duty of parents to have critical role towards their children's academic performance. Grolnick and Slomaezek (1994) expected that parent involvement had a large role on children's academic performance.

#### **4.6 Parental initiative of involvement and its influence on academic performance**

The researcher then investigated the parental initiative of involvement in preschool children academic performance. The study probed the parents' close monitoring of their children's school progress, parent's supervision of children's academic progress and being active in school activities.

The parents' close monitoring of their children's school progress was then studied. The findings are presented in the table 4.9 below.

**Table 4.9 Parents close monitoring of their children's school progress**

<b>Monitoring</b>	<b>Frequency</b>	<b>Percent</b>	<b>Mean score</b>
Very often	3	18%	421
Often	5	29%	312
Quite often	2	12%	219
<u>Not often</u>	<u>7</u>	<u>41%</u>	<u>258</u>
<b>Total</b>	<b>17</b>	<b>100%</b>	

Table 4.9 shows that a majority 53% (n = 9) quite often monitor their children's school progress. The parents who monitor their children's performance have a higher mean score. This is asserted by Nyakwara (1986) who found out that there was improvement in children whose parents monitor closely their children's school progress and initiated contact with the school in response to their academic difficulties.

The parents' supervision of their children's academic progress was put into perspective.

The findings are presented in Table 4.10.

**Table 4.10 Parent's supervision of children's academic progress**

<b>Supervision</b>	<b>Frequency</b>	<b>Percent</b>	<b>Mean score</b>
Always	5	29%	451
Sometimes	9	53%	398
Not at all	3	18%	258
<b>Total</b>	<b>17</b>	<b>100%</b>	

Table 4.10 shows that a majority 53% (n = 9) of the parents said they sometimes supervise their children's academic progress. The parents who supervise their children always had their children's mean score being high. This is confirmed by Ginsbury (1989) who identified that regardless of ethnically and social class, high performance in children's academic was associated by intense educational initiative of socialization including close supervision of school progress and home work by parents.

The parents' activity in the school activities and its influence on academic performance was then studied. The findings are presented in Table 4.11.

**Table 4.11 Active in school activities**

<b>School activities</b>	<b>Frequency</b>	<b>Percent</b>	<b>Mean score</b>
Always	4	24%	449
No	2	12%	265
Sometimes	11	64%	301
<b>Total</b>	<b>17</b>	<b>100%</b>	

Table 4.11 shows that majority 64% (n = 11) of the parents are sometimes active in school activities. This results to the average performance of their preschool children. The 24% (n = 4) said they are always active in school activities. Through the interview, the children complained that the parents do not attend the school meeting and are not involved in checking their school progress. The parents do not take initiative in the children's school work. They do not check the children's homework and sometimes report cards. Kathy Sylra of University of Oxford says that parents who express their high esteem for education and to support their children's in academic areas do initiate a positive perspective in their children which has been associated with acquired traits from home. Bernett - Gates, Hodapp and Henrich (2002) explained that it is the role of parents to be initiators to their children. They are supposed to develop physically, cognitively and emotionally.

#### **4.7 Parental time of involvement and its influence on academic performance**

The researcher assessed the parental time of involvement in preschool children academic performance. Parental time of involvement focused on the parents' school meeting

attendance, supervise children as they do their homework, parents communication to their children about school and Parents involvement in school homework its influence on academic performance.

The researcher then studied the parents' school meeting attendance and its influence on the academic performance of their preschool children. The findings are presented in Table 4.12.

**Table 4.12 Parents school meeting attendance**

<b>Attendance</b>	<b>Frequency</b>	<b>Percent</b>	<b>Mean score</b>
Always	4	24%	423
Sometimes	5	29%	387
Never	8	47%	258
<b>Total</b>	<b>17</b>	<b>100%</b>	

Tables 4.12 show that a lot of the parents are not serious with attending school meeting attendance. The percentage of parents 47% (n = 8) do not attend school meetings. The few 24% (n =4) of the parents who always attend the school meetings, have their preschool children performing well. Teachers recommended that the parents ought to be serious with their pre-school education through attending the school meetings organized by the school. This concurs with Goldring and Shapira (1993) who targeted a particular aspect of parental involvement and focused on the number of times parents participated in particular events, such as volunteering to attend parents meeting, how often parents communicated to their children about school and how often parents engage in activities concerning school the higher the children academic performance.

