IMPACT OF PARENTAL SOCIO-ECONOMIC STATUS ON PARTICIPATION OF CHILDREN IN ECE CENTRES IN RUIRU DISTRICT, KIAMBU COUNTY, KENYA.

BY

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

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DECLARATION

This research project is my original work and has never been presented for the award of degree in this university or any other institution.

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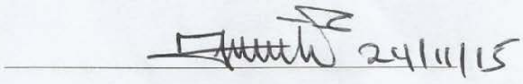
This Research project has been submitted for examination with my approval as the University Supervisor.



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DEDICATION

This research project is dedicated to my parents-Kamau Mwangi and Wambui Kamau, my lovely wife Susan Nyokabi and my affectionate children-Justin Kamau and Jared Mbugua, for their moral support, patience and encouragement.

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ABBREVIATIONS AND ACRONYMS

ASAR: Arid and Semi Arid Regions

ECD: Early Childhood Development

ECDE: Early Childhood Development and Education

ECE: Early Childhood Education

EDI: Education for All Development Index

EFA: Education for All

FPE: Free Primary Education

IBM SPSS: International Business Machines Statistical Package for the Social Sciences

MoE: Ministry of Education

MoEST: Ministry of Education, Science and Technology

PPCT: Process, Person, Context, and Time

SES: socio-economic status

UNESCO: The United Nations Educational, Scientific and Cultural Organization

UPE: Universal Primary Education

ABSTRACT

There is a growing dedication to growing and enhancing all-inclusive early childhood care and schooling, specifically for the most susceptible and deprived children in nations around the world. However, young children coming from financially deprived households get into school having much less academic abilities compared to their much more advantaged colleagues. In Kenya, there is prevalent anecdotal proof of declines in enrolment at ECD Centres, particularly in poor counties and low-income urban areas. The purpose of this study was to explore the impact of parental socio-economic status on participation of children in ECE centres**.** The study explored 4 specific aspects related to parental socioeconomic status: parental occupation, involvement, education level, and attitudes (beliefs). The outcomes of this research could be a key component in formulating evidence-based, long-term and short-term educational policies by the Ministry of Education that would help the country to attain the goal of providing quality ECDE for the disadvantaged and consequently achieve the goal of universal primary education. The study employed a survey research design. The target population of this study was the pre-school teachers, and parents at the 204 ECE centres in Ruiru District of Kiambu County. The sample size is 95 parents and 41 teachers. Simple random sampling technique was implemented for this research. The research adopts a questionnaire as the instrument for data collection. The data from the investigation was analysed by making use of descriptive and inferential statistics. Responses to the questionnaire was documented, coded, filled in an Excel spreadsheet, and moved to the IBM SPSS statistics software for exhaustive analysis. The study concluded that socioeconomic status of the parent was shown to impact the participation of children in ECE through factors like parental involvement, education level, attitudes (beliefs) and occupation. The more involved the parent is in the education of the child, the better the educational outcomes. Increased levels of education by the parent are seen to correspond to better educational outcomes. Interestingly, this has been proven to have no relationship with the educational expectations of the parent on the academic achievement of the child. Additionally, the attitude of the parent has an impact on the participation of the child in ECE, as does the occupation. Increased occupational status corresponded with elevated academic performance by the child. The study recommended that since seeing that the SES of the parents has a profound effect on the participation in ECE, it is important for the government to formulate programs and policies that mitigate these effects so as to improve participation in ECE.

CHAPTER ONE: INTRODUCTION

1.1 Background to the Problem

By the time young children get into first grade, major variations in verbal as well as numerical proficiency are present among them. These kinds of dissimilarities represent disparities in natural ability, and the levels of human capital obtained prior to when the children attain the age of six (Booth, & Dunn, 2013). The stocks of the human capital obtained represent, subsequently, differing inputs of time along with other resources by mothers and fathers, educators, brothers and sisters, and the child. To that end, family-background factors can be construed as proxies for early-on investments in human capital in the event that traits of the parents are systematically associated with the investments in time and commodities that they make in their young children (Leibowitz, 1974; Ladd, 2012).

Young children coming from financially deprived households get into school having less academic abilities compared to their more advantaged colleagues (even though no less eagerness for studying), and considerable gaps in intellectual and educational skills persevere in subsequent school years (Stipek & Ryan, 1997). Dissimilarities in children's early childhood encounters perform a formative function in shaping school preparedness and mostly explain the competency gaps at school entry. Early on in life, reactive and cognitively rousing care encourages the vocabulary and intellectual abilities that assist in studying (Shonkoff & Phillips, 2000).

Households dealing with financial difficulties are restricted in the quality and varieties of learning encounters they are able to offer their children. (Smith, Brooks-Gunn, & Klebanov, 1997; Buckingham, Wheldall & Beaman-Wheldall, 2013). Not only are young children coming from financially deprived households more unlikely to have rousing learning prospects within their household settings, they tend to be as

well more unlikely to be signed up for early education programs and even child care that is centre-based (Magnuson, Meyers, Ruhm, & Waldfogel, 2004).

There are a large numbers of probable ways through which the children of low income families do less well in school; some are causal while others are non-causal. Low income households consist of adults having attributes which may leave the children more vulnerable to decreased educational achievement (Corak, 2013). Such characteristics might incorporate low parental schooling or some other less easily detected adult heterogeneity, leading to reduced home-based child development. Examples of this are: lesser inborn ability; a reduced focus on academic achievement in child-rearing; or a lowered capability to translate parenting time into educational advancement. In all these cases it is not necessarily low income by itself which induces decreased achievement (Booth, & Dunn, 2013).

An additional mechanism emphasised in the child development literature is that monetary difficulties raise family discord and parental stress decreasing the capacity for parents to participate in efficient parenting that enhances academic results (Clayton, 2015). While there are definitely some direct investments which parents could make in their children's growth (such as funds for fees and upkeep in advanced schooling) this appears less pertinent at early ages (Kornrich, & Furstenberg, 2013). In childhood a big part of how income affects accomplishment is likely to come through as the co-production of education together with consumption or other investments. Instances of this are the provision of a decent home atmosphere through books, educational baby toys and excursions. Gregg, Washbrook, Propper, & Burgess (2005) show these to be essential for a cohort in Avon.

As can be seen from literature, income-linked factors are usually the moderator variables to success outcomes for the child (Davis-Kean, 2005). These kinds of income-linked aspects are often family-background elements like parental schooling,

parental participation, parental attitudes (beliefs), and parental occupation (Becker & Lewis, 1973; Calderon, 2000; Davis-Kean, 2005). Each one of these family-background elements relate closely together. Parents' schooling features a one-on-one, beneficial impact on prosperity for the child. Additionally, it affects the values and behaviours of the parent, resulting in favourable outcomes for the children (Eccles, 1993).

Furthermore, 3 of the most widespread aspects of parental involvement are the following: Attitudinal elements of parental involvement, such as expectations or objectives for the child's educational accomplishment; Behavioural facets of parental involvement, like parents' assistance with homework or presence in parent-teacher sessions; Stylistic factors linked to parental involvement, such as parenting manner or family socializing routines (Shute, Hansen, & Underwood, 2009).

1.2 Statement of the Problem

Early childhood education continues to grow as the consequence of acknowledgement that early encounters shape lasting human growth. The Education For All (EFA) Development Index gives some indicator that progressively, more nations are taking on extensive planning initiatives to enhance early childhood encounters and schooling to help protect long-lasting human advancement. Kenya ranks 93rd in the EDI, scoring a medium-level EDI of 0.864 (UNESCO, 2011).

All the same, significant obstacles remain, weakening admission to and delivery of top-quality services to younger children (Krishnan, 2010; Waithanji, Oketch, Chika, & Noris, 2009; UNESCO, 2011). The World Education Forum in 2000 adopted the Dakar Framework which reiterated the dedication to growing and enhancing all-inclusive early childhood care and schooling, specifically for the most susceptible and deprived children. However, despite the achievements made, access to ECE services remains low in Kenya with 65 percent of the children aged 3-6 years

currently not accessing ECDE. In ASAR areas this situation is aggravated with only 9 percent of children aged 3-6 being able to access ECE services (MoEST, 2005; Murungi, 2012).

Data on inequity is seriously inadequate. Accurate information is required on service provision when it comes to private as opposed to public, subsidised or non-subsidised, for-profit or non-profit, as well as across rural and urban areas, to ascertain who is making the most of public investment strategies. Enrolment data categorised in accordance with parents' education, earnings as well as work status would certainly show the best way to manage educational resources (UNESCO, 2005). Literature that places such concerns in focus in Kenya, specifically in Ruiru District, is currently severely lacking.

1.3 Purpose of the study

The purpose of this study was to explore the impact of parental socio-economic status on participation of children in ECE centres in Ruiru District, Kiambu County.

1.4 Objectives of the study

The study focused on the following objectives:

I. To evaluate how parental involvement impacts participation of children in ECE centres in Ruiru District.
II. To determine how parental education impacts participation of children in ECE centres in Ruiru District.
III. To evaluate how parental attitude (beliefs) impacts participation of children in ECE centres in Ruiru District.
IV. To determine how parental occupation impacts participation of children in ECE centres in Ruiru District.

1.4 Research Hypotheses

The study was guided by these hypotheses:

I. There is a positive relationship between parental involvement and preschool children's participation in ECE centres in Ruiru District.

II. There is a positive relationship between parental education and preschool children's participation in ECE centres in Ruiru District.

III. There is a relationship between parental attitudes and preschool children's participation in ECE centres in Ruiru District.

IV. There is a relationship between parental occupation and preschool children's participation in ECE centres in Ruiru District.

1.5 Significance of the Study

The outcomes of this research could be a key component in formulating evidence-based, long-term and short-term educational policies by the Ministry of Education (MoE) that would help the country to attain the goal of providing quality ECE for the disadvantaged and consequently achieve the goal of universal primary education. Different stakeholders, including the Ministry of Education, private educational institutions, and different Non-Governmental institutions, will reap some benefits from the outcomes of this research and will make use of the findings to elevate the levels of enrolment and participation in ECE. It is expected that the study will show how parental socio-economic status influences the participation of children in ECE centres. The study is, for that reason, an advantageous venture.

1.6 Limitations of the Study

This study was concentrated on the parents and children of ECE centres in Ruiru District, Kiambu County. The children and the parents were in a diverse income urban area that is habited by people having diverse ethnicities and cultures. The outcomes may hence not be relevant for generalization to children and parents

of ECE centres in other urban settings, other culturally homogeneous areas or other children and parents whose circumstance may be not the same as those examined. The study entailed the usage of questionnaires in gathering data. It was likely that answers depended upon the mood of the participants who might not provide truthful responses. Additionally it was hard to control the respondent's attitude while they answered to questions inside the questionnaire. Nevertheless, the investigator triumphed over this by guaranteeing the participants of the confidentiality of their identity.

1.7 Delimitations of the Study

The focus of the study was on the parents of children in ECE centres in Ruiru District. It was ideal, since the population was likely to have diverse socioeconomic statuses and they were readily accessible for participation in the study due to the close proximity of the centres that exist in the area (especially considering the short span of time available to complete the study and the budget constraints). The study explored 4 specific aspects related to parental income: parental occupation, involvement, education level, and beliefs (attitudes).

1.8 Basic Assumptions of the study

The research presumed that the study participants were representative of the population, were inclined to take part in the research, and would reply to questions truthfully or take part devoid of biasing the research outcomes. To make this possible, anonymity and confidentiality were maintained and the participants were guaranteed that they were volunteers who could withdraw from the research whenever they wanted and with no implications.

1.9 Definitions of Key Terms

Beliefs: The mental attitudes or the disposition that a parent possess concerning a particular facet of child-rearing practices

Occupation: The main source of livelihood that a parent partakes.

Participation: Taking part or getting involved in ECE activities either at pre-school or at home by the parents and the children. For the children, this is the authentic engaged and sustained participation (engagement) rates. This is measured in terms of attendance rates, as well as school readiness skills (e.g., letter recognition skills, receptive vocabulary, and mathematics).

Parental Education: The level of schooling that the parent has achieved.

Parental Involvement: The participation of the parent in school-related activities both at home and at school. This includes the funding/support for academic-related activities.

Parental Socio-economic Status: This is a measure of an individual's or family's economic and social position based on factors such as income, education, and occupation.

CHAPTER TWO: LITERATURE REVIEW

2.1 Introduction

This chapter reviewed various studies from around the world that had explored the relationship between parental socio-economic status and the participation of preschool children in ECE. The chapter comprised of introduction, relationship between the variables, research gaps, theoretical framework, and conceptual framework.

2.2 Parental Involvement and Participation of Children in ECE

Parent involvement is commonly characterized in school-focused terms, like the rate of recurrence of parents' trips to the school in order to volunteer or be present at an appointment with the teacher (Fantuzzo, Tighe, & Childs, 2000; Fantuzzo et al., 2013). Nevertheless, parent engagement in their children's schooling may take numerous forms, either inside the home or at the school (Grolnick & Slowiaczek, 1994). Seeing that more and more low-income mothers and fathers are going through substantial time restrictions related to work, it is vital for academic institutions to provide means for parents to be involved at the family household (Marcon, 1999). The latest parent involvement models equally integrate school-based and home-based routines (Fantuzzo et al., 2000).

Involving mothers and fathers in academic practice is especially essential for making the most of low-income children's prospects for educational achievement, since it offers the prospective to reduce the discontinuity between the household and the school setting (Mendez & Fogle, 2002; Raftery, Grolnick, & Flamm, 2012). Through the involvement of parents, teachers' understanding of their students' socio-cultural circumstance is elevated, therefore assisting them to provide more culturally-ideal academic solutions. Parents can also be exposed to educators who could model age-appropriate, academic interactions with kids (Haynes & Ben-Avie,

1996). Mother or father involvement may encourage constructive adaptation to classes and control unfavourable outcomes for low-income kids, like behaviour concerns or failure at school (Alexander & Entwisle, 1996). From a research about resilience amongst elementary-aged kids, parent participation was identified to counteract the unwanted effects of residing in a minimal-income, high-crime community on children's school performance (Shumow et al., 1999). Virtually all determinants of parental participation are consequently risk factors with regard to children's participation in ECE (Varghese & Wachen, 2015).

2.2.1 Determinants of Parental Involvement

Parent involvement is established -- at the most proximal stage -- by parents' values and beliefs, along with teachers' values and methods particular to parent involvement. From more distal stages, various other child, mother or father, instructor, school, and local community attributes might have both indirect and direct outcomes on parent involvement. Family demographics tend to be regularly associated with parent involvement in schooling (LaRocque, Kleiman, & Darling, 2011). For instance, single mothers and fathers are usually less engaged in academic activities with their children as compared to married parents (Zill, 1996). Research on the role played by socioeconomic status (SES) on parent involvement claims that reduced SES parents are usually less engaged in their child's educational institutions as compared to middle or higher SES parents (Dornbusch & Ritter, 1988). Mothers and fathers having increased levels of schooling have additionally been identified to be a lot more interested in their children's schooling as compared to mothers and fathers having reduced levels of schooling (Fantuzzo et al., 2000).

In a study by Hoover-Dempsey & Sandler (1995) claim, nonetheless, that even though demographic aspects have an impact, they are not the principal determinants of whether or not and how parents get involved with their children's

education. Alternatively, it is probable that demographic parameters act as proxy parameters for more intricate dynamics within people as well as communities (Coulton, Korbin, & Su, 1996), like parenting effectiveness, perceived financial stress, and community setting. Parenting effectiveness (that is, an individual's perception of their personal proficiency to attain a preferred parenting outcome) has been referred to as a vital determinant of parental engagement with their child's schooling (Hoover-Dempsey & Sandler, 1995; Walker, Ice, Hoover-Dempsey, & Sandler, 2011). In their study, Downer & Mendez (2005) identified substantial relations between African-American fathers' self-reported effectiveness about schooling and rate of recurrence of home-centred academic routines with their children. Likewise, there exists proof that mothers and fathers having internal locus of control tend to be more engaged in academic routines at home as well as at school as compared to mothers and fathers having external locus of control (Schaefer, 1991).

Low-income parents tend to be more inclined than middle-and upper-income parents to view instructors as being the authorities on schooling, which might result in a reduced rate of participation in academic routines with their children (Crozier, 1999). Just lately have models associated with parent involvement recognized the impact of more distal aspects, such as local community circumstance, on parent involvement in schooling (Smith et al., 1997). Local community structural aspects like household disruption, home mobility, housing and population density, as well as resource deprivation all play a role in destabilized community processes within low-income neighbourhoods (Sampson, 1997). Mothers and fathers from higher-risk, lesser-resource neighbourhoods might concentrate more on shielding children from perils than on cultivating children's skill progress (O'Neil et al., 2001).

Smith et al. (1997) discovered that local community climate was extensively related to parent involvement at school as well as at home for elementary school learners. Provided with the expanding information on neighbourhood influences on other family functions, additional study of the connection between observed neighbourhood circumstance and parent involvement is called for, especially among parents of younger kids (Mendez, Stillman, LaForett, Wandersman, & Flaspohler, 2004).

The findings of these global studies are corroborated by studies done across the African region. Ideas for advocating for parent participation are ever more endorsed by parents, educational institutions, as well as NGOs in established and developing nations, but research on the role of parents in ECE is scant, possibly for the reason that parent involvement is undervalued or not carried out properly, as was the situation found in research of South African pre-school programmes (Bridgemohan, 2002). Analysing the role of parents and quality associated with ECE services is a new line of research (Britto, Yoshikawa, & Boller, 2011) and for that reason additional study is required. One can find high-quality scientific studies published about the Madrasa pre-school programmes found in Kenya, Uganda, and Tanzania (Malmberg, Mwaura, & Sylva 2011; Mwaura, Sylva, & Malmberg, 2008). The Madrasa system concentrates on providing top quality early childhood schooling with culturally ideal information and parent participation, but the main focus documented currently is on children's developmental benefits.

2.3 Parental Education and Participation of Children in ECE

One essential environmental influence on the child's intellectual progression is the parents' education level. As outlined by Hoff (2003), parents having a better education develop a more intellectually rousing atmosphere for their kids. Many experts have showed that exceptionally schooled parents (professionals) possess a

distinct strategy for interaction with their kids, especially in respect to the vocabulary employed (Hoff, Laursen, & Tardiff, 2002). College-schooled mothers converse more, make use of a more abundant vocabulary, and read considerably more to their young children compared to those mothers restricted to a high school schooling (Hoff-Ginsberg, 1991).

Parents' academic level has additionally been associated with children's school attendance as well as basic intellectual growth (Ganzach, 2000; Buckingham, Wheldall, & Beaman-Wheldall, 2013). Young children from parents having advanced schooling generally have greater school vocabulary, faster language progression, higher efficiency in intellectual tests, and better school attendance. Portes, Cuentas, & Zardy (2000) evaluated the connection of parent-child interactions to children's intellectual accomplishments. The outcomes showed that even though interaction attributes are associated with children's perceptive accomplishments, this connection is moderated by circumstance aspects that could differ in every culture. A number of variations in academic systems among various nations need to be considered. Additionally, the connection between parents' schooling as well as private as opposed to public schools can vary across nations around the world.

In line with the systems theory, development should not be researched or defined by any one single theory, but alternatively by a more multidimensional and intricate system. As outlined by Bronfenbrenner (1977), a child's progression is moulded by the diverse systems from the child's surroundings as well as by the interrelationships between the systems. Along this theory, it is consequently reasonable to infer from the interrelationships which have been researched. There exists a large amount of evidence connecting parental schooling and parental involvement (which has a much more direct link to children participation in ECE)

indicating the value of parental schooling for children participation in ECE. In one of the scientific studies that have specifically analysed the connection between parental schooling and parental involvement, Dauber & Epstein (1989) discovered that better schooled mothers and fathers tend to be more engaged at school and also at home.

The U.S. Department of Education (1996) observed that mothers and fathers having higher levels of schooling record less satisfaction with school strategies than parents having lesser levels of schooling, indicating that more highly schooled mothers and fathers feel more at ease criticizing the institution. Grolnick, Benjet, Kurowski, & Apostoleris (1997) observed that mothers and fathers who view themselves as educators and feel beneficial in assisting their children at school are more inclined to be engaged. Parents' perspective in their purpose as teacher and their level of comfort interacting with instructors and assisting their children with class work may, partly, be a consequence of their own academic experience. Numerous studies propose that socioeconomic status (SES), of which parental schooling is an element, is a risk factor for parental involvement (Tandon et al., 2012).

Using teacher records, Kohl et al. (1994) and Reynolds et al. (1992) observed less participation by households having low SES, high mobility, and minority standing. Alexander & Entwisle (1996) demonstrated that a discrepancy in school preparedness (for example, intellectual abilities, attitudinal anticipations, and investment in school) is present among children coming from low- as opposed to high-SES families as early as first grade. The difference in accomplishment between these 2 categories carries on broadening as the years advance. Despite the fact that most scientific studies of SES mix income, occupation, as well as educational level, there is certainly growing acknowledgement of the need to examine these variables separately (Greenberg, Lengua, Coie, & Pinderhughes, 1999). This is the reason

parental schooling is analysed alone to ascertain its particular function as a risk factor for parental involvement and consequently, children participation in ECE. These studies indicate that reduced parental schooling is related to reduced degrees of effective participation in many domains, although not associated with the standard of the parent-teacher association or the parent's validation of the institution. Conceivably, being better schooled allows for parental understanding of the value of directly boosting their children's schooling. Furthermore, less schooled mothers and fathers might have had life (as well as school) encounters inducing them to feel significantly less capable of being deeply involved with their child's school. They could believe that they are deprived of the required capabilities to assist their children or that they must not hinder the school's authority.

Leitch & Tangri (1988) observed that deprived households might believe that teachers, who they view as more knowledgeable, are looking down on them. Kellaghan, Sloane, Alvarez, & Bloom (1993) observed that the more home and school conditions mimic each other, the less difficult it is for the kids and parents to changeover between the two.

As evidenced by studies by Hoff (2003); Ganzach, (2000); and Portes, Cuentas, & Zardy (2000), in the developed world, an extensive body of longitudinal research demonstrates the importance of children's early developmental experiences for educational and broader life outcomes. However, to date, relatively little evidence is available on the developmental effects of early childhood education (ECE) programs on children in sub-Saharan Africa. Research by Zuilkowski, Fink, Moucheraud, & Matafwali (2012) in Zambia support the argument that parental education plays a role in the participation of children in ECE. These results are replicated by a study in Limuru, Kenya by Karanja (2014), and in Kathonzweni District by a similar study by Musyoka (2013).

2.4 Parental attitudes and participation of children in ECE

Studies in parental beliefs on child growth and parents' associated values, objectives, and outcomes priorities for child-rearing appears to be beneficial to the comprehension of parents' choices about that part of child-rearing linked to children's school functionality and conduct (Cho, Kim & Heo, 2013). Work on role theory has connected role distinction, group membership, as well as personal values (for example, Forsyth, 1990), while different studies in parent-school connections and developmental psychology have outlined connections between parental values, beliefs, objectives, or knowledge on one hand, and a number of parental habits relevant to children's growth on the other (e.g., Darling & Steinberg, 1993). Consistent with both studies, it could be observed that parents' beliefs about children's growth will influence the parenting purpose they, and those important to them, anticipate for themselves.

