

**INFLUENCE OF PARENTAL INVOLVEMENT ON LEARNERS'
PARTICIPATION IN EARLY CHILDHOOD DEVELOPMENT
EDUCATION, LOWER NYOKAL DIVISION, HOMA-BAY DISTRICT.**

Ochindo Janet Achieng'

**A Research Project Submitted in Partial Fulfillment of the Requirement for
the Award of Master of Education in Curriculum Studies.**

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DECLARATION

I hereby declare that this research project is my original work and has never been submitted to any other institution for the award of any Degree.

Ochindo Janet Achieng

E55/75580/2012

This research project has been submitted for examination with our approval as the University supervisors.

Prof. Winston J. Akala

Department of Educational Administration and Planning

University of Nairobi

Dr. Caroline Ndirangu

Lecturer

Department of Educational Administration and Planning

University of Nairobi

DEDICATION

I dedicate this research work to my family, my husband Erick and to my children Eddy, Saab, Brighton and Sam for the love, support, understanding and inspiration they gave that made me succeed in my studies.

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ABBREVIATIONS AND ACRONYMS

AEYC	:	Association for Education of Young Children
AFEW	:	African Fund for Endangered Wildlife Kenya Limited
ECCE	:	Early Childhood Care Education
ECD	:	Early Childhood Development
ECDC	:	Early Childhood Development Centres
ECDE	:	Early Childhood Development Education
ECE	:	Early Childhood Education
FPE	:	Free Primary Education
MDG	:	Millennium Development Goals
MoEST	:	Ministry of Education Science and Technology
MOH	:	Ministry of Health
NCS	:	National Curriculum Statement
NGO	:	Non – Governmental Organization
SPSS	:	Statistical Package for Social Sciences
UNESCO	:	United Nations Educational Scientific and Cultural Organization
UNICEF	:	United Nations Children’s Fund

WASH : Water Sanitation and Hygiene

WHO : World Health Organization

ABSTRACT

The needs of children are complex and diverse, and involve catering for all areas of development, including physical, mental, social, emotional, moral and spiritual. For children to realize their full potential in life, they require quality healthcare, nutrition, early stimulation, protection, care and training services. No one partner can adequately provide all these services effectively to safeguard rights and meet the needs of young children. Thus, the purpose of the study was to investigate the influence of parental involvement on learners' participation in Early Childhood Development Education, Lower Nyokal division, Homa Bay District. The objectives of the study were; to determine the effects of prompt fee payment, examine ways by which parental participation during open days, and establish ways through which parental facilitation of learners' homework and ways by which parental contribution to health of learners' influence their participation in ECDE centres in Lower Nyokal division. This study was based on Bronfenbrenners' theory of ecological systems which postulates that children develop within a complex system of relationships affected by multiple levels of environment. The study used descriptive survey design because data was collected at a particular point in time and used to describe the nature of the existing circumstances. The instruments for data collection were questionnaires for head teachers, questionnaires for ECDE teachers, questionnaire for parents and an observation checklist for primary source of data. The target population was 105 ECDE teachers, 35 head teachers and 900 parents but the researcher only considered 30% of these for the study. For the two strata (West Kochia zone and East Kochia zone) ECDE centres to form the sample, simple random and convenience sampling techniques were employed. Piloting was done to ensure content validity and questionnaire items were carefully chosen to ensure they were representative of the vast range of questions in the area of study. Split-half method was employed to test the reliability of instruments. Data obtained was analyzed descriptively and presented in tables, graphs and charts. The study had the following conclusions: Imprompt fee payment resulted to inconsistent attendance, mobility and drop out of learners from the ECDE centers. On parent's participation during open days, the study revealed low participation. Parental facilitation of learners' homework was poor as parents reported lack of materials, time and knowledge to do it successfully. The study also revealed that ill health affected attendance of ECDE learners as most of the learners' attendance was inconsistent. The study therefore recommends that the government considers developing and implementing policies that support parental involvement since the collaborative effort enhances children's learning. The study suggested that further research be carried out to compare parental involvement in public ECDE centres and private centres and to establish differences in development dimensions between children who attended public pre-schools and those who attended private pre-schools at the lower primary level.

CHAPTER ONE

INTRODUCTION

1.1 Background to the study

Children are extremely dependent on other people for life sustaining support for example in provision of food, shelter, clothing and attention (Guideline Series, 2006). Through interaction, punishment and rewards, children turn to be individuals who teachers, parents and other caregivers want them to be. United Nations Educational Scientific and Cultural Organization (UNESCO, 2001), sees Early Childhood Development and Education as a comprehensive approach to policies and programs for children from birth to eight years of age, their parents and caregivers aimed at protecting the child's right to develop cognitive , emotional, social and physical potentials. Thus, a shaky foundation subsequently affects the child's opportunity for wholistic learning and growth. It is therefore imperative that deliberate efforts are made to give children the chance to grow up in an environment conducive to development process (UNESCO, 2001). A comprehensive approach to providing this environment is the Early Childhood Development Education coupled with well planned parental involvement strategies. Experiences of early years (0-8) of development continue to influence the individual throughout life (Guideline Series, 2006).

Shrekta (2002), states that Early Childhood Development Programs in Nepal, India are known by various names. Early child care programs such as day care

centres and child care centres and Early Child Education programs like nursery, kindergarten, pre-school and pre-primary schools fall under early childhood development program. There has been a shift in emphasis from Early Childhood Education (ECE) to that of Early Childhood Development (ECD). Early Childhood Education connotes educating the children at early childhood age; Early Childhood Care Education (ECCE) refers to taking care of children and educating them during the absence of parents and guardians. Early Childhood Development (ECD) encompasses a broader meaning in that it refers to the overall development of children. It therefore explains why the term ECD is becoming more appealing and is being widely used. The 'E' in ECDE stands for education. Therefore, ECDE connotes early childhood development through education.

Willis & Hyman-Parker (2010) define participation of learners in ECDE as how young children learn and assimilate new things into what they already know. Children learn about diversity through play including music, clothing, foods, games, celebrations and dramatic play. Teachers and parents are required to provide play materials to their children so as to help them engaged in meaningful participation which influence the children's social skills and development.

Being involved in movement positively affects children both cognitively and physically. Movement activities can be initiated by teachers throughout the day and especially during lesson transitions using songs and rhymes that reinforce

learning which improves children's listening and memory skills. Activities such as games, seat changing, role play and dancing actively contributes to children's development of basic timing, balance, coordination and concentration (Lawrence, 2011). It is therefore essential that learners should be enrolled in ECDE centers and attendance be emphasized for effective participation of the learners to achieve their wholistic learning and development (Oyamo, 2013).

Parental involvement in Early Childhood Development Education is an essential ingredient of educational practice the world over. Although teachers use various strategies and approaches to enable children to learn, they cannot substitute parental love, support, responsiveness and involvement(Cobb,2001).Children learn through observation and imitation of modeled behavior and listening to instructions from parents or caregivers(Bandura,2002).The kind of environment at home, both physical and psychological are key as they determine the behavioral characteristics and attitudes of a child which in turn greatly influence the ability of the child in coping with learning activities away from home(Cobb,2001).

The need for care that would lead to the wholistic development of the child is appreciated globally and a corresponding right granted (The United Nations Conventions on the Rights of the child, 1989; The Organization of African Unity, 1990 and Republic of Kenya, 1998). To secure this right, the conditions necessary for optimal development of children need to be secured within children's environments that is home and school (Bronfenbrenner, 1989).

A great deal of research in the United States and other western countries support the notion that parental involvement generally has a positive effect on children's achievement. Parents who are more involved with their children's schooling become knowledgeable about school goals and procedures (Hill & Taylor, 2004), communicates the importance of education to children (Lareau, 2000), help children to learn strategies to enhance their perceptions of competence and control over achievement outcomes (Grolnick & Slowiaczek, 1994), and structure learning experiences that results in skill development (Keith, 1993).

In Japan around 1980s, several influential studies concluded that Japanese mothers were highly involved in their children's education and instrumental in promoting student achievement relative to mothers in the United States (Stevenson & Stigler, 1992). More recently, however, negative portraits of Japanese mothers have emerged. Some observers within Japan characterize mothers as being overly focused on academic achievement and negligent in supporting the children's social and emotional development while others criticize them for selfishly neglecting their children's schooling and their development while satisfying their own hedonistic desire for leisure or employment (Holloway, 2000; Inoue & Ehara, 1995). Parental involvement is typically defined as the initiation of home-based behaviors such as monitoring homework as well as school based activities such as attending school events and communicating with teachers (Hoover-Dempsey, 2004). In Japan, teachers make explicit and exacting

demands on parents with regard to these types of involvement (Allison, 1991; Yamamoto, 2003).

Cueto (2003), study in Peru claims that ECDE program lays a foundation for primary; secondary and further education exposing children to various experiences that enhance their development, prepare them for higher level professions and ultimately help them lead a better life.

Ahmed (2003), study in Bangladesh states that children affected by hunger and malnutrition as well as ill health did not have the same potential to do well at school in comparison with well nourished and healthy children. In addition, the study points out that poor health and malnutrition lowers children's cognitive development through physiological changes and reduces their capacity to participate in learning activities.

In South Africa, parents have been given the mandate through the South African School's Act 84 of 1996 to be involved in their children's education (South African act, 1996). Section 6.1 of the Act provides that parents should take an active role in their children's school work and make it possible for the children to complete their homework. Parents should in terms of section 6.2 attend meetings that the governing body convenes. It is at these meetings that parents have opportunities to understand their roles. The National Curriculum Statement (NCS) also legislates that parents and wider community have an important role to play in curriculum management. NCS further identifies the benefits of community and

parental involvement to include improved school performance, reduced dropout rates, a decrease in disciplinary problems and generally a more positive attitude towards school.

Ndani (2008) study established in Kenya, Thika district that there was low parental and community participation in pre-schools activities. Other research findings in Kenya, on parent-teacher partnerships for enhancing pre-school activities have also shown that parents and caregivers are not aware of their roles in stimulating young children and believed that teachers are solely responsible for children's academic development (Wambiri, 2006 & Ngugi, 2000). The question one may ask up to this juncture is whether the factors identified influence parental involvement in pre-school activities in other districts in Kenya and particularly Homa-Bay District, Lower Nyokal Division. It is for this reason that the researcher conducted a study on influence of parental involvement on participation of ECDE learners, Lower Nyokal Division, Homa-Bay District.

1.2 Statement of the problem

Parents in Lower Nyokal division have very little time to spend with their children. They are not accompanying their children to ECDE centers neither are they collecting them from the centers. A survey conducted in the division by Aila (2006) shows poor turnout of parents during school meetings, poor payments of school levies and poor attitudes toward ECDE. This might have led to ECDE pupil's low attendance in school, low enrolment and poor transition to class one.

This study therefore intends to investigate the influence of parental involvement on participation of learners in ECDE, Lower Nyokal division, Homa-Bay District (Lower Nyokal Divisional Education office, 2013). Reports on workshop attendance by parents, open day attendance by parents and records of fee payment at the ECDE centres provided evidence to the Lower-Nyokal Education office on low parental involvement on participation of learners in ECDE.

1.3 Purpose of the study

The purpose of the study was to investigate the influence of parental involvement on learners' participation in Early Childhood Development Education, Lower Nyokal Division, Homa- Bay District.

1.4 Objectives of the study

The study was guided by the following research objectives:

- (i) To determine the effects of prompt fee payment on participation of learners in ECDE centres in Lower Nyokal Division, Homa-Bay District.
- (ii) To examine ways by which parental participation during open days influences the learners' participation in ECDE centres, Lower Nyokal Division, Homa-Bay District.
- (iii) To establish ways by which parental facilitation of learners' homework influence learners' participation in ECDE centres.

