

**PARENTAL INVOLVEMENT IN PRE-PRIMARY EDUCATION AS A
PREDICTOR OF ACQUISITION OF BASIC LITERACY COMPETENCIES
AMONG PRE-PRIMARY CHILDREN IN KENYA**

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AND TECHNOLOGY**

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DECLARATION AND APPROVAL

Declaration by Candidate

This thesis is my original work and has not been presented for the award of a diploma or conferment of the degree in any other University or institution.

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DEDICATION

This PhD is dedicated to my lovely children, Joshua Mochache, Justus Omanga and Hyna Bwari, May you follow my “academic footsteps.” God bless you abundantly.

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ABSTRACT

Early Childhood Development (ECDE) is the bedrock of formal education systems in developed and developing countries alike, including Kenya. Parental involvement in a child's education is regularly related with a positive correlation between academic success and parental involvement. However, little research has been conducted on how and to what extent parents participate in their children's pre-primary education. The goal of this study was to determine the effect of parental participation on pre-primary children's acquisition of reading competence in Kenya. The study's precise aims were to determine the effect of home-school communication, the home parenting environment, parental volunteerism, and home learning on preschoolers' development of reading competences in Manga Sub-County, Nyamira County. The study was founded on Epstein's overlapping spheres of influence hypothesis, focusing on parental participation through Epstein's theoretical lens. Concurrent triangulation research was used in this study as part of a mixed-methods strategy. The study used 65 public primary schools as its units of analysis, which included 65 head teachers, 65 ECDE school lead teachers, 210 preschool parents, 210 preschool children, and three ECDE divisional coordinators. Twenty head teachers, 136 preschool parents, 136 preschoolers, 65 ECDE lead teachers, and three ECDE Divisional Coordinators were included in the study sample. The study collected data through the use of questionnaires, an interview schedule, and focus group discussions. The instrument's validity was verified through expert assessment, while the questionnaires' reliability was established through the test-retest method, yielding an overall coefficient of 0.724. Additionally, the questionnaire's internal consistency was determined using Cronbach's alpha coefficient analysis, which yielded an average alpha value of 0.811. Quantitative data were examined using both descriptive and inferential statistics with the Statistical Package for Social Sciences (SPSS) version 22.0. Thematic analysis was used to assess qualitative data. The study's findings indicated that, on average, preschool parental participation was low or moderate in all four dimensions of parental involvement: at-home parenting, home-school communication, volunteer services, and at-home learning. However, the study showed that there was a statistically significant positive association between all the four aspects of parental involvement and the acquisition of literacy competencies among pre-schoolers. Home parenting accounted for 26.4% (Adjusted coefficient $R^2=.264$), home to school communication accounted for 23.9% (Adjusted $R^2=.239$), parental volunteering services accounted for 14.6% (Adjusted $R^2=.146$) and home learning accounted for 38.5% (Adjusted $R^2=.385$) of the variation in the acquisition of basic literacy competencies. All the four aspects of parental involvement were significant predictors of the acquisition of basic literacy competencies among preschoolers. As a whole, parental involvement through Epstein's theoretical lens accounted for 80.6% (Adjusted $R^2=.806$) of the variation in the acquisition of literacy competencies among preschoolers. It was concluded that effective parental involvement through Epstein's is vital for basic literacy competencies acquisition. The study advised that preschool parents be educated on the value of parental involvement in their children's education. This study, it is anticipated, would be significant for all stakeholders in education. Finally, a study on successful parental home determinants of pre-primary learning might elucidate the present study's findings.

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ACRONMYS/ABBREVIATIONS

BOM	Board of Management
DICECE:	District Centre for Early Childhood Education
FPE	Free Primary Education
KCPE:	Kenya Certificate of Primary Education
KCSE:	Kenya Certificate of Secondary Education
KICD:	Kenya Institute of Curriculum Development
NACECE:	National Centre for Early Childhood Education
NEAB	National Educational Advisory Board
P1	Primary Teacher 1
SDP	School Development Programme
SIMSC	School Instructional Materials Selection Committee
SPSS:	Statistical Package for Social Sciences

CHAPTER ONE

INTRODUCTION

1.1 Introduction

This chapter examines the context, purpose, statement of the problem, objectives, research hypothesis, significance, scope, limitations, and assumptions of the study, as well as the theoretical framework, conceptual framework, and operational definitions of terminology.

1.2 Background to the Study

Early Childhood Development (ECDE) is the bedrock of the majority of formal education systems worldwide, not just in Kenya (Excell & Linington, 2011). This is because of research demonstrating the ability for ECDE to influence and shape the subsequent development of learners physically, socially, cognitively, and mentally for all learners who have completed a high-quality ECDE program (Farquhar, 2007). Furthermore, Soud (2009), the quality of each country's ECDE programs might influence the success or failure of its educational system. Similarly, the nature and quality of the ECDE program that serves as its foundation can be used to evaluate and appreciate the type and quality of any formal education system's ultimate product (Myers, 2004; Hyde & Kabiru, 2003).

Early childhood education has a long history; it was founded in the early 1800s by European mothers who educated their children at home (Riley, 2003). During the Industrial Revolution, the concept moved to America, with "infant schools" established in churches, factories, and private homes to care for small infants while their parents worked (Berger, 2000). Early Childhood Development has become a focal point of international educational discourse in recent years (World Bank, 2010). For example, the 1989 United Nations approval of a resolution on children's rights sparked a more prominent international push for Early Childhood Development (ECD) (Soud, 2009). Following closely on this, the Education For All (EFA) initiative, which began with the

1990 World Conference on EFA in Jomtien, Thailand, the 2000 World Education Forum in Dakar, Senegal, and the United Nations' development of the Sustainable Development Goals (SDGs), have all resulted in an increase in the development of ECDE policies and management in numerous parts of the world (Myers, 2004). Despite the global need for pre-schoolers to have access to high-quality education, there has been a concerning trend in the development of fundamental reading skills and competences among pre-primary children (UNESCO, 2017).

Numeracy, social, linguistic, and motor abilities are all considered part of basic literacy (Moon, 2014). Language skills encompass listening, speaking, reading, and writing, whereas basic numeracy abilities refer to a child's capacity to comprehend and apply simple arithmetic operations such as addition, subtraction, multiplication, and division (Adlof & Hogan, 2018). Individuals, on the other hand, use social skills to communicate and engage with one another through gestures, body language, and our personal appearance, both orally and non-verbally (Dowd & Tierney, 2017). Personal and interpersonal relationships rely heavily on social competencies (Mikami, 2010). Social skills include things like effective communication, conflict resolution techniques, active listening, empathy, relationship management, and respect (Gregg, 2016). The physical growth and strengthening of a child's bones, muscles, and capacity to move and touch his or her environment are all part of the development of motor skills in pre-primary children (Carlson, 2013). A child's motor development is divided into two stages: fine motor and gross motor development (Newton & Joyce, 2012). Fine motor skills are the small movements of the hands, wrists, fingers, feet, toes, lips, and tongue, whereas gross motor skills are the muscle development that allows newborns to sit, crawl, walk, run, jump, and skip (Newton & Joyce, 2012).

The key language abilities (reading, writing, listening, and speaking) are heavily stressed in pre-primary education and learning (Xhuvani, 2015). Despite the emphasis, millions of youngsters worldwide have not gained fundamental language abilities despite spending more than eight years in school (UNESCO, 2017). Additionally, according to a 2017 UNESCO report, 250 million youngsters worldwide lack fundamental language abilities,

despite the fact that half of them have completed four years of school. Concerningly, 25% of Sub-Saharan Africa's youth population is unable to read a single word or a portion of a phrase (EFA Global Monitoring Report, 2014).

The development of core literacy abilities by students has been an integral part of the educational curriculum in Iranian institutions in the twentieth and twenty-first century (Maleki, Mollae & Khosravi, 2014). Despite all the efforts and investments made to promote and popularize English among Iranian students, the results have fallen short of the government's expectations, with the majority of pupils lacking basic English language skills (Zahra, 2015).

The majority of kids in South Africa struggle with reading, speaking, and writing (Govender, 2015). The total literacy score for Grade 3 children in the country was 35.9%, according to the National Systemic Evaluation, despite the fact that only 44.2 percent of Grade 3 pupils could read and 33.6 percent could write (Jhingran, 2011). Furthermore, it was observed that over 70% of Grade 1 children with English medium scores did not have any reading comprehension (Walter, 2013). The poor levels of language competency among many South African learners are thought to have disastrous consequences for both the learners and the country as a whole (Govender, 2015).

In countries like Botswana, South Africa, Mauritius, Lesotho, Malawi, Mozambique, Namibia, Seychelles, Swaziland, Tanzania (Mainland), Tanzania (Zanzibar), Zimbabwe and Uganda the majority of grade six students still lack the basic language skills that they should have learned in pre-primary centers (SACMEQ III, 2011). Standard two pupils in Zambia were found to be having difficulty with literacy skills; their average oral reading fluency rate for local languages ranged between 1.84 and 8.40 words per minute, and their correct sound production rate for local languages ranged between 3.68 and 9.63 letters per minute, indicating a weak foundation at the pre-primary school level (Brombacher & King, 2015).

Despite the government of Kenya's efforts to improve the country's educational standards, learners' literacy achievement levels are unsatisfactory, according to a 2010 UWEZO survey, which revealed a dismal reading ability among primary school children, with over 92 percent unable to read at the class level. Furthermore, investigations in Nairobi County indicated that 69.77 percent of class three children could read a narrative from class two (Uwezo, 2011).

Most students in South Africa have difficulties with reading, speaking, and writing (Govender, 2015). The total literacy score for Grade 3 pupils in the country was 35.9%, according to the National Systemic Evaluation, despite only 44.2 percent of Grade 3 children being able to read and 33.6 percent being able to write (Jhingran, 2011). Furthermore, almost 70% of Grade 1 children with English medium scores showed no reading comprehension (Walter, 2013). Many South African learners have low levels of basic language competency, which is thought to have disastrous consequences for the learners and the country as a whole (Govender, 2015).

In other countries like Botswana, Lesotho, Malawi, Mauritius, Mozambique, Namibia, Seychelles, South Africa, Swaziland, Tanzania (Mainland), Tanzania (Zanzibar), Uganda, and Zimbabwe, the majority of grade six students still lack the basic language skills that they should have learned in pre-primary centers (SACMEQ III, 2011). Standard two pupils in Zambia were found to be struggling with literacy skills; their average oral reading fluency rate for local languages ranged between 1.84 and 8.40 words per minute, and their correct sound production rate for local languages ranged between 3.68 and 9.63 letters per minute, indicating a weak foundation at the pre-primary level (Brombacher & King, 2015).

Despite the Kenyan government's efforts to improve the country's educational standards, learners' literacy achievement levels are inadequate, with a 2010 UWEZO survey revealing a terrible reading ability among primary school children, with almost 92 percent unable to read at the class level. Furthermore, tests in Nairobi County indicated that 69.77 percent of class three children could read a story from the previous grade (Uwezo, 2011). The sixth reading testing demonstrated no changes in reading ability

(Uwezo, 2016). Children in Busia County have a low rate of core language ability acquisition during their early years of schooling, with only 36.9% (grade three) reading grade two work and 17.7% (grade two) reading grade two work (Uwezo, 2016). Only 35.48 percent of grade three children in Nyamira County could read a grade two tale, compared to 44.57 percent who could read a grade two Kiswahili hadithi (Uwezo, 2011).

Despite evidence that lack of parental involvement has a negative impact on children's academic achievement, many teachers and administrators in the United States of America continue to regard themselves as unique leaders of their classes and schools (Epstein and Sanders, 2006). According to a 2004 report by the United States Department of Education, students whose parents were actively involved in their children's education performed better in class, earned higher grades, attended school regularly, and went on to pursue postsecondary education regardless of their socioeconomic status.

Sanders and Sheldon (2009) also state that students are more likely to succeed in school when there is a strong and positive relationship between them and their parents, teachers, and members of the community. However, according to other research, there is no relationship between parental involvement and academic achievement in children (Bronstein, Ginsberg & Herrera, 2005). A result of these findings, researchers conducted the current study to examine the impact of Epstein's lens on the development of reading skills among Kenyan pre-primary school students.

In recent years, the quality of education in Ghana has decreased, notably in the lower basic schools. In Ghana, the documentary evidence of parental participation is pitiful. Several studies have found that most parents are uninterested in their children's academics (Casley-Hayford, 2000; Minor, 2006; Pryor & Ampiah, 2003a, 2003b). According to the findings of these studies, Ghanaian students' poor performance can be explained in part by their parents' disregard of their children's education.

Research conducted in Nigeria has found that increasing parents' involvement benefits students as well as teachers, administrators, and headteachers in addition to the school.

According to Olsen and Fuller (2010), properly planned and implemented parental participation projects resulted in significant benefits for children, parents, teachers, and schools. Children outperformed their peers regardless of their ethnic or racial origin, social background, or educational level of their parents' education. Children with more involved parents also had higher self-esteem, demonstrated greater self-discipline, and demonstrated greater expectations and motivation for schooling, according to the findings of the study.

In recent years, the quality of education in Ghana has deteriorated, particularly in the lower primary and secondary levels of education. Parents' involvement in their children's education is only partially documented in Ghana. Many studies have discovered that most parents are unconcerned about their children's academic achievements (Casley-Hayford, 2000; Minor, 2006; Pryor & Ampiah, 2003a, 2003b). In accordance with the findings of these studies, the poor performance of Ghanaian students can be attributed in part to their parents' disinterest in their children's educational opportunities.

According to research in Nigeria, increased parental involvement improves students, parents, instructors, and headteachers, as well as schools. Well-planned and implemented parental participation projects, according to Olsen and Fuller (2010), resulted in significant benefits for children, parents, teachers, and schools. Children performed better regardless of their ethnic or racial origin, social background, or parents' educational level. In addition, children with more involved parents had higher self-esteem, were more self-disciplined, and had higher expectations and motivation for school, according to the study.

In order to achieve Education for All (EFA) and the Sustainable Development Goals (SDGs), the Kenyan government has emphasized the importance of early childhood development and education for many years (the Republic of Kenya, 2006). Several indigenous communities established informal Early Childhood Education programs prior to the arrival of Europeans and missionaries in the country (Lokshin et al. 2008). The Church Missionary Societies, on the other hand, were responsible for the establishment of

Kenya's first primary school in 1886 at Rabai. In addition, the first formal Early Childhood Education program, which was focused on European children, was established in 1940 and began operations in 1941. It was decided that only children of European and Asian ancestry would be allowed to attend the newly established programs, and Early Childhood Development Centers (ECDCs) were established and mandated by the colonial government to run them (Kanogo, 1988). It was not until the early 1970s that the facilities began to function as academic childcare centers and began to provide only custodial care (Kabiru, Njenga, & Swadener, 2003). Although Early Childhood Education (ECE) is becoming increasingly important, several obstacles to its effective implementation continue to persist in Kenya (UNESCO, 2007).

Kenyan schools began offering free primary education in 2003, marking the beginning of a nationwide trend. ECDE was not included in this system, despite the fact that the vast majority of parents were poor, particularly in rural areas of the country. Approximately 65 percent of Kenyan children, particularly those from low-income families, were expected to lack access to high-quality early childhood education programs by 2003, according to projections. Parents had made the decision to forego enrolling their children in pre-school and instead enroll them in primary school instead (Ngaruiya, 2008). Parents have mistaken the ECDE capitation fund for free primary education (FPE), and they expect their children to be able to attend ECDE facilities for no cost to them. While only 35 percent of pre-schoolers received ECDE services in 2010, this was well below the 60 percent target set by the government.

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expect their children to be able to attend ECDE facilities for no cost to them. While only 35 percent of pre-schoolers received ECDE services in 2010, this was well below the 60 percent target set by the government.

Kenyan schools began offering free primary education in 2003, marking the beginning of a nationwide trend. ECDE was not included in this system, despite the fact that the vast majority of parents were poor, particularly in rural areas of the country. Approximately 65 percent of Kenyan children, particularly those from low-income families, were expected to lack access to high-quality early childhood education programs by 2003, according to projections. Parents had made the decision to forego enrolling their children in pre-school and instead enrol them in primary school instead (Ngaruiya, 2008). Parents have mistaken the ECDE capitation fund for free primary education (FPE), and they expect their children to be able to attend ECDE facilities for no cost to them. While only 35 percent of pre-schoolers received ECDE services in 2010, this was well below the 60 percent target set by the government.

According to the findings of recent studies conducted in Kenya, a significant proportion of primary school children enrolled in standard one do not complete the primary cycle within the allotted eight years, and that an even greater proportion do not complete basic education at all (Cheruiyot, 2005). Only 47 percent of girls and 48 percent of boys who begin in standard one complete the primary school cycle, according to the National Center for Education Statistics. As much as 15 percent of students repeat a grade, and the transition rate is particularly low for girls, with only 27 percent advancing to the secondary level of education (Kathuri, 2005). There have been several factors linked to this situation, including a lack of fundamental knowledge in lower primary and pre-school settings (Cheruiyot, 2005). Furthermore, studies have shown that children of parents who are disinterested in their children's education are more likely to be absent from school, to perform poorly, to repeat classes, and eventually to drop out of high school (Gitonga, 1997). The importance of parental involvement in their children's education has received a great deal of attention over the last three decades, and the vast majority of academics are still interested in this subject. Many studies (Bogenschneider

1997; Eccles, Jacobs, and Harold 1990; Epstein 1991, 1992; Grolnick, Benjet, Kurowski, and Apostololeris 1997; Hoover-Dempsey & Sandler 1997; Muller 1998; Schneider and Coleman 1993; Smith 1992; Useem 1992) were conducted during the 1990s that contributed to our understanding of the effects of general parental involvement on children's academic achievement. Despite the fact that Epstein (1996) proposed a framework for parental involvement that includes six different types of activities that link families with schools and communities, the researcher chose only four of these activities for this study. With this framework for parental involvement, you can describe parental involvement behaviours and link them to a variety of learning outcomes, which is one of the most useful tools for describing and linking parenting behaviours to a variety of learning outcomes. Supporting learning activities at home that reinforce school curriculum are the four categories of parental involvement: parenting (assistance with childrearing and parenting skills), communicating (effective home-school communication), volunteering (facilitating family participation in school activities), and learning at home (supporting learning activities at home that reinforce school curriculum) (Epstein, 1995). Students, teachers, and parents can engage in a variety of behaviors in each type of involvement, and each type of involvement results in a variety of student, teacher, and parent outcomes in each type of involvement.

In Manga sub-county, where the survey was conducted, the available statistics at Nyamira director's office of education (2015) revealed troubling trends in the amount of parental involvement in their children's learning:

Table 1.1 General parental involvement trends in three divisions in manga sub-county

Parental Involvement	Division A			Division B			Division C		
	Total number of parents	The actual number of parents	%	Total number of parents	The actual number of parents	%	Total number of parents	The actual number of parents	%
Parenting	1338	347	26	1505	129	9	1163	124	11
Communicating	1338	304	23	1505	108	7	1163	134	12
Volunteering	1338	112	8	1505	170	11	1163	176	13
Learning at home	1338	376	28	1505	254	17	1163	267	23

Source: County Director of Education Office Statistics (Nyamira County, 2015)

As a result, many countries now have laws requiring parents to be more involved than they have ever been in their children's education in order to ensure that parents are more interested in their children's education than they have ever been (Naidoo, 2005; Friedman, 2011). But in Kenya, there is no such legislation in place, and only a few studies have been carried out to determine how the six categories of parental participation (communicating with the child's teacher, volunteering, learning at home, making decisions, and cooperating with the community) affect pre-schoolers' educational outcomes. Specifically, the goal of this study was to determine whether Epstein's lens had an impact on the development of reading skills in Kenyan pre-primary school children.

1.3 Statement of the Problem

Parental involvement in a child's education has regularly been found to be linked to improved academic success. However, little research has been done on how and to what extent Epstein's theoretical lens of parental participation effects the education of pre-schoolers. To date, it is unclear which aspect of Epstein's theoretical lens of parental participation has the most impact on the education of pre-schoolers. In general, it is unclear how parents participate in their children's education. Many parents appear to be just concerned with getting their children to school, oblivious to the specific tasks that are expected of them. The available statistics at the Nyamira director of education's office in Manga sub-county suggest concerning patterns in the degree to which parents participate in their children's learning. This study was based on the hypothesis that if all parents followed Epstein's levels of parental involvement, learning outcomes would increase. In this context, the current study looked at the impact of parental participation as a predictor of learning outcomes in Manga Sub-County, Kenya's pre-schools.

1.4 Purpose of the Study

The purpose of the study was to investigate the influence of parental involvement on the acquisition of literacy competencies among pre-primary children in Kenya.

1.5 Objectives of the Study

The study was guided by the following objectives:

- i. To examine the influence of home parenting environment as an aspect of parental involvement on the acquisition of literacy competencies in pre-primary education.
- ii. To determine the influence of home to school communication as an aspect of parental involvement on the acquisition of literacy competencies in pre-primary education.
- iii. To find out the influence of parental volunteering services as an aspect of parental involvement on the acquisition of literacy competencies in pre-primary education.
- iv. To establish the influence of home learning as an aspect of parental involvement on the acquisition of literacy competencies in pre-primary education.

1.6 Research Hypotheses

The study was guided by the following research hypotheses:

H₀1: There is no statistically significant influence of the home parenting environment as an aspect of parental involvement on the acquisition of literacy competencies in pre-primary education.

H₀2: There is no statistically significant influence of home to school communication as an aspect of parental involvement on the acquisition of literacy competencies in pre-primary education.

H₀3: There is no statistically significant influence of parental volunteering services as an aspect of parental involvement on the acquisition of literacy competencies in pre-primary education.

H₀4: There is no statistically significant influence of home learning as an aspect of parental involvement on the acquisition of literacy competencies in pre-primary education.

1.7 Significance of the Study

The study was significant in the following respects:

The findings of the study may be useful to scholars in determining how stakeholders view Epstein's theoretical lens of parental involvement in the education of pre-schoolers. Pre-primary school administrators and teachers can use the findings to encourage parents to participate in their children's education beginning in pre-school by enacting school regulations and policies that require parents to sign their children's diaries and ensure that homework is completed properly. The findings could be used by policymakers in the Ministry of Education to develop policies that encourage programs that allow parents to become more involved in their children's education and thus improve their academic performance.

1.8 Scope of the Study

The research was limited to Manga Sub-County in Nyamira County, Kenya, and focused on parental involvement as a predictor of pre-primary literacy skills acquisition. The study focused on the home parenting environment, home-school communication, parental volunteer services, and home-school learning. The research was based on Epstein's (1987) theory of parental involvement and its application to pre-schoolers' learning. Using a concurrent triangulation research design, the researcher used a mixed-method research approach that included both quantitative and qualitative approaches.

1.9 Limitations of the Study

The following were the limitations of the study:

- i. Some respondents were hesitant to take part in the study for fear of being victimized, while others questioned whether the study would benefit them in any way. However, the researcher assured them that their information would be kept private and that their identities would not be revealed during the research. The researcher also explained to these individuals that the study was conducted solely for academic purposes.
- ii. Some parents' illiteracy was a barrier; some parents couldn't read or write. The questionnaire was translated from English to Ekegusii to overcome this limitation.
- iii. Because the study was limited to Manga Sub-County in Nyamira County, Kenya, the findings may not be applicable to the rest of Nyamira County or the rest of Kenya. The findings will be useful for reference on matters related to the Application of Epstein's theoretical lens to parental involvement in the education of pre-primary school learners in Kenya, as Manga Sub-County is a typical example of areas with parental involvement in pre-primary schools.

1.10 Assumptions of the Study

The study was based on the following assumptions:

- i. That all participants would freely consent to be included in the study.
- ii. That some form of Epstein theory is being used in Kenya.
- iii. That all respondents and informants would provide accurate information.
- iv. That there is a lead teacher in each pre-school who leads the centre.

1.11 Theoretical framework

The theory of overlapping spheres of influence developed by Epstein was applied in this study (1987). This theory investigates the relationship that exists between the home and the school environment. In order to better understand the relationship between school and family, a variety of approaches and perspectives were used (Bronfenbrenner, 1979). It combines sociological, pedagogical, and psychological perspectives on social organizations with research on how the environment of one's home, school, and community influence educational outcomes (Epstein, 1987, 1992). Considering how critical environments or agents influence children's socialization and education, one cardinal axiom of this theory is that certain objectives, such as pre-schoolers' learning outcomes, are in the mutual interest of all agents or environments and can be best achieved through concerted collaboration and underpinning. Schools, families, and communities are represented by three spheres in this perspective; the attitudes, perspectives, perceptions, and actions of individuals within each setting influence their relationship with the other spheres (Epstein, 1992).

According to Epstein (1996), a framework for parental involvement consists of six distinct types of activities that help families, schools, and communities connect with one another. These activities include Parental involvement practices are described and associated with a variety of learning outcomes using Epstein's concept of six basic forms of parental participation, which is one of the most useful tools the field has developed to date for describing and correlating parental involvement practices to a variety of learning outcomes. According to this widely accepted paradigm, teachers should follow specific guidelines when forming complete family-school partnerships. There are six categories of

parental involvement: parenting (assistance with child rearing and parenting skills), communicating (effective home-school communication), volunteering (creating opportunities for families to participate in school activities), learning at home (supporting learning activities at home that reinforce school curricula), decision-making (involve families in decision-making through school-site councils and committees), and collaboration (involve families in collaborative decision-making through school-site councils and committees) (Epstein, 1995). Each type of involvement encompasses a variety of practices that teachers, parents, and students can engage in, and each type of involvement is theoretically linked to a variety of different outcomes for students, teachers, and parents; however, this study will concentrate on the first four Epstein-theoretical lenses of parental styles of involvement, which are the most prevalent in the United States (parenting, communicating, volunteering and learning at home).

According to the overlapping domains of influence (Epstein, 1987) on the influence of the environment on the individual's life, it is assumed that parental involvement in their children's education results in significant dividends in their children's educational achievements. The theory takes a straightforward approach to determining the learning outcome of a preschooler. According to Epstein, there are a variety of reasons for students to establish and maintain a connection between school, family, and the community at large (2009). The primary goal of this collaboration is to assist students in achieving academic success. Just a few of the other reasons include improving school climate and programs, developing parental skills and leadership, assisting families in connecting with others at school and in the community, and assisting teachers with their work. Considering all of these considerations, it is clear that parental involvement in their children's education, as well as the importance of maintaining a positive relationship with schools, are critical.

Educator Epstein believes that the responsibility for a child's socialization is shared by schools, families, and the wider community. Therefore, the concept of overlapping spheres of influence proposes that the most successful families and schools collaborate to achieve their mutually beneficial objectives and missions. Although some school and family practices are handled separately, there are some critical tasks that must be

completed in collaboration between the two settings, reflecting the shared responsibilities of parents and educators. To emphasize that the family must recognize the child as a learner to whom the importance of school, homework, and learning in general must be stressed, the terms "family-like school" and "school-like family" are used. They are also used to emphasize that the school, like the family, must make each child feel unique, accepted, and included.

1.12 Conceptual Framework

Independent Variables

Parental Involvement

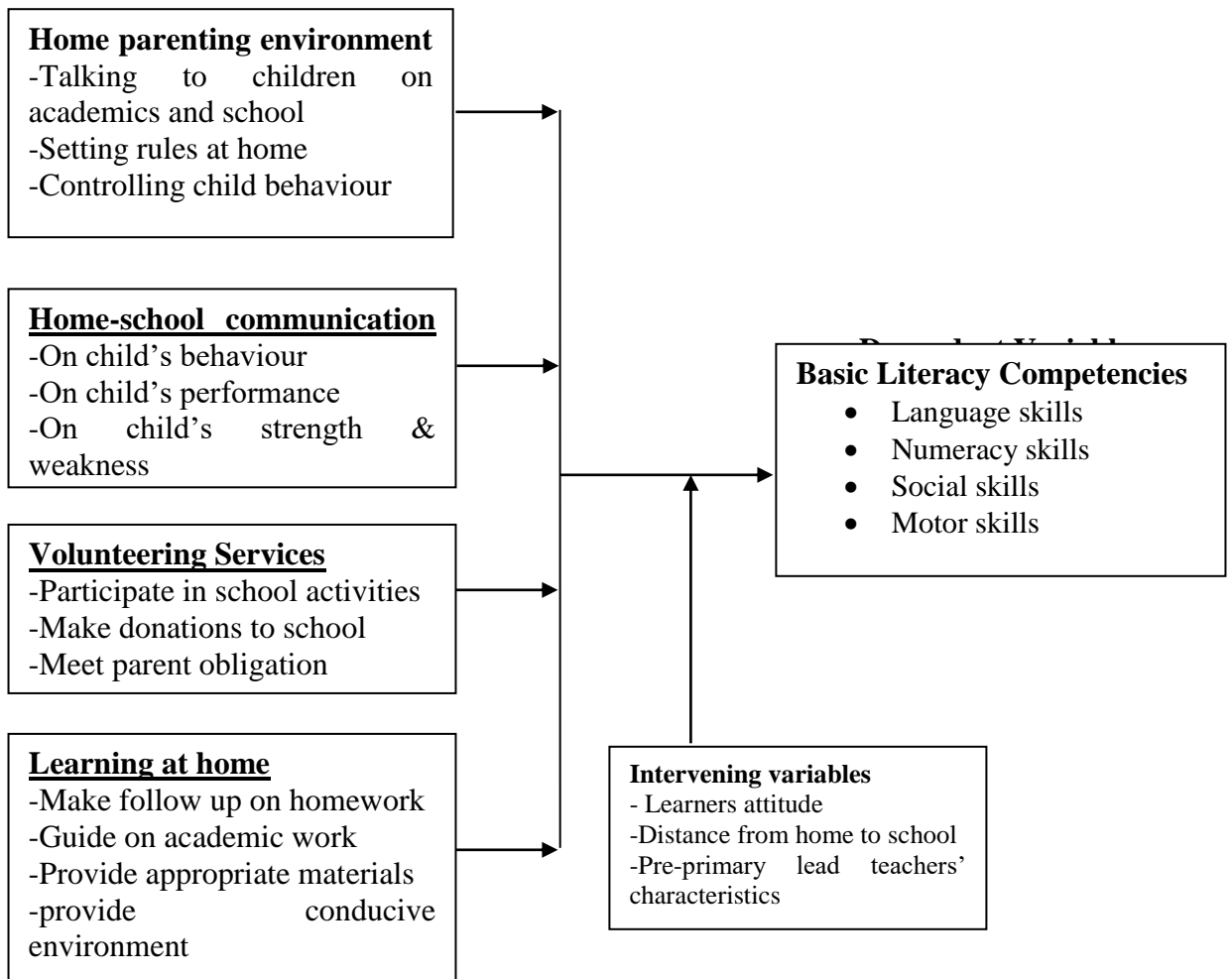


Figure 1 Conceptual Framework

The conceptual framework establishes a connection between parental involvement and pre-primary school students' education. Parenting, communication, volunteering, and at-

home learning are all independent factors that are linked to parental participation in some way. The education of pre-primary school students, which includes the acquisition of fundamental literacy skills, is the dependent variable (numeracy, language, social, and motor skills).

Protecting children's health and safety, preparing them for life as productive adults, and transferring cultural values are all part of parenting, according to Epstein's (1987) theoretical model. A strong parent-child relationship is necessary for a child's healthy development. It also assists in the creation of a nurturing home environment for pre-school children. Volunteering entails a parent showing up to support school programs and pre-schoolers' activities, while communicating is an effective two-way exchange of information about school programs and their children's progress. The most effective ways for parents to assist their children with homework and other curricular decisions and activities are referred to as "learning at home." As a result, this study hypothesizes that these four dimensions of parental involvement are important predictors of high-quality learning outcomes, as evidenced by high levels of core reading competence acquisition. Furthermore, the conceptual framework demonstrates that intervening variables are thought to play a role in the application of Epstein's theoretical lens of parental involvement on the acquisition of basic literacy skills by pre-schoolers. Characteristics of pre-school parents, headteachers, and teachers are among them (gender, educational qualifications, and experience with pre-primary school learners).

1.13 Operational Definition of Terms

- | | |
|----------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Collaboration: | It is concerned with locating and integrating community services and resources to support and strengthen schools, students, and their families. |
| Communication: | Listening to the child, talking to the child, calling the child on the phone when you are away, and praising the child when he or she performs well are all examples of activities. |

Community opinion leaders	In the context of the study, community opinion leaders include ECDE divisional coordinators, major denominational leaders, female county representatives, and area chiefs.
Collaborating with community	Working with the community to achieve the goals of pre-school education
Epstein's Theoretical lens	Parenting, communicating, volunteering, learning at home, making decisions, and collaborating with the community are all aspects of pre-school education.
Monitoring:	Assuring that the child completes his or her schoolwork, attending parent-teacher conferences, discussing the child's progress with the teacher, ensuring the child's safety at home, and learning about the child's friends.
Parent:	A person who is a custodian or guardian of a child and is responsible for the child's care.
Parental home Involvement:	Parents' activities, actions, and behaviors at home have an impact on their children's academic success.
Parental School Involvement:	It refers to parents' involvement or engagement in their children's school activities in order to help them succeed academically.
ECDE Coordinators	These are officers in charge of quality assurance and standards in the field of early childhood education.

Headteachers	Teachers in charge of a primary school's administrative matters are referred to as administrative teachers.
Perspectives	Are the opinions of a group of stakeholders about applying Epstein's theory to early childhood education.
Pre-school education /pre-primary education.	This term refers to the education of children aged three to five years..
Pre-primary school Lead teachers	Teachers instructing preschool students
Pre-school Parents	A real parent or someone in charge of a pre-education schooler's
Volunteering	Recruits and organizes parent assistance and support for school programs and pre-school activities.
Stakeholders:	These are individuals who contribute to the education of pre-primary students..

