INFLUENCE OF PARENTAL INVOLVEMENT ON CHILDREN'S ACHIEVEMENT IN NUMBER WORK ACTIVITIES IN SELECTED PRE-SCHOOLS IN KIOGORO DIVISION, KISII COUNTY

BY

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DECLARATION

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

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This research project has been submitted for examination with the knowledge of the supervisor

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DEDICATION

I dedicate this work to my dear wife Biliah Nyaboke and my beloved children Dorcah and Mary for their constant prayer, encouragement and moral support which kept me going.

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ABBREVIATIONS AND ACRONYMS

ECDE   -   Early Childhood Development and Education

DEO   -   District Education Officer

MOEST   -   Ministry of Education Science and Technology

NGO   -   Non-Governmental Organization

PTA   -   Parent Teacher Association

ABSTRACT

The purpose of this study was to investigate the influence of parental involvement on pre-school children's achievement in numberwork activities in Kiogoro Division, Kisii County. A case study research design was used in this study. The researcher targeted two schools which were randomly sampled; where one was a public pre-school while the other was a private pre-school while the other was a private pre-school. The study target a population of 2- headteachers, 5 - pre-school teachers, 104 - parents and 115- children. The instruments for the study were questionnaires for pre-school teachers and head teachers, interview schedules for parents and children and a document analysis guide. The researcher collected the data alone and analyzed it using Statistical Packaging for Social Sciences which computed percentages, mean scores, standard deviation and frequencies. The findings of the study established that parental involvement in children's learning greatly promotes the performance of the child in number work activities, most children whose parents were involved in their learning by communicating regularly with teachers, providing them with basic needs and supporting them with their school work recorded high mean scores in number work activities. Therefore the study recommends that parents should be educated by other stakeholders on the provision of resources in promoting children's performance in number work. Parents and teachers should also be sensitized on modalities of overcoming the challenges like poverty, uncooperativeness, lack of resources and time among other challenges that tend to affect the performance of number work activities in the Division.

CHAPTER ONE: INTRODUCTION

1.1 Background to the study

Squelch (1994) defines parental involvement as the active and willing participation of parents in a wide range of school and home-based activities. In addition, Kreider (1999) defined educational involvement as activities that parents conduct at home and in early childhood settings to directly or indirectly support their children's learning. In this light parental participation involves parents and teachers working together and supporting each other in the best interest of the child. Parental involvement is mainly manifested in a variety of activities, from supporting and upholding the ethos of the school to supervising children's homework.

Parental involvement is very important in the learning of children. Many researchers, such as Lemmer, (2002); Henderson and Berla, (1994), support the idea of educator-parent co-operation, and they believe that it enhances learner improvement at school, learners' self-esteem, better school attendance and regular completion of homework. In addition they emphasize that parental co-operation with teachers lead to more positive attitudes and behavior in school by learners, better school leaving results and higher enrolment in post-secondary education. Epstein (2001) argues that parental involvement relates to more learner achievement and more in academic improvement at schools.

In Kenya, the Government has been providing education in collaboration with partners such as parents, local communities, local authorities, voluntary organizations, churches and civil societies. The Kenyan government has a policy of partnership at all ties of education that support partnership between parents and teachers (GOK, 2006).

The Kamunge Report of 1979 urged every school in Kenya to form a Parent-Teachers Association (PTA) with the following responsibilities: To create closer relations between teachers and parents; provide a forum for discussions for all aspects concerning the school and its activities; provide opportunities for exchange of views among teachers, parents and Board of governors; to further parents' interest in their children's education and provide funds for development and management (Maranga, 1998, as cited by Achoka). According to Mac Conchie (2004), the existence of a range of public statements concerning the need for parent's participation is not necessarily a good indicator of the extent and quality of such partnerships. In reference to above, parents need to participate in the learning of their children at different levels.

There are different levels of parent involvement in the learning of their children. Epstein (1992, 1996) identified six categories of school-family involvement, some of them include: Communication (type/level 2) such as communicating to parents about school programs and student's progress; Parental involvement at home (type/level 4), including help with school work, discussions about school, encouragement and complements. This means that parents need to participate well across all the levels.

In Kenya, Koech (2010) found out that there exists parental involvement such as communication, learning at home, parenting, and community collaboration, decision making and volunteering. Koech (2010) also established that there was low level of parental involvement in the order of mode of communication, learning at home, parenting, community collaboration and decision making respectively and lastly volunteering. Although the government supports partnership, research suggests that current partnership in Kenyan schools appear to be weak or limited in scope. In

reference to ECDE, Wawire (2006) and Ndani (2008) found a similar trend. These findings suggest that current roles taken by parents are based on a very narrow form of partnership. This therefore, raises an important question: are parents involved effectively in their children's learning at home and communication to school?

Ndani's (2008) study in Thika District also established that there was low participation of the community in activities at pre-schools in communication, volunteering, decision making and collaboration. However this study did not look at Epstein's other components of involvement i.e. learning at home which is very crucial in children's learning. Also this study did not focus on parent's gender, level of education and socio-economic as factors affecting parent participation in the learning of their children.

1.2 Statement of the Problem

Promoting family involvement among diverse population is one of the challenges facing educators (Charian, 1995) schools today unlike traditional settings are often discounted from home and community. As children enter school, their parents may feel detached from the learning process because of the barriers that emerge in the education process.

Studies conducted in Kenya show that parental involvement in children's education appears to be limited in scope. Wawire (2006) found out that the role of parents in pre-schools seem to be restricted to the provision of finances and facilities. Ndani's (2008) study in Thika District also established that there was low participation of the community in activities at pre-schools in communication, volunteering, decision making and collaboration. These findings suggest that current roles taken by parents

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are based on a very narrow form of partnership and this might affect children's achievement in number work activities.

Generally, for the past three years, children in Nyataro (public) and Satellite (private) primary schools in Kiogoro Division have not been performing so well in number work activities as shown by the results in the table below. Table 1.1 shows mathematics KCPE analysed results in selected primary schools from 2009-2011.

Table 1.1: KCPE Results Analysis in Mathematics in the Two Selected pre-schools in Kiogoro Division

Year	School A		School B	
	Total Entries	Mean Score	Total Entries	Mean Score
2009	38	41.41	16	56.88
2010	31	39.19	17	59.70
2011	28	39.29	15	57.40

Source: DEO's Office Statistics, Kisii Central

From Table 1.1, it can be seen that performance in mathematics in KCPE in School A ranges from a mean score of 39.19 to 41.41 while the performance in mathematics in KCPE in School B ranges from 56.88 to 59.70. This clearly indicates that children in private schools perform better in number work activities than those in public schools. Pre-school number work activities lay a foundation for mathematics taught in primary school. However, no formal examinations are conducted to determine how children transit from pre-schools to primary schools. Children's achievement in primary school mathematics is likely to be influenced by the way children are prepared in pre-school number work activities and yet there are no studies that have been conducted to determine children's achievement in pre-school number work activities in Kiogoro

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Division. Against this background, there was a need to conduct a research on how parental involvement in children's education influences their achievement in number work activities in the selected pre-schools in Kiogoro Division.

1.3. Purpose of the Study

The purpose of the study was to investigate the influence of parental involvement on children's achievement in number work activities in selected pre-schools in Kiogoro Division, Kisii Central District.

1.4. Objectives of the Study

The study was guided by the following objectives;

(a) To establish the influence of parental communication on pre-school children's achievement in number work activities.

(b) To assess the importance of parenting on pre-school children's achievement in number work activities.

(c) To determine the impact of parental support in children's school work on their achievement in number work activities.

