

**INFLUENCE OF PATERNAL INVOLVEMENT ON CHILDREN'S
PERFORMANCE IN NUMBER WORK AND LANGUAGE ACTIVITIES IN
PUBLIC PRESCHOOLS IN STAREHE SUBCOUNTY, NAIROBI COUNTY**

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DECLARATION

This research project is my original work and has not been presented for a degree award at any other university.

Signature

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This research project work has been submitted for examination with my approval as the university supervisor.

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DEDICATION

To my loving family for their love and support during the development of this thesis.

You truly sacrificed a lot to see me through.

ABSTRACT

This study sought to assess the influence of paternal involvement on pre-school children's performance in number work and language activities in public preschools schools in Kenya, using schools in Starehe sub-county, Nairobi County as a representative case study. To this end, the study carried out empirical analysis on the primary data collected from head teachers, pre-school teachers, fathers and the preschool children in Starehe sub-county using questionnaires, interview schedules and standardized test. Statistical package for social sciences (SPSS) was used to analyze the data using frequencies and percentages. The study involved 4 school head teachers, 12 pre-school teachers, 24 fathers and 24 pre-school children giving a total of 64 participants. The results were presented in form of tables. The results based on the data and available literature shows that paternal involvement in the learning of the pre-school children by directly participating in activities such as signing the diary and attending school meetings improves the child's performance significantly. The study established that when father's involvement in the pre-school learning is limited to paying school fees and buying only the required books, the impact on performance in number work and language activities is much lower compared to when the father is directly involved by helping the child with homework related work. Based on the findings in the study, recommendations are made to policy makers, school head teachers, teachers and parents to develop mechanisms that will motivate the male parents to take active role in the learning of the pre-school children. When fathers are directly involved in school decision making, their presence will be visible not only in the performance of their children but also in the transformation of the society.

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LIST OF ABBREVIATIONS AND ACRONYMS

ECD:	Early Childhood Development
NACOSTI:	National Council of Science, Technology and Innovation
PTA:	Parents Teachers Association
PTO:	Parent Teacher Organizations
SPSS:	Statistical Package for Social Sciences
USA:	United States of America

CHAPTER ONE

INTRODUCTION

1.1 Background to the Study

Paternal involvement refers to a blend of obligation and active contribution of the father to the student's learning and to the school community. Parental involvement decisions are influenced both by parent's perceptions of home-school relationships and invitations for parent involvement from children and teachers (Hoover-Dempsey & Sandler, 2005). There are many difficulties concerned with paternal involvement. Many preschool teachers do not clearly understand how to deal with the nontraditional family and the areas of concern that it characterizes. Paternal involvement in child-bearing and school children's performance was observed as having a positive impact on children's school performance. Roopnarine, Krishnakumar, Metindogan and Evans (2006) argue that there is a link between fathers' involvement in care and academic socialization with children and their performance in school.

Bronfenbrenner (1994) describes the interaction patterns of fathers and their children as a proximal process which provides empirical evidence that supports the idea that these interactions are very potent predictors of child's outcomes such as school performance. This is a clear indication of school-home and home-school communication and pre-school children's performance in number work. A number of environmental factors such as one's family composition, cultural values, economic practices and historical events have important bearing on the making and shaping of the father's role in a particular cultural setting. Children glean from their father's a range of choices about everything from clothing, to food, to devotion and to a great cause. This promotes positive moral values, conformity to rules and the development of conscience.

Research shows that even very young children who have experienced higher father involvement show an increase in curiosity and in problem solving capacity. Father's involvement seems to encourage children explore the world around them and gain confidence in their ability to solve problems (Pruett, 2000). High involved fathers also contribute to increased mental dexterity in children, increased empathy and greater self-control. These involvements at the early childhood age refers to the frequency with which the father interacts with his young children, such as how often they read, tell stories, solve problems in number work, sing and play together (Bedekamp & Copple, 1997). These experiences contribute and transmit information and knowledge.

Father's education is a more significant factor than family income in whether or not they will be involved in their children's education. The less educated fathers are less likely to be involved in their children's schooling. In the last 30 years, research has attempted to identify, define and measure paternal involvement in the well-being of their children. A study carried out in Europe has shown that when fathers have close relationship as the child grows from birth, these children are likely to score highly in their school activities than those fathers who have less involvement.

Several studies across the world have shown that father's involvement with their children is linked to higher educational achievement and the level of fathers' participation in school decision making process. A research carried out in the US found out that 32% of the fathers never visited their children's classroom while 54% never appeared at school. In the same study fathers taking their children to school were 38% as compared to the mothers percentage. The study reported that more fathers had no contact with their pre-school children's teachers and in fact schools had only 10% family school communication with fathers (Rimm-Kanfman & Zang, 2005). In this

study it was found out that 31% of non-resident fathers who had contact with their children went to visit their schools, compared with 75% of fathers who remained at home.

Hoffman and Youngbland (1999) argue that father's involvement to child care is associated with children's higher school grades. Bitengo (2006) carried out a study on paternal involvement in Gucha Kenya and found out that there was no direct involvements of fathers with their children's academic performance while other fathers' involvement were confined to indirect support for childcare activities. According to the study, activities that fathers were found to be highly involved included paying of school fees for their children, buying books, uniforms, minding about the children safety and motivating their children by buying the presents when they performed well at school. The study found out that certain factors influence father's involvement in their pre-school children's education. They include father's academic level, their occupation, and father's beliefs on their role in their child's education and type of school the children attended. Fathers who were more educated had stable jobs, took their children to private pre-schools while those fathers who had low education, were self-employed or not working took their children to public pre-schools.

From these studies, fathers' learning at home support and pre-school children's performance in number and language establishes a good relationship between the fathers and their children. This exerts a powerful influence on every domain in their children's functioning which begins at birth. Darquise, Pomerleau and Malcuit (2002) argue that fathers' involvement impact social, cognitive and emotional development. Other studies carried out in the western world have only shown that shared activities between fathers and their mothers are independently associated with improved

academic performance (Marsiglio & Day, 2007). The problem out there is that research that examines the extent to which fathers are involved with their children's schools (Nord, Brimhall, & West, 1997) has generally shown that fathers are less involved than mothers in all types of school activities. In particular, Nord, Brimhall, and West (1997) found that fathers with less than a high school education were much less likely to be involved in their children's schools than fathers with post-secondary education.

1.2 Statement of the Problem

The sole role of family upbringing and engagement has been a contributing factor in early childhood education for more than three decades (Harris, Furstenberg & Marmer, 1996). From this study, early childhood educators tend to engage more with mothers than fathers. They have outlined the roles played by mothers both at home and also in the academic performance of their children. Traditionally, women were responsible for care giving of their children alongside taking care of the home. On the other hand, fathers had the role of providing for the family and giving security of the home. Due to the growth of urbanization and modernization, the family structure has also changed. This has seen more women getting employed and others engaging in simple business activities which generate some income to support their families (Lamb, 2004).

Studies that have been carried out in Western countries on paternal involvement have found out that fathers who are involved with their children's education have their children performing better than those whose fathers are not involved academically (Marsiglio & Day, 2007). Other studies that have been carried out in Kenya focused on influence of both parents involvement in pre-school children educational and occupational aspiration (Ndani, 2008). Karimi argues in her article that "*there is a need for fathers to participate fully in the social cognitive development of their children right*

from birth and in children's learning" and that "school heads would always be pleased where there are higher fathers turnouts on school meetings for this was lacking" (Daily Nation, 2016, pg. 11). This may be true because little attention has been directed towards fathers' involvement and children's performance academically. On the other hand, academic performances at public primary schools in Starehe Sub County have been unsatisfactory since independence in the year 1963 compared to other sub counties in Nairobi County (Starehe Sub County Evaluation Tests Results Analysis, 2011-2013). This could be attributed to several factors among them inadequate paternal involvement in the child's learning. This study sought to examine the influence of paternal involvement on pre-school children's academic performance in Starehe sub county, Nairobi County.

1.3 Purpose of the Study

The purpose of this study was to examine the influence of paternal involvement on pre-school children's performance in number work and language activities in public preschools in Starehe sub county, Nairobi County.

1.4 Research Objectives

The study was guided by the following specific research objectives:

- i. To determine the influence of fathers' parenting on pre-school children's performance in number work and language activities in Starehe sub county Nairobi County.
- ii. To establish the influence of fathers' school-home and home-school communication on pre-school children's performance in number work and language activities in Starehe sub county, Nairobi County.

- iii. To determine the influence of fathers' learning at home support on pre-school children's performance in number work and language activities in Starehe sub county, Nairobi County.
- iv. To establish the influence of fathers' participation in school decision making on pre-school children's performance in number work and language activities in Starehe sub county, Nairobi County.

1.5 Research Questions

This study was guided by the following research questions:

- i. Does fathers' parenting influence pre-school children's performance in number work and language activities in Starehe sub county Nairobi County?
- ii. How does fathers' school-home and home-school communication influence pre-school children's performance in number work and language activities in Starehe sub county, Nairobi County?
- iii. What is the influence of fathers' learning at home support on pre-school children's performance in number work and language activities in Starehe sub county, Nairobi County?
- iv. To what extent does fathers' participation in school decision making influence pre-school children's performance in number work and language activities in Starehe sub county, Nairobi County?

1.6 Significance of the Study

This study is significant to the school management and the teachers at large. In this case, the school managers may use the results to come up with strategies of involving parents in the school management especially in decision making concerning the school policies and their implementation. The pre-school teachers in this case can be in a

position to understand the role of fathers and engage them the more towards the pre-school children's performance in number work and language activities.

The study is important to the government and other policy makers in the area of education. In this case, the government through the ministries concerned can be in a position to review the current policies that govern school performances or may even come up with new strategies that can help mobilize parents especially fathers towards participation in their children's learning.

This study is significant to future researchers and academicians who are interested in conducting research on the same area of influence of paternal involvement in children's academic performance. The researchers can use the results for this study as a foundation of their literature review or may use them to confirm their results in other academic papers.

1.7 Limitations of the Study

The study employed the descriptive survey design. The limitation of using this design is that, it tells what is in the research phenomena and does not determine the cause and effect of the research phenomena. The study may also have faced an influence of other factors not considered in this study of which the researcher did not have any control over. These include psychological conditions of the child and the teaching and learning process in the school.

1.8 Delimitations of the Study

The study covered only the public preschools in Starehe Sub County, Nairobi County. The study was a representative scenario for other similar regions in Kenya. The study used a questionnaire, interview guides and a standardized test to collect the required primary data. The respondents in this case were head teachers, pre-unit school teachers,

children between the ages 5-6 years and fathers. The study considered performance of the pre-school children (pre- unit class) only in number work and languages activities.

1.9 Basic Assumptions of the Study

This study was based on the following assumptions that; the participants were willing and honest enough to give sincere information about the influence of paternal involvement on pre-school children's performance in number work and language activities, that parents are involved in their children's education and that paternal involvement influences the pre-school children's academic performances.

1.10 Definitions of the Key Terms

Parental involvement – refers to participation of parents in every face of children's education and development from birth to adulthood.

Pre-school education – provision of learning of children before the commencement of statutory and obligating education.

Parental participation – refers to the level of involvement that a parent has in their child education and school.

Father: A male parent in relation to his natural child or children.

Academic performance- the outcome of education, the extent to which a student, institution has achieved their educational ambition.

Child – a young human being who is not yet an adult i.e. under 18 years.

Influence – is the measure of learning between ages 2-6 years.

Relationship – refers to similar characteristics that are witnessed in the learning situation.

Teacher – refers to someone in charge of children and passes over knowledge to them.

Communication – is the conversation between children and the parents and school administrators.

