

**THE INFLUENCE OF PARENTAL INVOLVEMENT ON  
PERFORMANCE OF ECDE CHILDREN: A CASE OF MANGA  
DIVISION, NYAMIRA COUNTY**

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## **DECLARATION**

This research project is my original work and has not been presented for the award of a degree in any other university or any other higher institution of learning for examination.

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## **DEDICATION**

I dedicate this research project to my husband Samwel, son Samson and daughter Anne for their love, support, patience, encouragement and understanding. They gave me the will and determination to complete my masters.

## ABSTRACT

The main purpose of this study was influence of parental involvement on performance of ECDE children: a case of Manga Division, Nyamira County. The specific objectives were: To investigate the extent to which parental income influences parental involvement on the performance of ECDE children; To establish the extent to which education level of a parent influences involvement on the performance of ECDE children; Determine the extent to which parental occupation influences parental involvement on the performance of ECDE children and; Establish the extent to which parental involvement influences performance of ECDE children. The study employed descriptive research design which used a mixed method approach for qualitative and quantitative technique. The study targeted it targeted 899 respondents who presented a sample size of 136 participants. Simply Random Selection was carried out to select the 29 out of 73 public ECDE centres, stratified sampling was done to select on pre unit ECDE teachers in every ECDE centre and the chief was selected purposively having been the only one in the area of study. To get parent respondents, the research assistant employed convenience sampling where the 1<sup>st</sup> parent within the ECDE centre environment was taken as the respondent. The questionnaires was used to collect data from parents while interview schedules were employed for data collection from the ECDE teachers and area chief. An observation checklist was used to observe learning materials and facilities available in the selected ECDE centres. The collected data was analyzed by the use of statistical packages for social sciences (SPSS). The study findings revealed that parental income, education level of parents, and parental occupation influenced the performance of ECDE children .The study recommends that the government should take part in initiating free preschool education to enable the preschool children to realize their academic dreams since most of the parents in the division are economically challenged and so cannot afford to educate their children. Adult education should be intensified by the government to help those parents that are not well educated to appreciate the importance of getting involved in their children's academic matters. The government to enforce protection laws to ensure preschoolers are protected from challenges of their family status; for example, enforcing the law on the right to education for all school going age children, and right to basic needs if preschoolers are to be prepared for entry into class one.

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## **ABBREVIATIONS AND ACRONYMS**

<b>ASAL</b>	Arid and Semi-Arid Areas
<b>DC</b>	District Commissioner
<b>DEO</b>	District Education Officer
<b>DICECE</b>	District Centre for Early Childhood Education
<b>DQUASO</b>	District Quality Assurance and Standards Officer
<b>ECDE</b>	Early Childhood Education
<b>ECDE</b>	Early Childhood Development Education
<b>ECE</b>	Early Childhood Education
<b>EFE</b>	Education for All
<b>FBOs</b>	Faith Based Organizations
<b>FPE</b>	Free Primary Education
<b>FSE</b>	Free Secondary Education
<b>GMP</b>	Growth Monitoring Promotion
<b>HT</b>	Head Teacher
<b>KCSE</b>	Kenya Certificate of Secondary education
<b>KIE</b>	Kenya Institute of Education
<b>MoE</b>	Ministry of Education
<b>NACECE</b>	National Centre for Early Childhood Education
<b>NFE</b>	Non Formal Education
<b>NGO</b>	Non Governmental Organizations
<b>S.M.C</b>	School management committee
<b>SFP</b>	School Feeding Programme
<b>SMC</b>	School Management Centre
<b>ZQASO</b>	Zonal Quality Assurance and Standards Of

# CHAPTER ONE

## INTRODUCTION

### 1.1 Background to the study

Parents and teachers are key stakeholders in early childhood curriculum development, especially at the implementation stage (Mukuna and Indoshi, 2012). Community involvement is a course of action. Through this process the beneficiary or benefiting groups influence the direction of development projects and processes, including increasing the income related benefits, personal growth and self-reliance, and other valuable aspects of their view. Burden (1995) summarized the basic characteristics of involvement as: community decision making roles; project equitable benefits; community in decision making and community voluntary contribution.

Schools owned by communities are becoming important in the Education System of Sub-Saharan Africa. It has been a tradition in most African countries for along time to provide for community schooling. However, a study conducted by Graundraux and Vorder (2002) showed that Community schools in Africa were distinguished under two models, that is, Community Managed schools, and the existing public schools where community management is strengthened through decentralization to revitalize them. The authors also found two other categories, those that are like public schools (in terms of curriculum, textbooks, schedules, exam, teachers, methodology and supervision) and those that offered alternative systems in all or any of these areas.

In Togo, Community schools were for a long time ignored by the Ministry of Education although recently, they are being recognized and recorded by the Ministry of Education. In Namibia Community schools were started with a view of providing alternative education different from that of apartheid colonial regime. The current Namibian government has accepted to pay the teachers salaries and provide grants for text books to each community school. The government of Chad is not in a financial position to assist community schools and neither does it encourage their expansion because of their poor teaching services.

Proponents of community schools argue that they provide opportunities for increasing access to education while their opponents underline that their poor service delivery raises the moral issue of equity for the government that tolerate the existence of such schooling system. Kenya is one of the countries that exist in Southern Saharan Africa where community involvement has made contribution to the development of education. Manga Division is in Nyamira County in Kenya where the study was conducted to highlight on the impact of community involvement on performance of ECDE children in the centres attached to public primary schools. In Manga division all public primary schools have an ECDE centre attached. Public ECDE centers are pre-schools attached to public primary schools. They are funded by parents in paying teachers, material development, provision of equipment and facilities, a feeding program and management. Community involvement consists of construction of buildings, payment of

salaries for teaching and non-teaching staff, school management and provision of teaching/ learning materials.

Performance of ECDE centres can be evaluated when learners are able to transit from Pre School to class one, there is a high performance of children, teachers are motivated to their service delivery, sanitation is up to standard and adequate play and learning materials are provided. Provision of a sustainable feeding program and management of the ECD program are also indicators of community involvement. Given the above scenarios there is need to determine performance Vis-a viz community involvement in public ECDE centres. It also brings about the issues surrounding the level of community involvement for an all round performance to be realized in public ECDE centres.

### **1.1.1 Parental involvement and academic performance**

Research has indicated that there are positive academic outcomes stemming from parental involvement ranging from benefits in early childhood to adolescence and beyond (Henderson & Mapp, 2002; Patrikakou, Weissberg, Redding, & Walberg, 2005). Researchers have used a variety of ways to measure academic performance such as report card grades, grade point averages, standardized test scores, teacher ratings, other cognitive test scores, grade retention, and dropout rates. It has been shown that children whose parents are involved in early childhood or participate with their children in early childhood programs, such as Head Start, have higher cognitive and language skills than do children whose families are not involved or

part of such programs. It is a fact that children who participated in early childhood programs that had strong family collaboration are more likely to be better prepared for school. Most importantly, benefits continue to be evident even later, as these children have fewer grade retentions and are more likely to graduate from high school.

Parental involvement remains a strong predictor of academic performance even for high school students. It is important to debunk the popular myth that parents' influence over their children withers as they enter adolescence. Often, both parents and school personnel misinterpret the adolescents' desire for autonomy as a developmental barrier to family involvement. However, studies have indicated that high school students believe they can do better at school if they know that their families are interested in their schoolwork and expect them to succeed, thus challenging the prevalent view that adolescents do not want their parents involved at all. Research has also shown that there are long-lasting effects of parent involvement on the academic performance of adolescents and young adults. Specifically, parents who hold high expectations for their teens, communicate their expectations at an early age, and encourage their adolescents to work hard in order to attain them as was set early. Students whose parents stayed well informed and held high expectations for them had higher grades, completed more academic credits, and were more likely to plan for college (Weissberg, Redding, & Walberg, 2005).