The supervision of children as they do their homework was then studied. The findings are presented in Table 4.13.

**Table 4.13 Teacher view on supervision of children as they do their homework**

<b>Volunteering</b>	<b>Frequency</b>	<b>Percent</b>	<b>Mean score</b>
Yes	5	29%	420
No	4	24%	268
Sometimes	8	47%	358
<b>Total</b>	<b>17</b>	<b>100%</b>	

Table 4.13 shows that 47% (n = 8) of the teachers said that parents sometimes supervise their children as they do their homework. The 29% (n = 5) of the respondents supervise their children as they do their homework. The academic performance of supervised children is good as shown from the document analysis. The few who did not supervise their children had them perform poorly academically. This is asserted in Standard News paper (2011) which reported that a large number of children who are having difficulties in their academic progress are not receiving adequate help at home. It appears that fathers are not willing or are unavailable to devote much time to their children's academic performance. It is the duty of parents to spare much of their time to shoulder more responsibility towards their children's academic performance, even if it just means to supervise home work.

The parents' communication to their children about school activities and its influence on school activities was then studied. The findings are presented in Table 4.14. „

**Table 4.14 Parents communication to their children about school activities**

<b>Communication</b>	<b>Frequency</b>	<b>Percent</b>	<b>Mean score</b>
Always	5	29%	440
Sometimes	10	59%	354
Not at all	2	12%	<u>258</u>
<b><u>Total</u></b>	<b><u>17</u></b>	<b><u>100%</u></b>	

Table 4.14 shows that a majority 59% (n = 10) of the parents sometimes communicate to their children about school activities. Their children's academic performance is not as good as those 29% (n = 5) who always communicate to their children about school activities. The children through the interview highlighted communication as a major challenge they are facing. The parents do not communicate well regarding their education. The parents who involve themselves in their children school work have them encouraged and this influence their academic performance. Baker and sudden (1997) summarize the activities that parents need to spare their children in home related activities that encourage children's academic performance. These activities include: parents working with children on their home works, Parents talking to children about school - related topics and parents sparing time to take their children on field trips.

The parents' involvement in school homework and its influence on school performance was then studied. The findings are presented in Table 4.15.

**Table 4.15 Parents involvement in school homework**

<b>Involvement</b>	<b>Frequency</b>	<b>Percentage</b>	<b>Mean score</b>
Always	5	29%	420
Not at all	4	23%	398
Sometimes	8	48%	358
<b>Total</b>	<b>17</b>	<b>100%</b>	

Table 4.15 shows that 48% (n = 8) of the parents sometimes get involved in their children's school homework. This has been of benefit in improving the preschool children academic performance but to as much as those who are always involved in the children's homework as it is supported by Epstein (1998) who said in a comprehensive model, assesses parental time of involvement on pre- school children's academic performance, the more time parents worked with their children on their homework, the more influence it had on their children academic performance. Parents who motivated their children many times and made follow up activities in school work performed better.



## CHAPTER FIVE

### SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

#### 5.1 Introduction

This chapter summarizes the study and makes conclusions based on the results. The implications from the findings and areas for further research are also presented.

#### 5.2 Summary

The study aimed to find out the influence of parental involvement on academic performance of pre-school children in Emgwen division, Nandi Central district, Kenya.

The researcher singled out five parental involvements that she deemed are the ones influencing the academic performance of pre-school children in Emgwen division.

This study on influence of parental perceptions of involvement on academic performance of preschool children found that 58% (n = 10) of the respondents had good initiative towards their children's performance. Their preschool children performed better as a result of their parent's initiative. They are followed by 18% (n = 3) who had a bad initiative towards their children performance and thus makes them to perform dismally. A majority of the respondents 59% (n = 10) communicate with their preschool children about their school progress sometimes. The other 18% (n = 3) do not communicate while only 23% (n = 4) communicate with their preschool children about their school activities. It is also shows that the children whose parents communicate with them perform better in academics than those who do not. The study also found out that only 29% (n = 5) of the parents respondents have high aspiration on their children's academic achievement. A large percentage of 47% (n = 8) have low aspiration for their preschool children. This affects the performance of the children such that the parents

with high aspirations for their children support them to perform even better. This is shown from the document analysis of the preschool children performance.