1.5. Research Questions

(a) To what extent did parental communication influence children's achievement in number work activities?

(b) How did parenting impact on pre-school children's achievement in number work activities?

(c) To what extent did parental support in children's school work influence children's achievement in number work activities?

1.6 Significance of the Study

It was anticipated that the research findings were useful to policy makers in implementing ideal policies that were to promote and strengthen parental involvement. The school teachers were able to decide on the appropriate ways to forge partnerships with parents. Teacher trainers were to use this information to equip teacher-trainees with relevant skills on how to involve parents in their ECD centers. The study was to enable parents to understand the appropriate strategies to employ in strengthening involvement and what to participate in. It was also anticipated that the MOEST was to use the generated information from the study as an indicator in order to strengthen ECD centers involvement.

1.7. Limitations of the Study

The study was limited by a number of factors. Poor weather conditions affected the projected time for data collection. The researcher had to wait for rains to stop before going to the field to collect data. Death within the community also affected data collection as the researcher could sometimes go to pre-schools to meet the participants only to find that they are away for a funeral. The findings of this study can only apply to schools and be generalized to areas with similar characteristics as these in Kiogoro Division.

1.8 Delimitation of the study

The study was to investigate the influence of parental involvement in number work activities in two selected pre-schools in Kiogoro Division. The study focused on the relationship of communication, parenting, and parental support in children's school work in relation to pre-school children's achievement in number work. The researcher

used a case study and target population was 2 pre-schools, 2 head teachers, 5 pre-school teachers, 115 pre-school children and 104 pre-school parents.

1.9 Basic Assumptions of the Study

The study assumed that teachers were professionally qualified and could plan and organize number work activities for pre-school children and also involve parents in their children's education. It also assumed that parents were motivated to take part in their children's education. Lastly, it was assumed that there are a range of factors that affect the parental involvement in their children's learning and that the respondents would answer the questions correctly and truthfully.

1.10 Definitions of Key Terms

Achievement	Refers to being able to perform number work activities
Child	Refers to a person who learns in normal learning class of the age 2- 6years
Impact	Refers to the outcome of an activity
Influence	Refers to an aspect that moves one to take part in an activity
Investigate	To try to bring out the details
Involvement	Refers to the mutual trust to take part in something you care for.
Number work	Refers to an activity performed in pre- school class dealing with numbers.
Parents	A mature man or woman who has children in pre-school centers
Pre- school	Refers to the level of learning of children of the age 2 - 6 years.

| **Relationship** | Refers to similar attributes in a learning situation. |
| **Teacher** | Refers to a person in charge of a pre- school class in giving educational instructions. |

1.11. Organization of the Study

The study is divided into five chapters. Chapter one consist of the background of the study, statement of the problem, purpose of the study, objective research questions, significance of the study, limitation and delimitation basic assumptions, definitions of key terms and organization of the study. Chapter two has the review of related literature which is subdivided into sections, theoretical and conceptual frame work. Chapter three deals with research design,; population, sampling and sample size, instruments, validity, reliability, procedure for data collection and data analysis, chapter four dealt with the findings and discussions of the raw data in relation to the objectives and chapter five comprised of the summary of the report, conclusions and recommendations of the findings.

CHAPTER TWO: LITERATURE REVIEW

2.0 Introduction

This section presents the review of related literature. It focuses on the influence of parental involvement in promoting pre-school children's number work in their education in ECDE centers.

2.1. Parental Communication

According to most studies (Olatoye and Agbatogun, 2009: Mestry and Grobler, 2007; Bronfenbrenner, 1979, 1986) a positive parent-teacher relationship helps a child feel good about school and be successful in school. The parent/teacher relationship can be complex, simple, unpredictable, inspiring, stressful, rewarding, delightful and painful. Entire books are written on the subject and it is often a topic of discussion in different forums. This is because parent/teacher relationships are important. Both parents and teachers have to figure out how to work together and overcome obstacles that get in their way. Not every parent will understand how to do and be a partner in their child's education and not every teacher will feel confident in the process either. It is therefore advisable to keep trying in order to grow and learn how to build the parent/teacher relationship. Communicating is a key factor for making this relationship work. The parents need information about what and how their child is learning, and the teacher needs important feedback from the parent about the child's academic and social development. Recommendations for close communication between parents and early childhood staff are on strong theoretical grounds. Bronfenbrenner (1979, 1986) has offered the most detailed set of propositions about the developmental benefits of frequent and personal communication between teachers and parents. Surprisingly little research has been conducted on this topic.

Olatoye and Agbatogun (2009) in their study on the parental involvement as a correlate of pupils' achievement in mathematics and science in Ogun State, Nigeria, noted that parents and teachers ought to work together many times in order to achieve a common objective over a particular child or pupil, but this is not often the case and the pupil suffers for this neglect. Parents and teachers without realizing it has a common objective to achieve in any child, and the sooner they worked together to achieve this, the better it is for the academic performance of the pupil. Many parents do not find it easy to accept the person or the teaching methods of a particular teacher, just as any teacher might also find it unacceptable to accept the persons of certain parents. There are differences and gaps where there should not be any with the resultant effect that the pupil's academic performance takes a nosedive (Olatoye and Agbatogun, 2009).

The essence of parent teacher relationship is further underpinned by Mestry and Grobler (2007) who did a study in South Africa on collaboration and communication as effective strategies for parent involvement in public schools. They used quantitative research to determine the perceptions of teachers regarding aspects of parental involvement in school governance that were considered essential. Their findings revealed, amongst others, that collaboration and communication determined the parents' commitment to the education of their children and the role they play in school governance.

Another study by Owen, Ware, & Barfoot, (2000) found that more communication between mother and child care provider was significantly related to more sensitive and supportive interactions between the caregiver and child, and between mother and child and the child's academic achievement. In the study more frequent

communication involved mother and child care provider seeking and sharing information about the child and the child's experiences. However, the study did not look at the frequency or mode of communication between mother and child care provider. Carlisle et al. (2005) argues that teachers and administrators can communicate with parents through a variety of different means including newsletters, e-mails, translated materials, web postings, telephone calls, home visits, videos or photo albums that depict a day in the class, and face-to-face communication

According to Shellenbarger (2000) most communication between parent and staff occurs at child drop-off and pick-up points. This transition time typically is not conducive to meaningful exchanges; parents can be rushed, staff are understand-ably focused on children's transitions, and in the case of full-day programs, staff members who spend the largest amount of time with a child may not be on duty at the point

parents are present. Anecdotal evidence suggests that some centers seeking to be more family centered are accommodating these circumstances by arranging for staff to participate in lunch-hour telephone calls with parents checking on their child's day and to talk about children's problems only at meetings scheduled at parents' convenience rather than at the point parents arrive, reportedly tired and rushed, to retrieve their child at the end of the day.

Teacher judgmentalness about parents' child-rearing abilities is an obvious barrier to establishing and maintaining respectful relations between parents and program staff. This also influences effective communication between the parents and staff. Findings of a descriptive study of 11 family-focused early childhood programs indicated that, in some cases, staff believed parents were not giving their children proper attention and care, and staff found it difficult to avoid being judgmental and to identify family

strengths (Lopez & Dorros, 1999). Other studies point to a pattern of negative teacher attitudes regarding parents' child-rearing abilities (Kontos & Woods, 1983; Howes, & Whitebook, 1990). In one study, mothers held in low esteem by center staff had significantly fewer daily communications with staff than parents held in high esteem (Dunn 1989). Another consequence of negative teacher views of parents' child-rearing abilities may be staff adoption of a "child savior" orientation wherein staff view themselves as surrogate parents and try to assume more responsibility for the child than is appropriate or desired by the parent. A lack of clarity in the roles of parents and program staff has been found to be associated with tensions in the parent-staff relationship (Lopez & Dorros, 1999).