CHAPTER TWO

LITERATURE REVIEW

2.1 Introduction

This chapter presents a literature review as guided by the objectives of the study. In this regard, the reviewed studies explored four Epstein's theoretical lens of Parental Involvement in pre-schoolers' education. The four types of parental involvement include parenting, communicating, volunteering, learning at home, and their relationship with pre-schoolers' education. The research gaps from the reviewed studies have also been reported.

2.2 Home Parenting and Acquisition of Basic Literacy Competencies in Pre-Primary Education.

DeFlorio (2011) explored preschool children's informal mathematical growth in a research titled *The Effects of the Home Learning Environment on Informal Mathematical Development*. This mixed-methods correlation research was done to examine the associations between characteristics of the home learning environment and mathematics knowledge in three- and four-year-old children from low and medium socioeconomic class households. The researchers analyzed answers from 179 parents who were selected for their capacity to offer balanced replies depending on their child's age and the financial level of their household. A questionnaire was used to ascertain the amount and quality of mathematical help children get at home; a DVD was used to ascertain the proportion of parents and children who engage in activities at home considered to promote early mathematical development. When multiple regression models were employed to examine the questionnaire responses, it was shown that there was a positive correlation between parental involvement and children's mathematics comprehension. When the child's age and family socioeconomic status are held constant, the video analyses reveal that parents of children in both age and socioeconomic groups engage in math activities with their children that are similar in terms of mathematical concepts, but that there are qualitative differences in parents' teaching behaviour that are predictive of children's math

performance on the assessment. The present research collected data from parents, preschool lead teachers, headteachers, and divisional ECDE coordinators using questionnaires, interview schedules, documentary analysis, and focus group discussions. We did not examine the association between parental participation and children's educational outcomes using the videotape.

Matvichuk (2015) reports that a research was conducted in the United States of America to assess the link between parental expectations, the home literacy environment, and children's reading interest. To learn more about African American youngsters from low-income homes, the study concentrated on them. There are a total of 26 programs. The results indicate that there is a strong correlation between a kid's parental environment and his or her interest in literacy as a youngster gets older. Unlike the previous research, which relied only on quantitative techniques and collected data using self-administered questionnaires, the present study included qualitative and quantitative procedures. Additionally, the present research gathered data using interviews and questionnaires.

Kassandra (2011) examined the effect of the family environment on children's attitudes about reading using data from a research done in Western New York. To collect data, the research used a descriptive survey approach in conjunction with observation, questionnaires, and interviews. It was created to investigate a population of 600 children, with the researcher randomly picking two children and their parents. In their respective houses, the two school-aged children and their parents were monitored and quizzed. According to the study's results, the structure of a child's home environment, as well as parental views and engagement, all influence a child's attitudes about literacy. The evaluated research examined if residing in two distinct children's households influenced children's attitudes toward literacy. According to the present study's results, a bigger sample of respondents participated in the survey, including pre-school lead teachers, head teachers, and parents of pre-school children.

Arthur (2011) reports on a qualitative research done in Australia to ascertain parents' perceptions on their responsibilities as primary home educators. The goal of this phenomenological research was to identify and investigate the ways in which parents who home educate their children understand their responsibilities as home educators. The

data analysis showed an outcome space constituted of fundamentally divergent ideas on parents' roles as home educators, as shown by the study's findings. The poll surveyed a total of 27 parents. According to the study's results, parent home educators fall into four career types. This group of parents saw themselves as students, recognizing the need of acquiring new knowledge and skills in order to initiate and continue home schooling for their children. Additionally, they saw themselves as participants in an educational relationship, often with their spouse, in which they were responsible for supplying the family's educational infrastructure and infrastructure in general. Additionally, they saw themselves as instructors, aiding their own children's education and growth. As the study's results indicate, home educators approach their employment in four various ways, each of which adds to the educational achievement of their family. The data indicate that home educators are valid educators who rely on their own parenting traits to give an education that is distinct from that obtained by the vast majority, if not all, of Australians. The previous research reached some early results on the effect of home educating on children's academic performance. It did not, however, ascertain the degree to which the home learning environment affected children's academic progress, as the present research will.

El Nokali et al. (2010) studied family engagement at school in the United States of America using a composite measure that comprised questions on parental investment, educational views, and encouragement to continue education. They observed that parental involvement, educational views, and promotion of education had little effect on children's mathematic abilities progression from first to fifth grade. Additionally, the research revealed a favorable correlation between family participation at school and improvements in children's social-behavioral results, but not with academic outcomes. [page required] Two further research found no statistically significant association between parental school engagement and academic success. The authors explain why the results of this research about the link between parental environment and children's learning outcomes are discordant. As a result, the present study will seek to reconcile the discrepancies.

Patton (2019) did a research in the United States of America to examine the association between parental involvement and learning outcomes. Epstein's idea of parental

involvement, together with the concept of planned behavior, provided the theoretical framework for this qualitative, exploratory, and phenomenological inquiry. Five instructors and ten parents were randomly chosen to participate in the research and their comments were solicited. The data were evaluated in line with the phases of development given by Moustakas for a phenomenological model. Peer review, member verification, and descriptive research notes were used to establish trustworthiness. Three themes emerged from the data acquired through face-to-face interviews: at-home parenting and education, volunteering and decision-making, and communicating and collaborating with the community. The three themes interacted with components of Epstein's model of parental engagement, as shown by the data. Additionally, the research discovered that parental participation had a good effect on children' academic success. [page required] In contrast to the assessed research, this study used both quantitative and qualitative approaches to circumvent the constraints associated with employing just one methodology.

Jaiswal (2017) did a survey earlier this year to ascertain the level to which parents are active at home and at school. The researchers examined the relevance of parental engagement using data from different empirical studies. According to the study's results, parents contributed significantly to their children's educational development. Financial and emotional support, motivational and educational tools, as well as allowing access to resources for learning and publicizing the achievement, were all offered. For instructors, the research discovered that parents served as educational partners by aiding them in developing kids' academic potential and evaluating the quality of teaching and instructional facilities supplied at their children's school. According to the results of the study, parental engagement in their children's educational activities acts as the third link in the triangle, partnering with their children and their children's instructors to create the circumstances essential for their children's success. Parental participation has been shown to increase children's academic success.

Hasanah (2020) did a research in Indonesia, examining the link between parental involvement and eighth-grade students' English learning success at SMP IT Al-Ihsan Boarding School Riau. The study's results were published in the journal Educational

Research. Correlational research was used in this study, with a special focus on two variables. The researcher gathered data by administering a questionnaire to respondents to ascertain their degree of parental participation. The questionnaire had 19 questions, and the researcher determined the kids' English achievement using user documentation of the students' final score produced by the school's English instructor. The Spearman correlation coefficient was used to examine the data. Parental involvement was assessed as ordinary, while the majority of pupils' English learning success was regarded as adequate. The research found no statistically significant association between parental involvement and eighth-grade pupils' English learning success. The assessed study's eighth-grade pupils were much older than the present investigation's pre-primary youngsters.

Bido (2020) examined Parent Involvement Plans (PIPs) and parent responsibilities in thirty key Title I schools in the United States of America. In this document analysis, the descriptive language in each school's plan was analyzed for consistency. The researcher used Epstein's Six Types of Parental Involvement and the Sample Practice to code the Plans. The data established that the Plans complied with all applicable legislative requirements. Parental participation, the research found, increased kids' academic success. When parents have the resources necessary to assist and support their children at school and at home, their children succeed academically. While the reviewed work used a qualitative method, the present research employed a combined technique (qualitative and quantitative) in order to overcome the constraints of a single approach.

Bailyet al. (2014) examined the association between parental involvement and children's behavioural adjustment to kindergarten in Abu Dhabi. The constructs of hyperactivity, internalizing, and externalizing behaviours were identified using confirmatory factor analysis and structural equation modeling. The research included 391 four-year-old children from Abu Dhabi's KG-1 public schools. Parental engagement strongly correlates to a decrease in unwanted externalizing, internalizing, and hyperactive behaviours, according to structural equation modeling studies. The aforementioned research enrolled pupils in public elementary schools. The latest research used the same methods, but with children enrolled in public pre-schools.

Fasina (2011) examined the role of parents in their children's early education in Nigeria. The purpose of this research was to provide solutions to the difficulties parents encountered while participating in their children's education by acting as a wake-up call to parents and society, assisting them in modifying or readjusting their mode of parental involvement in order to achieve a better future for themselves and their children. The survey technique with self-administered questions was utilized, and analysis of variance was performed to assess the hypotheses (ANOVA). The research discovered that parental participation, defined as emotional care and support, has a beneficial influence on early childhood education, notably on a child's academic achievement. Additionally, it was observed that the parental education level has a substantial effect on the age at which the kid begins school. This indicates that the age at which a kid is enrolled is governed by the degree or level of parental educational attainment and exposure.

The Institute of Education at the University of London (IoE) collaborated with Action Aid (2010) and partners in Burundi, Malawi, Senegal, and Uganda to explore the role of parents and teachers in enhancing children's learning in Burundi, Malawi, Senegal, and Uganda. The study was done collaboratively, with research teams interviewing about 6,850 stakeholders at the national level and across 240 schools in two districts in each country. According to aggregated cross-national data, just a tiny proportion of parents participate actively in their children's education. Additionally, the results established a clear correlation between parental participation and children's conduct and school attendance. The study stated above was a joint effort including researchers from four African nations. Additionally, it included respondents using a participatory research technique. The present investigation was conducted concurrently in Kenya.

Boipono (2013) performed a research in Botswana to ascertain the effect of parental involvement on student success at Tsodilo secondary school. The non-experimental quantitative design of the research was informed by Epstein's theory of parental engagement. To get the needed sample size of 144 students, stratified sampling was performed. Closed-ended questions were devised in response to the four basic measures of parental involvement. The resulting amount of parental involvement was classed as high, medium, or low. The analysis of variance was performed to evaluate if there were

statistically significant variations in mean performance between the three parental involvement levels. The outcomes of the research indicated that parental participation had a substantial effect on teenagers' academic success and attitudes toward the different fields examined. The research stated above was done among secondary school students in Botswana, and it used a stratified sampling approach to guarantee that the sample consisted entirely of students and not of pre-schoolers. Additionally, the research used a quantitative, non-experimental technique yet did not provide qualitative findings. The new research employed the same approach as the previous one, but added pre-school children, parents, lead ECDE teachers, headteachers, and pre-primary students as participants. It employed a concurrent-triangulation research approach to obtain quantitative and qualitative data.

Tuyisenge (2014) conducted a study in Rwanda to determine the elements that impact parents' engagement in their pre-school children's education. The descriptive research design of this study was informed by Epstein's Model theory. Six instructors, six administrators, and 110 parents were included in the sample. A questionnaire and an interview schedule were used to collect data. Tuyisenge found that parents engaged in education-related activities on a limited basis owing to everyday business demands that precluded them from completely engaging in their children's education. Tuyisenge, on the other hand, conducted study using Epstein's Model theory and a range of data gathering approaches. The prior research evaluated a sample size that was substantially less than that of the present study.

Koskei (2014) conducted a study in Kenya to determine the influence of parental involvement on academic performance of students enrolled in public mixed-day secondary schools in Kuresoi Sub-County, Nakuru County. The major objective of this research was to ascertain the effect of parental participation on pupils enrolled in a public mixed-day secondary school. This research used an ex post facto design. The researcher established the sample size for the study using a stratified random sampling approach. Six secondary schools were involved in the research. 180 fourth-grade children were enrolled in the research. A questionnaire was used to collect data for the research. The study was based on Bronfenbrenner's theory of ecological systems and Epstein's notion of

overlapping spheres of influence. To analyze field data, descriptive and inferential statistics were utilized, and null hypotheses were evaluated at a significance level of 0.05. According to this research, parental participation in education had no discernable influence on pupils' academic success in the Kuresoi area. This study, based on research done in Kenya, presents contradicting conclusions about the degree to which prolonged parental involvement influences academic achievement. As a consequence of these results, more study is necessary to ascertain the validity of these contradicting findings.

According to a policy brief prepared by the African Population and Health Research Centre based on classroom observations in 72 Kenyan schools, including both high- and low-performing schools in six districts, academic success is dependent on student background variables, as well as school characteristics and environment. When other school characteristics are controlled, student absenteeism and delinquency (students who frequently injure one another) have a negative effect on grades, whereas positive habits such as frequent reading, having a supportive and caring teacher (teachers who never hurt students and always correct homework), and belonging to a school where parents are supportive and the principal interacts frequently with parents all have a positive effect on academic performance.

Michele (2015) did descriptive research to ascertain teachers' and parents' impressions of the influence on children's accomplishment of professional development, parental participation, and the teacher-parent connection. The study used a qualitative research design. The research used Bronfenbrenner's ecological model as its foundation. Six parents and six instructors were interviewed, and data were gathered by questionnaires. The results demonstrated a correlation between children's academic ability and teachers' education and training, highlighting the crucial significance of teacher-parent relationships in children's growth and development. Additionally, the research revealed that home learning helped youngsters enhance their academic performance. In contrast to this research, the prior one was qualitative in character and relied on a descriptive survey. On the other hand, the present study is a mixed-methods investigation that used a contemporaneous triangulation research design.

Achoka (2014) performed a research in Kenya to ascertain parental engagement in the home reading of their standard three children, as well as the influence of parental role development and teacher invites on this involvement. The study used a descriptive research design and was led by Hoover-Dempsey and Sandler's parental involvement model, which was augmented by Grolnick's parental participation theory. The data were summarized and analyzed using descriptive and inferential statistics. A survey of 137 randomly chosen parents from public and private elementary schools found a low level of parental participation. Additionally, the survey revealed that the majority of parents engaged in little role construction in relation to their children's at-home reading. Teachers distributed a very small number of invitations to participate to parents. Correlations between parents' role construction and their modeling, cognitive, and behavioral qualities were shown to be significant. In the modeling, cognitive, and behavioral domains, the research showed strong connections between teacher invitation and family engagement. The previous research collected data only via structured interviews, while the present study collected data using a range of approaches, including interview schedules, questionnaires, and document analysis.

Nzyima (2011) performed a research in Kenya to determine the extent to which parents participate in their children's education and the effect this has on their academic achievement in Dagoretti district public primary school pupils. There were 23 principals, 136 instructors, and 370 students included in the sample. The research collected data via the use of questionnaires. Parental participation in their children's academic achievement is seen as parental input, according to the results. Parents were active in different parts of their children's education, according to teachers and administrators. Additionally, it was observed that parents were disinterested in supervising their children's education and that the majority of parents placed responsibility for their children's failure on instructors. Additionally, the results suggested that parental participation had an effect on children' academic progress. Students saw their parents' engagement in their education as a factor affecting their academic achievement. However, the parents failed to create a favorable learning atmosphere at home for their children, which had a detrimental effect on their academic achievement. The reviewed study included primary school pupils, who are much older than the pre-primary children in the present research.

Kathure (2014) explored parental involvement in children's reading in Igembe South, Meru County, Kenya. The study used a descriptive research design and was led by Hoover-Dempsey and Sandler's parental involvement model, which was augmented by Grolnick's parental participation theory. Data were gathered via structured interviews. To summarize and analyze data, descriptive and inferential statistics were employed. 137 parents were randomly selected for the research. The researchers identified a statistically significant relationship between parents' role construction and their engagement in the modeling, cognitive, and behavioral qualities of their children. The earlier research included children in lower primary schools, not pre-schoolers, as the present study does.

Mokoro (2014) did a research in Kenya to ascertain the effect of parents on their children's attitudes toward Chemistry in selected secondary schools in Nyamira County's Nyamaiya Division. The research was based on Albert Bandura's theory of social learning. It was conducted retrospectively on 2890 secondary school pupils. 300 respondents were chosen using simple random selection. The data were examined descriptively and inferentially. According to the study's results, a favorable association existed between parental influence and students' views toward chemistry ($r = 0.594$). The reviewed research analyzed features in secondary schools in adjacent Nyamira County using an ex post facto approach. Additionally, the research used Albert Bandura's social learning theory. The present investigation was done on pre-school children and was based on Epstein's idea.

Chepkoech (2013) conducted a study in Turbo Division, Kenya, to determine the influence of family size on parental engagement in public pre-school education. This research used the descriptive survey approach and included 760 parents and 63 instructors. Data collection tools included questionnaires and interview schedules. The research revealed that parental engagement in public pre-schools is related to family income, which has an effect on learners' attendance, conduct, and attitude toward school. Oundo (2014) examined the association between parents' views toward educational engagement and academic achievement in Kenya's Samia region day school secondary schools. The data for the research were acquired from primary sources. The study tools comprised student and parent questionnaires, as well as schedules for parent and teacher

interviews. There were 1804 pupils, 80 parent representatives, and 51 instructors involved in the research population. A cross-sectional survey approach was used to gather data from a convenience sample of students from five secondary schools in the research region. 18 instructors and 36 parents were chosen using purposive sampling, whereas 180 kids were chosen using stratified random selection. The outcomes of the research indicate that parental attitudes toward educational engagement have an effect on academic achievement in Samia District's Day secondary schools. The last research took place in a secondary day school, but this one took place in pre-schools in the Manga sub-county of Nyamira County.

2.3 Home-School Communication and Acquisition of Literacy Competencies in Pre-Primary Education

Fostering cooperation among teachers, parents, and kids, according to extant research, entails building teacher-parent relationships via regular communication channels (Schuster, 2003). According to Monadjem (2003), the following are some of the benefits of efficient two-way communication between the school and the home: Children develop an awareness of their academic achievement and techniques for maintaining or enhancing their grades; students develop a knowledge of school standards, inappropriate conduct, attendance, and other regulations, enabling them to make informed choices regarding school programs. Parents acquire familiarity with school policies and procedures, as well as the opportunity to monitor their child's growth. Additionally, teachers may contact with a variety of families and use parent networks to acquire a better knowledge of how families assess their children's programs and development.

In the United States of America, Kraft, Matthew, and Shaun (2011) performed a research to examine the impact of teacher contact with parents and children in improving student involvement. The causal impact of teacher communication was investigated using a randomized field experiment in which students were randomly allocated to receive daily phone calls and text/written messages from their parents during a mandatory summer school program. It has been shown that frequent contact between instructors and parents instantly increases student engagement as assessed by homework completion rates, on-

task conduct, and class participation. On average, teacher-parent communication raised students' odds of completing tasks by 42% and decreased instructors' instances of diverting students' attention to the work at hand by 25%. Sixth-grade kids boosted their levels of participation by 49%, however communication seemed to have a modest negative effect on ninth-grade students' desire to participate. According to surveys and interviews with participating teachers and students, communication most likely enhanced engagement via three distinct mechanisms: stronger teacher-student relationships, greater parental participation, and higher student motivation. However, this research examined parental involvement as a consequence of teachers' communication, rather than two-way communication between parents and instructors. The present research will examine how home-to-school communication influences the learning results of pre-schoolers.

Laura (2020) investigated the association between parental participation and academic success in a diverse Chicago suburbs middle school. 41 kids and parents participated in the research, which included a survey regarding parental engagement at home and communication with the school. Along with the questionnaires, we analyzed students' final English grades, final science grades, and English MAP scores. According to the study's results, white parents spoke with the school the most, and white pupils outperformed African American and Hispanic students. Pearson correlation analysis revealed two significant positive correlations between parental involvement and academic achievement: parents signing weekly grade reports and initiating contact with the school ($r = .586$, $p = .01$); and parents signing weekly grade reports and returning school calls ($r = .479$, $p = .01$). However, the majority of Pearson correlation data revealed no statistically significant correlation between parental involvement and student academic achievement, such as parents checking grades and returning school calls ($r = .202$) and parents signing weekly grade reports and reading school notes, emails, and texts ($r = .054$). The prior research enrolled kids in middle school in the United States of America, while the present study enrolled students in pre-primary in Kenya.

Roldens (2020) did a qualitative case study in the United States of America to ascertain instructors' impressions of the influence of parental involvement on primary school children' academic achievement on Florida's central east coast. The research used

Epstein's concept of parental involvement. The researcher conducted one-on-one interviews with five instructors to assess their perspectives. Transcripts and recordings of the interviews were made using the Rev Voice Recorder and Rev Call Recorder Apps. The researcher evaluated the data using open coding. Communication, school resources, and family activities or events all lead to enhanced parental participation and have a beneficial influence on adolescents' academic achievement, the research found. In contrast to the present inquiry, which was undertaken in a developing nation, the evaluated study was conducted in a developed country. The prior research was qualitative and collected data only via interviews, while the present study employed mixed-method approaches and a range of data gathering methods.

Bailey (2017) used three fifth-grade children, their teachers, and the school's curriculum coach to examine the effect of school-family interactions on student growth. Participants were chosen from a single large southern city's high school. The narrative approach was utilized in this research to help in the assessment of significant characteristics and patterns in the participants' narratives. As a theoretical framework, this research used Epstein's (2009) Overlapping Spheres of Influence of Parent, School, and Community Involvement. Parental responsibility, motivation, communication, and student-teacher ties all had a part in kids' achievement, according to the study's results. The examined articles collected and analyzed data qualitatively, while the present research combined qualitative and quantitative methodologies.

Michelle (2012) did study in the United States of America on the effect of parent-teacher interactions on kids' social development. The purpose of this research was to acquire a better understanding of the parent-teacher connection and its impact on children's social development. The research featured four low-fee, independent, Protestant primary schools in Perth's metropolitan region. 67 parents and teachers discussed their good and negative experiences with parent-teacher connections. Data collection methods included semi-structured in-depth interviews with individuals and focus group sessions. Reading and evaluating these transcripts aided in the clarification of patterns of meaning offered by parents and instructors on the nature of their interactions and the tactics they used to influence others. The study's key results suggested that parent-teacher interactions might

be classified as collaborative or non-collaborative. While parents and instructors agreed on the definition of collaborative conduct, they differed on the definition of non-collaborative behaviour. Second, six social influence strategies were discovered that were used by both parents and teachers during these interactions: authorities/experts, dispute, evidence, passive resistance, pressure, and connection. These social influence techniques were used to convince, manipulate, coerce, and/or deny the opposing party into sharing, adopting, accepting, or rejecting a person's point of view. Finally, these social influence methods were used in a number of contexts and for a variety of purposes during parent-teacher interactions. According to the results, parents and teachers preferred to utilize conversation, evidence, and relationship strategies regardless of the setting or purpose of their encounters. This research revealed that five social impact strategies resulted in favourable parent-teacher relationships, which resulted in improved student learning results.

Thompson (2014) did study on the engagement of African American parents in special education. The goal of this research was to collect and analyze data on the experiences and opinions of African American parents of male children who receive special education services in schools. The perspective of critical race theory was utilized to examine and analyze how race and racism impact how school workers interact with African American parents. As a consequence, qualitative data were gathered and evaluated to provide light on the experiences of African American parents with the special education system that serves their male children. Numerous parents reported facing difficulties that prohibited them from effectively engaging in their children's educational planning process as part of the IEP process. The following factors were identified as perceived barriers to parental involvement in special education: communication between parents and IEP team members; knowledge of special education laws; parental rights and roles in the process; academic success and placement for African American students; and school staff understanding of African American students' culture and need for diversity. While the study's findings had significant policy and practice implications by demonstrating that home-school communication had an effect on the academic achievement of special children, the study was conducted in a setting quite different from Kenya and was geared toward children with special needs. As a consequence, the present research aims to give

insight into how Kenyan policies and practices might better reflect the needs of children, families, schools, and communities.

Muhammad and Muhammad (2013) performed a study in Pakistan to ascertain the influence of parental involvement on secondary school pupils in Lahore's academic achievement. The research included 150 ninth-grade students from public and private secondary schools. Children were randomly selected from four separate schools. A survey questionnaire was used to collect data. Increased school-home communication, the research found, enables parents to understand their vital responsibilities and personal efficacy, motivating them to continue supporting their children's education. Additionally, the research demonstrates that when instructors communicate well, they demonstrate increased enthusiasm for teaching and their institution. Additionally, the research discovered that when parents and teachers speak informally, collaborate on projects, or volunteer in the classroom, children's conduct and academic performance improve. However, the research did not examine the degree to which communication between school and home effects preschoolers' educational results.

Albertson (2012) did study in the United States of America on the importance of the parent-teacher connection in ensuring a child's success in school. Case studies were undertaken in tiny elementary schools around the Denver metropolitan area and in a small community south of Colorado Springs. With a total enrolment of 230-350 pupils, including preschool, this is a sizable immigrant population for a tiny school. Students come from a variety of different cultures and languages. Albertson's encounters with instructors provided a unique peek into their evolution from disengaged parents to committed, proactive parents engaged with their children's teachers and schools. Pleasant tactics such as positive phone calls and home visits may assist instructors in increasing family participation, as shown by case studies. The present research is unique in that it is a case study with a large sample size that was done in the United States of America. On the other hand, the present research was done in Kenya and had a small sample of preschool children.

Gudlaug (2010) conducted a qualitative case study in Namibia on the Educational Impacts of Parental Involvement. The purpose of this research was to determine the effect

of parental participation on kids' academic performance. The purpose of this research was to determine if this connection existed in a Namibian school, a developing nation with several educational issues. The information was acquired via conversations with the parents of seven academically gifted pupils at Windhoek's Combretum Trust School. According to the study's results, all parents questioned had a strong interest in their children's education, expressed high expectations for their children's education and future, and were rather loud about their aspirations. These parents acknowledged the value of being active in their child's schooling and were curious about their child's extracurricular activities. The majority of parents report having a favourable connection with their child's instructors and the school as a consequence of several face-to-face encounters with topic professors. While the study discusses several studies on parental involvement/engagement, it does not examine the degree to which home-school communication effects children's learning results, especially at the preschool level, which is viewed as crucial for later higher levels of learning. Simultaneously, this research includes data from Namibia, where the situation is much different than in Kenya. Consequently, the present research examined the impacts of parental participation on children in the Manga sub-county. Therefore, conclusions were drawn that were anchored in the Kenyan context and appropriately portrayed the predicament of Kenyan children.

Abd, Zuwati, Umi, and Jal (2013) investigated the influence of home environment and parental participation on secondary school children's education in Malaysia. The study's particular purpose was to ascertain how much parental involvement their children get in their secondary school education. 950 Form Four pupils from Malaysia's government-supported secondary schools participated. In the state of Selangor, questionnaires were issued to a random sample of respondents. The study's results suggested that parental engagement in the education of secondary school pupils was significantly predicted by contact and communication, parenting approaches, leisure, openness, and acceptance. Multiple regression analysis found that the family context component was responsible for 44.5 percent of parental engagement at home but only 16.0 percent of parental involvement at school. In general, it was revealed that 41.1 percent of engagement occurred inside the family context (home and school).

In Tanzania, Ujudi (2018) performed a research to ascertain the degree to which parents participate in their children's literacy development. Additionally, the research intended to ascertain parents' perceptions of their engagement in schools and to identify cultural barriers to successful parental involvement. The study used a cross-sectional research design with a sample size of 62 individuals. Questionnaires, interviews, and documentary reviews were utilized to obtain information from respondents. After that, the results were analyzed subjectively and quantitatively. The aggregate data indicates that the majority of parents were uninvolved in their children's academic pursuits. Negative parental involvement in their children's academic studies was identified as a result of the following factors: a lack of parental involvement, a lack of parental awareness of parental involvement in their children's academic studies, a lack of parental attitude toward parental involvement in their children's academic studies, a lack of cultural factors affecting parental involvement in their children's academic studies, and a lack of parental background. In contrast to the present research, which is based on the Kenyan education system, the reviewed study analyzed Tanzanian education systems.

Chemagosi (2012) examined the influence of parental involvement on the academic attainment of pre-school children in Emgwen Division, Nandi Central District, Kenya. The study used a descriptive research design, which means that the researcher made no modifications to the data. The research analyzed a convenience sample of 17 instructors. Data on preschool children's academic achievement in mathematics, kiswahili, and English were collected via documentary analysis. The data gathering tool was a questionnaire sent to instructors. The research analyzed data descriptively and presented it in tables. The data analysis revealed that the majority of respondents were actively interested in their children's performance. Preschoolers whose parents were involved did better. The majority of respondents communicate with their preschool children on a daily basis about their academic growth. Children whose parents speak with their instructors and their teachers communicate with their children do academically better than children whose parents do not engage with their teachers. The examined work analyzed and presented data using quantitative methods, notably descriptive statistics, while the current research analyzes and presents data using both quantitative and qualitative techniques.

Kathomi (2015) performed a research in Langata Division, Kenya, to ascertain the association between parental involvement and preschool children's literacy development. The correlational research design was employed to measure the association between parental involvement and literacy development in this study. A stratified random sample was collected from both public and private schools using stratified random sampling. The research discovered a relationship between parental participation and the development of reading skills in preschool children. This link is fostered when the school encourages family engagement via open communication between parents and teachers and through the scheduling of school activities that encourage parental involvement. The reviewed study examined the traditional Kenyan curriculum, whereas the current study examined the influence of parental involvement in the new competency-based curriculum, with a particular emphasis on the extent to which parental involvement was associated with pre-primary children's acquisition of basic literacy competencies.

Nadenge, Muasya, Mwangi, Mukhungulu, and Ewoi (2016) examined the effect of parental socioeconomic level and engagement in students' learning activities on students' academic success in a sample of secondary schools in Nairobi County's Westlands Division. The investigation was conducted using social Darwinism and the basic Liberal Theory of Equal Opportunity by Charles Darwin. The research collected data from 91 children, 18 teachers, and 16 parents using a descriptive survey. The major data gathering tools were kid questionnaires, teacher focus groups, and parent interview schedules. The quantitative data collected through surveys were analyzed using descriptive and inferential statistics, and the qualitative data collected via interviews were examined using theme techniques. The study's major results indicate that parental participation in school has a substantial effect on children' academic achievement. In contrast to the present research, which examines the development of competence abilities in pre-primary children, this one examines secondary school students' performance.

Mwirichia (2013) examined the influence of parental involvement on the academic attainment of preschool children in Kenya. The research examined parents' engagement in educational activities at home and its effect on the academic achievement of preschool pupils. A descriptive survey approach was utilized in this investigation. The study's data

collection methods included interview schedules, questionnaires, and documentary analysis. 166 persons were included in the sample, including parents, teachers, and children. The research revealed that different types of parental participation in educational activities at school, at home, in parent-school contact, and in the home environment all had an influence on preschool learners' academic progress. The family environment was shown to have a mixed effect on preschool pupils' academic progress. Parents' involvement in educational activities at school had an indirect influence on preschool learners' academic progress, but parental involvement in educational activities at home had a direct effect. Parent-school communication was shown to have a modest influence on preschool pupils' academic achievement. The research did not demonstrate how much contact between the school and the home impacts preschool pupils' academic success. Additionally, the new study employed a contemporaneous mixed research approach to corroborate the results of the prior study, combining quantitative and qualitative methodologies.

Gikonyo (2013) examined the effect of home-school cooperation on pre-schoolers' academic success in Muranga County, Kenya. The research used a descriptive survey approach. The study's target population consisted of 87 instructors, 1566 pupils, and 928 parents. 26 preschool instructors, 93 parents, and 156 preschool kids participated in the research. In this study, questionnaires were employed as research tools. To examine the association between the independent and dependent variables, the Chi-square test was utilized. The research revealed that parental engagement in school activities had an influence on pre-schoolers' academic success. In contrast to the previous research, this one adopts a descriptive survey approach. In comparison, the present research used concurrent triangulation.

Jebii, Odongo, and Aloka (2016) performed a research in Nandi Central Sub-County on parental approaches for enhancing pre-school pupils' participation. The research used a descriptive technique and included 183 principals of public primary schools, 183 instructors certified by the ECDE, and 3200 parents. The research sampled respondents using a combination of purposeful and basic random sampling approaches. 74 public head teachers, 74 lead teachers of public early childhood development education, and 320

parents were included in the sample. Questionnaires and interview schedules were employed as tools. According to the research, parents that use efficient home-to-school communication tactics improve their children's academic performance. The prior research evaluated parental techniques for improving participation with pre-school learners, but the present study employed Epstein's theoretical lens to analyze parental involvement in pre-primary education as a predictor of basic reading competence development in Kenya.

Joan (2016) conducted a study in Kenya to determine the elements that influence grandparent-grandchild contact. The purpose of this research was to examine how main caregivers interact with their grandkids concerning school learning. The investigation was conducted in central Kenya's urban and peri-urban districts. Community health workers recruited a convenience sample of 193 grandparents and 166 twelve to fifteen-year-old grandkids. Nine possible communication hurdles or facilitators were examined in a cross-sectional survey, including communication frequency, perceived grandparent knowledge, and grandparent feeling of duty to talk about educational themes. Significant connections between communication factors and intended outcomes were discovered using bivariate and multivariate analysis. Higher communication frequency remained substantially associated with increased grandchild age, gender, perceived grandparent expertise, and comfort level during discussion in the multivariable model. In terms of academic success, a favorable association between teenage contentment and a desire for more communication was observed. The research largely surveyed grandparents and made extensive use of quantitative methods. On the other hand, the present research sampled parents, ECDE Lead teachers, head teachers, and ECDE Educational coordinators using a mixed-methods technique.