## **1.2 Statement of the Problem**

Education is essential for the development of society. The more educated the people of a society are, the more civilized and well disciplined the society might be. The family has responsibility of socializing children for making them productive members of the society. The more the parents get involved in the process of imparting education to their children, the more the children will excel in their academic careers and become productive and responsible members of the society. It has been assumed that academic performance of students may not only depend on the quality of schools and the teachers, rather the extent of parental involvement which has a vital role to play in academic achievement of their kids (Bryan, 2005).

Parental involvement in a child's education along with environmental and economic factors may affect child development in areas such as cognition, language, and social skills. Numerous studies in this area have demonstrated the importance of family interaction and involvement in the years prior to entering school (Bergsten, 1998; Hill, 2001; Wynn, 2002). Research findings have also shown that a continued effort of parental involvement throughout the child's education can improve academic achievement (Driessen, Smit & Slegers, 2005; Fan, 2001; Hong & Ho, 2005). Academic failure has been linked with risk behaviors and negative outcomes such as; substance abuse, delinquency, and emotional and behavioral problems (Annunziata, Houge, Faw, & Liddle, 2006).

Despite these benefits, little research is available on the influence of parental involvement on academic performance of ECDE children. Therefore, this research tends to bridge this knowledge gap by studying the influence of parental involvement on performance of ECDE children: a case of Manga Division, Nyamira County.

### **1.3 Objectives of the Study**

The study sought to achieve the following objectives:

- i. To investigate the extent to which parental income influences parental involvement on the performance of ECDE children
- ii. To establish the extent to which education level of a parent influences involvement on the performance of ECDE children
- iii. To determine the extent to which parental occupation influence parental involvement on the performance of ECDE children
- iv. To establish the extent to which parental involvement influences performance of ECDE children

### **1.4 Research Questions**

The research sought to answer the following research questions:

- i. How does parental income influence involvement on the performance of ECDE children?
- ii. How does education level of a parent influence involvement on the performance of ECDE children?



- iii. How does parental occupation influence parental involvement on the performance of ECDE children?
- iv. In what ways does parental involvement influence performance of ECDE children?

### **1.5 Purpose of the Study**

The purpose of this study was to establish the impact of parental involvement on performance of ECDE children.

### **1.6 Significance of the study**

The findings of the study might provide the Ministry of Education planners, teachers, learners, and the public and other stakeholders with a better understanding of the importance of preschool enrolment in the district. This might help the Ministry of Education decide where to increase their investment in childcare's early years as they set the stage for subsequent education and development. It might also enable them to identify education sector's institutional needs for improvement and ensure that quality teaching is offered in our preschool institutions. The findings might enable the District Education Officers to reevaluate their activities and apply the recommendations made by the study to improve Early Childhood Development Education through enhancing parental involvement in ECDE activities for children to perform in readiness for entry into class one. The findings might also help the County Development Planners and

other ministries partnering in education to understand that education is in vain if the entry point to literacy is ignored.

### **1.7 Scope of the Study**

The study was conducted in 29 public ECDE centres which were randomly selected from 73 public ECDE centres in 3 zones in Manga Division. Data was collected by the researcher and three research assistants using questionnaires, interviews and observation schedules.

### **1.8 Limitations of the Study**

The study is conducted in Manga division Nyamira County which is a rural setting; hence, the results may not be applicable to other parts of Kenya. This is because the culture and economic status might be different.

### **1.9 Delimitation of the study**

The research was carried out in Manga Division, Nyamira County. The study was intended to cover 29 public ECDE centers randomly selected from the 73 public ECDE centres in 3 zones in Manga Division. This is because the statistics gathered at the Education Office showed that Parental involvement on performance of ECDE children in the division was the lowest in the district.

### **1.10 Definitions of Significant Terms used in the study.**

<b>Community:</b>	Refers to the families and homesteads neighboring a school and which have the potential of sending their children to the school to learn.
<b>Early Childhood education:</b>	Refers to education for children below 8 years that includes pre-unit, nursery, kindergarten and classes one to three.
<b>Education level:</b>	Refers to the highest academic level that the parent reached.
<b>Management:</b>	Refers to provision of infrastructure, payment of teachers' salaries, provision of sustainable feeding programme and supervising the day to day activities that ensure smooth running and ultimately good performance in ECDE.
<b>Parental involvement:</b>	Refers to the act of parents getting committed in the day-to-day running of an ECDE centre.
<b>Pre-schoolers:</b>	It refers to children between the ages of three and five attending early child education.

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

The research project is organized in five chapters. Chapter one deals with the research study, the problem prompting the research, the objectives of the study and the research questions, significance of the study, limitations of the study and the definition of significant terms used in the study. Chapter two focuses on the literature related to the study, and theoretical and conceptual frameworks of the

study. Chapter three focuses on the methodology of the study which constitutes the research design used in the study, target population, sample size and procedure, research instrument and its validity and reliability, procedure of data collection and data analysis techniques. Chapter four deals with data analysis and interpretation of the data. Chapter five focuses on summary, conclusion and recommendations.

## **CHAPTER TWO**

### **REVIEW OF LITERATURE RELATED TO THE STUDY**

#### **2.1 Introduction**

This chapter deals with parental income, parental education level, child's family background, and the extent to which parents are involved in performance of their ECDE children.

#### **2.2 Parental Income**

According to Eamon (2005) economic hardship are caused by low socioeconomic status of the parents and can lead to disruption in parenting, increase amount of family conflicts and increase the likelihood of depression in single parent households. Socio-economic status indicates the quality of home life for children. Becker and Tomes (1976), state that an increase in an individual's income relatively increases the quality of life of their children. Families with high socioeconomic status often succeed in preparing their children for schooling because they have access to a wider range of resources to promote, explore and support young children mental and physical development as well as providing educational toys which can groom their character. These opportunities help parents understand the emotional, mental, social, physical, psychological, and cognitive growth of their children. High socioeconomic status builds confidence of an individual to face challenges in life compared to poverty stricken families

who hopelessly struggle to make their ends meet in life rather than children's schooling, (Becker and Tomes, 1976).

Parents not only lack financial, social and educational support but they also find themselves struggling to accrue financial resources and lack time for their children to impart values, good habits, manners and basic nutrition for their children. Their children enter primary school unprepared as their peers from families with medium or higher social economic background.

According to Epstein (2001), children from low income families become victim of diseases, physical, mental disabilities and homelessness due to environmental factors than children from rich families. Therefore socioeconomic background of the family sets the road map of academic achievements. Family background is the key to a student's life in and outside school. The environment at home influences the child's interest in school and aspiration for the future. (Schoggen, 1979) suggested that economic and social science perspective have a role on family composition in education attainment. The higher female labour force participation increases the child's education quality but less parental time. When the child is young, time is considered more important than money (income) in raising the child. Quality time with the child determines a child's performance in schooling.

### **2.3 Parental Education Level**

According to Okoli (1981) foundation in the home is laying the moral, spiritual and intellectual foundations that build the child later in life. Unless this foundation is set at home, the school will have nothing to build upon the child later and this becomes a problem not only to the parents but also to the community as a whole. Children of the educated parents are reliable than children of lower or home educated parents (Andrea, 1992).

Parent's educational value has direct impact on their children's educational aspirations (Okantey, 2008). Okantey further states that children schooling is positively related to their parents because children tend to imitate their parents and also aspire to be highly educated as their parents. Children are more disadvantaged when their parents have low education level; forming a cycle of uneducated family members and making every generation of the family not to go higher than their parents. Children from highly educated families are more ambitious and attain higher levels of education.