A primary purpose of frequent communication between parent and program staff is to establish and implement shared goals for a child. Research on the nature and consequences of this process is non-existent. This issue is particularly salient for the growing number of children from linguistic and cultural backgrounds that are not represented in their early childhood program. Early education is likely to be most beneficial if program activities are made meaningful for children through the incorporation of activities that parents value and in which the children engage at home (Fitzgerald & Goncu, 1993).

Studies conducted in Kenya also show that parental involvement in children's education appears to be limited in scope. Wawire (2006) found out that the role of parents in pre-schools seem to be restricted to the provision of finances and facilities. Ndani's (2008) study in Thika District also established that there was low participation of the community in activities at pre-schools in communication, volunteering, decision making and collaboration. These findings suggest that current

roles taken by parents are based on a very narrow form of partnership and this might affect children's achievement in number work activities.

2.2. Parenting

A parenting style is a psychological construct representing standard strategies that parents use in their child rearing. There are many differing theories and opinions on the best ways to rear children, as well as differing levels of time and effort that parents are willing to invest. There are four generally agreed styles of parenting namely authoritarian, authoritative, permissive, and uninvolved parenting (Kendra, 2012). In authoritarian style of parenting, children are expected to follow the strict rules established by the parents. Failure to follow such rules usually results in punishment. Authoritarian parents fail to explain the reasoning behind these rules. If asked to explain, the parent might simply reply, "Because I said so." These parents have high demands, but are not responsive to their children. According to Baumrind (1991), these parents "are obedience- and status-oriented, and expect their orders to be obeyed without explanation."

Like authoritarian parents, those with an authoritative parenting style establish rules and guidelines that their children are expected to follow. However, this parenting style is much more democratic. Authoritative parents are responsive to their children and willing to listen to questions. When children fail to meet the expectations, these parents are more nurturing and forgiving rather than punishing. Baumrind (1991) suggested that these parents "monitor and impart clear standards for their children's conduct. They are assertive, but not intrusive and restrictive. Their disciplinary

methods are supportive, rather than punitive. They want their children to be assertive as well as socially responsible, and self-regulated as well as cooperative."

Permissive parents, sometimes referred to as indulgent parents, have very few demands to make of their children. These parents rarely discipline their children because they have relatively low expectations of maturity and self-control. According to Baumrind (1991) permissive parents "are more responsive than they are demanding. They are nontraditional and lenient, do not require mature behavior, allow considerable self-regulation, and avoid confrontation." Permissive parents are generally nurturing and communicative with their children, often taking on the status of a friend more than that of a parent.

An uninvolved parenting style is characterized by few demands, low responsiveness and little communication. While these parents fulfill the child's basic needs, they are generally detached from their child's life. In extreme cases, these parents may even reject or neglect the needs of their children (Kendra, 2012).

In addition to Baranrind's (1991) initial study of 100 preschool children, researchers have conducted numerous other studies that have led to a number of conclusions about the impact of parenting styles on children. Authoritarian parenting styles generally lead to children who are obedient and proficient, but they rank lower in happiness, social competence and self-esteem. Authoritative parenting styles tend to result in children who are happy, capable and successful (Maccoby, 1992).

Permissive parenting often results in children who rank low in happiness and self-regulation. These children are more likely to experience problems with authority and tend to perform poorly in school. Uninvolved parenting styles rank lowest across all

life domains. These children tend to lack self-control, have low self-esteem and are less competent than their peers (Kendra, 2012).

Parenting styles influence children outcome even through adolescence to adulthood. Oiuwatelure and Oloruntegbea (2009) examined the attitude of students towards Biology and Chemistry in an attempt to establish the effects of parental involvement on students' attitude and performance in science. They concluded that greater academic progress can be achieved by students if their parents become conscious of the fact that there is a lot they can do to bring to reality goals and aspiration for their children. They further established that the type of attitude and performance in science subjects is a function of the level of parental involvement.

The home is the cradle for development from where the child builds and develops their knowledge, inclinations and interest However, Ezeliora and Ezeokana (2010) found that unfortunately, the home which should provide the girl-child the good environment for developing scientific skills has become an obstacle to the girl-child's scientific development. There are a continuum of parental attitudes and traditional practices in the home directed to the girl-child that are considered harmful and obstacles to girl-child's acquisition of the basic scientific skills. These practices vary from disinterestedness on   the needs of the girl-child and exploitation to open hostility, over protection and excessive restriction of the girl-child, male preference, absentee parenting and early marriage and so on. The consequences of these practices on the girl-child result to emotional breakdown that is manifested by their lack of self-esteem, lack of self confidence, poor self actualization and evaluation, learning difficulty, distractibility and destruction of academic ambition of the girl-child. As a

result, the girl-child lacks the will power to learn difficult subjects like science and mathematics and thus, develop disinterestedness and poor attitude towards science that has helped to increased low women/girls representation in science.

2.3. Parental Support in Children's School Work

Legally the parent is the primary educator of the child, and has a duty to perform, i.e. to give continuing attention to the child and be involved with the educational training of the child (Weeto, 1997) and (Botha, et, al. 2003). Springate & Stegelin, (1999) also state that the parent is the child's first and most important educator. According to Botha et al(2003) all parents have a meaningful contribution to make school activities that fall outside the expertise of the educator, where parents are experts as a result of their particular professional background or field of interest.

The home is the cradle for development from where the child builds and develops their knowledge, inclinations and interest. However, Ezeliora and Ezeokana (2010) found that unfortunately, the home which should provide the child the good environment for developing scientific and mathematics skills has become an obstacle to the child's scientific development. There are a continuum of parental attitudes and traditional practices in the home directed to the child that are considered harmful and obstacles to girl-child's acquisition of the basic scientific and mathematics skills. These practices vary from disinterestedness on the needs of the child and exploitation to open hostility, over protection and absentee parenting and early marriage and so on. The consequences of these practices on the child result to emotional breakdown that is manifested by their lack of self-esteem, lack of self confidence, poor self actualization and evaluation, learning difficulty, distractibility and destruction of academic ambition of the child. As a result, the child lacks the will power to learn difficult

subjects like science and mathematics and thus, develop disinterestedness and poor attitude towards sconce that has helped to increased low women/girls representation in science.

However, parents' level of education affects their participation in promoting children's education in school. Ashby (2006) found that a parent's lack of education or skills (academically or socially), could greatly affect their willingness to participate in family school-partnerships. Bomek and Comely (2002) also came to the same conclusion. They found that many educational staff members were reluctant to encourage the participation and input from family members who, despite good intentions may lack knowledge on partnership relations. The same, views are supported by Hoover D (1995) who also found that parents who feel they had inadequate skills were also less likely to become involved if they think their efforts will not positively affect their children's schooling. Also, they may feel the partnership makes them look inadequate alongside well -educated teachers.

According to Dauber (1993) there is significant correlation between parental education and parental involvement in their teens learning at home. Parents who had more formal education were more likely to report being involved with their teens learning at home than were parents who had less formal education. Mwoma (2009) also established that the educational levels determined father's involvement in their children's education. Keith (2002) in her study also found out that many parents with higher educational attainment and more income volunteer and support school events.

2.4. Theoretical Framework for the Study

Social Constructivism Theory

This study is basically supported by a social constructivism theory by Lev Vygotsky (1978). In social constructivism, Vygotsky emphasizes that learning is collaborative by nature. He argues that it was not possible to separate learning from the social interactions of children. At the same time it should not be limited to assimilation and accommodation of new knowledge by learners but a process by which learners are fully integrated into a knowledge community.