Paternal involvement: paternal involvement is defined as the level of participation that a father has in the child's education and school.

Parenting: Parenting or child rearing is the process of promoting and supporting the physical, emotional, social, financial, and intellectual development of a child from infancy to adulthood. It refers to the aspects of raising a child aside from the biological relationship

School-Home and Home-School Communication: This refers to the two way communication in which parents get informed of the progress and behaviors of their children in school while at the same time teachers and the school at large gets information concerning the progress and activities as well as the behavior of the child at home.

Learning home support: refers to the necessary support that fathers give to their children meant to help them perform well in their academics.

1.11 Organization of the Study

The study is organized into five chapters. Chapter one looks at the background to the study, statement of the problem, purpose of the study, objectives of the study, research questions and significance of the study. It also includes the limitations, delimitations of the study, assumptions of the study, and the definition of the key terms and organization of the study. Chapter two covers the review of the related literature and chapter three covers the research methodology. Chapter four presents data analysis and interpretation while chapter five presents the summary, conclusions and recommendations.

CHAPTER TWO

REVIEW OF RELATED LITERATURE

2.1 Introduction

This section focuses on the review of literature relating to the influence of paternal involvement on pre-school children's performance in number work and language activities. The literature covers the following variables: Influence of fathers' parenting, fathers' school-home and home-school communication, learning home support of fathers and fathers' participation in decision making at school and pre-school children's performance in number work and language activities. The section concludes with the theoretical and conceptual frameworks.

2.2 Fathers' Parenting and Pre-School Children's Performance in Number Work and Language Activities

Fathers' parenting is defined as the level of participation that a father has in the child's education and school. Some fathers are tremendously involved, often volunteering to help in their child's classroom activities, communicating well with their child's teachers, assisting with homework, and understanding their child's individual academic strengths and weaknesses. Unfortunately, there are also some fathers who are not directly involved with their child's education yet schools have programs aimed at increasing paternal involvement such as games and sports, home activities, and assorted opportunities for volunteers. Studies from India and USA show that, supervision which is a primary responsibility of parenting, include those activities fathers undertake to ensure that their children's basic physical and safety needs are met. Being late to pick up a child at school, for example, can have grave safety consequences, especially if the school hours close early and there are no adults are on the school premises. The degree

of supervision to keep school-age children engaged in number work and language activities varies depending on the child's age bracket and the physical location of the school vis-à-vis the home. At a minimum, fathers have to ensure that someone is available to take care of children's meals and transportation needs before and after the school day just to make sure the child does not struggle. Some older children can manage these responsibilities on their own, but there must be someone to check on their whereabouts before, during and after school. Tabs must be kept as to how they spend their time over the weekends, with what company and on how they are handling their nutritional needs (Jeynes, 2007).

Studies across the world have been conducted tracking families over a period of time. They found that fathers' involvement with children is directly linked to their higher educational achievement and higher educational /occupational mobility relative to their parents (Sarkadi, Kristiansson, Oberklaid & Bremberg, 2008; Flouri, 2005; Pleck & Masciadrelli, 2004). For example, in the UK, fathers' involvement with their 7 and 11 year old children is linked with their better national examination performance at age 16 (Lewis, Newson & Newson, 1982) and their educational attainment at age 20 (Flouri & Buchanan, 2004). This is as true for both sons and daughters from all social classes and does not differ if the mother is highly involved or not.

According to Williams and Sternberg (2002), children of involved fathers are more likely to live in cognitively stimulating homes and fathers' commitment to the education process also matters. In 1992, British sociologists Dennis and Erdos found unemployed fathers' support for their children's education strongly connected with those children's escape from disadvantage. More recently, a father's interest in his child's education, particularly at begging from 11 years, has more influence than family background, the

child's personality or poverty on education success (Hango, 2007). Blanden (2006) further found low fatherly interest similarly predictive in the other direction: a father's low interest in his son's education, for instance, reduces his boy's chances of escaping poverty by 25%.

According to Goldman (2005) high levels of interest by a father in child's schooling and education, his high expectations for their achievement and his greater direct involvement in their learning are associated with children's better exam test class results. This is also an indicator of higher levels of educational qualification; greater progress at school; better attitudes towards school and higher educational expectations. And this isn't just true for middle-class families: whatever the father's education level, his interest and participation pay off for his children. It is expected that fathers participate fully towards the child's upbringing because paternal involvement is vital in the child's learning. The reviewed literature clearly shows previous researches have not focused on how paternal involvement affects overall performance of preschool children on developing nations.

2.3 Fathers' School-Home and Home-School Communication and Pre-School

Children's Performance in number work and language activities

School-home and home-school communication by parents is one of six major types of parent involvement practices critical to establishing strong working relationships between teachers and parents (Epstein, 1995). Home and school form the Microsystems of a child's educational development. The connection between home and school is integral to a cohesive and effective learning environment (Bronfennbrenner, 1979). Central to this nature of connections between home and school is communication channels. Scholars such as Epstein (1990) and Healey (1994) have stated that

communication with parents increases many forms of parental involvement in school or at home. Further, Norris (1999) and Watkins (1997) have linked children's academic achievement and motivation to school-Home and home-school communication synergies. Exposing parents in sharing childcare in a more equitable way, many fathers engage in more early literacy activities between them and their young children. According to Ortiz (1996), this is an occurrence common among families where childrearing tasks are divided traditionally in terms of gender. This nature of parents is also more likely to hold common beliefs and attitudes towards child rearing and resolution of domestic conflicts calmly and with compromise. This greater 'co-parenting' may in part explain the positive educational impact and effect it has such as high father involvement towards caring for the child. According to Yeung (2004) there is a one-point rise in fathers' co-parenting behavior associated with an almost four-point increase in children's academic test scores. As a matter of fact, fathers' co-parenting was only second to their level of education level in predicting good educational outcomes for their children – and both proved more important than the fathers' income. As educators, communication between school and home is hugely important to a child's academic success in school. When school leaders, teachers, and other school staff respect parents and share information with them openly and frequently, parents are more likely to trust and work with the school to support their child's learning. Leading the effort to build strong, trusting relationships with parents is a crucial task for school leaders. Having good lines of communication with fathers can make a huge difference when a school is working on discipline issues. Some of the strategies school leaders could use to build positive relationships with parents at the beginning of the school year are like; holding conferences early in the year helps the establishment of proper

communication and increased level of trust. The goal of these first conferences should be for teachers to start building a positive relationship with fathers to the children. Teachers could use this time to gather information that could help them teach each pre-school child well (Sheldon & Epstein, 2004). Lawrence-Lightfoot (2004) contend that there are various means of school-home communication. Historically, most communication from school to home was done through letters, phone calls to parents, printed newsletters, weekly agendas and parent-teacher conferences. With advances in technology, online newsletters, emails to parents, websites and blogs are becoming increasingly more common to transfer information from school to home.

On the other hand, communication between a child's home and school can have a significant impact on his/her school program, the on-going development of skills and on the relationship between parents and teaching staff. Sheldon and Epstein (2004) assert that as soon as possible, at the beginning of the school year, the principal, teacher, teaching/ educational assistant and parent should meet to discuss and agree on the parameters for home/school communication with due consideration given to format, information to be included both from school and home, as well as the time constraints of all parties. The study further asserts that fathers can support schools by knowing what changes are occurring in school practices and instruction. Fathers that are not informed cannot participate fully in schools. But those who know their children best, are in the best position to inform schools about their children's needs and capacities, and are deeply invested in their children's success.

Two-way communication (home-school and school-home) occurs when teachers and parents dialogue together. According to Lawrence-Lightfoot (2004) effective dialogue can develop out of a growing trust, a mutuality of concern, and an appreciation of

contrasting perspectives. A teacher may contact a father in the case of this study to celebrate a child's successful school experience. However, in many instances, the contact involves sharing concerns about the child. This could be a source of significant tension between teachers and parents alike. Teachers should strive to make these interactions as productive as possible. Many Kenyan schools practice less communication from home to school, besides occasional letters and phone calls. Nevertheless, this two-way communication is a request many parents put across in many forums (Casper, 2003).

Many teachers are unfortunately not well trained in the diverse skills needed to communicate effectively with parents (Hradecky, 1994; Lawrence- Lightfoot, 2004). There are worldwide school communication practices that are crucial involving all families in the education process. According to Casper (2003) the process and stakeholders involved in teacher preparation and professional development programs should promote the advancement of communication skills for all teachers.

Communication may involve impressions created or words expressed. Nevertheless, an initiation of communication starts when parent's first steps into the school compound (Chambers, 1998). When we strategically place welcoming signs that reflect the diverse range of ethnicity and languages spoken in the school community, we create an even more inviting atmosphere (Lai & Ishiyama, 2004). The next crucial and major impression could consist of the smile or, on the flip side, lack of acknowledgement by school office staff. Fathers could potentially be influenced by the cleanliness within the school grounds, student creativity displayed on the walls, and the unique sounds in the hallway. A "customer-friendly" school environment is a good example of how highly

and important communication with parents ranks high among school staff (Chambers, 1998).

Expressed communication involves one-way or two-way exchanges (Berger, 1991). We experience one-way communication when teachers attempt to communicate to fathers about events, activities, including student progress through a variety of sources. These could be an introductory letter at the beginning of the school year, classroom or school newsletters, communication books, report cards, radio announcements, school Web sites, and so on. Two-way communication covers interactive dialogue between teachers and fathers. Conversations happen via telephone calls, parent-teacher conferences, open houses, home visits and various school-based community activities.

Teachers ought to actively incorporate various strategies to maximize sharing information with fathers. Furthermore, Williams and Cartledge (1997) found that written communication is perhaps the most efficient and effective means to provide valuable ongoing correspondence from school and home and vice versa. Written communication presents a permanent record and a product requiring careful consideration in terms of format and content. The reviewed study indicates a lack of adequate communication between fathers and the school and school to the fathers. This study set to find out if there is school-home, home school communication by establishing the means of communication schools use towards reaching the fathers and the communication methods fathers use to reach the school concerning the pre-school children to enhance performance in number work.

2.4 Fathers' learning at Home Support and Pre-school children's Performance in Number Work and Language Activities

Learning at home involves families and their children learning together at home, including homework and other curriculum-linked activities. Early learning starts at home with babies and young children. Parents teach their children social and behavioral skills as well as helping them to learn about the world that surrounds them. Many of the instinctive things parents do help to teach them about the world and give them skills to prepare them for school and early learning. Studies done on the involvement of the father in the child's early life conducted in Europe and North America have shown that when fathers are a significant part of the child's support in home-learning, the children score higher on academic tests than children whose fathers are less involved (Darquise, Pomerleau & Malcuit 2006, Lamb, 2004). A study in Barbados by Russell-Brown, Engle and Townsend (1994) established that children who had good ongoing relationships with their fathers and their fathers helped them in home learning appeared more likely to do better at school and to have fewer behavioral problems.

According to Keith (2007) when a child returns from school with assignment, the father's role is to make sure that it has been done in the right way and at the right time. Fathers checking child's homework, has shown a positive association with academic achievement in some studies. Students whose fathers are involved in checking their homework showed higher achievement than students whose parents are not involved in checking homework.

Fathers' interaction in children's home learning exerts a powerful influence on every domain of their functioning beginning at early childhood. Research has shown that fathers impact their children's social, emotional and cognitive development which

enhances their academic performance to a great extent (Darquise, Pomerleau & Malcuit, 2006). The long-term effects of fathers' direct involvement with their children's home learning are manifested through childhood and adolescence (Lamb, 2004). For children with a father figure and those who describe greater father support in home learning, they have a stronger sense of social competence, fewer depressive symptoms and good records in academic achievements (Marsiglio & Day, 2007).