- (iv) To determine ways by which parental contribution to health of learners influence their participation in ECDE centres, Lower Nyokal Division, Homa-Bay District

1.5 Research questions

The study was guided by the following research questions;

- (i) What are the effects of prompt fee payment on participation of learners in ECDE centres in Lower Nyokal Division, Homa-Bay District?
- (ii) What is the relationship between ECDE open days and the learners' participation in class, Lower Nyokal Division, Homa-Bay District?
- (iii) What roles do parents play in facilitating the ECDE learners' homework in Lower Nyokal Division, Homa-Bay District?
- (iv) In what ways do parental contributions to the health of ECDE learners influence their class participation in Lower Nyokal Division, Homa-Bay District?

1.6 Significance of the study

It was hoped that the findings of the study would be used to establish the influence of parental involvement on learners' participation of pre-school children and recommend possible strategies to make it effective. It may provide the curriculum planners and developers, teachers, learners, the public and stakeholders in the education sector with a better understanding of parental

involvement in ECDE. Those interested in further research may also find recommendations of the study valuable. In addition, the findings of this study may benefit parents by sensitizing them on the need to enroll their school age going children to pre-schools and help them in early identification and intervention of special needs of the ECDE learners.

1.7 Limitations of the study

Due to this hard economic times, financial constrains were experienced in the course of carrying out the study. However, the researcher made use of personal savings, borrowed loans and requested for donations from relatives and friends. On the onset of rains some roads were impassable posing mobility challenges. Nevertheless, the researcher had to schedule to collect data during the months with low rains. Reaching the parent respondents was not easy as most of them were not willing to come to ECDE centers, therefore the researcher liaised with the ECDE teachers through the head teachers to meet them in their homes and in churches.

1.8 Delimitation of the study

The study investigated the influence of parental involvement on learners' participation in public ECDE Centers in Lower Nyokal division, Homa-Bay District. Therefore the findings cannot be generalized to private ECDE centres and other divisions within the nation. Again, the study only focused on prompt fee payment, participation of parents during open days, parental facilitation of

learners' Homework and health of learners in relation to participation of learners in ECDE centres.

1.9 Basic assumptions

The following were the basic assumption of the study;

- i. Respondents would answer questionnaires correctly, truthfully and be returned.
- ii. The sample selected was a representative of the entire target population.
- iii. Research instruments employed for data collection were valid and reliable.

1.10 Definitions of significant terms

Attendance - refers to availing oneself in school and participating in activities scheduled.

Early Childhood Development Education - refers to a comprehensive approach to policies and programs for children between zero to eight (0-8) years of age, their parents and caregivers aimed at protecting the child's right to develop cognitive, emotional, social and physical potential.

Enrolment- refers to the number of children officially registered in an ECDE centre in a particular year.

Homework- refers to out of class tasks assigned to pupils as an extension or elaboration of classroom work.

Parental involvement- refers to a combination of commitment and active participation on the part of the parent to the school and to the learner.

Participation- refers to the process during which learners have the opportunity to become actively involved in learning activities in a classroom setting.

1.11. Organization of the study

The study comprises of five chapters: Chapter one contains the background to the study, statement of the problem, the purpose of the study, objectives of the study, research questions, the significance of the study, limitations of the study, delimitations of the study, definition of significant terms and organization of the study. Chapter two is a review of literature related to the study. It contains the concept of parental involvement, fee payment, open days, homework, and health of ECDE learners, theoretical framework, conceptual framework and summary of literature review. Chapter three discusses the research methodology the study adopted. This includes; research design, target population, sample size and sampling procedure, research instruments, instrument validity, instrument reliability, data collection procedure, data collection and data analysis technique. Chapter four includes the interpretations, analysis and discussions from the findings that were obtained from the respondents while chapter five has the summary of the findings, conclusions, recommendations and suggestions for further research.

CHAPTER TWO

LITERATURE REVIEW

2.1 Introduction

This section reviews literature relating to influence of parental involvement on participation of pre-school learners in Lower Nyokal Division, Homa-Bay District, Kenya. These were discussed under the following subheadings; the concept of parental involvement in ECDE, fee payment and learners' participation, parental involvement in ECDE open days, parental facilitation in homework and learners' participation in ECDE and health and learners' participation in ECDE, summary of Literature review, theoretical Framework and conceptual Framework.

2.2 The concept of parental involvement in Early Childhood Development Education (ECDE)

Parental involvement in Early Childhood Development Education is an essential ingredient of educational practice the world over. Although teachers use various strategies and approaches to enable children learn, they cannot substitute parental love, support, responsiveness and involvement(Cobb,2001).Children learn through observation and imitation of modeled behavior and listening to instructions from parents or caregivers(Bandura,2002).The kind of environment at home, both physical and psychological are key as they determine the behavioral characteristics and attitudes of a child which in turn greatly influence the ability of the child in coping with learning activities away from home(Cobb,2001).

The term parental involvement refers to parents and family members use and investment of resources in their children’s learning. The investments can take place in or outside the school, with the intention of improving children’s learning (Grolnick, 1994). Other scholars like Hoover-Dempsey (2004), look at parental involvement broadly to include home-based activities such as helping with homework and discussing school events. They argued that parental involvement is a function of a parent’s beliefs about parental roles and responsibilities. A parent’s sense of helping children helps them succeed in school and in opportunities provided by the school or teacher. In this regard, when parents get involved, children’s learning is affected through their acquisition of knowledge, skills and an increased sense of confidence that they can succeed in learning. Parental involvement is often considered a pathway through which teachers enhance the achievement of underperforming children (Hoover 2004).The concept of parental involvement is therefore analogous to three vertices of a triangle; if one the vertices is missing the triangle is incomplete.

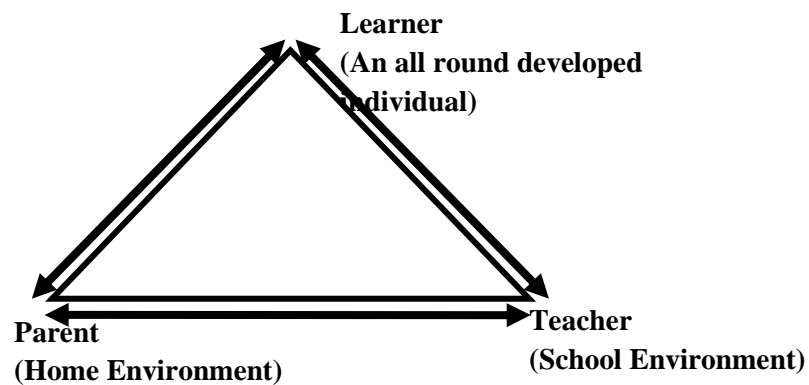


Figure 2.1 Illustrates the analogy of the concept of parental involvement and learners’ participation (Source: Researcher, 2014).

2.3 Fee payment and learners' participation in Early Childhood Development Education Class

Parents and local communities provide the greatest support to ECDE programs. About 70 percent of ECDE centres are owned and managed by parents and local communities through pre-school committees. The remaining 30 percent are managed by Non-Governmental Organizations (NGOs) mainly: religious based and private individuals and organizations, MOEST, The Background Report of Kenya (2005).

The Economic Survey of 2008 indicated that the Government of Kenya allocates less than 1 percent of its budgetary recurrent expenditure on education to ECDE.

The Survey further indicated that 0.06 percent, 0.05 percent and 0.04 percent of the recurrent expenditures on education were allocated to ECDE for the period 2005/2006, 2006/2007 and 2007/2008 respectively as compared to 9.2 percent, 12.9 percent and 14.1 percent for the same period respectively allocated to primary education and 3.3 percent, 4.1 percent and 6.4 percent allocated to secondary sub-sector for the same periods respectively (Republic of Kenya, 2008).

Achoka (2007) points out that 70 percent of ECDE finances are contributed by parents and local authorities, less than 1 percent by the government while the rest is supported by sponsors such as churches, NGOs' Welfare Associations and private enterprises.

The heaviest burden of financing ECDE program is therefore shouldered by parents whose existence is being hampered by poverty (Ngaruiya, 2006). The Sessional Paper No.1 of 2005, on Policy Framework on Education Training and Research, noted that the high cost of education and poverty among other reasons explains why Kenya has low access and participation rates. The majority of communities have financial constraints which is an obstacle to optimal access to ECDE centres (Achoka, 2007). Another study by Abagi (2008), revealed that most parents are unwilling to pay fee for pre-schoolers who are seen to be too young to attend school and their counterparts in Primary level have Free Primary Education program. However, Early Child Care and Development (ECCD) Act (2002) encourages parents to be more willing to contribute to their children's education through moral and financial support instead of being an obstacle.

2.4 Parental involvement in Early Childhood Development Education Open Days

Teacher-Parent Communications take a range of forms. All parents should receive a written report at least once a year concerning their children's achievements, progress, areas of improvement, behavior and attendance. However, research reveals that some parents find written reports too general and difficult to understand (Bastiani, 2003). Face-to-face meetings with teachers should be provided by schools at least once per year. These meetings provide an opportunity for parents to discuss their children with teachers, and also offer the potential for

the school to actively involve parents in supporting their children's school targets and learning. There can be difficulties where teachers and parents have different expectations for the meetings resulting in frustration and find out mismatched expectations (Vincent, 1996). According to Kenya School Improvement Project (KENSIP), 2004, open days are organized in very few urban schools in Kenya and rarely in the rural schools. The report recommended that open days need to be made compulsory for the parents and particularly for the male parents with a penalty of non-attendance. This can foster parental responsibility against the ill-conceived notion that parental help is a 'mother's responsibility'.

2.5 Facilitation in homework and learners' participation in Early Childhood Development Education.

Association for Education of young children (1991), Warn against too much formal highly structured education for the young children because it is generally considered developmentally inappropriate for less than 6 years old.

Homework is assigned on the assumption that parents or other older members have the capacity to assist the pupils and that home environment is conducive for the pupil to do homework (Ndegwa; Mengich & Abidha, 2004). The relationship between homework, parental involvement and student achievement has become an important area of inquiry in education research. Although homework is highly supported as useful (Reynolds, 1991), there are mixed research findings about consistent linkages between homework and learners achievement; Grolnick &

Slowiaczek 1994; Corno 1998), some research findings have questioned the value of parental involvement in homework (Casanova 1996; Levin 1997).

According to Hoover-Dempsey (2004), homework fostered the school-home learning feedback process by allowing parents and other adults to know what the child was learning as well as giving teachers an opportunity to hear from parents about their children's learning. In this regard, educationists, teachers and parents generally agree that homework develops learners' initiative and cultivates parental responsibility. Often, parents become involved in learner's homework because they expect their children to perform better in class work and in examinations (Clark 1993; Levin 1997).

2.6 Health and learners' participation in Early Childhood Development Education

According to African Fund for Endangered Wildlife Kenya (2012), cleanliness is next to Godliness and makes us healthy. Learning about cleanliness is also called hygiene. Maintaining the hygiene of our bodies and our surroundings is called sanitation. According to World Health Organization, health refers to a state of complete physical, mental and social well-being and not merely the absence of diseases or infirmity. Thus poor sanitation tends to pose health problems to the learners, hence affecting enrolment, attendance and active involvement in learning activities.

Pruss (2005), in a study with WHO Geneva, asserts that infestation with soil transmitted worms of which 100percent of annual cases are attributed to inadequate sanitation and hygiene can be prevented by improving WASH conditions in schools. This can be done through providing de-worming services plus hygiene education to help children avoid re-infestations since water and sanitation prevent children from re-exposure.

In a study conducted in Kenya by Hall (2008) points out that a rationalized impact evaluation of de-worming program in Western Kenya demonstrated that a worm burden in children contributes to 25percent of overall school absenteeism. In a nutshell, Hall (2008) concludes that safe water sanitation and hygiene are major factors in protecting children from worm infestation and other illnesses. By providing WASH facilities and encouraging behavior change with the participation of children, the burden of disease can be lifted, children potentials exploited and their opportunities expanded.