Vygotsky emphasize that language and culture have a crucial role in the cognitive development of learners. They play a major role in both human intellectual and how they perceive the world. He further explains that learning is a collaborative process the actual development (independent) and the potential develop (what the child is able to do under guidance of the teacher). He further argues that motivation which is both extrinsic and intrinsic is essential in one's learning. Since knowledge is actively constructed by both the learner, learning also depends to a significant extent on the learner's motivation.

2.5: Conceptual Framework for the Study

The conceptual framework in figure 1 clearly shows the relationship of the variables and how they are interrelated
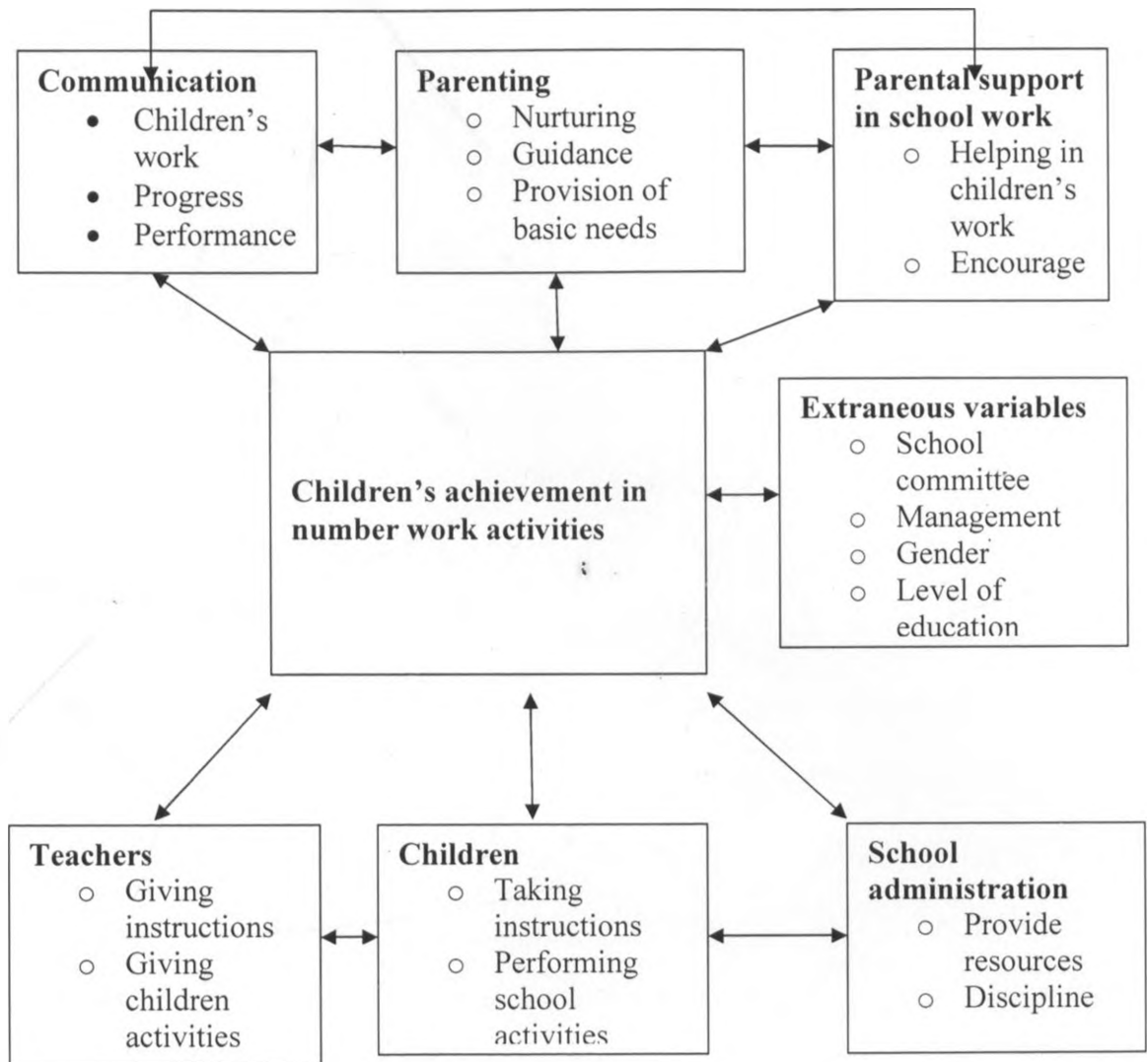
Figure 2.1: Illustrate Conceptual Framework of my study and it clearly shows the inter-relationship between the variables.

The conceptual framework above clearly depicts how the independent and dependent variable are interrelating. The independent variables are communication, parenting & parental support children's schoolwork. These show how the parent is involved in promoting the child's achievement in number work. The dependent variable is therefore children's achievement in number work activities in terms of activities

children do like; numbers, writing numbers, modeling and counting numbers. As the independent variable influence the dependent variable teachers, children and school administrator will be modulating the whole process.

CHAPTER THREE: METHODOLOGY

3.0 Introduction

This chapter presents the research design, target population, sample size and sampling procedure, research instruments, validity, and reliability of the research instrument, procedure for data collection and data analysis.

3.1. Research Design

Research design is a plan or an outline that is used to generate answers to research problems (Orodho 2003). According to Kothari (2003), it is a conceptual structure within which research is conducted. It can be regarded as an arrangement of conditions for collection and analysis of data; The researcher used a case study design to enable him come up with a detailed examination on the influence of parental involvement on pre-school children's achievement in number work activities. A case study seeks to describe a unit in detail and holistically. The design was chosen because the study was trying to establish and determine in detail the relationship of the independent and dependent variables. The independent variable was influence of parental involvement while dependent variable was children's achievement in number work activities.

3.2. Target Population

Mugenda and Mugenda (1999) define target population of a study as the entire group of individuals, cases or objects with common observable characteristics. The target population for this study was 2 pre-schools in Kiogoro Division, Nyataro(public) and Satellite(private), head teachers of the 2 pre-schools, pre-school teachers and all the children in the two pre-schools. Records at the A.E.O Kiogoro Division indicate that

there were 5 teachers in the 2 pre-schools, 160 pre-school children, 160 pre-school parents and 2 head teachers who served as the target population.

3.3. Sample Size and Sampling Procedure

Orodho and Kombo (2002), describes sampling as a provision of selecting a number of individuals or objects from a population such that the selected group contains elements representative of the characteristics found in the entire group. Webster (1985), also said that a sample is a finite part of a statistical population whose properties are studied to gain information about the whole.

Kiogoro Division has two zones of which there are 35 ECD centers both public and private. The two ECD centers were randomly selected for the study i.e. Nyataro (public) and Satellite (private). Each pre-school's name was written on a separate piece of paper and all pieces were put in two containers; one for public and another for private pre-schools. The containers were shaken and the researcher selected one piece from each container with the name of the ECD center. From the two sampled centers, 2 head teachers were sampled, 5 pre-school teachers, 160 pre-school children and 160 pre-school parents were sampled for the study. The random sampling ensured all the pre-schools in each zone have equal chance of being selected.

3.4 Research Instruments

The research instruments consisted of questionnaires for head teachers and pre-school teachers, interview schedule for pre-school children and pre-school parents and a document analysis guide. Each instrument was used to gather information from the

selected sample for the study. The research instruments were constructed based on research objectives.