Education levels of the parents have a positive and significant effect on the enrolment of preschool children since parental level of education influences parental involvement, support and expectation to their children. Okantey (2008) further argues that parental education level leads to good income which can empower parents to give children solid foundation for schooling and life's success. Lower educational level is associated with higher prevalence of

indicators of unhealthy lifestyle. Therefore parents' efficacy has stronger predictors of schooling success.

#### **2.4 Child's family background.**

Majoribanks (1996) states that children from single parents households do not perform as well as children from nuclear family households. Single parents have less income and lack support which can increase stress and conflicts. They usually struggle with time management issues in order to balance many different areas; in the process some become less involved with their children and give less encouragement and have low expectation for their children than nuclear family households. Divorced parents negatively affect academic achievement of their children and cause a decrease in family's socioeconomic status and parental connections are harmed (Jeynes, 2002; Majoribanks, 1996). Therefore, a household decision to enroll their children in preschool programme is found to be difficult as they claim the cost of care. High cost of preschool education discourages them from taking their children to ECDE centres. The influence of wages on demand for schooling is expected through a combination of income and substitution wage to increase preschool participation that increases the performance of ECDE children.

According to Becker, (1992) parental investment in their children contributes to the wealth of the entire family. Education per child is usually lower in families with more children. Lower resources for all children can lead to lower life



perspective. The number of siblings decreases the likelihood of choosing ECDE centres for preschool children.

## **2.5 Extent of Parental Involvement**

According to Maslow's theory of Hierarchy, fulfillment of deficiency needs motivates one to require the secondary needs. It is the role of parents to provide the basic needs so that children strive to learn and thus perform well in their studies. Performance at any level can never be realized without the right prequisites or ingredients. In the case of performance at ECDE level, physical facilities, learning materials, feeding program, regular payment of teachers' salary are the ingredients for learners to perform. The learners perform when they are equipped with skills that will enable them to fit in class 1. It is the role of parents and teachers to set up ECDE centres and send their children to this centres, provide physical facilities pay teachers salaries, provide play and learning materials, volunteer services where required and manage these community facilities, (Newsletter, 2010). Without parents playing the above roles then it's not possible to realize performance in any ECDE child.

Reports by Uwezo Surevy [2010] revealed that 70% children lacked basic English reading skills when they entered standard 2. In addition, 13% could not read basic Kiswahili words at class 3. These are the basic skills/concepts or prerequisites for entry into class one. It is a concern along performance. Is it that

these learners did not acquire the skills at ECDE level before being promoted to primary?

According to reports by Uwezo survey (2010), a conclusion was made that without greater parental involvement and additional resources, much cannot be done to improve the performance. A report released by Mwana Africa Regional Newsletter (1991) stated that over 80% of pre schools in Kenya were established and maintained by the local communities. The quality of community efforts depends on factors such as awareness of the community on needs of children. This is a fact that on the ground and that to date the GOK has not fully owned the ECDE programmes. It therefore implies the ECDE services are left in the custody of parents.

Public ECDE centres have been started by community members who receive funding and management from SMC, churches and NGOs which are attached to public primary schools. Other categories of public ECDE centres include those started by churches and NGOs who may be charging a small fee or none at all. Most of physical facilities, learning resources and payment of teachers salaries are catered for by the sponsors .In public ECDE centers parents/communities are expected to participate in ECDE centres through performing duties such as provision of physical facilities, payment of school fees and other levies provision of learning resources and land for development, material development, ensuring children attend postal natal clinics ,provide a centre feeding programme and lastly

ensuring that the children who have attained school going age attend school. This other categories include the NFE centers and mobile schools where children are taught or equipped with schools headiness skills informally. These are very common in ASAL and SA areas. The NFE centers are also owned by communities through CBO's and CBO's. The cost of the programme finally flows down to parents/communities. Based on this,it can be assumed that ECDE program is a program for the communities. The government of Kenya has been funding (minimally) ECDE programmes. Therefore pre school funding is solely a parents role. The early years of a child are very important in laying the foundation of life because during this time the brain is developing and thus fast rate of learning. According to Piaget (1952) pre- operational stage is a period when children acquire knowledge through interaction with materials. Brunner (2008) argues that the child requires the seal and concrete objects from which to learn concepts. If this critical level of learning is taken for granted then the foundation of learning will be disastrous for that child. Provision of adequate and appropriate learning materials is one sure way of ensuring that the curriculum is well covered.

Nasibi (2005) identifies instructional resources as main components of teaching in ECDE for the objectives to be realized .These are selected according to the concept being taught and level of learners in relation to safety. During early years, learning is sensorial. This means that children tend to learn by use of their five senses; a reason that explains why the learning resources must be used in every lesson when the senses are explored. That is when children learn more

interestingly as if it were play. It raises more thirst and curiosity for learning. Nasibi (2005) stressed that early years lay a foundation for wisdom, temperance, courage and justice which are values of perfect citizenship. As children interact with the learning resource while with others they develop social skills such as sharing, empathizing, etiquette, cooperation and turn taking. The learning resources in pre school range from picture books, charts, real objects ,flash cards, models, learning corners and other tangible materials. The ECDE Centre Management Training Module of 2001, indicates that the role of developing learning resources is for parents under the guidance of ECDE teacher. Once the teacher calls the parents for a meeting on the same, the teacher then trains the parents on how to prepare the materials from the locally available resources. Given that ECDE is a community responsibility then development of learning resource is a duty charged with parents.

Another involvement expected of parents is ensuring availability of trained teachers. To train is to teach someone so that the person is fit, qualified and proficient (Barha, 1970). Training begins with acquiring of basic information or knowledge on the skills to be imparted and developing appropriate attitude about the training of the job one is being trained for. In essence for one to be able to teach the children and equip them with the necessary school readiness skills, one must be trained on how to equip the children with the skills. Lack of trained ECDE teachers may translate into a high % of poor performance amongst ECDE children.

School feeding programme is also a responsibility of parents. “When most children were threatened by hunger, they were fed through a regular school feeding programme. A critical number of children not covered by the programme risked dropping out of school, exposing them to hunger and malnutrition leading to negating gains they had already made in school. The regular feeding programme had enhanced retention access and ultimately transition”, (Elimu News Letter, 2010). Food is a basic need which must be fulfilled first before going for education. Food is like fuel to the body. When a vehicle runs out of fuel it’s not able to move. Similarly, a child lacking food will not have the energy to sustain him throughout the school activities. It is the role of parents to provide basic needs such as food, clothing and shelter. When children are not able to attend school regularly because of hunger then the community has failed in providing basic needs. It’s fulfillment of these basic needs that can enable children to remain in school and subsequently transit to primary level well. Coupled with the fact that 56% of Kenya’s population lives below poverty levels, parents/communities may not have the nerve of putting priority to attending school. This will in turn translate into poor performance.

Parents should also involve themselves by providing of physical facilities in public ECDE centers. The parents and local communities through the S.M.C shall be responsible for the provision of physical facilities, play and learning materials (NACECE, 2001). This will be done with partnership with families and communities. Almost 90% of public ECDE centers are found or attached to

public primary schools. The schools are managed by S.M.C. There is no public primary school without an ECDE center attached to it. The centers draw the finances and infrastructure from parents/communities. These community members under the 56% bracket of population. This is an indicator or a pointer as to why the ECDE centers are in the deplorable conditions. The District Assessment Report (2010) gave a finding that most of the ECDE centers were in deplorable conditions. Performance of ECDE children means optimal development of children in readiness to joining primary one which can only be secured within children micro systems such as ECDE centers (Bronfenbrenner 1986-1989). In order to achieve this, communities head to focus on two important aspects of ECE, that is, the teachers and the physical environment. The effectiveness of the teachers depends on the existing levels of motivation. Once the teachers are motivated the expected outcome, that is, performance will be realized as the teachers will have the inward drive to perfect in their duties. The learners' needs must also be met if the child is to learn effectively. A hungry child is irritable, withdrawn and exhausted and therefore has no business in performing the activities expected.