In a study conducted by Abagi (2008) in Kenya, ECDE managers/teachers in many sub-counties reported that ECDE centres are unable to observe all basic hygienic conditions including making sure these classrooms and the surroundings are clean, the ventilation is adequate, sanitary facilities are available and clean including their uniforms. This is due to limited resources and capacity. The study further reveals that health conditions in high cost private ECDE centres like Aga Khan in Kisumu and Busy Bee in Mombasa are good and up to standard. They

have established a health unit, equipped with basic drugs and facilities for emergency incidences. For example, if a child is hurt, they have an equipped First Aid Kit. The most common illnesses among the 3-5 year old children include malaria, typhoid, water-borne diseases, ringworms, diarrhea and jiggers. The latter was a serious issue in Murang'a south district. Malnutrition is one of the main causes of childhood ailments. If children are not given the right combination of food in the right proportions, they are likely to fall sick and suffer from deficiency diseases like kwashiorkor, marasmus, scurvy, rickets, night blindness to mention but a few.

WHO (2007), claims that the other main cause of childhood ailments is infection by pathogens like bacteria, fungi and viruses. This mainly results due to poor sanitation or environmental hygiene where food and water gets contaminated by the said pathogens (food and water borne diseases) or a healthy person inhales pathogens from an infected person (airborne diseases). Akwach (2008) claims that most parents, especially those between the age of 20 – 35 years in disadvantaged and marginalized areas like slums and pockets of poverty across the districts have limited knowledge on wholistic and comprehensive child-rearing. They use poverty as an excuse to be dirty and careless with their children – including not taking the 3-4 year olds to learning centres. Even feeding their children has become a big problem. Some of the parents have no knowledge about potty training, de-worming and attendance to health of the children.

Strauss and Thomas (1998) clarify that there is a positive relationship between parents' level of education and child health. They claim that parents with more education tend to have a greater access to public health and ECDE related facilities because they have better connections, are favored by the providers of such services and are more informed on ways of exploiting such services.

2.7 Summary of literature review

Studies carried out in United States, Japan, Peru, Bangladesh, South Africa, Kenya and Lower Nyokal Homa-Bay district show contradictory results about the relationship between parental involvement and learners' participation. Some of these studies reveal positive relationship and some record negative or weak or no relationships between these variables. Most of these studies have been done in foreign economies (counties and divisions) whose characteristics are different from Lower Nyokal. As such, need to find the influence of parental involvement on learners' participation in ECDE, Lower Nyokal division. Ecological systems theory by Bronfenbrenner was also considered in this study.

2.8 Theoretical framework

The study was guided by the ecological systems theory by Bronfenbrenner (1994). According to this theory, children develop within a complex system of relationships affected by multiple levels of environment, Berk (2000). Bronfenbrenner described four systems that influence child development. The micro-systems involve those that are part of children's most immediate environment including the child parents and other primary care givers. The interaction between the child and those adults impact children's development.

The second system is the meso-system and involves systems that interact with the people in the micro systems including child care programs and schools. Exo systems are places in which children do not spend time but which still impact children's developments, including the parents' work place policies. Finally the macro-systems consist of the values, laws and resources of a particular culture, Berk (2000). For example a culture's beliefs about the importance of a high quality child care impact children's development.

This theory used in relation to parental involvement is important as it will help to improve understanding of this critical issue in education. Schools are inextricable part of society as well as the community in which they belong and are thus seen as social sub-systems, which cannot function in isolation in their social environments. Schools are open systems and depend on exchanges with environmental elements to continue to exist. Numerous environmental influence

come from different levels of society and affects what happens in schools. Likewise, families are also seen as social systems, which can influence what happens in schools. Schools and those within schools are living' systems that are strongly influenced by their interaction at three levels: the classroom, the school and the community. According to Bronfenbrenner (1994), learning is a social process affected by forces at many levels, including government policies and the society. His ecological theory on education recognizes that among the many different spheres of social influence that create contexts for learner development, there are many possibilities for intervention. The involvement of parents in the education of their children is one example.

2.9 Conceptual framework

The ultimate goal for Early Childhood Education is to enhance children's wholistic development. To achieve their full potential, children need to be nurtured in a friendly environment and cared for by a combined effort of the parents and teachers in a workable partnership. To do this, parents and teachers need to organize their roles and the extent to which each should participate in the child's learning. Parental involvement in this study was looked at in relation to the influence and how it impacts on participation of pre-school learners which in turn may lead to the ultimate goal of children's wholistic development.

The relationship between the independent and dependent variables is illustrated as follows:

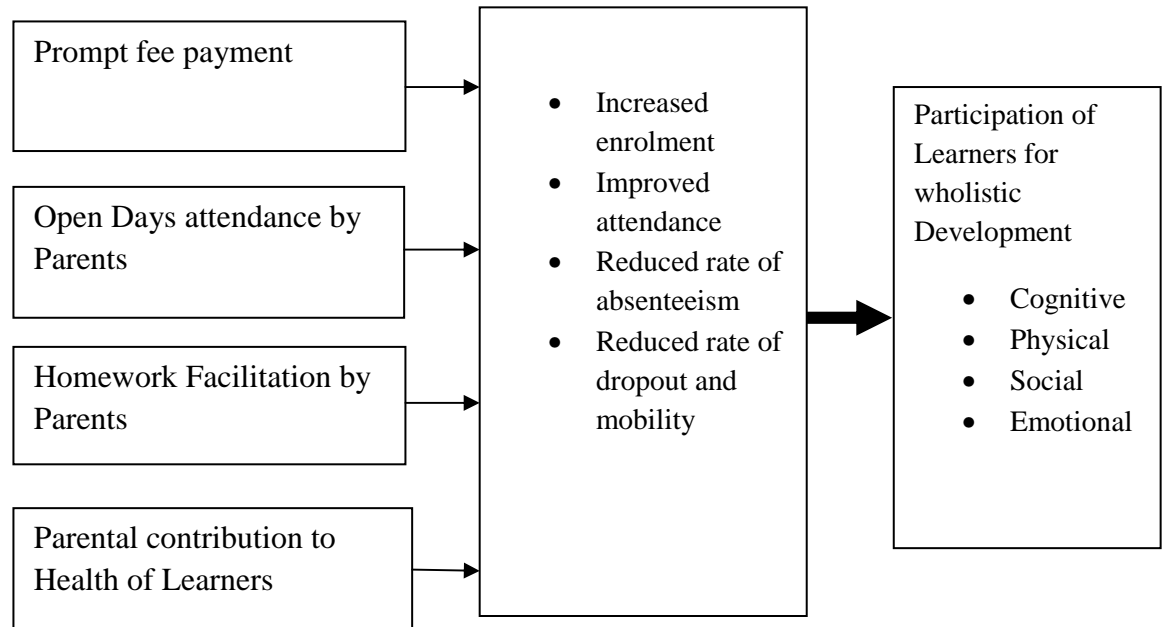


Figure.2.2: Conceptual framework showing relationship between parental involvement and learners' participation

Fig. 2.2.Explains the influence of parental involvement on participation of learners in ECDE centres in Lower Nyokal Division, Homa-Bay District. Participation of ECDE learners is considered as the dependent variable and parental involvement as independent variable. For example prompt fee payment will lead to improved attendance of learners in ECDE, assistance of learners by parents in homework will enhance active participation of learners in class

activities like reading, language, number activities among others. Attendance to open days by parents improves their participation in school activities and home activities relating to the children development. Good health of learners' impact positively on enrolment, attendance and active participation of learners in class.

CHAPTER THREE

RESEARCH METHODOLOGY

3.1 Introduction

This section examines the research design and the types of data to be collected. It explains the target population and sampling methods that were used during the survey. The rationale for the research design, development and implementation are highlighted in this chapter together with the methods that were used in data analysis.

3.2 Research design

Descriptive survey research design was used in this study. This is because it makes use of both qualitative and quantitative data to describe the state of affairs as they exist in the field. This design is simple and easy to execute yet can yield convenient information needed by the study (Muijs, 2004). Descriptive studies are more than mere data collection; they involve measurement, classification, analysis, comparison and interpretation of data (Kothari, 2004). Detailed information can be gathered by subjecting the respondents to a series of items in a questionnaire or interview schedule. Finally, descriptive survey design was useful in the collection of original data from a population which is too large to observe directly. In this case data was collected from head teachers, ECDE teachers and parents of the ECDE learners.

3.3 Target population

A study population is a group of individuals, objects or items from which a sample or study subjects are drawn. Lower Nyokal Division comprises of East and West Kochia zones. The division has a target population of 35 ECDE centers, 2835 ECD children, 105 teachers and 900 parents of baby care, pre-primary one and pre-primary two (Homa-Bay DICECE, 2013).

3.4 Sample size and sampling procedure

A sample is a small group of persons or items selected from the target population that will be subjected to the study; it is usually a representation of the entire population (Wambiri & Muthee, 2010). Sampling is the process of selecting the required individuals for the study. It involves selecting a number of individuals from a population such that the selected group has elements representative of the characteristics found in the entire population (Orodho & Kombo, 2002). The researcher stratified the division into two zones. East Kochia zone (17 centres) and West Kochia Zone (18 centres) that forms Lower Nyokal division. Simple random sampling was used to select 5 schools from East Kochia zone and 6 schools from West Kochia zone. These were 30% of the total number of schools in Lower Nyokal division. A total of 32 ECDE teachers which was 30% of the target population plus head teachers of the 11 sampled schools made a total of 43 teacher respondents. Parent respondents were 270 which were 30% of the target population. All these formed the study sample.

Table 3.1 Target population breakdown in ECDE centres (Source: MOE 2013)

Category	Target population	Sample size	Percentages (%)
Head teachers	35	11	30.47
ECDE teachers	105	32	31.42
ECDE parents	900	270	30.00
Total	1040	312	92.00

3.5 Research instruments

Research instruments are the tools used for collecting data and how those tools are developed (Oso & Onen, 2009). In this study, data was collected by questionnaires and observation checklist. The questionnaire was the main tool for data collection in this study. The researcher constructed two sets of questionnaires, one for head teachers and ECDE teachers and the other for ECDE parents. Questionnaire for teachers consisted of five sections; section A comprising structured questions concerned with the teachers demographic variables namely gender, age, professional qualification, experience and number of learners in the ECDE centres. Section B sought information related to prompt fee payment by parents and how it impacts on participation of learners in ECDE. Section C is to seek information on parents' participation during ECDE open days. Section D sought information on parental facilitation of learners homework and Section E sought information on health and participation of learners in ECDE. Parents questionnaires consisted of five sections namely;

section A demographic data, section B fee payment and learners participation, Section C parents participation during open days, section D parental facilitation of learners' homework and section E health and learners' participation in ECDE class.

Questionnaires with both closed and open ended questions were used because they are easy to administer and are economical in the use of time and money. They are also easier to analyze and interpret. Likert Scale was also used for some questions. This was because they were easy to complete and were unlikely to put off respondents. They also consume less space and allow easy comparison of responses given to different items. The researcher also made observation on general grooming of learners, condition of packed meals for the learners and learners' attendance in the attendant register. These were recorded in observation table.

3.6 Instruments validity

Validity is the accuracy, meaningfulness and the degree to which results obtained from the data analysis actually represent the phenomenon under study (Mugenda and Mugenda, 2003). It is the ability of an instrument to measure what it purports to measure. Content validity was used in this study. Content validity refers to how adequate the items selected for inclusion in the questionnaire adequately represent the universe of items in the area of study (Oso & Onen, 2009). It sought to answer the question "Did the few items selected adequately represent all the questions

that could be used in that area? It also refers to how adequate the items in a questionnaire give information relevant to all objectives and how adequately the items enable collection of enough data for every objective in the study. To ensure validity, expert judgment was sought where the researcher availed the instruments to experts to analyze. The advice given was used to improve the instruments.

The research instruments were pre-tested on in two schools not included in the study but within the study location to determine whether the instruments were clear to the respondents. Based on the analysis of the piloting, modification and removal of ambiguous or unclear items such as questions, inaccurate responses or indicated weaknesses was done to attract appropriate responses from the respondents.

3.7 Instruments reliability

Research instruments are expected to constantly yield the same results with repeated attempts under similar conditions (Donald, 2006, Mugenda & Mugenda, 2003). The instrument returns the same measurements when it is used at different times. To determine the reliability of the instruments (questionnaire), the researcher employed the test retest technique, where the questionnaire was administered twice to the respondents in the pilot sample.