Radin (1981) established that four and five year old boys scored higher in mathematics tests when fathers encouraged skills like counting and reading. It was also revealed that the level of a father's involvement in his child's academic studies predicted success later in life. Biller (1993), Parke (2004) and Lamb (2004) established that the influence fathers have on their children's intellectual development is not limited specifically to helping with schoolwork. Fathers can have a positive influence on their children's thinking skills by participating in social activities and sports as well. A study by Biller (1993) found that children whose fathers encouraged them in sports and fitness activities were more successful in school and their careers later in life.

Barth and Parke (1992) established that when fathers are pro learning at home support, they are supportive to their children and the children have fewer problems at school such as excessive absence or poor exam results. Even when fathers provide only limited attention, warmth and affection and are not around all the time, their children benefit from their influence in terms of adjusting to new experiences, having stable emotions and knowing how to get along with others.

A longitudinal study of 584 children from intact families indicated that children whose fathers were highly involved with them attained higher levels of education and economic self-sufficiency than children whose fathers were not highly involved (Harris,

Furstenberg, & Marmar, 1996). Harris et al. (1996) also established that a high level of involvement and improved father child relations throughout adolescence were associated with lower levels of delinquency and better psychological wellbeing. A survey of over 20000 parents found that when fathers are involved in their children's home learning education including attending school meetings and volunteering at school, children were more likely to get A's, enjoy school, and participate in extra curricula activities and less likely to have repeated a grade (National Center for Educational Statistics, 1997).

A study using a national probability sample of 1250 respondents showed that children who were helped by their fathers in reading or doing home work did significantly better academically than those children whose fathers did not (Parke 2004, Cooksey & Fondell, 1996). Goldstein (1982) using a nationally representative sample of over 6300 teenagers found that for the white children in the sample, father's involvement was associated with better quantitative and verbal skills, intellectual functioning and overall academic achievement.

Waime (2007) in her study with selected secondary schools in Nairobi established that more fathers than mothers help their children with homework. Swadener et al. (2000) in their study carried out in Narok, Samburu, Kericho, Kiambu, Embu, Machakos, Kisumu and Nairobi, established that fathers were not so supportive in their children's home learning. They recommended that there was a need for fathers to play a role in their children's learning if they are to achieve in life and academically. The reviewed literature shows a lack of fathers' learning at home support towards the academic performance of their children. The interest of this study was to find out the extent to

which fathers' learning at home support influences the pre-school children's academic performance.

2.5 Fathers' Participation in School Decision Making and Pre-school Children's Performance in Number Work and Language Activities

School decision making involves fathers as participants in school decisions, governance, and advocacy through PTA, school councils, committees, and other parent organizations (Bryk, Sebring & Allensworth, 2010). Successful schools include parents as active partners in the school restructuring process. Rather than the traditional hierarchical relationship between parents and schools, staffs in the school are tasked with the responsibility to make unilateral decisions to develop parents as leaders and also equal partners in the schooling process. One way to do this is the creation of organizational structures where parent participation with volunteer committees are involved.

According to Bryk, Sebring and Allensworth (2010) developing a successful school-parental partnership ought to be a school project. Traditional school organization and practices in U.S, especially in pre-schools, often discouraged parent members from becoming involved in decision making. Afterwards, many schools saw the need of parents being engaged in decision making processes. For many successful schools, the first step in the restructuring process was to assess parents' interests and needs on behalf of their children. By asking parents to share their interests, needs, ideas, and goals for their involvement on an ongoing basis, parents and staff members worked together to make their involvement in decision making a centerpiece of school reform. By contrast, parents that hesitated to become involved in schools decision making had their children perform poorly in tests.

Studies conducted by Education Research International in USA and Uganda show that, paternal affective support and participation in decision making in the school appeared to be one of the strongest predictors of pre-school children's academic achievement (Deslandes, Sophia & Reifel, 1997). The study advocated that fathers should always participate in school decision making by joining Parent Teacher Associations (PTAs) or Parent Teacher Organizations (PTOs) and getting involved in decision-making about the educational services their children receive. Almost all schools in Kenya have a PTA but often only a small number of fathers are active in these groups (Grolnick, Wendy, Bonnet, Corona, Kurowski, Carolyn & Apostoleris, 1997).

According to Smith (2011), guiding questions on consultative decision-making should be as follows; how does the school offer parents and students a voice in decisions touching on the future of school, how schools should ensure that consultation is genuine and encourages open and honest dialogues, how can parents be supported so that they are able and willing to participate effectively in consultation and decision-making, what steps can be taken to ensure the parents are consulted on formal and informal decision-making, school reviews and new policies, how can the school sharpen the focus of collaborative decision-making onto student learning (for example in, curriculum, pedagogy, effective learning partnerships) while still providing appropriate parent input into decisions about day-to-day school operations (parking, uniforms, fund-raising).

The role of fathers in children's lives varies over time and across cultures especially when number work and language are concerned (Lamb, 2004, Lamb, 1997). During the colonial period, fathers were the primary parent and had ultimate say in issues of children; where divorce is concerned, the law awarded custody to the father (Demos, 1986). As the primary parent, fathers had multiple roles: provider, companion, moral

overseer, disciplinarian, and teacher, to name a few. Although mothers were responsible for the day-to-day care of children, especially young children, they were assumed to be too emotional and too indulgent to properly raise children (Demos, 1986).

Fathers can also serve on school decision-making committees, such as site-based management councils and school improvement teams. As members of these committees, fathers can, for example, share ideas and help make decisions on school policies related to the budget, teacher and principal hiring, school wide plans, and parent involvement activities. Together, fathers and staff members can develop school reform initiatives to facilitate closer pupil, teacher, and parent relations and to increase a pre-school child's achievement (Smith, 2011).

Fathers participation in school decision making is lacking according to various studies reviewed above. This study sought to find out the influence of fathers' participation in school decision making on pre-school children's performance in number work and language activities.

2.6 Summary of Literature Review

The literature reviewed including Jeynes (2007), Lawrence-Lightfoot (2004), Keith (2007) and Smith (2011) point at deficiencies in the study on the influence of paternal involvement on pre-school children's performance. They all hold that fathers and teachers can develop school reform initiatives to facilitate closer pupil, teacher, and parent relations and to increase a pre-school child's achievement. They further admit that the long-term effects of fathers' direct involvement with their children's home learning are manifested throughout childhood and adolescence and that there are various means of school-home communication (Lamb, 2004).

Developed nations have documented paternal involvement where they found out that fathers who are involved with their children's education have their children performing better than those whose fathers are not involved academically (Marsiglio & Day, 2007). This study was appropriate in Kenya at this point in time.

2.7 Theoretical Framework

The study employed Epstein's (2002) conceptual model. This study explored the multidimensional nature of parental involvement and its ramifications within the context of Epstein's conceptual model. According to Epstein (2002) the types of involvement are; Parenting: which means helping all families establish home environments to support children as students by; organizing parent education and other courses or training for parents (for example, programs for family literacy) which are geared to assist families with health, nutrition, and other services, and; home visits at transition points to pre-school, elementary, middle, and high school. Communicating, this advocates the designing of effective forms of school-to-home and home-to-school communications about school programs and children's progress. For example, organizing conferences with parents at least once a year; and; using regular schedule of useful notices, memos, phone calls, newsletters, and other communications. Volunteering: Recruiting and organizing parent help and support. Learning at Home: This involves providing information and ideas to families about how to help children do their homework and catch up with other curriculum-related activities, decisions, and planning. Decision Making: This entails the idea of including parents in school decisions, developing parent leaders and representatives. For example, having active PTA/PTO or other parent organizations, advisory councils, or committees for parent leadership and participation or even having independent advocacy groups to lobby and

work for school reform and improvements or networks to link all families with parent representatives. Collaborating with Community; which means the idea of identifying and integrating resources and services from the community to strengthen school programs, family practices, student learning and development.

This theory explains parental involvement based on how parent–child interactions affect students' schooling and motivation. Behavioral involvement refers to parents' public actions representing their interest in their child's education, such as attending an open house or volunteering at the school. It further explains that personal involvement includes parent–child interactions that communicate positive attitudes about school and the importance of education to the child. Cognitive/intellectual involvement refers to behaviors that promote children's skill development and knowledge. They include reading books and visiting the museums. Parental involvement, according to this theory, affects student achievement because these interactions affect students' motivation, their sense of competence, and the belief that they have control over their success in school (Wendy, Grolnick, and Slowiaczek, 1994).

Parental involvement broadly include activities such as helping with homework, discussing school events or courses, volunteering at school and coming to participate in schools' events. Parental involvement is a function of a parent's beliefs about parental roles and responsibilities. A parent can help the children succeed in school and the opportunities for involvement should be provided by the school or the teacher. In this theory, when parents get involved, children's schooling is affected through their quest for knowledge, skills, and an increased sense of confidence that they can succeed in school (Kathleen and Tyoung, 1995). The encouragement is schools to create greater "overlap" between the school, home, and community through the implementation of

activities across six types of involvement: parenting, volunteering, learning at home, communication, decision-making, and collaboration with the community by implementing activities across all six types of involvement, educators can help improve student achievement and experiences in school (Epstein, 2002).

For the case of this study, the involvement of fathers in school PTAs can greatly increase the collaboration between them and the schools. Fathers can greatly exchange information concerning their children's academic progress as well as participate in school decision making effectively. It is in the PTAs that fathers learn new parenting styles and approaches. Therefore, fathers being in PTAs greatly influence the performances of pre- school children in number work and language activities.

2.8 Conceptual Framework

Conceptual framework is a tool that is used by researchers to connect all the aspects of inquiry. They include statement of the problem, significance of the study, literature review, methodology, data collection and analysis (Rose, 2008). Conceptual framework for this study was based on four independent variables namely; fathers' parenting, fathers' school-home and home-school communication, father's learning at home support and; father's participation in school decision making. The dependent variable was pre-school children's performance in number work and language activities.