Parents and teachers are expected to collaborate to ensure that the children receive appropriate care and that their development is enhanced (Nacece, 2001). This has been supported by studies carried out by Henderson and Beria (1994), Hickman (1996), Chavkin (1989) and Brandt (1989) all cited in Berger (2000) whom confirm that parental involvement in ECDE programs has an enormous impact on

the children's attitude, attendance and academic achievement. However, parents are often passive participants and rarely take part in making decisions about school programme (Burden, 1995). Parental role in early childhood programmes involves parents helping teachers to prepare anti-bias curriculum that brings social changes and ensures that the programme provides for all areas of child development. Other roles include making decisions, assisting teachers in instructional and non-instructional activities, attending special events and receiving report about children. Learning should be child-centred and ensure that children learn in a good hygienic and special environment. Parents provide play materials for teachers to use. They should ensure that the schedule gives enough time to learn and rest (Hurlock, 1978). As Epstein (1995) argues parents should be involved as classroom assistant and organizers of school events. Further, establishment of a parent centre, home visit programme and action research team can promote parental involvement. This will help the entire communities to make decisions plan and access the general curriculum development.

## **2.6 Theoretical Framework**

The theoretical basis of this study is adopted from Wilcox's (1999) theory of ladder of involvement. The theory identifies 5 ladders of involvement by communities which are interwoven. These are information, consultation, deciding, planning, enabling and authority. Information entails making the community aware of what is intended to be done, that is, making them aware of the problem that exists and which needs a solution to be sought. Relating this to the school

setting, he argues that communities should be informed on their roles in ECDE. The second aspect in the ladder is consultations. This means getting views of the group before deciding or drawing a conclusion on the issue. The community members should be brought together to decide on their course of action. Planning is the next aspect in Wilcox's ladder. This involves developing a procedure to be followed in enforcing what the community has resolved in the issue at hand and gathering resources to be used in the enforcement. Authority is the last aspect in Wilcox's ladder. This refers to the power to execute or administer the checks and balances on running the program. The power to participate and get involved is by consensus and not individual.

Community involvement refers to some involvement of people with similar needs and goals in decisions affecting their lives (Abraham, 1971). According to Sherry Arstein (1969), community involvement is the redistribution of power that enables the have not citizens presently excluded from the political and economic process to be deliberately included in their future community development. It is involving parents/communities around public ECDE centres to own the ECDE centres and provide funds and other sources to ensure their children get the basic skills required as a foundation of their future academic performance. In this study, community involvement will be characterized by payment of teachers' salaries, availability of sustainable feeding programme, provision of appropriate furniture, classrooms, playing fields and sanitation, inclusions of ECDE in S.M.C. and parents involvement in material development. Performance on the other hand

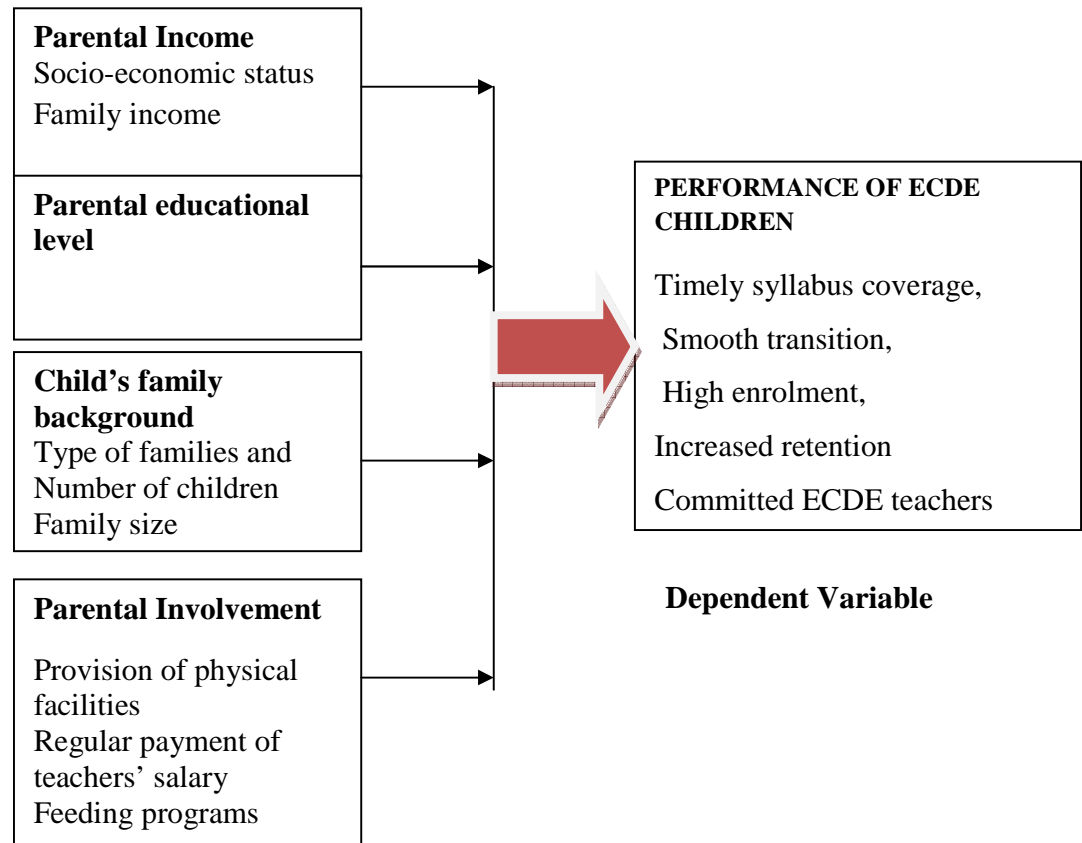


means to do a job or something to the expected standards which are measured against specific objectives. Performance in ECDE means to equip children with the necessary skills in readiness for joining class one. The skills are clearly stated in the ECDE syllabus. These skills may not be achieved in the absence of qualified teacher feeding programme, learning materials, good sanitation and appropriate furniture and conducive ECDE environment. These two variables, that is, community involvement and performance of ECDE centres are areas that have been assumed for a long time yet ECDE learning remains the corner stone of laying a holistic foundation of one's future.

Performance in ECDE means optimal development of children in readiness to joining primary one which can only be secured within children micro-systems such as ECDE centers (Ronfenbrenner, 1986-1899). To achieve this, communities had to focus on two important aspects of ECDE, that is, the teachers and the physical environment. The effectiveness of the teachers depends on the existing levels of motivation. Once the teachers are motivated, the expected outcome, that is, performance will be realized as the teachers will have the inward drive to perfect on their duties. The learners' needs must also be met if the child is to learn effectively. A hungry child is irritable, withdrawn and exhausted and therefore has no business in performing the activities expected.

## 2.7 conceptual Framework

Figure 1: Conceptual framework



### Independent Variable

Figure 2.1 shows the impact of community involvement on performance of children in ECDE centres. The independent variable is parental involvement while performance of ECDE children is the dependent variable. The community is conceptualized to consist of provision of feeding programme, provision of playing field and physical facilities, involvement in material development and payment of teachers' salaries. These factors are conceptualized to influence good Performance of ECDE children. The effective performance of ECDE children is

conceptualized to be indicated by timely syllabus coverage, smooth transition, high performance of ECDE children, increased retention and committed ECDE teachers. When communities participate effectively in ECDE it is reflected in timely syllabus coverage smooth transition to next levels to class one, high performance of ECDE children is released and enhanced retention rates will be realized. Teachers working under committed communities are committed to their work since they are well remunerated and ultimately drop rates will be reduced if not eradicated.