Questionnaires were divided into two sections. Section A consisted of background information about the teacher and section B established the teacher's involvement in relation to their communication, parenting and children's school work. The interview schedule gathered information from children on their parent's and teacher's communication, parenting and their school work activities in relation to their achievement in number work activities. In the document analysis guide, the researcher looked at the diaries used for communication between parents and teachers on pre-school children's work, the progress records of children in number work activities, and children's number work exercise books to find out whether teachers mark and give comments on children's work.

3.5. Validity of the Instruments

Validity is concerned with establishing whether the instrument measures what it is supposed to measure (Orodho, 2004). The research instruments were developed based on the research objectives. To ensure validity, the researcher sought for expert judgment from the supervisors before the study commenced. Piloting of the instruments was done after which corrections were done.

3.6. Reliability of the Instruments

The reliability of the instrument is the degree to which empirical indicators of a theoretical concept will be stable across two or more attempts. To test reliability the researcher developed the instruments and carried out piloting in pre-schools in the

neighboring district in a period of three days. After sometime he gave the same instruments to the same respondents. The results from the instruments enabled the researcher to delete some of the items, add more information to them, and modified some of the information to test its reliability. The comparison obtained from the step 1 and 2 using Pearson's correlations coefficient for the test- retest will be employed to determine the correlation of items contained in the instrument.

3.7. Data Collection Procedures

The researcher obtained a permit from the Ministry of Education (MOE). The researcher got a letter from the DEO to allow him to visit the sampled schools to carry out the research. The researcher booked an appointment with the selected schools through, the head teacher to visit and administer the tools. The questionnaires were distributed to the respondents and were collected on the same date to avoid distortion of information. The researcher conducted individual interviews to pre-school children and their parents. Observation was also done on the same day to avoid distortion of information. The respondents were given instructions and were assured of confidentiality.

3.8. Data Analysis Procedures

The information from the field was analyzed using Statistical Packaging for Social Sciences which computed percentages, mean scores, standard deviation and frequencies.

CHAPTER FOUR: FINDINGS AND DISCUSSIONS

4.0 Introduction

This chapter contains the findings of this study. The researcher mainly focused the study on three objectives which are; the influence of parental communication on pre-school children's achievement in number work, the importance of parenting on pre-school children's achievement in number work activities and the impact of parental support on pre-school work in children's achievement in number work activities.

4.1 Background Information

The study collected information on pre-school teachers' professional qualifications. The analyzed information is shown in Table 4.1.

Table 4.1: Teachers' Professional Qualification in Kiogoro Division, Kisii County

Qualifications	Frequency	%
Untrained	1	20
Certificate	3	60
Diploma	1	20
Total	5	100

From Table 4.1, it can be seen that 60% of the pre-school teachers are trained up to certificate level, 20% of them are trained up to diploma while only 20% are not trained. It shows that the majority of teachers have the necessary skills required to teach effectively at pre-school level and they also involve parents in children's education at school.

The study established pre-school teachers' teaching experience and the analysis of the results are shown in Table 4.2.

Table 4.2: Pre-school teachers' Experience in Kiogoro Division, Kisii County

Teaching Experience	Frequency	%
8 months	0	0
1 year	2	40
5 years	3	60
Total	5	100

From the analysis in Table 4.2, 60% of the pre-school teachers have been in the teaching profession for 5 years, 40% of them have taught children for 1 year while none of the teachers have been in the profession for 8 months. This suggests that majority of teachers have been in the teaching profession for quite a long time hence they have the experience in teaching and children and must have interacted with the parents long enough.

The researcher also established the pre-school teachers' gender and the results are shown in Table 4.3 below.

Table 4.3: Pre-school teachers' Gender in Kiogoro Division, Kisii County

Gender	Frequency	%
Male	1	20
Female	4	80
Total	5	100

From Table 4.3, it is evident that majority of pre-school teachers (80%) are female, only 20% of the pre-school teachers are male. This indicates that most females have trained to be pre-school teachers as opposed to males.

Information on parents' socio-economic status was gathered and the results are shown in Table 4.4.

Table 4.4: Pre-school Parents' Socio economic Status in Kiogoro Division, Kisii County

Parent's occupation	Frequency	%
Employed	28	26.92
Self-employed	32	30.76
Unemployed	44	42.30
Total	**104**	**100**

From Table 4.4, majority of the parents (42.30%) are not employed, 30.76% of the parents are self-employed and only 26.92% of them are employed. This indicates that most parents may not be able to provide for their children's basic school requirements and basic needs at home adequately due to lack of or inadequate income. School requirements like exercise books, text books and pencils as well as basic needs required at home are very essential in learning number work activities.

The researcher also gathered information on the parents' level of education and the results are shown in Table 4.5.

Table 4.5: Pre-school Parents' Academic Education in Kiogoro Division, Kisii County

Level of Education	Frequency	%
KCPE	24	23
KCSE	35	33.65
Certificate	20	19.23
Diploma	17	16.34
Degree	8	7.96
Total	**104**	**100**

From Table 4.5, majority of pre-school parents (33.65%) had KCSE certificates, 19.23 % had completed Certificate courses in various fields, 23% have KCPE certificates, 16.34% had completed Diploma courses and only 7.96% of the parents are Bachelor Degree holders in their respective fields. It is evident that most of the pre-school parents have acquired basic education hence they are able to assist their children with school work.

Information on the parents' marital status was also gathered and the analyzed as shown in the Table 4.6.

Table 4.6: Pre-school Parents' Marital Status in Kiogoro Division, Kisii County

Marital status	Frequency	%
Single	74	71.15
Married	30	28.84
Total	**104**	**100**

Table 4.6, shows that majority of the pre-school parents (71.15%) are not married, only 28.84% are married. This indicates that majority of the pre-school children are not able to get the support they require with their school work from both parents. This is likely to affect their achievement in number work activities.

The researcher gathered information on the head teachers' professional qualification and the analysis information is shown in Table 4.7.

Table 4.7: Headteachers' Professional Qualification in Kiogoro Division, Kisii County

Professional Qualifications	Frequency	%
Diploma	1	50
Certificate	1	50
Total	**2**	**100**

Table 4.7 shows that 50% of the pre-school head teachers have trained up to diploma level and another 50% of the teachers have a certificate in ECD. This indicates that the head teachers have knowledge and skills on how to involve parents in pre-school children's work.

Information on availability of learning facilities was gathered and the analysis of the results is shown in Table 4.8.

Table 4.8: Availability of Learning Facilities in Pre-schools in Kiogoro Division, Kisii County

Availability of learning facilities	Frequency	%
Adequate	2	100
Not adequate	0	0
Total	**2**	**100**

From Table 4.8, it is evident that all the pre-schools (100%) have adequate learning facilities. This indicates pre-school children are able to perform number work activities comfortably.

4.2 Research findings

In this section, the researcher analyzed the findings of the study on the basis of the research questions. The analyzed data was presented in tables and interpretations made on the same.

4.3 Findings on Research Question 1: To what extent does parental communication influence children's achievement in number work activities?

The study sought to establish the extent to which parental communication influenced children's achievement in number work activities in selected pre-schools in Kiogoro Division. The researcher focused on the parents' mode of communication with teachers, parents' ability to understand information communicated to them, regularity of parents' visit to school to check on children's progress, and the flow of communication between parents and teachers. The results for analyzed data are shown in Table 4.9.