After the first administration, the researcher re-visited the school after two weeks for the second administration. The researcher then used the Pearson correlation co-efficient formula to determine the reliability of the instrument. The formula below was used.

$$r = \frac{N \sum X Y - (\sum X)(\sum Y)}{\sqrt{N (\sum X^2 - (\sum X)^2)(N \sum Y^2 - (\sum Y)^2)}}$$

Where;

r = is the degree of reliability

N = is the number of scores within each distribution.

\sum = is the summation sign

X = is the score obtained during the first test

Y = the score obtained during the second score test

Two questionnaires were distributed to two head teachers and six questionnaires were distributed to ECDE teachers. The questions were marked out of 100 percent and obtained the following scores 87, 90, 80, 65, 85, 82, 88 and 73.

These were representing the value of x. The second test was administered to the same head teachers and ECDE teachers after two weeks and scores obtained were 90, 87, 85, 67, 88, 82, 80 and 75 which represented the value of x. The number of head teachers and ECDE teachers who participated in the two tests were eight which represented the value of N.

The parents' questionnaire was also distributed to ten (10) ECDE parents to obtain the value of X in the first visit (83,83,82,65,71,82,88,73,74,85) and values of Y in the second visit (80, 85, 83, 67, 73, 82, 80, 75, 70, and 87) and N=10. When Pearson's product moment correlation was computed using scores obtained the value of the parent's questionnaires had a Pearson's correlation(r) of 0.882 and that of head teachers and ECDE teachers had a Pearson's correlation(r) of 0.871 showing a high degree of positive correlation between the two lists. According to Oluwatayo (2012) a reliability index of 0.84 is considered ideal for a study and Mugenda & Mugenda (2003) says that a correlation co- efficient of 0.5 to 1.0 implies that there is a high degree of reliability of the data and the instrument can be used for data collection.

3.8 Data collection procedure

Upon obtaining an introductory letter from the university, the researcher used it to get research permit from National Commission for Science, Technology and Innovation (NACOSTI). Thereafter, the researcher proceeded to the Sub-County Director of Education Homa-Bay to inform the office about the research to be carried out in ECDE centres. Upon acceptance of the request, the researcher presented the permit to the ECDE head teachers who introduced the researcher to the ECDE teachers and ECDE parents. The researcher then presented the questionnaires to ECDE teachers for them to fill and had interviews with parents.

3.9 Data analysis technique

The study employed descriptive survey design. Questionnaires and observation checklist were checked to confirm if all questions had been answered and data coded. Qualitative data was organized into themes and the quantitative data was calculated from the data obtained in the field. Data was presented in form of tables, pie charts, and bar graphs. The multiple regression models were fixed using the help of Statistical Package for Social Sciences Software (SPSS). Mujis (2004) describes SPSS to have the capability of offering extensive data handling and numerous statistical analysis routines that can analyze small to very large data statistics.

CHAPTER FOUR

DATA ANALYSIS, INTERPRETATION AND DISCUSSION

4.1 Introduction

In this chapter an analysis of the findings is presented based on the research questions; What are the effects of prompt fee payment on participation of learners in ECDE centres?; What is the relationship between ECDE open days and the learners' participation in class?; What roles do parents play in facilitating the ECDE learners' homework?; and in what ways do parental contribution to the health of ECDE learners influence their class participation in Lower Nyokal Division, Homa-Bay District?

The chapter is organized under sub headings; questionnaire return rate, the respondents' demographic data and finally their opinions regarding various issues raised in the research instruments.

4.2 Questionnaire return rate

The study was based on three sets of questionnaires one set was given to the head teachers, ECDE teachers of the particular schools that were visited, and the other set was for the parents. A total of 43 questionnaires were given out to the ECDE teachers and the head teachers, 32 and 11 questionnaires respectively. Out of the 43 questionnaires, 37 of the questionnaires (27 by the ECDE teachers and 10 by the head teachers) were completely filled and collected back after the research, the other 6 questionnaires were missing as a result of loss of unavoidable factors

such as failure to return by the particular teachers. This gave a response rate of 90.9 percent and 84.4 percent for the head teachers and ECDE teachers respectively. A total of 270 questionnaires were administered to parents out of which 258 were completed and returned, the other 12 questionnaires were not completed as a result of unavoidable factors such as failure to show up for the appointments by the parents. This gave a response rate of 96.0 percent.

Table 4.1 Questionnaire return rate

Respondent	Sample size	Returned	%Return rate
Head Teachers	11	10	90.9
ECDE teachers	32	27	84.4
Parents	270	258	96.0
Total	313	295	94.4

The instruments return rate was good enough since Kothari (2004) accepts a return rate of 70 percent as sufficient to give reliable analysis. In addition, Kelly, Belinda, Vivienne & Sitzia (2003), say that an achievable and acceptable response rate is 75percent for interview schedules, and 65percent for self completion questionnaires. The researcher also used an observation check list as a primary source of data to further the research on other possible factors that would influence children’s participation in their various ECDE centers.

4.3 Demographic characteristics of the respondents.

In this section, the distribution of the respondents by their gender, age, professional qualifications and work experience were established.

4.3.1 Distribution of head teachers and ECDE teachers by gender

To establish the distribution of ECDE teachers by gender, ECDE teachers were required to indicate their gender. The results are indicated in the Table 4.2.

Table 4.2 Distribution of head teachers and ECDE teachers by gender

Gender	Head Teachers		ECDE Teachers	
	Frequency (f)	Percentages (%)	Frequency (f)	Percentage (%)
Female	2	20.0	24	88.9
Male	8	80.0	3	11.1
Total	10	100.0	27	100.0

From table 4.2, 20.0 percent of the head teachers were found out to be female while the remaining 80.0 percent were male. Out of the 27 ECDE teachers, 88.9percent in Lower Nyokal Division were female; the remaining 11.1percent were male. There is a big gender imbalance among head teachers and ECDE teachers who implement the ECDE curriculum. The policy of gender equity is

supposed to be upheld by all sectors of the Ministry of Education, ECDE inclusive.

4.3.2 Distribution of respondents by age

Age factor needs to be considered in reference to the expected number of retirements and replacements correspondingly in order to maintain quality service provision by ECDE teachers. The findings were presented in table 4.3.

Table 4.3 Head teachers and ECDE teachers' age distribution

Age	Head Teachers		ECDE Teachers	
	Frequency	Percentages	Frequency	Percentage
	(f)	(%)	(f)	(%)
18-25	-	-	5	18.5
26-35	-	-	10	37.0
36-45	-	-	9	33.3
over 45	10	100.0	3	11.2
Total	10	100.0	27	100.0

All the head teachers in the sampled schools were over the age of 45 years. It was also established that majority of the ECDE teachers (37.0%) were between 26-35 years of age. Those in age bracket '36-45' were (33.3%) while (18.5%) were aged between 18-25 years. Only (11.2%) were over 45 years of age. If given an

enabling environment including proper communication and collaboration with parents, majority of the teachers were middle aged and thus strong enough to deliver on their mandate.

4.3.3 Professional qualification of head teachers and ECDE teachers

For an individual to work competently in any field of education, one must have specific relevant qualification. It was therefore imperative to ask teachers to indicate their professional qualification as shown in table 4.4.

Table 4.4 Professional qualification of head teachers and ECDE teachers

Qualification	Head Teachers		ECDE Teachers	
	Frequency	Percentage	Frequency	Percentage
	(f)	(%)	(f)	(%)
Certificate	2	20.0	15	55.5
Diploma	4	40.0	12	44.5
Degree	3	30.0	-	-
Masters	1	10.0	-	-
Total	10		27	100

Table 4.4 shows that 20.0percent of the head teachers had certificates level of training while the remaining proportions; 40.05 percent, 30.0 percent and 10.0percent had diploma, degree and masters qualifications respectively. A

proportion of 55.5percent of the ECDE teachers had Certificate level of training while 44.5percent were Diploma holders. ECDE education combines both academics and child care for the wholistic development of a child. From the study it was realized that all teachers sampled had at least a basic training in ECDE. According to Ndani and Kimani (2010), the ECDE teacher is a key and central person to the participation of children in ECDE and he/she must be well endowed in terms of training to be able to keep the child in school and enable the child achieve wholistic development.

4.3.4 Teaching experience of head teachers and ECDE teachers

Work output and productivity to a great extent depends on appropriate experience. Thus it was necessary to establish the experience of ECDE teachers. Table 4.5 shows their response.

Table 4.5 Experience of head teachers and ECDE teachers in Lower Nyokal

Division

Qualification	Head Teachers		ECDE Teachers	
	Frequency(f)	Percentage (%)	Frequency(f)	Percentage (%)
1-5 yrs	-	-	12	44.4
6-10 yrs	-	-	10	37.0
11-15 yrs	-	-	3	11.1
over 15	10	100.0	2	7.5
Total	10	100.0	27	100.0

Table 4.5 shows that all the head teachers from the visited schools had over 15 years teaching experience. 44.4 percent of the ECDE teachers had an experience of 1-5years, 37.0percent had teaching experience of between 6-10 years, 11.1percent had taught for between 11-15years and another 7.5percent had a teaching experience of over 15years. A teaching experience of between 11 – 15 years and above was considered adequate.

4.3.5 Classification of parents by gender.

To establish the distribution of ECDE parents by gender, the parents were required to indicate their gender. Table 4.6 shows their response.

Table 4.6 Classification of ECDE parents by gender

Gender	Frequency (f)	Percentage (%)
Male	123	47.7
Female	135	52.3
Total	258	100.0

The table 4.6 shows (52.3%) of ECDE parents in Lower Nyokal Division were female, while the rest (47.7%) interviewed being male. This reveals that there is gender imbalance among parents of ECDE learners in Lower Nyokal division.

4.3.6. Education level of ECDE parents

To establish the education level of the ECDE parents, the parents were required to indicate their academic levels as indicated in table 4.7

Table 4.7 Education level of ECDE parents

Qualification	Frequency (f)	Percentage (%)
Certificate	92	35.7
Diploma	50	19.4
Degree	13	5.0
Others	103	39.9
Total	258	100.0

It was established that majority of the ECDE parents 39.9percent, had either no academic qualification or qualification higher than degree level, other educational attainment recorded included; Certificate (35.7%), Diploma (19.4%) and degree (5.0%).

According to Strauss and Thomas (1998), there is a positive relationship between parents' level of education and child health, they claim that parents with more education tend to have a greater access to public health and ECDE related facilities since they have better connections, are favored by the providers of such services and are more informed on ways of exploiting such services

4.3.7 Parents' age bracket

The questionnaire for the ECDE parents required them to indicate their age brackets as presented in Table 4.8.

Table 4.8 Classification of parents by age.

Age	Frequency (f)	Percentage (%)
18-25	39	15.1
26-35	91	35.3
36-45	80	31.0
Over 45	47	18.2
Missing	1	0.4
Total	258	100.0

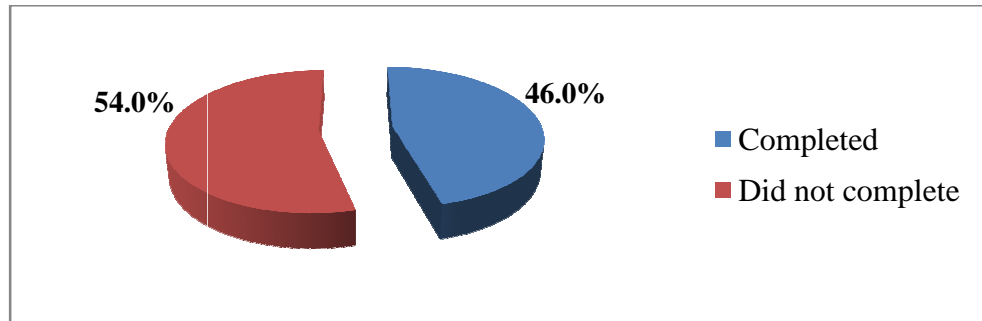
Majority of the ECDE parents in lower Nyokal were in the age bracket '26-35' at 35.35. The remaining parents were in the age brackets '18-25' at a proportion of 15.15, '36-45' at 31.0 percent and over 45 at a proportion of 18.2 percent.