On the other hand, where the communities do not participate, the centers are characterized with non committed teachers due to poor remuneration, lack of adequate and appropriate physical facilities and of course the learners may display poor health and low performance.

The relationship of the community involvement and performance may be confounded by extraneous variables such as high poverty levels, HIV/AIDS, ignorance and culture. It is further perceived that once the community has effectively provided the feeding program, playing fields, physical facilities, material development and payment of teachers' salary, the ECDE environment for learning will be conducive and hence performance will be improved. This will be evident through syllabus coverage, smooth transition, high performance of ECDE children, increased retention and committed ECDE teachers.

## **CHAPTER THREE**

### **RESEARCH METHODOLOGY**

#### **3.1 Introduction**

This chapter describes the research design used, how data were collected and the various techniques used during data analysis. The chapter was organized into subheadings which included research design, study population, sample size and sampling procedures, research instruments, validity and reliability of the instruments, data analysis techniques and ethical issues.

#### **3.2 Research Design**

According to Kothari (2004) research design is defined as a framework that shows how problems under investigation will be solved. The study was conducted through a descriptive research design which used a mixed method of qualitative and quantitative approaches. The design enabled the researcher to describe, explain and portray characteristics of an event, situation, people, community or a population as it exists. For the purpose of the study, it enabled the researcher to profile the sample or population economically, rapid data collection and accurate information gathering. Community involvement and performance were appropriately described as and the conditions in ECDE centers community involvement which affects performance in ECDE may lead to poor transition ,retention and subsequently non recognition of ECDE services.

### **3.3 Target population**

The target population consisted of 870 parents, 29 ECDE teachers and 1 chief. The parents were drawn from the 29 ECDE centres. The ECDE teachers were included in the study because they are charged with ensuring that the ECDE centres perform well.

### **3.4 Sample Size and Sampling Procedure.**

Sampling procedure means selecting a given number of respondents from a representative of a defined population (Orodho, 2004). The description of the defined population and common boundaries characteristics of the sample members are the same. The main function of sampling is to allow the researcher to conduct the study on individuals from the population so that the results of the study conclusion are applied to the entire population. For the purpose of this study, 136 respondents representing 15% was selected for the sample. This sample size selection is supported by Mugenda and Mugenda (2003) who suggest that based on the raw data available, at least 10% of the total accessible population can be representative enough for any social science study. The study used stratified sampling and simple random sampling techniques whereby the respondents first were into three strata namely parents, ECDE teachers and area chief. From each stratum, 15% was picked randomly to be constituted in the sample. Stratified sampling technique was preferred because of giving more detailed and reliable results. This technique ensures that the subgroups are proportionately represented and accounts for differences in characteristics therein

(Onen & Oso, 2005). After that, the study adopted a probability sample design in selecting the 29<sup>th</sup> out of 79 schools. Nachmias and Nachmids (1996) states, that probability sampling permits the researcher to specify the probability of each sampling units being included in the sample in a single draw from the population. Mugenda and Mugenda (2003) states the goals of probability sampling is to select a reasonable number of objects or cases that represent the target population.

The Table 3.1 shown below explains how the sample size was selected from the target population.

**Table 3.1: Sample size**

<b>Target population Category</b>	<b>Target population</b>	<b>Percentage Sample size</b>	<b>Sample size (Respondents)</b>
Parents	870	15%	131
ECDE teachers	29	15%	12
Chief	1	15%	1
<b>Total</b>	<b>899</b>	<b>15%</b>	<b>144</b>

**Source: (Education Office, Manga Division, 2014)**

### **3.5 Research Instruments**

The data was collected using self-administered questionnaires for parents. The selection of this tool was guided by the nature of data to be collected, the time available as well as by the objectives of the study. An interview schedule was used to collect data from ECDE teachers and the area chief. An observation schedule was to record data using a checklist to establish availability of physical facilities and teaching/learning materials. The questionnaires were designed to generate information with regards to the extent of parental involvement. The questionnaires had four sections each addressing the objectives of the study.

### **3.6 Validity and Reliability of Research Instruments**

#### **3.6.1 Validity**

Validity refers to the degree to which evidence and theory support the interpretation of test scores entailed by use of tests. The validity of instrument is the extent to which it does measure what it is supposed to measure. According to Mugenda and Mugenda (1999), Validity is the accuracy and meaningfulness of inferences, which are based on the research results. It is the degree to which results obtained from the analysis of the data actually represent the variables of the study. The research instrument was validated in terms of content and face validity. The content related technique measures the degree to which the questions items reflected the specific areas covered.

### **3.6.2 Reliability**

Reliability is the ability of a research instrument to consistently measure characteristics of interest over time. It is the degree to which a research instrument yields consistent results or data after repeated trials. If a researcher administers a test to a subject twice and gets the same score on the second administration as the first test, then there is reliability of the instrument (Mugenda and Mugenda, 1999). Reliability is concerned with consistency, dependability or stability of a test (Nachmias and Nachmias, 1996). The researcher measured the reliability of the questionnaire to determine its consistency in testing what they are intended to measure. The test re-test technique was used to estimate the reliability of the instruments. This involved administering the same test twice to the same group of respondents who have been identified for this purpose.

### **3.7 Data Analysis Procedure**

Both quantitative and qualitative approaches were used for data analysis. Quantitative data from the questionnaire was coded and entered into the computer for computation of descriptive statistics. The Statistical Package for Social Sciences (SPSS version 20.0) was used to run descriptive statistics such as frequency and percentages so as to present the quantitative data in form of tables based on the major research questions. The qualitative data generated from open ended questions in questionnaires, interview and observation schedules were categorized in themes in accordance with research objectives and reported in



narrative form along with quantitative presentation. The qualitative data was used to reinforce the quantitative data.

### **3.8 Ethical Issues**

The permit to conduct the study was obtained from MOEST and taken to the D.C of Manga district who issued permission to conduct the study. The researcher wrote an introductory letter to attach to attach on every questionnaire. Primary data was collected using structured questionnaires .The questionnaires were administered by the researcher. The questionnaires were left with the respondents and then collected after a week for analysis. In case some respondents will have not filled them in at the time of collection; a follow-up visit was made after three days in order to collect them. This is with a view to ensuring a 100% response rate. Besides, interviews were held in one selected centre after obtaining a letter of consent signed by the selected school administrators. Alongside the interviews an observation schedule was also conducted and recorded. These were treated with trust and confidence.

## **CHAPTER FOUR**

### **DATA ANALYSIS AND INTERPRETATION**

#### **4.1 Introduction**

This section presents analysis and findings of the study as set out in the research methodology. The study's findings are presented on to establish the influence of parental involvement on performance of ECDE children: a case of Manga Division, Nyamira County.

#### **4.2 Response Rate**

At Manga Division of Nyamira County the researcher targeted Parents, ECDE teachers and the area chiefs. The target population was 899 respondents. The researcher took 15% of the target population to come up with a sample size which was 136. During data collection, 96 respondents managed to fill questionnaires thus a response rate of 70.6% was attained. According to Mugenda and Mugenda (1999), a response rate of 50% is adequate for analysis and reporting; a rate of 60% is good and a response rate of 70% and over is excellent. This means that the response rate for this study was excellent and therefore enough for data analysis and interpretation

### 4.3 Background Information

Table 4.1 presents the percentage of the respondents in term of gender.