Parents' child-rearing attitudes and basic views regarding child development have been researched often with regards to children's education outcomes. The sample of scientific studies considered at this point demonstrates a few of the relationships between this group of parental ideas and the parents' presumptions regarding their roles in connection with children's education. Believed in many prior research to cultivate principally as a feature of parents' socioeconomic status (for example, Kohn, 1963), parental attitudes regarding child development as well as child-rearing have been reviewed lately independent of socioeconomic status to some degree.

Parental attitudes happen to be operationalized in a variety of ways: for instance, as parental attitudes with regards to the need for establishing conforming conduct in kids (Okagaki & Sternberg, 1993); as parental attitudes about the characteristics mothers and fathers ought to foster in their kids, like respect, self-

reliance, good etiquette, and contentment (Brody & Toneman, 1992); as attitudes about the means through which children learn (Schaefer & Edgerton, 1985); and as attitudes to do with the systems accountable for children's skills (McGillicuddy-DeLisi, 1992; Cho, Kim & Heo, 2013). Studies in these representative areas have indicated an over-all pattern whereby child-rearing attitudes seem prone to impact parents' selection of behaviours with their kids -- a number of which are relevant to parental involvement in children's schooling. Parents' beliefs about the significance of establishing conformity, compliance, and decent conduct in kids, for instance, have been associated with worse school outcomes, while beliefs in the need for acquiring personal accountability and self-esteem have been linked to greater school performance. Particularly, among young elementary learners, parents' valuing of conformity, neatness, decent behaviour, and good manners has been connected to reduced degrees of success (in reading, language, as well as mathematics), reduced general intellectual performance, worse classroom conduct, and lower self-esteem (Okagaki & Sternberg, 1993).

For older elementary school kids, robust parental recommendation that children be respectful and well-behaved is associated with lesser intellectual proficiency, reduced self-esteem, increased rates of behaviour problems, and elevated disengagement at school (Brody & Stoneman, 1992). Parental attitudes in "conventional" academic goals and aims-for instance, opinions that kids learn passively-happen to be connected with lesser accomplishment, worse classroom conduct, and reduced task orientation. Similar children outcomes are also associated with high parental valuing of household privacy with regards to the school (for example, a belief that educators ought not to seek information on the situation at home) (for example, Schaefer & Edgerton, 1985). More robust school performance, in contrast, is associated with parents' beliefs in independent thought, individual

accountability, and valuing children's growth of self-esteem; greater degrees of maternal engagement in children's schooling are also linked to mothers' valuing of children's self-esteem (Brody & Stoneman, 1992).

McGillicuddy-DeLisi (1992), using a different approach to parents' childrearing attitudes, reviewed parents' thoughts with regards to the systems accountable for children's individual and social skills in the pre-school grades. Among the 6 alternative beliefs in regards to the ways children acquire skills, she revealed that parents typically backed attribution explanations for skills development (for example, kids acquire skills as a result of their active consideration of ideas concerning the factors behind their performance) or constructivist arguments (for example, kids acquire skills by means of their active construction of concepts and explanations for occurrences). She discovered, as well, that parents' validation of the perception that "gender distinctions are accountable for a lot of children's skills progression" was associated with lesser child accomplishment levels (mathematics and composite examination scores) and reduced instructor rankings of child educational performance, intellect, and imagination (instructor rankings of kids did not vary by gender, leading her to claim that mothers' attitudes were not influenced by correct observations of gender distinctions).

Goodnow (1988) did an analysis that presented comparable and considerable support for the persistence of several parental attitudes and the realization that beliefs in many cases are acquired knowledge from culture, persisting over time fairly independent of definite changes in experience. The pattern throughout these diverse scientific studies indicated that parents' validation of more conforming or conventional conduct in children-along with beliefs in the benefits of such "given" attributes like gender-are persistently linked to reduced levels of success and poorer class conduct amongst younger and more aged pre-school learners. Additionally,

they produced proof boosting the idea that parental child-rearing attitudes come before and impacts parental (and therefore child) conduct, as opposed to the opposite (that is, child conduct has a bearing on parental attitudes and associated behaviours).

McGillicuddy-DeLisi (1992) proposed that particular sets of beliefs are very essential: parents' concepts regarding child development (that is, parents' attitudes regarding how children develop and grow, their attitudes in relation to kids require from parents); their attitudes regarding particular, appealing childrearing outcomes; and their attitudes regarding the usefulness of particular childrearing strategies to promote preferred outcomes. Even though parents' role constructs would seem to be made from the host of interpersonal values kept by the major groups to which they fit in, parents' thoughts about child growth, child-rearing, as well as child outcomes would seem to be one of the most essential elements from the viewpoint of the parent involvement process (Cho, Kim & Heo, 2013).

From a local context, in a study of factors influencing children enrolment in pre-school education in Thogoto and Karai Zones of Kikuyu Division, Johnson (2011) attributed parental attitudes to a lower enrolment of girls in ECE. In their study Koskey, Patrick & Anne (2013) found that the attitudes of parents played a pivotal role in easing the transition of children from ECE to lower primary, and that modifying the parental beliefs to those that facilitated a smooth transition was crucial to having a successful transition for the children.

2.5 Parental Occupation and participation of children in ECE

A significant portion of people’s everyday life is used up in work-related routines. Work-related routines do more than merely supply income for one’s sustenance. Careers structure a huge portion of people’s daily reality and act as a significant source of individual identity and self-assessment. The work-related tasks that people undertake establish if their work life is lastingly demanding and

satisfying, correspondingly monotonous, or daunting and stressful. Human capital comprises a type of SES-based family resources, and consists of the assortment of parental abilities obtained in both formalised and informal means that possess value either in the work market or in the home (Becker,1975).Formal education is the most well-known kind of human capital, even though it is not the only kind. Studies have tried to measure the labour-market worth of the capabilities obtained by means of supplemental years of education (Mincer, 1974) but less is known concerning the non-pecuniary returns to education (Michael, 1982). Economic analysts assume that a person's hourly earnings match the worth of human capital than a person gives the labour market.

Parents' formal schooling might impact children’s well-being through moulding parent-child relationships (Booth & Dunn, 2013). When compared with less schooled parents, parents that have obtained considerably more formal education have a tendency to give a more cognitively revitalizing home learning atmosphere and possess a more verbal and supportive coaching style. These types of disparities are thought to be consequential in outlining why kids with less-educated parents perform significantly less well on measures of intellectual growth as compared to kids with more exceptionally schooled parents (Harris, Terrel & Allen, 1999).Even though many developmental researchers have mentioned parent-child interactions as being the principal mediator of parental education's influences on children (Laosa, 1983), the abilities obtained through formal schooling may enrich parents' skills to coordinate their day-to-day regimens and assets in a manner that allows them to achieve their child-rearing goals (Michael,1972; Booth & Dunn, 2013).

According to JencksPerman & Rainwater (1988), higher-status careers typically confer increased income, more control and more stature on individuals possessing them. Studies have centred on occupations as being a fundamental

element of SES because it is tightly associated with schooling and income and in contrast to a single-year income, might be better to determine a family's "long-term" financial placement. Nevertheless, study on work-related changes over the life course shows that career flexibility patterns tend to be dynamic (Featherman & Selbee, 1988).

Research shows that occupational circumstances seem to shape employees principles and personas (Kohn, 1976; Bornstein & Bradley, 2014). Features of high stature careers like remarkably sophisticated duties and autonomy tend to be linked to an inclination towards self-direction as well as intellectual versatility whilst low intricacy careers tend to be linked to an inclination towards conformity. According to correlation data, investigators have contended that job conditions decide worker's persona and principles. Employees attain principles and abilities at work and extend these to other areas of everyday life (Kohn & Schooler, 1973). Other work has concluded that job traits shape workers' intellectual abilities, as opposed to or along with their personalities (Parcel & Menaghan, 1994).

Particularly, low-prestige careers having low autonomy, routine responsibilities and little chance for "significantly sophisticated work" might erode parent's intellectual skills, while high-prestige careers enhance initiatives and problem-solving abilities. This means that the parent can develop a more intellectually rousing atmosphere for their kids (Hoff, 2003). Parents with elevated intellectual skills possess a distinct strategy for interaction with their kids, especially in respect to the vocabulary employed (Hoff, Laursen, & Tardiff, 2002).

In the African region, there are few studies documenting the impact that parental occupation has on the participation of children in ECE. One study that touches on this is by Uriah, Ololube, & Egbezor, (2015) who find that the economic and occupational standard of the home impacts the professional ambitions of

children by impacting on their ambitions to be much like those held by their parents and by discouraging desire to level significantly over or under the parents' occupational status. An identical research by Okello et al. (2013) in Bondo District showed that low-level parental vocations were related to low enrolment in ECE programs.

2.6 Theoretical Framework

A theoretical framework that is employed to model the impact of parental socio-economic status on participation of children in ECE centres is the PPCT model, which is based upon Bronfenbrenner's ecological theory (Krishnan, 2010). The PPCT model features 4 main elements: process, person, context, and time (Wachs and Evans, 2010).

2.6.1 Process

The proximal-or near-processes include a variety of transactions involving the child as well as the immediate environment which are accountable for the child's skills and basic well-being. These types of transactions push growth. Besides the proximal processes, there are additionally distal systems at work. Distal processes incorporate a family's unique capacity to support a kid as well as interact with different environments, of which, the kid is a component of (for example, having access to local community resources, resources to allow integration with assorted people of various ethnic or social classes). Nonetheless, as opposed to the proximate processes, the distal processes might have just an indirect impact on the child (Krishnan, 2010).

2.6.2 Person

The impact of family members, caregivers, or even peers is essentially dependant on the traits of the child itself. For instance, kids having handicaps could be at higher risk of going through negative interpersonal relationships. Likewise,

variations between girls and boys in their maturation, coping abilities, reasoning and so on, give rise to differentials in social interactions and healthy functioning when it comes to biology. In what ensues, personal level parameters, like age, sex, personality, handicap as well as illness could be associated with development. Such parameters may also impact proximal processes, either directly or indirectly. As an example, child care methods (proximal processes) will vary depending on a child's disposition, which consequently, influence development and growth (Krishnan, 2010).

2.6.3 Context

The best known element is the ecological context, and it is possibly, the most crucial of all 4 elements in conceptualizing and developing research on child development. Context appertains to the several venues altering the proximal processes, and they incorporate surroundings wherein the child is in continual interaction, regardless of whether it's physical, social, or even economic interaction. For instance, the lesser number of children a care-giver has, the better he or she will be able to offer quality care, which has a bearing on positive development. The context, in accordance with Bronfenbrenner (1977), comprises 4 distinctive concentric systems: micro, meso, exo, and macro, each possessing either immediate or indirect effect on a child's growth. A fifth system, chrono, was afterwards added to integrate the dimension of time as it pertains to a child's atmosphere. This might include internal or external changes, like the physiological transformations or events, like the loss of a mom or a dad (Krishnan, 2010).

2.6.4 Time

The time element of Bronfenbrenner's model features different elements, like chronological age, duration as well as nature of periodicity. An event possesses differing degrees of effect on growth, and the effect diminishes as time advances.

Events, like a parent's incapacitating illness, breakup, or switch of residence may have a far more serious effect on young kids in comparison to older ones. To conclude, the systems theory surmises that human growth should shift beyond analysing a child's biology. The bio-ecological theory is the primary theory to introduce the circumstance in which kids live by biological predispositions. It is in line with the thesis that kids do not grow in seclusion, but, grow alternatively in many different contexts or conditions in which they interact continually. Growth is not just moulded by the immediate setting (Krishnan, 2010).

2.7 Conceptual Framework

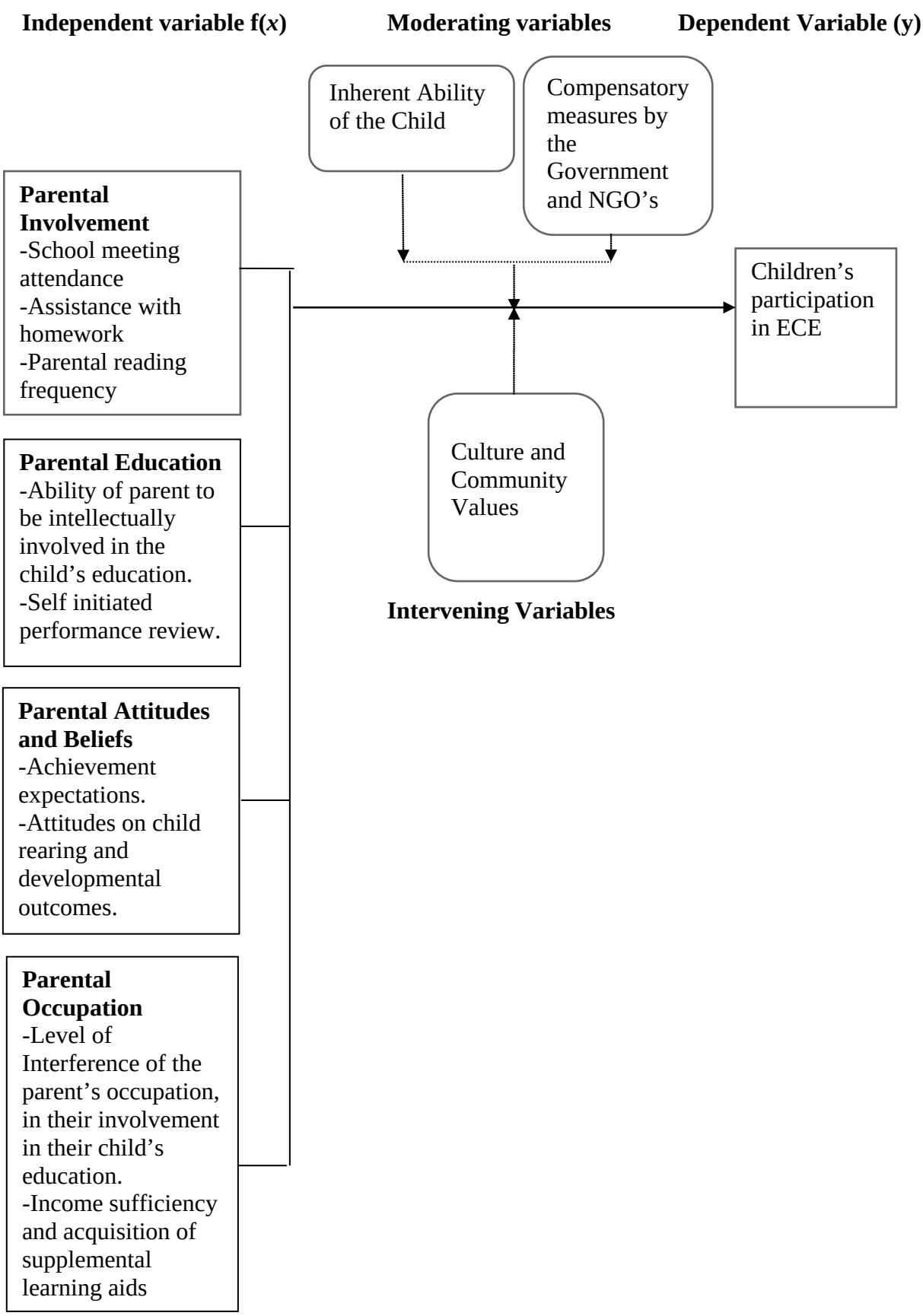

Figure 2.1: Conceptual framework

CHAPTER THREE: RESEARCH METHODOLOGY

3.1 Introduction

In this chapter, the methods that were employed in the study were specified. The research design, target population, sampling population, data collection methods and procedures, data analysis methods and justification, and ethical considerations were outlined, in that order.

3.2 Research Design

Research design is the plans, or outlines to generate answers to research problem (Orodho & Kombo, 2002). The study employed a survey research design that provided descriptive and quantitative data appropriate for investigating the impact of parental socio-economic status on participation of children in ECE centres. This method sought to obtain information that described existing phenomena by asking individuals about their perceptions, attitudes, behaviours or values. The method was highly suitable in collecting original data for the purposes of describing a population which was too large to observe directly (Mugenda & Mugenda, 2003).

3.3 Target population

The target population of this study was the pre-school teachers and parents at the 204 ECE centres in Ruiru District of Kiambu County. The pre-school parents were members of the 30 public pre-schools and 174 private pre-schools. One parent per child was targeted and they totalled 10608 parents, corresponding to the 10608 children who populated the pre-schools.

3.4 Sampling Procedure and Sample Size

A sample is part of the target population that has been procedurally selected to represent it (Mugenda & Mugenda, 2005). Sampling is the process of selecting a number of individuals for the study in such a way that the individuals selected represent the larger group which they are selected, hence representing the

characteristics found in the entire group (Orodho, 2003). The following equation, provided by Krejcie & Morgan (1970) was used to determine the parents' sample size:

$s = X^2NP(1-P) \div d^2(N-1) + X^2P(1-P)$

Where

s = required sample size.

X^2 = the table value of chi-square for 1 degree of freedom at the desired confidence level

(3.841).

N = the population size (10608).

P = the population proportion (assumed to be .50 since this would provide the maximum sample size).

d = the degree of accuracy expressed as a proportion (0.1).

The sample size was therefore 95 parents

According to Gall & Borg, (1990); Mugenda & Mugenda, (2003); & Babbie, (1990), the size of the sample should ensure that it represents about 20-30 percent of the population. The study focussed on 20 percent of the schools: 6 private pre-school and 35 public pre-schools (41 in total) that were randomly sampled. One teacher from each school was included in the study, making a total sample of 41 teachers. Simple random sampling technique was implemented for this research. This method involved giving a number sequentially, to every subject or member of the accessible population and then selecting each subject, by using a table of random numbers. Once a random number was selected, it was not used later. The subject corresponding to the numbers picked was included in the sample. This random sampling allowed generalizability to a larger population with a margin of error that was statistically determinable. It also allowed the use of inferential statistics;

Statistical indices calculated on the sample could be evaluated to determine the degree to which they accurately represent the population parameters (Mugenda & Mugenda, 2005).

3.5 Research Instruments

The research adopted a questionnaire as the instrument for data collection. The questionnaires were for parents and the pre-school teachers with measures corresponding to the study objectives. Mugenda & Mugenda (2003) describe questionnaire as a written set of questions to which the subjects responds in writing. The research questionnaires were personally distributed to the respondents. Orodho & Kombo (2003) note that questionnaires are more efficient because they require less time, are less expensive, and are permitted to collect data from a wide population. This questionnaire contained both closed and open-ended questions. Questionnaires were hand-delivered to the respondents and collected from them at an agreed date.

3.6 Instrument Validity

Validity may be defined as the ability of a test to measure what it purports to measure. Validation of the research instrument will be done by use of content validity (Mugenda & Mugenda, 2003). This type of validity addresses how well the items developed to operationalize a theory provide an adequate and representative sample of all the items that might measure the theory of interest. This was addressed when writing the questionnaires and the judgement of researchers in this field was used to enhance this. In order to measure what the study was intended to measure, relevant questions to the area of study were constructed. The questions were re-examined to ensure that they were not ambiguous, confusing, or potentially offensive to the respondents leading to biased responses (Mugenda & Mugenda, 2003).

3.7 Instrument Reliability

Reliability is the measure of the degree to which a research instrument yields consistent result or data after repeated trials (Mugenda & Mugenda, 2003). In this study, test-re-test method was used. If similar results were obtained after several tests, then the instrument was reliable. The respondents were given the questionnaires on different periods of time, at an interval of one week. A test-re-test method was used to evaluation the degree to which the same results were obtained with repeated measure of accuracy of the same concept within the questionnaires in order to determine its reliability. This type of reliability was based on stability of the instrument over time. Pearson product moment correlation coefficient about 0.8 was considered high enough to judge whether the instruments was reliable. The following formula was used (Mugenda & Mugenda, 2003).

$$r = \frac{N\sum XY - \left(\sum X\right)\sum Y}{\left[N\sum X_2 - \left(\sum X\right)^2\right]\left[N\sum Y^2 - \left(\sum Y\right)^2\right]}$$

Where X = Odd scores

Y = Even Scores

$\sum X$ = Sum of X Scores

3.8 Data Collection Procedure

The research took up a questionnaire as the instrument for data gathering. The questionnaire was developed while considering questionnaires employed in comparable studies carried out in Kenya and other nations around the world. The questionnaires was administered to the parents and teachers with the help of appointed teachers who acted as research assistants. The questionnaires were collected after completion on an agreed date.

3.9 Data Analysis Techniques

The data from the investigation was analysed by making use of descriptive and

inferential statistics. Responses to the questionnaire were documented, coded, filled in an Excel spreadsheet, and moved to the IBM SPSS statistics software for exhaustive analysis. Descriptive statistics were calculated and data associations analysed as per the aims of the research. This was helped by chi-squared test of independence of categorical variables. This requires determining whether the effect of one variable (such as the children's participation in ECE) depend on the value of another variable (such as the education level of the parent). The Cramer's V determined the intercorrelation between any 2 variables of interest. Any qualitative data was summarized and classified based on prevalent themes and displayed in frequency distribution tables. Any conclusions in regards to a cause-and-effect relationship was then made according to the judgment of the analyst (Mugenda & Mugenda, 2003).

3.10 Ethical Considerations

The respondents in the study were offered a detailed explanation about the study so that they could participate voluntarily after full disclosure. Care was taken that personal biases and opinions did not get in the way of the research and that all aspects of the study were given fair consideration. Additionally, utmost confidentiality of the respondents and their responses was safeguarded. In addition, the information obtained from the respondents was not used for other purposes other than drawing the conclusion of this study. The research was undertaken only after permission from the National Commission for Science, Technology and Innovation was obtained.

CHAPTER FOUR: DATA ANALYSIS, PRESENTATION AND INTERPRETATION

4.1 Introduction

This chapter analyses the data in line with the study objectives. The data is presented in tables and charts and interpreted.

4.2 Demographic Information

From the parents surveyed, 78.9 percent of them resided in urban areas; 13.7 percent resided in rural-urban areas; while the rest (7.4 percent) were rural residents. This concurs with expectations since the area where the study was conducted is mostly an urban area that boarders rural-urban neighbourhoods.

Table 4.1: Parent's Place of Residence

What is your place of residence?