4.4 Effects of prompt fee payment on ECDE learners' participation in class.

In this section the researcher sought parents' views on prompt fee payment and its effect on attendance, challenges faced by parents on prompt fee payment, teachers' method of school fee subscription and teachers' view on the effect of prompt fee payment on attendance.

4.4.1 Parents' view on prompt fee payment

Parents were asked to give their views on school fee payment for their children and the findings were recorded in Figure 4.1.



(N=258)

Figure 4.1 Parents who completed their children's school fees

Most of the parents completely paid for the term's fees represented by (54.0%) while the remaining proportion (46.0%), of the parents did not pay the fees in full. This, they attributed to reasons such as; inadequate finance and emergency expenses such as sickness among others. Among parents who completed their school fee payment as will be seen in the teachers' questionnaires response, did not pay their children's school fee in time (promptly). The parents who did not complete the payment of school fees for their children argued that their children participation in ECDE centers either declined, represented by a proportion of 56.0 percent and/or inconsistency in performance, represented by a proportion of 44.0 percent. Of the parents who never completed the fee payment, some parents

argued that they face some challenges while paying school fees for their children. The table 4.9 shows the various challenges.

Table 4.9 Challenges faced by parents in fee payment

Challenges faced by parents in fee payment	Percentage (%)
Financial constrains	59.0
Paying dates close to each other	33.0
Lack Proper accountability by schools	4.0
No Response	4.0
TOTAL	100.0

Most of the parents mentioned ‘financial constraints’ to be the main challenge that they face in paying their children’s school fees at 59 percent. Other challenges included; Fee burden at 33percent and lack of proper accountability by ECDE teachers. The parents argued that the ECDE centers have their paying dates close to each other making it difficult for them to manage paying the fees at the required time. Some also say that the centers have poor or no receipting for the payments made therefore leading to difficult accountability from both the center and parents. This is represented by 4% of the proportion of the parents who responded to this question. A proportion of 4percent of the parents did not give the exact challenge(s) that they face though they argued that they faced some challenges. The main challenge of financial constrain mentioned by most of the parents in this study is in line with Achoka (2007) whose study pointed out that

majority of communities in Kenya have financial constraints which is an obstacle to optimal access to ECDE centres. However, the findings from this objective are different from Abagi (2008) whose study revealed that most parents were unwilling to pay fee for pre-schoolers. Figure 4.1 indicated 54.0 percent as number of parents who completed fee payment and the 46.0percent who did not complete fee payment raised other reasons different from unwillingness.

4.4.2 Head teachers’ and ECDE teachers’ perspective on prompt fee payment

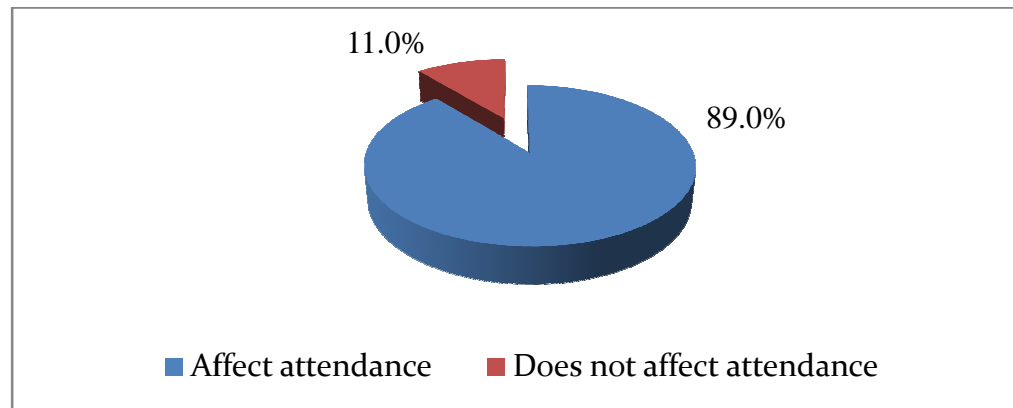
The questionnaire for head teachers and ECDE teachers required them to indicate parents’ fee subscription method. This has been presented in Table 4.10.

Table 4.10 Parents’ fee payment subscription method according to head teachers and ECDE teachers

Method of Subscription	Frequency (f)	Percentage (%)
Monthly	31	84.0
Termly	2	5.4
Installments	4	11.6
Total	37	100.0

Majority of the parents 84.0percent pay their children fees through monthly subscription. Others, 11.6percent and 5.4percent, use other forms of installments and per term subscriptions as ways of paying the school fees. Parents argue that monthly subscription is more relaxed method of subscription. Irrespective of the method of subscription used by the parents, ECDE teachers argue that there is no

prompt payment of the school fees. This affects the attendance of the children as shown in the Figure 4.2 with the indicated proportions.



(N=37)

Figure 4.2 Effect of fee payment on learners' attendance

Of the head teachers and ECDE teachers interviewed 89.0percent, of the teachers were of the opinion that imprompt fee payment affected the attendance of the children in the past one year at the ECDE Centers. The other proportion, 11.0percent, argued that fee payment pattern does not have effect on the attendance. This may be attributed to the fact that some ECDE Centers are more lenient and relaxed in the fee payment.

The proportion of teachers who supported the idea that prompt fee payment affected the attendance of the children in the ECDE Centers gave the following ways through which this was reflected.

Table 4.11 Fee Payment effect on attendance according to head teachers and ECDE teachers

Effects on Attendance	Frequency (f)	Percentage (%)
Inconsistent attendance	26	70.0
Incidences of drop outs	3	8.0
Transferring to other schools	8	22.0
Total	37	100.0

The Table 4.11 shows that the children whose fee payment was not prompt had their attendance affected through inconsistent attendance at 70.0percent, some had to drop out of their respective ECDE Centers represented by 8.0percent and a further 22.0percent changed schools on fee payment related reasons. It was also discovered that most of the ECDE Centers sent the children home to look for the fee arrears with 100 .0 percent of the teachers actually agreeing to the fact.

To confirm this, the researcher made an observation from the class attendant register as indicated in the table 4.12

Table 4.12 Daily Class Attendance Register according to Document analysis

Response Level	Frequency (f)	Percentage (%)
Poor	3	27.0
Fair	8	73.0
Good	0	0.0
Total	11	100.0

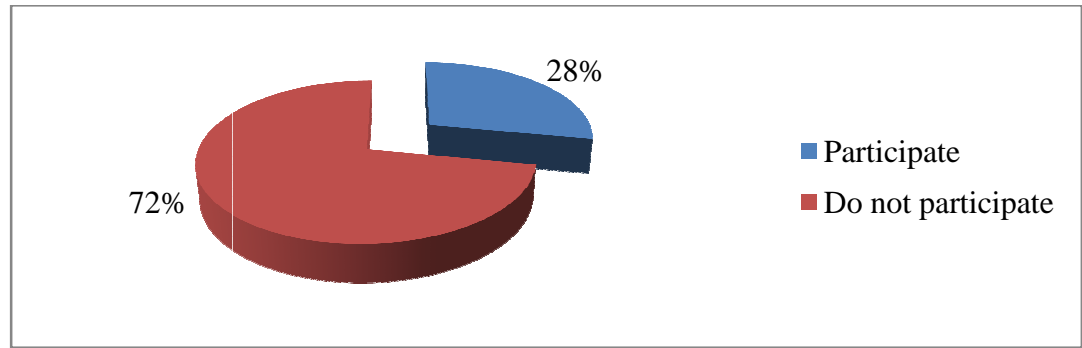
Table 4.12 showing learners attendance to the ECDE centers indicated that 73.0percent Of the centers showed an average attendance of learners with less than 25.0percent of the children absent in a typical day, the rest 27.0percent indicated poor attendance with 25.0% or more missing in a typical school day. This means that good attendance is less than 10.0percent absenteeism.

4.5 Relationship between open days and the learners' activeness in class

The study sought to establish the relationship between parental participation during open days and learners' activeness in class by asking the parents to give their views.

4.5.1 Parents' viewpoint on open days

To establish the relationship between parental participation during open days and learners' activeness in class, parents gave out their views as indicated in figure 4.2.

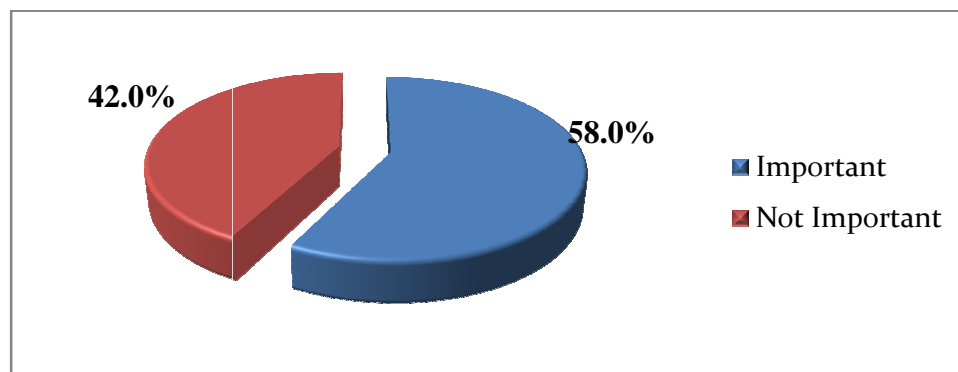


(N=258),,

Figure 4.3 Open day participation by parents according to parents

From the questionnaires filled in by the parents, 72.0 percent failed to participate in last term's open day while, 28.0 percent of the parents participated.

Of the 28.0 percent of the parents who attended the open days, 58.0 percent of the parents were of the opinion that the open day was important to the development of their children while 42.0 percent were of the contradicting opinion. This is indicated in Figure 4.4.



(N=258)

Figure 4.4 Importance of open days according to parents

Of the 58.0 percent of the parents who were of the opinion that open days were important to the development of their children, based their arguments on the following factors as shown in Table 4.13.

Table 4.13 Importance of open days according to parents

Importance of Open Day	Percentage (%)
Helps in understanding the children	34.3
Motivates both the children and teachers	58.1
It bonds the parents and teachers	7.6

Most of the parents who attended the open day had the opinion that it was important. The parents indicated it helps motivate both the children and teachers as represented by 58.0 percent, this is due to the awards given to the top children and to teachers whose classes have shown greater improvements in their performances. The remaining proportions, 34.0 percent and 8.0 percent, of the parents based the importance of open days on improving understanding of their children and teachers and bonding respectively. This means that a reasonable percentage of parents consider attendance to open days their responsibility to be involved in their children's education. According to Bastiani (2003) open days provide an opportunity for parents to discuss their children with teachers and also

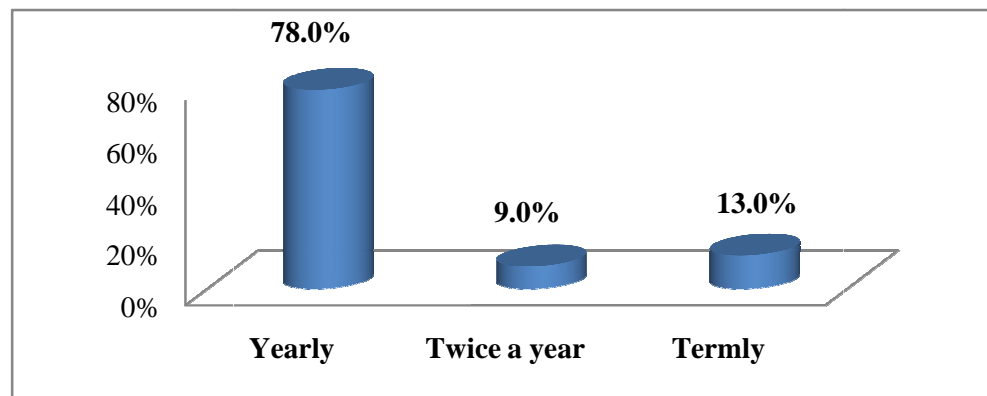
offer the potential for the school to actively involve parents in supporting their children's school targets and learning.