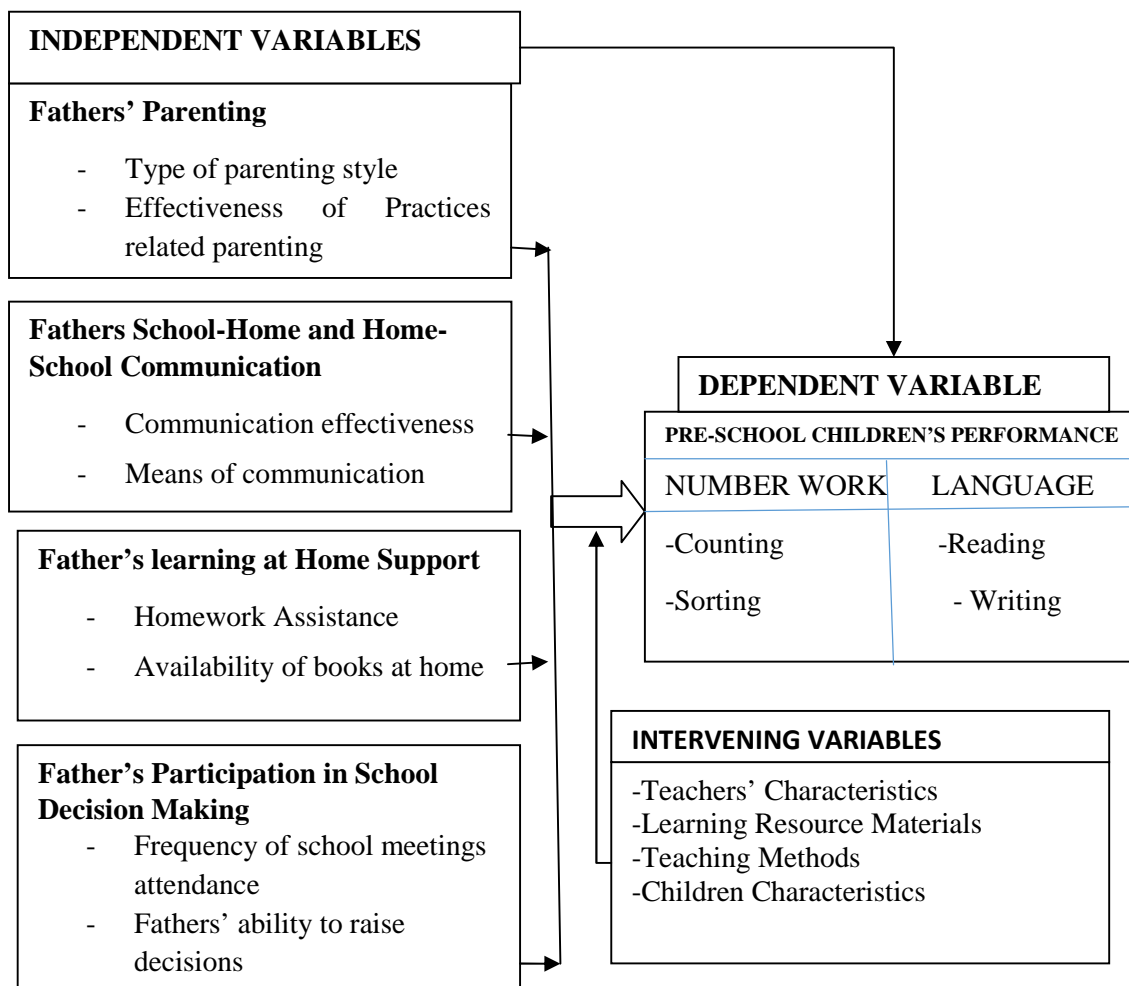


Figure 2.1: Conceptual Framework

Source: Author, 2016

CHAPTER THREE

RESEARCH METHODOLOGY

3.1 Introduction

This section includes the research design, the target population, sample size and sampling procedures, research instruments, validity and reliability of the research instruments, procedures for data collection and data analysis.

3.2 Research Design

Research design is the arrangement of conditions needed for collection of data and analysis in a manner that aims to combine relevance to the research purpose with the economy in the procedure (Cohen & Manion, 2000). This study used descriptive survey design. This design refers to a set of methods and procedures that describe variables. It involves gathering data that describe events and then organizes, tabulates, depicts, and describes the data. The descriptive approach was considered the most appropriate for this research because descriptive studies report the way things are for understanding the status quo (Mugenda & Mugenda, 1999) and often result in the formulation of important principles of knowledge and give solutions to significant problems (Kombo & Tromp, 2006).

3.3 Target Population

According to Mugenda and Mugenda (1999) the target population is the entire group the researcher is interested in or the group about which the researcher wishes in drawing conclusions. Mugenda and Mugenda (1999) further adds that a target population is any set of persons or objects that possess at least one common characteristic. The population of this study was all the 24 public primary schools in Starehe sub-county. All the 24 school heads were targeted by the study. There are approximately 5 pre-school teachers

in every public primary school yielding a total of 120 teachers all of whom were targeted by the study. The study also targeted all the fathers to the pre-school children in all the public primary schools. The total enrolment for the pre-school children in Starehe sub-county is 1440 giving an average enrollment of 60 pre-school children per school (District Education Office, 2016). This study only targeted the pre-unit class since they are more knowledgeable and understand well the questions regarding their father's involvement in learning.

3.4 Sample Size and Sampling Procedures

A sample is a set of entities drawn from a population with the aim of estimating characteristic of the population (Siegel, 2003). It is a fraction or portion of a population selected such that the selected portion represents the population adequately. According to Cochran (1977) a sample of 10% or more of the total population is sufficient for a study. Four public primary schools were selected through purposive sampling to represent the geographical spread of the Sub-County. All the school heads automatically participated in the study. The study used simple random sampling to select 3 pre-unit teachers from all the 4 public primary schools yielding a total of 12 pre-school teachers. The study also used simple random sampling to select 6 children from the pre-unit class yielding a total of 24 pre-school children. The study also purposively selected 24 fathers (6 fathers of the sampled children from each school) to participate in the study. The sample size of this study was therefore 64 respondents as shown on Table 3.1

Table 3.1: Sample Size

Category	Sample size
School	
head teachers	4
Pre-school teachers	12
Fathers	24
Pre-school children	24
Total	64

3.5 Research Instruments

This study used questionnaires for the school head teachers and teachers (Appendix I) and interview guides for fathers (Appendix II) and pre-school pupils (Appendix III) respectively as the data collection tools. A questionnaire is a list of standard questions prepared to fit a certain inquiry (Mugenda and Mugenda, 1999). The questionnaire was divided into two main parts: the first part sought information on the demographic representation of the respondents and the second part sought information related to the research questions. A 5- likert scale where 1= strongly agree, 2= agree, 3= moderately agree, 4= disagree and 5= strongly disagree was used to rate the opinions of the respondents concerning the research questions.

Interview made it possible to obtain data required to meet specific objectives of the data study. The interview guide was also divided into two sections where section A: enquired about the fathers demographic information and section B contained questions as regards to influence of paternal involvement on pre-school children's performance in number work and language activities in Starehe sub-county, Nairobi County.

Standardized assessment tests in the areas of speaking, writing and reading was also conducted in order to establish the ability of the pre-school children's to participate in the English language activities while counting and sorting were the main activities in number work. This was necessitated by offering the pre-school children with a simple test (Appendix IV).

3.6 Validity and Reliability of the Instruments

3.6.1 Validity of the Instruments

Mugenda and Mugenda (1999) define validity as the accuracy and meaningfulness of inferences, which are based on the research results. Validity is the degree to which results obtained from the analysis of the data actually represents the phenomena under study. To ensure validity of the instruments, the researcher discussed the questionnaire with the supervisors who are specialists in the area of study while framing the questionnaires. To ascertain for content validity, the study used a check list to ensure that all items in the questionnaire are based on the objectives. A pilot study was conducted where two (2) school head teachers, 6 teachers, 6 fathers and 6 pre-school children from schools in Starehe Sub County which were not in the sampled schools were requested to participate in the study. Any ambiguities or difficulties that arose in the questions construction were addressed accordingly.

3.6.2 Reliability of the Instruments

According to Donald (2006), reliability is a measure of the degree to which a research instrument yields consistent results after repeated trials. This research study used a test-retest method which involves administering the same scale or measure to the same group of respondents at two separate times. This is after a time lapse of one or more weeks. This was repeated to the same respondent after one week. The schools picked

for piloting was not considered in the actual data collection and the findings were also not included in the final data analysis. Correlation Co-efficient (r) between the scores of the two questionnaires were calculated and produced. Kerlinger (1983) recommends that a coefficient of 0.7 and above is acceptable.

3.7 Data Collection Procedures

A letter of introduction was prepared and issued to the respondents. Besides, the researcher also obtained a letter from the school of Post Graduate Studies of the University of Nairobi alongside a permit letter from the National Council of Science, Technology and Innovation (NACOSTI). The administration of the questionnaire was through drop and pick later method. The researcher administered the questionnaires to the participants after explaining the requirements and also making them understand every question well. The researcher also interviewed the fathers and the children with the help of the pre-unit school teachers as well as establishing the standardized assessment tests on the performance of the pre-unit pupils in number work and language activities.

3.8 Data Analysis

The study used both quantitative and qualitative data analysis techniques because both approaches complement each other (Reinhardt and Cook, 1979). Quantitative data was analyzed with the help of the Statistical Package for Social Sciences (SPSS) version 23.0. To start with, the data collected by use of the questionnaires was coded, assigned labels to variables' categories and fed into the computer. Frequency tables, percentages, and pie charts were used to present the information. For qualitative data, from open ended question, content analysis was used to present the findings. Here, common

characteristics obtained and the data so collected was clustered according to the themes in the research objectives.

3.9 Ethical Concerns

It is an individual's right to privacy which should be respected and cherished. The respondents were not required to write their names on the questionnaires. They were also assured that the information they gave was to be treated with confidentiality. The respondents were free to discontinue at their own will but the researcher encouraged the respondents to be part of the study. The researcher took all reasonable measures to protect subjects physically and psychologically. The researcher also ensured that results were disseminated in an ethical manner. An informed consent form was prepared where teachers or guardians affirmed or rejected on behalf of the participation pre-unit school pupils. All other respondents also filled in their agreement to participate in the study.

CHAPTER FOUR

FINDINGS AND DISCUSSIONS

4.1 Introduction

This chapter focuses on the presentation and discussion of the findings of this study. The presentation of the findings is done based on the research objectives, which were to:

- i) To determine the influence of fathers' parenting on pre-school children's performance in number work and language activities in Starehe sub county Nairobi County.
- ii) To establish the influence of fathers' school-home and home-school communication on pre-school children's performance in number work and language activities in Starehe sub county, Nairobi County.
- iii) To determine the influence of father's learning at home support on pre-school children's performance in number work and language activities in Starehe sub county, Nairobi County.
- iv) To establish the influence of father's participation in school decision making on pre-school children's performance in number work and language activities in Starehe sub county, Nairobi County.

4.2 Response rate

The study collected data on response rate of the respondents. The information is presented in table 4.1

Table 4.1: Response rate

Respondents	Sampled	Returned/ Participated	Response Rate Percentage (%)
Head teachers	4	4	100
Pre-school teachers	12	10	83
Fathers	24	22	92
Pre-school children	24	22	92
Total	64	58	91

Table 4.1 shows data on the response rate of the head teachers, pre-school teachers' fathers, and pre-school children who responded to the questionnaires and interviews. Data reveals that the head teachers' response to the questionnaires was (100%). However 2 (17%) of the teachers, 2 (6%) of the fathers and 2 (6%) of the pre-school children did not respond. Overall, 91% of the respondents responded to the questionnaires and interviews. This is a very good response rate because according to Mugenda and Mugenda (2003), a response rate of 50% is allowed for analysis; a response rate of 60% is good and a response rate of 70% and over is very good.

4.3 Demographic Information of Head teachers and Teachers

The study sought for demographic information of the head teachers and teachers. Table 4.2 presents the gender of the head teachers and teachers.

Table 4.2: Head Teachers and Teachers Gender

Gender	Frequency	Percentage
Female	10	71
Male	4	29
Total	14	100.0

Source: Author 2016

Table 4.2 shows that 71% of the head teachers and teachers were female while 29% were male. This shows that majority were female. This is line with other studies in Kenya which established that teaching in pre-schools was dominated by female teachers (Abagi, 2008).

Further, the study sought to establish the age bracket of the head teachers and teachers. The responses are indicated in Table 4.3.

Table 4.3: Head Teachers and Teachers Age.

Age Bracket	Frequency	Percentage
Under 25rs	3	21.5%
Between 25-34 yrs	7	50%
Between 35-50 yrs	3	21.5%
Over 50 yrs	1	7%
Total	14	100%

Source: Author 2016

Table 4.3 shows that majority of the head teachers and teachers were aged 25 - 34 years of age (50%), while another 21.5% were aged between 35-50 years. Those aged under

25 years were 21.5% while 7 % were aged over 50 years. Overall, over 71.5% were below 35 years indicating some level of youthfulness.

The head teachers and teachers' level of education is as shown on Table 4.4.