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Rural	7	7.4	7.4	7.4
	Urban	75	78.9	78.9	86.3
	Rural-urban	13	13.7	13.7	100.0
	Total	95	100.0	100.0	

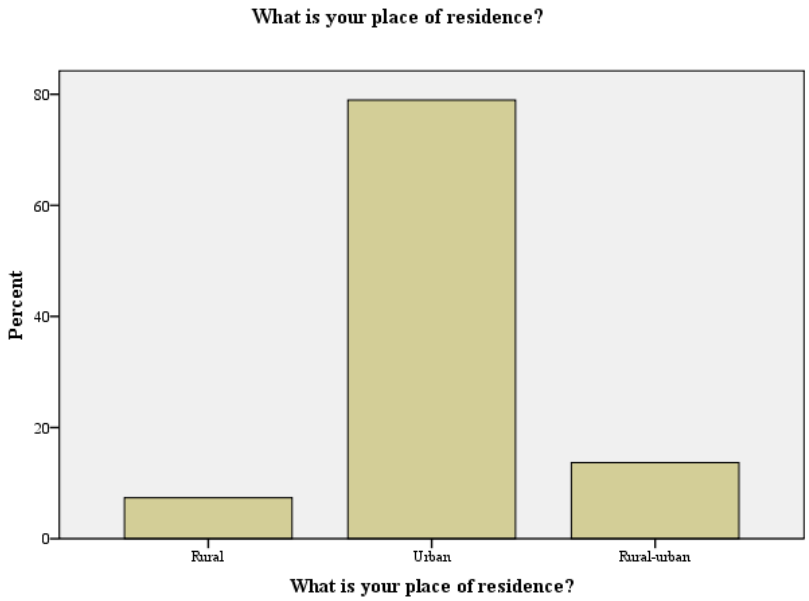

Figure 4.2: Parent's Place of Residence

A large portion of the parents 52.6 percent were female, while 47.4 percent were male. This is shown in Table 4.2 and Figure 4.3 below.

Table 4.2: Parent's Gender

What is your gender?

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Male	45	47.4	47.4	47.4
	Female	50	52.6	52.6	100.0
	Total	95	100.0	100.0	

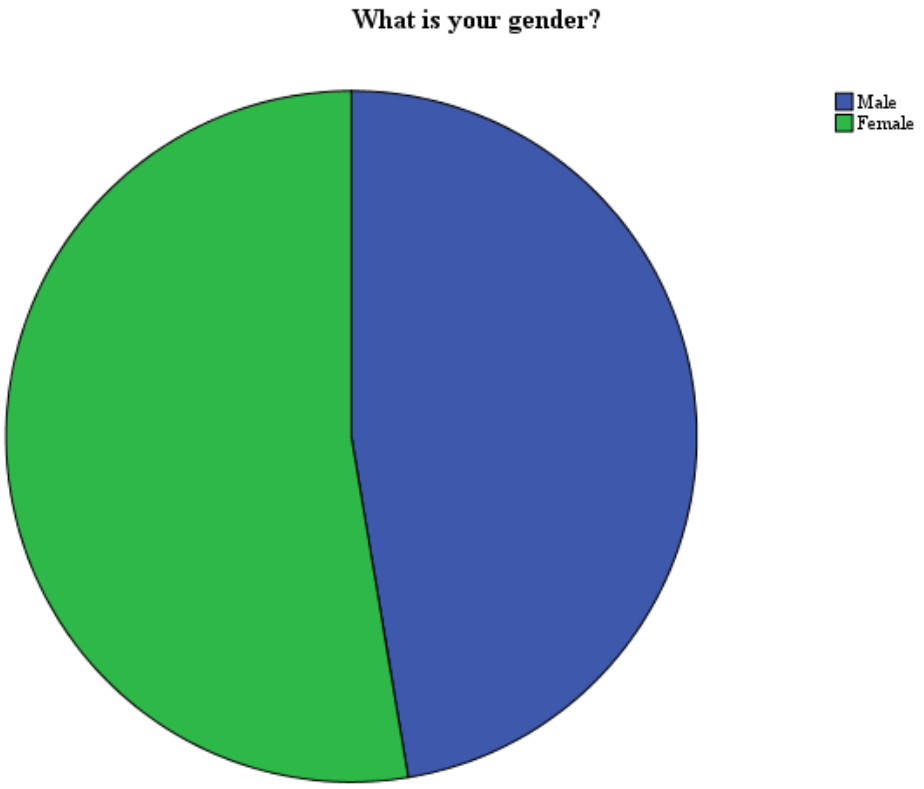

Figure 4.3: Parent's Gender

Of those surveyed, 18.9 percent were between 15-25 years; 49.5 percent were between 26-35 years; 23.2 percent were between 36-45 years; and 8.4 percent were above 46 years of age. It can be seen that a majority of the respondents were between the 26-35 years age bracket.

Table 3.4: Parent's Age

What is your age?

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	15 to 25	18	18.9	18.9	18.9
	26 -35	47	49.5	49.5	68.4
	36 -45	22	23.2	23.2	91.6
	46 and over	8	8.4	8.4	100.0
	Total	95	100.0	100.0	

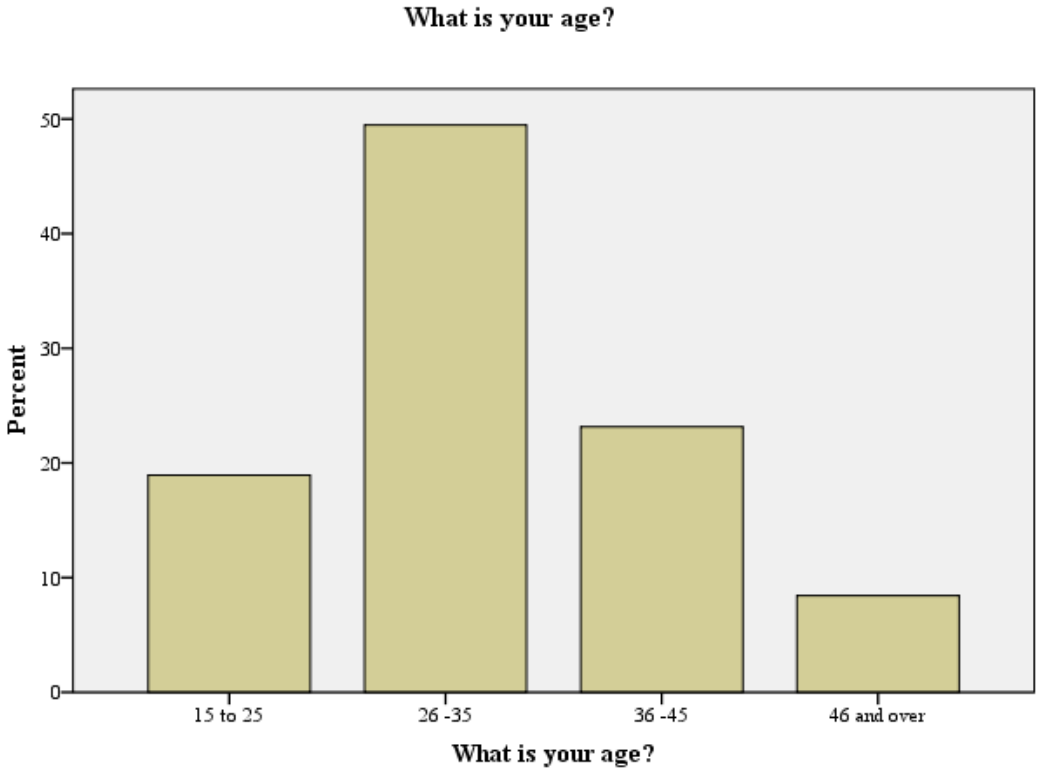

Figure 4.4: Parent's Age

A 42.1 percent portion of the respondents reported that they were single parents; 48.4 percent (the majority in this case) reported that they were married; 4.2 percent said that they were divorced; 2.1 percent reported that they were separated; and 3.2 percent said that they were widowed.

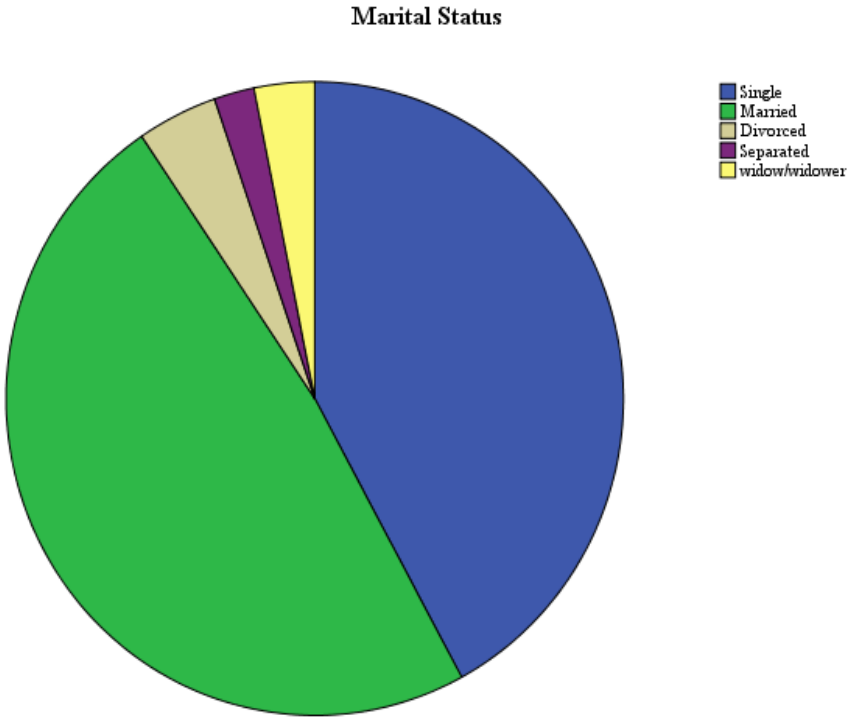

Table 4.4: Marital Status of Parent

Marital Status

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Single	40	42.1	42.1	42.1
	Married	46	48.4	48.4	90.5
	Divorced	4	4.2	4.2	94.7
	Separated	2	2.1	2.1	96.8
	widow/widower	3	3.2	3.2	100.0
	Total	95	100.0	100.0	

Figure 4.5: Marital Status of the Parent

From those surveyed, 18.9 percent had 1 child; 53.7 percent had 2 children; 17.9 percent had 3 children; 6.3 percent had 4 children; and 3.2 percent had 5 children and above. The majority of the parents had 2 children or less. This data complements the earlier findings where the majority of the parents were young parents in the 26-35 years age bracket.

Table 4.5: Number of Children Parent Has

How many children do you have?

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	One	18	18.9	18.9	18.9
	Two	51	53.7	53.7	72.6
	Three	17	17.9	17.9	90.5
	Four	6	6.3	6.3	96.8
	Five and Above	3	3.2	3.2	100.0
	Total	95	100.0	100.0	

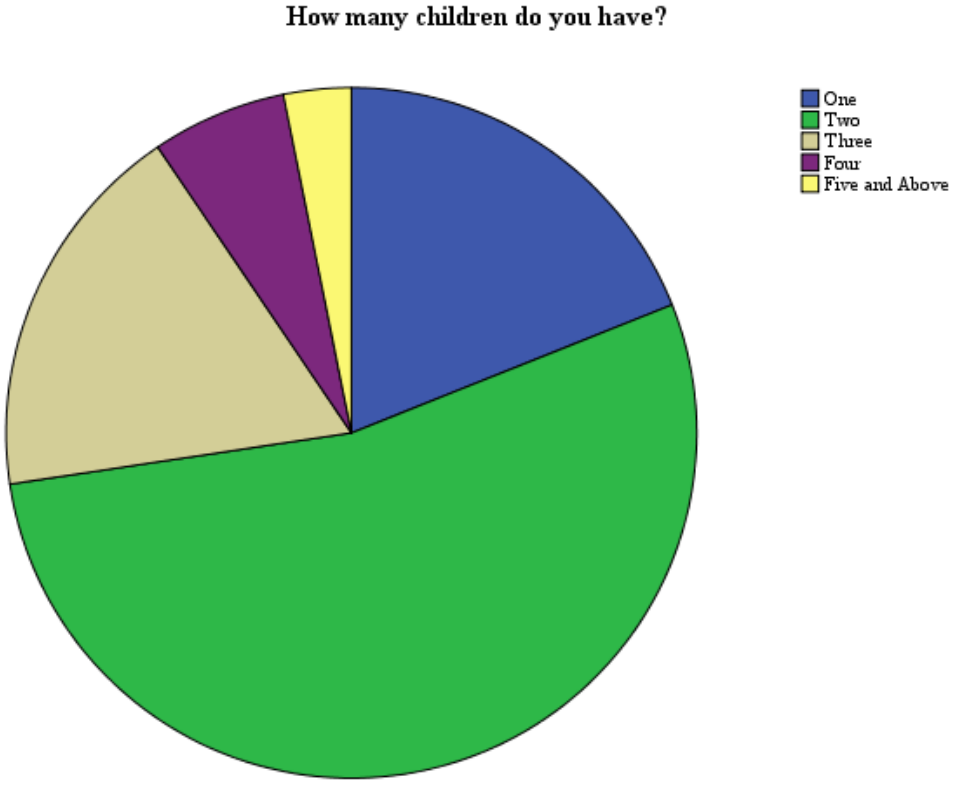

Figure 4.6: Number of Children Parent Has

An overwhelming majority of the parents (94.7 percent) paid their child's school fees, and only 5.3 percent were helped by sponsors to pay the fees.

Table 4.6: Who Pays School Fees

Who pays pre-school fees for your child?

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	I pay	90	94.7	94.7	94.7
	A sponsor pays	5	5.3	5.3	100.0
	Total	95	100.0	100.0	

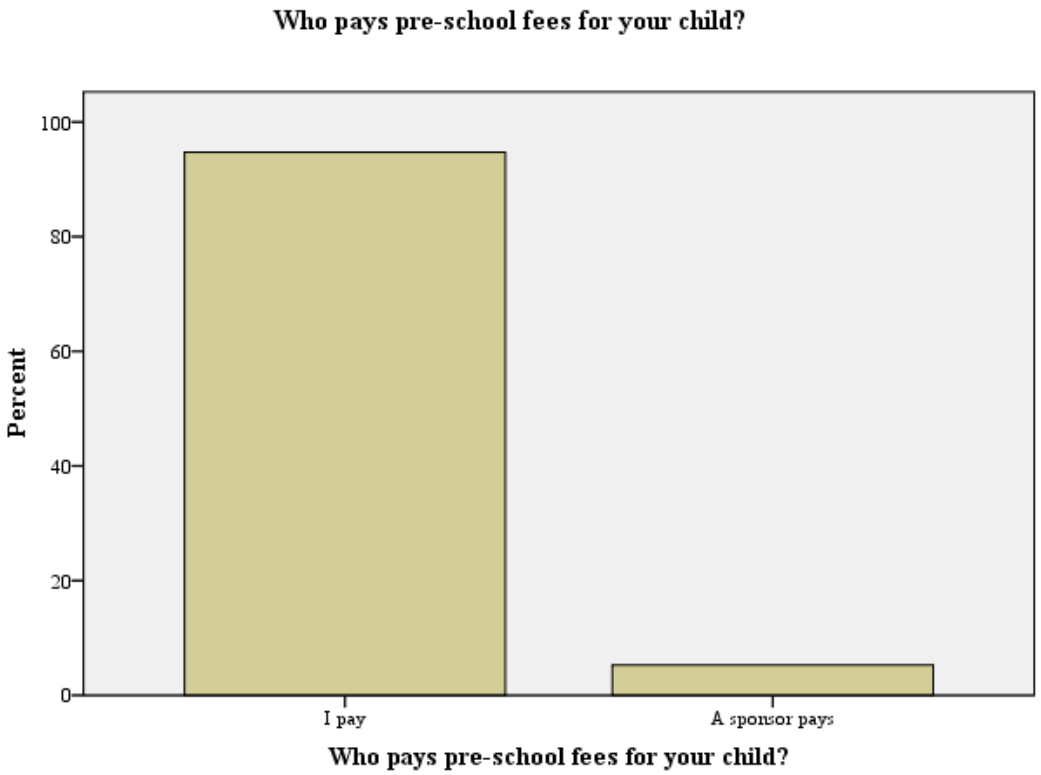

Figure 4.7: Who Pays School Fees

A majority of the parents (51.6 percent) paid less than Ksh 10,000 in school fees for their child; 21.1 percent paid between Ksh 10001 to Ksh 20000; 15.8 percent paid between Ksh 20001 to Ksh 30000; 4.2 percent paid between Ksh 30001 to Ksh 40000; another 4.2 percent paid between Ksh 40001 to Ksh 50000; and 3.2 percent paid Ksh 50001 and above. It is apparent that most of the schools surveyed had low to moderate fees.

Table 4.7: School Fees Range

How much are the pre-school fees per term?

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Ksh 0 to Ksh 10000	49	51.6	51.6	51.6
	Ksh 10001 to Ksh 20000	20	21.1	21.1	72.6
	Ksh 20001 to Ksh 30000	15	15.8	15.8	88.4
	Ksh 30001 to Ksh 40000	4	4.2	4.2	92.6
	Ksh 40001 to Ksh 50000	4	4.2	4.2	96.8
	Ksh 50001 and above	3	3.2	3.2	100.0
	Total	95	100.0	100.0	

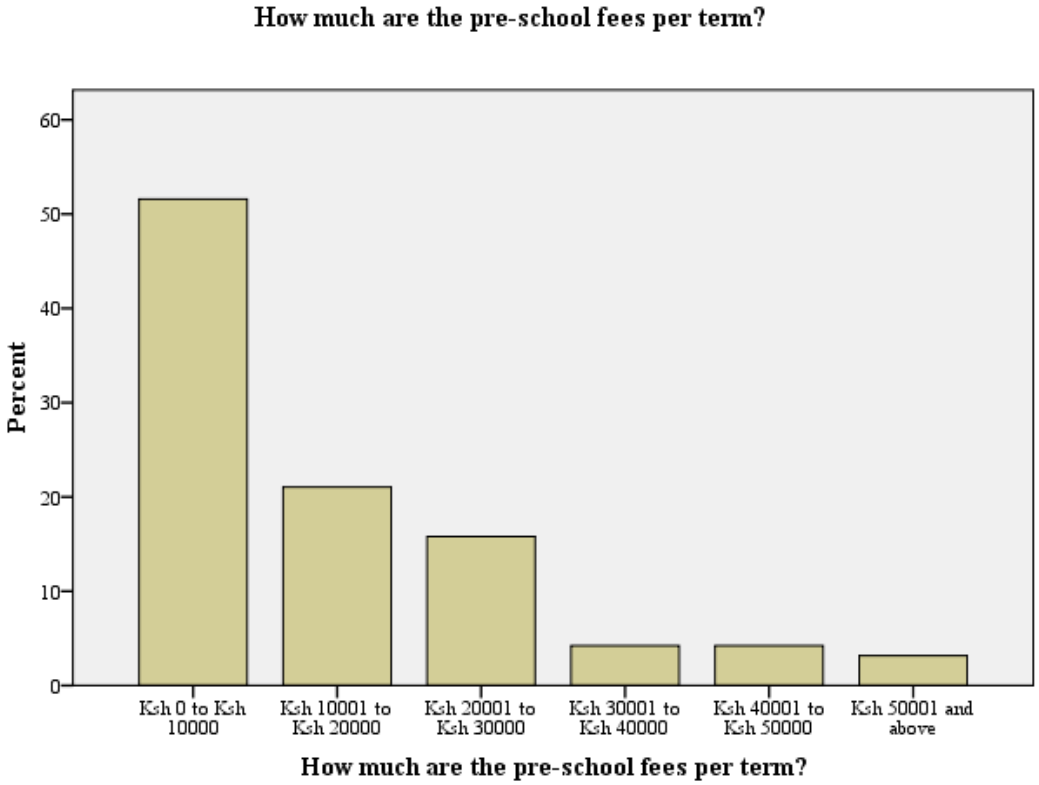

Figure 4.8: School Fees Range

4.3 Parental Involvement and Participation of Children in ECE

Table 4.8: Cross-tabulation of Parent Attendance of Meetings and Overall Child participation in ECE

How do you rate the frequency of your attendance of school meetings/open days at your child's pre-school? * How can you rate the overall participation of the child in academic activities? Cross-tabulation

			How can you rate the overall participation of the child in academic activities?				
			poor	Average	Above Average	Excellent	Total
How do you rate the frequency of your attendance of school meetings/open days at your child's pre-school?	Poor	Count	27	0	1	0	28
		% within How do you rate the frequency of your attendance of school meetings/open days at your child's pre-school?	96.4%	.0%	3.6%	.0%	100.0%
	Average	Count	1	9	1	1	12
		% within How do you rate the frequency of your attendance of school meetings/open days at your child's pre-school?	8.3%	75.0%	8.3%	8.3%	100.0%
	Above Average	Count	0	0	37	2	39
		% within How do you rate the frequency of your attendance of school meetings/open days at your child's pre-school?	.0%	.0%	94.9%	5.1%	100.0%
	Excellent	Count	1	0	0	15	16
		% within How do you rate the frequency of your attendance of school meetings/open days at your child's pre-school?	6.3%	.0%	.0%	93.8%	100.0%
Total		Count	29	9	39	18	95
		% within How do you rate the frequency of your attendance of school meetings/open days at your child's pre-school?	30.5%	9.5%	41.1%	18.9%	100.0%

From the Cross-tabulation of Parent attendance of meetings and overall child participation in ECE in Table 4.8 above, it is seen that 96.4 percent of those who rated their school meeting attendance rates to be poor had children who were equally

rated poorly in terms of overall participation of the child in academic activities. On the other hand, 93.8 percent of those who rated their school meeting attendance rates to be excellent had children who were equally rated exceptionally in terms of overall participation of the child in academic activities.

Table 4.9: Chi-Square Tests of Cross-tabulation of Parent Attendance of Meetings and Overall Child participation in ECE

Chi-Square Tests

	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	223.013[a]	9	.000
Likelihood Ratio	188.598	9	.000
Linear-by-Linear Association	77.696	1	.000
N of Valid Cases	95		

a. 9 cells (56.3%) have expected count less than 5. The minimum expected count is 1.14.

Chi-square tests of the Cross-tabulation of parent attendance of meetings and overall child participation in ECE in Table 4.9 above shows that $x^2 = 223.013$, $df = 9$ and the $p = .000$. The $p < 0.05$, so we reject the null hypothesis that presumes that there is no association between parent attendance of meetings and overall child participation in ECE. Clearly, there exists a highly significant association between parent attendance of meetings and overall child participation in ECE judging from the Cramer's V of 0.885 in table 4.10 below. This finding is in line with the work of previous authors. According to Fantuzzo, Tighe, & Childs (2000), school meeting attendance by the parents is one of the measures of parental involvement. The outcomes of this statistical analysis are therefore to be expected since literature suggests that through the involvement of parents, the teachers' understanding of their students' socio-cultural circumstance is elevated, therefore assisting them to provide more culturally-ideal academic solutions. Parents can also be exposed to educators who could model age-appropriate, academic interactions with kids (Haynes & Ben-Avie, 1996).