4.5.2 Head teachers and teachers' viewpoint on open days

Of the teachers who had organized Open days in their school term calendar, had different frequency at which they organized the Open Days as shown in the

Figure

4.5.



(N=37)

Figure 4.5 Open day organization by schools

Majority of the ECDE Centers have their Open days organized yearly throughout the academic calendar, represented 78.0 percent. Others represented by 13.0 percent and 9.0 percent have their Open Days per term and twice a year respectively. The large proportion that holds the open day per year may be attributed to the importance highlighted by the parents on the same. Most of the teachers whose ECDE centers organized open days also argued that the Open Day actually improved the attendance of the learners in the ECDE Centers. Teachers

also went ahead to give the various ways through which parents and children participated during the Open Days.

Table 4.14 ways through which parents participated during the Open Days

Method of Participation	Percentage (%)
Accompanied their children to school	21.0
Discussing the development of their children in ECDE Centers	56.0
Provision of learning materials	7.0
Offered financial support	16.0

N= 258

Most of the parents 56.0percent spent most of their time in the open day discussing the development of their children in ECDE Centers. The other parents either participated through accompanying their children to school 21.0percent, provision of learning materials or by offering financial support during the open day at 76.0percent. The results show that the parents are aware of the need for open days in ECDE Centres. This indicates that they see the need of open days as an important part in the wholistic development of their children.

The head teachers and ECDE teachers further gave out their views on ways through which learners participated during open days as indicated in Table 4.15

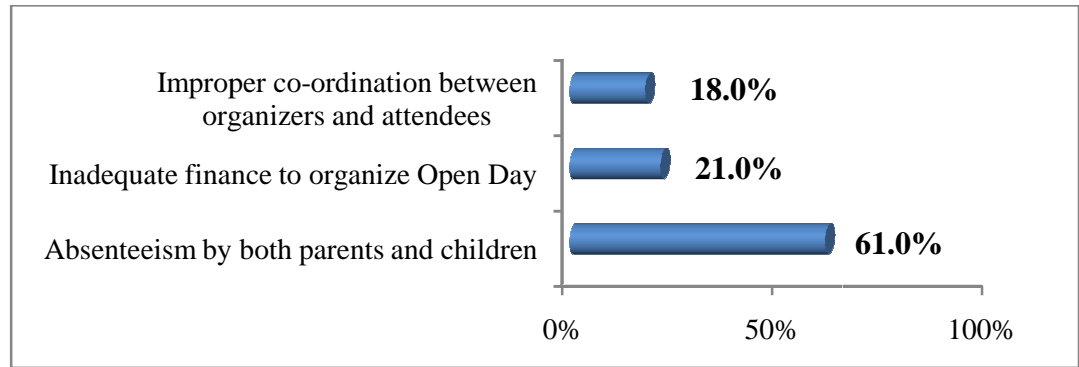
Table 4.15 Ways of participation during open days by learners

Method of Participation	Percentage%
Reciting poems and singing	63.0
General learning activities	22.0
Helping in presentation and organizing of awards	15.0

N= 37

Most of the learners, 63.0percent, are engaged in entertainment of the attendees of the Open Day through reciting poems, rhymes, dance & movement and singing. The remaining proportions, 22.0percent and 15.0percent are either in general learning activities and helping in presentation and organizing of awards. These findings reveal that open days enhance participation of ECDE learners.

Although a percentage of parents who attend open days participate as well as their children, teachers face a number of challenges in preparation for open days as indicated in Figure 4.6.



N=37

Figure 4.6 challenges on preparing for Open Days.

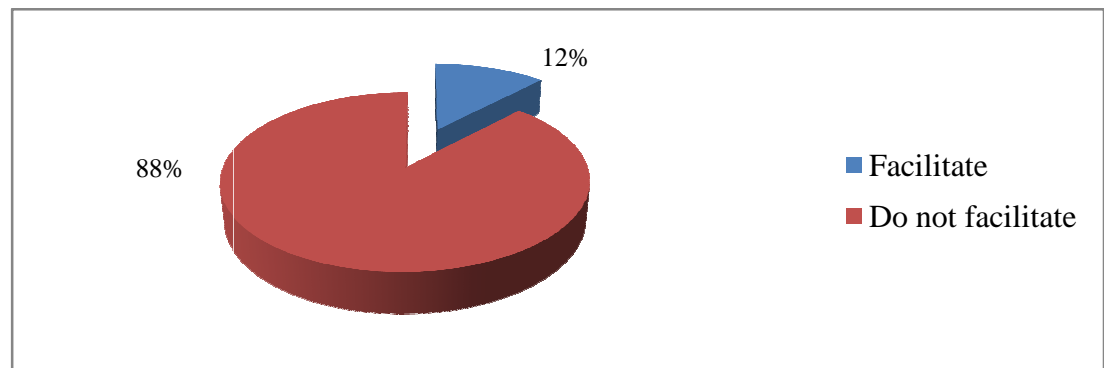
The most pronounced challenge is the absenteeism by both the parents and the children at 61.0 percent. Other challenges sited included inadequate finance to organize open day 21.0 percent and poor coordination between organizers and attendees. Some parents fail to attend the Open Day which in turn makes them to hold back their children at home. This means that most ECDE institutions rarely organize open days and those that organize are discouraged by the mentioned challenges. This is in line with Kenya School Improvement Project (KENSIP) survey report, (2004) which confirmed that open days are organized in very few urban schools in Kenya and rarely in the rural schools. Since the data was collected mainly in a rural set up most parents were found to be absent when invited for interview schedules.

4.6 Parental facilitation of learners' homework and learners' participation in ECDE centres.

On this objective the researcher sought parents' and teachers' views on homework facilitation by parents, challenges faced by parents on homework facilitation, methods of facilitation and ways of mitigating the challenges.

4.6.1 Parents' viewpoint on homework facilitation

The parents were asked to give their views on homework facilitation, challenges, methods used and ways of mitigating the challenges. These have been presented in figures and tables.



N=258

Figure 4.7 Parents who assist learners with homework.

Majority of the parents, 88.0 percent, do not facilitate (assist) their children's homework while 12.0 percent do facilitate their children's homework. Out of the parents who facilitate (assist) their children's homework mentions helping them with activities such as scaffolding, number work and reading. The same parents

who assist the children with their homework, 95.0 percent, are of the opinion that homework actually improved their children’s participation in the ECDE Centers and only 5.0 percent see no improvement on the participation based on homework. Although homework is highly supported as useful (Reynolds, 1991), there are mixed research findings about consistent linkages between homework and learners achievement; (Grolnick & Slowiaczek, 1994; Corno 1998), some research findings have questioned the value of parental involvement in homework (Casanova 1996; Levin 1997).

Even though there is an almost perfect improvement in participation in the ECDE centers among the children whose parents assist in homework, the parents identified some challenges that they actually face as presented in table 4.16

Table 4.16 challenges faced by parents in facilitation of their children’s Homework

Challenges	Percentage (%)
Lack of expertise in dealing with children	17.0
Not enough time	12.0
Children tend to be tired at night	15.0
Too much homework and complicated	20.0
Inadequate reading materials	13.0
Slow understanding by the children	24.0

N=258

Majority of the parents sited slow understanding of the children while assisting them with their homework at (24%), other challenges sited were; too much and complicated homework (20%), Lack of expertise in dealing with children (17%), Children tend to be tired at night (15%), Inadequate reading materials (13%) and lack of enough time to spare for children's homework (12%). These challenges reveal low parental facilitation of learners' homework and this means that teachers give homework assuming that parents can create time and avail materials to help learners with homework. According to Ndegwa, Mengich & Abidha (2004), homework is assigned on the assumption that parents or other older members have the capacity to assist the pupils and that home environment is conducive for the pupils to do homework.

4.6.2 Head teachers and ECDE teachers' viewpoint on homework facilitation by parents

The ECDE teachers allow the parents to assist their children with homework. A proportion of 84.0 percent of the teachers said that they actually allow the parental facilitation of children's homework while the remaining 16.0 percent do not allow it. This facilitation is done through various ways as indicated in the table 4.17.

Table 4.17 Methods of facilitation of learner’s homework by teachers

Methods of Facilitation	Percentage (%)
Ensuring children are given homework	25
Ask parents to avail learning materials	25
Monitoring the given homework	50

N=37

In the table 4.17, most teachers agreed to be assisting parents in facilitation of learners’ homework by; Monitoring homework (50%) ensuring children are given homework (25.0%), asking parents to avail learning materials (25.0%).

Teachers interviewed argued that homework improved the participation of the children. However, they highlighted the following as the challenges that they faced when they support parental facilitation of the learners’ home work. These challenges are shown in table 4.18.

Table 4.18 Challenges faced by head teachers and ECDE teachers when they support parental facilitation of learners’ homework.

Challenges in Homework facilitation	Percentage (%)
Illiterate parents	17.0
Some parents do homework on behalf of children	44.0
Irresponsible parents	38.0

N= 37

Out of the teachers interviewed, 44.0 percent cited parents doing homework on behalf of their children as a major challenge, other challenges included; irresponsible parents 38 percent and illiterate parents 17.0 percent. These challenges reveal poor methods of homework facilitation by parents. This confirms Kenya School Improvement Programme KENSIP (2004) survey report which indicated that either the pupils do not get adequate parental guidance with their homework or that they are assigned a lot of homework that they cannot complete in time.

The teachers went further to suggest ways through which such challenges could be mitigated. In the Table 4.19, the two ways suggested as measures to help reduce the challenges as represented.

Table 4.19 Measures to mitigate the challenges on Homework facilitation

Ways of Mitigation	Percentage (%)
Sensitizing parents on importance and ways of assisting their children in Homework	34.0
Organize more Open Days to discuss academic matters and parental involvement related issues	66.0

N=37

When the respondents were asked to suggest measures to mitigate challenges faced by teachers in supporting parental facilitation of learners' homework, there response was as follows; ECDE centers need to organize more open days to discuss academic matters and parental involvement in learners' academic and

related issues 66.0percent and sensitizing parent on the importance and ways of assisting their children in homework 34.0percent.

To further the study the researcher made an observation on how the parents signed the diaries sent to them through their children as indicated in table 4.18

Table 4.20 Home work diaries

Response Level	Frequency (f)	Percentage (%)
Poor	9	82.0
Fair	2	18.0
Total	11	100.0

Among the schools sampled for the study 82.0percent lacked knowledge of the home diaries, the reason for the high poor ranking by the researcher, the rest 2(18.0%) had knowledge and kept homework diaries. Even though, the ECDE centers that used homework diaries complained of the reluctance on the side of the parents in looking at them and signing.

4.7 Ways by which Parental contribution to health of learners influence their participation in ECDE centres.

In this section parents' and teachers' views were sought on common ailments, the extent to which they affected learners, steps suggested to minimize and ways to prevent the effects.

4.7.1 Common Ailments as suggested by parents and teachers

To identify common ailments among ECDE learners, parents' suggestions were sought and indicated in Table 4.21

Table 4.21 Common ailments as suggested by parents

Common Ailments	Percentage (%)
Cold and Flu	15.1
Worms	8.8
Typhoid	15.1
Cholera	4.5
Jiggers infection	2.4
Diarrhea	3.6
Malaria	50.5

N=258

The study revealed that most of the children in the ECDE Centers suffered from some common ailments which tended to cut across both the parents' and teachers' views at relatively the same degree as both the teachers and the parents gave the same responses. The common ailments were found to be malaria, typhoid, water-borne diseases, ringworms, diarrhea and jiggers. The table 4.19 shows percentages of cases per ailment. It was established that malaria was the major common ailment represented by 50.5 percent followed by cholera and influenza at the same percentage (15.1%) respectively. These findings are in line with a study conducted by Abagi (2008) which revealed that most common illnesses among the 3-5 year old children include; malaria, typhoid, water-borne diseases, ringworms, diarrhea and jiggers.

The study showed that most of these diseases or ailments affected the participation of the children at their respective ECDE Centers at different degrees.

The figure 4.8 shows the findings of the study on the extents to which the ailments affected the participation of the children.