2.4 Parental Volunteering Services and Acquisition of Literacy Competencies in Pre-Primary Education.

Parental volunteering is considered one of the parenting practices that assists children in making the transition from their homes to formal school environments (Fuller, 2005). Despite the various obstacles children experience when they enter preschool, parents may assist smooth the transition by maintaining continuity between home and school life via

volunteering (Mulligan, 2005). There is a substantial and persistent association between parents' engagement in educational activities and their children's educational achievement that has been proven through many decades of study (Guskey, Ellender, & Wang, 2006). Epstein (2009) asserts that it is vital to involve parents in the establishment, evaluation, and revision of educational policies affecting pupils. This provides families with a voice in educational choices affecting their children. Finally, partnership with local businesses, cultural and religious groups, senior citizen organizations, colleges and universities, and other institutions is vital for boosting school programming, family practices, and student learning. After-school leisure, tutorial programs, health services, cultural events, summer programs, and part-time employment are just a few of the community activities. According to Epstein, if implemented properly, kids, families, and schools will have a greater grasp of community resources, which will aid children in meeting essential learning objectives.

Koch (2018) did a qualitative research in the United States of America to evaluate the practices of parent engagement in the Early Beginnings Head Start program and to ascertain the effect of parental involvement on preschool children's early language and literacy development. The researcher collected data for this research study using semi-structured interviews, questionnaires, field notes and observations, and artifacts. The data were evaluated using content analysis techniques to ascertain the extent to which parental involvement practices contribute to the development of early language and literacy abilities. The Early Beginnings program, according to the study's results, engages and educates parents via a range of methods, including seminars, home visits, conferences, and newsletters. Additionally, the research found that parental participation improved preschool children's early language and literacy development. The assessed research was qualitative, but the present study will mix qualitative and quantitative approaches in order to overcome the qualitative method's flaws.

Compton, Jack A., and McDowell (2018) examined the effect of parent involvement on student progress and academic success in Pre-Kindergarten. This research included 26 preschool children and their parents. The researcher tracked and assessed preschool children's early reading development using AIMSweb, a curriculum-based assessment

tool, and IGDI, a pre-kindergarten assessment tool. Additionally, a modified version of the Parent Participation Project Questionnaire (PIPQ) was utilized to assess if there is a beneficial association between parental involvement and student accomplishment. While school invitation was statistically linked with role creation and parent self-efficacy, student accomplishment was not connected with any of the parental involvement survey's ratings, according to the study's results. The examined research used a sample size that was less than that used in the present investigation.

El Nokali, Bachman, and Votruba-Drzal (2010) performed a research in the United States of America on parental involvement and elementary school children's academic and social development. In the first, third, and fifth grades, the Early Childhood and Youth Development Study (N = 1,364) was utilized to examine children's intellectual and social development. The researchers examined within- and between-child associations between maternal and teacher reports of parental involvement and children's standardized achievement scores, social skills, and problem behaviors using hierarchical linear models. The research discovered a high correlation between parental participation in school and children's preparation for kindergarten. Additionally, the research discovered that parental involvement had a modest effect on kids' Applied Problems subscale scores ($d = 0.36$). Additionally, higher parent-school relationships created by school engagement were related with enhanced social skills ($d = 0.55$) and reduced problem behaviors ($d = 0.47$), as evaluated by the Social Skills Rating System.

Liu, Sulaimani, and Henning (2020) did a research to evaluate the role of parental involvement in infant development by a systematic review and discussion of various relevant studies. This research established that parental engagement was a beneficial resource and tool since it gave extensive information about newborns' unique requirements and supported baby instructors in developing their educational abilities. Additionally, parental participation has been demonstrated to boost children's educational success considerably. The results of this research were derived from a review of studies done across the globe, while the findings of this study were derived from a study conducted in Nyamira County, Kenya.

Martinez (2015) examined if there were disparities in fourth-grade kids' English language arts (ELA) and mathematics performance between those whose family members were participating in school and those who were not. The sample comprised of 30 fourth-grade pupils from active families and 30 fourth-grade students from non-active households. We used independent t-tests to compare the two groups' mean ELA and mathematics district benchmark results. On cumulative end-of-year district benchmark examinations for ELA and mathematics in grade 4, children with highly active family members outperformed those with non-involved family members. In ELA, the mean difference was 32.33 ($p=.001$), whereas in mathematics, the mean difference was 52.73 ($p=.001$). In contrast to the last research, which took place in the United States of America, a developed nation, this one took place in Kenya, a developing country. Kenya's and the United States of America's educational systems are radically different.

Fan and Williams (2010) investigated the effect of parental participation on student success in the United States and the United Kingdom. Parental engagement results in greater ties between instructors and parents, less behavioral concerns, less workload, and a more positive attitude toward teaching, according to the research. This type of parental involvement provides instructors with parental support and appreciation, broadens their perspectives and increases their sensitivity to a variety of parent situations, and increases instructors' knowledge and awareness of children's homes, families, and extracurricular activities. Additionally, instructors who make an effort to enhance parental participation are rated higher by parents; in other words, teachers who make an effort to encourage parental involvement are seen as better teachers than those who stay separated from their students' families.

Emerson, Fear Fox, and Sanders (2012) performed a research in Australia on parental participation in education and learning. Parent engagement at the preschool might take the form of helping on-site, attending excursions and programs, working on the preschool committee or School Board, or even providing a talent (gardening, cooking, and language). Parents and families may contribute in a number of ways in their child's preschool education. Additionally, improved learning outcomes were revealed when parents and school personnel worked to establish an effective learning environment at

home and at school. Unlike Emerson et al (2012) work, which used a strictly quantitative approach and gathered data only through self-administered questionnaires, the present study included qualitative and quantitative approaches. Additionally, the research collected data via questionnaires, interviews, and documentary analysis.

The Alexandria Center for Public Education (2011) examined the relationship between parental participation and student accomplishment. The research monitored 39 schools that were selected for the National Network of Partnership Schools (NNPS), a network of over 1,000 schools dedicated to strengthening school-community ties. NNPS schools had a greater rate of attendance. "Even after adjusting for historical absence rates, engaging with families about attendance, praising excellent attendance with kids and families, and linking chronically absent students with community mentors dramatically decreased chronic absenteeism from one year to the next." The study was conducted via a long-term survey of persons or businesses. On the other hand, the present research used a mixed-methods approach to data collection over the course of a month, including questionnaires and interview schedules.

Mitchell (2012) undertook a one-year research and professional development project with the purpose of fostering collaboration between teachers and parents in New Zealand's early childhood service settings to enhance children's learning and wellbeing. Three education and care facilities and three kindergartens were utilized as case studies in the inquiry. It examined the professional development process, teachers' and parents' views of engagement and change throughout the course of the school year, as well as the variables that facilitated or hampered teacher and parent participation in different school activities. The research established a relationship between parental participation and children's well-being. This research was distinct from the present one in that it was a case study with just parents as participants. On the other side, the present research gathered data from pre-school parents, ECDE lead teachers, head teachers, and ECDE divisional coordinators.

By contrast, Zhang (2010) performed research in Taiwan to ascertain the effect of parental participation on adolescent academic attainment. The research used a sample of 8108 teens from the Taiwan Education Panel Survey. Fathers and mothers were assessed

for their engagement in their children's academic accomplishment using four criteria: career goal discussion, teenage thinking listening, academic progress monitoring, and participation in school activities. Mothers were more active in their children's schooling than dads, the study found. In compared to the present research, which included pre-schoolers, mother involvement had a larger predictive effect for teenage academic achievement.

Stephanie (2015) did study in Rwanda to ascertain the elements influencing parents' engagement in the education of their preschool children. Epstein's Model of Parental Participation directed the inquiry. The study used a descriptive research design and, more precisely, a survey approach. Six administrators, nine instructors, and 110 parents were included in the sample. The parent questionnaire was utilized to collect data, and an interview schedule was employed to interview pre-school instructors and headteachers. The results were examined qualitatively and quantitatively. The data indicate that parents were continually engaged in activities that needed financial assistance for their children. They did, however, participate in a limited number of additional educational events owing to everyday job demands that hindered their capacity to completely engage in their children's education. In terms of general aims and goals, the reviewed research was done in Rwanda utilizing the Rwandan educational system, which is markedly different from the Kenyan system.

In a slum, Arasa (2017) examined the association between parental involvement and children's academic achievement. 251 pupils from four elementary schools in Nairobi's slums participated in the poll. The Thematic Apperception Test (TAT) and a questionnaire were used to determine parental engagement in their children's academics. Descriptive statistics, contingency tables, the Chi-square test, and multiple regression analysis methods were used to evaluate the data. At the 0.05 level of significance, the data suggested that there was no significant association between parental involvement and children's homework. The examined articles analyzed and presented data using quantitative approaches, while the current research used both qualitative and quantitative procedures.

Ang'ienda (2013) performed a research in Kenya to determine the influence of parental involvement on the results of children's learning processes in public elementary schools in Kisumu Municipality. In the research, the influence of parental participation was investigated using a descriptive survey. The poll included all of the Municipality's public elementary schools. Primary data were collected via the use of questionnaires. To offer a basic description of the data, descriptive statistical components such as measures of central trends and dispersion were utilized to examine respondents' replies, concerns, and viewpoints. The study's results indicated that school visits as a component of parental participation, as well as the provision of a healthy learning environment as a component of parental involvement, all had an influence on the learning process outcomes of children. The reviewed study's primary school pupils were the main responders, who are substantially older than the present study's pre-primary students.

Mikwah (2014) performed a research in Meru County, Kenya, to investigate the influence of parental involvement on children's number work performance. The research used a descriptive survey approach. This was suitable in this study since it aided the researcher in establishing baseline school and home circumstances. Children, parents, instructors, and administrators from pre-schools in the Kianjai zone participated in the research. Simple random selection was used to pick a sample of 11 head teachers, 80 parents, 14 instructors, and 93 children. To gather data from headteachers and preschool teachers, self-administered questionnaires were employed; an interview schedule was used to obtain data from parents; and an observation checklist was used to collect data from children engaged in number work activities. The results underscored the crucial role of parents in their children's education. Additionally, the research discovered that parental involvement boosted children's performance and had a statistically significant influence on children's numerical task performance. They found that the most important determinants of arithmetic performance were parental participation and support. In contrast to the present research, which examined the development of reading abilities in pre-primary children, the reviewed study examines learners' performance on arithmetic tasks.

Thuba (2018) examined the relationship between parental participation and educational quality in Kenya's public day secondary schools. Ajzen's Theory of Planned Behavior and Albert Bandura's Social Learning Theory served as inspirations for this study. Qualitative and quantitative data were collected from a random sample of 352 students, eight school administrators, and 32 parents. Students, principals, and parents were surveyed using questionnaires, an interview guide, and a focus group discussion guide, respectively. Additionally, a document analysis guide was employed. The data analysis included both descriptive and inferential statistics. The research showed that parental engagement significantly increased the quality of education in public day secondary schools. The data indicate that integrating parents in education benefits school attendance, learning habits, academic achievement, and transition to colleges and universities. The prior research surveyed senior school students; this study surveyed toddlers.

Ang'ienda (2013) conducted extensive research in Kenya to ascertain the influence of parental volunteering on children's learning processes. The study used a descriptive survey research approach and had a target population of 236 administrators (head teachers and deputy head teachers). Information was gathered via the use of questionnaires. The data were examined descriptively using metrics of central trend and dispersion. According to the poll, about 78.9 percent of parents of frequently volunteering children said that their children did well in class, with 5.3 percent reporting excellent performance. These percentages were much greater than those for who their parents never volunteered or volunteered just seldom. This reveals that parental involvement has a considerable influence on children's educational success. When parents volunteer at their children's schools, their children do very well. On the other hand, the research employed interviews and documentary analysis to ascertain the extent to which parental volunteering influences children's educational results.

Manasi, Ndiku, Sang, and Ejakait (2014) examined the effect of parental involvement on the availability of teaching-learning materials and educational results in Kenyan primary schools. In contrast to the mixed-methods strategy used in the present study, a descriptive survey research technique was used. Thirty schools were chosen using simple random selection. Additionally, 192 instructors and 280 students were picked at random, while

thirty headteachers and parents were chosen by selective sampling. Questionnaires, semi-structured interview schedules, and document analysis were used to collect data. Microsoft Excel was used to analyze the data. Means, percentages, and frequencies were employed to assess quantitative data, while qualitative data was provided directly. Pearson correlation and regression coefficients were used to assess the association's strength. We conducted statistical tests with a significance threshold of 0.05. Parental engagement in the supply of instructional and learning resources is minimal, according to the study's results. Nzau (2015) performed a research in Kitui County, Kenya, to investigate the influence of parental participation on children's KCPE achievement. One of the particular objectives was to ascertain the association between parents' school attendance and the academic results of their children. The research used a descriptive survey approach. Simple random selection was used to choose a sample of 90 parents, 55 instructors, and 152 pupils. According to the study's results, teachers' attempts to enhance children's performance on the KCPE test were harmed significantly by their lack of engagement in school events. However, this research did not examine the degree to which this form of parental involvement influences pre-school children's educational results, which was the purpose of the present study.

2.5 Home Learning and Acquisition of Literacy Competencies in Pre-Primary Education

Reading to your children, playing math and games with them, engaging in meaningful educational dialogues with them, reading to your children, listening to your children read, involving your children in mathematics/science activities, and taking your children on educational tours are all examples of educational activities that you can do at home (Patrikakou, 2004). Martinez (2015) conducted a study in the United States of America to determine the effect of parental participation on kids' academic success. The purpose of this research was to investigate whether there were disparities in fourth-grade children's English language arts (ELA) and mathematics performance between those whose family members attended school and those who did not. The research included 30 fourth-grade pupils from active households and 30 fourth-grade students from non-active families. We used independent t-tests to compare the two groups' mean ELA and mathematics district

benchmark results. On cumulative end-of-year district benchmark examinations for ELA and mathematics in grade 4, children with highly active family members outperformed those with non-involved family members. In ELA, the mean difference was 32.33 ($p=.001$), whereas in mathematics, the mean difference was 52.73 ($p=.001$). The prior research took place in the United States of America, but this one took place in Kenya.

Nicolette (2012) The United States of America undertook a research to determine the effects of parental contacts with their children on their capacity to utilize receptive and expressive language. This research included 72 kindergarten children. Three visits to the home setting were undertaken to gather data. Parents were requested to participate in three semi-structured literacy activities with their children: a book reading, a play session, and a writing assignment. We watched and documented exchanges between parents and children on literacy. Analysis of variance and regression were used to code and assess the data. The data indicate that parents' conduct with their young children differed significantly across three reading activities. Parents employed a variety of tactics for labeling, generalizing, and fostering child autonomy throughout the three activities. Throughout the play activity, parents were often the most involved with their children. Additionally, even when socioeconomic status was controlled for, distinctive parental behavior patterns predicted children's language ability. Additionally, the research revealed that the amount and diversity of parental language, as well as the manner in which parents fostered child autonomy, were all positively related with children's expressive and receptive language abilities. However, this research did not analyze parental participation from the viewpoints of parents, teachers, and children in pre-schools; rather, it gathered data from lead teachers in pre-schools, parents, and ECDE Divisional educational officials.

Anders et al. (2011) conducted an assessment in Germany of parents' perceptions of their engagement and their children's mathematics performance. According to the study's results, home reading instruction was connected with children's initial math scores at age 3, but not with math growth or change over time. Surprisingly, parental engagement in early children's reading activities was shown to be more closely connected with their arithmetic results than parental involvement in early children's math activities.

Additionally, the study discovered that a composite measure of parents' efforts to teach complex math and literacy activities (such as printing letters, numbers, and words; reading words) was associated with preschool children's performance on researcher-created object-counting and number-recognition tasks in both French and English. While this research gathered a plethora of data, it did not examine pre-schoolers' learning outcomes or parental participation levels using Epstein's (1995) theoretical model, which incorporates parenting, communicating, volunteering, and learning at home, as the present study aimed to accomplish.

Fan and Williams (2010) observed in a research done in the United Kingdom that more parental involvement leads in instructors having more good contacts with parents and students, less behavioral issues, less workload, and a more positive attitude about teaching. gyaffe (2001) Parental involvement, according to Tan and Goldberg (2009), enables teachers to gain parental support and appreciation, broaden their perspectives and increase their sensitivity to diverse parent circumstances, and gain knowledge and understanding of children's homes, families, and extracurricular activities. Additionally, instructors who try to enhance parental participation are rated higher by parents; in other words, teachers who try to encourage parental involvement are seen as better teachers than those who stay separated from their students' families. On the other hand, the present research examined the usage of home learning and its relationship to pre-schoolers' learning results.

S. Hinojosa (2014) did study in the United States of America on the influence of gender, preschool, and the home learning environment. 83 parent-child dyads were involved in the research. Multiple regression models with a hierarchical framework were utilized to determine if environmental variables predicted academic facilitators in kindergarten at the beginning and end. The results indicated that the home learning environment predicted kindergarten children' levels of academic enablers at the start of the year, with those who grew up in educationally enriched families having greater levels of academic enablers regardless of gender. This impact began to fade throughout the kindergarten year. While the previous research was performed in the United States of America and examined children's home learning settings and academic success, the present study was

conducted in Kenya and examined the influence of parental involvement on pre-schoolers' learning outcomes.

Gan and Bilige (2019) performed a research in China to determine the effect of parental participation in home-based education on children's academic achievement. 4,222 eighth-grade students from 15 junior high schools in China's Hainan Province participated in the study. Correlation analysis was used to assess the data, followed by latent class analysis. Parent-child communication, home supervision, homework aid, emotional support, and parental expectations were the latent class characteristics of parental engagement in home-based education. At home, parental participation took in four various forms: supportive, basic, strict, and disengaged. Students who had supportive home-based parental participation outperformed those who had little, rigid, or disengaged parental involvement, in that order. Parental participation, both in amount and quality, is associated with academic achievement in children. The examined articles employed quantitative approaches, while the present research collects and analyzes data using both qualitative and quantitative methodologies.

Nermeen, Heather, and Elizabeth (2010) performed a research in the United States of America on parent involvement and elementary school children's academic and social development. Data on children's intellectual and social development in the first, third, and fifth grades were gathered from 1364 Early Childcare and Youth Development institutes. The researchers examined within- and between-child associations between maternal and teacher reports of parental involvement and children's standardized achievement scores, social skills, and problem behaviours using hierarchical linear models. According to the findings, increasing parental involvement within a kid predicts decreases in problem behaviours and gains in social skills, but not changes in accomplishment. According to between-child assessments, children with active parents had stronger social skills and fewer behavioral problems. While Nermeen, Heather, and Elizabeth (2010) conducted research on parental participation in early childhood and adolescent development settings. This survey was conducted at Manga Sub-pre-schools. County's

Harper and Pelletier (2010) performed a research in Canada to determine the degree to which parents are active in their children's schooling. The study's measures were derived

from instructors' impressions of parents' behaviour. Additionally, the research highlighted issues about whether instructors followed the widely accepted practice of engaging parents only when their children displayed inadequate or failing abilities. If parents of both high- and low-ability students are actively interested in their children's mathematics, null effects comparable to those shown in this research may be achieved by pairing these parents with others who were similarly involved. In comparison, the present research used a concurrent mixed approach to gather both qualitative and quantitative data using questionnaires, interview schedules, and document analysis.

Fareo and Musa (2018) investigated the effect of parental participation on their children's academic progress in Nigeria. Additionally, the research identified characteristics at home and at school that impacted adolescents' academic achievement. The study used a survey research approach. The data collection instrument was a self-created questionnaire titled 'Parental Involvement as a Correlation of Academic Achievement of Secondary School Students' (PICAASSS). The mean, Pearson moment correlation coefficient, and t-test statistics were used to examine the data. According to the report, junior secondary school children in Hong Local Government performed below average owing to a lack of parental participation. Additionally, the study discovered that home factors such as parents' inability to check their children's school notebooks, a lack of time to determine what students did in class each day, and parents' lack of assistance with their children's homework assignments may all contribute to junior secondary school students' low academic achievement. Attending PTA meetings, purchasing recommended textbooks, participating in school events, frequently visiting class and subject teachers to inquire about their children's behavior, communicating with teachers via phone to inquire about their children's attendance, and financially supporting the school were all identified as school factors affecting students' academic achievement. There was a considerable correlation between parental participation and academic success among students. Additionally, there was a substantial correlation between parental participation at home and at school and academic development for kids. Secondary school children were included in the reviewed study, who are much older than the pre-primary pupils in the present research.

Kingsley (2011) examined the association between parental school participation and academic success among young Ghanaian learners from diverse socioeconomic backgrounds. The poll included participants between the ages of 15 and 20 from numerous schools in Ghana's central region. A questionnaire was used to collect data for the research. This examination generated specific information on the pupils' living situations. Age, gender, family structure, parental education, and parental employment were all considered demographic variables in the research. The study's data was evaluated utilizing a number of statistical techniques. Descriptive statistics were employed to summarize the students' replies. To test if there are linear relationships between parental involvement and academic success, bivariate correlation was utilized. The partial correlation study showed a positive link between mothers' school participation and their children's academic success, with a correlation coefficient of 0.287 and a $p < 0.01$ value for the relationship. However, the study does not examine the relationship between parental involvement and academic achievement using Epstein's (1995) theoretical model of parental involvement, which identifies six critical components of parental involvement: parenting, communicating, volunteering, learning at home, decision-making, and community collaboration.

Gicobi (2017) examined parental participation in their children's education at a sample of public and private pre-primary schools in Kenya's Kabare Education Zone. The study used Epstein's idea of six different forms of parental involvement, as well as a descriptive survey research approach. The research surveyed 410 individuals (300 children, 80 parents, and 30 teachers). Descriptive and inferential statistics were used to examine the quantitative data gathered. The qualitative data was arranged and discussed in line with the study goals using interview guides and existing records. Despite the fact that over half of parents always created time and space for their children at home, fewer than 40% always assisted their children with homework. According to the majority of pupils, their parents did not always check their homework. The research showed a statistically significant correlation between parental participation and academic success of children enrolled in ECDE facilities. In contrast to the present research, which was done in Nyamira County, the reviewed study was conducted in Kabare Education Zone, Kirinyaga County.

Mpekethu, Kamau, and Mweru (2020) performed a research in the Mlolongo Slum to investigate the influence of parental engagement on the participation of pre-primary children. This study used Oscar Lewis' culture of poverty theory and a descriptive survey research technique. Additionally, data collection and analysis were conducted utilizing a combination of qualitative and quantitative methodologies and approaches. 68 pre-primary instructors, 440 parents of children enrolled in nine pre-primary schools, and nine primary school administrators participated in the study. Data collection tools included questionnaires and interview schedules. According to the study's results, the majority of parents arrived late or left for work very early (mostly casual). As a consequence, a sizable proportion of parents lacked the time and attention necessary to raise their children. Additionally, the research showed a link between parental participation and educational outcomes like as school attendance, positive attitudes, social competence, and academic success. The prior research focused on underprivileged slum children in Mlolongo, but the present study will focus on non-disadvantaged pre-primary kids.

Yahaya, Maakip, Voo, and Yusuf (2020) performed study to investigate the impacts of self-regulated learning, parental involvement, and homework on schoolchildren's academic achievement. The research examined education, more precisely the academic performance of year 10 pupils in Brunei Secondary Schools. A questionnaire was utilized to gather data from 300 randomly selected year 10 students from Brunei's public schools. The research topics were evaluated using multiple regression and MANOVA. Self-regulated learning, parental participation, and homework all had a substantial impact on academic progress [$R^2=.047$, adjusted $R^2=.046$; $F = (3,220=3.742, p=0.05)$]. 4.7 percent of the variation in the pupils' academic success was explained by the model. Additionally, the data indicate that, with the exception of parental involvement, self-regulated learning ($F = (1, 222 = 21.40, p=0.000)$) and homework ($F = 382 (1, 222 = 5.62, p=0.01)$) have a substantial influence on gender. Secondary school children were included in the reviewed study, who are much older than the pre-primary pupils in the present research. Additionally, secondary school pupils have more advanced educational options than pre-primary school kids.

Abincha (2014) performed a research in Manga Division, Nyamira County to ascertain the influence of parental involvement on the performance of ECDE students. The study used a descriptive research style that included both qualitative and quantitative methods. Simply random selection was used to choose 29 of 73 public ECDE centers, stratified sampling was utilized to identify pre-unit ECDE instructors in each ECDE center, and the chief was purposefully picked since he was the only one in the research region. Parent questionnaires were used to gather data, while interview schedules were used to obtain data from ECDE instructors and the area chief. A checklist was utilized to keep track of observations on the teaching materials and facilities available at the designated ECDE sites. The outcomes of the research indicate that parental participation does have an influence on children's performance. The new research used a method called document analysis that was not employed in the prior study.

Mwenda (2017) performed study to ascertain parents' involvement in their children's lower elementary homework in Laikipia County, Kenya. Parents, standard two instructors, and children enrolled in public schools in the Laikipia East subcounty were the subjects of the research. The research was motivated by Joyce Epstein's notion of overlapping spheres of influence, according to which the most successful families and schools share certain traits. A descriptive survey approach was used to conduct an exploratory study. The research collected data using both quantitative and qualitative approaches, including interview schedules and questionnaires. The data were analyzed quantitatively using descriptive statistics, and the findings were presented graphically with graphs, tables, and charts. According to the study's results, the majority of parents assisted their lower primary children in a variety of ways with homework. Additionally, it was revealed that parents who were illiterate were less inclined to assist their children with schoolwork. Additionally, the research revealed a correlation between parental participation and the completion of children's schoolwork. In contrast to the present research, which examined the development of fundamental reading abilities in pre-primary children, the reviewed study examined parental engagement and children's homework participation.

Mudibo (2014) performed a research in Kenya to examine the association between parental participation and academic achievement among children in the third year of secondary school. A descriptive research approach was adopted in this study. The research population included all pupils in form three enrolled in secondary schools in Magarini Sub-County. Quantitative statistics were used to examine the data. Collaboration between parents and teachers has been shown to result in increased academic attainment. Additionally, the research revealed that parental involvement, to a larger degree, created and maintained an intellectually stimulating atmosphere that develops and motivates children's desire for academic achievement. This enhances children's capabilities and self-esteem. Additionally, engaging and responsive parental participation leads in children being in school longer, which affects their career choices and growth, as well as academic development values. Additionally, it aids youngsters' preparedness for school, adaptability, and socio-emotional development. The reviewed research examined academic success among secondary school kids, who are much older than the present study's pre-primary youngsters.

Bukola and Peter (2013) performed a research in Nigeria to determine the extent of parental participation and academic success in elementary school. The research used a descriptive survey approach. The research population includes all public primary school teachers in the OndoWest local government area. Thirty public elementary schools were chosen using a purposive sampling approach based on their location within the local government's metropolitan area and their founding date of more than five years. Ten teachers were randomly selected from each institution using the ballot system's basic random selection approach. This research interviewed 300 public elementary school teachers. The tool was a questionnaire named "questionnaire on parental engagement in elementary school education." Parental engagement in primary school education, according to the study's results, is modest in terms of supplying instructional materials, curriculum implementation, and administration. Not only did the present research establish parental involvement levels, but it also examined how effectively pre-schoolers' home learning predicts their school learning results.

Leila (2015) used Somalia's parents to do study on the influence of Somalia Parental Involvement in their Children's Education: Case Studies of Two Urban Public Schools in the United States of America. The purpose of this research was to ascertain the opinions of Somali parents and teachers about successful parental involvement in the education of Somali–American pupils. Epstein's (2002) Framework of Interlocking Spheres of Influence serves as a conceptual foundation and jumping-off point for addressing the study's guiding question: "What factors influence how school personnel and Somali families evaluate effective parental involvement in their children's education?" A case study technique was employed to obtain data. Additionally, data were triangulated through face-to-face interviews with 26 respondents (fourteen Somali parents, ten teachers, and two school administrators) in English and Somali; document analysis; and observation of interactions between school administrative staff and parents, as well as attendance at a Parent Night event. The research revealed that when children carried their homework home and teachers and other school personnel offered school-based solutions that addressed obstacles to effective parental involvement, children made great academic gain. This research, however, included a lower sample size than the present one, which comprised 65 ECDE lead teachers, 20 head teachers, 210 pre-school parents, 210 pre-school kids, and three ECDE Divisional Coordinators. Additionally, the present research sought to ascertain the degree to which various levels of parental involvement affect children's educational results.

Chindanya (2011) performed a qualitative research in Zaka, a materially deprived rural region in Zimbabwe, to ascertain parents' engagement in their children's schooling. The impediments to their involvement were examined with the goal of eliminating or reducing them for the benefit of the affected primary school children. Not only was the attribution theory used to explain present levels of parental participation, but it was also utilized to suggest strategies for increasing parental involvement in their children's school education. This qualitative research of 10 elementary schools employed observation, semi-structured interviews with school administrators, focus groups with parents, and an open-ended questionnaire with instructors. A mix of chain reference sampling and case sampling was used to choose respondents. According to the study's results, the majority of parents provided minimal direction to their children on how to do their homework and

examined their children's work infrequently. This research varies from the present study in that it examined the state of parental engagement using attribution theory, while the current study employed Epstein's theoretical lens to pre-school education in Kenya.

Muindi (2010) surveyed pupils in Kenya to ascertain the many elements that influence their performance at the conclusion of the school year. The poll examined the children's personal, familial, and school characteristics, as well as the ways in which these factors assisted or harmed their development. 7931 youngsters from 328 elementary schools in 76 districts throughout the nation were questioned. Only 17% of dads and 36% of moms in Nairobi assist their children with homework, according to the report. This meant that almost 60% of parents were not closely monitoring their children's schooling. On the other hand, the KNEC survey examined simply parental engagement in their children's homework, while the present research sought to determine the effect of Epstein's first four levels of parental involvement on children's learning results.

Kimathi (2014) performed a research in Kenya on the impact of parental involvement on lower primary school children's reading performance. The study used a descriptive research design and was led by Hoover-Dempsey and Sandler's parental involvement model, which was augmented by Grolnick's parental participation theory. The data collection method was structured interviews with 137 randomly chosen parents from public and private elementary schools. According to the study's results, the majority of parents engaged in little role construction in relation to their children's at-home reading. Despite showing a substantial correlation between teacher invitation and parental engagement in the modeling, cognitive, and behavioral domains using a Chi-square test, the research discovered that teachers' invites for parental involvement are exceedingly low.

Additionally, substantial relationships were identified between parents' role construction and their involvement in the modeling, cognitive, and behavioral components. On the other hand, the present study integrated Epstein's (1987) theory of overlapping spheres of influence and a hybrid research design based on contemporaneous triangulation. The research acquired the requisite sample size via the use of cluster random, simple random, and purposive sampling approaches. Rather than employing chi-square, the present

research establishes correlations between variables using descriptive and inferential statistics, as well as regression analysis.

2.6 Existing Gaps in the Literature Review

There is substantial evidence that parental involvement in home learning activities is one of the most effective strategies to promote and enhance children's educational attainment (Muindi, 2010). Recent reviews of research indicate that parental/family participation at home and at school has a major impact on children's development (Jeffries, 2012). However, research conducted in Kenya, Africa, and other regions of the world on the impact of parental participation on children's academic achievement reveals conflicting conclusions regarding the degree to which parental involvement predicts academic accomplishment. As a result of these deficiencies, a study is required to close these gaps.

While there has been an explosion of study and literature on parent involvement/engagement in recent years, there are still areas of emphasis about which we know little. There is a dearth of research and literature on Kenya. While the literature in this sector, which is dominated by Americans and wealthy countries, is extremely beneficial, it represents a situation completely different from that of Kenya. Thus, the current study sought to provide literature and findings that could aid in the formulation of policies and practices in Kenya that reflect the needs of children, families, schools, and communities.

A second notable gap is the scarcity of research that assess parental engagement from the views of parents, teachers, and preschool children, rather than educators. Much of the existing research and literature focuses on educators' reports and opinions of the school landscape, as well as parents' perspectives on their role in their children's academic progress (Nermeen, Heather, & Elizabeth, 2010). It frequently conducts study on parents rather than on parents, teachers, and children, particularly during a child's formative years. What would be discovered if parents shared their children's education experiences

and their own parenting experiences in connection to the school landscape? What might become apparent as a result of this research that is not already addressed in the literature or in the field?

Another gap in the field of parental involvement concerns the benefits of parental engagement for parents, learners, and teachers. The study is based on Epstein's (1995) theoretical model, which identifies six critical components of parental involvement: parenting, communicating, volunteering, at-home learning, decision-making, and collaboration with the community. There have been few studies conducted to determine what these benefits might be, how they might occur, or how they might enhance parents, families, and communities, all of which the current study seeks to establish.

Given the available literature, the benefits of school, family, and community connections are highlighted, as are the importance of developing trusting relationships, sharing power with parents and community members, working with diverse families, and connecting with community resources (Harper & Pelletier, 2010; Hinojosa, 2014). In this light, it was necessary to conduct a study in a broader context, assessing the influence of parental participation on learning outcomes in pre-schools in Manga Sub-County, Kenya, using Epstein's hypothesis.

CHAPTER THREE

RESEARCH METHODOLOGY

3.1 Introduction

This chapter discusses the study's research methodology. It discusses the research design, the study region, the target population, sampling methodologies and sample size, the research tools, their validity and reliability, their trustworthiness and authenticity, the data collecting processes, the data analysis, and ethical issues.

3.2 Research Design

A research design is a framework, methodology, blueprint, or strategy for solving research problems (Orodho, 2003). It provides a framework for comprehending how the many components of the research project interact to address the research project's primary research questions. The study employed a contemporaneous triangulation research technique to solve the research concerns. Concurrent mixed methods procedures included mixing or merging quantitative and qualitative data in order to perform a full analysis of the research topic. The researcher employed this strategy to gather quantitative and qualitative data concurrently and then incorporate them into the overall findings interpretation (Denscombe 2008; Creswell, 2009; Creswell and Zhang, 2009; Creswell and Plano Clark, 2011).