Table 4.4: Head Teachers and Teachers Level of Education

Education Level	Frequency	Percentage
Masters degree	0	0%
Degree	1	7%
Diploma	5	36%
Certificate	8	57%
Total	14	100%

Source: Author 2016

Table 4.4 shows that majority of the head teachers and teachers (57%) had attained certificate award, while 36% were diploma holders. No head teacher or teacher had a master's degree although there was a head teacher with a degree. This implies that the preschool head teachers and teachers were trained. As Grogan (1993) points out, trained teachers are essential in the teaching and learning process as they are able to implement the curriculum, unlike untrained teachers.

The study further sought to find the head teachers and teachers' teaching experience. Their teaching experience is presented in Table 4.5.

Table 4.5: Head Teachers and Teachers Teaching Experience

Years Worked at School	Frequency	Percentage
Below 5yrs	1	8%
Between 6-10 yrs	4	33%
Between 11-15 yrs	6	50%
Over 15 yrs	1	8%
Total	14	100%

Source: Author 2016

Table 4.5 shows that majority of the head teachers and teacher's teaching experience ranged between 11-15 years at 50% while those with teaching experience of between 6-10 years were 33%, while 8% had a teaching experience of below 5 years with a similar number having a teaching experience of over 15 years. Table 4.5 reveals that, majority of the head teachers and teachers had teaching experience of between 11-15 years which would enable them to conduct preschool learning activities effectively. Branyon (2002) observed that teachers with more teaching experience had a higher level of self-efficacy.

4.4. Findings on Fathers' Parenting and Children's Performance in Number Work and Language Activities

4.4.1 Head Teachers and Teachers Responses on Fathers' Parenting and Children's performance

The study sought to examine the level of satisfaction towards father's parenting in the schools. The study asked head teachers and teachers to state either Very satisfied, Satisfied, Less satisfied or Not satisfied. Head teachers and teacher's responses are presented in Table 4.6

Table 4.6: Level of Satisfaction towards Fathers Parenting in School

Level of Satisfaction	Frequency	Percentage
Very satisfied	6	43%
Satisfied	5	36%
Less satisfied	2	14%
Not satisfied	1	7%
Total	14	100%

Source: Author 2016

Table 4.6 shows that, 6 (43%) head teachers and teachers indicated that they were very satisfied with fathers' parenting, 5 (36%) indicated they were satisfied, 2 (14%) indicated less satisfied while 1 (7%) indicated not satisfied. This implies that a higher percentage of head teachers and teachers were very satisfied and satisfied with fathers parenting.

The study further sought to examine how often the fathers visited the school office. The study asked the head teacher and teachers to respond either daily, rarely, once or always appropriately. Data on the responses of head teachers and teachers on fathers' visit to the office is presented in Table 4.7

Table 4.7: Responses of Head Teachers and Teachers on Fathers' Visit to the Office

Visit	Frequency	Percentage
Daily	3	21%
Rarely	6	43%
Once	1	7%
Often	4	29%
Total	14	100%

Source: Author 2016

Table 4.7 shows that 3 (21%) of the head teachers and teachers indicated that fathers the office daily, 6 (43%) indicated that fathers rarely visit the office while (29%) indicated that fathers visited the office often. In contrast,1 (7%) indicated that fathers visited once while 4 (29%) indicated they visited often. This implies that many fathers did not have a commitment in visiting the office. The findings of this study are in line with a study by Rimm-Kanfman and Zang (2005) which found out that (32%) of the fathers never visited their children's classroom while (54%) never appeared at school. The study also reported that more fathers had no contact with their pre-school children's teachers and in fact schools had only 10% family school communication with fathers.

Further the study sought head teachers and teacher's opinions on fathers parenting and performance. The responses are presented in Table 4.8.

Table 4.8: Head Teachers and Teachers Opinions on Fathers Parenting and Pre-School Children’s Performance

Statements	Strongly Agree		Agree		Moderately Agree		Disagree		Strongly Disagree	
	F	%	F	%	F	%	F	%	F	%
I am happy about how fathers handle their children in this school	5	36	3	21	4	29	1	7	1	7
I am not pleased on the number of fathers’ who attend parents meeting in this school	3	21	6	43	1	7	2	14	2	14
Fathers’ parenting is not well pronounced in this school	4	29	3	21	2	14	3	21	2	14
This school often summons fathers of the pre-school to train them on how to handle their children	6	43	2	14	4	29	2	14	0	0
I am happy about the parenting styles used by fathers to pre-school children of my school	5	36	4	29	1	7	2	14	2	14

Source: Author 2016

Table 4.8 shows that 5 (36%) of head teachers and teachers strongly agreed that they were not happy about how fathers handled their children in their school, 3 (21%) agreed, 4 (29%) moderately agree, 1 (7%) disagreed while 1 (7%) strongly disagreed.

Three (21%) of head teachers and teachers strongly agreed that they are not pleased on the number of fathers' who attend parents meeting in this school, 6 (43%) agreed, 1 (7%) moderately agree, 2 (14%) disagreed while 2 (14%) strongly disagreed. Further, 4 (29%) of head teachers and teachers strongly agreed that fathers' parenting is not well pronounced in their school, 3 (21%) agreed, 2 (14%) moderately agree, 3 (21%) disagreed while 2 (14%) strongly disagreed. Six (43%) of head teachers and teachers strongly agreed that their school often summons fathers of the pre-school to train them on how to handle their children, 2 (14%) agreed, 4 (21%) moderately agree 2 (14%) disagreed. Finally, 5 (36%) of head teachers and teachers strongly agreed that they are happy about the parenting styles used by fathers to pre-school children, 4 (29%) agreed, 1 (7%) moderately agreed, 2 (14%) disagreed while 2 (14%) strongly disagreed.

These results imply that head teachers and teachers felt that fathers have embraced paternal involvement in the learning of their children and this has impacted children performance. Goldman (2005) points out that high levels of interest by a father in a child's schooling and education, brings high expectations for their achievement and greater direct involvement leads to better exam test class results.

4.4.2 Pre-School Fathers Responses on Fathers' Parenting and Children's performance

The study sought to establish the extent of father's parenting in the schools by asking pre-school fathers to state either Yes, Rarely or No. The responses are presented in Table 4.9.

Table 4.9: Responses of Pre-School Fathers' on Fathers Parenting

Paternal Support	Yes	Mean Score	Rarely	Mean Score	No	Mean score
I often assist my child in homework related activities	7	66.7%	12	58.4%	3	37.5%
I always provide school fees and other requirements to my child to enhance his/her academic performance in school	15	66.7%	6	58.4%	1	33.3%
I attend almost all parental meetings whenever requested to do so	5	58.4%	15	41.6%	2	33.3%
I use the best parenting styles in bringing up my child	9	58.4%	13	41.6%	0	0%

Source: Author 2016

Table 4.9 shows that 7 fathers indicated that they often assist children in homework related activities, 12 assist rarely while 3 do not. Their children had a mean score of 66.7%, 58.4% and 37.5% respectively. Fifteen fathers indicated that they always provide school fees and other requirements to my child to enhance his/her academic performance in school, 6 indicated rarely while 1 do not. Their children had a mean score of 66.7%, 58.4% and 33.3% respectively. Five fathers indicated that they attend almost all parental meetings whenever requested to do so, 15 indicated they don't while 2 do not. Their children had a mean score of 58.4%, 41.6% and 33.3% respectively.

Nine fathers indicated that they use the best parenting styles in bringing up my child, 13 indicated they don't. Their children had a mean score of 58.4% and 41.6% respectively. These findings agree with Williams & Sternberg, (2002) who found that children of involved fathers are more likely to perform better as they live in cognitively stimulating homes which has an influence on performance. The paternal support has a great impact on children performance in number work and languages.

4.4.3 Pre-School Children Responses on Fathers' Parenting and their performance

The study sought to establish the responses of pre-school's children on fathers parenting by asking pre-school children to state either Yes, Rarely or No. The responses are presented in Table 4.10

Table 4.10: Responses of Pre-School Children on Fathers Parenting

Paternal Support	Yes	Mean Score	Rarely	Mean Score	No	Mean Score
My father pays the school fees	17	58.4%	3	58.4%	2	37.5%
My father buys me books	15	66.7%	5	41.6%	2	33.3%
My father is good	12	66.7%	7	58.4%	2	33.3%

Source: Author 2016

Table 4.10 reveals that 17 children indicated that their fathers paid school fees, 3 indicated that their fathers rarely paid school fees while 2 indicated that their fathers did not pay school fees. These children had a mean score of 58.4%, 58.4% and 37.5% respectively. Fifteen children indicated that their fathers bought books for them, 5 indicated the fathers rarely bought books for them while 2 indicated their fathers did not buy books for them. These children had a mean score of 66.7%, 41.6% and 33.3%

respectively. Twelve children indicated that their fathers were good, 7 indicated the fathers are rarely good while 2 indicated that their fathers are not good. These children had a mean score of 66.7%, 58.4% and 33.3% respectively.

These findings imply that pre-school children have all the requirements needed for good performance as found by Williams & Sternberg (2002). Further Blanden (2006) asserts that low fatherly interest on a son's education reduces the boy's chances of escaping poverty by 25%. This study indicates there is father's interests and thus a pointer to better performance.

4.5 Findings on School-Home and Home-School Communication and Children's Performance in Number Work and Language Activities

4.5.1 Head Teachers and Teachers Responses on School-Home and Home-School Communication and Children's performance

To examine how preschool fathers communicate to the school about their children, the study asked head teachers and teachers to state how fathers communicate to the school.

The responses are presented in Table 4.11.

Table 4.11: Responses on Communication between Preschool Fathers and the Schools

Communication	Frequency	Percentage
Letter	0	0
Dairies	0	0
Mobiles	17	77
Oral-one on one(physically)	5	23

Source: Author 2016

Table 4.12 shows how fathers communicate to the schools through mobile phones and also orally. Seventy seven percent (77%) of the fathers communicate through mobiles while 5 (23%) communicate through oral means. This implies that a higher percent of fathers used mobile calls to communicate with the schools while none of the fathers used letters or dairies. Lawrence-Lightfoot (2004) contends that there are various means of school-home communication that parents can utilize. However, Caspe (2003) found that in most Kenyan schools, besides occasional letters and phone calls, there is often less communication from home to school, yet this two-way communication has been requested by many parents..

The study then sought to find out how the teachers and school at large communicated with the parents about their children. The responses are presented in Table 4.12

Table 4.12: Responses on Communication between Head teachers and Teachers and the School at Large to Fathers

Communication	Frequency	Percentage
Letter	15	68
Dairies	5	23
Mobiles	0	0
Oral-one on one (physically)	2	9

Source: Author 2016

Table 4.12 shows that the 15 (68%) head teachers and teachers communicated to parents through letters, 5 (23%) through dairies and 2 (9%) orally. None indicated communicating through mobiles. This findings imply that a higher percent of head teachers and teachers communicate to fathers through use letters. These findings

confirm those by Caspe (2003) that many Kenyan schools use letters and phone calls to communicate with parents.