Table 4.10: Symmetric Measures of Cross-tabulation of Parent Attendance of Meetings and Overall Child participation in ECE

Symmetric Measures

		Value	Approx. Sig.
Nominal by Nominal	Phi	1.532	.000
	Cramer's V	.885	.000
N of Valid Cases		95	

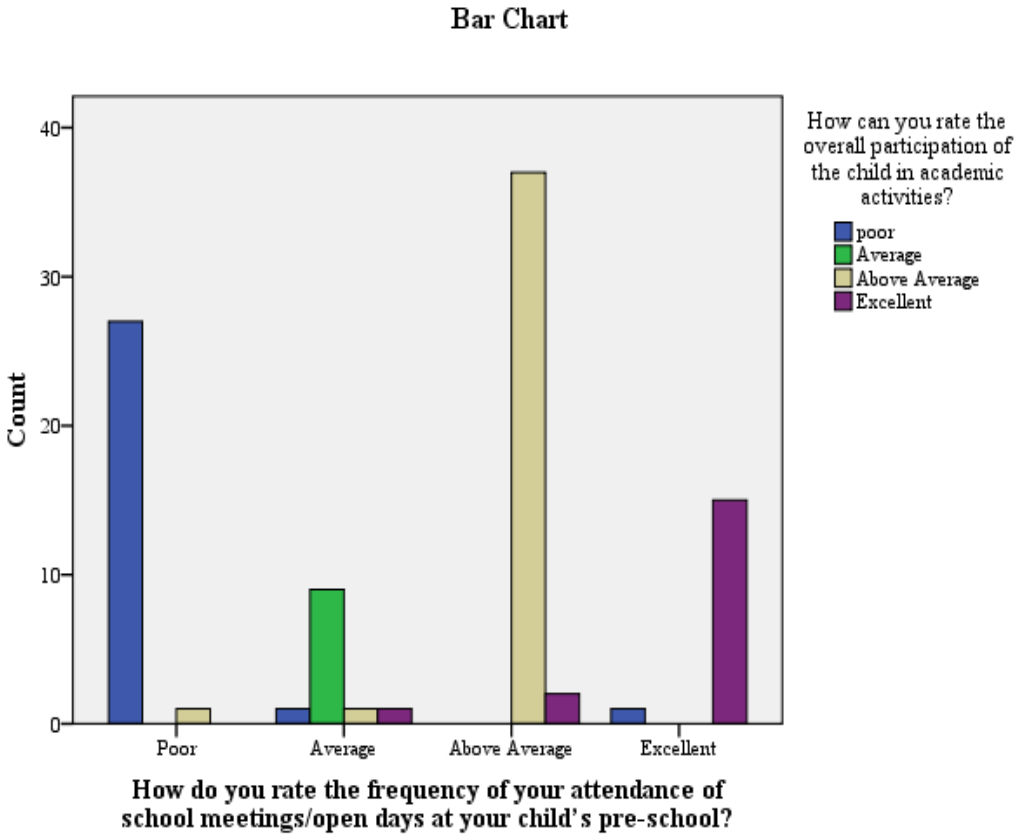

Figure 4.9: Clustered Bar Chart Illustrating the Cross-tabulation of Parent Attendance of Meetings and Overall Child participation in ECE

Table 4.11: Cross-tabulation of Parental Homework Assistance and Overall Child participation in ECE

Do you ever help your child with their homework at home? * How can you rate the overall participation of the child in academic activities? Cross-tabulation

			How can you rate the overall participation of the child in academic activities?				
			poor	Average	Above Average	Excellent	Total
Do you ever help your child with their homework at home?	Never	Count	12	7	2	0	21
		% within Do you ever help your child with their homework at home?	57.1%	33.3%	9.5%	.0%	100.0%
	Rarely	Count	16	2	1	0	19
		% within Do you ever help your child with their homework at home?	84.2%	10.5%	5.3%	.0%	100.0%
	Most times	Count	0	0	31	14	45
		% within Do you ever help your child with their homework at home?	.0%	.0%	68.9%	31.1%	100.0%
	Always	Count	1	0	5	4	10
		% within Do you ever help your child with their homework at home?	10.0%	.0%	50.0%	40.0%	100.0%
Total		Count	29	9	39	18	95
		% within Do you ever help your child with their homework at home?	30.5%	9.5%	41.1%	18.9%	100.0%

From the Cross-tabulation of parental homework assistance and overall child participation in ECE in Table 4.11 above, it is seen that a majority 57.1 percent of those who reported that they never assisted their children with homework had children who were equally rated poorly in terms of overall participation of the child

in academic activities, as were a majority (84.2 percent) those who reported that they rarely do so. On the other hand, up to 90 percent of those who reported that they always assisted their children with homework had children who were equally rated highly (as above average and excellent) in terms of overall participation of the child in academic activities.

Table 4.12: Chi-Square Tests of Cross-tabulation of Parental Homework Assistance and Overall Child participation in ECE

Chi-Square Tests

	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	88.914[a]	9	.000
Likelihood Ratio	107.296	9	.000
Linear-by-Linear Association	47.935	1	.000
N of Valid Cases	95		

a. 9 cells (56.3%) have expected count less than 5. The minimum expected count is .95.

Chi-square tests of the Cross-tabulation of parental homework assistance and overall child participation in ECE in Table 4.12 above shows that $x^2 = 88.914$, $df = 9$ and the $p = .000$. The $p < 0.05$, so we reject the null hypothesis that presumes that there is no association between parental homework assistance and overall child participation in ECE. Clearly, there exists a fairly significant association between parental homework assistance and overall child participation in ECE judging from the Cramer's V of 0.559 in table 4.13 below.

Parental involvement in their children's schooling may take numerous forms, either inside the home or at the school (Grolnick & Slowiaczek, 1994). Involving the parents in academic practice is essential since it offers the prospective to reduce the discontinuity between the household and the school setting (Mendez & Fogle, 2002). Assisting their children with homework is one way that parents may bridge the gap between the home situation and the school setting.

Table 4.13: Symmetric Measures of Cross-tabulation of Parental Homework Assistance and Overall Child participation in ECE

Symmetric Measures

		Value	Approx. Sig.
Nominal by Nominal	Phi	.967	.000
	Cramer's V	.559	.000
N of Valid Cases		95	

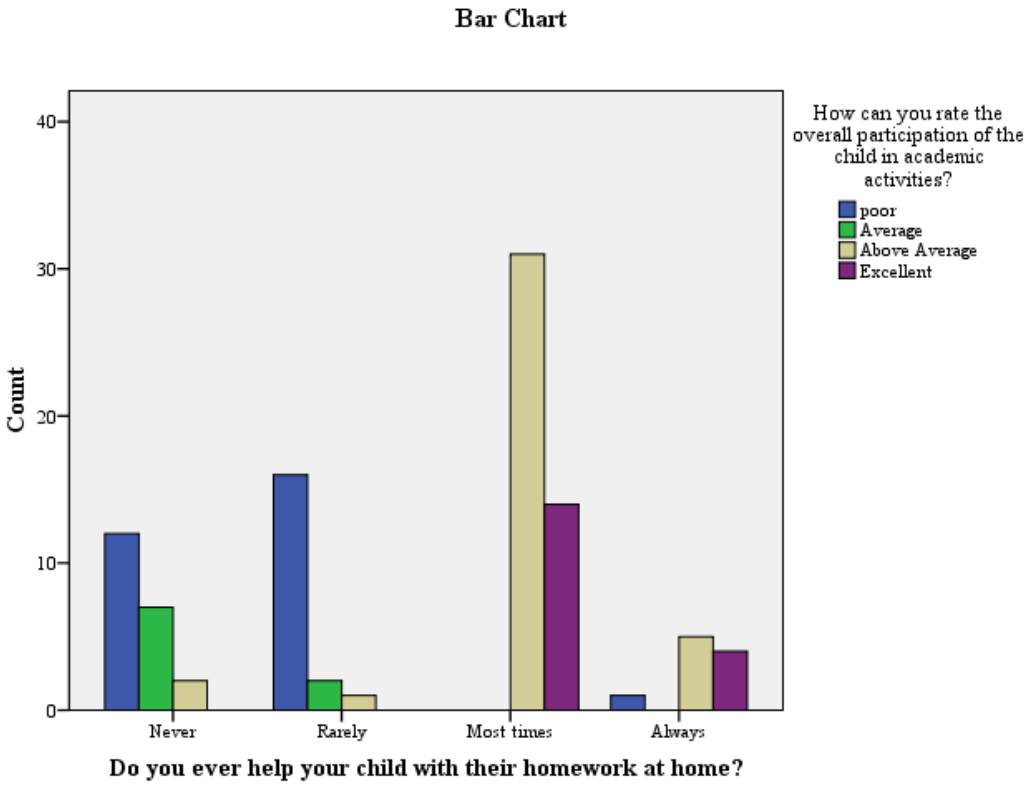

Figure 4.10: Clustered Bar Chart Illustrating the Cross-tabulation of Parental Homework Assistance and Overall Child participation in ECE

From the Cross-tabulation of parental reading frequency and child's rating in terms of word recognition and reading ability in Table 4.14 below, it is viewed that 75 percent of those who said that they never read to their child had children who were rated poorly in terms of word recognition and reading ability. On the other hand, none of those who said that they read to their child more than twice a month had children who were rated below average: they were rated above average.

Table 4.14: Cross-tabulation of Parental Reading Frequency and child's rating

Please indicate how often you read to your child * What is the child's rating in terms of word recognition and reading ability? Cross-tabulation

			What is the child's rating in terms of word recognition and reading ability?				
			poor	Average	Above Average	Excellent	Total
If yes, please indicate how often you read to your child	Never	Count	27	9	0	0	36
		% within If yes, please indicate how often you read to your child	75.0%	25.0%	.0%	.0%	100.0%
	About once a month	Count	2	0	0	0	2
		% within If yes, please indicate how often you read to your child	100.0%	.0%	.0%	.0%	100.0%
	About twice a month	Count	0	0	33	13	46
		% within If yes, please indicate how often you read to your child	.0%	.0%	71.7%	28.3%	100.0%
	About once a week	Count	0	0	6	5	11
		% within If yes, please indicate how often you read to your child	.0%	.0%	54.5%	45.5%	100.0%
Total		Count	29	9	39	18	95
		% within If yes, please indicate how often you read to your child	30.5%	9.5%	41.1%	18.9%	100.0%

Table 4.15: Chi-Square Tests of the Cross-tabulation of Parental Reading Frequency and child's rating in terms of word recognition and reading ability

Chi-Square Tests

	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	98.662[a]	9	.000
Likelihood Ratio	130.149	9	.000
Linear-by-Linear Association	72.814	1	.000
N of Valid Cases	95		

a. 10 cells (62.5%) have expected count less than 5. The minimum expected count is .19.

Chi-square tests of the Cross-tabulation of parental reading frequency and child's rating in terms of word recognition and reading ability in Table 4.15 above shows that $x^2 = 98.662$, $df = 9$ and the $p = .000$. The $p < 0.05$, so we reject the null hypothesis that presumes that there is no association between parental reading frequency and child's rating in terms of word recognition and reading ability. Evidently, there exists a fairly significant association between parental reading frequency and child's rating in terms of word recognition and reading ability judging from the Cramer's V of 0.588 in table 4.16 below.

This makes logical sense, and some studies have actually shown a link between reading to children and the resultant impact in academic achievement.

A study by Anderson, Wilson, & Fielding, (1988) illustrated the link between reading and reading achievement. Among all the ways children spent their time, reading books was the best predictor of several measures of reading achievement, including gains in reading achievement between second and fifth grade. However, on most days most children did little or no book reading in the study. It is imperative, therefore, that the parent intervenes and gets involved by assisting the child to read at home. The gains from our study are clearly illustrated.

Table 4.16: Symmetric Measures of the Cross-tabulation of Parental Reading Frequency and child's rating in terms of word recognition and reading ability

Symmetric Measures

		Value	Approx. Sig.
Nominal by Nominal	Phi	1.019	.000
	Cramer's V	.588	.000
N of Valid Cases		95	

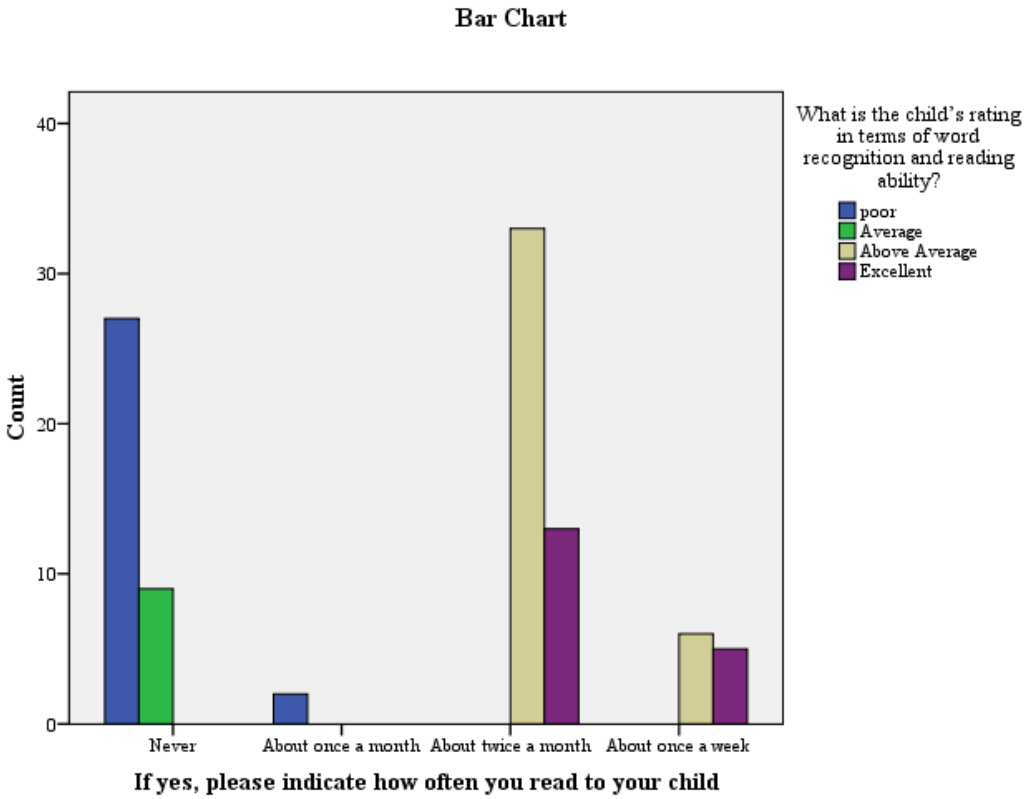

Figure 4.11: Clustered Bar Chart Illustrating the Cross-tabulation of Parental Reading Frequency and child's rating in terms of word recognition and reading ability

4.4 Parental Education and Participation of Children in ECE

As shown in Table 4.17 below, it may be seen that 91.6 percent of the teachers felt that the education level of the parent affect the feedback process on open days, and only 8.4 percent reported that parental education had no bearing on the feedback process on open days.

Table 4.17: Perceived Impact of Parental Education by Teachers

Does the education level of the parent affect the feedback process on open days?

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Yes	87	91.6	91.6	91.6
	No	8	8.4	8.4	100.0
	Total	95	100.0	100.0	

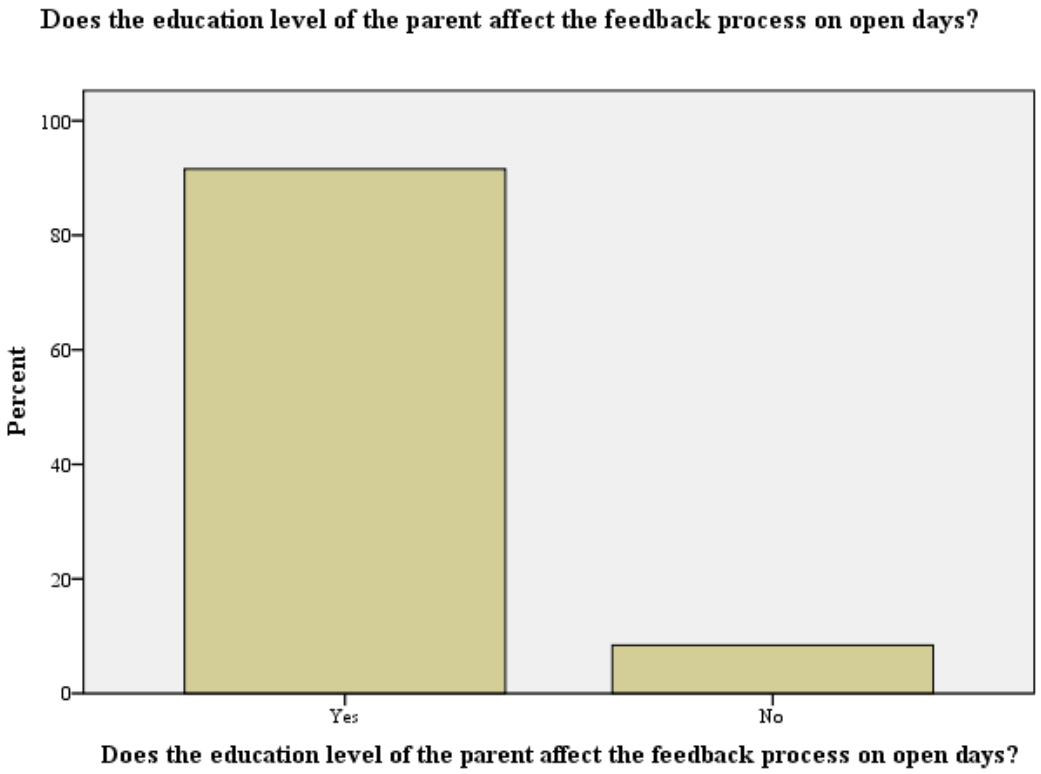

Figure 4.12: Bar chart showing the proportion of whether teachers believe that parental education affects feedback process on open days

Interestingly, when queried on whether they think that the parent is qualified to make suggestions to them about their teaching methods towards the education of their child, an overwhelming majority of the teachers (94.7 percent) believed that this was the case. This is as opposed to 5.3 percent who thought that the parent was not qualified to make suggestions to them about the teaching methods towards the education of their child. The data thus shows that there is a discrepancy between the perceptions that the parents think the teachers have of them, and the actual reality on

the ground. The parent's fear that the teacher may look down on them as unqualified to make suggestions about the teacher's teaching methods are not founded on reality.

Table 4.18: Teacher's Perception of Parent's Qualification to Suggest Teaching Methods

Do you think that the parent is qualified to make suggestions to you about your teaching methods towards the education of their child?

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Yes	90	94.7	94.7	94.7
	No	5	5.3	5.3	100.0
	Total	95	100.0	100.0	

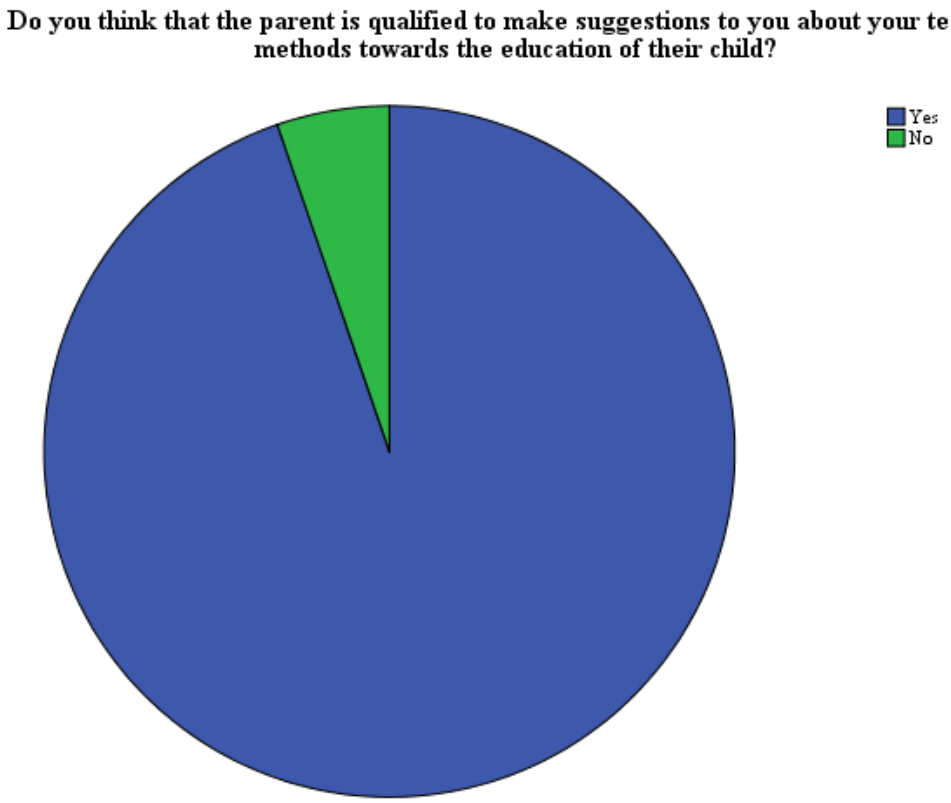

Figure 4.13: Pie Chart Illustrating Teacher's Perception of Parent's Qualification to Suggest Teaching Methods

From the Cross-tabulation of parental education level and child's rating in terms of overall participation in ECE in Table 4.19 below, it is seen that 70.8 percent of the children who were poor performers had parents who had only attained a Primary level education. Conversely, all the children whose parents were bachelor's

degree holders and above were above average and outstanding performers.

Table 4.19: Cross-tabulation of Parental Education Level and child's rating in terms of Overall Participation in ECE

What is your educational level? * How can you rate the overall participation of the child in academic activities? Cross-tabulation

			How can you rate the overall participation of the child in academic activities?				
			poor	Average	Above Average	Excellent	Total
What is your educational level?	Primary School	Count	17	7	0	0	24
		% within What is your educational level?	70.8%	29.2%	.0%	.0%	100.0%
	Some High School	Count	4	1	2	1	8
		% within What is your educational level?	50.0%	12.5%	25.0%	12.5%	100.0%
	High School Graduate	Count	7	1	0	0	8
		% within What is your educational level?	87.5%	12.5%	.0%	.0%	100.0%
	College	Count	1	0	18	8	27
		% within What is your educational level?	3.7%	.0%	66.7%	29.6%	100.0%
	Bachelor's Degree	Count	0	0	17	5	22
		% within What is your educational level?	.0%	.0%	77.3%	22.7%	100.0%
	Master's Degree	Count	0	0	0	3	3
		% within What is your educational level?	.0%	.0%	.0%	100.0%	100.0%
	Other	Count	0	0	2	1	3
		% within What is your educational level?	.0%	.0%	66.7%	33.3%	100.0%
Total		Count	29	9	39	18	95
		% within What is your educational level?	30.5%	9.5%	41.1%	18.9%	100.0%

Chi-square tests of the Cross-tabulation of parental education level and child's rating in terms of overall participation in ECE in Table 4.20 below shows that $x^2 = 97.830$, $df = 18$ and the $p = .000$. The $p < 0.05$, so we reject the null

hypothesis that presumes that there is no association between parental education level and child's rating in terms of overall participation in ECE. Clearly, there exists a fairly significant association between parental education level and child's rating in terms of overall participation in ECE judging from the Cramer's V of 0.586 in table 4.21 below.