Table 4.9: Parents Mode of Communication with Teachers in Pre-schools and Children's Achievement in Number work Activities in selected School Kiogoro Division

Mode of communication	Frequency	%	Children's Achievement in Number work Activities	
			Means score	S.D
Letters	10	9.62	45	12.1
Diaries	30	28.84	70	11.2
Mobile phones	20	19.23	50	7.5
Face to face	44	42.31	85	3.5
Total	**104**	**100.00**	**62.5**	**8.57**

From Table 4.9, it can be seen that out of 104 respondents, 44(42.31%) of them agreed that they visit pre-schools where their children are learning and have one on one talks with the teachers. 20(19.23) of them said that they use mobile phones to communicate with teachers, 30(28.84%) of them said that they use diaries to communicate with teachers while only 10(9.62%) of them said that they use letters to communicate with teachers. It can also be seen that children's achievement in number work activities depended on the mode of communication their parents used. Their mean scores ranged from 45-85% and the average mean was 62.5%. Children whose parents talked one on one with the teachers and those whose parents used diaries to communicate with teachers recorded a high mean score of (85%) and 70% respectively. This is an indication that they performed well in number work activities and that communication between their parents and teachers was regular.

Those whose parents used mobile phones and letters to communicate with teachers recorded a lower mean score of 50% and 45% respectively. This is indication that they did not perform well in number work activities and that their parents rarely communicated with teachers.

The respondents also agreed that they understood the information relayed to them by the teachers and the flow of communication between parents and teachers was seen to be good. The respondents cited delayance of information and forgetfulness as the main challenges facing communication between pre-school teachers and parents.

4.4. Findings on Research Question 2: How does parenting impact on pre-school children's achievement in number work activities?

The study sought to establish the impact of parenting on pre-school children's achievement in number work activities. In relation to the research question, the researcher focused on provision of basic needs at home and school and provision of teaching / learning materials for school work. The information on provision of basic needs and its impact on pre- school children achievement in number was analyzed in Table 4.10.

Table 4.10: Provision of Basic Needs and Children's Achievement in Number work Activities in Kiogoro Division

Provision of basic needs	Frequency	%	Achievement in Number work Activities	
			Means score	S.D
Provided with	10	8.7	87	7.6
Fairly provided with	65	56.5	68	10.5
Not provided with	40	34.8	48	8.5
Total	**115**	**100**	**67.7**	**8.86**

Table 4.10 shows that 65(56.5%) out of 115 respondents said that their parents provide the basic needs fairly and not to their satisfaction, 10(8.7%) of them said that their parents provide them with all the necessary basic needs at home and only 40(34.8%) of the respondents said that their parents do not provide them with the necessary basic needs. The children's mean scores in number work activities ranged between 48-85% and the average mean was 67.7%. It can be seen that children's achievement in number work activities is related to the provision of basic needs. Children whose parents provided for their basic needs adequately and those whose needs were provided fairly recorded a high mean scores and standard deviation of 7.6% and 10.5% respectively. This indicates that they performed better in number work activities. Those whose basic needs were not provided for had a mean score of 48% which is below average (50). This clearly indicates that they did not perform well in number work activities. It can also be seen that majority of the parents have no capacity of providing basic needs to their families and this has affected children's performance in number work activities. This may be as a result of poverty.

The researcher collected information on provision of teaching and learning materials and their impact on pre- school children achievement in number work. The analyzed result is shown in the Table 4.11

Table 4.11: Provision of Teaching/ Learning Materials for School Work and Children's achievement in Number work Activities in Kiogoro Division

Provision of T/L Materials	Frequency	%	Achievement in Number work Activities Means score	
Provided with	40	34.8	82	5.2
Fairly provided with	63	54.8	70	13.6
Not provided with	12	10.4	43	6.5
Total	**115**	**100**	**67.7**	**8.43**

Table 4.11 shows that 63(54.8%) out of 115 respondents said that their parents do provide them with learning materials fairly, 40(34.8%) of them said that their parents provide them with all the learning requirements, and only 12(10.4%) of the respondents said that their parents do not provide them with learning materials for their school work. From the table, it can be noted that children's achievement in number work activities also depends on the provision of teaching/learning materials. They had a mean score ranging between 43-82% the average mean was 67%.

Those children who were provided with adequate teaching/learning materials and those who were fairly provided with the same recorded high means scores of 82% and 70% respectively. This means that their performance was above average. Those who were not provided with teaching/learning materials recorded a low mean score of 43% which is below average. There is also a clear indication that majority of the parents are unable to adequately provide their children with learning materials hence their performance in number work activities is affected.

4.5. Findings on Research Question 3: To what extent does parental support in children's school work influence children's achievement in number work activities?

In this section, the study sought to establish the extent to which parental support in children's school work influences their achievement in number work activities. The researcher focused on the environment at home, parental assistance with children's home work, and signing of children's work. The results of analyzed data are shown in Tables 4.12 and 4.13.

Table 4.12: Provision of a Conducive Learning Environment at Home and Children's Achievement in Number work Activities

Home Environment	Frequency	%	Achievement in Number work Activities	
			Mean	S.D
Conducive	55	47.8	89	4.5
Not conducive	60	52.2	56	7.6
Total	**115**	**100.0**	**72.5**	**6.05**

Parents should provide a conducive environment for children to learn at home. They are expected to provide proper lighting to enable children see properly as they do their home work. They also have to ensure that the environment is quiet and that nothing or no one distracts children while doing their school work. Table 4.12 shows that 60 respondents (52.2%) said that the environment at home is not conducive for learning and 55 of them (47.8%) said that the environment at home is conducive for learning. From the findings, it can be noted that the home environment influences children's achievement in number work activities. Children had a mean score ranging between 56-89% and the average mean was 72.5%. Those children who were provided with a conducive environment at home recorded a higher mean score of 89% and this is an

4.5. Findings on Research Question 3: To what extent does parental support in children's school work influence children's achievement in number work activities?

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indication that their performance was better. Those who were not provided with a conducive environment recorded a lower mean of 56%. This is an indication that they did not perform very well. Some of the respondents cited that they do not have ample time to do their school work at home because they have to assist their parents with some house chores. Some of them also said that they are unable to do their home work properly at night due to poor or lack of lighting as most of them use tin lamps that require kerosene to provide light. Sometimes the kerosene run out and the lamps go off hence they cannot complete their home work in time.

Table 4.13: Parental Support in Children's School work and Children's Achievement in Number work Activities in Kiogoro Division

Parental assistance	Frequency	%	Achievement in number work Activities	
			Mean	S.D
Assisted	50	43.5	83	13.6
Not assisted	65	56.5	47	8.2
Total	115	100.0	67	10.9

From table 4.13, it can be seen that 65(56.5%) of the respondents said that their parents did not assist them with school work while 50(43.5%) of the respondents said that their parents assisted them with school work. From the findings it can be noted that parental assistance with school work is related to children's achievement in number work activities. Their mean score is ranging between 47-83% and the average mean was 67%. Children who were assisted with their home work recorded a higher mean score of 83%. Those who were not assisted with their home work recorded a low mean score of 47% which was below average.

Most of the children who were not assisted cited that their parents were never at home when they were doing their home work. Some of the respondents also said that their parents check and sign their work after they have completed it while some said that their parents were away while they did their home work therefore they could not check and sign their work.

4.6: Discussions

The findings of this study agree with Olatoye and Agbattogun (2009) that parents and teachers ought to work together many times in order to achieve a common objective over a particular child or a pupil. Both parents and teachers have to figure out how to work together and overcome obstacles that get in their way. This can be best achieved through communication as parents need information about how their child is performing in number work activities, and the teacher needs important feedback from the parents about the child's academic and social development. Both parents and teachers can use various modes of communication (diaries, mobile phones, letters and one on one) as long as the information reaches its destination in time. Parents can visit children's schools to check on their progress in number work activities or call the teachers to get information on the same. They can also use diaries to communicate with the teachers on areas the child experience difficulties or write letters to the teachers on the same. The findings concur with Epstein (1992;1996) that parents can be involved in school activities at home by helping their children with school work, discussing with them about school, encouraging them and giving complements. Parents should assist their children with number work at home whenever they have difficulties as the parent can act as a teacher and a guide in absence of the child's teacher. Parents also give support to children by providing basic needs at home and school. Availability of basic school requirements and a conducive environments at

home enables children to perform number work activities comfortably hence better achievement. Findings support Ndani (2006) and Wawire (2008) that the roles taken by parents are based on a very narrow form of partnership. Most of the parents are unable to provide for their children's needs adequately both at home and at school to support their children's achievement in number work activities. Some of the parents who are able to provide for these needs adequately are most of the times detached from school activities.