The study further sought head teachers and teacher's opinions on school-home and home-school communication. The responses are presented in Table 4.13

Table 4.13: Head Teachers and Teachers Opinions on School-Home and Home-School Communication

Statements	Strongly Agree		Agree		Moderately Agree		Disagree		Strongly Disagree	
	F	%	F	%	F	%	F	%	F	%
There is adequate school-home communication in this school	4	29%	6	43%	0	0%	2	14%	2	14%
I am pleased by the way fathers communicate about their children's behavior and academic performance at home to this school	3	21%	5	36%	4	29%	0	0%	2	14%
The school management is pleased on the way teachers communicate behavioral and academic performances of pre-school children to their fathers	3	21%	1	7%	3	21%	4	29%	3	21%
I am satisfied with the means of communication teachers use to reach fathers to the pre-school children	3	21%	2	14%	3	21%	3	21%	1	7%
I am satisfied with the means of communication fathers of pre-school children use to reach the school and teachers	5	36%	3	21%	2	14%	2	14%	0	0%

Source: Author 2016

Table 4.13 shows that 4 (29%) head teachers and teachers strongly agree that there was inadequate school-home communication in their schools, 6 (43%) agree, 2 (14%) disagree while 2(14% strongly disagree. Three (21%) indicated that they are pleased by the way fathers communicate about their children's behavior and academic performance at home, 5 (36%) agree, 4 (29%) moderately agree while 2(14%) strongly disagree. Three (21%) strongly agreed that the school management is pleased on the way teachers communicate behavioral and academic performances of pre-school children to their fathers, 1 (7%) agree, 3 (21%) moderately agree, 4 (29%) disagree while 3(21%) strongly disagree. Further, three (21%) strongly agreed that they are satisfied with the means of communication teachers use to reach fathers of the pre-school children, 2 (14%) agree, 3 (21%) moderately agree, 3 (21%) disagree while 1(7%) strongly disagree. Finally, 5 (36%) strongly agreed that they are satisfied with the means of communication fathers of pre-school children use to reach the school and teachers, 3 (21%) agree, 2 (14%) moderately agree while 2(14%) disagree. The results imply that head teachers and teachers felt that there is adequate communication between school and home thus benefits accrue to the performance of pre-school children.

4.5.2 Pre-School Fathers Responses on School-Home and Home-School

Communication and Children's performance

The study further sought to find out how the fathers communicated with the teachers about their children. The responses are presented in Table 4.14

Table 4.14: Responses on Fathers Communication with pre-School Teachers

Communication with teachers	Yes	Mean Score	Rarely	Mean Score	No	Mean Score
Letters	0	0%	10	58.4%	12	41.6%
Calls	2	66.7%	13	41.6%	7	33.3%
Sms	2	66.7%	13	41.6%	7	33.3%
Personal visit	3	66.7%	3	58.4%	16	33.3%
Diaries	8	58.4%	8	41.6%	6	33.3%

Source: Author 2016

Table 4.14 shows that 12 of the fathers do not communicate to the teachers through letter while 10 indicated rarely. Their children scores are 41.6% and 58.4% respectively. Two of the fathers communicate to the teachers through calls and Sms, 13 do it rarely while 7 do not. Their children scores are 66.7%, 41.6% and 33.3% respectively. Three of the fathers communicate to the teachers through personal visits, 3 do it rarely while 16 do not. Their children scores are 66.7%, 58.4% and 33.3% respectively. Eight of the fathers communicate to the teachers through diaries, 8 do it rarely while 6 do not. Their children scores are 58.4%, 41.6% and 33.3% respectively.

The findings imply that those parents communicate to the school diaries. However, these bear positive results in performance. The findings agree with those by Caspe (2003) that there is often less communication from home to school in Kenyan schools with a two-way communication being preferred by many parents. However, many of the pre-school children seem to have an opposite opinion as the reported that fathers are more in touch with the school.

4.5.3 Pre-School Children Responses on School-Home and Home-School

Communication and their performance

The study further sought children's responses on School-Home and Home-School Communication. The responses are presented in Table 4.15.

Table 4.15: Responses on Pre-Schools' Children Opinions on School-Home and Home-School Communication

Communication	Yes	Mean Score	Rarely	Mean Score	No	Mean Score
My father attends school meeting	12	66.7%	5	58.4%	5	33.3%
My father sends letters	5	58.4%	7	41.6%	10	33.3%
The teacher should call my father when I fall sick	17	66.7%	3	58.4%	2	41.6%
My father reads my diary	15	66.7%	5	41.6%	2	37.5%

Source: Author 2016

Table 4.15 shows that 12 of the children indicated that their fathers attend school meetings, 5 indicated that they do it rarely while 5 indicated they don't. Their mean scores are 66.7%, 58.4% and 33.3% respectively. Five of the children indicated that their fathers send letters, 7 indicated that they do it rarely while 10 indicated they don't. Their scores are 58.4%, 41.6% and 33.3% respectively. Seventeen of the children indicated that their teacher should call their fathers when fall sick, 3 do it rarely while 2 do not. Their children scores are 66.7%, 58.4% and 41.6% respectively. Fifteen of the children indicated that their fathers read their diaries, 5 do it rarely while 2 do not. Their children scores are 66.7%, 41.6% and 37.5% respectively.

The findings imply that those parents who communicate to the school have their children scores higher. The findings imply that pre-school children feel that their fathers should communicate with the school and this is replicated in the performance in number work and languages. This position confirms findings by Norris (1999) and Watkins (1997) who linked children’s academic achievement and motivation to school-Home and home-school communication synergies.

4.6 Findings on Fathers’ Learning at Home Support and Children’s Performance

4.6.1 Head Teachers and Teachers Responses on Fathers’ Learning at Home

Support and Children’s performance

The study sought to establish whether fathers provided their children with the basic needs at home and whether fathers provided their children with the necessary instructional and learning materials needed at school. The head teachers and teachers agreed that many fathers provided their children with the basic needs and the necessary instructional and learning materials needed at school. All responded yes to the two questions as shown on Table 4.16.

Table 4.16: Head Teachers and Teachers Responses on Fathers’ Learning at Home Support

Fathers’ Learning at Home Support	Yes	No
Do fathers provide their children with the basic needs at home?	14	0
Do fathers provide their children with the necessary instructional and learning materials needed at school	14	0

Source: Author 2016

Table 4.16 shows that all the 14 (100%) head teachers and teachers indicated that fathers provided their children with the basic needs at home and they also provided

necessary instructional and learning materials needed at school. According to Norris (1999) and Watkins (1997), children’s academic achievement and motivation is a product of synergies in school-Home and home-school communication. This could be a result of provision of basic needs and necessary instructional and learning materials needed at school.

Further the study sought head teachers and teacher’s opinions on fathers’ learning at home support as shown on Table 4.17.

Table 4.17: Head Teachers and Teachers Opinions on Fathers’ Learning at Home Support

Statements	Strongly Agree		Agree		Moderately Agree		Disagree		Strongly Disagree	
	F	%	F	%	F	%	F	%	F	%
Fathers are active towards providing instructional and learning resources to pre-school children in this school	7	50	5	36	2	14	0	0	0	0
The school management ought to train fathers on the need to provide their children with learning materials	6	43	2	14	0	0	5	36	1	7
Teachers in this school struggle persuading fathers to help children with their homework’s	5	36	1	7	1	7	4	29	3	21
It is not often for fathers to have signed diaries for their pre-school children in this school, mothers do.	3	21	3	21	2	14	1	7	5	36
Pre-school children perform because of the home learning support they get from their fathers	3	21	0	0	7	50	4	29	0	0

Source: Author 2016

Table 4.16 shows that 7 (50%) head teachers and teachers strongly agree that fathers are active towards providing instructional and learning resources to pre-school children in this school, 5(36%) agree while 2 (14%) moderately agree. Six (43%) strongly agree that school management ought to train fathers on the need to provide their children with learning materials, 2(14%) agree, 5(36%) disagree while 1 (7%) strongly disagree. Five (36%) strongly agree that teachers in this school struggle persuading fathers to help children with their homework's, 1(7%) agree, 1(7%) moderately disagree, 4 (29%) disagree while 3 (21%) strongly disagree. Further, 3 (21%) strongly agree that it is not often for fathers to have signed diaries for their pre-school children in this school, but mothers do, 3(21%) agree, 2(14%) moderately disagree, 1 (7%) disagree while 5 (36%) strongly disagree. Finally, 3 (21%) strongly agree that pre-school children perform because of the home learning support they get from their fathers, 7(50%) moderately disagree while 4 (29%) disagree. Fathers' interactions in child's home learning exert a powerful influence on every domain of their children's functioning beginning at early childhood. Research has shown that fathers impact their children's social, emotional and cognitive development which enhances their academic performance to a great extent (Darquise, Pomerleau & Malcuit, 2006).

4.6.2 Pre-School Fathers Responses on Fathers' Learning at Home Support and Children's performance

The study sought to establish whether fathers provided their children with the learning aids at home and whether fathers provided their children with the learning materials needed at home like charts. The results are presented in Table 4.18.

Table 4.18: Father’s learning at home support

Statement	Yes	Mean Score	Rarely	Mean Score	No	Mean Score
I Provide learning aids to my child	5	66.7%	12	58.4%	5	33.3%
Participate in provision of charts	5	66.7%	12	41.6%	5	37.5%
Finance requirements	20	58.4%	1	41.6%	1	33.3%
I assist my child in homework at home	4	66.7%	12	58.4%	6	41.6%

Source: Author 2016

Table 4.18 shows 5 fathers indicated that they provide learning aids to their children, 12 rarely while 5 do not. Their mean scores are 66.7%, 58.4% and 33.3% respectively. Five fathers indicated that they participate in provision of charts, 12 rarely while 5 do not. Their mean scores are 66.7%, 41.6% and 37.5% respectively. Twenty fathers indicated that they finance requirements, 1 rarely while 1 does not. Finally, 4 fathers assist their children in homework at home, 12 rarely do while 56 do not. Their mean scores are 66.7%, 58.4% and 41.6% respectively.

This implies that fathers’ learning at home support has an impact on performance. The long-term effects of father’s learning at home support are manifested through childhood and adolescence (Lamb, 2004). For children with a father figure those who describe greater father support in home learning have a stronger sense of social competence, fewer depressive symptoms and good records in academic achievements (Marsiglio & Day, 2007).

4.6.3 Pre-School Children Responses on Fathers' Learning at Home Support

And their performance

The study sought to establish whether fathers provided their children with books at home and whether fathers provided their children with the learning materials needed at home like charts as well as help in doing homework and signing the school diary. The results are presented in Table 4.19.

Table 4.19: Pre-School Children Responses on Father's learning at support home

Statement	Yes	Mean Score	Rarely	Mean Score	No	Mean Score
My father has bought me books at home	8	66.7%	10	41.6%	4	33.3%
My father has bought me pencils at home	8	58.4%	10	37.5%	4	33.3%
My father helps me in doing homework	2	58.4%	12	41.6%	8	33.3%
My father signs the school diary	4	66.7%	8	58.4%	10	37.5%

Source: Author 2016

Table 4.19 shows that 8 children indicated that their father has bought them books at home, 10 rarely while 4 have not. Their mean scores are 66.7%, 41.6% and 33.3% respectively. Eight children indicated that their father has bought them pencils at home, 10 rarely while 4 have not. Their mean scores are 58.4%, 37.5% and 33.3% respectively. Two children indicated that their father helps them in doing homework, 12

rarely do while 8 do not. Their mean scores are 58.4%, 41.6% and 33.3% respectively. Finally, 4 children indicated that their father signs the school diary, 8 rarely do while 10 do not. Their mean scores are 66.7%, 58.4% and 37.5% respectively. This is evident in the mean scores which indicate presence of learning at home support could be attributed to the trend of good performance. The father plays a very important role in the early development of the child not only socially but also academically. A study by Biller (1993) found that children whose fathers encouraged them in learning, sports and fitness activities were more successful in school and their careers later in life.

4.7 Findings on Fathers' Participation in School Decision Making and Children's Performance in Number Work and Language Activities

4.7.1 Head Teachers and Teachers Responses on Fathers' Participation in School Decision Making and Children's performance

The study sought to establish whether fathers were considered in pre-school children PTAs and whether fathers were considered important in the school decision making, especially to policies implementation in their school. The results are presented in Table 4.20.