As outlined by Hoff (2003), parents having a better education develop a more intellectually rousing atmosphere for their kids. Many experts have showed that exceptionally schooled parents possess a distinct strategy for interaction with their kids, especially in respect to the vocabulary employed (Hoff, Laursen, & Tardiff, 2002). Additionally, College-schooled mothers converse more, make use of a more abundant vocabulary, and read considerably more to their young children compared to those mothers restricted to a high school schooling (Hoff-Ginsberg, 1991). These findings by other authors therefore corroborate the findings in this study.

Table 4.20: Chi-Square Tests of the Cross-tabulation of Parental Education Level and child's rating in terms of Overall Participation in ECE

Chi-Square Tests

	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	97.830[a]	18	.000
Likelihood Ratio	118.109	18	.000
Linear-by-Linear Association	51.398	1	.000
N of Valid Cases	95		

a. 21 cells (75.0%) have expected count less than 5. The minimum expected count is .28.

Table 4.21: Symmetric Measures of the Cross-tabulation of Parental Education Level and child's rating in terms of Overall Participation in ECE

Symmetric Measures

		Value	Approx. Sig.
Nominal by Nominal	Phi	1.015	.000
	Cramer's V	.586	.000
N of Valid Cases		95	

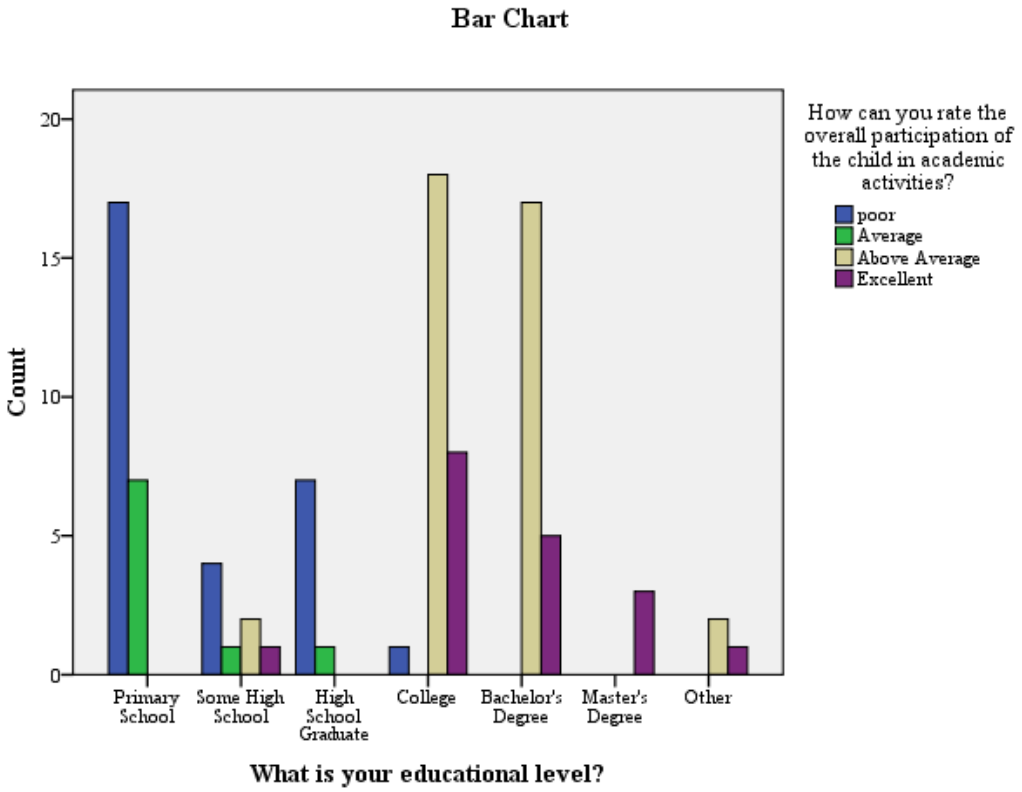

Figure 4.14: Clustered Bar Chart Illustrating the Cross-tabulation of Parental Education Level and child's rating in terms of Overall Participation in ECE

From the Cross-tabulation of parental education level and self-initiated child performance review with teacher in Table 4.22 below, it is seen that 83.3 percent of those who only had a Primary level education had never self-initiated child performance review with teacher. On the other hand, those parents who had a college, bachelor's and master's degrees all reported to had self-initiated child performance review with teacher numerous times.

Table 4.22: Cross-tabulation of Parental Education Level and Self-Initiated Child Performance Review with Teacher

What is your educational level? * Do you ever talk to your child's pre-school teacher about their progress when the teacher has not indicated the need to do so? Cross-tabulation

			Do you ever talk to your child's pre-school teacher about their progress when the teacher has not indicated the need to do so?				
			Never	Rarely	Most times	Always	Total
What is your educational level?	Primary School	Count	20	4	0	0	24
		% within What is your educational level?	83.3%	16.7%	.0%	.0%	100.0%
	Some High School	Count	0	5	2	1	8
		% within What is your educational level?	.0%	62.5%	25.0%	12.5%	100.0%
	High School Graduate	Count	2	6	0	0	8
		% within What is your educational level?	25.0%	75.0%	.0%	.0%	100.0%
	College	Count	1	0	25	1	27
		% within What is your educational level?	3.7%	.0%	92.6%	3.7%	100.0%
	Bachelor's Degree	Count	0	0	17	5	22
		% within What is your educational level?	.0%	.0%	77.3%	22.7%	100.0%
	Master's Degree	Count	0	0	1	2	3
		% within What is your educational level?	.0%	.0%	33.3%	66.7%	100.0%
	Other	Count	0	0	2	1	3
		% within What is your educational level?	.0%	.0%	66.7%	33.3%	100.0%
Total		Count	23	15	47	10	95
		% within What is your educational level?	24.2%	15.8%	49.5%	10.5%	100.0%

Table 4.23: Chi-Square Tests of the Cross-tabulation of Parental Education Level and Self-Initiated Child Performance Review with Teacher

Chi-Square Tests

	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	134.461[a]	18	.000
Likelihood Ratio	138.517	18	.000
Linear-by-Linear Association	60.775	1	.000
N of Valid Cases	95		

a. 22 cells (78.6%) have expected count less than 5. The minimum expected count is .32.

Chi-square tests of the Cross-tabulation of parental education level and self-initiated child performance review with teacher in Table 4.23 above shows that x^2 = 134.461, df = 18 and the p = .000. The $p < 0.05$, so we reject the null hypothesis that presumes that there is no association between parental education level and self-initiated child performance review with teacher. Clearly, there exists a fairly significant association between parental education level and self-initiated child performance review with teacher judging from the Cramer's V of 0.687 in table 4.24 below.

These findings provide one possible link between parental education and the child's performance at school. The finding that there is a fairly significant association between parental education level and self-initiated child performance review with teacher indicates that parental education indirectly influences parental involvement in the child's education. This in turn leads to an impact on the performance of the child. The findings additionally explain – at least partly – the phenomenon encountered by Crozier (1999) in his study that found that low-income parents tend to be more inclined than middle-and upper-income parents to view instructors as being the authorities on schooling, which might result in a reduced rate of participation in academic routines with their children. Moreover, the U.S. Department of Education (1996) observed that parents having higher levels of schooling record less satisfaction with school strategies than parents having lesser

levels of schooling, indicating that more highly schooled mothers and fathers feel more at ease criticizing the institution.

Table 4.24: Symmetric Measures of the Cross-tabulation of Parental Education Level and Self-Initiated Child Performance Review with Teacher

Symmetric Measures

		Value	Approx. Sig.
Nominal by Nominal	Phi	1.190	.000
	Cramer's V	.687	.000
N of Valid Cases		95	

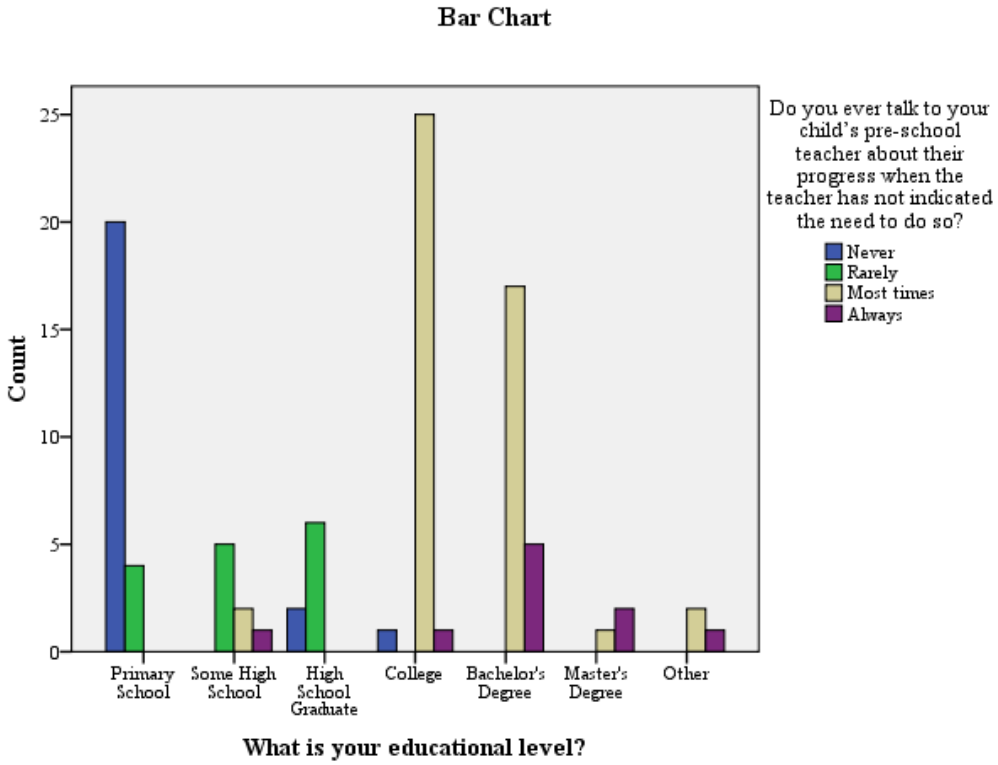

Figure 4.15: Clustered Bar Chart Illustrating the Cross-tabulation of Parental Education Level and Self-Initiated Child Performance Review with Teacher

From the Cross-tabulation of parental education level and supplementary homework provision in Table 4.25 below, it is seen that 75 percent of those who only had a Primary level education never gave their child supplementary school work on school holidays and over weekends. On the other hand, nearly all parents who had a bachelor's and master's degrees, reported that they gave their child

supplementary school work on school holidays and over weekends.

Table 4.25: Cross-tabulation of Parental Education Level and Supplementary Homework Provision

What is your educational level? * Do you ever give your child supplementary school work on school holidays and over weekends? Cross-tabulation

			Do you ever give your child supplementary school work on school holidays and over weekends?				
			Never	Rarely	Most times	Always	Total
What is your educational level?	Primary School	Count	18	6	0	0	24
		% within What is your educational level?	75.0%	25.0%	.0%	.0%	100.0%
	Some High School	Count	0	5	2	1	8
		% within What is your educational level?	.0%	62.5%	25.0%	12.5%	100.0%
	High School Graduate	Count	0	7	1	0	8
		% within What is your educational level?	.0%	87.5%	12.5%	.0%	100.0%
	College	Count	0	2	23	2	27
		% within What is your educational level?	.0%	7.4%	85.2%	7.4%	100.0%
	Bachelor's Degree	Count	0	1	16	5	22
		% within What is your educational level?	.0%	4.5%	72.7%	22.7%	100.0%
	Master's Degree	Count	0	0	1	2	3
		% within What is your educational level?	.0%	.0%	33.3%	66.7%	100.0%
	Other	Count	0	0	2	1	3
		% within What is your educational level?	.0%	.0%	66.7%	33.3%	100.0%
Total		Count	18	21	45	11	95
		% within What is your educational level?	18.9%	22.1%	47.4%	11.6%	100.0%

Table 4.26: Chi-Square Tests of the Cross-tabulation of Parental Education Level and Supplementary Homework Provision

Chi-Square Tests

	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	123.090[a]	18	.000
Likelihood Ratio	123.511	18	.000
Linear-by-Linear Association	59.762	1	.000
N of Valid Cases	95		

a. 22 cells (78.6%) have expected count less than 5. The minimum expected count is .35.

Chi-square tests of the Cross-tabulation of parental education level and supplementary homework provision in Table 4.26 above shows that $x^2 = 123.090$, $df = 18$ and the $p = .000$. The $p < 0.05$, so we reject the null hypothesis that presumes that there is no association between of parental education level and supplementary homework provision. Clearly, there exists a fairly significant association between of parental education level and supplementary homework provision judging from the Cramer's V of 0.657 in table 4.27 below.

In a study that may expound the observed relationship, Grolnick, Benjet, Kurowski, & Apostoleris (1997) observed that parents who view themselves as educators and feel beneficial in assisting their children at school are more inclined to be involved in their children's education. Parents' perspective in their purpose as teacher and assisting their children with class work may –partly – be a consequence of their own academic experience.

Table 4.27: Symmetric Measures of the Cross-tabulation of Parental Education Level and Supplementary Homework Provision

Symmetric Measures

		Value	Approx. Sig.
Nominal by Nominal	Phi	1.138	.000
	Cramer's V	.657	.000
N of Valid Cases		95	

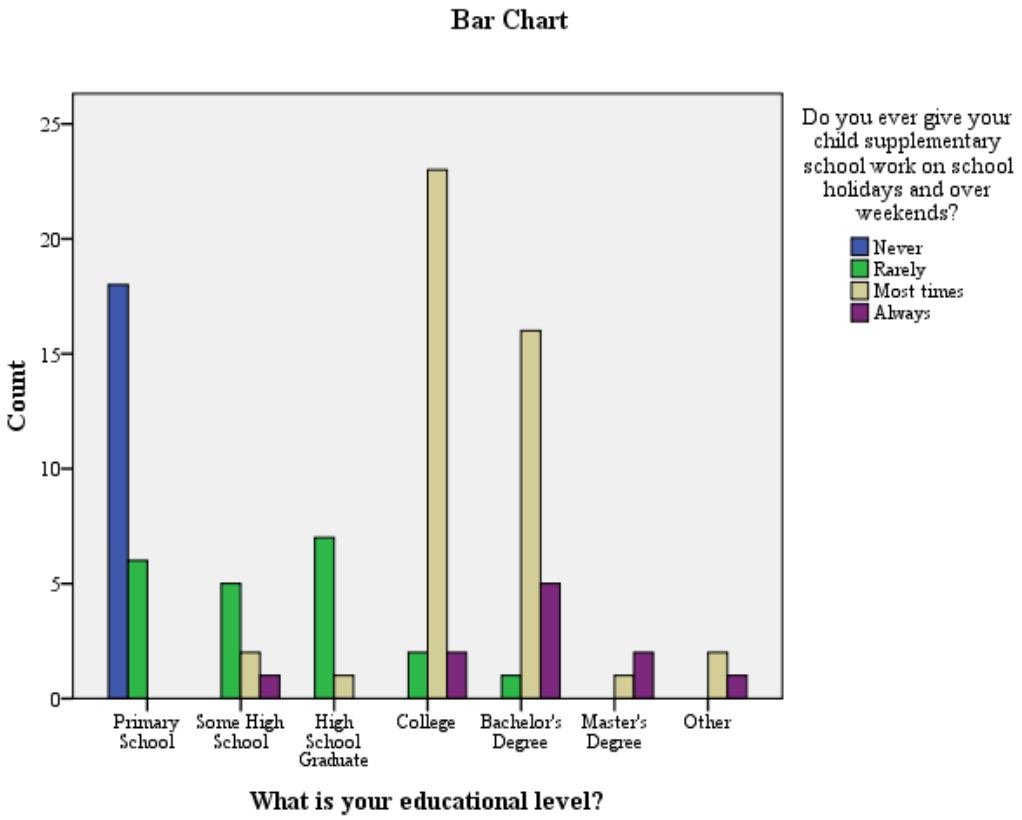

Figure 4.16: Clustered Bar Chart Illustrating the Cross-tabulation of Parental Education Level and Supplementary Homework Provision

Table 4.28: Cross-tabulation of Parental Education Level and Self-Rated Ability to Critique Teacher

What is your educational level? * Do you think that you are qualified to make suggestions to the pre-school teacher about their teaching methods towards the education of your child? Cross-tabulation

			Do you think that you are qualified to make suggestions to the pre-school teacher about their teaching methods towards the education of your child?		
			Yes	No	Total
What is your educational level?	Primary School	Count	2	22	24
		% within What is your educational level?	8.3%	91.7%	100.0%
	Some High School	Count	0	8	8
		% within What is your educational level?	.0%	100.0%	100.0%
	High School Graduate	Count	0	8	8
		% within What is your educational level?	.0%	100.0%	100.0%
	College	Count	27	0	27
		% within What is your educational level?	100.0%	.0%	100.0%
	Bachelor's Degree	Count	22	0	22
		% within What is your educational level?	100.0%	.0%	100.0%
	Master's Degree	Count	3	0	3
		% within What is your educational level?	100.0%	.0%	100.0%
	Other	Count	3	0	3
		% within What is your educational level?	100.0%	.0%	100.0%
Total		Count	57	38	95
		% within What is your educational level?	60.0%	40.0%	100.0%

From the Cross-tabulation of parental education level and self-rated ability to critique teacher in Table 4.28 above, it is seen that 91.7 percent of those who solely had a Primary level education believed that they were not qualified to critique the teacher' methods. These results were replicated by those who only had a High School level of education, with 100 percent of them also believing that they were not qualified to critique the teacher' methods. On the other hand, all of those who had a college education – and – above believed that they were sufficiently qualified to critique the teacher' methods.

Table 4.29: Chi-Square Tests of the Cross-tabulation of Parental Education Level and Self-Rated Ability to Critique Teacher

Chi-Square Tests

	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	87.361[a]	6	.000
Likelihood Ratio	114.104	6	.000
Linear-by-Linear Association	61.773	1	.000
N of Valid Cases	95		

a. 8 cells (57.1%) have expected count less than 5. The minimum expected count is 1.20.

Chi-square tests of the Cross-tabulation of parental education level and self-rated ability to critique teacher in Table 4.29 above shows that $x^2 = 87.361$, $df = 6$ and the $p = .000$. The $p < 0.05$, so we reject the null hypothesis that presumes that there is no association between parental education level and self-rated ability to critique teacher. Clearly, there exists a highly significant association between parental education level and self-rated ability to critique teacher judging from the Cramer's V of 0.959 in table 4.30 below. Parents' level of comfort interacting with instructors and assisting their children with class work may –partly – be a consequence of their own academic experience (Grolnick, Benjet, Kurowski, & Apostoleris, 1997).

Table 4.30: Symmetric Measures of the Cross-tabulation of Parental Education Level and Self-Rated Ability to Critique Teacher

Symmetric Measures

		Value	Approx. Sig.
Nominal by Nominal	Phi	.959	.000
	Cramer's V	.959	.000
N of Valid Cases		95	

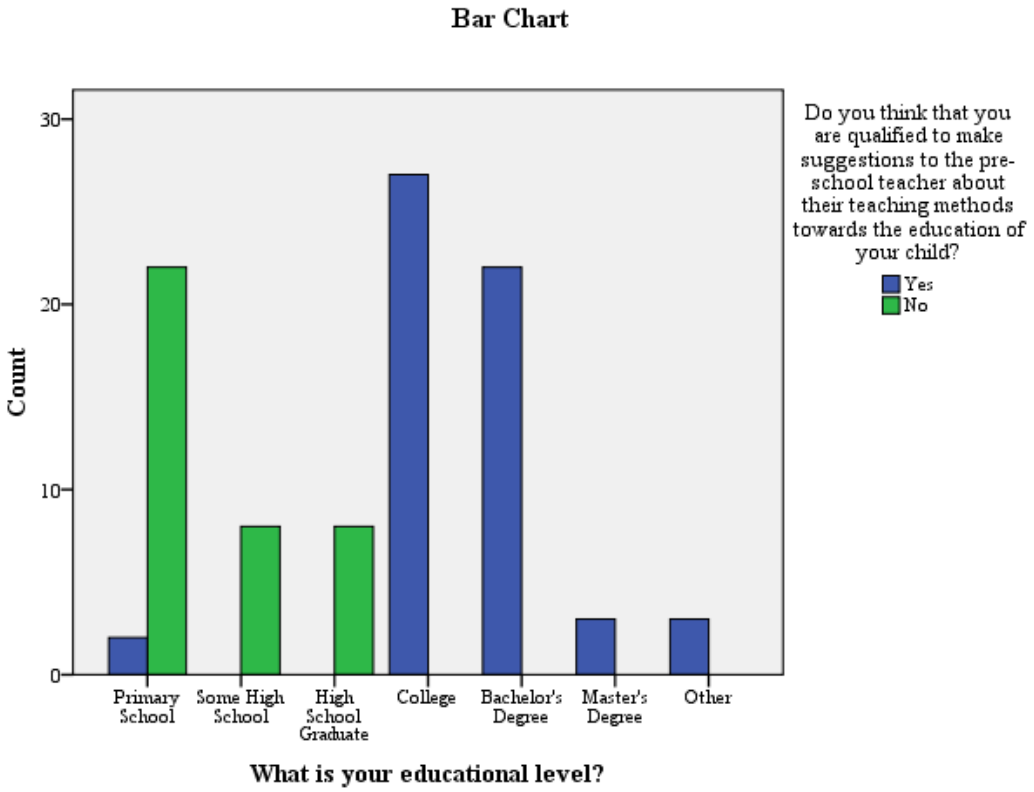

Figure 4.17: Clustered Bar Chart Illustrating the Cross-tabulation of Parental Education Level and Self-Rated Ability to Critique Teacher

Table 4.31: Cross-tabulation of Parental Education Level and Academic Achievement Expectations

What is your educational level? * How much schooling do you expect that your child will complete? Cross-tabulation

			How much schooling do you expect that your child will complete?					
			College	Bachelor's Degree	Master's Degree	Doctorate	Other	Total
What is your educational level?	Primary School	Count	3	15	2	3	1	24
		% within What is your educational level?	12.5%	62.5%	8.3%	12.5%	4.2%	100.0%
	Some High School	Count	1	6	1	0	0	8
		% within What is your educational level?	12.5%	75.0%	12.5%	.0%	.0%	100.0%
	High School Graduate	Count	1	6	0	1	0	8
		% within What is your educational level?	12.5%	75.0%	.0%	12.5%	.0%	100.0%
	College	Count	1	18	6	0	2	27
		% within What is your educational level?	3.7%	66.7%	22.2%	.0%	7.4%	100.0%
	Bachelor's Degree	Count	3	9	5	3	2	22
		% within What is your educational level?	13.6%	40.9%	22.7%	13.6%	9.1%	100.0%
	Master's Degree	Count	0	3	0	0	0	3
		% within What is your educational level?	.0%	100.0%	.0%	.0%	.0%	100.0%
	Other	Count	1	2	0	0	0	3
		% within What is your educational level?	33.3%	66.7%	.0%	.0%	.0%	100.0%
Total		Count	10	59	14	7	5	95
		% within What is your educational level?	10.5%	62.1%	14.7%	7.4%	5.3%	100.0%

From the Cross-tabulation of parental education level and academic achievement expectations in Table 4.31 above, it can be seen that 62.5 percent of those with a primary school education expected their children to attain a bachelor's degree; 75 percent of those with some high school education expected their children

to attain a bachelor's degree; 75 percent of those with a complete high school education similarly expected their children to attain a bachelor's degree; and 66.7 percent, 40.9 percent, 100 percent, and 66.7 percent having similar expectations for those with a college degree, a bachelor's degree, a master's degree, and other higher academic qualifications, respectively.