CHAPTER FIVE: SUMMARY, CONCLUSION AND RECOMMENDATIONS

5.0 Introduction

This chapter focuses on the summary, conclusion and recommendations and gives brief suggestions for further research based on the same study.

5.1 Summary of the Study

The study was set up to investigate influence of parental involvement on pre-school children's achievement in number work activities. The study covered three objectives from which the researcher did an elaborative study on parental involvement on children's achievement in number work activities. From the findings of every objective, the researcher presented information to explain the relevance of the findings and its relationship in achieving the intended goals.

The achievement of number work activity is a two way activity that requires the teacher, the child and the parents to participate in order for it to be a success. Therefore, the link between the teacher and the parents must be of paramount importance in order for the two parties to succeed. From the responses given it was seen that majority of the parents usually communicate with teachers through diaries and one on one interaction. Letters and mobile phones were cited as last modes communication by respondents. This is as a result of majority of parents who do not know how to read and write. At the same time mobile phones are expensive for them to buy.

Most parents were busy elsewhere and were not able to go to schools where their children are learning regularly. The communication from home to school and from school to home was indeed good. Children whose parents communicated regularly

with teachers were seen to achieve higher in number work activities than those whose parents rarely communicated with teachers.

Provision of basic needs at home by parents was another factor that assists learners to achieve better in their number work activities. 65 respondents were in agreement that parents are able to provide fairly the basic. Some of these basic needs are food, clothes, shelter, T/L materials and a conducive environment within the home. Some parents cited poverty as a factor that tends to hinder the provision of these basic items as required. Economic constraints were also seen as another factors that tend to hinder parents in providing learning materials for their children. Majority of the respondents (54.8%) said that parents provide these materials fairly and not in full. The materials here included text books, pencils/ pens, exercise books, charts, crayons, colors, blocks, blocks, sticks, bottle tops, e.t.c.

Parental support of their children's school work was also a factor that was considered paramount in promoting number work activities. A large number of respondents (52.2%) said that the environment at home is not conducive for learning and 55 of them (47.8%) said that the environment at home is conducive for learning. Some of the respondents cited that they do not have ample time to do their school work at home because they have to assist their parents with some house chores. Some of them also said that they are unable to do their home work properly at night due to poor or lack of lighting as most of them use tin lamps that require kerosene to provide light. This affected their achievement in number work activities.

Parents had no time for signing children's work. Majority of the parents were said to be busy in their daily activities and can not access their children's school work and countersign it. Some of the parents could not sign because they were illiterate and could not know what they could sign for.

5.2 Conclusions

The purpose of this study was to investigate the influence of parental involvement in pre-school children's achievement in number work activities in Kiogoro Division Kisii County. The study came up with the following conclusions;

Majority of the parents do communicate with teachers by interacting with them one on one when they visit the schools. At the same time, it was found out that a larger percentage of parents were able to understand any information that is communicated by teachers to them.

Many parents within the division occasionally attend important functions they have been invited to. Citing home-school communication, respondents termed it being good since once done through their children the message is simply relayed without any complication.

Majority of the families in the division were found to be providing basic needs fairly in their homes. Few families were being provided for with the necessary basic needs. It was also found that many parents do not provide enough of the teaching and learning resources for their children in number work activities. At the same time, quite a number of parents never gave support to their children when doing or performing their school work activity. These also led to lack of signing of their children's work as a way of monitoring and assisting children when doing it. A good number of schools were having progress records for their children's number work

activities in place where marks of the children were indicated against their names. This progress records had teachers' comments and were fully signed to show the teachers commitment in monitoring the number work activity.

5.3 Recommendations

The following were the recommendations for the study;

- Teachers and parents should device modern methods of communication that will enable them communicate regularly on the progress of the children while at school and at home.

- The government and other stakeholders should sensitize parents on the importance of making regular visits to pre-school centers to discuss the progress of their children's in general.

- Teachers and other stakeholders of education should educate parents on the importance of teaching and learning resources in improving their children's number work activity. The proper provision of these basic needs could improve children's performance in number work activities.

- Parents should be made aware by the government on the importance of supporting their pre-school children learning in terms of providing for them their basic needs, their support when doing school activities and countersigning their school work. This helps in monitoring the progress of the child closely.

- Parents and teachers should be sensitized on modalities of overcoming the challenges like poverty, uncooperativeness, lack of resources and time among other challenges that tend to affect the performance of number work activities in the division.

5.4 Suggestions for Further Study

The researcher suggested that further investigation can be done on parental influence on children's learning in terms of involvement in school committees. He also suggested that a study be done on the parent's involvement in children's discipline in promoting children's performance.

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QUESTIONNAIRE FOR ECD TEACHERS

Dear Sir/Madam,

The researcher is a student at the University of Nairobi studying for a masters degree in ECD. He is carrying out a research study on the influence of parental involvement on pre- school children's achievement in number work activity. Please note that any information you give will be used for educational purposes only and will be treated confidentially. For every question with offered choices tick your preferred choice. For open ended questions indicate your responses in the space provided.

A. BACKGROUND INFORMATION

1. Name of ECO centre ....

2. Division ....

3. Gender

   Male   [ ]   Female   [ ]

4. Enrolment

   Boys   [ ]   Girls [ ]   Total [ ]

5. Number of children within this age bracket:

   6yrs [ ]   5yrs [ ]   4yrs   [ ]   Below 3 yrs   [ ]

6. For how long have you worked? Years   [ ]   Months   [ ]

B. ISSUES RELATED TO PARENTAL INVOLVEMENT

7. Do parents report to your office with their children daily?   Yes   [ ]   No

   [ ]

   Give reasons if your answer is No, for the above question

   ....

   ....

8. How do parents communicate to the teacher about their children?

   Use of letters   [ ]   Diaries   [ ]   Physically   [ ]

9. How does the teacher communicate to parents on children's progress?

   Letters   [ ]   Diaries   [ ]   SMS/Call   [ ]

10. How often do parents visit the school to check on children's progress?

   Daily   [ ]   Once [ ]   Rarely [ ]   Oftenly   [ ]

   Occasionally   [ ]

11. Is there a clear flow of communication between the parent and the teacher?

   Yes   [ ]   No   [ ]

   If No, give reasons for your answer. ....

12. Are pre- school children provided with basic things at home?

   Yes   [ ]   No   [ ]

    If no, give reasons for your answer ....

13. Do ECD child portray any challenge in class that may be caused parenting style?

   Yes   [ ]   No   [ ]

14. Are the ECD children provided by the necessary materials for school work?

   Yes   [ ]   No   [ ]

15. Are parents able to identify ECD children's home work?

   Yes   [ ]   No   [ ]

   Give reasons for your answer..

16. Do parents assist their ECD children with their school work?

   Yes   [ ]   No   [ ]

17. Name ways parents assist their children with their school work at home.

   ....

   ....