Table 4.20: Head Teachers and Teachers Responses on a Fathers' Participation in School Decision Making.

Statements	Strongly Agree		Agree		Moderately Agree		Disagree		Strongly Disagree	
	F	%	F	%	F	%	F	%	F	%
This school usually considers fathers to pre-school children in PTAs	3	21	4	29	1	7	2	14	4	29
This school considers fathers to pre-school children as important in the school decision making	2	14	5	36	4	29	1	7	2	14
The school management ensures that there is a pre-school parent in the board	3	21	5	36	2	14	2	14	2	14
Fathers are good decision makers especially to policies implementation in this school	4	29	2	14	2	14	4	29	2	14
A lot needs to be done to motivate fathers to participate in PTAs and in school activities	5	36	1	7	7	50	0	0	1	7
Fathers outdo mothers whenever parents are invited in important school meetings	7	50	2	14	0	0	5	36	0	0

Source: Author 2016

Table 4.20 shows that 3 (21%) head teachers and teachers strongly agree that the school usually considers fathers to pre-school children in PTAs, 4(29%) agree, 1 (7%) moderately agree, 2 (14%) disagree, while 4(29%) strongly disagree. Two (14%) strongly agree that the school considers fathers to pre-school children as important in the school decision making, 5(36%) agree, 4(29%) moderately disagree,1(7%) disagree while 2 (14%) strongly disagree. Three (21%) strongly agree that school management ensures that there is a pre-school parent in the board, 5(36%) agree, 2(14%) moderately

disagree, 2 (14%) disagree while 2 (14%) strongly disagree. Further, 4 (29%) strongly agree fathers are good decision makers especially to policies implementation in this school, 2(14%) agree, 2(14%) moderately disagree, 4 (29) disagree while 2 (14%) strongly disagree. Further, 5 (36%) strongly agree fathers that a lot needs to be done to motivate fathers to participate in PTAs and in school activities, 1(7%) agree, 7(50%) moderately disagree while 1 (7%) strongly disagree. Finally, 7 (50%) strongly agree that fathers outdo mothers whenever parents are invited in important school meetings, 2(14%) agree while 5 (36%) disagree. This implies that father's participation in decision making improves performance of children.

According to Bryk, Sebring and Allensworth (2010) developing a successful school-parental partnership must be a whole school endeavor, not the work of a single person or program. Successful schools include parents as active partners in the school restructuring process. One way to do this is to create organizational structures for parent participation, such as parent and volunteer committees.

4.7.2 Fathers Responses on their Participation in School Decision Making and Children's performance

The study sought to establish whether pre-school fathers attended school meetings and whether fathers were member of PTA/PTO. The study sought further to establish whether pre-school fathers contributed towards decision making in the school and whether they understood their role in the school. The fathers' responses are presented in Table 4.21

Table 4.21: Pre-school fathers’ responses on their participation in School Decision Making

Statement	Yes	Mean Score	Rarely	Mean Score	No	Mean Score
I attend almost all school meetings	3	66.7%	9	41.6%	10	33.3%
I am a member of PTA/PTO	1	58.4%	5	37.5%	16	33.3%
I contribute greatly towards decision making in the school	5	66.7%	12	58.4%	4	33.3%
I understand my role in the school as a parent to my child	9	66.7%	9	58.4%	4	37.5%

Source: Author 2016

Table 4.21 shows that 3 fathers indicated that they attend almost all school meetings, 9 rarely while 10 have not. Their mean scores are 66.7%, 41.6% and 33.3% respectively. One father indicated that they are a member of PTA/PTO, 5 rarely while 16 have not. Their mean scores are 58.4%, 37.5% and 33.3% respectively. Five fathers indicated that they contribute greatly towards decision making in the school, 12 rarely do while 4 do not. Their mean scores are 66.7%, 58.4% and 33.3% respectively. Finally, 9 fathers indicated that they understand their role in the school as a parent to their child, 9 rarely do while 4 do not. Their mean scores are 66.7%, 58.4% and 37.5% respectively. This is evident in the mean scores which indicate presence of father’s participation in decision

making which may have contributed to the trend of good performance. This implies that father's participation in decision making improves performance of children.

4.7.3 Pre-School Children Responses on Fathers' Participation in School Decision Making and their performance

The study sought to establish from the children whether fathers attended school meetings. The results are presented in Table 4.22.

Table 4.22: Pre-School Children Responses on Father's participation in School Decision Making

Paternal Support	Yes	Mean Score	Rarely	Mean Score	No	Mean Score
My father attends school meeting	3	66.7%	9	58.4%	10	37.5%
My father writes to the head teacher	1	58.4%	5	41.6%	16	37.5%
My father calls the head teacher	1	66.7%	4	58.4%	17	41.6%

Source: Author 2016

Table 4.22 shows that 3 children indicated that their father attends school meeting, 9 rarely while 10 have not. Their mean scores are 66.7%, 58.4% and 37.5% respectively. One child indicated that their father writes to the head teacher, 5 rarely while 16 have not. Their mean scores are 58.4%, 41.6% and 37.5% respectively. One child indicated their father calls the head teacher, 4 rarely do while 17 do not. Their mean scores are 66.7%, 58.4%, 58.4% and 41.6% respectively. This implies that children also felt that father's participation in school decision making impacts performance. According to Lamb, (2004) the role of fathers in children's lives varies over time and across cultures especially when number work and language are concerned and as such fathers participation in decision making is crucial but lacks for this pre-school children.

CHAPTER FIVE

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

5.1 Introduction

This chapter presents the summary, conclusions, and recommendations. It also presents suggestions for further studies.

5.2 Summary

The purpose of this study was to examine the influence of paternal involvement on pre-school children performance in number work and language activities in public pre-schools in Starehe Sub County. Four research objectives were formulated to guide the study. Research objective one sought to determine the influence of fathers' parenting on pre-school children's performance in number work and language activities in Starehe sub county Nairobi County. Research objective two sought to establish the influence of fathers' school-home and home-school communication on pre-school children's performance in number work and language activities in Starehe sub county, Nairobi County. Research objective three sought to determine the influence of father's learning at home support on pre-school children's performance in number work and language activities in Starehe sub county, Nairobi County. Research objective four sought to establish the influence of father's participation in school decision making on pre-school children's performance in number work and language activities in Starehe sub county, Nairobi County. The study employed descriptive survey design; the sample population included 4 preschools, 4 head teachers, 12 teachers, 24 fathers and 24 preschool children in Starehe sub county, Nairobi County. The study used questionnaires, interview guides and a test.

Findings on fathers' parenting revealed that 43% head teachers and teachers indicated that they were very satisfied with fathers' parenting while 68% of the fathers confirmed that they always provide school fees and other requirements to their children to enhance their academic performances. The findings for the pre-school children indicate that 77% said that their fathers pay the school fees while 68% said that fathers buy them books. These findings point to a synergy between fathers parenting and performance in number work and languages at Starehe sub-County.

Findings on school-home and home-school communication indicate that fathers communicate to the schools through mobile phones (70%) and also orally (23%) as per the head teachers and teachers. The father's findings show that they communicate through diaries while pre-school children indicated that they prefer that the teacher should call their father when they fall sick and thus prefer fathers being communicated through calls. The findings show that communication from school to home and home to school has benefits in terms of performance. Fathers in Starehe sub-County communicated with the schools and this had an impact on performance.

Findings on learning at home support show that all the 14 (100%) head teachers and teachers indicated that fathers provided their children with the basic needs at home and they also provided necessary instructional and learning materials needed at school. This is a sign of learning at home support. The fathers findings are that the respondents fathers provide financial requirement with 91% while 23% indicated that they provide learning materials and a participate in provision of charts. Provision of learning at home support has positive results on performance at Starehe sub-County.

The findings on father's participation in school decision making indicate that the school management ensures that there is a pre-school parent in the board with 21%. Many

(41%) of the fathers said that they understand their role in the school as a parent although others (23%) indicated that they rarely contribute towards decision making in the school. The pre-school children indicated that their fathers do not write to the head teacher although they also indicated that their fathers attend school meetings. Other children indicated that their father calls the head teacher. The findings indicate that fathers participated in school decision making which has had a positive effect on performance in schools at Starehe sub-County.

5.3 Conclusions

Based on the findings, it was concluded that paternal involvement in Starehe sub-County is crucial in the pre-school children developments as it touches on their performance. Fathers parenting included providing requirements to their children to enhance their academic performances. The study concludes that fathers should use the best parenting styles in bringing up their children as found by Williams & Sternberg, (2002).

On the school-home and home-school communications in Starehe sub-County, it was noted that this was needed for improved performance. Fathers should communicate to the schools through modern technology such as mobile phones and emails besides orally. Communicate through diaries should also be enhanced as it enables pre-school children be in the loop of the communication channels as they may not be present during writing of emails or mobile calls.

The study also concludes that learning at home support at Starehe sub-County be enhanced so that fathers provide their children with the basic needs at home and they also provided necessary instructional and learning materials needed at school. The fathers should also provide financial requirements.

The study also concluded that enhancing of fathers participation in school decision making process at Starehe sub-County is crucial in performance improvement. The study also concluded that the children in public preschools were received home support from their fathers. The study also concluded that teachers in public pre-schools supported learning home support as it enhances the learning process.

5.4 Recommendations

Based on the findings, the following recommendations were made;

There is need for the government officers to sensitize the teachers and parents on the importance of paternal involvement in preschools. This will go a long way in making headway in holistic development as well as holistic learning of young children. Learning will be natural as fathers and teachers alike will endeavor to accord the support to succeed.

The government of the republic of Kenya should initiate programs that can alleviate poverty in low income areas of the city of Nairobi. In light of this, there is need for the development partners like World Bank, UNESCO and others to initiate wider studies on paternal involvement in all stages of education. This will make headway for economic empowerment through education and hence realization of vision 2030.

The ministry of Education should provide policy guidelines to all pre-schools with regard to paternal involvement on pre-school education curriculum and support material, registration, supervision and inspection of ECD centers in regard to provision of quality education. Schools should provide an opportunity for paternal involvement I all school activities to enhance holistic development of the pre-school children. Teachers should also be encouraged to reach out to father as well as involving all children in productive conversation on their academics.

5.5 Recommendations for further research

The results from this study have prompted need for further research to explore effects of paternal involvement on pre-school children's performance in number work and language activities in private primary schools in Kenya. The following areas should be investigated:-

- (i) Effects of paternal involvement on performance in science subjects
- (ii) Effects of paternal involvement on career choice
- (iii) Effects of paternal involvement on performance in extra-curricular activities in and out of school.

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APPENDICES

Appendix I: Questionnaire for School Heads and Pre-School Teachers

Information given below shall be treated highly confidential and strictly for purposes of education. You are kindly requested for open ended questions that you indicate your responses in the spaces provided while in every question with offered choices, you tick your preferred choice.

Consent

I agree to participate

PART A: BACKGROUND INFORMATION

1. Name of Primary School _____
2. Gender Male Female
3. Indicate your age bracket
 Under 25 25 – 34 Years
 35 – 50 Years Over 50 Years
4. What is your level of Education?
 Master's Degree Degree
 Diploma Certificate
5. For how long have you served in this school?
 0-5 years 6-10 Years
 11-15 Years Over 15 Years

PART B: INFLUENCE OF PATERNAL INVOLVEMENT ON PRE-SCHOOL CHILDRENS PERFORMANCE IN LANGUAGE ACTIVITIES

a. Fathers' Parenting

6. What is the level of satisfaction towards father's parenting in this school?

Very satisfied []

Satisfied []

Less satisfied []

Not satisfied []

7. How often do ECDE fathers visit your office in a term?

Daily [] Rarely [] Once [] Always []

8. Kindly indicate your level of agreement with the following statements that relate to fathers' parenting and preschool children's performance in your school. Rate where 1= strongly agree, 2=agree, 3= moderately agree, 4= disagree and 5= strongly disagree.