**Table 4.1: Gender of the respondents**

Category	Frequency	Percentage
Male	47	51.1%
Female	45	48.9%
<b>Total</b>	<b>92</b>	<b>100%</b>

The data presented in Table 4.1 shows the gender of the respondents. Based on the analysis of the findings, it emerged that the majority of the participants were males who accounted for 51.1% and the female counterparts were 48.9%. Therefore, it can be concluded that the majority of the respondents were males.

Table 4.2 explains the percentage of age categories of response as shown below.

**Table 4.2: Age bracket**

Category	Frequency	Percentage
18 to 25	8	8.7%
26 to 30	31	33.7%
31 to 35	34	37.0%
Above 35	19	20.6%
<b>Total</b>	<b>92</b>	<b>100%</b>

The analysis contained in Table 4.2 shows the age bracket of the respondents. According to the analysis of the findings the majority 34 (37.0%) were aged between 31 – 35 years followed by 31 (33.7%) who were of age bracket, 26-30 years old. In addition, 8 (8.7%) were of aged of 18-25 years, while the remaining 19 (20.6%) were 35 years and above. From the findings of the study it can be concluded that, the majority of the respondents were 31-35 years.

#### **4.4 The findings of the study are presented per objectives**

##### **4.4.1 Parental income influenced parental involvement on performance**

Objective number **one** sought to find out parental income levels influences parental involvement on the performance of ECDE children. The analysis is presented in Table 4.3.

**Table 4.3: Average range the income per month**

<b>Category</b>	<b>Frequency</b>	<b>Percentage</b>
Less than ksh. 5,000	49	53.2%
Ksh. 7, 000 to 10,000	34	37.0%
Ksh 11,000 to 20,000	6	6.5%
More than 20,000	3	3.3%
<b>Total</b>	<b>92</b>	<b>100%</b>

The analysis presented in Table 4.3 shows that the majority of the parent respondents 53.2% (n = 49) earn less than 5,000/= and the enrolment of their children is rated as very low since majority of the preschool children enrolled per

term is just one child. They are followed by those earning between 7,000/= to 10,000/= whose children enrolment in preschool is rated as low since average enrolment per term is 2 children. Parents earning more than 20,000/= have very high rate of children enrolled since they had an average of 3 children enrolled for preschool per term. The area chief concurred that, economically challenged parents did not find it a priority to enroll their children in preschool and that most uncommitted parents came from families with conflicts and the illiterate / semi illiterate ( Form 4 and below) group. According to Eamon (2005)the economic hardship are caused by low socioeconomic status of the parents and can lead to disruption in parenting, increase amount of family conflicts and increase the likelihood of depression in single parent households. Socio-economic status indicates the quality of home life for children depends on the quality of education, the parent attained and how economically empowered the parents are.

Becker and Tomes (1976), state that an increase in an individual's income relatively increases the quality of their children. Families with high socioeconomic status often succeed in preparing their children for schooling because they have access to a wider range of resources to promote, explore and support young children's mental and physical development as well as providing educational toys which can groom their character. These opportunities, help parents understand the emotional, mental, social, physical, psychological, and cognitive growth of their children. High socioeconomic status builds the confidence of an individual to face challenges in life compared to poverty stricken

families who hopelessly struggle to make their ends meet in life than children's schooling.

Table 4.4 present data which explains the data from the response on parents' ability to pay schools fees for preschool children.

**Table 4.4: The ability to pay school fees for the preschool children**

<b>Category</b>	<b>Frequency</b>	<b>Percentage</b>
Very able	0	0.0%
Able	16	17.4%
Not able	77	83.7%
<b>Total</b>	<b>92</b>	<b>100%</b>

The analysis on Table 4.4 show that, the majority of the parents 83.7% (n = 77) were not able to pay school fees for their preschool children. Those that are comfortable in paying school fees for their preschool children are only 17.4% (n = 16). From these findings most of the parents are poor and hence unable to finance their children preschool education. The school enrolment of these parents is low since majority of the parents are poor; a fact that the area chief concurred with.

According to Epstein (2001) children from low income families suffer from diseases, physical, mental disabilities and homelessness due to environmental factors than children from rich families. Therefore, socioeconomic background of the family sets the road map of academic achievements. Family background is the key to student's life and outside school, Epstein (2001).The environment at home influences the child's interest in school and aspiration for the future. Schoggen

and Schogen (1968) suggested that economic and social science perspective have a role on family composition in education attainment.

#### 4.4.2 Parents' education level

Objective number two sought to find out the extent to which education level of a parent influences involvement on the performance of ECDE children. The analysis is presented in table 4.5.

Table 4.5 presents data on academic levels of parents of the selected centres.

**Table 4.5: Highest academic level**

Category	Frequency	Percentage
KCSE and below	47	51.1%
Certificate	41	44.6%
Diploma	4	4.3%
Degree	0	0.0%
<b>Total</b>	<b>92</b>	<b>100%</b>

The findings presented in Table 4.5 show that the majority of the respondents 51.1% (n = 47) of the parents were KCSE certificate holders as their highest level of education. They are followed by 44.6% (n = 41) who attained education up to certificate level while 4.3% (n = 4) had college diplomas as their highest level of education. From the findings the preschool children whose parents attained college diplomas of education have high rate of children enrolment in preschool at

3 children per term while the children from parents who attained KCSE certificate level and below are having a low rate of 1 child per term enrolled and they are making the majority. This can be explained from the fact that parent's level of education may determine how resources are accessed and the extent of involvement in school activities. In addition, parental level of education influences parental knowledge, beliefs and benefits about educating children by enrolling them to preschool.

Table 4.6 present data on level of involvement of parents in preschool activities.

**Table 4.6: Involvement in school activities**

<b>Category</b>	<b>Frequency</b>	<b>Percentage</b>
Not at all	0	0.0%
Sometimes	57	62.0%
Much	32	34.8%
Very much	3	3.2%
<b>Total</b>	<b>92</b>	<b>100%</b>

The findings contained in Table 4.6 indicate that majority 62.0% (n=57) of the parents sometimes involve themselves in school activities, 34.8% (n=32) involve themselves much while a mere 3.2% (n=3) involve themselves very much. This is as a result of the parents having low interest with the preschool education and therefore cannot visit the schools and get to appreciate the importance of the children to get preschool education. This causes them to ignore taking their



children to school resulting to low enrolment in preschool. Education levels of the parents have a positive and significant effect on the enrolment of preschool children since parental level of education influences parental involvement, support and expectations, to their children, (Okantey, 2008).

Table 4.7 shows data on how parental education can motivate children to like school.

**Table 4.7: Children from well educated parents are motivated and like school**

<b>Category</b>	<b>Frequency</b>	<b>Percentage</b>
Disagree	1	1.1%
Strongly disagree	7	7.6%
Agree	33	35.9%
Strongly agree	51	55.4%
<b>Total</b>	<b>92</b>	<b>100%</b>

The findings in Table 4.7 indicate that majority 55.4% (n=51) of the respondents strongly agree that children from the well educated parents are motivated and like school than those children from low educated parents. The chief informed that, the children who like school mostly come from well educated parents. Those who did not like school come from parents that got little or no education and therefore, attached no importance in taking children to school. However, the chief noted that their were isolated cases of children from poorly educated parents that had thirst

for education who embrace schooling. Parent's educational level has direct impact on their children's educational aspirations (Okantey, 2008). Children's schooling is positively related to the education of their parents because children tend to imitate their parents and also aspire to be as highly educated as their parents. Children are more disadvantaged when their parents have low education level and thus form a number of uneducated family members, making every generation of the family not to go higher than their parents. Children from more highly educated families are more ambitious and attain higher levels of education.