Qualitative and quantitative approaches were utilized in conjunction at different phases of the research process, including the creation of study questions, data collecting, and data analysis (Bryman, 2006; Teddlie and Tashakkori, 2009; Creswell and Plano Clark, 2011). This research technique enabled the study to gather more data and provide a more comprehensive answer to the research questions than would have been achievable utilizing simply a qualitative or quantitative methodology (Creswell and Plano Clark, 2011). This technique is more suitable since it increases the validity and dependability of the data acquired, hence increasing the investigation's overall strength (Denscombe, 2010). When dealing with qualitative data, the design enables the gathering of

information on the problem's present state, even when the researcher lacks direct control over the independent variables as a result of the manifestation's appearance (Denscombe, 2008).

Additionally, the approach was more appropriate since it allowed for the collection of data on a large number of instances through questionnaires and interviews. The study's approach, which makes use of quantitative data, enables the finding of expected associations and the degree of association between variables (Creswell & Zhang, 2009). The approach was adopted so that researchers could investigate connections between factors that could not be altered experimentally (Orodho, 2009). Therefore, it was more relevant, given the study's objective of examining parental engagement in the teaching of pre-school children in Kenya. As seen in Figure 3.3, the researcher collected and evaluated data using a contemporaneous triangulation methodology.

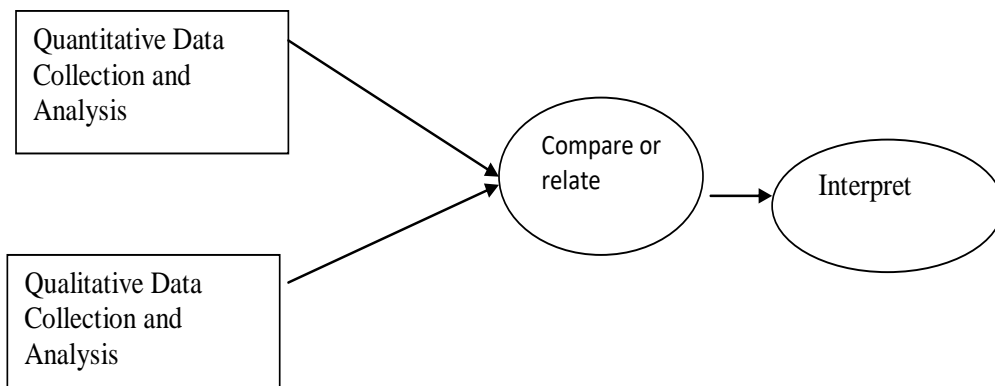


Figure 2 Concurrent triangulation designs (diagram)

Concurrent triangulation design was used to develop a more complete understanding of the research problem by obtaining different but complementary data for validation purposes.

3.3 Location of the Study

The study was conducted in Nyamira County, Kenya, in the Manga Sub-County. Parental engagement in their pre-school children's education was only 15.7 percent, according to the Manga Sub-County, Nyamira County education office (SCDE, 2015). This demonstrated a troubling tendency in Manga County's parental participation in their

children's schooling. Manga sub-county was founded in 2008 after Masaba sub-county was divided. The sub-county has an area of around 115.5 square kilometres and has a population of 105,850 people, indicating a dense population. On the east is Nyamira, on the north is Masaba North, on the north-west is Kisii Central, and on the west is Marani. The Manga retail mall serves as the company's headquarters. Manga is separated into three subcounties: Kembra, Magombo, and Manga. There are fifteen locations and twenty-three sub-locations in the sub-county. The county is predominantly populated by Abagusii, however other groups also reside there. The sub-county is defined by latitude -00s, 45 0 s, and longitude 350E, 00 E. (Appendix P). In locations where youngsters harvest tea to augment their family's income, poverty levels are high. Access to education is constrained as a consequence of this poverty index and children's engagement in different types of child labour. On the basis of this background information, the Manga sub-county was selected for this inquiry.

Agriculture, cattle raising, and poultry keeping are the economic backbones of the sub-economic county. As a consequence, 70% of the population works in agriculture for very poor earnings. Despite the fact that agriculture is the main source of income for the majority of people in the sub-county, the sector confronts a number of barriers that, if not addressed, will continue to impede poverty reduction efforts. Among them are the high prevalence of HIV/AIDS, which has resulted in deaths and the depletion and diversion of critical family incomes, the uneconomic subdivision of land due to high population pressure, low agricultural productivity, prohibitively high input prices that discourage farmers from investing in agriculture, and volatile cash crop prices. This situation is aggravated further by female and youth landlessness, as well as mismanagement and near-collapse of cooperative organizations, notably in the coffee and pyrethrum sectors, as well as insufficient agricultural output marketing.

The sub-county's poor degree of human resource development is one of the primary reasons of poverty. The cost of education is excessively expensive for the majority of people, and as a consequence, their level of literacy is relatively low. This, combined with a scarcity of institutions and the low quality of education acquired through them, means that the population, particularly the labor force, is ill-equipped to compete

effectively in the local labor market and thus lacks the ability to secure remunerative jobs or other sources of income (GDP, 2002-2008).

3.4 Target Population

A population is a collection of humans, events, or things that share some observable trait (Mugenda & Mugenda, 2003). The study's units of analysis were 65 public pre-primary schools. 65 headteachers, 210 parents, 210 preschool students, 65 ECDE pre-school lead teachers, and three ECDE divisional coordinators were targeted. Table 3.1 summarizes the target population for three educational divisions.

Table 3.1 Target population distribution

Educationa l Division	Schools	Parent s	Prescho ol	Head Teacher	ECDE Lead	ECDE Divisional
Manga	24	78	78	24	24	1
Magombo	28	90	90	28	28	1
Kemera	13	42	42	13	13	1
Total	65	210	210	65	65	3

Source: a survey (2017)

3.5 Sampling procedures and Sample size

Sampling is the method through which a researcher obtains information about people, places, or objects. It is the process of selecting a subset of humans or items from a population in such a manner that the subset has characteristics of the group (Orodho and Kombo, 2002). According to Kothari (2006), the sample size should be ideal, neither too huge or excessively small. The study included all 65 public ECDE facilities located within Manga Sub-County. The sample sizes for preschool parents and preschool children were 136 each (Appendix K), however the sample size for ECDE lead teachers was 65 utilizing the saturation sampling approach. Twenty headteachers were selected for qualitative data using a 30% cut-off point as indicated by Mugenda & Mugenda (2003) and Creswell (2013), and three ECDE divisional coordinators were selected using a

saturation sampling approach. The sample size for the investigation is shown in Table 3.2.

Table 3.2 Target population and sample size

Respondents	Study Population	Sample	Sample (%)
Preschool PP2 Children	210	136	64.8
Preschool PP2 Parents	210	136	64.8
ECDE lead teachers	65	65	100.0
Head teachers	65	20	30.0
ECDE Divisional	3	3	100.0
Total	553	360	65.5

Source: Survey data (2019)

3.6 Data Collection Methods

The study employed the use of Questionnaires, in-depth interview Guide, and A Focus Group Discussion to collect data.

3.6.1 Questionnaires

The research collected data regarding Epstein's theoretical lens of parental engagement in preschool education using self-administered questionnaires. According to Borg and Gall (1983), questionnaires are the most effective way to contact a large number of respondents in a short period of time, and so were ideal for this research owing to its huge sample size. Additionally, questionnaires were perfect for the research since they elicited a wealth of data and a more complete picture of parents' involvement in their children's education (Denzin& Lincoln, 2005b). The surveys were constructed using the Likert scale and contained both open-ended and closed-ended questions. The structured closed questions were accompanied with suitable but restricted answer options from which respondents selected the replies that most accurately characterized the study's many occurrences. Additionally, the open-ended questions encouraged respondents to contribute information spontaneously and without prompting. The questionnaire was selected to preserve respondent anonymity and consequently the respondent's willingness

to reply freely. Questionnaires for Preschool Parents (QFPSPs), ECDE Lead Teachers (QFPLTs), and a grading scale for Basic Literacy Competencies were included in the questionnaire (QFBLCR).

3.6.1.1. Questionnaires for Pre-School Parents (QFPSPs)

QFPSPs were used to collect information from 136 parents (Appendix D). The questionnaire was divided into two sections, A and B. Section A captured the demographic characteristics of respondents while section B dwelled on the main research questions of the study.

3.6.1.2. Questionnaires for ECDE Lead Teachers (QFPLTs)

QFPLTs were utilized to gather data from 65 ECDE lead instructors (Appendix E). The questionnaire allowed the researcher to verify preschool parents' assertions regarding their engagement in their children's education. With the cooperation of elementary school administrators who hosted the ECDE centers, the researcher selected the 65 ECDE lead teachers. The questionnaire was divided into two sections: A and B. Section A concentrated on the respondents' demographic characteristics, while Section B concentrated on the study's core research themes.

3.6.1.3. Questionnaires for Basic Literacy Competencies Rating (QFBLCR)

The QFBLCR (Appendix F) was utilized to measure preschoolers' fundamental reading skills, which served as the dependent variable for this research. The instrument was developed from the Ministry of Education, Science, and Technology's Kenya School Readiness Assessment Tool, with minor adjustments to fit to the study's conceptual framework and objectives. On a scale of 1 to 5, the lead instructors evaluated the chosen children's language, numeracy, motor, and social abilities. Throughout the study period, the instrument was used in combination with the instructors' continuous progress reports. The questionnaire was divided into two sections: A and B. Section A emphasized on the children's demographic characteristics, while Section B examined the children's fundamental literacy competences in language, numeracy, motor, and social skills.

3.6.2 Interview Guide

Interviews were conducted using a pre-prepared set of questions to obtain personal information, knowledge, attitudes, or opinions from each participant. The in-depth interview method was appropriate for the study because it allowed for adjustment of the respondents' language level, allowed the interviewer to respond to questions and provide clarifications, allowed the researcher to prompt and probe deeper into a given situation, allowed the interviewer to probe or ask more detailed questions in certain situations rather than strictly following the interview guide, and allowed the researcher to explain or rephrase the respondents' responses. Interviews with Headteachers and ECDE divisional officials were conducted using the data collecting instrument.

3.6.2.1 Interview Guide for Head teachers (IGFHTs)

A face-to-face IGFHTs was conducted with each of the twenty head teachers to elicit replies. Preschool head teachers were labelled as HT1, HT2.....HT20 for data gathering reasons. The discussion was directed by a few leading questions related to the study's objectives (Appendix G). They were purposefully chosen for the study because they possessed the most extensive long-term teaching experience and were widely believed to be capable of providing perspectives on the application of Epstein's theoretical lens of parental involvement in pre-primary education and its effect on the acquisition of basic literacy competencies. The questions were all structured similarly, which facilitated the process of concentrating on, interpreting, coding, and comparing data.

3.6.2.2 Interview Guide for ECDE Divisional Officers (IGFDOs)

We held face-to-face IGFDOs with each of the three ECDE divisional officials to elicit responses. To facilitate data collection, ECDE divisional officers were assigned the designations DO1, DO2, and DO3. The discussion was directed by a few leading questions related to the study's objectives (Appendix H). They were chosen for the study because of their knowledge of education and their conviction that they could provide perspectives on Epstein's theoretical lens of parental involvement, specifically its application in pre-primary education and subsequent influence on preschool children's

acquisition of basic literacy competencies. The questions followed a consistent format, which aided in concentrating on, interpreting, coding, and comparing data.

3.6.3 Focus Group Discussion

A Focus Group Discussion is a technique that comprises conducting an in-depth interview with individuals who have been carefully selected but are not necessarily representative (Lederman and Thomas, 1995). Nine individuals engaged in focus group discussions: three parents of pre-schoolers, three headteachers, and three pre-primary teachers. They were arranged to meet at a nearby hotel in Manga town on a day convenient for the bulk of them. P1, P2, P3, P4, P5, P6, P7, P8, P9, and P10 were assigned to them. The discussion was directed by a few leading questions related to the study's objectives (Appendix I). Focus Group discussions were appropriate for the study because they relied on participant interaction within the group rather than with the interviewer; they were time efficient, yielding a large amount of data in a short period of time; however, they yielded less data than one-on-one interviews with the same number of individuals (Cohen et al., 2000). Additionally, since this sort of interview did not require any writing and encouraged parents to talk in their own language, the researcher was able to contact semi-literate and illiterate parents.

3.7 Validity of Research Instruments

The validity of a research instrument is a measure of how correctly a test or instrument measures what it is meant to or is expected to measure (Mbweza, 2006). This research employed a triangulation technique to determine the instruments' validity. In both qualitative and quantitative research, triangulation is a useful strategy for demonstrating concurrent validity (Campbell and Fiske 1959). Thus, places overlooked by one method were bolstered and regulated by the other.

Cross-checking data using many ways guaranteed the data's legitimacy. This is consistent with Cresswell's (2009) argument that using several models to gather data reduces the possibility of obtaining inaccurate or incorrect data. The research study also employed content validity to ensure that the data obtained appropriately reflected the study's aims.

Two supervisors from Jaramogi Oginga Odinga University of Science and Technology's Department of Special Needs Education and Early Childhood Development examined the research instrument in this study to ensure that it logically appeared to accurately reflect what it was intended to measure and covered what it was intended to cover (Mbwesa, 2006). The study's questions were discussed between the two supervisors. The wrong ones have been rephrased, while the remaining ones have been modified. This helps the researcher in establishing the content validity of the instruments.

3.8 Reliability of Research Instruments

According to Gall and Borg (2007), reliability refers to the degree to which other researchers would get comparable findings if they employed the same methodologies.

3.8.1 Reliability of Quantitative data

The instrument's dependability was assessed during the piloting stage using the test-retest approach. According to Krejcie and Morgan (1970), a sample should be proportionate to the population being studied (AppendixK). The study instruments were piloted at seven primary schools in the adjoining Masaba North sub county by seven head teachers, seven pre-primary lead teachers, seven pre-primary school parents, and three divisional officials. After one week, the same headteachers, parents, preschool lead teachers, and Divisional Officers were re-administered the questionnaire. We created composite ratings for parental involvement and pre-school children's learning outcomes, and then used Pearson's Product Moment Correlation Coefficient to connect the two sets of data. The following formula is used:

$$r = \frac{N\sum XY - \sum x \sum y}{\sqrt{[N\sum x^2 - (\sum x)^2][N\sum y^2 - (\sum y)^2]}}$$

- Where
- r = Pearson's coefficient or correlation coefficient
 - N = the number of respondents completing the questionnaire
 - x = the scores of the first administration
 - y = the scores of second administration after one week.

We calculated the mean average of the correlation coefficients for each metric and obtained an overall Pearson's Product Moment Correlation Coefficient of 0.724. This was deemed sufficient by Creswell (2013) and Oso (2013).

However, in addition to demonstrating reliability via a test-retest procedure, a measure of each measure's internal consistency was examined. Internal consistency is a term that relates to an instrument's capacity to remain error-free, dependable, and steady across time and across the scale's many aspects (Creswell & Plano, 2011). Cronbach's alpha coefficient analysis was done to determine the internal consistency of the measures, since it is the most accurate indicator of inter-item consistency reliability for Likert or rating scaled measures. For each of the questionnaire's subscales, the reliability of multi-item opinion items was assessed individually, and the coefficient alpha values for these variables are provided in Table 3.3.

Table 3.3 Internal Consistency: Cronbach's Alpha Results for the Questionnaire

Scale	No. Items	Cronbach's alpha	Conclusion
Preschool Parents' Involvement Questionnaire			
Home Parenting Environment	10	0.802	Reliable
Home to School Communication	9	0.712	Reliable
Parental Volunteering Services	7	0.708	Reliable
Home Learning	10	0.811	Reliable
Mean Average Alpha Index		0.758	Reliable
Preschool Basic Literacy Rating Questionnaire			
Language Competencies	6	0.866	Reliable
Numeracy Competencies	6	0.808	Reliable
Social Competencies	6	0.767	Reliable
Motor Competencies	6	0.801	Reliable
Mean Average Alpha Index		0.811	Reliable

Source: Author (2019), SPSS Analysis.

The Preschool Parents' Involvement Questionnaire and the Preschool Basic Literacy Rating Questionnaire have mean average internal consistency reliability values of 0.758 and 0.811, respectively, as shown in Table 3.3. This suggests that the instruments were internally consistent, meaning that they were appropriate for use in the actual research. These results confirmed Roscoe's 1975; Adams and Schravel's 1985; Best's 1989; Borg and Gall's 1996; Best and Khan's 2004; Uma, Sakaran, and 2007; and Oso and Onen's 2009 suggestions to compare a reliability coefficient to a $r=0.7$ criteria. According to Nunnaly (1978), Watundu, Musa, and Mukyasi (2011), although 0.7 is the commonly accepted reliability coefficient, lower criteria are sometimes acceptable. Briggs and Cheek (1986) and Pallant (2007) advise for values less than 0.7 in psychometric studies, with acceptable inter-mean correlations ranging from 0.2 to 0.4. Similarly, Pallant (2007) argues that when the total number of items on the scale is fewer than 10, an alpha of less than 0.7 is suitable, but recommends instead utilizing inter-item correlations to determine internal consistency. Bonnet (2003) illustrates how inaccurate coefficient alpha may be when sample numbers are minimal. The results of this research suggest that all alpha values were larger than 0.7, indicating that internal consistency of the questionnaire was achieved.

3.8.2 Trustworthiness of qualitative data

Qualitative research approaches are broad and include a variety of philosophical perspectives, including ethnography, feminisms, constructivism, and social realism (Oso&Onen, 2010). Given that qualitative research does not use instruments with established validity and reliability standards, it was vital to discuss how qualitative results were credible, transferable, confirmable, and reliable (Lincoln&Guba 1985). As a consequence, we assessed the validity and reliability of qualitative data using Lincoln and Guba's (1985) qualitative paradigm of credibility, transferability, dependability, and conformability.

Credibility

The purpose of internal validity or credibility is to demonstrate that the research was done in such a way that participants were correctly identified and characterized, and that there

was trust in the results' truthfulness. The study's legitimacy was established by the following:

- a) Collecting data over a prolonged period (3 months) in order to allow a researcher to overcome his or her own prejudices and perspectives
- b) The researcher verified the accuracy of the results and interpretations with informants.
- c) The researcher mechanically recorded data on audio cassettes.

Transferability

External validity or transferability refers to the degree to which the study's findings may be extended to the community from which the sample was selected or to other comparable situations. The study's transferability was ensured by the following:

- a) Defining the study's precise emphasis, including the conceptual framework.
- b) Detailed description of the technique.
- c) Describe the procedures used to acquire and analyze data.

Dependability

On the other side, external dependability refers to the extent to which a research can be replicated. It refers to the extent to which a technique consistently generates the same results regardless of the testing method utilized. Lincoln and Guba (1985) define dependability as the degree to which a study may be reproduced and the findings remain consistent.

The researcher followed the following steps to assure the findings' dependability:

- a) Give a clear account of the questioning process to elicit the methodological phases.
- b) Produce research outputs via the presentation, interpretation, and suggestion of data.
- c) Maintain an audit trail of all audio recordings, field notes, and interview transcripts.

- d) The study established dependability using an inquiry audit, in which two university-assigned supervisors evaluated and assessed the research method and data analysis to guarantee that the results were consistent.

Conformability

Conformity, objectivity, or internal consistency all relate to the circumstance in which two or more individuals obtain the same meaning from the same categories (Field, 1980). The researcher's major concern is that he or she builds interpretations and classifications based on what others observe in the data, rather than on personal bias.

- a) It was accomplished by: If necessary, collaborating with well-trained research assistants to guarantee that they interpreted the data in the same way (Lecompton&Preissle, 1993).
- b) Discussing and sharing the meanings, categories, and concepts that arise from the research with his or her colleagues to see if they share the same perceptions
- c) Publishing the thesis in a peer-reviewed journal.

3.9 Data Collection Procedures

The researcher first obtained permission from the Director of Postgraduate Studies at JaramogiOgingaOdinga University of Science and Technology (Appendix L) to conduct the study, which enabled the researcher to apply for a research permit from the National Commission for Science, Technology, and Innovation (Appendix M). The researcher then received authorization to conduct the study in the region from Nyamira County's County County and County Director of Education (Appendix N, O, P and Q). The relevance of the research was explained to respondents, and they were assured orally and in writing that their information would be maintained discreetly.

With the support of the ECDE lead instructors, the researcher chose 136 students in PP2 and their parents. The questionnaires for preschool parents and the assessments of fundamental literacy competence were coded to facilitate the identification of parents and their children throughout the data processing stage. The researcher sent questionnaires to

ECDE lead teachers and preschool parents on an individual basis. To complete the surveys, parents were questioned mostly at the ECDE centres or at their residences or places of work. Except in rare situations when a responder asked to complete the questionnaires later, questionnaires were collected on the same day they were delivered. The ECDE lead teachers performed each child's reading competence assessment. Generally, ECDE lead teachers were given two weeks to complete the literacy proficiency surveys. Between 30 and 60 minutes were spent interviewing the sampled head teachers and ECDE Divisional Coordinators. To prevent forgetting, the discussion was documented by jotting down key topics and having them transcribed the same day.

The focus group discussion lasted almost an hour and was held at a Manga town hotel. The moderator (researcher) used open-ended questions to elicit responses from and generate debate among the participants. The moderator's goal was to elicit as much discussion and commentary as possible within the allowed time. The questions included probes that introduced participants to the discussion topic and helped them feel more at ease sharing their perspectives with the group, follow-ups that delved deeper into the discussion topic and participants' perspectives and exit questions that ensured the researcher did not miss anything.

3.10 Quantitative Data Analysis

The data analysis process comprises summarizing massive volumes of raw data as well as categorizing, reorganizing, and classifying the data. This was done by changing the data obtained in such a manner that superfluous data was omitted (Mbweza, 2006). Quantitative data were first coded and entered into a computer, where they were analyzed using the Statistical Package for Social Sciences (SPSS) version 22.0. Quantitative data analysis included both descriptive statistics, such as frequency counts, percentages, and mean values, and inferential statistics, such as regression analysis. The purpose of descriptive statistics was to allow the researcher to properly explain a distribution of scores or measures by using a limited number of indices (Mugenda & Mugenda, 2010). This facilitated the researcher's organization and evaluation of massive volumes of data in a more understandable way (Mbweza, 2006). However, conclusions were made using

inferential statistics. All hypotheses were tested at the .05 level of significance, so that if the p-value was \leq , the null hypothesis (H_0) was rejected, however if the p-value was $>$, the null hypothesis (H_0) was not rejected. The quantitative data were examined using the matrix presented in Table 3.4 for quantitative data analysis.

Table 3.4: Quantitative Data Analysis Matrix

Research Questions	Independent Variable	Dependent Variable	Statistical Test
To examine the influence of home parenting environment on the acquisition of literacy competencies in pre-primary education	Home parenting environment	Acquisition of literacy competencies in pre-primary education	Means Percentage
To determine the influence of home to school communication on the acquisition of literacy competencies in pre-primary education	Home to school communication	Acquisition of literacy competencies in pre-primary education	Means Percentage Correlation Regression
To find out the influence of parental volunteering services on acquisition of literacy competencies in pre-primary education.	Parental volunteering services	Acquisition of literacy competencies in pre-primary education	Means Percentage Correlation Regression
To establish the influence of home learning on the acquisition of literacy competencies in pre-primary education	Home learning	Acquisition of literacy competencies in pre-primary education	Means Percentage Correlation Regression

Source: Author (2019)

3.10.1: Diagnostic Tests

The research performed a diagnostic analysis on the quantitative data acquired to guarantee that no statistical assumptions pertaining to correlation and regression analysis were broken. This was established by examining the normalcy, multicollinearity, independence, heteroscedasticity, and homoscedasticity assumptions.

3.10.1.1 Normality Test Results

Prior to conducting parametric tests such as the Pearson Product Moment Correlation, the assumption of normality requires that the data conform to the shape of a bell curve. According to Tabachnick & Fidell's (2001) recommendation, the research utilized Shapiro-(S-W), Wilk's a formal test for the variables' normality. For samples with a maximum of $n = 2000$, Creswell (2014) advises using the Shapiro-test. Wilk's Table 3.5 provides the Shapiro-Wilk test result from SPSS.

Table 3.5 Tests of Normality of the Data Set

	Shapiro-Wilk		
	Statistic	df	Sig.
Home Parenting Environment	.979	116	.065
Home to School Communication	.982	116	.118
Parental Volunteering Services	.988	116	.373
Home Learning	.986	116	.296
Basic competency skills	.973	116	.061

Source: Survey data (2019), SPSS Analysis

Table 3.5 shows that there was no violation of normality by any of the variables given that $\text{sig.} > .05$, as explained by Tabachnick&Fidell (2001). Hence, all the variables followed a normal distribution and did not violate the assumption of normality.

3.10.1.2: Assumptions of Multi-Collinearity

Multicollinearity refers to an abnormally high level of correlation between the independent variables in a study, such that the independent factors' influence on the dependent variable cannot be disentangled from one another (Creswell, 2014). Numerous techniques, including the correlation matrix, are employed to investigate the pattern of intercorrelation between the variables. However, as indicated by Tabachnick and Fidell, the researcher investigated the variables' multicollinearity assumption by measuring tolerance and the Variance Inflation Factor (VIF) (2001). The SPSS output in Table 3.6 indicates the tolerance and Variance Inflation Factors.

Table 3.6 Tolerance and Variance Inflation Factor (VIF) Statistics

Model	Collinearity Statistics	
	Tolerance	VIF
Home Parenting Environment	.996	1.004
Home to School Communication	.900	1.111
1 Parental Volunteering Services	.950	1.052
Home Learning	.912	1.097

a. Dependent Variable: Basic competency skills

Source: Survey data (2019), SPSS Analysis

Table 3.6 shows tolerance and VIF values, as collinearity statistics. Tolerance is the proportion of variance in the predictor that cannot be accounted for by the other independent variables. The variable's tolerance is $1-R^2$, while VIF is reciprocal. Small tolerance value ($<.10$) suggests that the variable under consideration is a perfect linear combination of other independent variables already in the regression model and it should not be added to the model because its contribution is insignificant. Table 3.6 indicates that each of the variables had adequate tolerance (tolerance value $>.10$) and Variance Inflation Factor (VIF <10), as suggested by Tabachnick and Fidell (2001), indicating that

there was no violation of multi-collinearity assumptions which is a requirement for multiple regression analysis.

3.10.1.3 Test of Independence of Observations

Assumption of independence is where observations in the sample are presumed to be independent of each other, meaning that the measurements for each sample observation are not influenced by or related to the measurements of other observations (Oso, 2013). Durbin Watson test was used to find out if the assumptions of independence of observations were met, as indicated in Table 3.7.

Table 3.7 Test of Independence: Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Durbin-Watson
1	.902 ^a	.813	.806	5.08124	1.972

a. Predictors: (Constant), Home Learning, Home Parenting Environment, Parental Volunteering Services, Home to School Communication

b. Dependent Variable: Basic competency skills

Source: Survey data (2019), SPSS Analysis

According to Tabachnick and Fidell (2001), the Durbin-Watson statistic value should be between 1.5 and 2.5 if following data are unrelated. As shown in Table 3.7, the Durbin-Watson statistic is 1.972, which is within the range of 1.5 to 2.5, indicating that the data were not autocorrelated, so establishing that the condition of observational independence was not broken.

3.10.1.4 Heteroscedasticity

Heteroscedasticity refers to a condition in which the error term is constant across all independent variable values. Gravetter and Wallnau (2000) assert that if a model is well-fitting, the residuals displayed against the fitted values should be devoid of pattern. The variance of the residuals is considered to be heteroscedastic when it is not constant.

Heteroscedasticity assumption was shown using a graphical method by fitting residuals versus fitted (predicted) values, as shown in Figure 3.2.

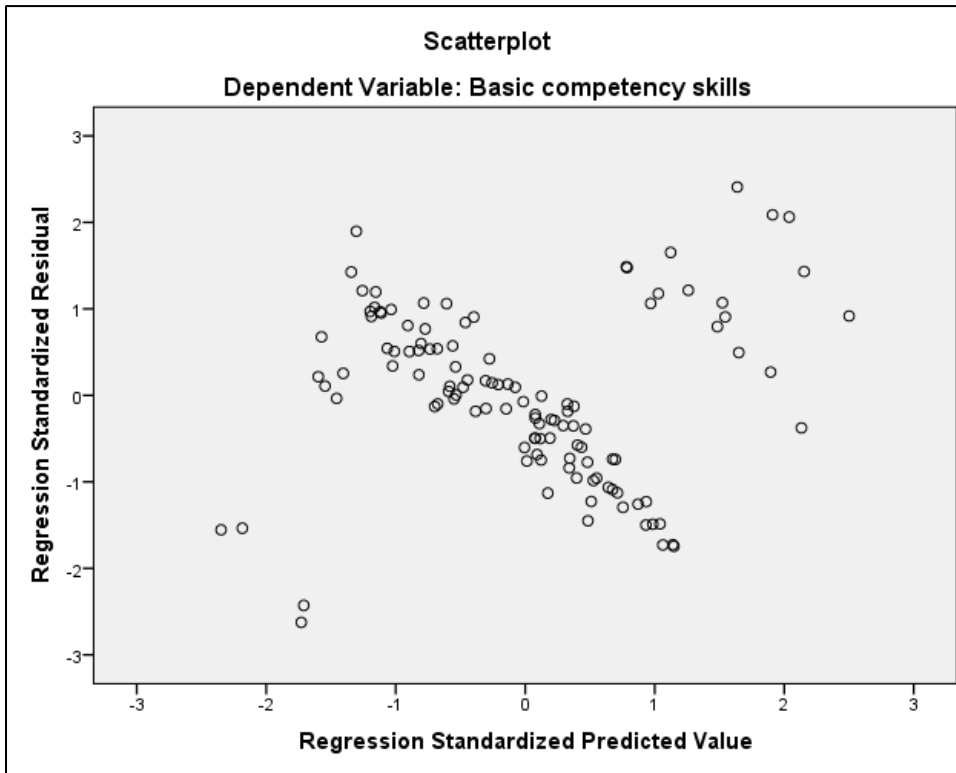


Figure 3 Scatter plot of standardized residuals against standardized predicted values

Source: Survey data (2019), SPSS Analysis

As illustrated in Figure 3.2, the data points formed a nearly pattern-free cloud of dots, indicating modest heteroscedasticity. According to Gravetter and Wallnau (2000), heteroscedasticity exists when the scatter is not even and lacks discernible patterns. This confirms the premise that errors were distributed uniformly across variables. This indicates that the variance around the regression line was nearly constant for all predictor variable values. As a result, the heteroscedasticity assumption was not broken.

3.11 Qualitative Data Analysis

Thematic analysis was utilized to evaluate qualitative data collected during in-depth interviews. Thematic analysis, as defined by Creswell and Plano (2011), comprises

identifying, analyzing, and reporting on themes discovered within a data collection. Raburu (2011), for example, emphasizes the importance of identifying and recording patterns (themes) within qualitative data. Thematic analysis was suited for this study because, as Creswell (2009) explains, it can be used to a wide variety of research questions, ranging from those regarding respondents' experiences to those about the representation and production of particular phenomena in specific situations.

From the time qualitative data were collected in the field, they were handled reflectively (Creswell, 2009; Gall et al., 2007; Maxwell, 2005). This facilitated the researcher's discovery of crucial sources and data that would have been overlooked throughout the design phase. This was performed in three ways: by conducting consultation meetings or sessions with respondents and supervisors, by using field note summaries, and by utilizing data summary sheets (Drew, Hardman & Hosp, 2008). The transcripts of recorded interviews and field notes were reviewed. Field notes were examined and analyzed in advance of coding the replies to the structured questions.

This technique enabled the researcher to review data from focus groups and one-on-one interviews. Gay's (2011) suggestions for qualitative analysis were followed, in which verbatim quotations from interviews were transcribed, classified, and themes and sub-themes formed. The qualitative data were analyzed for content using schedules of interviews with Headteachers and ECDE Divisional Coordinators, as well as data from the focus group discussions. Throughout the analytical process, themes and sub-themes emerged.

According to Creswell (2009), coding is "...the act of segmenting data into chunks or segments of text prior to giving meaning to the data." Transcripts have been carefully read. They were then classified into categories based on the study questions and data obtained (Gerstenfeld & Berger, 2011). Following that, a list of all subjects was prepared and sorted according to their similarities and differences using highlighters of different colors. Subsequently, the themes were shortened as codes and the corresponding material was placed in a word document alongside the codes. After then, these issues were categorised as significant, unique, leftovers, and developing themes. Finally, the data were classified and a preliminary analysis was performed (adapted from Creswell, 2009).

The categories were chosen throughout the construction of the research instrument using both the data and the research objectives. Sub-themes were substantially defined in light of the facts. Additionally, data from surveys and interviews were subjected to topic categorization.

Most importantly, Epstein's (1987) overlapping spheres of influence theory was utilized to assess and evaluate the data, as well as to suggest potential treatments. Thus, interpretational analysis involves a comprehensive assessment of the phenomena under investigation in order to discover valuable structures, themes, and patterns. Above all, the researcher attempted to make sense of the respondents' views of the incident, as Cohen et al. said (2007). This was a challenging assignment, but with the support of the literature and communication with the two supervisors, a considerable analysis was done.

Additionally, the research used elements from Braun and Clarke's theme analysis (2006). Braun and Clarke (2006) describe thematic analysis as a method for identifying and assessing patterns (themes) in data. It basically organizes and summarizes the data collecting process in detail. Additionally, theme analysis is employed to analyze several research components. Thematic analysis was used for this research because it is not theoretically prescriptive and hence amenable to a broad range of qualitative approaches. The research performed thematic analysis utilizing predefined procedures to ensure the rigor of the data analysis, as presented in Table 3.8.