Statements	1	2	3	4	5
I am happy about how fathers handle their children in this school					
I am not pleased on the number of fathers' who attend parents meeting in this school					
Fathers' parenting is not well pronounced in this school					
This school often summons fathers of the pre-school to train them on how to handle their children					
I am happy about the parenting styles used by fathers to pre-school children of my school					

b. School-Home and Home-School Communication

9. How do ECDE fathers communicate to the school about their children?

Letter [] Dairies [] Mobiles []

Oral – one on one (physically) []

10. How do teachers and the school at large communicate to fathers about their children?

Letter [] Dairies [] Mobiles []

Oral – one on one (physically) []

11. Kindly indicate your level of agreement with the following statements that relate to fathers’ parenting and preschool children’s academic performance in your school. Rate where 1= strongly agree, 2=agree, 3= moderately agree, 4= disagree and 5= strongly disagree.

Statements	1	2	3	4	5
There is adequate school-home communication in this school					
I am pleased by the way fathers communicate about their children’s behavior and academic performance at home to this school					
The school management is pleased on the way teachers communicate behavioral and academic performances of pre-school children to their fathers					
I am satisfied with the means of communication teachers use to reach fathers to the pre-school children					
I am satisfied with the means of communication fathers of pre-school children use to reach the school and teachers					

12. What are the challenges faced when communicating with fathers?

c. Fathers' Learning at Home Support

13. Do many fathers provide their ECDE children with the basic needs at home?

Yes [] No []

If no, give some of the complain _____

14. Do many fathers provide their ECDE children with the necessary instructional and learning materials needed at school

Yes [] No []

15. Kindly indicate your level of agreement with the following statements that relate to Fathers' Learning Home Support and preschool children's academic performance in your school. Rate where 1= strongly agree, 2=agree, 3= moderately agree, 4= disagree and 5= strongly disagree.

Statements	1	2	3	4	5
Fathers are active towards providing instructional and learning resources to pre-school children in this school					
The school management ought to train fathers on the need to provide their children with learning materials					
Teachers in this school struggle persuading fathers to help children with their homework's					
It is not often for fathers to have signed diaries for their pre-school children in this school, mothers do.					
Pre-school children perform because of the home learning support they get from their fathers					

d. Fathers' Participation in School Decision Making

16. Kindly indicate your level of agreement with the following statements that relate to Fathers' Participation in School Decision Making and preschool children's academic performance in your school. Rate where 1= strongly agree, 2=agree, 3= moderately agree, 4= disagree and 5= strongly disagree.

Statements	1	2	3	4	5
This school usually considers fathers to pre-school children in PTAs					
This school considers fathers to pre-school children as important in the school decision making					
The school management ensures that there is a pre-school parent in the board					
Fathers are good decision makers especially to policies implementation in this school					
A lot needs to be done to motivate fathers to participate in PTAs and in school activities					
Fathers outdo mothers whenever parents are invited in important school meetings					

THANK YOU FOR PARTICIPATING

Appendix II: Interview for Pre-School Fathers

Information given below shall be treated highly confidential and strictly for purposes of education. You are kindly requested for open ended questions that you indicate your responses in the spaces provided while in every question with offered choices, you tick your preferred choice.

Consent

I agree to participate

PART A: DEMOGRAPHIC INFORMATION

1. Indicate your age bracket

- Under 25 [] 25 – 34 Years []
 35 – 50 Years [] Over 50 Years []

2. What is your level of Education?

- Master’s Degree [] Degree []
 Diploma [] Certificate []

3. Indicate number of kids in pre-school.....

**PART B: INVOLVEMENT OF FATHERS ON PRE-SCHOOL CHILDREN’S
 PERFORMANCE IN LANGUAGE ACTIVITIES**

1. Father Parenting

Paternal Support	Yes	Rarely	No
I often assist my child in homework related activities			
I always provide school fees and other requirements to my child to enhance his/her academic performance in school			
I attend almost all parental meetings whenever requested to do so			
I use the best parenting styles in bringing up my child (ren)			

2. School-Home and Home-School Communication

How do you communicate with your child's pre-school teachers?

Communication with teachers	Yes	Rarely	No
Letter			
Calls			
Sms			
Personal visit			
Diaries			

3. Father's learning at home support

Statement	Yes	Rarely	No
I Provide learning aids to my child			
Participate in provision of charts			
Finance requirements			
I assist my child in homework at home			

4. Father's participation in School Decision Making

Statement	Yes	Rarely	No
I attend almost all school meetings			
I am a member of PTA/PTO			
I contribute greatly towards decision making in the school			
I understand my role in the school as a parent to my child			

THANK YOU FOR YOUR PARTICIPATION

Appendix III: Interview Guide for Pre-School Children

Information given below shall be treated highly confidential and strictly for purposes of education. You are kindly requested for open ended questions that you indicate your responses in the spaces provided while in every question with offered choices, you tick your preferred choice.

Consent

I agree to participate

1. Fathers Parenting

Paternal Support	Yes	Rarely	No
My father pays the school fees			
My father buys me books			
My father is good			

2. School-Home and Home-School Communication

Communication	Yes	Rarely	No
My father attends school meeting			
My father sends letters			
The teacher should call my father when I fall sick			
My father reads my diary			

3. Father's learning at home support

Statement	Yes	Rarely	No
My father has bought me books at home			
My father has bought me pencils at home			
My father helps me in doing homework			
My father signs the school diary			

4. Father's participation in School Decision Making

Paternal Support	Yes	Rarely	No
My father attends school meeting			
My father calls the head teacher			
My father writes to the head teacher			

Appendix IV: Number work and Language Activities Assessment Test

a. Read the following loudly

	Able to read	Not able to read
Cat		
Cup		
Goat		
Cow		
Umbrella		
Mouse		
Woman		

b. Fill in the gaps

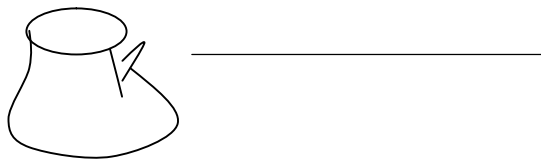
M_n

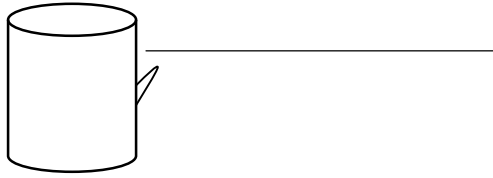
C_r

Riv_r

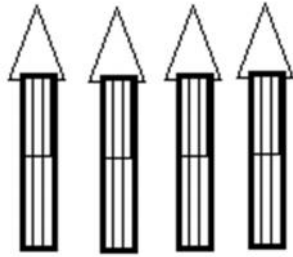
Fath_r

c. Write the names of the following



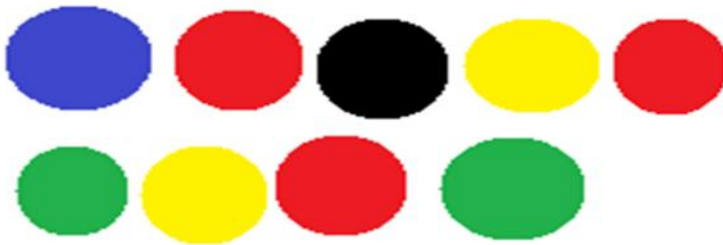


d. Counting exercise



e. How many pencils are drawn above _____

f. Sorting exercise



How many balls are yellow? _____

How many balls are red? _____

How many balls are blue? _____

How many balls are green? _____

Appendix V: List of ECDE Primary Schools in Starehe Sub County

		Total pre-school enrolment (Baby Nursery and Pre-Unit Classes)	Total Enrolment Pre-Unit Class
1.	PUMWANI PRIMARY	123	28
2.	MURANG'A ROAD PRIMARY	100	33
3.	PARKLANDS PRIMARY	138	32
4.	DR. AGGREY PRIMARY	119	29
5.	MATHARI PRIMARY	136	27
6.	NDURURUNO PRIMARY	116	29
7.	ARYA PRIMARY	126	41
8.	KIBORO PRIMARY	124	37
9.	RACECOURSE PRIMARY	122	36
10.	VALLEY BRIDGE PRIMARY	132	36
11.	SALAMA PRIMARY	128	32
12.	ST. BRIGIDS PRIMARY	109	23
13.	PANGANI PRIMARY	131	42
14.	HURUMA PRIMARY	145	45
15.	MOI AVENUE PRIMARY	119	40
16.	CITY PRIMARY	131	38
17.	PARKROAD PRIMARY	89	27
18.	C.G.H.U. PRIMARY	101	29
19.	JUJA ROAD PRIMARY	119	36
20.	PUMWANI PRIMARY SCHOOL	127	31
21.	DAIMA PRIMARY	122	33
22.	RIVER BANK PRIMARY	111	29
	Total	2864	784

Appendix VI: Authorization Letter



NATIONAL COMMISSION FOR SCIENCE, TECHNOLOGY AND INNOVATION

Telephone: +254-20-2213471,
2241349,3310571,2219420
Fax: +254-20-318245,318249
Email: dg@nacosti.go.ke
Website: www.nacosti.go.ke
when replying please quote

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

Ref. No. **NACOSTI/P/16/74894/14923**

Date: **22nd November, 2016**

Nancy Wanjiku Karanja
University of Nairobi
P.O. Box 30197-00100
NAIROBI.

RE: RESEARCH AUTHORIZATION

Following your application for authority to carry out research on *“Influence of paternal involvement on preschool children’s performance in number work and language activities in public primary schools in Starehe Sub County, Nairobi County.”* I am pleased to inform you that you have been authorized to undertake research in Nairobi County for the period ending **22nd November, 2017.**

You are advised to report to the **County Commissioner and the County Director of Education, Nairobi 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.

A handwritten signature in blue ink, appearing to read 'M. K. Rugutt', is written over the typed name of the Director-General/CEO.


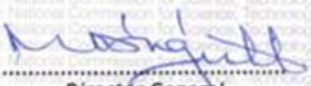
**DR. M. K. RUGUTT, PhD, HSC.
DIRECTOR-GENERAL/CEO**

Copy to:

The County Commissioner
Nairobi County.

The County Director of Education
Nairobi County.

Appendix VII: Research Permit

<p>THIS IS TO CERTIFY THAT: MS. NANCY WANJIKU KARANJA of UNIVERSITY OF NAIROBI, 1455-100 nairobi, has been permitted to conduct research in <i>Nairobi County</i></p> <p>on the topic: INFLUENCE OF PATERNAL INVOLVEMENT ON PRESCHOOL CHILDREN'S PERFORMANCE IN NUMBER WORK AND LANGUAGE ACTIVITIES IN PUBLIC PRIMARY SCHOOLS IN STAREHE SUB COUNTY, NAIROBI COUNTY</p> <p>for the period ending: 22nd November, 2017</p> <p> Applicant's Signature</p>	<p>Permit No : NACOSTI/P/16/74894/14923 Date Of Issue : 22nd November, 2016 Fee Received :Ksh 1000</p>  <p> Director General National Commission for Science, Technology & Innovation</p>
---	--

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 Officer 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



National Commission for Science,
Technology and Innovation
**RESEACH CLEARANCE
PERMIT**

Serial No.A **12001**

CONDITIONS: see back page