This study showed 45% (n = 12) of the respondents do not discipline their preschool children. Those who do it rarely make 29% (n = 8) while those that discipline them make only 26% (n = 7) of the total respondents. The performance of the children is also affected as a result of this. The ones that are disciplined perform better than the undisciplined. It was revealed that majority 65% (n = 11) are not seriously involved in helping their children to do their homework. This shows that they are either busy doing some other chores or the parents are not doing their duty of guidance and counseling well. A few 35% of the parents said they help their children do their homework at home. There must be a problem in handling of children's school work at home as shown by the findings. This results to poor performance of the preschool children whose parents do not help them. About 41% (n = 7) of the parents always motivate their preschool children. The performance of such children is also reflected to be better than those parents' children who are not motivated at all. Insufficient motivation of children affects their performance since they are not encouraged to work hard and concentrate more on their studies.

This study indicated that a majority 59% (n = 10) of the parents have good relationship with their preschool children. This has caused their children to perform well in school academically as shown by the document analysis. The parents that have a bad relationship with their children make them perform badly in school. Majority 71% (n = 12) of the parents find their role played on their children regarding preschool education

as being efficient. The efficiency of the role played affects the academic performance of the preschool children. Children whose parents are efficient in playing their roles perform better academically than the others.

This study showed that a majority 53% quite often monitor their children's school progress. This has affected their school academic performance negatively. The children whose school work is monitored often perform well in school. Majority 53% (n = 9) of the parents said they sometimes supervise their children academic progress. This has resulted into better academic performance by their preschool children. They however didn't perform better than the children whose parents always supervise their children's academic progress. Majority of the parents are sometimes active in school activities. This results to the average performance of their preschool children. The 24% (n = 4) who are always active in school activities have their children perform better as shown by the document analysis.

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This study revealed that a lot of the parents are not serious with attending school meeting. The parents 47% (n = 8) do not attend school meetings. This has caused them to be unaware of their,children's' academic progress and thus results to poor academic performance. The few 24% (n =4) of the parents who always attend the school meetings, have their preschool children performing well. The study showed that 47% (n = 8) of the parents sometimes supervise their children as they do their homework. The 29% (n = 5) of the respondents supervise their children as they do their homework. The academic performance of such children is good as shown from the document analysis. The few who did not supervise their children had them perform poorly academically. It was shown that a majority 59% (n = 10) of the parents sometimes communicate to their children about school activities. Their

children's academic performance is not as good as those 29% (n = 5) who always communicate to their children about school activities. The study showed that 48% (n = 8) of the parents sometimes get involved in their children's school homework. This has been of benefit in improving the preschool children academic performance but to as much as those who are always involved in the children's homework.

### **5.3 Conclusions**

In the study of influence of parental perceptions of involvement on academic performance of preschool children, it can be concluded that majority of the respondents had good initiative towards their children's performance. Their preschool children from parents with good initiative performed better as a result of their parent's initiative. A majority of the respondents communicate with their preschool children about their school progress sometimes. It showed that the children whose parents communicate with them perform better in academics than those who do not. The study concludes that only a few parents' respondents have high aspiration on their children's academic achievement. This affects the performance of the children such that the parents with high aspirations for their children support them to perform even better. This is shown from the document analysis of the preschool children performance. The parents therefore should be enlightened on the importance of taking the initiative on their children education. This can be done through parents meetings with the teachers.

Parental types of involvement and its influence on academic performance showed that the parent respondents do not discipline their preschool children. The performance of the children is affected by lack of discipline. The ones that are disciplined perform better than the undisciplined. It was revealed that majority of parents are not seriously

involved in helping their children to do their homework. This shows that they are either busy doing some other chores or the parents are not doing their duty of guidance and counseling well. A few of the parents said they help their children do their homework at home. This results to poor performance of the preschool children whose parents do not help them. Some of the parents always motivate their preschool children. The performance of such children is also reflected to be better than those parents' children who are not motivated at all. Insufficient motivation of children affects their performance since they are not encouraged to work hard and concentrate more on their studies. The education stakeholders like the DEO's and DIECECE officers should sensitize parents on the benefits of motivating their preschool children.

Parental role of involvement influence on academic performance shows that a majority of the parents have good relationship with their preschool children. This has caused their children to perform well in school academically as shown by the document analysis. The parents that have a bad relationship with their children make them perform badly in school. Majority of the parents find their role played on their children regarding preschool education as being efficient. The efficiency of the role played affects the academic performance of the preschool children. Children whose parents are efficient in playing their roles perform better academically than the others. The education stakeholders should therefore take the initiative of educating the parents of their role in their preschool children; this can be done through meetings.