#### 4.4.3 Parental occupation

Objective number three sought to find out the extent to which parental occupation influence parental involvement on the performance of ECDE children. The analysis is presented in table 4.8.

**Table 4.8: Occupational status**

Category	Frequency	Percentage
Self-employed	43	46.7%
Employed	8	8.7%
Unemployed	41	44.6%
<b>Total</b>	<b>92</b>	<b>100</b>

The analysis presented in Table 4.8 indicate that majority of the parent respondents 46.7% (n=43) are self employed whereas a good number 44.6% (n = 41) were unemployed with very few 8.7% (n=8) employed. The parents 46.7% (n

= 43) who are self employed are just peasant farmers, small scale traders and under age mothers who are still depending on their parents and cannot afford to take their children to preschool. The area chief noted that majority of parents were either self employed or unemployed. This was attributed to the fact that a good number of the selected parents population had limited education.

#### 4.4.4 Parents involvement in preschool children education

Objective number four sought to find out the extent to which parental involvement influences performance of ECDE children. The analysis is presented in table 4.9.

**Table 4.9: Parents involvement in preschool children education**

<b>Category</b>	<b>Frequency</b>	<b>Percentage</b>
Always	12	13.0%
Sometimes	63	68.5%
Not at all	17	18.5%
<b>Total</b>	<b>92</b>	<b>100%</b>

The analysis in Table 4.9 show that, the majority 68.5% (n=63) of the parents sometimes motivate their children's on preschool enrolment. The other 18.5% (n=17) not at all motivate their children while the remaining 13.0% (n=12) always motivate their children hence the low enrollment. Cooper (1989) found that parents can be regarded as the child's first teacher, but when the child enters school, parents begin to ask themselves how they can be positively involved in their children's education by motivating their children. Therefore in this study, parental motivation in pre-school enrolment can significantly influences the

children enrolment in preschool within the district. Education officers in the area need to encourage parents to see the importance of preschool education for their children in order to realize performance in preschool children in readiness from entry into primary one.

**Table 4.10: Extent of commitment towards education of the preschool children**

<b>Category</b>	<b>Frequency</b>	<b>Percentage</b>
Not committed	7	7.6%
Somehow committed	38	41.3%
Committed	41	44.6%
Very committed	6	6.5%
<b>Total</b>	<b>92</b>	<b>100%</b>

The analysis in Table 4.10 shows the extent of commitment of parents towards education of their pre-school children. Based on the analysis of the findings, the majority 41 (44.6%) said that they were committed, followed by 38 (41.6%) who indicated they were somehow committed. Moreover, 6 (6.5%) indicated to be very committed. The remaining 7 (7.6%) were not committed towards education of their pre-school children. Therefore it can be concluded that majority of the parents were committed towards education of the preschool children. The area chief noted that when parents were asked about their commitment to being involved in their children's education, most of them responded that they were committed only that they were economically challenged.

**Table 4.11: The current enrollment in ECDE Centre**

<b>Category</b>	<b>Frequency</b>	<b>Percentage</b>
20-50 children	3	25.0%
51-80 children	6	50.0%
81-110 children	2	16.7%
111 and over	1	8.3%
<b>Total</b>	<b>12</b>	<b>100%</b>

The analysis in Table 4.11 show the responses on the current enrollment in ECDE Centers of Manga division of Nyamira County. Based on the findings of the study, majority 6 (50.0%) had enrolled 51-80 children, followed by 3 (25.0%) who have enrolled 20-50 children. Further, 2 (16.7%) indicated that they had enrolled 81-110 children and the remaining 1 (8.3%) said that they had enrolled 111 and over children in their ECDE centre respectively. It can be therefore deduced that majority of the ECDE centers had enrolled 51-80 (50%) children. Though the number of children enrolled in the ECDE centres seemed reasonable the chief noted that, many school going age children were left out of school. It is the role of parents to give their children to the preschools. If the parents are not able to provide for their survival needs then they are not likely to have them enrolled in ECDE centres.

Among the hindrances of performance of ECDE children that were identified by the ECDE teachers and chief were a absentism of ECDE teachers and pupils, lack of enough resources especially play materials, lack of adequate teaching, learning resources; for example, charts, poor payment of school fees by parents, poor nutrition, poor learning facilities, such as desks and tables, poor payment of teachers, lack of motivation, diseases and orphans.

**Table 4.12: Whether there are adequate learning facilities**

Category	Frequency	Percentage
Yes	2	16.7%
No	10	83.3%
Total	12	100%

The analysis in Table 4.12 indicate the responses on whether there are adequate learning facilities. Overwhelming majority (83.3%) said no adequate learning facilities while only 16.7% were affirmative. It is clear from the analysis of the findings that there are no adequate learning facilities in the ECDE centers of Manga division of Nyamira County. The chief of the area, identify this as a result of poor parental involvement in ECDE.

The findings from the observation indicate that, 47 (51%) of the schools had blackboards. 4 schools (4.3%) had no blackboard at all, 41 ( 44.6%) had inappropriate blackboards for use. It was also observed that, 45 (48.9%) had no drawings or charts while 47 (51%) had poor drawings displayed. None (100%) of

the schools had films, slides, maps, magazines, flip charts and white boards. 92 (100%) of the schools had toilets though, they were not conducive for use. 47 (51.1%) of the school had clean supply of water for drinking and washing hands. The remaining 48.9% schools did not have safe water for use. Only 17 (18.5%) of schools had standard furniture for use by ECDE children. 45 schools (48.9%) had inappropriate furniture whereas, the remaining 30 (32.6%) did not have furniture at all. It was also observed that 70 (76.1%) of the schools did not have any outdoor playing materials. 92 (100%) of the schools did not have space for ECDE children to play. And so shared the play space with primary school children. According to Nasibi (2005), she identified instructional resources as main components of teaching and learning in ECDE. There can never be performance in the preschoolers ( acquisition of skills in readiness for joining class one) in the absence of teaching/ learning materials, good sanitation, appropriate furniture and a conducive. It was observed that 74 (82.2%) of the classrooms did not have storage facilities whereas 18 (17.8%) had improved storage facilities. 92 (100%) of the schools did not have ECDE office facilities and a kitchen. 2 (2.2%) of the centres provided a snack that children carried from home.

To enhance retention, access and ultimate transition to primary one, initiation of a regular school feeding program was a requisite, ( Elimu Newsletter, 2010). Food is like fuel to the body without which young children may not have the energy to sustain them throughout the school activities. Only 12 (13%) of the ECDE

classrooms observed had lockable doors and windows, while the remaining 80 (87%) had neither lockable windows nor door.

The observation revealed 10(11%) of the classrooms had adequate space for the children to conduct indoor activities. Brunnar (2008) expressed that, the child require real and concrete objects from which to learn. In the case of performance at ECDE level, parents are charged with the roles of sending their children to school, providing physical facilities, teaching learning materials, a school feeding program, regular payment of teachers' salary. It is clear that in Manga division realization of this pre-requisites for the performance of ECDE children is far from the reach of parents.



## **CHAPTER FIVE**

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

#### **5.1 Introduction**

This chapter summarizes findings of the study and makes conclusions and recommendations based on the objectives of the study. It gives 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 performance of ECDE children in Manga division, Nyamira County. The researcher was guided by four specific objectives that she deemed to be the ones influencing involvement of parents in the preschool activities for their children to perform in readiness for primary one in Manga division. From the data analyzed the following findings were made.

The findings of the study indicate that the majority of the parent respondents 53.2% (n = 49) earn less than 5,000/= and their level of involvement is rated as very low since majority of the preschool children had not been enrolled. Majority of the parents 83.7% (n = 77) were not able to pay school fees for their preschool children indicating that most of the parents are struggling to provide for the daily bread than raising the school fees for their children resulting to low parental involvement in the division. Those that are comfortable in paying school fees for

their preschool children are only 17.4% (n = 16). From these findings most of the parents are poor and hence unable to finance their children is preschool education.