APPENDIX II

QUESTIONNAIRE FOR ECD HEADTEACHERS

Dear Sir/ Madam,

The researcher is a student at the University of Nairobi studying for a masters degree in ECD. He is carrying out a research study on the influence of parental involvement on pre- school children's achievement in number work activity. Please note that any information you give will be used for educational purposes only and will be treated confidentially. For every question with offered choices tick your preferred choice. For open ended questions indicate your responses in the space provided Please be free and give the correct information as you are interviewed.

BACKGROUBD INFORMATION

1. Gender   Male [ ]   Female   [ ]

2. Name of primary school ....

3. Division ....

4. For how long have you served in this school? ....

5. Current ECD Enrolment Boys   [ ]   Girls [ ]   Total   [ ]

6. How many ECD teachers do you have?   Male [ ]   Female   [ ]

7. Are the ECD teachers trained?   Yes   [ ]   No   [ ]

ECD CENTRAL INFORMATION

8. Do ECD parents report to with their children to your office daily?

    Yes   [ ]   No   [ ]

9. How often do ECD parents visit your office?

    Always   [ ] Rarely   [ ]   Once [ ]

10. Do ECD parents report their children issues to your office? Yes [ ]   No   [ ]

11. How do ECD parents communicate to the school about their children?

Use letters [ ]   Dairies   [ ] Mobile [ ]   Physically   [ ]

12. Do ECD parents understand any information communicated to them by teachers?

Yes   [ ]   No   [ ]

If no, give reason for your answer ....

13. What are the challenges faced when communicating with parents?

....

....

14. Do many parents provide their ECD children with the basic needs at home?

Yes   [ ]   No   [ ]

If no. give reason for your answer above ....

15. Do you receive any complain in your office that relates to parenting?

Yes   [ ]   No   [ ]

If Yes, name some of the complains ....

16. What is the general health status of your ECD children?

Good   [ ]   Fair [ ]   Poor [ ]

17. Are ECD children provided with the necessary basic items for use in school?

Yes   [ ]   No   [ ]

Name some of these basics ....

18. Do parents provide the required learning materials for learning for their ECD children?

Yes   [ ]   No   [ ]

If no Give reasons for your answer ....

19. Are the ECD parents able to identify their children's school work at home?

Yes   [ ]   No   [ ]

11. How do ECD parents communicate to the school about their children?

Use letters [ ]   Dairies   [ ] Mobile [ ]   Physically   [ ]

12. Do ECD parents understand any information communicated to them by teachers?

Yes   [ ]   No   [ ]

If no, give reason for your answer ....

13. What are the challenges faced when communicating with parents?

....

....

14. Do many parents provide their ECD children with the basic needs at home?

Yes   [ ]   No   [ ]

If no. give reason for your answer above ....

15. Do you receive any complain in your office that relates to parenting?

Yes   [ ]   No   [ ]

If Yes, name some of the complains ....

16. What is the general health status of your ECD children?

Good   [ ]   Fair [ ]   Poor [ ]

17. Are ECD children provided with the necessary basic items for use in school?

Yes   [ ]   No   [ ]

Name some of these basics ....

18. Do parents provide the required learning materials for learning for their ECD children?

Yes   [ ]   No   [ ]

If no Give reasons for your answer ....

19. Are the ECD parents able to identify their children's school work at home?

Yes   [ ]   No   [ ]

11. How do ECD parents communicate to the school about their children?

Use letters [ ]   Dairies   [ ] Mobile [ ]   Physically [ ]

12. Do ECD parents understand any information communicated to them by teachers?

Yes   [ ]   No   [ ]

If no, give reason for your answer ....

13. What are the challenges faced when communicating with parents?

....

....

14. Do many parents provide their ECD children with the basic needs at home?

Yes   [ ]   No   [ ]

If no. give reason for your answer above ..:...............................

15. Do you receive any complain in your office that relates to parenting?

Yes   [ ]   No   [ ]

If Yes, name some of the complains ....

16. What is the general health status of your ECD children?

Good   [ ]   Fair [ ]   Poor [ ]

17. Are ECD children provided with the necessary basic items for use in school?

Yes   [ ]   No   [ ]

Name some of these basics ....

18. Do parents provide the required learning materials for learning for their ECD children?

Yes   [ ]   No   [ ]

If no Give reasons for your answer ....

19. Are the ECD parents able to identify their children's school work at home?

Yes   [ ]   No   [ ]

Explain your answer above ....

20. Do parents support their ECD children in their school work?

Yes   [ ]   No   [ ]

What type of support they give? ....

21. What challenges do parents have with their ECD children's school work?

....

....

INTERVIEW SCHEDULE FOR ECD CHILDREN

The purpose of the researcher's visit is to interview children of your ECD class on their parental involvement on children's achievement in number work activity. The information they will provide will be used for educational purpose only and at the same time will be treated with a lot of confidentiality. Please be free and give correct information as you are interviewed.

BACKGROUND INFORMATION

1. Name of ECD centre ....

2. Your class ....

3. Age..

4. What economic activities do your parents do? ....

5. How often do your parents visit your school? ....

6. Do your parents communicate with your ECD teachers?

7. Do your parents provide enough meals?

8. Do you take your meals together with your parents?

9. Do your parents communicate with you freely?

10. Do you have any problem with your parents?

11. Do your parents buy enough learning materials?

12. Are you given time by your parents to do your schoolwork?

13. Do you have any problem with your school work at home?

14. How do perform in number work in school?

INTERVIEW SCHEDULE FOR ECD PARENTS

Dear parent,

The researcher is a student at the University of Nairobi studying for a Masters Degree in ECD. He is carrying out a research study on the influence of parental involvement on pre- school children's achievement in number work activity. Please note that any information you give will be used for educational purposes only and will be treated confidentially. For every question with offered choices tick your preferred choice. For open ended questions indicate your responses in the space provided.

BACKGROUND INFORMATION

1. Name of ECD ....
2. Division ....
3. Type of ECD centre ....

PARENTAL INFORMATION

4. Tell me about your child
5. For how long has your child been in school?
6. How does your child go to school?
7. Tell me your relationship with your child's teachers.
8. How often do you visit your child's school?
9. Tell me about family meals
10. Do you provide enough for your children at home?
11. Name challenges you face as a parent
12. Tell me about your child's school work
13. Are you able to identify your child's school work?
14. Do you provide enough for your child while doing school work?
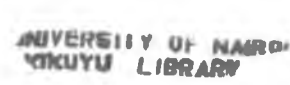15. Tell me the challenges children have with their school work?

ECD DOCUMENT ANALYSIS

The purpose of the researcher's visit is to gather information from the school documents about parental involvement on pre - school children's information provided will be used for educational purposes only and will be treated confidentially. Please be free and allow me peruse through the necessary documents.

BACKGROUND INFORMATION

1. Name of ECD centre ....

2. Class ....

3. Division ....

ECD CENTRAL INFORMATION

4. How often does a parent communicate to the school on his/her child's performance?

    Once [ ]   Always   [ ]   Often [ ]

5. Is there a communication file where letters are filled?

    Yes   [ ]   No   [ ]

6. Do parents talk about their children's performance in Number work in their dairies?

    Yes   [ ]   No   [ ]

7. Do progress records in the file show the performance of number work activity?

    Yes   [ ]   No   [ ]

8. How many assessments have you given children for this term?

·9. Is there a comment by the teacher on the progress of each child's Performance in number work?   Yes   [ ]   No   [ ]

10. Is there an office record indicating the parents style offered by parents?

Yes   [ ]   No   [ ]

11. Do parents sign to confirm that they have checked children's work?

Yes   [ ]   No   [ ]

12. Are report forms countersigned by parents in monitoring children performance in number work?

Yes   [ ]   No   [ ]