Parental initiative of involvement and its influence on academic performance study showed that a majority quite often monitor their children's school progress. This has

affected their school academic performance negatively. The children whose school work is monitored often perform well in school. Majority of the parents said they sometimes supervise their children academic progress. This has resulted into better academic performance by their preschool children. They however didn't perform better than the children whose parents always supervise their children's academic progress. Majority of the parents are sometimes active in school activities. This results to the average performance of their preschool children. The parents therefore should take initiative in educating their preschool children. The children need motivation and constant monitoring for better performance.

Parental time of involvement and its influence on academic performance revealed that a lot of the parents are not serious with attending school meeting. Some of the parents do not attend school meetings. This has caused them to be unaware of their children's academic progress and thus results to poor academic performance. The few of the parents who always attend the school meetings, have their preschool children performing well. The study showed that about a half of the parents sometimes supervise their children as they do their homework. A few of the respondents supervise their children as they do their homework. The academic performance of such children is good as shown from the document analysis. The few who did not supervise their children had them perform poorly academically. It was shown that a majority of the parents sometimes communicate to their children about school activities. Their children's academic performance is not as good as a few who always communicate to their children about school activities. The study showed that about a half of the parents sometimes get involved in their children's school homework. This has been of benefit in improving the preschool children academic performance but as much

as those who are always involved in the children's homework. The parents therefore should be encouraged to get involved more in their children academics for better performance as they are key players in their children's academic performance.

#### **5.4 Recommendations**

Having carried out a descriptive research study on parental involvement and its influence on academic performance of preschool children in Emgwen division, Nandi Central District. The parents should be sensitized on the importance of preschool children education so as to understand their role and involvement in their children's academic performance Nyakwara (2009).

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Every school should be mandated to organize general parent meetings to enable the parents to meet teachers and discuss problems affecting their children academic performance. These parents should be advised on the need to motivate their children to work harder.

#### **5.5 Recommendations for further research**

The researcher recommends the following areas for further research;

- i. The effect of teachers' involvement and its influence on academic performance of the preschool children.
- ii. The diet of the preschool children and its influence on the academic performance of the children.

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## APPENDICES

### APPENDIX A

#### QUESTIONNAIRE FOR TEACHERS

My names are Mary Jebii Chamagosi. I am a Master of Education student at University of Nairobi, Department of Education (Early Childhood Education). I am requesting you to help me gather the necessary data which will assist me in writing my project. Please answer the following questions honestly, freely and accurately.

##### Section A

1. Indicate your gender

Male ( ) Female ( )

2. Indicate your highest level of education.

Primary K.C.P.E / C.P.E ( )

Secondary K.C.S.E ( )

Diploma in ECE ( )

B.ED in ECE ( )

Others ( )

##### Section B: Parental perceptions of involvement on academic performance

3. Please indicate your initiative towards your children's academic performance.

- Very good
- Good [
- Not sure [
- Bad [
- Very bad

4. Do you communicate with your preschool children regarding school activities?

- Yes [     ]
- No [     ]
- Sometimes [     ]

5. How can you rate your aspiration of parents on their children's academic achievement?

- High [     ]
- Low [     ]
- Very low [     ]
- Not sure [     ]

**Section C: Parental types of involvement on their children's academic performance**

6. How often do you discipline your preschool children?

- Often [     ]
- Quite often [     ]
- Rarely [     ]
- Never [     ]

#

7. Do you motivate your preschool children in their academic performance?

- Always [     ]
- Sometimes [     ]
- Not sure [     ]
- Not at all [     ]

**Section D: Parental role of involvement on the pre- school children academic performance.**

8. Do you interact with your child concerning their academic performance?

- Very good [     ]
- Good [     ]

Bad [    ]

Very bad [    ]

9. How can you rate the efficiency of parents role played on your children?

Very efficient [    ]

Efficient [    ]

Not efficient [    ]

**Section E: Parental initiative of involvement on pre- school children academic performance**

10. How often do you monitor closely your children's school progress?

Very often [    ]

Often [    ]

Quite often [    ]

Not often [    ]

11. Do you supervise your preschool children on their academic progress?

Always [    ]

Sometimes [    ]

Not at all [    ]