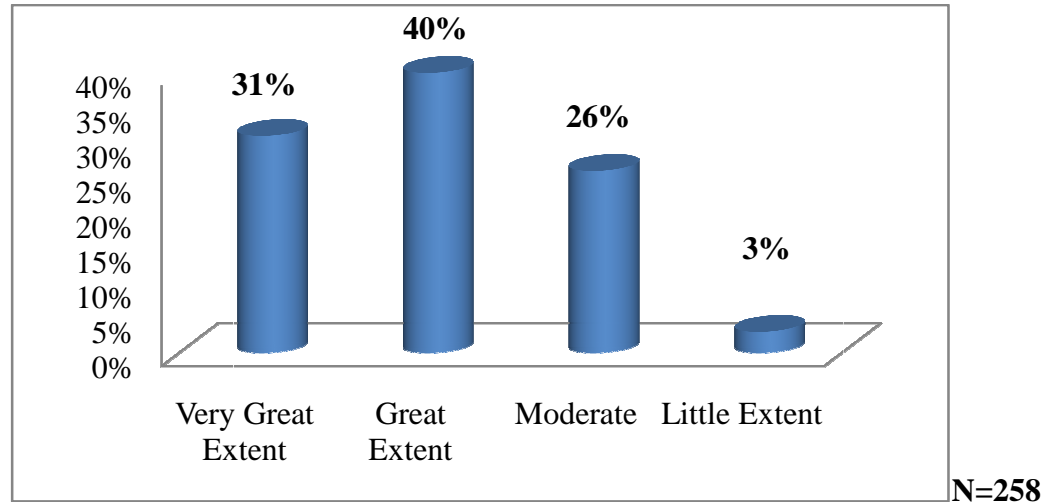


Figure 4.8 Extents to which the ailments affected the participation of the children.

The common ailments at a higher proportion have a great extent effect on the participation of the learners at the ECDE Centers represented at 40.0percent while they have little extent of effect at the least proportion, 3.0percent. Due to the effects of the ailments, parents and teachers sited the following as measures they used to control these ailments. Table 4.20 and 4.21 show the views of the parents and that of teachers as far as the control of the common ailments is concerned.

Table 4.22 Steps suggested by the head teachers and ECDE teachers to minimize the emergence of the common ailments

Measures to minimize ailment	Percentage (%)
Hospital visits & immunization of children	47.2
Educate parents on primary health care	25.0
Proper & protective clothing	11.1
Maintenance of hygiene and proper nutrition	16.7

N=37

Most of the teachers suggested hospital visits and immunization of children as the main measure to minimize the emergence of the common ailments 47.2percent. Other measures suggested were; educating parents on primary healthcare 25.5percent, proper and protective clothing 11.1percent and maintenance of hygiene and proper nutrition 16.7percent.

Table 4.23 Ways to minimize the emergence of the common ailments

Measure of control	Percentage (%)
Bed Net use as a measure to minimize the ailment	33.1
Maintenance of hygiene and proper nutrition	24.2
De-worming as a measure to minimize the ailment	6.7
Use protective clothing as a measure to minimize the ailment	1.2
Taking kids to the Hospital as a measure to minimize the ailment	34.7

N=258

The proportions in the table 4.23 suggested that most of the respondents preferred to take their children to hospital as a measure of minimizing ailments 34.7percent.

Most of the parents interviewed recognized immunization and vaccination as an important factor in reducing incidences of infection 34.0percent. It was followed closely by the use of bed nets as a measure of reducing the incidence of ailment 33.0percent. This may be attributed to the fact that Malaria was earlier mentioned as the most common ailment at 50.5percent, by the parents interviewed, other measures included maintenance of hygiene at 24.0percent. De-worming and ensuring the children wear protective clothing such as shoes and warm clothing at 6.7 percent and 1.2 percent respectively. Pruss (2005) in a study with WHO Geneva, asserted that infestation with soil transmitted worms are attributed to inadequate sanitation and hygiene.

The researcher's observation on general grooming of the learners is shown in Table 4.24.

Table 4.24 General grooming of learners according to observer

Response Level	Frequency (f)	Percentage (%)
Poor	5	46.0
Fair	4	36.0
Good	2	18.0
Total	11	100

Table 4.24 showed that 5 (46.0%) of the 11 schools had a poor learners' presentation, closely followed by 4 (36.0%) schools which the researcher described as fair general grooming. In the remaining 2 (18.0%) of the schools had

a grooming that could be described as good. The researcher considered general children’s hygiene and uniform presentation. Generally, this is an indicator that the parents are either negligent or too busy to attend to the welfare of their young children. This concurs with Akwach (2008) study which states that most parents between age of 20-35 years in marginalized and disadvantaged areas have limited knowledge on wholistic and comprehensive child rearing and use poverty as an excuse to be dirty and careless with their children. In addition to general grooming of the learners the researcher also observed conditions of packed meals for the learners as indicated in Table 4.25.

Table 4.25 Conditions of packed meals for the learners according to the observer

Response Level	Frequency (f)	Percentage %
Poor	7	64.0
Fair	3	27.0
Good	1	9.0
Total	11	100

Most of the schools sampled, indicated a poor performance considering conditions of the learners packed meals at (64.0%). while the rest (27.0%) and (9.03%) ranked fair and good respectively. Worst scenario, most of these schools never had feeding programs neither did the learners’ parents pack for them meals nor snacks. This could impact negatively on the learners’ participation, since they get hungry quickly and hunger lowers the attention span of these young learners. Poor nutrition is also a predisposing factor to certain health related problems

among the learners .According to Abagi (2008), malnutrition is one of the main causes of childhood ailments.

CHAPTER FIVE

SUMMARY, CONCLUSION & RECOMMENDATION

5.1 Introduction

This chapter presents the summary of the study, conclusions, recommendations and suggestions for further research.

5.2 Summary of the study

The purpose of the study was to assess the influence of parental involvement on learners' participation in ECDE centers in Lower Nyokal division, Homa-bay district. This was done by examining various variables that would influence learners' participation in Early Childhood Development Education institutions. These variables included prompt fee payment issues, open day attendance by parents, facilitation of learners' homework and parental contribution to health of learners which formed the research objectives.

However to help realize the research objectives, four research questions were constructed thus linking the research study to the objectives. The study used descriptive survey research design in attempt to collect related information. The relevant data was gathered by use of questionnaires, interview schedules and observation checklist. The data was later analyzed according to the objectives and research questions .Quantitative data was analyzed using S.P.S.S software program, computed into statistical measures of central tendency and presented in frequency Tables and Figures.

5.3 Summary of the findings

The objectives of the study centered on establishing the extent to which prompt fee payment; open day attendance, home work facilitation and health of learners determine their participation in ECDE centers. In order to achieve these objectives, the study administered questionnaires to ECDE teachers, interview schedules for parents and observation check list was also used to obtain first hand information.

The findings on prompt fee payment and learners' participation established that though most parents completed fee payment for the ECDE learners represented by 54%, it was not done promptly. Some learners had to be sent home for fee, this impacted negatively on the attendance of learners since a Percentage of the learners were inconsistent in school attendance, some dropped out of school completely and others transferred to other schools. These factors generally lowered participation of learners because participation and attendance of learners are inseparable. Learners' participation at the ECDE centres can be observed when learners are enrolled at the centres, they attend consistently and take part in activities such as; language, number work and environmental, music, art and craft as well as religion.

The research further found out that most parents do not attend open days in schools indicated by 72.0%. In addition, some schools do not organize open days. However, in the ECDE centres where it is organized and some parents attend,

represented by 58.0%. The parents agreed that open days were important and gave out the following reasons to support; help in understanding the children, motivates both the children and the teachers, bonds the parents and teachers among others. Those ECDE institutions with open day programs do it mostly on a yearly basis, thus majority of the respondents were of the opinion that the frequency of open days in Lower Nyokal division be reviewed. Again parents should be encouraged and sensitized on the importance of parental participation during open days.

The study further found out that home work facilitation by parents is not adequately done by most parents. These are attributed to factors such as; parents commitments, inadequate knowledge and skills to assist the learners and lack of appropriate materials to assist them.

On health and participation of learners the findings from the study showed a series of common ailments ranging from, malaria, typhoid, common cold and flu, water borne diseases like bilhazia among others. Although teachers and parents argued that they take the affected children to the hospital as a measure to prevent and to treat the ailments, the effects of the ailment on the learners was still high. This raised an eyebrow among some respondents who argued that the children do not complete right dosage meant to treat particular ailments.

5.4 Conclusions

Based on the first objective of the study on prompt fee payment and participation of learners in ECDE, the study has established on the teachers and parents responses that although most parents complete their children' school fee, it is not prompt as learners have to be sent back home for fee. This causes absenteeism, drop out and mobility of learners from school to school. Therefore the study concludes that fee payment is vital for facilitation of learners' performance. According to the basic education Act 2012, education in Kenya is free and compulsory. However, this policy has not been fully implemented, and therefore the parents need to be responsible and fully involved in education of their children .According to ECCD Act (2002), parents are encouraged to be more willing to contribute to their children's education through moral and financial support instead of being an obstacle.

On open day attendance by parents, both teachers and the parents agreed that it is important; although the study showed a poor participation rate by parents on open days and that some schools had never even organized one in the first place. For the schools that organized such days, they need to improve as parents complained about the organization and this could be among the reasons for the poor participation, in addition the frequency at which these days are organized is still poor and adjustment should be made. These learners are like a young tree in the nursery that must be properly tended in order to grow into a big tree and the

importance of grown trees are countless and well known to every member of the society.

In addition the study established that teachers give learners homework based on the assumption that parents or older members in families have time and expertise to help learners and that relevant materials are provided by the families to assist the learners in homework .However, the study revealed a number of challenges that impede effective facilitation of learners' homework .Among the challenges are; lack of expertise, inadequate time, too much and complicated homework, inadequate materials and slow understanding by the learners. Therefore the study concludes that school policy on homework needs to be developed in collaboration with parents to make it successful as teacher respondents and some parents actually agree that homework enhanced learners' participation at the ECDE centres.

5.5 Recommendations

To achieve wholistic development of ECDE learners, parents need to be sensitized on the importance of facilitating their children's education through prompt and timely payment of their school levies. Untimely fee payment impact negatively on the child's participation in class due to inconsistency in class attendance as some learners are sent home for school fees. In addition, to avoid dangers that may crop in from children being sent home, the government should

come up with and implement policies to subsidize or make preschool education free and compulsory.

Parental involvement in open days should be encouraged and parents sensitized on the same. From the study it was evident that open days are important in a child's education, it is therefore pertinent that such events be organized more frequently, possibly termly. The government should also consider developing and implementing policies that support this since the collaborative effort enhances children's learning.

Parents and teachers should adopt modern methods of communication such as; the use of mobile phones, diaries and notebooks to enhance communication. Parents and teachers should embrace parents – school communication for improved participation of ECDE learners.

Teachers should establish effective ways for parents to support learners' homework. This enhances participation of learners due to the attention given to the feedback from either party on the child's support.

To eliminate health related issues, parents and teachers should ensure that children take and complete the right dosage given for every ailment. As a matter of fact the study suggested that both the parent and teachers preferred taking the children to the hospital as a measure of reducing occurrence of ailment, yet the rate at which common ailments affect learners is still high, this may be an

indicator that the medicine prescribed in the hospitals are not used in the right way.

5.6 Recommendations for Further Research

The researcher recommends further studies to be carried out in the following areas;-

- (i) A study on developmental dimensions between children who attend private ECDE centres and public ECDE centres at lower primary levels of learning.
- (ii) A comparative study between parental involvement in public ECDE centers and private ECDE centers
- (iii) A similar study on the influence of parental involvement on participation of learners in ECDE centers in other counties.

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Appendix A

A LETTER OF TRANSMITAL

University of Nairobi

Janet Achieng Ochindo,

Box 30197,

Nairobi.

Dear Sir/Madam,

RE: Influence of Parental Involvement on Participation of ECDE Learners

I am a student of the University of Nairobi pursuing a Masters Degree in Education Administration and Planning, specializing in Curriculum Studies. I intend to carry out the above study in your area as part of the requirements for the fulfillment of masters of education program.