The findings of parental level of education showed that majority of the respondents 51.1% (n=47) of the parents were KCSE certificate holders as their highest level of education. They are followed by 44.6% (n=41) who attained education up to certificate level while 4.3% (n = 4) had college diplomas as their highest level of education. From the findings the preschool children whose parents attained diplomas of education had high rate of children enrolment in preschool while the children from parents who attained KCSE certificate level and below had low enrolment and they are the majority. This can be explained from the fact that parent's level of education may result to access to resources such as income and involve themselves more in school activities. Majority 62.0% (n=57) of the parents sometimes involve themselves in school activities, 34.8% (n=32) involve themselves much while a few 3.2% (n=3) involve themselves very much. This explains the low parental involvement in Manga division. This is as a result of the parents lacking motivation on the importance of preschool education. Therefore they cannot visit the preschools and get to appreciate the importance of their children enrolling for preschool.

In the findings of the parental occupation, the majority of the respondents 46% (n=43) were self employed. They are followed by 44.6% (n = 41) who are unemployed while 8.7% (n=8) are employed. The parents who are self employed

are just peasant farmers, small scale business men and under age parents who still can not afford to take their children education in preschool. This explains the low enrolment of children in pre-school in the area. Majority 68.5% (n=63) of the parents sometimes involve themselves with their children preschool education. The other 18.5% (n=17) do not involve themselves while the remaining 13.0% (n=12) always involve themselves with their children's preschool education. Most parents with high level of education are motivated to get involved with the children's education since they have a positive attitude towards education and would want to assist their children to perform better academically.

### **5.3 Conclusion**

The findings of the study indicate that, the income of the majority of the parent respondents is less than 5,000/= and so were not able to pay school fees for their preschool children indicating that most of the parents are struggling to provide daily bread than raise school fees for the pre-school children. This results into low parental involvement in education of the preschool children in the division. It can be concluded therefore that most of the parents are poor and hence unable to finance their children's preschool education.

The parents are not well-educated since the majority of them were KCSE certificate holders and below as their highest level of education at the time of conducting the study. From the findings the preschool children whose parents attained college diplomas of education have high rate of involvement in

preschool, while the children from parents who attained KCSE certificate level and below are having low involvement and they are make the majority. This can therefore be explained that parent's high level of education result to access to resources in terms of income and active involvement in school activities. The educated parents have interest with their preschool children's performance and get to appreciate the importance of preschool education.

The findings about parental occupation indicated that the majority of the parent respondents were self-employed 49 (53.2%); who are mostly peasant farmers, small scale traders and under age mothers who are still under the care of their parents and cannot afford to take care of their children's preschool education. Majority 57 (62%) of the parents sometimes involve themselves with their children preschool education. Most of the parents whose level of education is higher are keen on children education since they have a positive attitude towards education and would want to assist their children to perform better academically. In a nut shell, parental involvement is paramount in enabling pre-schoolers to lay the foundation of their learning in preparation for primary one.

#### **5.4 Recommendations**

The following recommendations were made according to the findings of the study;

- i. The government should take part in initiating free preschool education to motivate the preschool children to realize their academic dreams since

most of the parents in the division are poor and cannot afford to educate their children.

- ii. Adult education should be initiated by the government to help those parents that are not well educated to appreciate the importance of preschool education and hence encourage them to get fully involved in their children's academic matters.
- iii. The government should enforce protective laws to protect preschool children from the challenges of their family status and the right to education should be fulfilled by parent to the letter. For example, the parents should be held responsible by the law to educate their children and provide the necessary requirement for their preschool education. The end results of this, will be good performance of preschool children in readiness for primary entrance.
- iv. Committee and ECDE parents should be sensitized and capacibility by the government on resource mobilization so that they overcome the economic challenge they face. This will translate to a firm foundation of learning since parents will be able to effectively fund for their children education.
- v. Similar studies need to be conducted in other divisions in Kenya in order to assess whether the study could yield similar findings regarding the influence of parental involvement on performance of ECDE children.

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## APPENDICES

### Appendix I: Questionnaire for the Parents

This questionnaire is for gathering information on the **INFLUENCE OF PARENTAL INVOLVEMENT ON PERFORMANCE OF ECDE CHILDREN: A CASE OF MANGA DIVISION, NYAMIRA COUNTY**

Please answer with a tick.

#### Section A: General Information

1. What is your gender?

Male [ ] Female [ ]

2. Which is your age bracket?

18 to 25 [ ]

26 to 30 [ ]

31 to 35 [ ]

Above 35 [ ]

#### Section B: Parental income

3. What is the average range of your income per month?

Less than ksh. 5,000 [ ]

Ksh. 7, 000 to 10,000 [ ]

Ksh 11,000 to 20,000 [ ]

More than 20,000 [ ]

4. Please rate your ability to pay school fees for your preschool children.

Notable [ ]

Able [ ]

Very able [ ]

5. Please suggest ways how the government can help with the problem of paying fees.

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

**Section C: Parents' education level**

6. What is your highest academic level?

Degree [ ]

Diploma [ ]

Certificate [ ]

KCSE and below [ ]

7. To what extent do you involve yourself in school activities?

Very much [ ]

Much [ ]

Sometimes [ ]

Not at all [ ]

8. Children from well educated parents are motivated and like school.

Strongly agree [ ]

Agree [ ]

Strongly disagree [ ]

Disagree [ ]

9. How often do you visit the school to know the progress of your preschool child?

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

**Section D: Parental occupation**

10. What is your occupational status?

Self-employed [ ]

Employed [ ]

Unemployed [ ]

11. Parents involvement in preschool children education

Always [ ]

Sometimes [ ]

Not at all [ ]

12. If the answer is always, please explain briefly.

.....  
.....

13. To what extent are you committed towards education of your preschool children?

Very committed [ ]    Somehow committed [ ]

Committed [ ]    Not committed [ ]

14. If your answer is committed, explain briefly how.

.....  
.....

**Appendix II: Interview schedule for the ECDE teachers**

1. What is the current enrolment in your ECE centre?

2. What is the hindrance to the improvement of performance of ECDE children?

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

3. Do you have adequate learning facilities?

4. What is the teacher –child ratio?

5. What strategies can you use in order to improve parental involvement on performance of ECDE children?

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

### **Appendix III: Interview Schedule for chief**

1. What is the main occupation of the people living in Manga Zone?

2. How do they view education for pre-schoolchildren?

3. Do you have families who are not sending their children to school?

Yes [ ]      No [ ]

4. How many parents are not willing to send their children to pre-school?

5. Why are those parents not enrolling their children in pre-school?

6. What is their education level compared to the others who take their children to pre-school?

7. How is the composition of most families?

Married [ ]

Single [ ]

Widowed [ ]

8. Are there some parents who have enrolled their children?

9. What method can you use to help these parents enroll their children in school?

10. What do you think will be the future result if children are not participating in preschool education?

11. Can pre-school centres be built in each village to motivate these parents to take their children to pre-school? Explain

#### **Appendix IV: Observation Schedule**

1. What are the available leaning materials in your school?

Blackboard

Charts

Film

Slide

Drawings

Maps

Magazines

Calendar

Flip charts

White boards

2. What are available physical facilities in your school?

Toilets

Supply of clean water for drinking and washing hands

Outdoor play equipment and space

Furniture and fittings

School building have more space for storage, office facilities and a kitchen if any refreshment or food is provided by the school.

Classrooms with lockable doors and windows

Cupboards and shelves for storing materials

Classroom of 8m x 10m to give enough space for children