Table 3.8 Phases of thematic analysis

Phase	Description of process
1.Familiarising yourself with data	Transcribing data by reading and re-reading the data, noting down initial ideas.
2.Generalizing initial codes	Coding interesting features of the data in a systematic fashion across the entire data set, collating data relevant to each code.
3.Searching for themes	Collating codes into potential themes, gathering all data relevant to each potential theme.

4.Reviewing themes	Checking if themes work with coded extracts and the entire data set (level 2) generating a thematic map of the analysis.
5.Defining and naming themes	On-going analysis to refine the specifications of each theme, and the overall story the analysis tells, generating clear definitions and names for each theme
6.Producing the report	The final opportunity for analysis. Selection of vivid, extract examples, the final analysis of selected extracts, relating the analysis to the research question and literature, producing a scholarly report of the analysis

Extracted from Braun and Clarke (2006)

Tables 3.9 and 3.10 show the themes and codes, verbatim quotations, themes, and codes on home-to-school communications and pre-schoolers' education reflective on the four objectives.

Table 3.9 Verbatim Quotation, Themes, and codes on the parenting environment and pre-schoolers' learning outcomes

Themes/	Extracts from the interviews
Subthemes	
Parent-child dialogue	<p><i>Parent involvement in a child's education is consistently and positively influences a child's academic performance. When a parent discusses with the child on his/her academic performance, the parent can find out areas of weakness that need adjustments [P1]</i></p> <p><i>When talking to the child, the parents learn many things about the child, the child open up about his/her academic progress and this help the parent to know how to come in, when assisting the child for good academic performance. Therefore, there should be good rapport and relationship between the parent and the child to permit free talking between the two [P, 3]</i></p>

Parental emotional support	<i>Parents should be encouraged to provide peaceful home environment for their children; they should talk, discuss and deliberate on the school matters with their children. In doing this, they are able to find out how their children socialize in school including whom they interact with. This will also help the parent to know their children better [P, 4].</i>
Parental guidance	<i>We as parents have the duty to set rules and provide good parenting style for our children. Notwithstanding strictness, children should always be guided by rules to keep their behaviour and discipline in check. This will always make them be alert and concerned with their environment and in the long run, will have a positive influence on their academic performance [P, 8].</i>
Parental physical involvement	<i>Raising of the child to a responsible member of the society is not only a responsibility of the teacher but also for the parents, especially when the child is at home. To this, they are able to monitor the child's behaviour and provide correct punitive or corrective measure in case of child's indiscipline behaviour [P, 6].</i>

Table 3.10 Verbatim Quotation, Themes and on home-to-school communications and pre-schoolers’ learning outcomes

Themes/ Subthemes	Extracts from the interviews
Parental positive participation	<i>“Many parents understand the need to keep their children in school and so would not wait for our call to remind them of their responsibility of fee payment. This has really helped us in planning and running of our operations and in the end, the bigger beneficiary is the child would always be in school for good academic performance” [P, 5]</i>
Attending PA meetings	<i>“Most of the parents came for the PA meetings and to feel part of the school operations. In doing this, they are able to monitor what takes place in the school and check the academic performance of the child” [DOI]</i>
Monitoring pupils’ class work	<i>“I more often than not call my child’s teacher to check on the academic performance of the child, the teacher is more willing to disclose the academic progress of the child and because of this we are able to discuss with the teacher on how to help the child” [P 3]</i>
Monitoring pupils’ social development	<i>“We like being asked by the parents on child’s social development, inquiring on matters concerning his or her interactions and the friends that the child socialises with. This would give us easy time in monitoring and checking the child behaviour and discuss with the parents on how to correct the child in case of indiscipline issues” [P, 6]</i>
Provision of solution to a child’s	<i>“Parents and teachers are two of the most important contributors to a student’s educational success. When parents and teachers communicate well with one another, they are able to tackle the</i>

developmental challenges	<i>learner's weaknesses and support him/her learning together. As such, communication between home and school is vital" [P, 2].</i>
Parent-teacher updates	<i>"We like parents who update us on the child's activities while at home especially when the school break for holidays because we will be able to monitor the child's behaviour while away from us. This is very crucial for the child's holistic development." [P, 5]</i>
Teacher-parent good rapport	<i>"Good communication and good rapport between the parent and the teachers creates a good atmosphere for learners to achieve well in academics. Parents that visit their children's schools for a one on one talk with the teacher on education welfare of their children is able to identify the weak areas in parental upbringing and make adjustment for good academic performance" [P, 4]</i> <i>"Parents who communicate regularly with teachers are able to understand the problems their children face in various subjects and are in a position to find the best ways to help their children which enhances their overall performance" [DO 2]</i>
School visit	<i>"When the parents visit a school for a face to face talk, he or she is able to see for him or herself the progress of their children and will make a decision on the best way to relate with the learner and collaborate with the teacher for good academic outcome of the learner. Although, there are some mode of communication that may not have much effect on academic progress of the learner, such as when the parent communicate through letters or using phone calls" [P, 9]</i>

3.12 Ethical Considerations

After the supervisors approved the research plan, the researcher obtained authorization to conduct the study from the Director of Post Graduate Studies at Jaramogi Oginga Odinga University of Science and Technology. This enabled the researcher to apply to the National Commission for Science, Technology, and Innovation for a research permission. This enabled the researcher to obtain authorization from Nyamira County's County Commissioner and Director of Education (Appendices, N, O, P, and Q). Prior to data collection, the researcher communicated the study's goal to all expected respondents and obtained their permission to participate in the study by producing an introductory letter outlining the study's purpose and procedure (Appendices, A, B, and C). Ethical considerations are critical in any study involving humans because they safeguard sampled participants from potential damage, stress, anxiety, and a variety of other undesirable effects of participation in research (Robson, 2011).

Throughout the study process, including the design, conduct, recording, and reporting of results, ethical standards were observed. This study complied with all relevant human rights criteria, including preserving research participants' dignity, rights, safety, and well-being. Participants were invited only if they satisfied the study's inclusion criteria. The researcher explained the study's purpose, research procedures, benefits, and length to all participants. Subjects who consented to participate were notified and assured that their data would be kept in the strictest of confidence. Participants were informed that they might discontinue participation in the research at any time and for any reason. Additionally, they had to sign a permission form (Appendix C). Given the important role of informed consent, the researchers provided consent information to all sampled persons or their representatives in an easily understandable and transparent manner. Typically, the two supervisors recorded and allowed informed consent. One copy was provided to the person who signed the form, and one was held by the researcher. A consent form should include the following vital components: a description of the study's purpose, the rationale for their selection, the length of their participation, and their responsibilities throughout the research. Respondents were urged to participate for the research throughout the data collection stage.

Confidentiality was emphasized, and respondents from participating colleges were coded rather than identifiable. No one else had access to the respondents' replies save the researcher and his assistants. The data were obtained for the sole purpose of conducting the research and were not used for any other purpose. Above all, this survey was performed responsibly and with the utmost respect for the respondents.

CHAPTER FOUR
RESULTS AND DISCUSSION

4.1 Introduction

The findings and interpretations of the study are summarized in this chapter, as specified in the research methodology. It is divided into sections and sub-sections. The research findings are presented in accordance with the study's objectives and hypotheses. Quantitative and qualitative data were included in the findings. The quantitative data was analyzed using descriptive and inferential statistics. Inferential statistics were used to make inferences and draw conclusions, while descriptive statistics were used to describe respondents' attitudes toward each sub-scale. The relationship between the variables was investigated using statistical tests, Pearson Product-Moment of Correlation, and multiple regression analyses. All significance tests were performed with a significance level of 0.05. The quantitative data was analyzed using the Statistical Package for Social Sciences (SPSS) version 21.0. A thematic analysis approach was used for the qualitative data.

4.2 Return rates of the instruments

The return rate of instruments of data collection was summary in Table 4.1.

Table 4.1 Return Rate of Instruments

Instruments	Administered	Returned	Response Percentages
Preschool PP2 Parents (QFPSPs)	136	116	85.3
Basic Literacy Rating (BLTQ)	136	116	85.3
ECDE Lead Teachers (QFLTS)	65	47	72.3
Head Teachers (IFHTs)	20	20	100
ECDE Divisional Coordinators	3	3	100
Overall Return Rate	360	302	88.9

Source: Survey Data (2019)

The study's goal was to collect data using 360 different tools. A total of 302 responses were received, resulting in an overall response rate of 88.9%. According to Babbie (2014), a response rate of 50% is sufficient, 60% is acceptable, and 70% or higher is ideal for analysis and reporting on a survey study like this one. The current study's response rate of 88.9% is good on this basis, indicating that the sample was sufficiently representative of the target population. The high response rate was attributed to the researcher personally handing out the tools to respondents who had been briefed on the study's purpose and goals ahead of time. It was also due to increased efforts in making follow-up calls to explain questions and encourage respondents to finish the surveys.

4.3 Demographic Characteristics of Respondents

The study considered the respondents' demographic data, including their gender, occupation, and educational level. The gender distribution of parents was critical in ensuring their even distribution and avoiding gender bias in the selection of responses. Parental participation as a predictor of learning outcomes is most likely to be influenced by the degree of education and employment status of parents. Table 4.2 summarizes the demographic features of parents, preschool lead teachers, and pre-school children.

Table 4.2 Demographic Characteristics of Preschool Parents (n=116), Preschool Lead Teachers (n=47) and Preschool Children (n=116)

Demography	Parents		Preschool Lead Teachers		Children	
	f	%.	f	%.	f	f
Gender						
Female	65	56.2	40	85.1	60	51.7
Male	51	43.8	7	14.9	56	48.3
Total	116	100.0	47	100.0	116	116
Occupation						
Employed	35	30.2	47	100.0		
Self-employed	53	45.9	0	0.0		
Not employed	28	23.9	0	0.0		
Total	116	100.0	47	100.0		
Educational level						
Primary	34	28.9	6	12.7		
Secondary	41	35.8	10	21.3		
College	27	23.3	28	59.6		
University	14	11.9	3	6.4		
Total	116	100.0	47	100.0		

Source: Survey data (2019)

According to Table 4.2, there are more female parents than male parents involved in their children's education, as indicated by 65(56.2 percent) and 51(43.8 percent) female and male representation, respectively. On the basis of occupation, 35.2% of parents were engaged in the official sector, 53.9% were self-employed, and 28.9% were unemployed.

According to the study's findings, 34 (28.9 percent) had obtained a primary certificate, 41 (35.8 percent) obtained a secondary certificate, 27 (23.3 percent) obtained a college certificate, and 14 (11.9 percent) obtained a university certificate. The disclosure of these educational credentials meant that many parents should value their engagement in their children's education. The respondents' socioeconomic situation may have an effect on their level of parental involvement in education, particularly in the supply of learning tools.

The majority of preschool lead instructors (40, 85.1 percent) were female, while only seven (14.9 percent) were male, implying that the majority of preschool learners were taught by female teachers. This is supported by the fact that preschoolers require a great deal of care and attention, which is typically provided by female teachers. According to the study's findings, the majority of preschool lead teachers (87.3 percent) had a minimum of a high school education. This demonstrates that the majority of preschool teachers provided enough information about parental involvement as a predictor of preschoolers' learning outcomes. The survey discovered no significant gender disparity among preschool children, with 60 (51.7%) and 56 (48.3%) females and males, respectively. This demonstrates that there was no discernible gender disparity among preschool children.

4.4. Rating of Acquisition of Basic Literacy Competencies

The development of preschoolers' fundamental literacy skills was tested using a rating scale adapted from the Kenya School Readiness Assessment Tool created by the Ministry of Education, Science, and Technology. On a scale of 1 to 5, the lead instructors were asked to score the selected children whose parents participated in the study using a 24 categorized questionnaire. The scores were based on indicators of Language Competencies, Numeracy Competencies, Social Competencies, and Motor Competencies, which together comprise the primary component of preschool children's basic literacy competencies. The assessment was conducted using the progress records that were kept continually during the learning time. As a result, it served as an excellent predictor of preschool learning outcomes in core reading competencies; it is a

standardized instrument and a valid measure. The results are given in Table 4.3 using the means and 95% confidence intervals for the means.

Table 4.3 Rating of Basic Literacy Competencies by L/Teacher (n=116)

Language Competencies	Mean	95% CI
1. Follows verbal directions	2.250	[2.057, 2.443]
2. Has appropriate vocabulary for the level of maturity	2.129	[1.936, 2.323]
3. Tell a short story	2.172	[1.963, 2.382]
4. Sounds letters of the alphabet	2.121	[1.935, 2.306]
5. Complete simple writing pattern based on letters	2.138	[1.958, 2.318]
6. Read and write three-letter words.	2.233	[2.049, 2.416]
Mean average	2.174	[1.980, 2.367]
Numeracy Competencies		
7. Rote count numbers 1-50	3.121	[2.996, 3.246]
8. Perform operations (put together/take away) on numbers 1-9	2.310	[2.205, 2.415]
9. Compare size/heaviness of objects	3.483	[3.357, 3.608]
10. Identify different shapes	2.931	[2.812, 3.050]
11. Tell different times of the day based on daily routine	2.483	[2.370, 2.596]
12. Match numbers with equivalent real objects/items	3.112	[3.003, 3.221]
Mean average	2.907	[2.713, 3.101]
Social Competencies		
13. Play cooperatively with other children	4.362	[4.174, 4.551]
14. Follow rules given by a teacher/adult	4.069	[3.831, 4.307]
15. Demonstrate self-control in different situations	3.293	[3.063, 3.523]
16. Name the colour of the National flag	3.793	[3.546, 4.040]

17. Follow class routines	3.086	[2.813, 3.359]
18. Identify landmarks near home	3.121	[2.996, 3.246]
Mean average	3.621	[3.427, 3.815]

Motor Competencies

19. The child throws a ball at a target	2.922	[2.676, 3.169]
20. The child catches a ball thrown at some distance	2.233	[2.041, 2.424]
21. The child makes coordinated movement in a singing game	2.259	[2.073, 2.445]
22. The child paste shapes to form artwork	2.293	[2.091, 2.495]
23. Model different objects using clay/plasticine	2.440	[2.206, 2.673]
24. Makes simple structures using locally available materials	2.190	[1.958, 2.422]
Mean average	2.389	[2.195, 2.583]
<hr/>		
Mean average rating of literacy competencies	2.771	[2.712, 2.843]

Key: 1.00-1.80 (Very low); 1.81-2.60 (Low); 2.61-3.40 (Moderate), 3.41-4.20 (High);
4.21-5.00 (Very high)

Source: Survey data (2019)

The survey results indicate that preschool learners in Manga Sub-County acquired fundamental literacy competencies at a generally modest rate. This was reflected in an overall grade of 2.771 at 95 percent confidence interval [2.712, 2.843] on a 1 to 5 scale of literacy competencies. This indicates that the majority of preschool learners displayed just average or below-average abilities in the majority of fundamental literacy competency markers. Language competence were rated the lowest in the survey at 2.174, indicating that many toddlers lacked adequate language understanding, speaking, writing, and reading skills. For example, the mean rating for all indicators of language competencies was between 2.12 and 2.25, indicating that many of them were unable to use appropriate vocabulary for their level of maturity, such as telling a short story,

correctly sounding out letters of the alphabet, completing simple writing patterns based on letters, and correctly reading and writing three-letter words.

However, the youngsters demonstrated the highest levels of social skills competency, with a mean rating of 3.62 with indicators ranging from 3.12 to 4.36, indicating a little above-moderate rating in social skills. This demonstrates that, while many of the children could play cooperatively with other children, follow some rules given by a teacher/adult, demonstrate some self-control in various situations, adhere to class routines, and identify some landmarks near their home, not all could demonstrate these social skills effectively.

In terms of numeracy competence, the youngsters had an average rating of 2.90, indicating that they have moderate talents in this area. While they scored above 3.00 in rote counting of numbers 1-50, comparing the size/heaviness of objects, and matching numbers to equivalent real objects/items, they scored lower in performing operations (add/subtract) on numbers (mean=2.31), identifying different shapes (mean=2.93), and telling different times of the day based on daily routines (mean=2.48).

Similarly, the children had a mean value of 2.38 for motor competencies. This suggests that a significant proportion of the children lacked motor abilities. For example, only "throwing a ball towards a target" obtained a rating above average (mean=2.92), while the remaining indicators received ratings less than 2.50. This means that the majority of children were unable to perform basic motor skills satisfactorily, such as catching a ball thrown from a distance (mean=2.23), moving in unison during a singing game (mean=2.26), pasting shapes to create artwork (mean=2.29), modeling different objects using clay/plasticine (mean=2.44), or constructing simple structures using locally available materials (mean=2.19).

Table 4.4 shows the mean average literacy competencies rating frequencies among the preschool children in Manga Sub-County.

Table 4.4 Basic Literacy Competencies Children Rating Frequencies

Performance index	Number of children	Frequency %	Cumulative Frequency %
1.00-1.80	4	3.45	3.45
1.81-2.60	28	24.14	27.59
2.61-3.40	67	57.76	85.35
3.41-4.20	12	10.34	95.69
4.21-5.00	5	4.31	100.0
TOTAL	116	100.00	

Source: Survey data (2019)

As illustrated in Table 4.4, a large proportion of preschoolers had a low average mean rating for basic reading competencies, with 27.6 percent of them receiving a rating of poor or very low literacy competency. Youngsters with moderate literacy skills accounted for more over half (57.8 percent) of the children surveyed, while only 14.6 percent possessed adequate basic literacy skills. This research reveals that many children in Manga Sub-pre-primary County's schools lack adequate language, numeracy, motor, and social abilities.

4.5 Home Parenting and Acquisition of Basic Literacy Competencies among Preschool Children.

The first objective of this study was to see how the home parenting environment affected the acquisition of reading skills in pre-primary students. To achieve the goal, descriptive and inferential statistics were used. The authors used descriptive statistics to look into preschool parents' perceptions of their involvement in in-home parenting, as well as preschool instructors' perceptions of the parents' involvement.

4.5.1 Views of Preschool Parents on their Involvement in Home Parenting

We asked preschool parents to rate their amount of involvement in at-home parenting. They completed a Likert scale questionnaire that included markers of at-home parenting, and their responses were summarized in percentage frequencies as shown in Table 4.5.

Table 4.5 Preschool Parents' Response on Parent Involvement Home Parenting (n=116)

Statement	SA	A	U	D	SD	Mean
I talk to my child about his or her academic progress in school.	65 (56.0%)	26 (22.4%)	10 (8.6%)	7 (6.0%)	8 (6.9%)	4.12
I talk to my child about his or her school activities.	69 (59.5%)	24 (20.7%)	18 (15.5%)	3 (2.6%)	2 (1.7%)	4.34
I Discuss other school-related events with the child (for example contact with classmates, incidents on the playground)	77 (66.4%)	19 (16.4%)	15 (12.9%)	2 (1.7%)	3 (2.6%)	4.42
I try to learn about the child's interests at school.	67 (57.7%)	19 (16.4%)	20 (17.2%)	4 (2.6%)	5 (4.3%)	4.17
I discuss the child's actions with him or her.	80 (68.9%)	20 (17.2%)	7 (5.2%)	4 (2.6%)	5 (4.3%)	4.43
I establish guidelines for how long the child is permitted to play.	73 (62.9%)	25 (21.6%)	12 (10.3%)	2 (1.7%)	3 (2.6%)	4.38
There are restrictions on the types of television shows that a child can watch.	72 (62.1%)	22 (18.9%)	17 (14.7%)	3 (2.6%)	3 (2.6%)	4.38

I Praise my child's school achievements	84 (72.4%)	15 (12.9%)	12 (10.3%)	3 (2.6%)	1 (0.7%)	4.51
I control the child's behaviours at home	98 (84.5%)	7 (6.0%)	6 (5.2%)	2 (1.7%)	3 (2.6%)	4.66
I guide and counsel my child	83 (71.5%)	22 (19.0%)	5 (4.3%)	2 (1.7%)	4 (3.4%)	4.53
Mean average rating on home parenting						4.39

Key: SA-Strongly Agree (5); A-Agree (4); U-Undecided (3); Disagree (2); SD-Strongly Disagree (1)

Source: Survey data (2019)

The survey discovered that, while the majority of preschool parents in Manga Sub-County felt passionately about their involvement in home parenting their children, some admitted that they had not provided a suitable home parenting environment. This was demonstrated by their mean overall grade of 4.39 on a 1 to 5 scale, with indicators ranging from 4.12 to 4.66. For example, while more than three-quarters of parents, 91 (78.4 percent), indicated that they always discussed academic progress with their children, 15 (12.9 percent) admitted that they rarely discussed academic progress with their children, and 10 (8.6 percent) were undecided on the question, translating to a mean of 4.12 on the Likert scale. This means that while the majority of parents discuss their children's academic status with them in order to monitor their progress, others do not. According to a representative statement from one of the Focus Group Discussions,

“Parent involvement in a child’s education consistently and positively influences a child's academic performance. When a parent discusses with the child on his/her academic performance, the parent is able to find out areas of weakness that needs adjustments” [P, 8]

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Furthermore, when asked whether they communicate with their children about school matters, only 93 (71.6%) of preschool parents acknowledged that they do, while 18 (15.5%) were undecided and 5 (4.3%) stated that they do not, equivalent to a mean of 4.34 on the Likert scale. However, the interviewee indicated that conversing with a youngster about his or her academic wellness will improve the child's academic success. For instance, one of the preschool's head teachers stated in a representation statement:

“When talking to the child, the parents learn many things about the child, the child open up about his/her academic progress and this help the parent to know how to come in, when assisting the child for good academic performance. Therefore, there should be good rapport and relationship between the parent and the child to permit free talking between the two” [H 5]

This means that creating a conducive environment for parents and children to communicate promotes a healthy relationship between parents and children, which is necessary for academic success. Similarly, Jeynes (2005) discovered a strong positive

correlation between a caring, loving, and helpful parental style and maintaining an appropriate level of punishment and academic accomplishment. This favourable link was attributed to authoritative parents' capacity to be loving and supportive while also enforcing an appropriate level of discipline in the home. Additionally, parents that exhibit this parenting style exhibit characteristics such as trust and approachability, which encourage children to communicate academic concerns and expectations with their parents.

Additionally, the study discovered that, while 96 (82.8 percent) of parents agreed that they could speak with their children about other school-related events (for example, contact with classmates, playground incidents), 15 (12.9 percent) of preschool parents expressed neither agreement nor disagreement with the statement, while 5 (4.3 percent) confirmed they could not speak with their children about school-related events. The question received a mean score of 4.42, indicating that while many parents agreed to discuss school-related events with their children, some fiercely objected. On the question of whether parents want to know what their pre-schoolers do at school, while 86 (74.1 percent) of preschool parents indicated that they always inquire about their children's activities at school, 9 (7.8 percent) stated that they rarely inquire about their children's activities at school, and a further 20 (17.2 percent) were undecided. This conclusion is consistent with Arthur (2011), who performed a qualitative study in Australia on parents' perceptions of their duties as home educators, and discovered that the majority of parents viewed themselves as partners in educating their children.

Qualitative data from focus group interactions with parents suggested that some parents were concerned about what their children were doing in school, which was likely to increase the learners' academic achievement. For example, a representative remark from one of the members of the focused group stated,

“Parents should be encouraged to provide peaceful home environment for their children; they should talk, discuss and deliberate on the school matters with their children. In doing this, they are able to find out how

their children socialize in school including whom they interact with. This will also help the parent to know their children better” [P,7].

This demonstrates that parents can also learn about their children's social welfare at school by conversing with them. El Nokali, Bachman, and Votruba-Drzal (2010) also discovered a positive correlation between family participation and students' social skills and behaviours.

Additionally, the study discovered that some parents establish rules to be obeyed in order to foster a positive home environment for pre-schoolers, while others do not. For example, although 98(84.5 percent) of preschool parents agreed that they set limits on how long their children could play, 5(4.3 percent) agreed that they do not set any limits on playing time, and another 12(10.3 percent) were unsure, resulting in a mean response of 4.38 on this statement. Similarly, whereas 94 (81.0 percent) agreed that their children were permitted to watch television shows, 17 (14.6 percent) expressed neither agreement nor disagreement with the statement, and 6 (5.2%) stated that they have no such rules regarding television viewing. In general, the statement received a mean score of 4.38, indicating that while many parents establish limits for television viewing at home, others do not. This finding is consistent with that of El Nokali et al. (2010), who discovered a favorable correlation between family participation in school and academic outcomes for children. This means that the households that offered an optimal learning environment for the children were those that established rules regarding what the youngsters could and could not do.

A representative statement from the focus group discussions also reiterated that children from homes guided by rules were more likely to perform better in academics than those from ungoverned homes. One of the parents during the discussions said;

“We as parents have the duty to set rules and provide good parenting style for our children. Notwithstanding strictness, children should always be guided by rules to keep their behaviour and discipline in check. This will

always make them be alert and concerned with their environment and in the long run, will have a positive influence on their academic performance” [P, 3].

Similarly, the Australian Council of State School Organizations, ACSSO (2006) found that improving the home environment improved students' academic performance, parents' confidence in consulting teachers, and their understanding of their children, as well as resulting in closer parent-teacher relationships. These changes in the family environment have a long-term impact on the learning and development of children.

Similarly, while the majority of parents 105 (90.5 percent) confirmed that they have control over their children's behaviour at home, 6 (5.2 percent) were neutral on the statement and 5 (4.3 percent) disagreed, resulting in a mean rating of 4.66, indicating that the majority agreed but not all. Another 105 (90.5 percent) agreed that they guide and advise their children at home, 5 (4.3%) were neutral, and 5 (4.3%) affirmed that they rarely guide and counsel their children at home. In general, the statement had a mean score of 4.53, indicating that while many parents agreed with it, not all did. This suggests that, while the majority of parents exert control over their children's behaviour at home in order to promote positive behaviour development, others exercise no such control. The finding is corroborated by Jeynes (2005), who did a meta-analysis research in the United States of America and discovered that a substantial proportion of parents were supportive, caring, helpful, and maintained an appropriate degree of discipline with their children.

Representative statements from the interviews with one of the preschool teachers also reveal that although most parents tend to monitor their children's behaviour while at home because they are also responsible for their children's growth and development, but some of them were not bothered at all. One of the preschool teachers said;

Raising of the child to a responsible member of the society is not only a responsibility of the teacher but also for the parents, especially when the child is at home. To this, they are able to monitor the child's behaviour and provide

correct punitive or corrective measure in case of child's indiscipline behaviour. However, some of my parents are not responsible at all [H,4].

This conclusion also corroborates Jeynes's (2005) discovery that a strong positive relationship exists between parental style (which is supportive, loving, helpful, and maintains an appropriate level of discipline) and academic accomplishment.

4.5.2 Views of ECDE Lead Teachers on Parent Involvement in Home Parenting

As a way of corroboration, the preschool lead teachers were asked to rate their parent's level of involvement in-home parenting. They were given Likert scaled questionnaire, with indicators of home parenting and their responses were summarized in percentage frequencies as shown in Table 4.6.

Table 4.6 ECDE Lead Teachers' Response on Home Parenting Environment (n=47)

Statement	SA	A	U	D	SD	Mean
My parents discuss with their children on their academic school progress.	6 (12.8%)	5 (10.6%)	10 (21.3%)	11 (23.4%)	15 (31.9%)	2.49
My parents talk to their child about activities he/she does at school	6 (12.8%)	8 (17.0%)	9 (19.1%)	11 (23.4%)	13 (31.9%)	2.64
My parents talk to the child about other things that happen at school (for example: contact with classmates, incidents on the playground)	5 (10.6%)	7 (14.9%)	10 (21.2%)	12 (25.5%)	13 (31.9%)	2.55

My parents find out what the	9	8	11	8	11	2.91
My parents talk with the child	16	13	7	6	5	3.62
My parents set rules about how	13	11	12	6	5	3.45
My parents set rules about the	10	9	14	8	6	
television programs the child is	(21.2%	(19.1%	(29.8	(17.0%	(12.8%	3.19
allowed to watch))	%)))	
My parents praise their child's	14	12	7	6	8	3.38
My parents control their children	12	10	7	7	11	3.11
My parents guide and counsel	11	13	7	8	8	
their children	(23.4%	(31.9%	(14.9	(17.0%	(17.0%	3.23
))	%)))	

Mean average rating on home parenting by the preschool teachers 3.06

Key: SA-Strongly Agree (5); A-Agree (4); U-Undecided (3); Disagree (2); SD-Strongly Disagree (1)

Source: Survey data (2019)

According to the lead teachers, the survey results indicate that preschool parents generally have a low level of home parenting. On a scale of 1 to 5, the ECDE lead teachers assessed their preschool parents' involvement in in-home parenting at 3.06. For example, while only 11 (23.4 percent) of the ECDE leader teachers surveyed believed their parents discussed their children's academic school progress with them, 26 (55.3 percent) disagreed, and 10 (21.3 percent) indicated they were unsure whether or not their parents discussed their children's academic school progress with them. Similarly, when asked whether their parents speak to their children about school activities, only 14 (29.8 percent) of the ECDE lead teachers agreed (mean=2.64) that their parents occasionally

speak to their children about school activities, while 9 (19.1 percent) others indicated they were unsure, and 24 (55.3 percent) believed their parents do not speak to their children about school activities. Additionally, it was discovered that many parents rarely speak with their children about other school-related events (for example contact with classmates, incidents on the playground). This was corroborated by a mean rating of 2.55, with only 12 (25.5 percent) responding affirmatively, 25 (57.4 percent) responding negatively, and ten (21.2 percent) remaining undecided on the subject. These findings corroborate those of Kimathi (2014), who conducted research in Kenya on the effects of parental participation on lower primary school children's reading achievement. The study discovered that most parents had poor levels of role construction in terms of their involvement with their children's at-home reading. On the other hand, Muindi (2010), who did a study in Kenya to examine the many factors related with students' performance at the conclusion of the school cycle, refutes the present finding. They were also backed up by Mukonogwa (2014), who argued that "Parents have a significant role to play in shaping the implementation of inclusion."

Similarly, the ECDE lead teachers assigned a 2.91 rating to their parents' interest in discovering what their children enjoy. This was demonstrated by a few 17 (36.1%) of the ECDE lead teachers who stated that their parents usually inquire about their children's interests at school and a large number of 19 (40.4%) of them who considered their parents were uninterested in learning about their children's interests at school. On the contrary, the survey's findings indicate that many parents discuss their children's behavior with them. This was verified by the mean rating of ECDE lead teachers of 3.62, with 29 (55.9 percent) of them saying that they were content with their parents discussing their children's behaviors, but 11 (23.4 percent) and 7 (14.9 percent) of them expressing the opposite opinion. Additionally, while 18 (38.3 percent) of the ECDE lead teachers disagreed, 17 (36.1 percent) agreed that their parents exert control over their children's behavior at home, resulting in a mean rating of 3.11 on the home parenting scale.

On the subject of regulations, the poll found that more than one in every two ECDE lead teachers believed their parents established certain rules. For example, creating restrictions for playing was rated 3.45, with 24 (55.3 percent) of respondents agreeing that their

parents set limits on how long their child may play, but 11 (23.4 percent) disagreeing. Similarly, while 19 (40.3 percent) of ECDE lead teachers agreed (mean=3.19) that their parents set rules for the television programs their children may watch, 14 (29.8 percent) of respondents did not believe their parents set rules for their children's television viewing, but 14 (29.8 percent) indicated that they were unaware of their parents' television viewing habits.

Qualitative data corroborated these findings; example, when questioned about a good home or school environment for pre-schoolers, some ECDE Coordinators remarked:

“By providing Day Care Centres.....the reality is that mothers, the principle caregivers for children below the age of three years in most traditional societies, also deal with many other household chores leaving little or no time to dedicate to the young ones. This necessitates provision of day care centres to ensure that children receive care as their mothers engage in other economic and social activities..... Creating a child friendly space” (DO, 3).

On the concern of having a good environment for preschoolers, another ECDE Coordinator reported that:

“No we are going inclusive education way.... Caring for the Orphaned and Vulnerable While the number of orphaned and vulnerable children is on the rise – mainly as a result of HIV/AIDS – care and support systems remain weak because of dwindling social networks in families and communities. Tragedy is that some children are orphaned quite young, making them miserable and vulnerable to abuse. From lack of adequate food, psychological support and care and access to school, their world crumbles at a critical stage of their development leaving them with – in the absence of proper intervention - lifelong scars” (DO,1).

Additionally, the study's findings revealed that, while more than half of preschool parents always congratulate their children's academic achievements, some of them rarely do so even when their children attain better academic achievement. This is reflected in a mean

rating of 3.38, with 26 (55.3 percent) of the ECDE lead teachers sampled answering affirmatively and 14 (29.8 percent) responding negatively to the survey.

4.5.3 Regression Analysis: Influence of Home Parenting on Acquisition of Basic Literacy Competencies in Preschool Education.

H₀1: *There is no statistical significant influence of home parenting on the acquisition of basic literacy competencies in pre-primary education.*

The null hypothesis was tested using simple linear regression analysis to investigate the impact of home parenting on preschoolers' acquisition of basic literacy skills. The investigated null hypothesis was $H_0: \beta_1 = 0$ and the corresponding alternative hypothesis was $H_1: \beta_1 \neq 0$. If the null hypothesis is true, then from $E(Y) = \beta_0 + \beta_1 X$ the population mean of Y is β_0 for every X value, which indicates that X (home parenting) does not influence Y (acquisition of basic literacy competencies) and the alternative being that home parenting environment associated to the acquisition of basic literacy competencies. The significant level (p-value) was set at .05, such that if the p-value was less than 0.05, the null hypothesis would be rejected, and the conclusion reached that a significant difference exists. If the p-value was larger than 0.05, it would be concluded that a significant difference does not exist. Table 4.7 shows a regression model on the influence of home parenting on the acquisition of basic literacy competencies in pre-primary education.