Chi-square tests of the Cross-tabulation of parental education level and academic achievement expectations in Table 4.32 below shows that $x^2 = 18.294$, $df = 24$ and the $p = .789$. The $p > 0.05$, so we accept the null hypothesis that presumes that there is no association between parental education level and academic achievement expectations. There is no significant association between parental education level and academic achievement expectations judging from the low Cramer's V of 0.219 in table 4.33 below. It appears that all parents, regardless of their own academic achievements, have high achievement expectations for their children.

Table 4.32: Chi-Square Tests of the Cross-tabulation of Parental Education Level and Academic Achievement Expectations

Chi-Square Tests

	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	18.294[a]	24	.789
Likelihood Ratio	24.043	24	.459
Linear-by-Linear Association	.071	1	.789
N of Valid Cases	95		

a. 32 cells (91.4%) have expected count less than 5. The minimum expected count is .16.

Table 4.33: Symmetric Measures of the Cross-tabulation of Parental Education Level and Academic Achievement Expectations

Symmetric Measures

		Value	Approx. Sig.
Nominal by Nominal	Phi	.439	.789
	Cramer's V	.219	.789
N of Valid Cases		95	

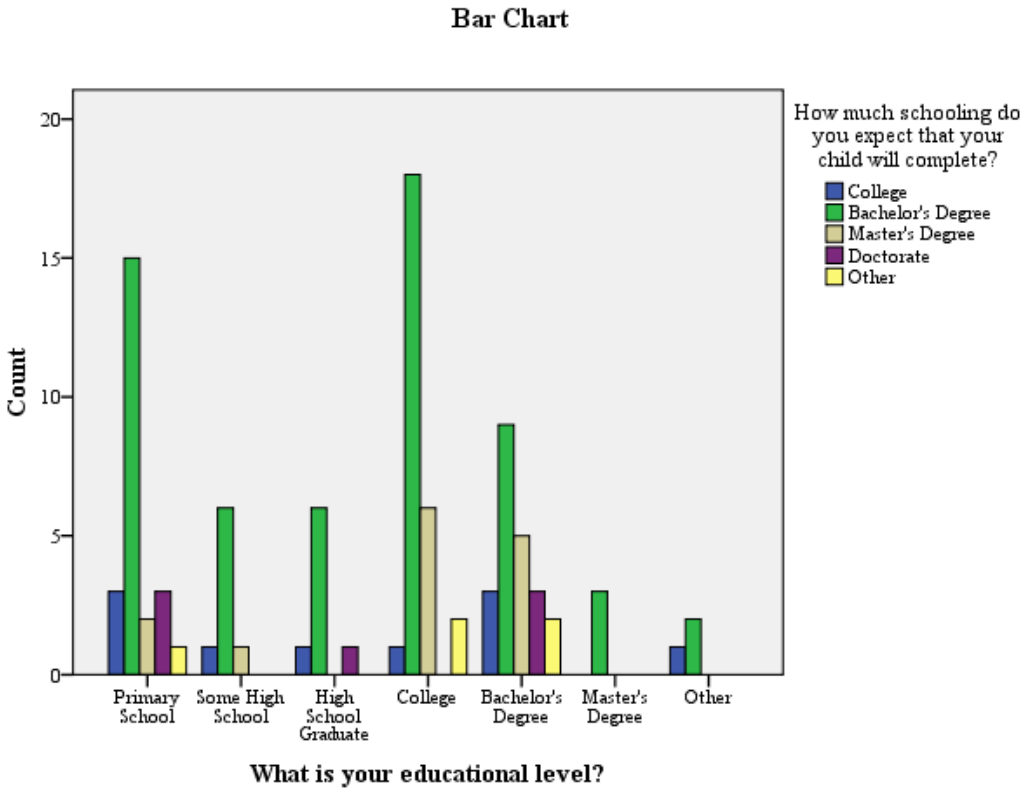

Figure 4.18: Clustered Bar Chart Illustrating the Cross-tabulation of Parental Education Level and Academic Achievement Expectations

4.5 Parental attitudes and participation of children in ECE

Table 4.34: Cross-tabulation of Parental Belief in Importance of Conformity in Child and Overall Participation of the Child in Academic Activities

Do you agree that it's important to develop conforming behaviour in your child?. * How can you rate the overall participation of the child in academic activities? Cross-tabulation

			How can you rate the overall participation of the child in academic activities?				
			poor	Average	Above Average	Excellent	Total
Do you agree that it's important to develop conforming behaviour in your child?.	Strongly Disagree	Count	0	0	2	4	6
		% within Do you agree that it's important to develop conforming behaviour in your child?.	.0%	.0%	33.3%	66.7%	100.0%
	Disagree	Count	0	0	17	5	22
		% within Do you agree that it's important to develop conforming behaviour in your child?.	.0%	.0%	77.3%	22.7%	100.0%
	Neutral	Count	1	0	18	8	27
		% within Do you agree that it's important to develop conforming behaviour in your child?.	3.7%	.0%	66.7%	29.6%	100.0%
	Agree	Count	7	1	0	0	8
		% within Do you agree that it's important to develop conforming behaviour in your child?.	87.5%	12.5%	.0%	.0%	100.0%
	Strongly Agree	Count	21	8	2	1	32
		% within Do you agree that it's important to develop conforming behaviour in your child?.	65.6%	25.0%	6.3%	3.1%	100.0%
Total		Count	29	9	39	18	95
		% within Do you agree that it's important to develop conforming behaviour in your child?.	30.5%	9.5%	41.1%	18.9%	100.0%

From the Cross-tabulation of parental belief in importance of conformity in child and overall participation of the child in academic activities in Table 4.34 above, it is viewed that all of the parents who strongly disagreed had 100 percent of their children performing above average and exceptionally, as did those who disagreed it was important to develop conforming behaviour in their child. Those who were neutral, that it was important to develop conforming behaviour in their child had 3.7 percent of their children having poor performance; 66.7 percent of their children being above average, and 29.6 percent performing excellently. Those who agreed that it was important to develop conforming behaviour in their child had 87.5 percent and 12.5 percent of their children having poor and average performance respectively. Those who strongly agreed had 65.6 percent, 25 percent, 6.3 percent, and 3.1 percent performing poorly, average, above average and excellently, respectively.

Chi-square tests of the Cross-tabulation of parental belief in importance of conformity in child and overall participation of the child in academic activities in Table 4.35 below shows that $x^2 = 88.667$, $df = 12$ and the $p = .000$. The $p < 0.05$, so we reject the null hypothesis that presumes that there is no association between parental belief in importance of conformity in child and overall participation of the child in academic activities. Clearly, there exists a fairly significant association between parental belief in importance of conformity in child and overall participation of the child in academic activities judging from the Cramer's V of 0.558 in table 4.36 below. These findings concur with other studies.

Parents' beliefs about the significance of establishing conformity, compliance, and decent conduct in kids have been associated with worse school outcomes, while beliefs in the need for acquiring personal accountability and self-esteem have been linked to greater school performance. Particularly, among young

elementary learners, parents' valuing of conformity, neatness, decent behaviour, and good manners has been connected to reduced degrees of success (in reading, language, as well as mathematics), reduced general intellectual performance, worse classroom conduct, and lower self-esteem (Okagaki & Sternberg, 1993).

Table 4.35: Chi-Square Tests of the Cross-tabulation of Parental Belief in Importance of Conformity in Child and Overall Participation of the Child in Academic Activities

Chi-Square Tests

	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	88.667[a]	12	.000
Likelihood Ratio	104.779	12	.000
Linear-by-Linear Association	54.193	1	.000
N of Valid Cases	95		

a. 12 cells (60.0%) have expected count less than 5. The minimum expected count is .57.

Table 4.36: Symmetric Measures of the Cross-tabulation of Parental Belief in Importance of Conformity in Child and Overall Participation of the Child in Academic Activities

Symmetric Measures

		Value	Approx. Sig.
Nominal by Nominal	Phi	.966	.000
	Cramer's V	.558	.000
N of Valid Cases		95	

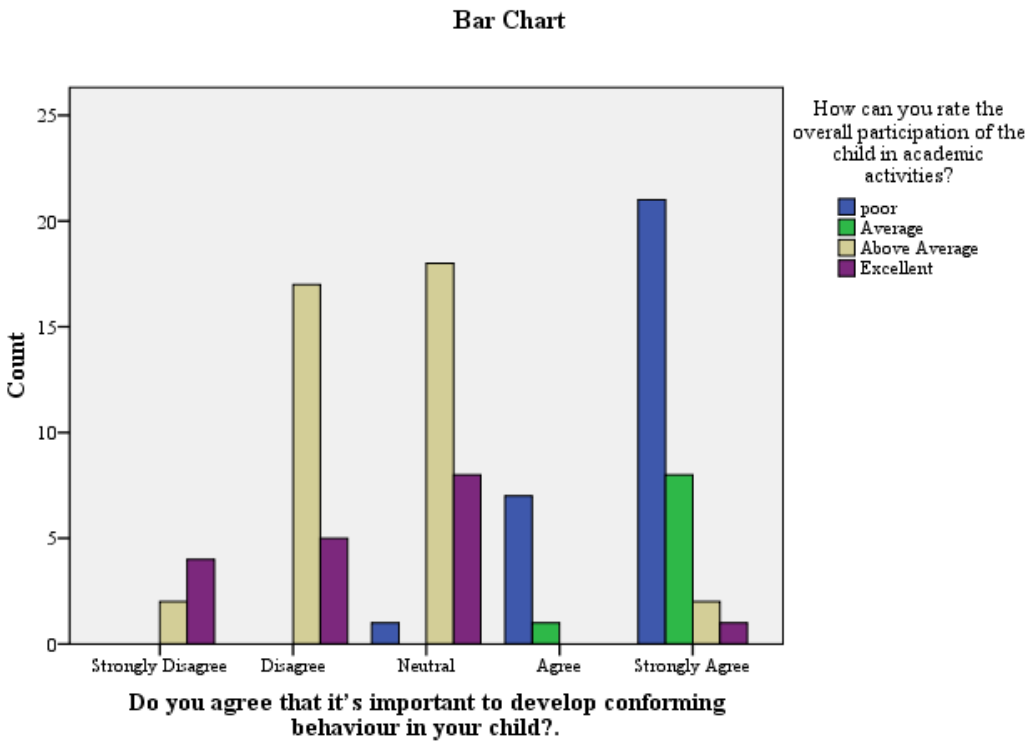

Figure 4.19: Clustered Bar Chart Illustrating the Cross-tabulation of Parental Belief in Importance of Conformity in Child and Overall Participation of the Child in Academic Activities

From the Cross-tabulation of the willingness of the parent to share home information and overall participation of the child in academic activities in Table 4.37 below, it is realized that those who thought that a pre-school teacher should enquire about the home conditions of the child if it is relevant to their progress at school had 1.9 percent, 66.7 percent, and 31.5 percent of their children having a performance rating of poor, above average, and excellent, respectively. Conversely, it is seen that those who did not think that a pre-school teacher should enquire about the home conditions of the child if it is relevant to their progress at school had 68.3 percent, 22 percent, 7.3 percent and 2.4 percent of their children having a performance rating of poor, average, above average, and excellent, respectively.

Table 4.37: Cross-tabulation of the Willingness of the Parent to Share Home Information and Overall Participation of the Child in Academic Activities

Do you think that a pre-school teacher should enquire about the home conditions of the child if it is relevant to their progress at school? * How can you rate the overall participation of the child in academic activities? Cross-tabulation

			How can you rate the overall participation of the child in academic activities?				
			poor	Average	Above Average	Excellent	Total
Do you think that a pre-school teacher should enquire about the home conditions of the child if it is relevant to their progress at school?	Yes	Count	1	0	36	17	54
		% within Do you think that a pre-school teacher should enquire about the home conditions of the child if it is relevant to their progress at school?	1.9%	.0%	66.7%	31.5%	100.0%
	No	Count	28	9	3	1	41
		% within Do you think that a pre-school teacher should enquire about the home conditions of the child if it is relevant to their progress at school?	68.3%	22.0%	7.3%	2.4%	100.0%
Total		Count	29	9	39	18	95
		% within Do you think that a pre-school teacher should enquire about the home conditions of the child if it is relevant to their progress at school?	30.5%	9.5%	41.1%	18.9%	100.0%

Table 4.38: Chi-Square Tests of the Cross-tabulation of the Willingness of the Parent to Share Home Information and Overall Participation of the Child in Academic Activities

Chi-Square Tests

	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	75.926[a]	3	.000
Likelihood Ratio	92.337	3	.000
Linear-by-Linear Association	62.915	1	.000
N of Valid Cases	95		

a. 1 cells (12.5%) have expected count less than 5. The minimum expected count is 3.88.

Chi-square tests of the Cross-tabulation of the willingness of the parent to share home information and overall participation of the child in academic activities in Table 4.38 above shows that $x^2 = 75.926$, $df = 3$ and the $p = .000$. The $p < 0.05$, so we reject the null hypothesis that presumes that there is no association between willingness of the parent to share home information and overall participation of the child in academic activities. Clearly, there exists a highly significant association between willingness of the parent to share home information and overall participation of the child in academic activities judging from the Cramer's V of 0.894 in table 4.39 below. In literature, negative children performance outcomes are associated with high parental valuing of household privacy with regards to the school (for example, a belief that educators ought not to seek information on the situation at home (Schaefer & Edgerton, 1985). These findings are thus to be expected.

Table 4.39: Symmetric Measure of the Cross-tabulation of the Willingness of the Parent to Share Home Information and Overall Participation of the Child in Academic Activities

Symmetric Measures

		Value	Approx. Sig.
Nominal by Nominal	Phi	.894	.000
	Cramer's V	.894	.000
N of Valid Cases		95	

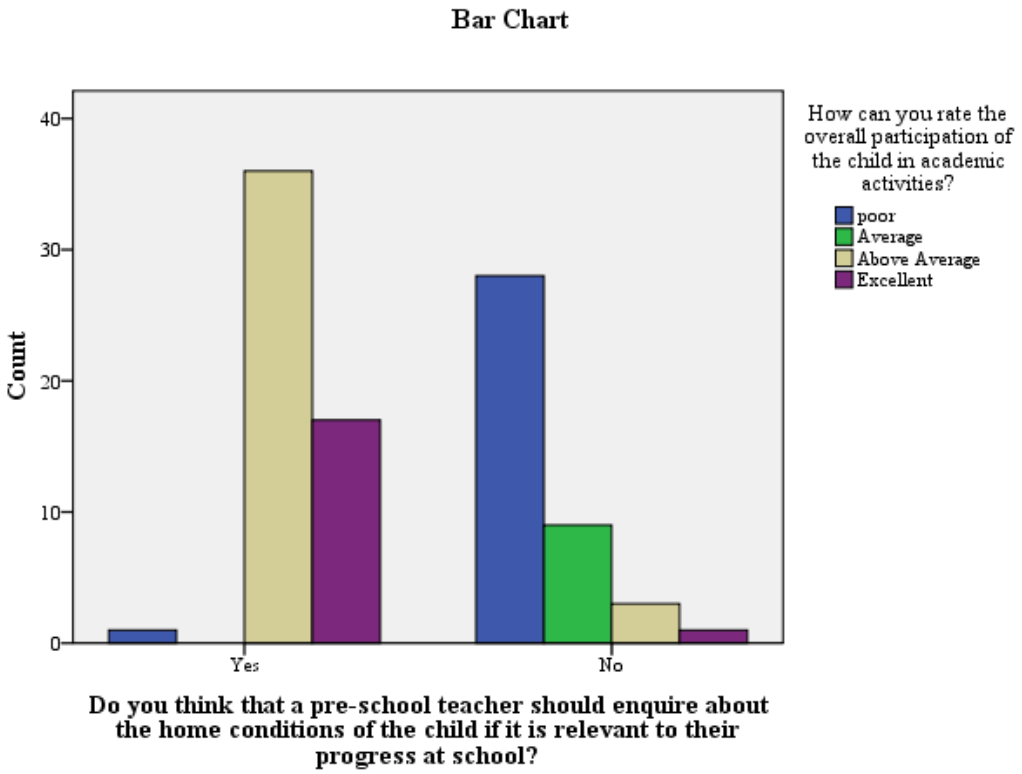

Figure 4.20: Clustered Bar Chart Illustrating the Cross-tabulation of the Willingness of the Parent to Share Home Information and Overall Participation of the Child in Academic Activities

Table 4.40: Cross-tabulation of Parental opinion on Gender Roles and Overall Participation of the Child in Academic Activities

In your opinion, does gender play a role in the determination of how far a child can achieve at school? * How can you rate the overall participation of the child in academic activities? Cross-tabulation

			How can you rate the overall participation of the child in academic activities?				
			poor	Average	Above Average	Excellent	Total
In your opinion, does gender play a role in the determination of how far a child can achieve at school?	Yes	Count	28	9	3	1	41
		% within In your opinion, does gender play a role in the determination of how far a child can achieve at school?	68.3%	22.0%	7.3%	2.4%	100.0%
	No	Count	1	0	36	17	54
		% within In your opinion, does gender play a role in the determination of how far a child can achieve at school?	1.9%	.0%	66.7%	31.5%	100.0%
Total		Count	29	9	39	18	95
		% within In your opinion, does gender play a role in the determination of how far a child can achieve at school?	30.5%	9.5%	41.1%	18.9%	100.0%

From the Cross-tabulation of the parental opinion on gender roles and overall participation of the child in academic activities in Table 4.40 above, it is seen that those who thought gender plays a role in the determination of how far a child can achieve at school had 68.3 percent, 22 percent, 7.3 percent, and 2.4 percent of their children having a performance rating of poor, average, above average, and excellent, respectively. Conversely, it is seen that those who did not think that gender plays a

role in the determination of how far a child can achieve at school had 1.9 percent, 66.7 percent and 31.5 percent of their children having a performance rating of poor, above average, and excellent, respectively.

Table 4.41: Chi-Square Tests of the Cross-tabulation of Parental opinion on Gender Roles and Overall Participation of the Child in Academic Activities

Chi-Square Tests

	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	75.926[a]	3	.000
Likelihood Ratio	92.337	3	.000
Linear-by-Linear Association	62.915	1	.000
N of Valid Cases	95		

a. 1 cells (12.5%) have expected count less than 5. The minimum expected count is 3.88.

Chi-square tests of the Cross-tabulation of parental opinion on gender roles and overall participation of the child in academic activities in Table 4.41 above shows that $x^2 = 75.926$, $df = 3$ and the $p = .000$. The $p < 0.05$, so we reject the null hypothesis that presumes that there is no association between parental opinion on gender roles and overall participation of the child in academic activities. Evidently, there exists a highly significant association between parental opinion on gender roles and overall participation of the child in academic activities judging from the Cramer's V of 0.894 in table 4.42 below.

In a study that corroborates these findings, Goodnow (1988) did an analysis that indicated that parents' validation of conventional conduct in children – along with beliefs in the benefits of such "given" attributes like gender – are persistently linked to reduced levels of success and poorer class conduct amongst younger and more aged pre-school learners.

Table 4.42: Symmetric Measures of the Cross-tabulation of Parental opinion on Gender Roles and Overall Participation of the Child in Academic Activities

Symmetric Measures

		Value	Approx. Sig.
Nominal by Nominal	Phi	.894	.000
	Cramer's V	.894	.000
N of Valid Cases		95	

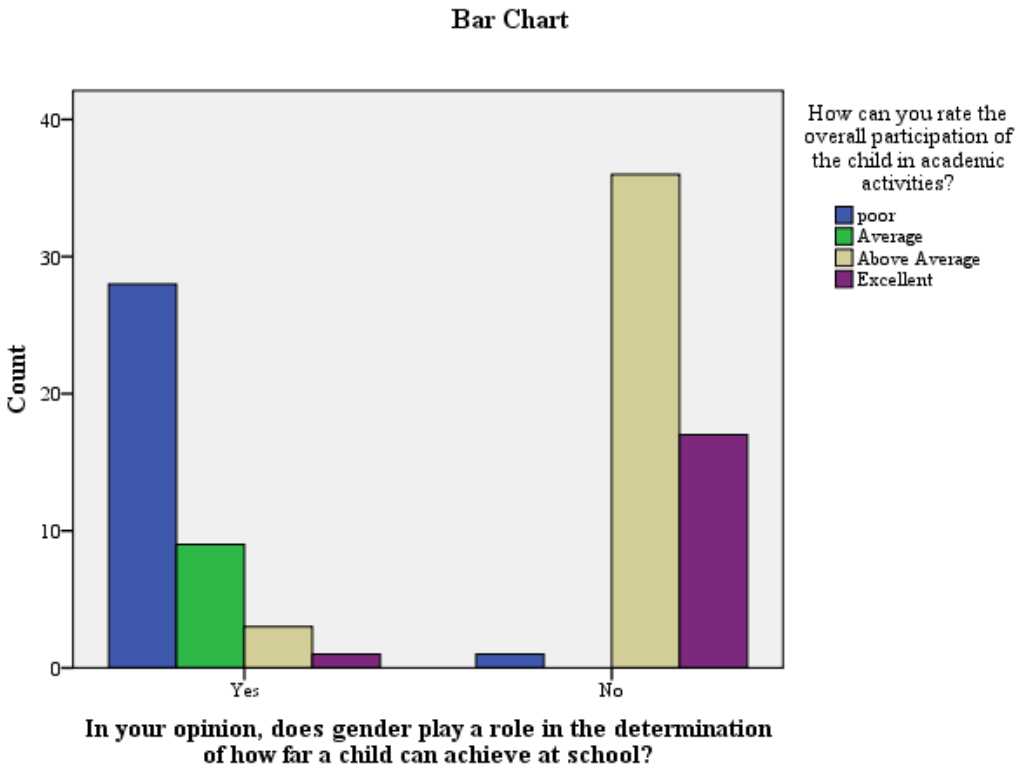

Figure 4.21: Clustered Bar Chart Illustrating the Cross-tabulation of Parental opinion on Gender Roles and Overall Participation of the Child in Academic Activities

4.6 Parental Occupation and participation of children in ECE

Table 4.43: Cross-tabulation of Parental Occupation and Time Spent with the Child

In the categories below, where would you place your occupation? * Does your occupation prevent you from spending time with your child? Cross-tabulation

			Does your occupation prevent you from spending time with your child?		
			Yes	No	Total
In the categories below, where would you place your occupation?	Unskilled Labourer	Count	40	0	40
		% within In the categories below, where would you place your occupation?	100.0%	.0%	100.0%
	Semi-skilled labourer	Count	27	0	27
		% within In the categories below, where would you place your occupation?	100.0%	.0%	100.0%
	Skilled Labourer	Count	13	8	21
		% within In the categories below, where would you place your occupation?	61.9%	38.1%	100.0%
	Highly-skilled labourer	Count	3	4	7
		% within In the categories below, where would you place your occupation?	42.9%	57.1%	100.0%
Total		Count	83	12	95
		% within In the categories below, where would you place your occupation?	87.4%	12.6%	100.0%

From the Cross-tabulation of parental occupation and time spent with the child in Table 4.43 above, it is seen that of those with jobs specified as unskilled

labour and Semi-skilled labour, 100 percent of them reported that their occupation prevented them from spending time with their child; for those with jobs specified as skilled labour, 61.9 percent of them reported that their occupation prevented them from spending time with their child, while 38.1 percent reported that this was not the case; for those with jobs specified as highly-skilled labour, 42.9 percent of them reported that their occupation prevented them from spending time with their child, while 57.1 percent reported that this was not the case.