The purpose of this letter is to humbly request you to participate in the study by completing the attached questionnaires and respond to the interview schedules.

Your assistance and cooperation will be highly appreciated.

Thank you in advance.

Yours faithfully,

Janet Achieng Ochindo,

Appendix B

QUESTIONNAIRE FOR HEAD TEACHERS

Please respond to each question by providing relevant information.

Kindly, answer as honestly as possible.

Section A: Demographic Information

1. What is your gender?

Male [] Female []

2. Indicate your age bracket.

(a) 18 – 25 [] (b) 26 – 35 [] (c) 36 – 45 [] (d) Over 45 []

3. What is your highest professional qualification?

Certificate [] Diploma [] Degree [] Masters

[] PhD []

4. What is your teaching experience?

Less than one year [] 1 – 5 years [] 6 – 10 years []

11 – 15 years [] Over 15 years []

5. How many children do you have in your ECDE centre?

Less than 20 [] 20 – 40 [] 40 – 60 []

70 - 80 [] 80 – 100 [] Over 100 []

Section B: Fee Payment and Learners’ Participation in ECDE class

6. How much fee did parents pay per child per term in the last 1 year?

.....

7. How did the parents pay fee (subscribe) in the last 1 year?

Monthly [] Termly [] Yearly [] Installments []
]

8. Did the fee payment affect enrolment last one year? Yes [] No []

If Yes, How?

9. Did the fee payment affect attendance in the last 1 year? Yes []

No []

If yes, how?

.....

.....

10. Are the ECDE children sent home for fee? Yes [] No []

Section C: Parents Participation on Open Days

11. (i) Have you organized open days for parents in your ECDE Center in the last one year? Yes [] No []

(ii) If yes how frequent,

Yearly [] twice a year [] Termly [] More than twice a year []

Never []

12. Did Open Days improve ECDE enrollment in the last term?

Yes [] No []

Did Open Days improve attendance of learners last term?

Yes [] No []

13. How do ECDE parents participate during Open Days?

.....

14. How are ECDE learners involved during Open Days?

.....

15. What challenges do you encounter during Open Days?

.....

Section D: Parental Facilitation of Learners' Homework

16. Do your parents assist learners in homework? Yes [] No []

If Yes, how is it done?

17. How do you involve parents with the learner's Homework?

.....

18. Did homework improve class participation last term?

Yes [] No []

19. What challenges did you encounter in parental facilitation of learners homework?

20. Suggest ways to mitigate challenges

.....

Section E: Health and Learners' Participation in ECDE class.

21. Basing on the marking of the Daily Attendant Register, about how many on average are absent in your class per day?

0 – 2 [] 3 – 5 [] Over 5 []

22. Do you maintain a health record for children in your centre?

Yes [] No []

23. List in order of prevalence, five common ailments that children in your ECDE centre suffer from?

- i.
- ii.
- iii.
- iv.
- v.

24. To what extent do the ailments mentioned above affect children's participation in class?

- i. Very great extent []
- ii. Great extent []

- iii. Moderate extent []
- iv. Little extent []

25. What steps have you taken to minimize incidences of illness in class?

.....

.....

26. Indicate True (T) or False (F) appropriately for each of the following statement; use a tick []

Statement	True	False
My ECDE centre has toilets specifically set aside for ECDE children alone.		
Children in my ECDE centre share toilets with the rest of the school community.		
My ECDE centre has no toilets at all.		

27. What is the main source of water in your school?

- i. Bore hole, []
- ii. Roof []
- iii Lake []
- iv River []

28. What percentage of children in your class has completed the National Immunization Schedule?

- i. 100% []

- ii. Over 50% []
- iii. Below 50% []

Thank you for your participation.

Appendix C

QUESTIONNAIRE FOR TEACHERS

Please respond to each question by providing relevant information.

Kindly, answer as honestly as possible.

Section A: Demographic Information

1. What is your gender?

Male [] Female []

2. Indicate your age bracket.

(a) 18 – 25 [] (b) 26 – 35 [] (c) 36 – 45 [] (d) Over 45 []

3. What is your highest professional qualification?

Certificate [] Diploma [] Degree [] Masters
[] PhD []

4. What is your teaching experience?

Less than one year [] 1 – 5 years [] 6 – 10 years []

11 – 15 years [] Over 15 years []

5. How many children do you have in your ECDE centre?

Less than 20 [] 20 – 40 [] 40 – 60 []

70 - 80 [] 80 – 100 [] Over 100 []

Section B: Fee Payment and Learners' Participation in ECDE class

6. How much fee did parents pay per child per term in the last 1 year?

.....

7. How did the parents pay fee (subscribe) in the last 1 year?

Monthly [] Termly [] Yearly [] Installments []
]

8. Did the fee payment affect enrolment last one year? Yes [] No []

If Yes, How?

9. Did the fee payment affect attendance in the last 1 year? Yes []

No []

If yes, how?

.....

.....

10. Are the ECDE children sent home for fee? Yes [] No []

Section C: Parents Participation on Open Days

11. (i) Have you organized open days for parents in your ECDE Center in the
last one year? Yes [] No []

(ii) If yes how frequent,

Yearly [] twice a year [] Termly [] More than twice a year []

Never []

12. Did Open Days improve ECDE enrollment in the last term?

Yes [] No []

Did Open Days improve attendance of learners last term?

Yes [] No []

13. How do ECDE parents participate during Open Days?

.....

14. How are ECDE learners involved during Open Days?

.....

15. What challenges do you encounter during Open Days?

.....

Section D: Parental Facilitation of Learners' Homework

16. Do your parents assist learners in homework? Yes [] No []

If yes, how is it done?

17. How do you involve parents with the learner's Homework?

.....

18. Did homework improve class participation last term?

Yes [] No []

19. What challenges did you encounter in parental facilitation of learners homework?

20. Suggest ways to mitigate challenges

Section E: Health and Learners' Participation in ECDE class.

21. Basing on the marking of the Daily Attendant Register, about how many on average are absent in your class per day?

0 – 2 [] 3 – 5 [] Over 5 []

22. Do you maintain a health record for children in your centre?

Yes [] No []

23. List in order of prevalence, five common ailments that children in your ECDE centre suffer from?

vi.

vii.

viii.

ix.

x.

24. To what extent do the ailments mentioned above affect children's participation in class?

v. Very great extent []

vi. Great extent []

vii. Moderate extent []

viii. Little extent []

25. What steps have you taken to minimize incidences of illness in class?

.....

26. Indicate True (T) or False (F) appropriately for each of the following statement; use a tick []

Statement	True	False
My ECDE centre has toilets specifically set aside for ECDE children alone.		
Children in my ECDE centre share toilets with the rest of the school community.		
My ECDE centre has no toilets at all.		

27. What is the main source of water in your school?

- ii. Bore hole, [] ii. Roof [] iii Lake [] iv River
[]

28. What percentage of children in your class has completed the National Immunization Schedule?

- iv. 100% []
v. Over 50% []
vi. Below 50% []

Thank you for your participation.

Appendix D

QUESTIONNAIRE FOR PARENTS

Section A: Demographic Information

1. Gender of the parent?

Male [] Female []

2. What is your age bracket?

(a) 18 – 25 [] (b) 26 – 35 [] (c) 36 – 45 [] (d) Over 45 []

3. What is your highest academic qualification?

Certificate [] Diploma [] Degree [] Others [].

4. How many children do you have in ECDE centre?

.....

Section B: Fee Payment and Learners' Participation in ECDE class

5. Did you complete fee payment last term? Yes [] No []

If No, why?

.....

6. How did late fee payment affect participation of your child in ECDE class last term?.....

7. What challenges do you find in payment of fee for your child?.....

.....

8. How do you mitigate the challenges?.....
.....

Section C: Parents Participation on Open Days.

9. Did you attend any Open Day last term? Yes []. No [].

10. Briefly explain your answer?
.....

11. Did you find Open Days of any importance?

Yes []. No [].

If yes, briefly explain how

12. How did you participate during Open Days?.....
.....

13. How can Parents participation during Open Day be improved?

.....
.....

Section D: Parental Facilitation of Learners' Homework

14. Do you assist your child in homework? Yes []. No [].

If yes, how?.....

15. Has homework improved your child's participation in class?

Yes []. No [].

16. What challenges do you encounter?.....

.....

17. How can the said challenges be mitigated?

.....

.....

Section E: Health and Learners' Participation in ECDE class.

18. What are the common ailments at home?

.....

.....

19 To what extent do the ailments affect the attendance of your child?

(i) Very great extent (ii) Great extent (iii) Moderate extent

(ii) Little extent

20 What steps have you taken to minimize the ailments?.....

.....

21 What is the source of water for drinking at home?

.....

22 How do you ensure the water is safe for drinking?

.....

Thank you for your participation.

Appendix E

OBSERVATION CHECK LIST

OBSERVE	POOR	FAIR	GOOD
General Grooming of Learners			
Conditions of packed meal for the learners			
Parents diaries			
Learners' Attendance			

Appendix F: Research Permit

NATIONAL COMMISSION FOR SCIENCE, TECHNOLOGY AND INNOVATION

THIS IS TO CERTIFY THAT:
MS. JANET ACHIENG OCHINDO
of UNIVERSITY OF NAIROBI, 474-40300
Homabay, has been permitted to
conduct research in Homabay County
on the topic: INFLUENCE OF PARENTAL
INVOLVEMENT ON LEARNERS
PARTICIPATION IN EARLY CHILDHOOD
DEVELOPMENT EDUCATION IN LOWER
NYOKAL DIVISION, HOMA-BAY DISTRICT,
KENYA
for the period ending:
31st December, 2015

Permit No : NACOSTI/P/14/1338/3461
Date Of Issue : 1st, October, 2014
Fee Received :Ksh 1,000


[Signature]
Secretary
National Commission for Science,
Technology & Innovation

Applicant's
Signature

NATIONAL COMMISSION FOR SCIENCE, TECHNOLOGY AND INNOVATION

CONDITIONS

- 1. You must report to the County Commissioner and the County Education Officer of the area before embarking on your research. Failure to do that may lead to the cancellation of your permit**
- 2. Government Officers will not be interviewed without prior appointment.**
- 3. No questionnaire will be used unless it has been approved.**
- 4. Excavation, filming and collection of biological specimens are subject to further permission from the relevant Government Ministries.**
- 5. You are required to submit at least two(2) hard copies and one(1) soft copy of your final report.**
- 6. The Government of Kenya reserves the right to modify the conditions of this permit including its cancellation without notice.**

REPUBLIC OF KENYA

NACOSTI
National Commission for Science,
Technology and Innovation

Serial No: A 3441

RESEARCH CLEARANCE
PERMIT

CONDITIONS: see back page

Appendix G: Research Authorization



NATIONAL COMMISSION FOR SCIENCE, TECHNOLOGY AND INNOVATION

Telephone: +254-20-3313471,
2241349, 310571, 2219420
Fax: +254-20-318245, 318249
Email: secretary@nacosti.go.ke
Website: www.nacosti.go.ke
When replying please quote

9th Floor, Utalii House
Uhuru Highway
P.O. Box 30623-00100
NAIROBI-KENYA

Ref. No.

Date:

1st October, 2014

NACOSTI/P/14/1338/3461

Janet Achieng Ochindo
University of Nairobi
P.O. Box 30197 - 00100
NAIROBI.

RE: RESEARCH AUTHORIZATION

Following your application for authority to carry out research on *"Influence of parental involvement on learners participation in Early Childhood Development Education in Lower Nyokal Division, Homa-Bay District, Kenya."* I am pleased to inform you that you have been authorized to undertake research in **Homabay County** for a period ending **31st December, 2015.**

You are advised to report to **the County Commissioner and the County Director of Education, Homabay County** before embarking on the research project.

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

DR. M. K. RUGUTT, PhD, DSc.
Ag. SECRETARY/CEO

Copy to:

The County Commissioner
The County Director of Education
Homabay County.