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.520 ^a	.271	.264	9.89473

a. Predictors: (Constant), Home Parenting Environment

b. Dependent Variable: Acquisition of basic literacy competency

Table 4.7 Model Summary- Influence on Home Parenting Environment on Acquisition of Basic Literacy Competencies

The model summary reveals that home parenting accounted for 26.4% (Adjusted coefficient $R^2=.264$) of the variation in the acquisition of basic literacy competencies among preschool children. This finding suggests that variation in the level of home parenting practices explained 26.4% of the variability acquisition of basic literacy competencies. However, to establish whether home parenting practices were indeed a significant predictor of acquisition of basic literacy competencies among the preschoolers, Analysis of Variance was conducted, as suggested by Creswell (2014), as shown below in Table 4.8

Table 4.8 ANOVA: Influence on Home Parenting Environment on Acquisition of Basic Literacy Competencies

Model	Sum of Squares	df	Mean Square	F	Sig.
Regression	4143.256	1	4143.256	42.319	.000 ^b
1 Residual	11161.256	114	97.906		
Total	15304.512	115			

a. Dependent Variable: Acquisition of basic literacy competency

b. Predictors: (Constant), Home Parenting Environment

It is evident that the level of parental involvement in-home parenting practices is a significant predictor of the acquisition of basic literacy competencies among preschoolers, $F(1, 114) = 42.319, p < .05$. This means that the level of acquisition of basic literacy competencies among the preschoolers can be significantly predicted from the level of parental involvement in-home parenting practices. Table 4.9 below shows the values of the coefficients of the regression model.

Table 4.9 Regression Coefficients: Influence on Home Parenting Environment on Acquisition of Basic Literacy Competencies

Model	Unstandardized		Standardized	t	Sig.	95.0% Confidence	
	Coefficients		Coefficients			Interval for B	
	B	Std. Error	Beta			Lower Bound	Upper Bound
(Constant)	25.469	4.953		5.143	.000	15.658	35.280
Home Parenting Environment	11.310	1.739	.520	6.505	.000	7.866	14.754

a. Dependent Variable: Acquisition of basic literacy competency

$Y = \alpha + \beta X_1 + \epsilon$, where Y= Acquisition of basic literacy competency; X_1 = Home Parenting Environment Practices and ϵ is the error term

$$Y = 25.469 + 11.310X_1 + \epsilon.$$

According to the coefficient matrix, there is a statistically significant positive unstandardized co-efficient of 11.310 within a 95 percent confidence interval (7.866, 14.754). Given that the unstandardized co-efficient value has a significant p-value ($t=6.505$; $p.05$), there is sufficient evidence to reject the null hypothesis ($1 = 0$). As a result, the null hypothesis that "the home parenting environment has no statistically significant effect on the acquisition of core literacy competencies in pre-primary school" was rejected. Following that, the alternative hypothesis was supported, and it was found that the home parenting environment had a statistically significant effect on the acquisition of core literacy competencies in pre-primary school. A one-unit increase in parental involvement in in-home parenting techniques results in an 11.310-unit increase in the level of preschoolers' acquisition of core literacy competencies. On the same vein, increasing parental involvement in in-home parenting practices by one standard deviation

results in an increase of 0.520 standard deviations in the acquisition of fundamental literacy competencies, as indicated by the Beta value of 0.520.

These findings corroborated Odhiambo's (2005) discovery that the home parenting environment is just as critical as what occurs in school. Additionally, the study discovered that parents and teachers have a critical role to play in ensuring that every kid achieves academic success. Parental influence has been established as a significant determinant of student accomplishment. Similarly, Bitengo (2009) discovered a substantial correlation between dads' involvement in their children's schooling and preschool achievement.

4.6. Home to School Communication and Acquisition of Basic Literacy Competencies among Preschool Children

The second research purpose was to determine the effect of home-school communication on the acquisition of reading competences in pre-primary education as a component of parental participation. Both descriptive and inferential statistics were used to achieve the objective. The authors utilized descriptive statistics to examine preschool parents' perceptions of their involvement in home-school communication and preschool instructors' perceptions of the parents' involvement in home-school communication.

4.6.1 Views of Preschool Parents on their Involvement in Home to School Communication

The preschool parents were asked to rate their level of involvement in the home to school communication. They were given Likert scaled questionnaire, with indicators of home to school communication and their responses were summarized in percentage frequencies as shown in Table 4.10.

Table 4.10 Preschool Parents' Response on their Involvement in Home-School Communication (n=116)

Items	SA	A	U	D	SD	Mean
I wait for my teacher to call me	14	7	9	27	59	2.05

when I have not paid the school fees	(12.1%)	(6.0%)	(7.8%)	(23.3%)	(50.9%)	
I participate in the Parent Teacher Association (PTA) meetings.	67 (57.8%)	22 (19.0%)	14 (12.1%)	7 (6.0%)	6 (5.2%)	4.18
I communicate with the teachers about the child's school results	82 (70.7%)	16 (13.8%)	13 (11.2%)	2 (1.7%)	2 (1.7%)	4.47
The teacher Communicate with me about the child's behaviour	85 (73.3%)	11 (9.5%)	16 (13.8%)	2 (1.7%)	2 (1.7%)	4.50
I communicate with the teacher about how the child feels at school	67 (57.7%)	26 (22.4%)	8 (6.9%)	6 (5.2%)	8 (6.9%)	4.16
I use the mobile number of my child's class teacher to tell him/her of my child's problems	92 (79.3%)	13 (11.2%)	7 (6.0%)	1 (0.9%)	1 (0.9%)	4.62
I talk to the subject teachers of my child about the child's strengths and weaknesses.	72 (62.1%)	22 (19.0%)	16 (13.8%)	3 (2.5%)	2 (1.7%)	4.34
I discuss with the teachers about my child's academic progress.	61 (52.6%)	24 (20.7%)	13 (11.2%)	9 (7.8%)	7 (6.0%)	4.00
I talk to teachers about the activities of my childlike at home.	64 (55.2%)	23 (19.8%)	11 (9.4%)	9 (7.8%)	9 (7.8%)	4.06
Mean average rating in involvement in home-school communication						4.10

Key: SA-Strongly Agree (5); A-Agree (4); U-Undecided (3); Disagree (2); SD-Strongly Disagree (1)

Source: Survey data (2019)

The study's findings indicate that, while many preschool parents believe they are actively involved in home-school communication, others believe they are not sufficiently involved. This indicates that some of them recognized their contribution is often minimal. On a scale of 1 to 5, this resulted in a mean rating of 4.10, with item ratings ranging from 2.05 to 4.62. For example, while three out of four 86 (74.1 percent) preschool parents disagreed that they always waited for teachers to contact them regarding unpaid school fees, some 21 (18.1 percent) of them accepted that they always waited for teacher payment reminders, while 9 (7.8 percent) remained undecided. This item received an average rating of 2.05, indicating that students occasionally wait for their teacher to contact them when they are late with their school fees. This implies that not all parents are accountable for their children's academic welfare and only pay school fees on time on a rare occasion. The finding is consistent with that of Tuyisenge (2014), who conducted a study on the determinants of parents' involvement in their pre-school children's education and discovered that parents participated in educational activities on a limited basis due to daily business obligations that posed a barrier to their capacity to fully engage in their children's education. A preschool lead teacher stated the following during the interview on school fees:

Some of my parents understand the need to keep their children in school and so would not wait for our call to remind them of their responsibility for fee payment. This has really helped us in planning and running of our operations and in the end, the bigger beneficiary is the child would always be in school for good academic performance [H,15]

This finding is corroborated by Dermie's (2007) report on Somali parents, which demonstrated that a lack of parental support among Somali students in the United

Kingdom contributed to their poor performance. However, the survey found that a large proportion of Somali parents were unable to assist their children due to a lack of prior education.

Similarly, the survey discovered that while most parents (76.7 percent) engaged in parent meetings, not all of them attended, as indicated by a mean rating of 4.18. For example, although 14 (12.1%) of respondents remained undecided, another 13 (11.2%) acknowledged that they do not attend parent meetings on a regular basis. This demonstrates that not all parents are willing to attend school meetings and participate in the planning and operation of the school. Attending PTA meetings, on the other hand, can help improve teacher-parent communication, rapport, and relationships, all of which are critical for a child's academic performance. Another preschool lead teacher reported impeccably that:

“Although many of the parents come for the parent meetings and to feel part of the school operations, not all of them do that. Those who come are able to monitor what takes place in the school and check the academic performance of the child” [H,13]

These findings corroborate those of Weiss (2006), who examined various forms of home-school contact that occur outside of scheduled activities, such as parent-teacher conferences and beginning-of-the-year teacher orientation sessions. The critical finding was that once individual teachers and parents started and sustained regular interactions, pupils' academic achievement improved dramatically.

Additionally, the study discovered that while 98 (84.4 percent) of preschool parents communicated with teachers about their children's school results, 4(3.4 percent) of parents indicated that they did not communicate with teachers about their child's performance, while another 13(9.5 percent) of parents indicated that they did not communicate with teachers about their child's performance, translating to a mean rating of 4.47. This demonstrates that while some parents are able to monitor their children's academic achievement as a result of effective teacher-parent communication, others are

unable to do so. The finding is consistent with Michele's (2015) descriptive study, which sought to ascertain how teachers and parents evaluate the role of parental participation and the teacher-parent connection in children's achievement. The findings demonstrated the critical role of teacher-parent relationships in the growth and development of children.

Similarly, qualitative data from focus group conversations with parents, preschool lead teachers, head teachers, and the ECDE divisional coordinator revealed that parents communicated freely with teachers to learn about their children's academic achievement. During a focus group session, one of the parents slammed the table to gain attention and shouted the following:

“I more often than not call my child’s teacher to check on the academic performance of the child, the teacher is more willing to disclose the academic progress of the child and because of this we are able to discuss with the teacher on how to help the child” [P,7]

This demonstrates that some parents believe that effective teacher-parent communication is critical to a child's academic success. This finding corroborates Kraft, Matthew, and Shaun (2011), who conducted a study to determine the efficacy of teacher communication with parents and students in increasing student engagement. They discovered that frequent teacher-parent communication immediately increased student engagement as measured by homework completion rates, on-task behaviour, and class participation. Kraft, Matthew, and Shaun (2011) also discovered that, on average, teacher-parent contact enhanced students' probabilities of completing their assignments by 42% and reduced instances of teachers redirecting students' attention to the job at hand by 25%. Sixth-grade students' involvement rates increased by 49%, whereas communication appeared to have a slight negative influence on ninth-grade students' willingness to participate.

The survey's findings suggested that 85 (73.3 percent) of parents agreed that their child's teacher interacts with them about their child's behaviour, whereas 4 (3.4 percent)

indicated differently and 16 (13.8 percent) of parents indicated they were unsure. By and large, preschool parents scored a mean of 4.50 on the item, showing that while the majority of parents were satisfied with their teacher's communication with them regarding their child's behaviour, some were not. This could imply that parents who have a positive relationship with their children's instructors interact freely with them, assisting them in determining their children's behaviour in order to provide corrective measures for deviant behaviours. This finding is consistent with Kathure's (2014) study of parental involvement in children's reading, particularly at the lower primary school level in Igembe South, Meru County, Kenya. The study discovered a significant connection between parents' role construction and their involvement in their children's modeling, cognitive, and behavioural dimensions.

Additionally, according to a representative comment from one of the main ECDE instructors, effective communication and exchanges between parents and teachers would aid in regulating the child's social behavior. One of the teachers stated the following:

“We like being asked by the parents on a child’s social development, inquiring on matters concerning his or her interactions and the friends that the child socialises with. This would give us easy time in monitoring and checking the child behaviour and discuss with the parents on how to correct the child in case of indiscipline issues” [H,12]

As a result of the foregoing, it can be concluded that successful home-to-school communication facilitated positive learner behavior outcomes, as learners perform better socially and behaviorally when their parents are actively involved in their life. Similarly, these findings corroborate those of Cox (2005), who conducted an analysis of 18 empirical research examining therapies involving home-school collaboration for adolescents aged 4-16 years in the United States of America who had an existing disorder or problem. These findings suggested that collaboration between family and school had a favorable effect on the academic and/or social outcomes of these adolescents in 17 of the 18 intervention studies.

According to the survey's findings, 93 (80.2 percent) of respondents confirmed that they communicated with teachers about their children's school feelings, while 14 (12.1%) of parents stated that they rarely communicated with teachers about their children's school feelings. However, 8 (6.9 percent) of parents were neutral on this statement. In general, the item received a mean value of 4.16, indicating that while many parents stated that they always interact with instructors about their children's school feelings, not all of them did. However, the study discovered that, in order to improve efficient communication, the majority of parents 105 (90.5 percent) use their children's class teacher's mobile number to discuss their child's difficulties, indicating a mean rating of 4.62. However, 2(1.7%) of the parents surveyed do not use their phones to communicate with their children's instructors, and just 7(6.0%) were indifferent on the subject of the study. This demonstrates that successful teacher-parent contact is possible through mobile phone communications, and that parents are aware of their children's feelings. This attitude was reflected during targeted group discussions, when it was determined that effective communication between the instructor and the parent would aid in monitoring the child's social welfare. One of the Focus Group participants thundered:

“Parents and teachers have a common goal, which is to facilitate the best educational experience possible for learners. When parents and teachers communicate with one another, they are able to work together towards this common goal. New technologies such as mobile phone have made communication between home and school more efficient, and improved in both quantity and quality. Parents and teachers alike would be well served to seek out opportunities for communication with one another on a regular basis to ensure that all learners have their physical, emotional and intellectual needs met” [P,9].

Similarly, during the focus group discussion, it was noted that effective home-to-school communication through parent to the teacher could increase learner motivation, efficacy, engagement, and ultimately academic achievement. Another member of the focus group discussion stood up and shouted:

Okoumeranaokongeaseabarimunaabaiboringokonyakoreabaiborikomanya ngakiabanabobangendererete.Hiiinasaidiasana.

Kupitiakwahiiwalimunawazaziwanashirikianakuonakwambawatotowanae ndeleavizuri (Regular teacher-parent communication provides parents with information about their child's performance in school that they might not otherwise have access to. Through this sharing of information, teachers and parents can partner to increase monitoring of learners social behaviours and create a unified source of extrinsic motivation for students) [P 6].

This demonstrates that when parents communicate with instructors, the learners' wellbeing, including their sentiments at school, is well taken care of. Michelle (2012) corroborated this in his study on the effect of parent-teacher interactions on students' social development.

Similarly, the study discovered that, while the majority of 94(81.0 percent) parents are able to communicate with their children's subject teachers about their children's strengths and weaknesses through parent-teacher communication, some 5(4.3 percent) parents confirmed that they rarely communicate with their children's subject teachers about their children's strengths and weaknesses, while 16(13.8 percent) remained neutral on the subject. 16 (13.8 percent) of the parents who participated in the study agreed that they rarely discuss their children's academic progress with teachers, but nearly three-quarters of the parents, 85 (73.3 percent), indicated that they mostly (mean=4.50) discuss their child's academic progress with teachers, while 13 (11.2 percent) of the parents remained neutral on the statement. This implies that efficient communication between parents and instructors has a positive effect on the academic achievement of learners in terms of their strengths and weaknesses. The current finding corroborates a study conducted in the United States of America by Kraft, Matthew, and Shaun (2011) to determine the efficacy of teacher communication with parents and students in increasing student engagement. They discovered that frequent teacher-parent communication immediately increased student engagement as measured by homework completion rates, on-task behaviour, and class participation.

Similarly, when pre-school instructors were interviewed, they agreed that communication between parents and teachers can have an effect on student learning results. According to one of them:

Parents and teachers are two of the most important contributors to a student's educational success. When parents and teachers communicate well with one another, they are able to tackle the learner's weaknesses and support him/her learning together. As such, communication between home and school is vital [H, 11].

This demonstrates that many teachers believe that when parents communicate with pre-school teachers to inquire about their children's academic welfare and when there is effective home-to-school communication between parents and ECDE teachers, there is a high probability of an improved academic outcome. Chopra and French (2004) discovered that when individual teachers and parents started and maintained regular relationships with students with major difficulties, academic attainment improved dramatically.

Although 87 (75.0 percent) of parents agreed that they communicate or discuss their children's interests at home with teachers through effective communication, 18 (15.5 percent) of them indicated that they rarely discuss their children's interests at home with teachers, translating to a mean response of 4.06. This demonstrates that, while many teachers believe they are capable of monitoring the child at home, which enables them to manage the child's social and intellectual progress efficiently both at home and at school, others believed otherwise. Michelle (2012), who did a study in the United States of America on the influence of parent-teacher contacts on kids' social development, established that parent-teacher interactions are either collaborative or non-collaborative in character. Additionally, the study revealed that while parents and instructors have comparable views on what constitutes collaborative practices, they have divergent views on what constitutes non-collaborative practices.

Similarly, a statement is drawn from the lead ECDE teachers also confirmed that their good rapport with some parents also help them know what the child does at home. A teacher had this to say:

We like some parents who update us on the child's activities while at home especially when the school break for holidays because we will be able to monitor the child's behaviour while away from us. This is very crucial for a child's holistic development. [H, 14]

This demonstrates how efficient parent-teacher communication enables the teacher to monitor the child's academic and social development while at home. Muhammad and Muhammad (2013) discovered that increased school-home communication enables parents to see their critical responsibilities and personal efficacy and drives them to continue supporting their children's education. Additionally, the study notes that when communication is effective, instructors feel more motivated to educate and improve their school.

This qualitative research demonstrates that parents participating in their child's education generate the home-to-school and school-to-home contact that Epstein advocated. According to these respondents, education offers long-term benefits and facilitates the development of a positive relationship between parents and teachers.

Asked on the critical need of going to school as a parent, an interviewee contended that:

Early childhood education is just the beginning of your child's educational career. Involving yourself in a classroom setting allows you to get a peek into the world of young children. You may wonder why your child cannot draw shapes like Jennifer or speak as clearly as James. Taking the time to objectively determine where your child stands in his development is a key factor in getting to know and appreciate your child for who he is. Discover his strengths, interests and areas that need refining. If your child is struggling with certain aspects of his education, it is an ideal time to discuss concerns with your child's teacher (DO, 2)

On the benefits of having a close watch on a child's education, ECDEC 1 affirmed that:

Establishing a social network is one benefit of parental involvement that should not be underestimated. Parents of other children of similar age provide solace, sources of information and family connections that can be lifelong. Kids are apt to become friends with parents who are on a friendly basis. Social connections between children provide security when transitions, such as kindergarten, occur. A child may be more willing to join a group or activity if he has a friend willing to participate. Parents who are involved in their child's schooling can oil the social cogs for their children by demonstrating friendly openings.

According to these community opinion leaders, a child can develop physically and socially and can pick a career path in life through the activities they participate in at school. A parent need simply visit and be aware of the child's interests; you reinforce them even at home. A parent can learn about his or her children's classmates at school. Socialization with persons other than the child's family in a safe atmosphere is a critical component of pre-schoolers' development. It is critical to expose our children to other children and to assist them in transitioning into their own friendship groups, as this assists youngsters in overcoming shyness and developing self-confidence. If we delay this for an extended period of time, we really impede their social development. The study's findings are corroborated by Senler and Sungur (2009), who conducted a study demonstrating the critical role of parental participation in adolescents' academic progress. This finding is consistent with Arthur (2011), who performed a qualitative study in Australia on parents' perceptions of their duties as home educators. These findings revealed that parents viewed themselves as collaborators in their children's education.

4.6.2 Views of ECDE Lead Teachers on Preschool Parent Involvement in Home – School Communication

As a way of validating the views held by the preschool parents, the preschool lead teachers were asked to rate their parent's level of involvement in home-school communication. They were given Likert scaled questionnaire, with indicators of home-

school communication and their responses were summarized in percentage frequencies as shown in Table 4.11.

Table 4.11 Views of ECDE lead Teachers on Preschool parents' Involvement in Home-School Communication (n=47)

Items	SA	A	U	D	SD	Mean
My parents wait for me to call them when they have not paid the school fees	17 (36.2%)	13 (27.7%)	4 (8.5%)	5 (10.6%)	8 (17.0%)	3.55
My parents participate in the Parent-Teacher Association (PTA) meetings.	11 (23.4%)	13 (27.7%)	3 (6.4%)	9 (19.1%)	11 (23.4%)	3.09
My parents communicate with the teachers about the child's school results	15 (31.9%)	11 (23.4%)	4 (8.5%)	8 (17.0%)	9 (19.1%)	3.32
My parents communicate with me about the child's behaviour	10 (21.3%)	12 (25.5%)	5 (10.6%)	7 (14.9%)	13 (27.7%)	2.98
My parents communicate with the teacher about how the child feels at school	11 (23.4%)	10 (21.3%)	8 (17.0%)	9 (19.1%)	9 (19.1%)	3.11
My parents call the class teacher to tell them their child's problems	12 (25.5%)	13 (27.7%)	7 (14.9%)	8 (17.0%)	7 (14.9%)	3.32
My parents talk to the subject teachers of my child about the	13 (27.7%)	11 (23.4%)	7 (14.9%)	10 (21.3%)	6 (12.8%)	3.32

child's strengths and weaknesses.

My parents discuss with the teachers about my child's academic progress.	10 (21.3%)	8 (17.0%)	5 (10.6%)	11 (23.4%)	13 (27.7%)	2.81
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My parents talk to teachers about the activities their children like at home.	8 (17.0%)	7 (14.9%)	11 (23.4%)	10 (21.3%)	11 (23.4%)	2.81
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Mean average rating in involvement in home-school communication	3.14
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Key: SA-Strongly Agree (5); A-Agree (4); U-Undecided (3); Disagree (2); SD-Strongly Disagree (1)

Source: Survey data (2019)

From the perspective of the lead teachers, the study findings reveal that many of the preschool parents are effectively not involved in the home to school communication. This was reflected by an overall mean rating of 3.14 on a scale of 1 to 5, with item ratings ranging from a low of 2.81 to a high of 3.55. Most of the lead teachers believe that their parents are not effectively involved in the home-school communication process. The finding is supported by a study conducted in the USA by Kraft, Matthew, and Shaun (2011) to evaluate the efficacy of teacher communication with parents and students as a means of increasing student engagement. It was found out that very few parents were involved in frequent teacher-parent communication and helped their children to complete their homework. On the issues of fee payments, 30 (63.9%) of the preschool teachers indicated that their parents never pay their fee promptly but always (mean=3.55) wait for the teachers to call them when they have not paid the school fees. Only 13 (27.6%) of the preschool teachers said their parents sometimes paid their school fees before they are called, but 4 (8.5%) of the preschool teachers were not sure. Likewise, preschool parents participation in PTA meeting was rated at 3.09 in the scale of 1 to 5, with more than a

half 24 (51.1%) of the preschool teachers indicating that their parents do participate in Parent Teacher Association (PTA) meetings, while 20 (42.5%) of them said that their parents effectively participate in Parent Teacher Association (PTA) meetings.

On preschool parents' communication towards children's progress, the results of the survey established a moderate (mean=3.32) involvement by the parents to find out how their children do at school. Whereas only 26 (55.3%) of the preschool teachers confirmed that their parents communicate with the teachers about their children's school results, 17 (36.1%) of them indicated that their parents hardly communicate with the teachers about their children school results. Similarly, their communication regarding children behaviour was rated at 2.98, with only 22 (46.8%) of the preschool teachers alluding that their parents communicate with them about their children behaviour, but 20 (32.6%) of the preschool teachers confirmed that their parents never communicate with them about their children behaviour and 5 (10.6%) remained undecided on the matter. In addition, preschool parents' communication on how the children feel at school was rated at 3.11, with 18 (38.2%) of the sampled teachers insisting that their parents rarely communicate with the teachers about how their children feel at school. However, 21 (45.7%) of the sampled preschool teachers alluded that their parents always communicate with their teachers about how their children feel at school, but 8 (17.0%) of them were undecided on the matter.

The study also found that the mode of communication between the parent and the child and between the parent and the teacher plays a crucial role in the academic outcome of the preschool learners. For instance, it was found that good communication strategies such as face to face communication were important for the good academic result of a child. In another interview with the preschool lead ECDE teachers, one of them said:

“Good communication and good rapport between the parent and the teachers create a good atmosphere for learners to achieve well in academics. Some parents who visit their children's schools for a one on one talk with the teacher on education welfare of their children is able to identify the weak areas in parental upbringing and make adjustment for good academic performance” [H, 17]

Another preschool lead ECDE teacher impeccably reported:

'Parents who communicate regularly with teachers are able to understand the problems their children face in various subjects and are in a position to find the best ways to help their children which enhances their overall performance' [H,12]

One of the preschool parents agreed with this statement in a focus group discussion and attested that:

'Some parents rarely communicate with the teachers and never come when requested by the teachers to visit school. So they do not get a chance to check on their children's progress and some are not even aware how their children perform and the problems they face at school. This affects children's performance negatively as teachers cannot handle everything on their own' [P,8]

Similarly, during a focus group discussion a parent entered the meeting and whispered thus:

"When the parents visit a school for a face to face talk, he or she is able to see for him or herself the progress of their children and will make a decision on the best way to relate with the learner and collaborate with the teacher for good academic outcome of the learner. Although, there are some mode of communication that may not have much effect on academic progress of the learner, such as when the parent communicate through letters or using phone calls' [P,9]

The results of the survey established that use of telephone as a means of communication was at 3.32 in the scale of 1 to 5, with 18 (31.9% of the preschool teachers confirming that many of their parents never call the class teachers of their children to tell them their children problems. Conversely, 25 (53.2%) of the preschool parents agreed that some of their parents occasionally call the class teachers of their children to share with them about their children's problems. On the same note, whereas about a half 24 (51.1%) of the preschool teachers who took part in the survey said their parents sometimes talk to the subject teachers of their children about their children strength and weakness, about one out of every three 16 (34.1%) of the preschool teachers observed that their parents never talk to the subject teachers of their children about their children strength and weakness, but 7 (14.9%) of them remained non-committal on that matter, translating to a mean rating of 3.32. These findings were supported by Gesare (2012) which pointed out that various preschool activities that parents participate included; meeting attendance, communication with the school, and volunteering influenced the academic performance of pre-schoolers. Parents were also seen to cultivate the desired behaviour of their children through either punishment, rewards, or other methods of disciplining children to ensure that they become better performers in school and life.

The results of the survey show that the majority of preschool parents hardly discuss with the teachers about their children's academic progress. This was reflected by a mean rating of 2.81, with only 18 (38.3%) of the preschool teachers responding to the affirmative, while 24 (51.1%) others responding in the negative, but 5 (10.6%) remaining undecided on the matter. Equally, almost a similar proportion 15 (31.9%) of the preschool teachers who took part in the survey observed that their parents never talk to teachers about activities their children like at home, but some 21 (44.7%) of the preschool teachers believed that their parents effectively discuss with the teachers about activities their children like at home, translating to a mean response of 2.81.

On parental volunteering services at school, the ECDEC had this to say:

.....Parents and teachers can both share valuable insights into a child's personality. Teachers can pass on information about how the child copes with a classroom environment and additional strengths and skills which

they have uncovered through various activities. Teachers can keep parents informed about the syllabus, including themes, which can be easy to reinforce at home. Parents can easily present the theme of helping friends, for example, by introducing a book, cartoon or song on the topic, role-playing with toys, or setting up a play date with another child (DO,3)

This indicates the value of conducive and effective home-school communication.

4.6.3 Regression Analysis: Influence of Home-School Communication on Acquisition of Basic Literacy Competencies in Preschool Education.

H₀2:*There is no statistical significant influence of home-school communication on the acquisition of basic literacy competencies in pre-primary education.*

To investigate the influence of home-school communication on the acquisition of basic literacy competencies in pre-primary education, the null hypothesis was tested using simple linear regression analysis, with the investigated null hypothesis being $H_0: \beta_2 = 0$ and the corresponding alternative hypothesis being $H_1: \beta_2 \neq 0$. If the null hypothesis is true, then from $E(Y) = \beta_0 + \beta_2 X$ the population mean of Y is β_2 for every X value, which indicates that X (home-school communication) has no influence on Y (acquisition of basic literacy competencies) and the alternative being that home-school communication is associated to the acquisition of basic literacy competencies. The significant level (p-value) was set at .05, such that if the p-value was less than 0.05, the null hypothesis would be rejected and conclusion reached that a significant difference exist. If the p-value was larger than 0.05, it would be concluded that a significant difference does not exist. Table 4.12 shows a regression model on the influence of home-school communication on the acquisition of basic literacy competencies in pre-primary education.

Table 4.12 Model Summary- Influence on Home-School Communication on Acquisition of Basic Literacy Competencies

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.496 ^a	.246	.239	10.06400

a. Predictors: (Constant), Home to School Communication

b. Dependent Variable: Acquisition of basic literacy competency

The model summary reveals that home to school communication accounted for 23.9% (Adjusted $R^2=.239$) of the variation in the acquisition of basic literacy competencies among preschool children. This finding suggests that variation in the level of parental involvement in the home to school communication explained 23.9% of the variability acquisition of basic literacy competencies among preschoolers. However, to establish whether parental involvement in the home to school communication was indeed a significant predictor to the acquisition of basic literacy competencies among the preschoolers, Analysis of Variance was conducted, as suggested by Creswell (2014), as shown below in Table 4.13.

Table 4.13 ANOVA: Influence on Home-School Communication on Acquisition of Basic Literacy Competencies

Model	Sum of Squares	df	Mean Square	F	Sig.
Regression	3758.126	1	3758.126	37.105	.000 ^b
1 Residual	11546.386	114	101.284		
Total	15304.512	115			

a. Dependent Variable: Acquisition of basic literacy competency

b. Predictors: (Constant), Home to School Communication

From the ANOVA output shown in Table 4.13, it is evident that the level of parental involvement in the home to school communication is a significant predictor of acquisition of basic literacy competencies among the preschoolers, $F(1, 114) = 37.105, p < .05$. This means that the level of acquisition of basic literacy competencies among the preschoolers can be significantly predicted from the level of parental involvement in the home to school communication. Table 4.14 shows the values of the coefficient of the regression model.

Table 4.14 Regression Coefficients: Influence of Home to School Communication on Acquisition of Basic Literacy Competencies

Model	Unstandardized		Standardized	t	Sig.	95.0% Confidence	
	Coefficients		Coefficients			Interval for B	
	B	Std. Error	Beta			Lower Bound	Upper Bound
(Constant)	30.436	4.480		6.793	.000	21.561	39.312
¹ Home Parenting Environment	9.527	1.564	.496	6.091	.000	6.428	12.625

a. Dependent Variable: Acquisition of Basic Literacy Competencies

$Y = \alpha + \beta X_2 + \epsilon$, where Y = Acquisition of basic literacy competency; X_2 = Home to School Communication and ϵ is the error term

$$Y = 30.436 + 9.527X_2 + \epsilon.$$

From the analysis, there is a statistically significant positive unstandardized co-efficient of 9.527 within a 95% C.I (6.428, 12.625) as indicated by the coefficient matrix. Given that there is a significant p-value ($t = 6.091; p < .05$) of the unstandardized co-efficient value, there is sufficient evidence to reject the null hypothesis ($\beta_2 = 0$). Hence, the alternative hypothesis was supported and it was concluded that there is a statistically significant influence of home to school communication on the acquisition of basic

literacy competencies in pre-primary education. An improvement of parental involvement in the home to school communication by one unit results in 9.527 units of improvement in the level of acquisition of basic literacy competencies among the preschoolers. On the same note, an improvement of parental involvement in the home to school communication by one standard deviation results in an improvement of acquisition of basic literacy competencies by 0.496 standard deviations, as reflected by the Beta value of 0.496. These findings are in line with that of El Nokali *et al.* (2010) whose study found positive connections between family involvement at school and children's academic outcomes.

4.7. Parental Volunteering Services and Acquisition of Basic Literacy Competencies among Preschool Children

The third research objective investigated the influence of parental volunteering services on the acquisition of literacy competencies in pre-primary education. The objective was addressed by both descriptive and inferential statistics. Descriptive statistics were used to explore the views of preschool parents on their involvement in parental volunteering services and views of the preschool teachers on their ratings of the parents' involvement.

4.7.1 Views of Preschool Parents on their Involvement in Volunteering Services

The preschool parents were also asked to indicate their level of involvement in volunteering services. They were given Likert scaled questionnaire, with indicators of parental volunteering services and their responses were summarized in percentage frequencies as shown in Table 4.15.

Table 4.15 Preschool Parents' Response on their Parental Volunteering Services (n=116)

Item	SA	A	U	D	SD	Mean
1. I participate in Parents' meetings.	35 (30.2%)	51 (44.0%)	9 (7.8%)	7 (6.0%)	14 (12.1%)	3.74
2. I attend organized sporting activities of the school.	14 (12.1%)	15 (12.9%)	6 (5.2%)	34 (29.3%)	47 (40.5%)	2.27
3. I attend organized functions of the school such as speech and prize giving days.	13 (11.2%)	27 (23.3%)	14 (12.1%)	33 (28.4%)	29 (25.0%)	2.67
4. I always visit the school to follow up on my child's academic progress	29 (25.0%)	28 (24.1%)	9 (7.8%)	28 (24.1%)	22 (19.0%)	3.12
5. I pay school fees and other fees promptly.	12 (10.3%)	8 (6.9%)	4 (3.4%)	39 (33.6%)	53 (45.7%)	2.03
6. I participate actively in activities involving parents and teachers in school.	56 (48.3%)	32 (27.6%)	8 (6.9%)	13 (11.2%)	7 (6.0%)	4.01
7. I make donations during school prize award day	66 (56.9%)	29 (25.0%)	4 (3.4%)	13 (11.2%)	4 (3.4%)	4.21
Mean average rating on parental volunteering services						3.15

Key: SA-Strongly Agree (5); A-Agree (4); U-Undecided (3); Disagree (2); SD-Strongly Disagree (1)

Source: Survey data (2019)

The results of the survey indicate that parental volunteering services are generally low among preschool parents in Manga Sub-County. This was reflected by a mean rating of 3.15, with the indicators of parental volunteering services ranging from a low of 2.03 to a high of 4.21 on a scale of 1 to 5. This implies that whereas some parents continue to offer their support by being an active participant in their child's education, others do not. For instance, their participation in parent meetings only attracted a mean rating of 3.74. Where, while 86 (74.2%) of the parents alluded that they actively participate in parents' meetings, 21 (18.1%) of them agreed they rarely participate in parents' meetings and 9 (7.8%) of the parents remained non-committal on their participation in parents' meetings.