12. How active are you in school activities?

Always [    ]

Sometimes [    ]

Not at all [    ]

**Section F: Parental time of involvement on academic performance of pre- school children**

13. How often do you attend the school's meetings?

Always [    ]

Sometimes [    ]

Never [    ]

14. Do you supervise children as they do their homework?

Yes [    ]

No [    ]

Sometimes [    ]

15. Do you communicate to your children about school activity?

Always [    ]

Sometimes [    ]

Not at all [    ]

16. Do you involve yourself your children's school homework?

Always [    ]

Sometimes [    ]

Not at all [    ]

**Thank you**

## APPENDIX B

### INTERVIEW SCHEDULE FOR PARENTS

My names are Mary Jebii Chamagosi. I am a Master of Education student at University of Nairobi, Department of Education (Early Childhood Education). I am requesting you to help me gather the necessary data which will assist me in writing my project. Please answer the following questions honestly, freely and accurately.

1. What are your names?
2. What is your age?
3. What is your highest level of education?
4. Please state your occupation?
5. Estimate your monthly income
6. How many children do you have?
7. Please state their ages
8. How are you involved in matters to do with school committee?
9. How many times do you involve in school activities such as attending parents' meetings?
10. How often do you check your children's report book/cards?  
  
- Home work
11. How many times do you assist your children with homework?
12. What is your parental role pertaining your child's discipline?

13. How do you discipline your children?
  
14. How do you assist your children with school materials such as books, activity fees?
  
15. How often do you explain to your children about the importance of education in a person's life?



## APPENDIX C

### INTERVIEW SCHEDULE FOR CHILDREN

My name is Mary Jebii Chamagosi. I am a Master of Education student at University of Nairobi, Department of Education (Early Childhood Education). I am requesting you to help me gather the necessary data which will assist me in writing my project. Please answer the following questions honestly, freely and accurately.

1. Who gives you homework?
2. Who reminds you to do your homework?
3. Who tells you to work hard in school?
4. Who comes to attend school meeting from your home?
5. Who comes to school to find out how you are doing?
6. Where do you do your homework from while at home?
7. Which parent/guardian becomes happy when you improve in your school work?
8. Which parents/guardian tells you to go to school even when you don't want?
9. Which parents/guardian buys books and other things to take to school?
10. Which gifts are you given by your parent/guardian when you pass well in school?
11. How often do your parents or guardian check your school progress report every end of term?
12. How do parents/guardian speak about your school?
13. How do your parents/guardian tell you about educated people in relation to getting good jobs?
14. What do your parents/guardian tell you about breaking school rules?

**APPENDIX D**

**DOCUMENTARY ANALYSIS FORM**

<b>Name of the child</b>	<b>Test scores out of 100</b>							<b>Average</b>	<b>Parental Involvement</b>
	<b>Number Work</b>	<b>Language</b>	<b>Science Activities</b>	<b>Social Studies</b>	<b>Music and Movements</b>	<b>Creative Arts</b>	<b>Physical Education</b>		

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P.O. Box 30623-00100  
NAIROBI-KENYA  
Website: [www.ncst.go.ke](http://www.ncst.go.ke)

ef: NCST/RCD/14/012/103/4

21<sup>st</sup> February, 2012  
Date:


Mary Jebii Chemagosi  
University of Nairobi  
P. O. Box 30197  
NAIROBI

## **RE: RESEARCH AUTHORIZATION**

Following your application for authority to carry out research on "*Influence of parental involvement on academic performance of pre-school children in Emgwen division, Nandi Central district, Kenya*" I am pleased to inform you that you have been authorized to undertake research **in Nandi Central district** for a period ending 31<sup>st</sup> April 2012.

You are advised to report to **the District Commissioner & the District Education Officer**, Nandi Central district before embarking on the research project.

On completion of the research, you are expected to submit two **hard** copies **and** one soft copy - pdf of the research report/thesis to our office.



DR. M. K. RUGUTT, PhD, HSC  
**DEPUTY COUNCIL SECRETARY**

Copy to:

The District Commissioner  
Nandi Central District

The District Education Officer  
Nandi Central District

INTERNATIONAL COUNCIL FOR SCIENCE AND TECHNOLOGY  
P.O. Box 30197, Nairobi

INTERNATIONAL COUNCIL FOR SCIENCE AND TECHNOLOGY  
P.O. Box 30197, Nairobi

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