Table 4.44: Chi-Square Tests of the Cross-tabulation Parental Occupation and Time Spent with the Child

Chi-Square Tests

	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	34.592[a]	3	.000
Likelihood Ratio	34.600	3	.000
Linear-by-Linear Association	27.948	1	.000
N of Valid Cases	95		

a. 3 cells (37.5%) have expected count less than 5. The minimum expected count is .88.

Chi-square tests of the Cross-tabulation of parental occupation and time spent with the child in Table 4.44 above shows that $x^2 = 34.592$, $df = 3$ and the $p = .000$. The $p < 0.05$, so we reject the null hypothesis that presumes that there is no association between parental occupation and time spent with the child. Clearly, there exists a fairly significant association between parental occupation and time spent with the child judging from the Cramer's V of 0.603 in table 4.45 below.

Several studies may attempt to explain the observed phenomenon. Parents from higher-risk, lesser-resource neighbourhoods – such as those inhabited by low SES parents – might concentrate more on shielding children from perils than on cultivating children's skill progress (O'Neil et al., 2001). Additionally, as outlined by JencksPerman & Rainwater (1988), higher-status careers typically confers increased income, more control and more stature on individuals possessing them. A parent

with a higher-status career can thus afford to avail more to time to spend time with their child since they have more control on the time spent working.

Table 4.45: Symmetric Measures of the Cross-tabulation Parental Occupation and Time Spent with the Child

Symmetric Measures

		Value	Approx. Sig.
Nominal by Nominal	Phi	.603	.000
	Cramer's V	.603	.000
N of Valid Cases		95	

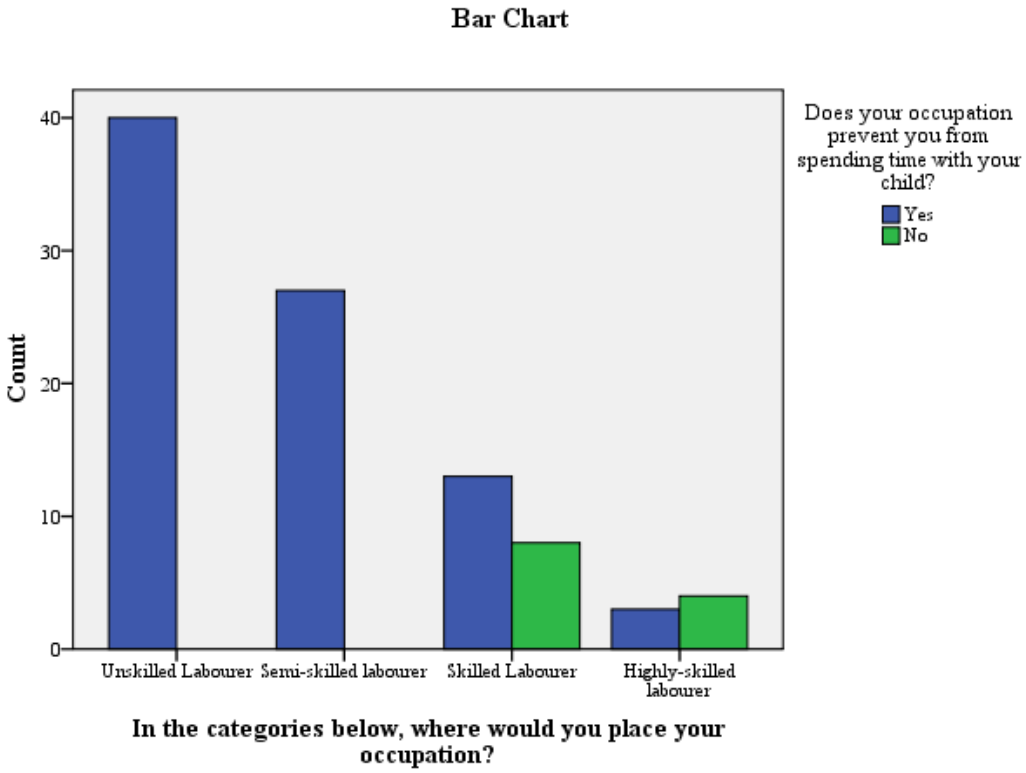

Figure 4.22: Clustered Bar Chart Illustrating the Cross-tabulation Parental Occupation and Time Spent with the Child

Table 4.46: Cross-tabulation Parental Occupation and Whether Parent Involves Child in their Occupation

In the categories below, where would you place your occupation? * Do you involve your child in your occupation? Cross-tabulation

			Do you involve your child in your occupation?		
			Yes	No	Total
In the categories below, where would you place your occupation?	Unskilled Labourer	Count	16	24	40
		% within In the categories below, where would you place your occupation?	40.0%	60.0%	100.0%
	Semi-skilled labourer	Count	0	27	27
		% within In the categories below, where would you place your occupation?	.0%	100.0%	100.0%
	Skilled Labourer	Count	0	21	21
		% within In the categories below, where would you place your occupation?	.0%	100.0%	100.0%
	Highly-skilled labourer	Count	0	7	7
		% within In the categories below, where would you place your occupation?	.0%	100.0%	100.0%
Total		Count	16	79	95
		% within In the categories below, where would you place your occupation?	16.8%	83.2%	100.0%

From the Cross-tabulation of parental occupation and whether parent involves child in their occupation in Table 4.46 above, it is seen that of those with jobs specified as unskilled labour, 40 percent of them reported that they involved their child in their occupation, while 60 percent of them reported that they did not involve their children in their occupations. For those with jobs specified as semi-

skilled labour, skilled labour, and highly-skilled labour, none of them reported that they involved their children in their occupations.

Table 4.47: Chi-Squares Tests Cross-tabulation Parental Occupation and Whether Parent Involves Child in their Occupation

Chi-Square Tests

	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	26.456[a]	3	.000
Likelihood Ratio	32.300	3	.000
Linear-by-Linear Association	18.293	1	.000
N of Valid Cases	95		

a. 3 cells (37.5%) have expected count less than 5. The minimum expected count is 1.18.

Chi-square tests of the Cross-tabulation of parental occupation and whether parent involves child in their occupation in Table 4.47 above shows that $x^2 = 26.456$, $df = 3$ and the $p = .000$. The $p < 0.05$, so we reject the null hypothesis that presumes that there is no association between parental occupation and whether parent involves child in their occupation. Clearly, there exists a fairly significant association between parental occupation and whether parent involves child in their occupation judging from the Cramer's V of 0.528 in table 4.48 below. This finding may be attributed to the fact that the higher the skill needed for a certain occupation, the less likely it is to involve a young child. The outcome of this analysis may also explain why some parents with a very low level of education also have children who are struggling in academics since their involvement in their parent's occupation reduces the amount of time that they can spend in intellectually stimulating activities that are age-appropriate.

Table 4.48: Symmetric Measures of the Cross-tabulation Parental Occupation and Whether Parent Involves Child in their Occupation

Symmetric Measures

		Value	Approx. Sig.
Nominal by Nominal	Phi	.528	.000
	Cramer's V	.528	.000
N of Valid Cases		95	

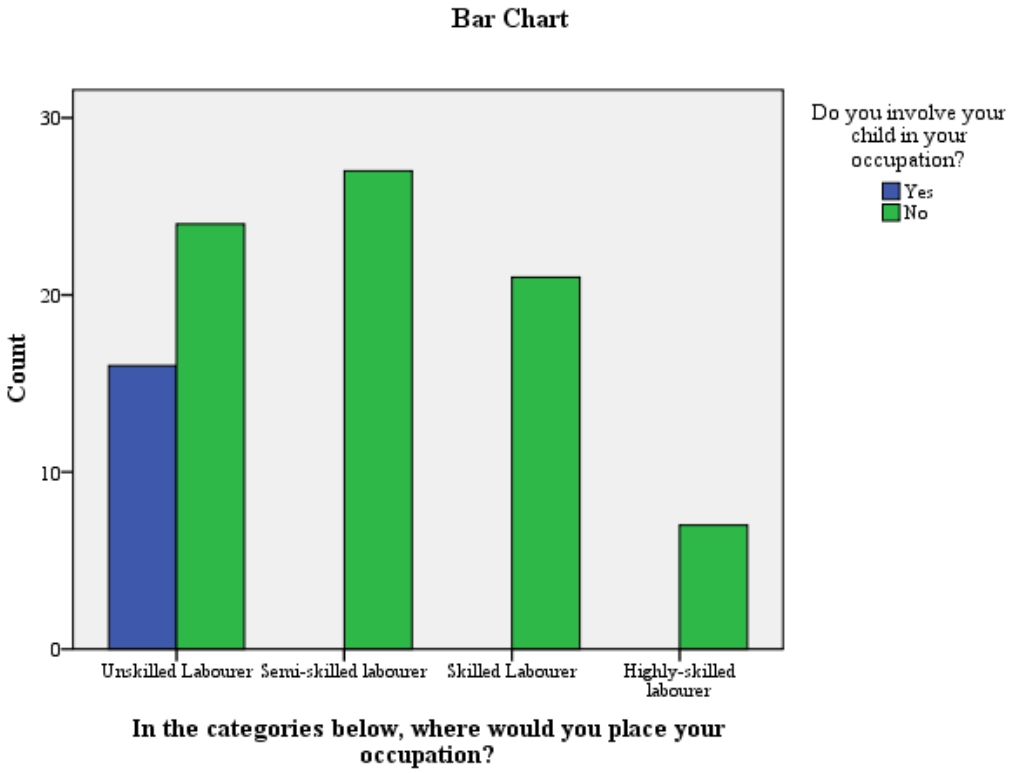

Figure 4.23: Clustered Bar Chart Illustrating the Cross-tabulation Parental Occupation and Whether Parent Involves Child in their Occupation

Table 4.49: Cross-tabulation of Parental Perception of their Income Sufficiency and Their Acquisition of Supplementary Learning Aids

Do you feel that your monthly income is sufficient to cover all the day-to-day needs of your family? * Do you ever buy supplementary learning aids such as books, toys, or learning charts? . Cross-tabulation

			Do you ever buy supplementary learning aids such as books, toys, or learning charts? .		
			Yes	No	Total
Do you feel that your monthly income is sufficient to cover all the day-to-day needs of your family?	Strongly Disagree	Count	1	13	14
		% within Do you feel that your monthly income is sufficient to cover all the day-to-day needs of your family?	7.1%	92.9%	100.0%
	Disagree	Count	18	23	41
		% within Do you feel that your monthly income is sufficient to cover all the day-to-day needs of your family?	43.9%	56.1%	100.0%
	Neutral	Count	19	0	19
		% within Do you feel that your monthly income is sufficient to cover all the day-to-day needs of your family?	100.0%	.0%	100.0%
	Agree	Count	15	1	16
		% within Do you feel that your monthly income is sufficient to cover all the day-to-day needs of your family?	93.8%	6.3%	100.0%
	Strongly Agree	Count	4	1	5
		% within Do you feel that your monthly income is sufficient to cover all the day-to-day needs of your family?	80.0%	20.0%	100.0%
Total		Count	57	38	95
		% within Do you feel that your monthly income is sufficient to cover all the day-to-day needs of your family?	60.0%	40.0%	100.0%

From the Cross-tabulation of parental perception of their income sufficiency and their acquisition of supplementary learning aids in Table 4.49 above, it is viewed that a majority (92.9 percent) of those who strongly disagreed that their income is sufficient to cover all the day-to-day needs of their family do not buy supplementary learning aids for their children. Of those who disagreed that their income is sufficient to cover all the day-to-day needs of their family, 56.1 percent do not buy supplementary learning aids for their children. All of those who gave a neutral response reported that they buy supplementary learning aids for their children. A majority (93.8 percent) of those who agreed that their income is sufficient to cover all the day-to-day needs of their family do buy supplementary learning aids for their children, whereas 80 percent of those who agreed that their income is sufficient to cover all the day-to-day needs of their family also buy supplementary learning aids for their children.

Table 4.50: Chi-Square Tests of the Cross-tabulation of Parental Perception of their Income Sufficiency and Their Acquisition of Supplementary Learning Aids

Chi-Square Tests

	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	41.818[a]	4	.000
Likelihood Ratio	51.955	4	.000
Linear-by-Linear Association	30.119	1	.000
N of Valid Cases	95		

a. 2 cells (20.0%) have expected count less than 5. The minimum expected count is 2.00.

Chi-square tests of the Cross-tabulation of parental perception of their income sufficiency and their acquisition of supplementary learning aids in Table 4.50 above shows that $x^2 = 41.818$, $df = 4$ and the $p = .000$. The $p < 0.05$, so we reject the null hypothesis that presumes that there is no association between parental perception of their income sufficiency and their acquisition of supplementary learning aids. Clearly, there exists a fairly significant association between Parental

perception of their income sufficiency and their acquisition of supplementary learning aids judging from the Cramer's V of 0.663 in table 4.51 below. Parents who feel that they do not have sufficient income for their daily needs may not be willing to spend their money on 'non-essential' items such as supplementary learning aids. This may further, explain why low-income, low education parents have children who perform poorly at school.

Table 4.51: Symmetric Measures of the Cross-tabulation of Parental Perception of their Income Sufficiency and Their Acquisition of Supplementary Learning Aids

Symmetric Measures

		Value	Approx. Sig.
Nominal by Nominal	Phi	.663	.000
	Cramer's V	.663	.000
N of Valid Cases		95	

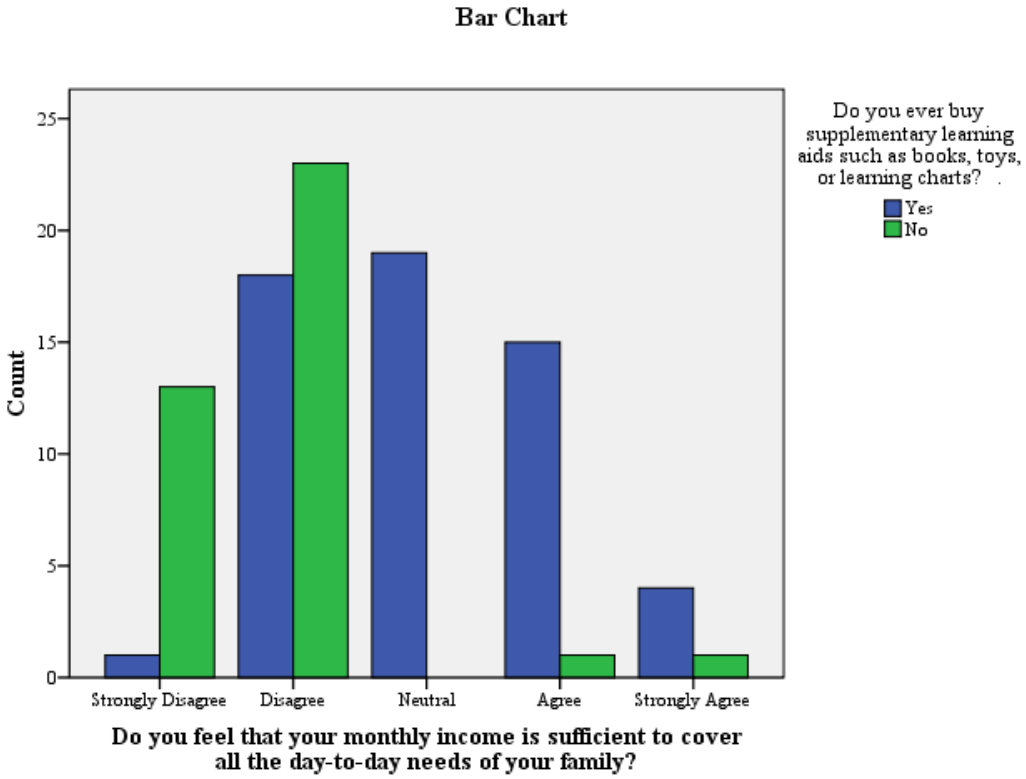

Figure 4.24: Clustered Bar Chart Illustrating the Cross-tabulation of Parental Perception of their Income Sufficiency and Their Acquisition of Supplementary Learning Aids

Table 4.52: Cross-tabulation of Parental Education Level and their Occupational Categories

What is your educational level? * In the categories below, where would you place your occupation? Cross-tabulation

			In the categories below, where would you place your occupation?				
			Unskilled Labourer	Semi-skilled labourer	Skilled Labourer	Highly-skilled labourer	Total
What is your educational level?	Primary School	Count	24	0	0	0	24
		% within What is your educational level?	100.0%	.0%	.0%	.0%	100.0%
	Some High School	Count	8	0	0	0	8
		% within What is your educational level?	100.0%	.0%	.0%	.0%	100.0%
	High School Graduate	Count	8	0	0	0	8
		% within What is your educational level?	100.0%	.0%	.0%	.0%	100.0%
	College	Count	0	27	0	0	27
		% within What is your educational level?	.0%	100.0%	.0%	.0%	100.0%
	Bachelor's Degree	Count	0	0	21	1	22
		% within What is your educational level?	.0%	.0%	95.5%	4.5%	100.0%
	Master's Degree	Count	0	0	0	3	3
		% within What is your educational level?	.0%	.0%	.0%	100.0%	100.0%
	Other	Count	0	0	0	3	3
		% within What is your educational level?	.0%	.0%	.0%	100.0%	100.0%
Total		Count	40	27	21	7	95
		% within What is your educational level?	42.1%	28.4%	22.1%	7.4%	100.0%

From the Cross-tabulation of parental education level and their occupational categories in Table 4.52 above, it is seen that all those who reported to have a primary school education had unskilled occupation category, as did those who had

some high school education or graduated from high school. College education holders had semi-skilled occupation categories, while those with a bachelor's degree had skilled occupation categories. Those who reported to have a master's degree and other higher educational qualifications all reported to have occupations classified as highly-skilled.

Table 4.53: Chi-Square Tests of the Cross-tabulation of Parental Education Level and their Occupational Categories

Chi-Square Tests

	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	267.727[a]	18	.000
Likelihood Ratio	228.902	18	.000
Linear-by-Linear Association	80.302	1	.000
N of Valid Cases	95		

a. 20 cells (71.4%) have expected count less than 5. The minimum expected count is .22.

Chi-square tests of the Cross-tabulation of parental education level and their occupational categories in Table 4.53 above shows that $x^2 = 267.727$, $df = 18$ and the $p = .000$. The $p < 0.05$, so we reject the null hypothesis that presumes that there is no association between parental education level and their occupational categories. Clearly, there exists a highly significant association between parental education level and their occupational categories judging from the Cramer's V of 0.969 in table 4.54 below. Another possible link is therefore provided between parental occupation and the children performance in ECE. By verifying the relationship between parental education level and their occupational categories, a more direct link is established between parental occupation and the child's performance since a close association between parental education and the performance of the child has already been established.

Table 4.54: Symmetric Measures of the Cross-tabulation of Parental Education Level and their Occupational Categories

Symmetric Measures

		Value	Approx. Sig.
Nominal by Nominal	Phi	1.679	.000
	Cramer's V	.969	.000
N of Valid Cases		95	

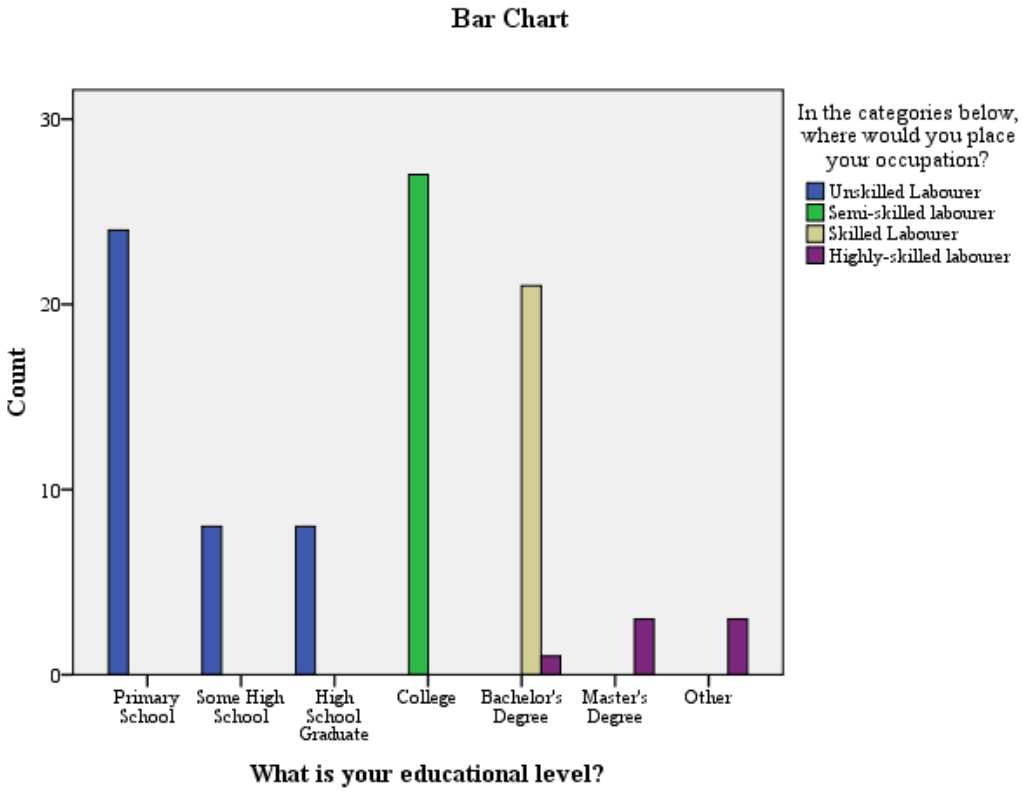

Figure 4.25: Clustered Bar Chart Illustrating the Cross-tabulation of Parental Education Level and their Occupational Categories

CHAPTER FIVE: SUMMARY, SUMMARY OF THE FINDINGS, CONCLUSION AND RECOMMENDATIONS

5.1 Introduction

This chapter covers the summary of the findings; it draws conclusions derived from the findings and makes recommendations founded on the conclusions drawn.