It emerged from the survey results that parental involvement in school sporting activities among the preschool parents in Manga Sub-County is fairly low. This was shown by a mean rating of 2.27, on whether the parents attend organized sporting activities at the school, with only 29 (25.0%) of the parents who were surveyed agreeing that they do, while 81 (79.8%) of the parents accepted that they hardly attend organized sporting activities at the school. The finding is in line with that of Tuyisenge (2014) who established that parents moderately participated in activities relating to the education of their children due to daily business engagements which posed a challenge to them thus limiting their capacity to involve themselves fully in their children's education. Similarly, only 40 (34.5%) of the parents confirmed that they always show up in organized functions of the school such as speech and prize giving days, reflecting a mean rating of 2.67. More than half 62 (53.4%) of the parents agreed that they hardly attend organized functions of the school such as speech and prize giving days, but 14 (12.1%) of the parents remained non-committal on the matter.

On follow-up by parents, the results of the survey established that whereas 57 (49.1%) of the preschool parents who took part in survey alluded that they always visit the school to follow up on their children's academic progress, 50 (43.1%) of the parents accepted that they hardly ever visit the school to make follow-ups on their children's academic progress. This was interpreted at a mean response rate of 3.12, meaning follow-up by

preschool parents on their children's academic progress in Manga Sub-County is only moderate.

During the scheduled interview, when asked to give their views about the need for parental visits at school, one of the ECDE Divisional Coordinators impeccably reported that:

.....Back in the old days, if your parent showed up to school it usually meant you were in trouble. But for kids whose parents regularly involve themselves in school activities, parental visits are a positive adjunct to the child's day. Teachers and school staff appreciate assistance with a myriad of duties that many parents can easily fulfill while also adding a new face to the mix. On a deeper level, involvement in this capacity shows your child and your child's teacher that you view education as an important aspect of life - one worth participating in. Involved parents learn the names of various children in their child's class. They have a sense of who their child's friends are, who may be causing them trouble and how their child is getting along in the group (DO,2).

It can be deduced that a parent's regular visits to the school are critical because the parent learns about everything that happens in the classroom and sees how to assist the child in areas identified by the teacher.

Similarly, the survey revealed a mean rate of 2.03 for pre-school fee payment, indicating that Manga Sub-County preschool parents have not done particularly well in this area. For example, while only 20 (17.2 percent) of parents are committed to paying their school fees and other fees on time, nearly four out of five (79.3%) of all parents who responded to this question admitted to not paying their school fees and other school levies on time. Similarly, while 88 (75.9%) of the parents in the study agreed that they always participate actively in school activities involving parents and teachers, 21 (18.1%) of the parents agreed that they rarely participate actively in school activities involving parents and teachers, reflecting a mean rate of 4.01. Similarly, while 95 (81.9%) of parents stated that they always donate on prize-giving day, 17 (14.6%) of parents stated that they rarely

donate on prize-giving day. This resulted in a mean response rating of 4.21, indicating that while many parents continue to volunteer their time and resources to school programs, others have not.

4.7.2 Views of ECDE Lead Teachers on Parents' Involvement in Volunteering Services

The study also sought the perspectives of the preschool lead teachers on the contributions of parental volunteering services at pre-school on their children's learning. The results were as shown in Table 4.16.

Table 4.16 Preschool Lead Teachers on Parental Volunteering Services (n=47)

Item	SA	A	U	D	SD	Mean
Parents participate in Parent meetings.	19 (40.4%)	12 (25.5%)	7 (14.9%)	7 (14.9%)	2 (4.3%)	3.82
Parents attend organized sporting activities of the school.	5 (12.8%)	9 (21.3%)	4 (8.5%)	18 (38.3%)	3 (19.2%)	2.70
Parents attend organized functions of the school such as speech and prize giving days.	15 (31.9%)	11 (23.4%)	5 (10.6%)	10 (21.3%)	6 (12.8%)	3.40
Parents always visit the school to follow up on my child's learning progress	5 (10.6%)	4 (8.5%)	5 (20.6%)	10 (21.3%)	6 (12.8%)	2.34
Parents pay school fees and other levies promptly.	12 (25.5%)	9 (19.2%)	6 (12.8%)	8 (17.0%)	12 (25.8%)	3.02

Parents participate actively in activities involving parents and teachers in school.	11 (23.40%)	6 (12.8%)	4 (8.5%)	11 (23.4%)	15 (31.9%)	2.72
Parents make donations during school prize giving day	11 (23.4%)	7 (14.9%)	5 (10.6%)	17 (36.2%)	7 (14.8%)	2.96
Mean rating of parent volunteering services						2.99

According to the survey's findings, preschool teachers have a general perception that their parents are not fully engaged in volunteer work, as evidenced by a mean rating of 2.99. For example, the mean rating for participation in parent meetings was 3.83, with only 31 (51.3%) of preschool lead teachers in full agreement that their parents attend parent meetings, but 9 (19.2%) of preschool lead teachers confirming that most of their parents attend parent meetings only occasionally. The findings of the study agree with those of Boipono (2013), who discovered that not all parents participate in their children's education.

On whether their parents attend school-sponsored activities, 27 (57.9%) of preschool lead teachers agreed that their parents do, but 4 (8.5%) were undecided, and 16 (35.3%) vehemently insisted that their parents hardly attend such activities, resulting in a mean rating of 2.70, indicating that many parents do not attend these activities.

The preschool teachers rated parents' involvement as low (mean=2.34) when it came to making visits to the school to follow up on their children's learning progress. In fact, only 9 (19.1%) of preschool lead teachers agreed that their parents regularly visit the school to monitor their children's progress. Nearly three-quarters of the preschool teachers who took part in the study (70.2 percent) confirmed that many of their parents do not visit the school to check on their children's progress.

The preschool teachers rated parents' involvement as low (mean=2.34) when it came to making visits to the school to follow up on their children's learning progress. In fact, only 9 (19.1%) of preschool lead teachers agreed that their parents regularly visit the school to monitor their children's progress. Nearly three-quarters of the preschool teachers who took part in the study (70.2 percent) confirmed that many of their parents do not visit the school to check on their children's progress.

Similarly, the survey's findings revealed that many parents fail to pay school fees and other levies on time. This was demonstrated by a 3.02 average rating, with 16 (41.0%) of preschool teachers confirming that their parents rarely pay their school fees on time. However, 20 (43.5%) of the lead teachers who participated in the survey mentioned that some of their parents pay their school fees and other levies on time. According to the findings of the study, only a small percentage of parents are actively involved in their children's education by supporting the payment of required levies and fees.

Similarly, when it came to parents' active participation in school activities involving parents and teachers, only 17 (36.1%) of preschool lead teachers were satisfied with their parents' participation in school activities. However, a large majority of the preschool teachers who took part in the study, 26 (55.3 percent), believe that their parents do not participate actively in school activities involving parents and teachers. Overall, this item received a mean rating of 2.72, indicating that preschool parents' participation in school activities involving parents and teachers is generally low.

Finally, only 18 (38.2%) of preschool lead teachers agreed that their parents make donations during school prize giving days, but more than half of the teacher respondents (55.3%) said that their parents do not make donations during school prize giving days. This was reflected in the low response rate of 2.96, implying that most parents do not support their schools in any way, including by making donations during school prize giving days. This finding contradicts Gudlaug's (2010) findings, which found that all of the parents interviewed were very involved in their children's education and had high

expectations for their children's education and future, and they were all quite vocal about their expectations to their children.

The quantitative finding, on the other hand, supports the views of the pre-school lead teachers, who believe that, despite the fact that parental participation in pre-school activities increases school attendance and reduces child truancy, most parents rarely participate in their children's schoolwork. This is what one of the pre-school teachers had to say about it:

A child whose parents adequately participates in school activities and is interested in his or her academic outcome is also well disciplined. This is because the parent will always be much concerned with the child behavior and would always offer any discipline measures in case of any deviance behaviour from the child. However, most parent in my school rarely come to school during parents' meetings [H, 10]

This suggests that parent involvement in school activities and parent meetings will help students achieve good academic and social outcomes. Interactions with teachers provided an interesting look into how parents evolved from uninvolved to dedicated, pro-active parents involved with their children's teachers and schools, according to Albertson (2012).

Similarly, another representative statement made during the interview by the preschool ECDE lead teacher revealed that parents who participate in school functions and activities develop positive relationships with teachers, which is critical for a child's academic and social development. He stated,

When parents participate in school activities and functions such as book donations and prize giving days, they develop good interactions with the teachers and good relationship also blossoms. This in the long run would encourage good academic and behavior development of the learners; however, in my school very few parents are active in his area [DO, 1]

This demonstrates how effective parental involvement in school activities and functions can help students develop academically and socially. Similarly, Mwirichia (2013) investigated the impact of parental involvement on preschool children's academic performance and discovered that various forms of parental participation in educational activities at school, education activities at home, parent-school communication, and home environment had an impact on preschool learners' academic performance. According to Epstein (2009), it is critical to include parents in the development, review, and improvement of school policies that affect students at the school in order to get parents involved. This will allow families to have a say in educational decisions affecting their children.

Emerson, Fear Fox, and Sanders (2012) found that parent involvement opportunities at the preschool included volunteering on-site, attending excursions and events, serving as a representative on the preschool committee or School Board, and even sharing a skill (gardening, cooking, and language). However, frequent visits to the school would enable the parent to learn about the learner's fee status and, if able, make payments to help the school run smoothly and encourage the learner to stay in school. This would eventually lead to the child's holistic development. According to one of the leading ECDE teachers,

We encourage parents to make school visits as many times as they can to check of the academic development of their children. Besides, an impromptu visit would also promote good behaviour among the learners as we inform them about their children behaviours. But in our school, we have not achieved much on this area may be because majority of parent don't understand their role. [H, 7]

During focus group discussions, one of the parents expressed similar sentiments. During one of the meetings, one of the parents stood up and declared:

Parental involvement in learner's education welfare is very crucial for their academic growth and cognitive development. This is because these parents are able to identify academic problems facing their children and come up

with solutions during their school visits. These parents are also able to help in such academic activities such as homework, provision of learning materials and conducive home environment for learning, but most parents I know are not positive on their children's learning process [P, 8]

This demonstrates the importance of parental school visits for the academic and behavioral development of children. In a similar study, Brannon (2008) discovered that parent involvement in activities like volunteering in the classroom, attending school meetings or assemblies, going on field trips, and having parent-teacher conferences is linked to higher reading achievement, lower rates of grade retention, and fewer years of special education. This study also found a link between parental involvement and children's character education, which leads to higher academic achievement, more positive attitudes toward homework, and improved self-perceptions of competence. Furthermore, Gudlaug (2010) discovered in a qualitative case study that most parents were not fully engaged in their children's education, and that some had low expectations for their children's education and future. These parents were unaware of the significance of remaining involved in their child's education.

“Our school is unlucky because most of the parents do not pay their school fees in time and this has really hindered us in running the school with hiccups. But prompt payment of school fees helped the learner to stay in the school and not miss classes and eventually they perform better in academics” [DOI]

This demonstrates that when parents pay their children's school fees on time, they encourage them to stay in school for a good academic outcome. Many studies, including Mulligan (2005) and Mitchell, Haggerty, Hampton, and Pairman (2006), have shown that parental involvement in early childhood education is important in a variety of ways, and that parents who meet their responsibilities as parents benefit their children's learning and school success.

A study was conducted by Manasi, Ndiku, Sang, and Ejakait (2014) to determine the impact of parental involvement in the provision of teaching-learning resources in primary schools on educational outcomes. The study did, however, reveal a lack of parental involvement in the provision of teaching and learning materials. There was a link between parental participation in the payment of access fees, PTA teachers, and school academic performance (Manasiet al., 2014)

However, one of the ECDE divisional coordinators explained in a focused group discussion that parental participation in school activities would encourage good academic performance of children, and that there was a link between parental volunteering services and academic outcome of the child. According to the ECDE divisional coordinator:

“Parents who are concerned about their children's academic performance do a variety of things for them, including attending school functions such as speech and prize giving days, as well as participating in Parent meetings. As a result of these parental efforts, the child enjoys school and develops a positive attitude toward it.” [DO,3].

As a result, parental volunteering in pre-schools, such as prize giving days, sporting activities, and donations, can be deduced as contributing to their children's learning outcomes. Preschool students' academic performance was found to be influenced both positively and negatively by their home environment. This was also supported by Gikonyo's (2013) findings, which looked into the impact of home-school collaboration on pre-schoolers' academic achievement and discovered that parental involvement in school activities had an impact on academic achievement.

Furthermore, Ang'ienda (2013) conducted a study with one of the goals being to look into the impact of parental volunteering on children's learning. According to the findings, 78.9% of parents of students who frequently volunteer performed well in class, while 5.3 percent performed exceptionally well. These figures were higher than those for which their parents never or only occasionally volunteered.

During the interview with the ECDE lead teachers, it was also discovered that parental volunteering at pre-school had a significant impact on the learning outcomes of their children. That was suggested by one of the preschool's lead teachers.

‘Children whose parents participated in their education were able to play take part in various games, sing and dance, interact with their peers well hence did well in class. This is because such parents who participated in games encouraged their children to take part too and this led to children developing holistically which in turn enhanced academic achievement’”
[H,15]

4.7.3 Regression Analysis: Influence of Parental Volunteering Services on Acquisition of Basic Literacy Competencies in Preschool Education.

H₀3: *There is no statistically significant influence of parental volunteering services on the acquisition of basic literacy competencies in pre-primary education.*

The null hypothesis was tested using simple linear regression analysis to examine the influence of parental volunteering services on the acquisition of basic literacy competencies among preschoolers, with the investigated null hypothesis being $H_0: \beta = 0$ and the corresponding alternative hypothesis being $H_1: \beta \neq 0$. If the null hypothesis is correct, the population mean of Y for each X value is $E(Y) = 0 + \beta X$, indicating that X (parental volunteering services) has no effect on Y (acquisition of basic literacy competencies) and that the alternative is that parental volunteering services are linked to the acquisition of basic literacy competencies. The significant level (p-value) was set at 0.05, with the expectation that if the p-value was less than 0.05, the null hypothesis would be rejected and a significant difference would be found. If the p-value is greater than 0.05, it is assumed that there is no significant difference. A regression model on the impact of parental volunteerism on the acquisition of basic literacy skills in pre-primary education is shown in Table 4.17.

Table 4.17 Model Summary- Influence on Parental Volunteering Services on Acquisition of Basic Literacy Competencies

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.392 ^a	.154	.146	10.65986

a. Predictors: (Constant), Parental Volunteering Services

b. Dependent Variable: Acquisition of basic literacy competency

According to the model summary, home to parental volunteering services accounted for 14.6 percent (Adjusted R²=0.146) of the variation in preschool children's acquisition of basic literacy competencies. This finding suggests that parental involvement in volunteer services accounted for 14.6 percent of the variation in the acquisition of basic literacy skills among Manga Sub-County preschoolers. However, in order to determine whether parental involvement in volunteer services was a significant predictor of preschoolers' acquisition of basic literacy skills, an analysis of variance was used, as suggested by Creswell (2014), as shown in Table 4.18.

Table 4.18 ANOVA: Influence of Parental Volunteering Services on Acquisition of Basic Literacy Competencies

Model	Sum of Squares	df	Mean Square	F	Sig.
Regression	2350.388	1	2350.388	20.684	.000 ^b
1 Residual	12954.123	114	113.633		
Total	15304.512	115			

a. Dependent Variable: Acquisition of basic literacy competency

b. Predictors: (Constant), Parental Volunteering Services

The level of parental involvement in volunteering services is a significant predictor of preschoolers' acquisition of basic literacy competencies, as shown in the ANOVA output

in Table 4.18, $F(1, 114) = 20.684$, $p < .05$. This means that the level of parental involvement in volunteer services can be used to predict the level of acquisition of basic literacy skills among preschoolers. The values of the regression model's coefficients are shown in Table 4.19.

Table 4.19 Regression Coefficients: Influence of Parental Involvement in Volunteering Services on Acquisition of Basic Literacy Competencies

Model	Unstandardized		Standardized	t	Sig.	95.0% Confidence	
	Coefficients		Coefficients			Interval for B	
	B	Std. Error	Beta			Lower Bound	Upper Bound
(Constant)	27.078	6.681		4.053	.000	13.843	40.313
Parental Voluntary Services	9.542	2.098	.392	4.548	.000	5.386	13.699

a. Dependent Variable: Acquisition of Basic Literacy Competencies

$Y = \alpha + \beta X_3 + \epsilon$, where Y = Acquisition of basic literacy competency; X_2 = Parental Volunteering Services and ϵ is the error term

$$Y = 27.078 + 9.542X_3 + \epsilon.$$

According to the coefficient matrix, there is a statistically significant positive unstandardized co-efficient of 9.542 within a 95 percent C.I (5.386, 13.699). There is sufficient evidence to reject the null hypothesis ($\beta = 0$) because the unstandardized co-efficient value has a significant p-value ($t = 4.548$; $p < .05$). As a result, the null hypothesis that "parental volunteering services have no statistically significant impact on the acquisition of basic literacy competencies in pre-primary education" was rejected. As a result, the alternative hypothesis was confirmed, and it was concluded that parental volunteerism has a statistically significant impact on the acquisition of basic literacy

skills in pre-primary education. A one-unit increase in parental volunteering services translates to 9.542 units of improvement in preschoolers' basic literacy skills. On the same note, a one-standard-deviation increase in parental volunteering services leads to a 0.392-standard-deviation increase in basic literacy competency acquisition, as evidenced by the Beta value of 0.392.

4.8 Home Learning and Acquisition of Literacy Competencies in Pre-Primary Education.

The final goal of the study was to see how home learning, as part of parental involvement, affected the acquisition of literacy skills in pre-primary students. To achieve the goal, descriptive and inferential statistics were used. The authors used descriptive statistics to look into preschool parents' and preschool teachers' perceptions of their involvement in home learning.

4.8.1 Views of Preschool Parents on their Involvement in Home Learning

The preschool parents were asked to rate how involved they are in their children's learning at home. They were given a Likert scaled questionnaire with indicators of home learning, and their responses were summed up in percentage frequencies as shown in the graph. Table 4.20.

Table 4.20 Preschool Parents Response on Home Learning (n=116)

Item	SA	A	U	D	SD	Mean
I encourage the child to read books at home	40 (34.5%)	27 (23.3%)	8 (6.9%)	21 (18.1%)	20 (17.2%)	3.40
I read books to my child	28 (24.1%)	35 (30.2%)	6 (5.2%)	27 (23.3%)	20 (17.2%)	3.21
I watch informative television programs with my	26 (22.4%)	34 (29.3%)	6 (5.2%)	31 (26.7%)	19 (16.4%)	3.15

child						
I give guidelines to my child on how to tackle his/her homework	50 (43.1%)	35 (30.2%)	5 (4.3%)	13 (11.2%)	13 (11.2%)	3.83
I provide learning materials for the child.	36 (31.0%)	26 (22.4%)	5 (4.3%)	33 (28.4%)	16 (13.8%)	3.28
I always participate in volunteer work called upon by my child's school	47 (40.5%)	36 (31.0%)	6 (5.2%)	20 (17.2%)	7 (6.0%)	3.83
I always check my child's homework	20 (17.2%)	39 (33.6%)	6 (5.2%)	33 (28.4%)	18 (15.5%)	3.09
I guide my child when and where to do studies at home	34 (29.3%)	32 (27.6%)	10 (8.6%)	18 (15.5%)	22 (19.0%)	3.33
I provide relevant materials that the child needs for schoolwork.	32 (27.6%)	37 (31.9%)	6 (5.2%)	28 (24.1%)	13 (11.2%)	3.41
I do creative things with my child	30 (25.9%)	39 (33.6%)	4 (3.4%)	31 (26.7%)	12 (10.3%)	3.38
Mean average rating on home learning						3.39

Key: SA-Strongly Agree (5); A-Agree (4); U-Undecided (3); Disagree (2); SD-Strongly Disagree (1)

Source: Survey data (2019)

When asked how many parents read books for/with their children, the study found that while some parents alluded to reading books with their children, a significant number

admitted to never reading books with their children. A mean response rate of 3.21 indicated this, with 63 (54.3%) of parents responding affirmatively, 47 (40.5%) admitting they never read books to their children, and 6 (5.2%) remaining undecided. In terms of television viewing, the poll found that while 60 (51.7%) of parents admitted to watching educational television programs with their children on occasion, a significant proportion of 50 (43.1%) admitted to never watching educational television programs with their children. This translates to a 3.15 average rating, indicating that parents engage in some home learning through the viewing of educational television shows.

In terms of television viewing, the poll found that while 60 (51.7%) of parents admitted to watching educational television programs with their children on occasion, a significant proportion of 50 (43.1%) admitted to never watching educational television programs with their children. This translates to a 3.15 average rating, indicating that parents engage in some home learning through the viewing of educational television shows.

Despite the fact that home learning allows parents and children to collaborate on reinforcing classroom learning, fostering lifelong learning habits, and allowing children to take responsibility for their learning, the survey results show that while 85 (73.3%) of parents provide guidelines to their children on how to complete their homework, nearly a quarter of parents (22.4%).

The provision of learning resources received a mean grade of 3.28, with 49 (42.2%) of preschool parents responding that they do not provide appropriate learning materials for their children. Only 62 percent of parents (53.4 percent) said they provide adequate learning materials for their children, with five percent (4.3 percent) remaining silent.

In their study on parental participation in learning and schooling, Emerson, Fear, Fox, and Sanders (2012) discovered numerous opportunities for families and parents to participate in their child's preschool education. Volunteering on-site, attending trips and activities, serving on the preschool committee or School Board, or even sharing a skill are all options for parent involvement at the preschool, according to the survey (gardening, cooking, and language). Additionally, when parents and school staff collaborated to

create an effective learning environment at home and at school, better learning outcomes were demonstrated.

Other than the normal academic activities like homework, I sometimes engage my child in different activities that require hands-on and in doing this I hope to boost his/her creativity and cognitive development.

[H, 16]

Similarly, the study gave a 3.09 on a 1 to 5 scale to parents' frequency of checking their children's homework, with a respectable proportion of 51 (43.9%) of preschool parents admitting to never checking their children's homework and just over half of 59 (50.8%) admitting to always checking their children's homework. In a similar vein, only 66.9% of preschool parents counsel their children on when and where to conduct home studies, while 40.5% of preschool parents provide little guidance on when and where to conduct home studies. On the home learning scale, this corresponded to a mean rating of 3.33.

In terms of providing relevant resources, the results of the survey show that not all parents are committed to doing so. This was reflected in a 3.41 average rating, with more than one-third of preschool parents (35.3 percent) admitting that they rarely provide their children with the materials they need for schoolwork. Only 69 (59.5%) of parents said they always provide their children with the materials they need for schoolwork. Similarly, while 69 (60.5%) of preschool parents said they do creative activities with their children, 33 (37.0%) said they do not, resulting in a mean rating of 3.38 on a scale of 1 to 5 for in-home learning.

4.8.2 Views of ECDE Lead Teachers on Parent Involvement in Home Learning

The preschool lead teachers were asked to rate their parents' level of involvement in in-home parenting as a form of verification. Their responses were summarized in percentage frequencies as shown in Table 4.21, and they were given a Likert scaled questionnaire with indicators of home parenting.

Table 4.21 Perspectives of Lead Teachers on Pre-schoolers' Home Learning Environment (n=47)

	SA	A	U	D	SD	Mea
1. Parents encourage their children to read.	6 (12.8%)	5 (10.6%)	5 (10.6%)	11 (23.4%)	20 (42.6%)	2.27
2. Parents read books to their children.	5 (10.6%)	7 (14.9%)	5 (10.6%)	9 (19.1%)	21 (44.7%)	2.28
3. With their parents, children watch educational television programs.	5 (10.6%)	4 (8.5%)	5 (10.6%)	10 (21.3%)	23 (48.9%)	2.11
4. Parents provide guidelines on how to approach homework questions.	7 (14.9%)	4 (8.5%)	6 (12.8%)	9 (19.1%)	21 (44.7%)	2.30
5. The child's learning materials are provided by the parents.	7 (14.9%)	5 (10.6%)	4 (8.5%)	12 (25.5%)	19 (40.4%)	2.34
6. Parents are always willing to help their children with volunteer work at school.	24 (51.1%)	9 (19.1%)	3 (6.4%)	5 (10.6%)	6 (12.8%)	3.85
7. Parents inspect their	7	6	4	11	19	2.38

children's homework on a regular basis.	(14.9%)	(12.8%)	(8.5%)	(23.4%)	(40.4%)	
8. Parents instruct their children on when and where they should study at home.	20 (42.6%)	12 (25.5%)	3 (6.4%)	5 (10.6%)	7 (14.9%)	3.70
9. Parents provide the necessary materials for the child's schoolwork.	5 (10.6%)	4 (8.5%)	8 (17.0%)	12 (25.5%)	18 (38.3%)	2.28
The average mean rating of the home learning environment						2.61

Key: SA-Strongly Agree (5); A-Agree (4); U-Undecided (3); Disagree (2); SD-Strongly Disagree (1)

Source: Survey data (2019)

Preschool lead teachers believe that parents' involvement in their preschool children's home learning environment is often minimal, according to the survey's findings. The result was a mean score of 2.61, with individual item scores ranging from 2.11 to 3.85. Only 11 (23.4%) of lead teachers agreed that their parents generally encourage their children to read books at home, while 5 (10.6%) were undecided. However, 31 (66.0%) strongly disagreed or disagreed with the opinion that parents generally encourage their children to read books at home. The question received a mean grade of 2.27, indicating that the majority of lead teachers disagreed with the idea that parents should encourage their children to read books at home, implying that the majority of parents are uninvolved in their children's education. According to Muindi (2010), more than 60% of parents do not pay close attention to their children's homework. The head teachers also agreed that parents should be involved in their children's education. As a result, one of the principals

stated that parents who assist their children with academic activities encourage their children to perform well. She expressed herself:

Parents who provide proper academic guidance or help their children with the homework encourage good academic performance among the children. Therefore, parents are highly encouraged to assist their children with learning at home [H, 3].

The findings from one of the focus group discussions echoed these viewpoints, revealing that parents who encourage their children to learn at home also create a conducive learning environment. During the discussion, one of the parents suggested the following:

Pre-schoolers who learn at home can perform very well in their learning outcome because they get adequate time for leaning different activities such as number work and language development which are mostly done through play. Therefore, parents should encourage their children to play because this relates well with their learning outcome [P,4].

This shows that parental involvement in their children's academic activities at home improves their academic performance. Parents' involvement allows teachers to gain parental support and appreciation, broaden their perspectives and increase their sensitivity to diverse parent circumstances, and gain knowledge and understanding of children's homes, families, and out-of-school activities (Kgaffe 2001; Tan and Goldberg 2009).

On the subject of whether parents guide their children on how to approach homework questions, the study's findings indicate that 30 (63.8 percent) of lead instructors denied the assertion that parents guide their children on how to approach homework questions. Only 11 (23.4%) of the lead teachers stated that some parents provide guidance to their children regarding how to approach homework questions. The issue had an average rating of 2.30, indicating that parents provide limited direction and counselling to their children and that the majority of parents are unconcerned about their children's activities at home,

including schoolwork. This conclusion is consistent with Kimathi's (2014) finding that the majority of parents had low levels of role construction in terms of their involvement with their children's at-home reading. However, some parents' interview schedules appeared to differ significantly from those of the other research respondents. For instance, one of the parents stated in one of the statements culled from the focus group discussions:

I monitor the program that my child watch while at home, regulate their time with the television and would always educate or inform them on the programs. Some of our children are a bit inquisitive and as parents we should always provide the kids with the information they need [P,12]

Parental involvement, according to Fan & Williams (2010), leads to improved relationships between instructors and parents, fewer behavioural issues, less workload, and a more positive attitude toward teaching. Teachers gain parental support and appreciation, broaden their perspectives and increase their sensitivity to diverse parent circumstances, and gain knowledge and understanding of children's homes, families, and extracurricular activities as a result of this type of parental involvement, they showed.

Parents' involvement in providing learning materials was rated 2.28, indicating that many parents do not provide adequate materials for their children's education. Only 5 (10.6 percent) of lead teachers strongly agreed, 4 (8.5 percent) agreed, and 33 (68.2%) disagreed or strongly disagreed with the claim statement that parents provide relevant information for their children, according to the findings. This shows that the majority of parents do not provide their children with appropriate learning materials at home, indicating a poor learning environment. Harper and Pelletier (2010) found that parents were not fully involved in their children's learning when they conducted a study to determine how interested they were in their children's education.

Similarly, during the interview session with the headteachers, it was discovered that the majority of them believe that a positive home environment is critical for preschoolers' academic success. One of them, for example, made a remark:

A conducive environment for learning characterized by peace and adequate learning materials encourages learning and good academic performance of the learners” [DO, 2].

This sentiment is supported by Brannon's (2008) research, which found a strong link between parent-child interactions and child adjustment, positive self-esteem growth in students, and emotional adjustment. This suggests that, regardless of the family's, parent's, or parent's formal education, parental involvement in well-designed interactive home learning activities (that is, specially created home packages for parents and pupils to collaborate on) improves pupils' performance, enthusiasm for specific subject areas, and behaviour. Furthermore, according to Richardson (2009), one of the primary advantages of parental involvement is improved student behaviour. This research found that parental involvement in their children's education has a positive impact on motivation, attentiveness, task persistence, receptive vocabulary abilities, and fewer classroom difficulties.

4.8.3 Regression Analysis: Influence of Parent Involvement in Home Learning on Acquisition of Basic Literacy Competencies in Preschool Education

H₀4: *There is no statistically significant influence of home learning on the acquisition of basic literacy competencies in pre-primary education.*

The null hypothesis was tested using simple linear regression analysis, with the investigated null hypothesis being $H_0: \beta = 0$ and the corresponding alternative hypothesis being $H_1: \beta \neq 0$ to investigate the impact of home learning on the acquisition of basic literacy competencies among preschoolers. If the null hypothesis is correct, the population mean of Y for each X value is $E(Y) = 0 + \beta X$, indicating that X (home learning) has no effect on Y (acquisition of basic literacy competencies), and the alternative is that home learning is linked to the acquisition of basic literacy competencies. The significant level (p-value) was set at 0.05, with the null hypothesis being rejected if the p-value was less than 0.05, and the conclusion that a significant difference exists reached. A significant difference is not present if the p-value is greater

than 0.05. A regression model for the impact of home learning on the acquisition of basic literacy skills in pre-primary education is shown in Table 4.22.

Table 4.22 Model Summary- Influence on Home Learning on Acquisition of Basic Literacy Competencies

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.625 ^a	.390	.385	9.04909

a. Predictors: (Constant), Home Learning

b. Dependent Variable: Acquisition of basic literacy competency

Home learning explained 38.5 percent (Adjusted R²=0.385) of the variation in preschool children's development of fundamental literacy competencies, according to the model summary. This means that 38.5 percent of the variation in the acquisition of core literacy competencies among Manga Sub-County preschoolers was due to differences in the amount of home learning. However, an analysis of variance was performed, as proposed by Creswell (2014), to see if home learning was a significant predictor of preschoolers' acquisition of core reading competencies, as shown in Table 4.23 below.

Table 4.23 ANOVA: Influence of Home Learning on Acquisition of Basic Literacy Competencies

Model	Sum of Squares	Df	Mean Square	F	Sig.
Regression	5969.500	1	5969.500	72.900	.000 ^b
1 Residual	9335.012	114	81.886		
Total	15304.512	115			

a. Dependent Variable: Acquisition of basic literacy competency

b. Predictors: (Constant), Home Learning

As demonstrated in Table 4.23, the amount of home learning is a significant predictor of preschoolers' acquisition of core literacy competencies, $F(1, 114) = 72.900, p.05$. This suggests that the amount of home learning can be used to predict the level of acquisition of core literacy competencies in preschoolers. The values of the regression model's coefficients are shown in Table 4.24.

Table 4.24 Regression Coefficients: Influence of Home Learning on Acquisition of Basic Literacy Competencies

Model	Unstandardized		Standardized	t	Sig.	95.0% Confidence	
	Coefficients		Coefficients			Interval for B	
	B	Std. Error	Beta			Lower	Upper
					Bound	Bound	
(Constant)	21.516	4.255		5.057	.000	13.088	29.945
Home learning	13.638	1.597	.625	8.538	.000	10.474	16.802

a. Dependent Variable: Acquisition of Basic Literacy Competencies

$Y = \alpha + \beta X_4 + \epsilon$, where Y = Acquisition of basic literacy competency; X_4 = Home learning and ϵ is the error term

$$Y = 21.516 + 13.638X_4 + \epsilon.$$

According to the coefficient matrix, there is a statistically significant positive unstandardized co-efficient of 13.638 within a 95 percent C.I (10.474, 16.802). There is sufficient evidence to reject the null hypothesis ($\beta = 0$) because the unstandardized co-efficient value has a significant p-value ($t = 8.538; p.05$). As a result, the null hypothesis of "no statistically significant effect of home learning on the development of basic reading skills in pre-primary education" was rejected. As a result, the alternative

hypothesis was confirmed, and it was discovered that home learning has a statistically significant impact on the acquisition of fundamental reading skills in early childhood education. A one-unit increase in parental involvement in home learning equates to a 13.638-unit increase in the level of core literacy competencies acquired by preschoolers. As shown by the Beta value of 0.625, increasing parental involvement in home learning by one standard deviation results in an increase of .625 standard deviations in the acquisition of fundamental reading competencies.