5.2 Summary

The first chapter of the study covers the background to the problem, the statement of the problem, the purpose of the study, and the research hypotheses. It also covered the significance of the study, the limitations to the study, the delimitations to the study, the basic assumptions to the study, and the definition of key terms.

The second chapter reviews various studies from around the world that have explored the relationship between parental socio-economic status and the participation of preschool children in ECE. The chapter comprises of introduction, relationship between the variables, research gaps, theoretical framework, and conceptual framework.

In the third chapter, the methods that were employed in the study are specified. The research design, target population, sampling population, data collection methods and procedures, data analysis methods and justification, and ethical considerations are outlined, in that order.

The fourth chapter analyses the data in line with the study objectives. The data is presented in tables and charts and interpreted. Chapter five of the study summarises the study and offers a summary of the findings of the study, the conclusions of the

study, the recommendations of the study and then offers suggestions for further study.

5.3 Summary of the Findings

5.3.1 Parental Involvement and Participation of Children in ECE

After a test to verify whether there was any association between parent attendance of meetings and overall child participation in ECE, it was revealed that there exists a highly significant association between parent attendance of meetings and overall child participation in ECE. A positive relationship is displayed by the Cross-tabulation of Parent Attendance of Meetings and Overall Child participation in ECE. It is viewed that those who rated their school meeting attendance rates to be poor had children who were equally rated poorly in terms of overall participation of the child in academic activities. Conversely, those who rated their school meeting attendance rates to be excellent had children who were equally rated exceptionally in terms of overall participation of the child in academic activities. Through the involvement of parents, the teachers' understanding of their pupils' socio-cultural circumstance is elevated, therefore assisting them to provide more culturally-ideal academic solutions. Parents can also be exposed to educators who could model age-appropriate, academic interactions with kids (Haynes & Ben-Avie, 1996).

Tests to verify association between parental homework assistance and overall child participation in ECE showed that there exists a fairly significant association between parental homework assistance and overall child participation in ECE. A majority of those who reported that they never or rarely assisted their children with homework, had children who were equally rated poorly in terms of overall participation of the child in academic activities. On the other hand, the majority of those who reported that they always assisted their children with homework had children who were equally rated highly in terms of overall participation of the child

in academic activities. This is attributable to the fact that involving the parents in academic practice is essential since it offers the prospective to reduce the discontinuity between the household and the school setting (Mendez & Fogle, 2002).

Similarly, the study showed that there was an association between parental reading frequency and child's rating in terms of word recognition and reading ability, results that concur with a study by Anderson, Wilson, & Fielding, (1988) which illustrated the link between reading and reading achievement. Those who said that they read to their child more than twice a month had children who were rated above average.

5.3.2 Parental Education and Participation of Children in ECE

Chi-square tests of the Cross-tabulation of parental education level and child's rating in terms of overall participation in ECE demonstrates that there is an association between parental education level and child's rating in terms of overall participation in ECE. As outlined by Hoff (2003), parents having a better education develop a more intellectually rousing atmosphere for their kids. Many experts have showed that exceptionally schooled parents possess a distinct strategy for interaction with their kids, especially in respect to the vocabulary employed (Hoff, Laursen, & Tardiff, 2002).

Chi-square tests of the Cross-tabulation of parental education level and self-initiated child performance review with teacher illustrates that there is an association between parental education level and self-initiated child performance review with teacher. These findings provide one possible link between parental education and the child's performance at school: The finding that there is a fairly significant association between parental education level and self-initiated child performance review with teacher shows that parental education directly impacts parental involvement in the child's education.

Chi-square tests of the Cross-tabulation of parental education level and supplementary homework provision show that there is an association between parental education level and supplementary homework provision. Similarly, Chi-square tests of the Cross-tabulation of parental education level and self-rated ability to critique teacher indicates that there is an association between parental education level and self-rated ability to critique teacher. In a study that may explain the observed relationship, Grolnick, Benjet, Kurowski, & Apostoleris (1997) observed that parents who view themselves as educators and feel beneficial in assisting their children at school are more inclined to be involved in their children's education.

Interestingly, there was no significant association between parental education level and academic achievement expectations. It appears that all parents, regardless of their own academic achievements, have high achievement expectations for their children.

5.3.3 Parental attitudes and participation of children in ECE

Chi-square tests of the Cross-tabulation of parental belief in importance of conformity in child and overall participation of the child in academic activities shows that there is an association between parental belief in importance of conformity in child and overall participation of the child in academic activities. All of the parents who strongly disagreed it was important to develop conforming behaviour in their child had their children performing above average and exceptionally, as did those who disagreed. These findings are in concurrence with other studies. Parents' beliefs about the significance of establishing conformity, compliance, and decent conduct in kids have been associated with worse school outcomes, while beliefs in the need for acquiring personal accountability and self-esteem have been linked to greater school performance (Okagaki & Sternberg, 1993).

Chi-square tests of the Cross-tabulation of the willingness of the parent to share home information and overall participation of the child in academic activities shows that there exists a highly significant association between willingness of the parent to share home information and overall participation of the child in academic activities. In research, negative children performance outcomes are associated with high parental valuing of household privacy with regards to the school (Schaefer & Edgerton, 1985). Additionally, Chi-square tests of the cross-tabulation of parental opinion on gender roles and overall participation of the child in academic activities shows that there exists a highly significant association between parental opinion on gender roles and overall participation of the child in academic activities. In a study that corroborates these findings, Goodnow (1988) did an analysis that indicated that parents' validation of conventional conduct in children – along with beliefs in the benefits of such "given" attributes like gender – are persistently linked to reduced levels of success and poorer class conduct amongst younger and more aged pre-school learners.

5.3.4 Parental Occupation and participation of children in ECE

Chi-square tests of the Cross-tabulation of Parental Occupation and Time Spent with the Child show that there exists a fairly significant association between Parental Occupation and Time Spent with the Child. Parents from higher-risk, lesser-resource neighbourhoods – such as those inhabited by low SES parents – might concentrate more on defending children from perils than on cultivating children's skill progress (O'Neil et al., 2001). Additionally, as outlined by JencksPerman & Rainwater (1988), higher-status careers typically confers increased income, more control and more stature on individuals possessing them. A parent with a higher-status career can thus afford to avail more time to spend time with their child since they have more control on the time spent working.

Tests indicates that there exists a fairly significant association between parental occupation and whether parent involves child in their occupation. This finding may be attributed to the fact that the higher the skill needed for a certain occupation, the less likely it is to involve a young child. The outcome of this analysis may also explain why some parents with a very low level of education also have children who are struggling in academics since their involvement in their parent's occupation reduces the amount of time that they can spend in intellectually stimulating activities that are age-appropriate.

In other statistical tests on the data collected, it was found that there exists a fairly significant association between parental perception of their income sufficiency and their acquisition of supplementary learning aids. Parents who feel that they do not have sufficient income for their daily needs may not be willing to spend their money on 'non-essential' items such as supplementary learning aids. This may further, explain why low-income, low education parents have children who perform poorly at school.

Chi-square tests of the Cross-tabulation of Parental Education Level and their Occupational Categories shows that there exists a highly significant association between Parental Education Level and their Occupational Categories. Another possible link is therefore provided between parental occupation and the children performance in ECE. By verifying the relationship between parental education level and their occupational categories, a more direct link is established between parental occupation and the child's performance since a close association between parental education and the performance of the child has already been established.

5.4 Conclusions

The socioeconomic status of the parent has been shown to impact the participation of children in ECE through factors like parental involvement, education

level, attitudes (beliefs) and occupation. The more involved the parent is in the education of the child, the better the educational outcomes. This is proven by the relationships that the study uncovers between various measures of parental involvement and the participation of the children in ECE. For instance, high rates of meeting attendance by the parent at school correspond to increased participation by their children in ECE. Likewise, a similar effect is illustrated by the relationship between the parental homework assistance, parental reading frequency, and overall child participation in ECE. Increased intervention by the parent is seen to mitigate any factors that may lead to reduced performance by the child.

Increased levels of education by the parent are seen to correspond to better educational outcomes. Interestingly, this has been proven to have no relationship with the educational expectations of the parent on the academic achievement of the child. The study shows that in part, the phenomenon is attributable to the heightened capacity of the parent to be more involved in their child's education. Increased levels of education make the parent feel more confident in their ability to be actively engaged in the education of the child: the educated parent is more inclined to help with homework, closely track the performance of the child, and to attend school meetings.

The attitude of the parent has an impact on the participation of the child in ECE. Perhaps through the effect that the attitude of the parent may have on their participation in the child's education, a parent's valuing of privacy at home negatively impacts the performance of the child. Such expectations of privacy may lead to hurdles in trying to reduce the discontinuity between the school and home. Moreover, a parent's attitude on gender roles may also impact their involvement. If a parent beliefs that, for instance, a girl should not pursue academic achievements, they may be inclined to be less involved in their education.

Providing yet another factor that may mitigate the involvement of the parent in their child's education, it is found that parental education impacts the time that the parent spends with their child. A parent whose occupational demands prevent them from spending time with the child will be less involved in the child's education: they are less likely to help with homework, read to the child or to attend school meetings.

The quality of the time spent with the child also matters. If the time spent with the child is quantified by the time that the parent and the child spend together in non-intellectually stimulating activities – such as involving the child in the parent's occupation – the academic performance of the child suffers.

Additionally, the parental occupation is closely related to the kind of income that the parent generates. This may mean that the parent with a low-category occupation lives in a low-income neighbourhood. This has the effect of putting the child in an environment that is not intellectually stimulating, and the parents may focus all their resources in shielding the child from the negative impacts that such neighbourhoods usually project. In such neighbourhoods, the child may not be able to interact freely and this may deny them several learning opportunities. Moreover, low-income occupations may not avail a lot of resources for the parent to buy supplementary learning materials for the child, further diminishing the likelihood of the child participation in ECE.

5.5 Recommendations

Seeing that the SES of the parents has a profound effect on the participation of the children in ECE, it is important for the government to formulate programs and policies that mitigate these effects. For instance, the introduction of free ECE education could encourage more parents to send the children to ECE classes as opposed to the current trend of skipping ECE altogether in favour of the Free Primary Education. Offering free programs may also lessen the financial burden that

the parents have, enabling them to channel the resources to the improvement of the child's home situation.

The provision of free learning materials and free parent training so as to shape their attitudes and child rearing habits, may also go a long way to bridge the gap between the home and school.

5.6 Suggestions for Further Studies

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

(i) A similar study on the impact of parental socio-economic status on participation of children in ECE in other districts and counties in Kenya is necessary.

(ii) Research is required to find how neighbourhood circumstances and parental involvement, precisely effects the participation of the children in ECE.

(iii) Research is needed to ascertain the standards and the quality of ECE programs that are in existence in the country. It is possible that, in addition to the SES effects witnessed in the study, a variation in standards of ECE applied in different centers of education also adds to the impact of the parental SES on the participation of children in ECE.

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APPENDICES

APPENDIX I: TRANSMITTAL LETTER

Gilbert Murai Kamau
University of Nairobi,
Department of Educational Communication
And Technology.
P.O.Box 30197.
Nairobi.
27th April 2015.

Dear Respondent,

RE: DATA COLLECTION

I am a student at the University of Nairobi. I am currently doing a research study to fulfil the requirements of the Award of **DEGREE OF MASTER OF EDUCATION IN EARLY CHILDHOOD EDUCATION** on the impact of parental socio-economic status on participation of children in ECE centres in Ruiru District. You have been selected to participate in this study and I would highly appreciate if you assist me by responding to all questions in the attached questionnaire as completely, correctly, and honestly as possible. Your response will be treated with utmost confidentiality and will be used only for research purposes of this study only.

Thank you in advance for your co-operation.

Yours faithfully,

Gilbert Murai Kamau

APPENDIX II: QUESTIONNAIRE FOR THE PARENTS

Instructions

Please place a tick mark (√) in the box provided next to the answer of your choice or fill in the required information on the spaces provided.

Section A: Respondents' Demographic Information

1. What is your gender? [ ]Male [ ]Female
2. What is your age? [ ]15 to 25 [ ] 26 -35 [ ]36 -45 [ ]46 and over
3. Marital Status [ ] Single [ ] Married [ ] Divorced [ ] Separated [ ]widow/widower
4. What is your place of residence? [ ] Rural [ ] Urban [ ] Rural-Urban
5. How many children do you have? [ ] One [ ] Two [ ] Three [ ] Four
   [ ] Other (Specify) _____

Section B: Parental Involvement

6. Who pays pre-school fees for your child? [ ] I pay [ ] A sponsor pays

   How much are the pre-school fees per term?

   [ ] Ksh 0 to Ksh 10000 [ ] Ksh 10001 to Ksh 20000

   [ ] Ksh 20001 to Ksh 30000 [ ] Ksh 30001 to Ksh 40000

   [ ] Ksh 40001 to Ksh 50000 [ ] Ksh 50001 and above
7. Do you ever buy supplementary learning aids such as books, toys, or learning charts? [ ] Yes [ ] No

   If "Yes", what drives you to buy the supplemental materials?

   [ ] Request by the child's school [ ] Your own initiative

   [ ] Request by the child [ ] Other (specify)_____
8. How do you rate the frequency of your attendance of school meetings/open days at your child's pre-school? [ ] Poor [ ] Average [ ] Above Average [ ] Excellent

   Please indicate your main reason for attendance/non-attendance to such meetings

   _____
9. Do you ever help your child with their homework at home?

   [ ] Never [ ] Rarely [ ] Most times [ ] Always

   If you do, please indicate the nature of assistance that you offer (you may tick more than one) [ ] Academic support [ ] Moral support [ ] Material support

   [ ] Others (specify)_____
10. Have you ever read to your child? [ ] Yes [ ] No

    If yes, please indicate how often you read to your child

    [ ] Never [ ] About once a month

    [ ] About twice a month [ ] About once a week [ ] More than once a week

11. Do you ever give your child supplementary school work on school holidays and over weekends? [ ] Never [ ] Rarely [ ] Most times [ ] Always

    Please provide rationale for your answer

    _____

12. Do you talk to your child about pre-school activities?

    [ ] Never [ ] Rarely [ ] Most times [ ] Always

    Please provide rationale for your answer

    _____

13. Do you ever talk to your child's pre-school teacher about their progress when the teacher has not indicated the need to do so?

    [ ] Never [ ] Rarely [ ] Most times [ ] Always

    If you do, what drives you to do so?

    [ ] Request by the child's school

    [ ] Your own initiative, regardless of child performance

    [ ] Poor performance by the child

    [ ] Others (specify)_____

Section C: Parental Education

14. What is your educational level?

    [ ] Primary school [ ] Some high school [ ] High school graduate

    [ ] College [ ] Bachelors degree [ ] Master's degree

    [ ] Doctorate [ ] Others (specify)_____

15. Do you think that you are qualified to make suggestions to the pre-school teacher about their teaching methods towards the education of your child? [ ] Yes [ ] No

    If no, please provide the rationale for your answer

    _____

16. Do you think that your educational level has any impact on your pre-school child's educational outcome? [ ] Yes [ ] No

    Please provide the rationale for your answer

    _____

Section D: Parental Attitudes (Beliefs)

17. How much schooling do you expect that your child will complete?

    [ ] Primary school [ ] High school graduate [ ] College [ ] Bachelors degree

    [ ] Master's degree [ ] Doctorate [ ] Others specify)_____

    Please provide the rationale for your answer

    _____

18. Do you agree that it's important to develop conforming behaviour in your child?
    [ ] Strongly disagree [ ] Disagree [ ] Neutral [ ] Agree [ ] Strongly Agree
    Please provide the rationale for your answer

    _____

19. Which one of these qualities do you think is the most important quality that parents should nurture in their children?
    [ ] Respect [ ] Independence [ ] Good manners [ ] Happiness
    Please provide the basis for your answer

    _____

20. Do you think that a pre-school teacher should enquire about the home conditions of the child if it is relevant to their progress at school? [ ] Yes [ ] No
    Please provide the basis for your answer

    _____

21. In your opinion, does gender play a role in the determination of how far a child can achieve at school? [ ] Yes [ ] No
    Please provide the justification for your answer

    _____

Section E: Parental Occupation

22. What is your occupation? _____
23. In the categories below, where would you place your occupation?
    [ ] Unskilled Labourer [ ] Semi-skilled labourer
    [ ] Skilled Labourer [ ] Highly-skilled labourer
24. Do you feel that your monthly income is sufficient to cover all the day-to-day needs of your family?
    [ ] Strongly disagree [ ] Disagree [ ] Neutral [ ] Agree [ ] Strongly Agree
    Please provide the basis for your answer

    _____

25. Do you involve your child in your occupation? [ ] Yes [ ] No
    Please provide the basis for your answer

    _____

26. Does your occupation prevent you from spending time with your child?[ ] Yes [ ] No
    If "Yes", please indicate the extent to which your occupation prevents you from spending time with your child
    [ ] Everyday [ ] At least 3 times a week [ ] Less than 3 times a week
    [ ] Once a month [ ] Less than 10 times a year [ ] Other (specify)_____

APPENDIX III: TEACHER'S QUESTIONNAIRE

Instructions

Please place a tick mark (√) in the box provided next to the answer of your choice or write in the space provided as the case might be.

Section A: Background information

1. What is your gender? Male [ ] Female [ ]
2. Indicate your age bracket.
   [ ] 18 – 25 years [ ] 26 – 35 years [ ] 36 – 45 years [ ] Over 45 years
3. What is your highest professional qualification?
   [ ] Certificate [ ] Diploma [ ] Degree [ ] Masters [ ] PhD [ ] other (Specify) _____
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 ECE centre?
   [ ] Less than 20 [ ] 20 – 40 [ ] 41 – 60
   [ ] 61 – 80 [ ] 81 –100 [ ] Over 100

Section B: Parental Involvement

6. Have you organized open days for parents in your ECE Centre in the last one year? [ ] Yes [ ] No
   If 'yes' how frequent? [ ] Never [ ] Yearly [ ] twice a year [ ] Termly
   [ ] Other (specify) _____
7. Did Open Days improve attendance of children last term?
   [ ] Yes [ ] No
8. How do ECE parents participate during Open Days?
   _____
9. How are ECE learners involved during Open Days?
   _____
10. What challenges do you encounter during Open Days?
    _____
11. How do you rate the frequency of the parents' attendance of school meetings/open days at your pre-school?
    [ ] Poor [ ] Average [ ] Above Average [ ] Excellent
12. Do the parents ever talk to you as their child's pre-school teacher about their progress when you have not indicated the need to do so?
    [ ] Never [ ] Rarely [ ] Most times [ ] Always

13. Do your parents assist their children with their homework? [ ] Yes [ ] No
    If yes, how is it done? _____
14. How do you involve parents with their child's homework?
    _____
15. What challenges did you encounter in parental facilitation of children's homework?
    _____

Section B: Parental Education

16. Do you think that the parent is qualified to make suggestions to you about your teaching methods towards the education of their child? [ ] Yes [ ] No
    If no, please provide the rationale for your answer
    _____
17. Do you think that the education level of the parent has any effect on the academic outcome of the child? [ ] Yes [ ] No
    If no, please provide the basis for your answer
    _____
18. Does the education level of the parent impacts your teaching/learning process in any way?
    [ ] Yes [ ] No
    If yes, please provide the basis for your answer
    _____
19. Does the education level of the parent affect the feedback process on open days?
    [ ] Yes [ ] No
    If yes, please explain
    _____

Section C: Parental Attitudes

20. Are the parents forthcoming when you enquire about the home conditions of the child if it is relevant to their progress at school? [ ] Yes [ ] No
    Please indicate why you think this is so
    _____
21. Have the parents ever communicated to you any notion to indicate that gender plays a role in the determination of how far a child can achieve at school?
    [ ] Yes [ ] No
    If yes, what do you think is their rationale behind their belief?
    _____

22. Do you agree that it's important to develop conforming behaviour in a child?

    [ ] Strongly disagree [ ] Disagree [ ] Neutral [ ] Agree [ ] Strongly Agree

    Please provide the rationale for your answer

    _____

23. Which one of these qualities do you think is the most important quality that parents should nurture in their children?

    [ ] Respect [ ] Independence [ ] Good manners [ ] Happiness

    Please provide the basis for your answer

    _____

Section D: Parental Occupation

24. Do the children ever miss school as a direct result of their parent's occupation?

    [ ] Yes [ ] No

    If yes, what do you think is the reason?

    _____

25. Do you think that the parent's occupation is a stumbling block to their involvement in the education of the child? [ ] Yes [ ] No

    If yes, what do you think is the reason?

    _____

26. Do you think that there is a relationship between the parent's occupation and the child's academic performance? [ ] Yes [ ] No

    If yes, please explain

    _____

Section E: Child's Participation at the Pre-school

27. How do you rate the child in terms of school attendance?

    [ ] Poor [ ] Average [ ] Above Average [ ] Excellent

28. What is the child's rating in terms of word recognition and reading ability?

    [ ] Poor [ ] Average [ ] Above Average [ ] Excellent

29. What is the child's rating in terms of number recognition, counting and basic maths skills?

    [ ] Poor [ ] Average [ ] Above Average [ ] Excellent

30. What is the child's rating in terms of picture vocabulary test (receptive vocabulary) performance?

    [ ] Poor [ ] Average [ ] Above Average [ ] Excellent

31. How can you rate the overall participation of the child in academic activities?

    [ ] Poor [ ] Average [ ] Above Average [ ] Excellent

APPENDIX IV: RESEARCH PERMIT

NATIONAL COMMISSION FOR SCIENCE, TECHNOLOGY AND INNOVATION

Telephone: +254-20-2213471,
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:

26th October, 2015

NACOSTI/P/15/44206/8264

Gilbert Murai Kamau
University of Nairobi
P.O. Box 30197-00100
NAIROBI.

RE: RESEARCH AUTHORIZATION

Following your application for authority to carry out research on ***"Impact of parental socio-economic status on participation of children in ECE Centres in Ruiru District, Kiambu County, Kenya,"*** I am pleased to inform you that you have been authorized to undertake research in **Kiambu County** for a period ending **22nd October, 2016.**

You are advised to report to **the County Commissioner and the County Director of Education, Kiambu 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. S. K. LANGAT, OGW
FOR: DIRECTOR GENERAL/CEO

Copy to:

The County Commissioner
Kiambu County.

The County Director of Education
Kiambu County.

APPENDIX V: RESEARCH CLEARANCE PERMIT

THIS IS TO CERTIFY THAT:
MR. GILBERT MURAI KAMAU
of UNIVERSITY OF NAIROBI, 0-200
Nairobi,has been permitted to conduct
research in *Kiambu County*

on the topic: *IMPACT OF PARENTAL SOCIO-ECONOMIC STSTUS ON PARTICIPATION OF CHILDREN IN ECE CENTRES IN RUIRU DISTRICT, KIAMBU COUNTY, KENYA*

for the period ending:
22nd October,2016

Permit No : NACOSTI/P/15/44206/8264
Date Of Issue : 26th October,2015
Fee Recieved :Ksh 1000

.....
Applicant's Signature

.....
Director General
National Commission for Science, Technology & 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

RESEARCH CLEARANCE PERMIT

Serial No. A 6940

CONDITIONS: see back page