4.9: Multiple Regression Analysis: Influence of Parental Involvement through Epstein’s Theoretical Lens on Acquisition of Literacy Competencies among Preschoolers

The purpose of this study was to develop a linear model that could be used to characterize the ideal degree of literacy acquisition in preschoolers with parental participation using Epstein's theoretical lens as a predictor. This was accomplished using multiple regression analysis, which included the four dimensions of parental engagement in the model. The multiple-regression model aided in determining how effectively the set of parental engagement characteristics might predict the amount of literary competence acquired by preschoolers and the relative contribution of each of the model's components. Each facet of parental participation was analyzed for its predictive ability relative to the others. Additionally, the multiple regression analysis enabled the researcher to determine the amount of distinctive variance in the acquisition of reading competencies explained by each of the parental engagement factors. Table 4.25 summarizes the findings of multiple regression.

Table 4.25: Overall Regression Analysis Model Summary- Parental Involvement through Epstein’s Theoretical Lens on Acquisition of Literacy Competencies

Variable	B	95% CI	Beta	t	p
Constant	-37.624	(-46.795, -28.488)		-8.161	0.000
Home Parenting Environment	10.829	(9.056, 12.602)	0.498	12.104	0.000
Home to School Communication	5.776	(4.127, 7.426)	0.300	6.939	0.000

Parental Volunteering Services	6.734	(4.701, 8.767)	0.277	6.564	0.000
Home Learning	10.359	(8.497, 12.220)	0.474	11.027	0.000

Adjusted R Square =.806; F (4, 111) =120.440, p<.05

Through Epstein's theoretical lens, parental involvement accounted for 80.6 percent of the variation in the acquisition of literacy competencies among preschoolers, as indicated by the coefficient of Adjusted $R^2 = .806$. To forecast the relationship between parental involvement and the level of literacy competency acquisition among preschoolers, the regression model below was developed. In this model:

$$Y = \beta_0 + \beta_1 X_1 + \beta_2 X_2 + \beta_3 X_3 + \beta_4 X_4 + \varepsilon.$$

Where: Y is the acquisition of basic literacy competencies

- X₁ Home Parenting Environment
- X₂ Home to School Communication
- X₃ Parental Volunteering Services
- X₄ Home Learning

Predicated level of acquisition of literacy competencies among preschoolers was presented by:

$$-37.624 + 10.829 X_1 \text{ units} + 5.776 X_2 \text{ units} + 6.734 X_3 \text{ units} + 10.359 X_4 \text{ units} + \text{error}$$

The coefficients in the model demonstrate how preschoolers' acquisition of core literacy competencies vary with each facet of parental involvement when other factors remain constant. It was discovered that each facet of parental involvement had a unique effect on the acquisition of basic literacy competencies. For example, when home parenting improves by one unit, fundamental literacy competencies among preschoolers improve by 10.829 units, as indicated by the unstandardized coefficients. Similarly, when home-school communication, parental voluntary services, and home learning all improve by

one unit, acquisition of fundamental reading abilities improves by 5.776 units, 6.734 units, and 10.359 units, respectively.

In comparison, the application of standardized Beta values suggests that home parenting had the greatest influence (Beta= 0.498) on the development of fundamental literacy competences, whereas parental voluntary services had the least effect (Beta= 0.277). Beta values for home-to-school communication and home learning were 0.300 and 0.474, respectively.

However, ANOVA found that the model is statistically significant, $F(4, 111) = 120.440$, $p < .05$, Adjusted $R^2 = .806$. This demonstrates that the model is a substantial predictor of preschoolers' acquisition of literacy competencies. Thus, it was found that the model was adequate for predicting preschoolers' acquisition of core literacy competencies. However, additional factors (not included in this regression model) accounted for a sizable amount of the model that could not be explained by the model's elements of parental involvement. Possible explanatory factors that may have influenced preschoolers' acquisition of fundamental literacy competencies but were not included in the study include moderating effects and extraneous variables whose effects were not totally removed. Although acceptable validity and reliability were guaranteed, variables such as teacher factor, student factor, and school factor may have had an unmeasured effect on preschoolers' development of basic literacy competencies.

CHAPTER FIVE

SUMMARY OF FINDINGS, CONCLUSION, AND RECOMMENDATIONS

5.1 Introduction

This chapter presents a summary of the findings of the study, conclusion recommendations, and concern for further research.

5.2 Summary of findings

The goal of this study was to examine parental engagement and its effect on the development of fundamental reading skills in pre-primary school in Kenya using Epstein's theoretical lens. The study's aims were as follows:

- i. To investigate the effect of the home parenting environment on the acquisition of reading competences in pre-primary schooling as a component of parental participation.
- ii. To ascertain the effect of home-school communication on the acquisition of reading competences in pre-primary education as a component of parental participation.
- iii. To determine the effect of parental volunteering services on the acquisition of reading abilities in pre-primary education as a component of parental participation.
- iv. The purpose of this study was to determine the effect of home learning as a component of parental participation on the acquisition of reading skills in pre-primary school.

5.2.1 Home Parenting and Acquisition of Basic Literacy Competencies among preschool children

Although a few preschool parents in Manga Sub-County were appropriately involved in their children's home parenting, others did not provide a positive home learning environment for their children. While some parents reviewed their children's school accomplishments, discussed school, created rules about television programs, controlled

behavior, and praised their child for academic successes on an occasional basis, others never did. In general, parents gave an average assessment to the home parenting environment, indicating a modest level of involvement in in-home parenting for preschoolers. However, the data revealed that the home parenting environment had a statistically significant direct effect on preschoolers' acquisition of basic literacy competencies. Variation in home parenting techniques accounted for more than one out of every four instances of heterogeneity in the acquisition of fundamental literacy competencies. The study discovered that the degree to which preschoolers acquire fundamental literacy competencies can be predicted significantly by the quantity of parental involvement in at-home parenting activities.

5.2.2 Home to school communication and acquisition of literacy competencies among pre-schoolers

The study's findings indicated a modest level of parental involvement in home-school communication. Although many preschool parents believed they were involved effectively in home-school communication, others agreed that they were not sufficiently involved, and the majority of lead teachers confirmed that many of their preschool parents were not involved effectively in the home-school communication process. For example, the study discovered that many parents wait to be summoned to pay school fees, that few parents attend Parent Teacher Association (PTA) meetings, that few parents communicate with teachers regarding their children's behavior, and that few parents communicate with teachers regarding their children's academic and school-related issues. Nonetheless, the study's findings demonstrated a statistically significant positive effect of home-school communication on preschoolers' learning of basic literacy skills. Variation in parental involvement in home-school communication accounted for less than one-quarter of the variability in preschoolers' acquisition of core literacy competencies. Additionally, the study demonstrated that the degree to which toddlers acquire fundamental literacy competencies can be predicted significantly by the quantity of parental involvement in home-school communication.

5.2.3 Parental volunteering services and acquisition of literacy competencies among pre-schoolers

The survey's findings indicate that parental involvement in volunteer activities is often low among Manga Sub-County preschool parents. The survey results indicate that only a minority of parents attended parents meetings, participated in school-sponsored sporting activities, paid school levies on time, participated actively in school-sponsored activities involving parents and teachers, and made donations during school prize giving days. The findings, however, revealed a statistically significant positive effect of parental involvement in volunteer activities on preschoolers' acquisition of basic literacy competencies. Variation in parental involvement in volunteer activities accounted for approximately four out of every four examples of variability in preschoolers' acquisition of fundamental literacy competencies. Finally, the study discovered that parental involvement in volunteer activities is a significant predictor of preschoolers' degree of learning of basic literacy competencies.

5.2.4 Home learning and acquisition of literacy competencies among the preschoolers

The survey found a mixed rating of parental involvement in home learning, with preschool parents rating it as reasonably moderate and preschool lead teachers rating it as generally low. In general, the survey's findings indicated that not all parents were actively involved in their children's home learning. For instance, the poll found that only a few parents encouraged their preschool children to read books, only a few read books to their children, only a few watched educational television shows with their children, and only a few provided guidance on how to approach homework questions. Additionally, the study discovered that many parents did not provide adequate learning materials for their children, that only a few parents participated in volunteer work requested by their children's schools, and that only a few parents always checked their children's homework and provided adequate relevant materials for school work. The findings, however, revealed a statistically significant positive effect of parental involvement in home learning on preschoolers' development of core literacy competencies. Variation in parental involvement in home learning accounted for more than a third of the variance in preschoolers' development of core literacy competencies. Finally, the study demonstrated

that parental involvement in home learning is a strong predictor of preschoolers' degree of acquisition of core literacy competencies.

5.3 Conclusion of the study findings

5.3.1 Home Parenting and Acquisition of Basic Literacy Competencies among preschool children.

According to the study's findings, only a small fraction of preschool parents in Manga Sub-County were appropriately involved in their children's home parenting, while others were not successfully involved in their preschool children's home learning environment. Additionally, the study suggests that there is a direct correlation between home parenting and preschool children's learning of basic literacy competencies. Preschool children whose parents are actively involved in their education and provide appropriate home learning environments have a greater likelihood of developing stronger basic reading competencies than their counterparts whose parents are less interested.

5.3.2 Home to school communication and acquisition of literacy competencies among preschoolers

The survey's findings indicate that, despite the importance of parental involvement in volunteer activities, it is generally low among Manga Sub-preschool County's parents. Based on this low level of involvement, it was concluded that many parents are aware of the impact on their children's schooling. It was concluded that parental involvement in volunteer activities had an effect on the degree of development of pre-schoolers' basic literacy competencies. Additionally, the study concludes that knowledge of parental involvement in volunteer activities can be utilized to predict the amount of pre-schoolers' learning of basic literacy competencies. Preschoolers whose parents volunteer more at school are more likely to exude confidence, demonstrate a high sense of self-efficacy, be more motivated, and readily participate in literacy activities.

5.2.3 Parental volunteering services and acquisition of literacy competencies among preschoolers

The survey's findings indicate that, despite the importance of parental involvement in volunteer activities, it is generally low among Manga Sub-preschool County's parents. Based on this low level of involvement, it was concluded that many parents are aware of

the impact on their children's schooling. It was concluded that parental involvement in volunteer activities had an effect on the degree of development of pre-schoolers' basic literacy competencies. Additionally, the study concludes that knowledge of parental involvement in volunteer activities can be utilized to predict the amount of pre-schoolers' learning of basic literacy competencies. Preschoolers whose parents volunteer more at school are more likely to exude confidence, demonstrate a high sense of self-efficacy, be more motivated, and readily participate in literacy activities.

5.3.4 Home learning and acquisition of literacy competencies among the pre-schoolers

The survey's findings indicate that parental involvement in home learning is often low among preschool learners in Manga Sub-County. This was despite the fact that parental engagement in home learning had an effect on preschoolers' acquisition of basic literacy competencies. As a result, the study indicates that many parents are unaware of the critical nature of their involvement in their children's home learning. As a result of these findings, it was established that the home learning environment, which reflects the home environment and interactions within and around the home with family members, had a beneficial effect on the preschoolers' overall growth and development. This shows that essential learning experiences for pre-schoolers are shaped by the nature of daily life and activities, which support teachers' efforts. The home setting teaches children to study the world, and as such serves as a template for learning, behavior, and attitudes. Positive early learning experiences in the family can result in significant social and educational benefits with long-lasting and life-changing implications; nevertheless, neglect or abuse impairs learning and can also have long-lasting consequences.

5.4. Recommendations of the study findings

The following were the recommendations made from this study in light of the findings:

- The board of management of primary school should organize seminars with parents to discuss on the importance of parental involvement in terms of creating conducive home parenting environment, effective and frequent home to school communication, volunteering in school activities that enhance children's learning

and creating a conducive home learning environment rich with a variety of stimulating resources.

- The Ministry of Education should organize a course or seminar to equip parents with necessary skills related to appropriate parental involvement practises and children's acquisition of basic literacy competencies in line with the new competency-based curriculum.
- Parents should provide material, emotional and educational support to their pre-primary children. This is because the current study established that a good number of children lived in home environment characterized by parental low engagement in pre-primary children's learning.
- Parents should take a leading role in supporting their children's acquisition of basic literacy competencies because they are the first educators to mould, train and expose their children to various learning practices. This is because the study reported that parents played a key role in ensuring pre-primary school children's learning.
- The pre-primary teachers should sensitize parents with children at pre-primary centres on the importance of parental engagement in terms of creating conducive home parenting environment, effective and frequent home to school communication, volunteering in school activities that enhance children's learning and creating a conducive home learning environment rich with a variety of stimulating resources
- Parents should be educated on their role as parents and the importance of getting involved in the education of their children. This can be organized by the Ministry of Education with the help of the headteachers.
- Pre-primary parents should also be enlightened on the best communication practices with both their children and the school administration to foster good parent-teacher and parent-child relationships as this will have a positive influence on pre-primary learners' education.
- Policy formulators in education both at National and County levels should develop clear guidelines and policies on parental participation involvement in educational activities in preschool education.

5.5 Suggestion for Further Study

The following areas have been suggested for further studies:

- i. Influence of school-based factors on pre-primary children's acquisition of basic literacy competencies in Kenya.
- ii. Establish the effectiveness of various teaching and learning practises on pre-primary children's acquisition of basic literacy competencies in Kenya.
- iii. Role of teacher in enhancing pre-primary children's acquisition of basic literacy competencies in Kenya
- iv. A study on factors influencing parental decisions making in pre-primary learners education in Kenya.

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APPENDICES

APPENDIX A: LETTER TO THE SCHOOLS

Dear Sir/Madam,

LETTER OF PERMISSION

I am a doctoral student of the Jaramogi Oginga Odinga University of science and technology undertaking a study about the involvement of parents in the education of their pre-primary school pupils. Since the study is supposed to be undertaken in Manga sub-county Kenya, I would be extremely grateful if you could allow me to use your school as the population of the study.

Secondly, since the study is to find out the impact of parental involvement on the educational achievements of the pre-primary learners, I would appreciate it if you could allow me access to the academic grades of the pre-primary learners. I vouch for the confidentiality of the information that would be furnished by the respondents.

I hope you would give me the nod and the needed support to undertake the study in your school. Yours sincerely,

Gichana Elkanah-0700263835

(Student)

APPENDIX B: RESEARCH DESCRIPTION

I am a Ph.D. student in the Department of Special Needs Education and Early Childhood of Jaramogi Oginga Odinga University of Science and Technology. I am currently researching on **Parental Involvement in Pre-Primary Education as Predictor of Acquisition of Basic Literacy Competencies among Pre-Primary Children In Kenya.** I intend to administer the questionnaires and conduct interviews with pre-primary lead teachers, parents, and divisional ECDE coordinators.

Yours faithfully,

.....

Elkanah Mochache Gichana

0700263835, *Email:elkanagichana@yahoo.com*

APPENDIX C: CONSENT FORM

Email: elkanagichana@yahoo.com; Tel: 0700263835. I am currently researching on **Parental Involvement in Pre-Primary Education as Predictor of Acquisition of Basic Literacy Competencies among Pre-Primary Children in Kenya**. I am seeking your consent to involve you in this study by seeking your opinion on the same. This will be through an interview which I would like to tape-record with your permission, and/or the use of questionnaires. Please feel free to ask me any questions, before and after the interview.

1. I will maintain confidentiality and anonymity throughout this study. Confidentiality will be maintained by not divulging identifiable information to other parties, except those directly involved in supervising and examining the study. Such parties will not be able to link the data to identifiable participants, as the data will be anonymized by using codes on the interview transcripts.
2. Data will be protected by keeping transcripts and interview tape recordings in a secure place. Once the study has been examined, the data will be kept until my final assessment then will be destroyed.
3. I agree/ don't agree to take part in the above study. I have read the research descriptions above and agree to be tape-recorded by Elkanah Mochache Gichana. I understand that any information I provide is confidential and that no information will lead to identifying institutions or individuals involved in this study. I understand that my participation is voluntary and that I can choose to withdraw at any stage.

Name _____ Tel: _____ Email _____

Please tear off and return to Elkanah Mochache Gichana before or on the interview day.

APPENDIX D: QUESTIONNAIRE FOR PRE-PRIMARY SCHOOL PARENTS

Respondent's Code:

Instructions

There is no right or wrong answer. We are interested in your personal experience and opinion. The confidentiality of your information is guaranteed. Remember that by taking part in this study, you are contributing to our knowledge about promoting pupils' educational success. *For each item, please choose the answer which best describes your experiences.*

Section A: Personal information

1. Please indicate your gender

Male [] Female []

2. Marital Status

Married [] Single []

3. Please indicate your age -----

4. What is your highest level of education?

Below primary [] Primary [] High school []

Higher level College [] University []

5. Which is your occupation?

White collar job [] Semi-skilled job [] Peasant []

Section B: Parents Ratings of their Involvement in Children’s Education

The statements given below relate to your aspects of parenting of preschoolers.

Kindly tick (√) the statement that best fits your view.

1= Strongly Agree; 2=Agree; 3=Neutral; 4=Disagree; 5=Strongly Disagree

Part One: Home Parenting Environment

	Statement	SA	A	U	D	SD
I	I discuss with my child on his/her academic school					
Ii	I talk to my child about activities he/she does at school					
Iii	I talk to the child about other things that happen at school (for example contact with classmates, incidents on the playground)					
Iv	I try to find out what the child likes doing at school					
V	I talk with the child about his/ her behaviors					
Vi	I set rules about how long the child is allowed to play					
Vii	There are rules about the television programs the child is allowed to watch					
Viii	I Praise my child’s school achievements					
Ix	I control the child’s behaviors at home					
x	I guide and counsel my child					

Part Two: Home to School Communication

I	I wait for my teacher to call me when I have not paid the school fees					
Ii	I participate in Parents' meetings.					
Iii	I communicate with the teachers about the child's school results					
Iv	The teacher Communicate with me about the child's behaviour					
V	I communicate with the teacher about how the child feels at school					
Vi	I use the mobile number of my child's class teacher to tell him/her of my child's problems					
Vii	I talk to the subject teachers of my child about the child's strength and weakness					
Viii	I discuss with the teachers about my child's academic progress.					
ix	I talk to teachers about activities my child likes at home					

Part Three: Parental Volunteering Services

I	I participate in Parents' meetings.					
Ii	I attend organized sporting activities of the school.					
iii	I attend organized functions of the school such as speech and prize giving days.					
Iv	I always visit the school to follow up on my child's academic progress					
V	I pay school fees and other fees promptly.					
Vi	I participate actively in activities involving parents and teachers in school.					
vii	I make donations during school prize award day					

Part Four: Home Learning

I	I encourage the child to read books at home					
Ii	I read books to my child					
Iii	I watch informative television programs with my child					
Iv	I give guidelines to my child on how to tackle his/her homework					
V	I provide learning materials for the child.					
Vi	I always participate in volunteer work called upon by my child's school					
Vi	I always check my child's homework					
Viii	I guide my child when and where to do studies at home					

Ix	I provide relevant materials that the child needs for school work.					
x	I do creative things with my child					

Thank You for participating

APPENDIX E: QUESTIONNAIRE FOR PRE-PRIMARY SCHOOL LEAD TEACHERS (QFPSLTs)

Instructions

There is no right or wrong answer. We are interested in your personal experience and opinion. The confidentiality of your information is guaranteed. Remember that by taking part in this study, you are contributing to our knowledge about promoting pupils' educational success. For each item, please choose the answer which best describes your experiences.

Section A: Personal information

1. Please indicate your gender

Male [] Female []

2. Marital Status

Married [] Single []

3. Please indicate your age -----

4. What is your highest level of education?

Below primary [] Primary [] High school []

Higher level College [] University []

5. Which is your working experience in terms of years? -----

6. The following statement relates to preschoolers education. Kindly tick (✓) your appropriate responses. For VS (Very Satisfied) = 5, S (satisfied) = 4, UD (Undecided) = 3, DS (dissatisfied) = 2 and VDS (Very Dissatisfied) = 1

Section B: Preschool parents' Involvement in Home-School Communication

Items	SA	A	U	D
My parents wait for me to call them when they have not paid the school fees				
My parents participate in the Parent-Teacher Association (PTA) meetings.				
My parents communicate with the teachers about the child's school results				
My parents communicate with me about the child's behaviour				
My parents communicate with the teacher about how the child feels at school				
My parents call the class teacher to tell them their child's problems				
My parents talk to the subject teachers of my child about the child's strengths and weaknesses.				
My parents discuss with the teachers about my child's academic progress.				
My parents talk to teachers about the activities their children like at home.				

Section C: Preschool parents' Involvement in Home-School Communication

Items	SA	A	U	D	SD
My parents wait for me to call them when they have not paid the school fees					
My parents participate in the Parent-Teacher Association (PTA) meetings.					
My parents communicate with the teachers about the child's school results					
My parents communicate with me about the child's behaviour ¹¹⁶					
My parents communicate with the teacher about how the child feels at school					
My parents call the class teacher to tell them their child's problems					
My parents talk to the subject					

teachers of my child about the child's strengths and weaknesses.

My parents discuss with the teachers about my child's academic progress.

My parents talk to teachers about the activities their children like at home.

Section D: Preschool Lead Teachers on Parental Volunteering Services

Item	SA	A	U	D	SD
My parents participate in Parent meetings.					
My parents attend organized sporting activities of the school.					
My parents attend organized functions of the school such as speech and prize giving days.					
My parents always visit the school to follow up on my child's learning progress					
My parents pay for school fees and other levies					

promptly.

My parents participate
actively in activities
involving parents and
teachers in school.

My parents make
donations during school
prize giving day

Section E: Preschool Parents Home Learning Environment

SA	A	U	D	SD
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10. My parents encourage kids to

read books

11. My parents read books to

kids

12. My Kids watch informative

television programs with

parents

13. My parents give guidelines to
on how to tackle questions at
homework
14. My parents provide learning
materials for the child.
15. My parents always participate
in volunteer work called upon
by a child at school
16. My parents always check a
child's homework
17. My parents guide the child
when and where to do studies
at home
18. My parents provide relevant
materials that the child needs
for school work.

Thank You for participating

APPENDIX F: Pre-schoolers Rating of Basic Literacy Competencies

Child's Code Gender: Male Female

Use the rating of 5-Excellent; 4-Very Good; 3-Good; 2-Satisfactory; 1-Fair scale below to gauge the learner's skills in basic literacy competencies.

	Language Competencies	Ratings				
		5	4	3	2	1
1.	Follows verbal directions					
2.	Has appropriate vocabulary for the level of maturity					
3.	Tell a short story					
4.	Sounds letters of the alphabet					
5.	Complete simple writing pattern based on letters					
6.	Read and write three-letter words.					
	Numeracy Competencies					
1.	Rote count numbers 1-50					

2.	Perform operations (put together/take away) on numbers 1-9					
3.	Compare size/heaviness of objects					
4.	Identify different shapes					
5.	Tell different times of the day based on daily routine					
6.	Match numbers with equivalent real objects/items					
	Social Competencies					
1.	Play cooperatively with other children					
2.	Follow rules given by a teacher/adult					
3.	Demonstrate self-control in different situations					
4.	Name the color of the National flag					
5.	Follow class routines					
6.	Identify landmarks near home					
	Motor Competencies					
1.	The child throws a ball at a target					
2.	The child catches a ball thrown at some distance					

3.	The child makes coordinated movement in a singing game					
4.	The child paste shapes to form artwork					
5.	Model different objects using clay/plasticine					
6.	Makes simple structures using locally available materials					

APPENDIX G: INTERVIEW GUIDE FOR HEAD TEACHERS (IGFHTs)

1. How do you describe a perfect parenting of pre-primary learners?
2. What is your view on the volunteering services of parents/guardians at preschools? Do parents do volunteering services at school with respect to pre-primary learners? Kindly explain.
3. Describe the best home learning environment? How is this done by parents /guardians of children in your class? What do you recommend as the best way of doing learning at home by pre-primary learners?
4. How do you view home to school and school to home communication for purposes of preschool education? How often are parents and teachers involved in this? Please explain.
5. What are the best ECDE practices in the modern times according to vision 2030?
6. How is parental involvement in decision making of preschool education critical in development of ECDE? How is it done in your school?
7. To what extent is the school community important in pre-primary learners' education? Kindly explain how the community has been useful in pre-primary learner's education.

Thank you for your cooperation.

APPENDIX H: INTERVIEW GUIDE FOR ECDE DIVISIONAL OFFICERS (IGFDOs)

1. How do you describe a perfect parenting of pre-primary learners?
2. What is your view on the volunteering services of parents/guardians at preschools? Do parents do volunteering services at Manga sub-county?
3. Describe the best home learning environment? How is this done in your area of jurisdiction?
4. How do you view home to school and school to home communication for purposes of preschool education? Describe how it is done at Manga sub-county.
5. What are the best ECDE practices in the modern times according to vision 2030?
6. How is parental involvement in decision making of preschool education critical in development of ECDE? How is it done in your area of jurisdiction?
7. Explain ways in which the school community is important in pre-primary learners' education?
8. How is learning at home by pre-primary learners done? What do you recommend as the best way of doing learning at home by pre-primary learners?

Thank you for your cooperation.

APPENDIX I: FOCUS GROUP DISCUSSION GUIDE (FGDG)

1. Describe how you do parenting of your children with a view of wanting them to excel at pre-primary?
2. Do parents do volunteering services at pre-primary? Kindly explain how you are involved?
3. Kindly explain how you conduct the learning of pre-primary learners at home?
4. In what ways is home to school and school to home communication important?
5. How often are you engaged in the home to school and school to home communication?
6. How is parental involvement in the decision making of pre-primary learners' education critical in the development of ECDE? Kindly explain how you are involved in decision making at the pre-primary level?
7. How is the school community important in your pre-primary learners' education? Is the government assisting you in pre-primary learners' education?
8. What do you recommend as the best way of doing learning at home by pre-primary learners?
9. How important are pre-primary learners' education?

Thank you for your cooperation.

APPENDIX J: KREJCIE AND MORGAN TABLE (1970)

Population	Sample	Population	Sample	Population	Sample
10	10	220	140	1200	291
15	14	230	144	1300	297
20	19	240	148	1400	302
25	24	250	152	1500	306
30	28	260	155	1600	310
35	32	270	159	1700	313
40	36	280	162	1800	317
45	40	290	165	1900	320
50	44	300	169	2000	322
55	48	320	175	2200	327
60	52	340	181	2400	331
65	56	360	186	2600	335
70	59	380	191	2800	338
75	63	400	196	3000	341
80	66	420	201	3500	346
85	70	440	205	4000	351
90	73	460	210	4500	354
95	76	480	214	5000	357

100	80	500	217	6000	361
110	86	550	226	7000	364
120	92	600	234	8000	367
130	97	650	242	9000	368
140	103	700	248	10 000	370
150	108	750	254	15 000	375
160	113	800	260	20 000	377
170	118	850	265	30 000	379
180	123	900	269	40 000	380
190	127	950	274	50 000	381
200	132	1000	278	75 000	382
210	136	1100	285	1 000 000	384
Population	Sample	Population	Sample	Population	Sample

APPENDIX K: AUTHORITY LETTER FROM THE UNIVERSITY



JARAMOGI OGINGA ODINGA UNIVERSITY OF SCIENCE & TECHNOLOGY

BOARD OF POSTGRADUATE STUDIES
Office of the Director

Tel. 057-2501804
Email: bps@jooust.ac.ke

P.O. BOX 210 - 40601
BONDO

Our Ref: **E461/4506/2014**

Date: Tuesday, 19th July, 2016

TO WHOM IT MAY CONCERN

RE: ELKANA MOCHACHE GICHANA - E461/4506/2014

The above person is a bona fide postgraduate student of Jaramogi Oginga Odinga University of Science and Technology in the School of Education pursuing a PhD Degree. He has been authorized by the University to undertake research on the topic: "**Parental Involvement in learning Outcome. Bringing Theory and Practice into Perspective among Preschoolers in Kenya.**"

Any assistance accorded to him shall be appreciated.

Thank you.

Prof. Beatrice Anyango
DIRECTOR, BOARD OF POSTGRADUATE STUDIES

APPENDIX L: RESEARCH AUTHORIZATION LETTER FROM NACOSTI



**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, Utalii House
Uhuru Highway
P.O. Box 30623-00100
NAIROBI-KENYA

Ref. No.

Date:

NACOSTI/P/16/54512/13222

26th August, 2016

Elkanah Mochache Gichana
Jaramogi Oginga Odinga University
of Science and Technology
P.O. Box 210-40601
BONDO.

RE: RESEARCH AUTHORIZATION

Following your application for authority to carry out research on "*Parental involvement as a predictor of learning outcomes in pre-schools in Manga Sub-County, Kenya*" I am pleased to inform you that you have been authorized to undertake research in **Nyamira County** for the period ending **26th August, 2017.**

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


BONIFACE WANYAMA
FOR: DIRECTOR-GENERAL/CEO

Copy to:

The County Commissioner
Nyamira County.

The County Director of Education

APPENDIX M: AUTHORITY FROM THE COUNTY COMMISSIONER

REPUBLIC OF KENYA



THE PRESIDENCY

Ministry of Interior and Coordination of National Government

Telephone: 020-2012491

Fax: 058-6144446

Email: ccnyamira@yahoo.com.

ccnyamira2012@gmail.com.

COUNTY COMMISSIONER

NYAMIRA COUNTY

P.O. BOX 2 - 40500

NYAMIRA

When replying please quote our

REF: NYRC/ED.2/VOL.I/176

DATE: 8th September, 2016

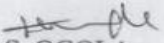
✓ The Deputy County Commissioner
MANGA SUB-COUNTY

**RE: ELKANAH MOCHACHE GICHANA – JARAMOGI OGINGA ODINGA OF
SCIENCE & TECHNOLOGY UNIVERSITY
RESEARCH AUTHORIZATION**

Reference is made to letter Ref. No. NACOSTI/P/16/54512/13222 dated 26th August, 2016 from the Director General/CEO, National Commission for Science, Technology and Innovation, Nairobi authorizing *Elkanah Mochache Gichana* to carry out research on "*Parental involvement as a predictor of learning outcomes in pre-schools in Manga Sub-county in Nyamira County*"

This is to inform you that the planned research will be conducted in Nyamira County, upto *26th August, 2017*.

Kindly accord him the necessary assistance.


D. S. OGOLA
FOR: COUNTY COMMISSIONER
NYAMIRA

Copy to:

National Commission for Science, Technology
& Innovation,
P.O. Box 30623
NAIROBI

County Director of Education
P.O Box 4
NYAMIRA

APPENDIX N: COUNTY DIRECTOR OF EDUCATION AUTHORITY LETTER

MINISTRY OF EDUCATION

Telegram: "EDUCATION", Nyamira
Telephone: (058) 6144224
email: cdenvamiracounty@gmail.com
When replying please quote



COUNTY DIRECTOR OF EDUCATION
NYAMIRA COUNTY
P.O. BOX 745
NYAMIRA

13th September, 2016

Ref.No. NCEO/1/25/86

Date:

TO WHOM IT MAY CONCERN

RE: AUTHORITY TO CONDUCT RESEARCH BY ELKANAH MOCHACHE GICHANA

The above named person is a student AT **JARAMOGI OGINGA ODINGA UNIVERSITY OF SCIENCE AND TECHNOLOGY**. He has been given authority by the national commission of science, technology and Innovation to conduct research on "Parental Involvement as Predictor of Learning outcomes in Pre-schools in Manga Sub-County in Nyamira.

The research will commence immediately and end on 26th August, 2017.

Kindly accord him the necessary assistance.


COUNTY DIRECTOR OF EDUCATION
NYAMIRA COUNTY

DIMBA KENNEDY
FOR: COUNTY DIRECTOR OF EDUCATION
NYAMIRA COUNTY

APPENDIX O: AUTHORITY FROM ASSISTANT COUNTY COMMISSIONER

1

REPUBLIC OF KENYA



THE PRESIDENCY

MINISTRY OF INTERIOR & COORDINATION OF NATIONAL GOVERNMENT

Manga Sub-County,
Nyamira County,
P.O. Box 229-40200,
KISII

Email:dcmanga@gmail.com
dcmanga@ymail.com

15th Sep, 2016

When replying please quote:

REF:ED.12/8/ (46)

All Assistant County Commissioners,
Manga.

RE: ELKANAH MOCHACHE GICHANA-JARAMOGI OGINGA ONDINGA
UNIVERSITY OF SCIENCE AND TECHNOLOGY.

RESEARCH AUTHOURIZATION.

Reference is made to the letter Ref.No.NACOSTI/p/16/54512/13222 dated 26th Aug.2016 from the director General /CEO, National Commission for Science Technology and Innovation, Nairobi Authorizing **ELKANAH MOCHACHE GICHANA** to carry out research on "Parental Involvement as a predictor of outcomes in pre schools in Manga Sub County in Nyamira County.

This is to inform you that the planned research will be conducted in Nyamira County, upto **26th August 2017.**

Kindly accord him the necessary assistance.

Thank you.


J.M.KINGOKU COUNTY COMMISSIONER
FOR: DEPUTY COUNTY COMMISSIONER
MANGA.

KISII

APPENDIX P: MAP OF MANGA SUB-COUNTY

