

**Parental strategies enhancing level of involvement among pre-school learners in Nandi Central Sub-County, Kenya.**

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**Declaration**

This article is my original work and has not been presented for any publications in any other journal.

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## Abstract

The study established the Parental strategies enhancing level of involvement among pre-school learners in Nandi Central Sub-County, Kenya. The study adopted descriptive design. The target population was 3566 which was composed of 183 head teachers' public primary school, 183 lead teachers of public Early Childhood Development Education and 3200 parents of top class in Nandi Central Sub-County, Kenya. The study adopted purposive and simple random sampling techniques to sample respondents. The ECDE parents were sampled using stratified random sampling technique. The sample size for the study was 462. This composed of 74 public head teachers, 74 lead teachers of public early childhood Development Education and 320 parents. The instruments used were questionnaires and interview schedule. The pilot study was done in two schools and test re-test method was used to determine the instrument's reliability. Validity was ensured through expert judgment by my supervisors. The researcher utilized thematic analysis. The study found out that Parents who have the best strategies in their children's education performs better in their academic work. The study recommended that, school administrators should come up with strategies of increasing parental positive attitude in the involvement of their children education performance.

**Keywords:** Strategies, parents, volunteering, communication, participation.

## Background of the study

Education is essential for the development of society and the more educated the people of a society are, the more civilized and well-disciplined the society might be. Mainly, family has responsibility to socialize children for making them productive members of society. The more the parents involve in the process of imparting education to their children, the more the preschools might excel in their academic career and to become the productive and responsible members of society (Berkeley, 2009). Having recognized the importance of parental involvement in school and education, the United States government made a declaration in a federal Legislation enacted in 1994. The Education America Act states that by the year 2000, every school to promote partnerships that would increase parental involvement and participation in the social, emotional and academic growth of children. Utah Education Association (2008) asserted that when parents are involved in their children's education at home, they do better in schools. Conway and Houtenwille (2008) also affirm that parental involvement has a strong positive effect on preschool achievement. The cultivation of strong family- school linkages is increasingly and widely viewed as an essential component of strategies to improve preschools' educational outcomes.

Gadsden and Bowman (2007) established that children's development of early literacy begins at birth and relies on a range of environmental stimuli. Fathers can ensure that their children are exposed to the best environmental stimuli by participating at home and in early childhood education settings which are often children's first significant experiences through which their children can develop cognitive abilities. They can tell stories, read and select books with their children and learn how to use appropriate visual and cognitive cues. Early childhood educators can introduce fathers to involvement approaches that provide opportunities for children to scribble and write, learn new

vocabulary, identify letters and important words such as their names and utilize relevant print within and outside the household. They can also encourage fathers to talk with their children which are a critical but often-underrated parent child activity (Gadsden, 2007).

Sylvia (2004) study found that what parents and carers do with their young children makes a real difference to the children's development and is more important. There are a range of activities that parents undertake with pre-school children which have a positive effect on their development in that they engage and stretch the child's mind. For example, reading with the child, teaching songs and nursery rhymes, painting and drawing, playing with letters and numbers, visiting the library, teaching the alphabet and numbers, taking children on visits and creating regular opportunities for them to play with their friends at home, were all associated with higher intellectual and social/behavioural scores. These activities could also be viewed as 'protective' factors in reducing the incidence of special educational needs because children whose parents engaged regularly in home learning activities were less likely to be at risk for special educational needs (Sylva, 2004).

According to Kigotho (2011), the relationship between local communities and teachers in public schools in Kenya is based on enmity. In some parts when pupils fail to perform well in the Kenya Certificate of Primary Education, parents rush to schools to abuse and, in some incidents, to literally cane teachers. This is a clear indication that parents and the society at large have failed to realize their crucial role in the positive education of their school going children. Muola (2010) argues that well equipped and facilitated schools still register poor academic education among some learners. While it is important to equip and facilitate the school institution, it is also important to study other extraneous factors at the home such as parental variables and how they influence education. Studies have shown that the home environment (parental encouragement, parents' occupation, parents' education and family size) have a statistically positive and significant effect on academic intrinsic motivation.

In Nandi Central Sub-County, many children aged 3-5 years are enrolled in public preschool, disparities exist among zones. When head teachers and ECDE lead teachers call for school parental meetings to deliberate on the preschool learners' education, the percentage of those attending the meeting is lower than those who are present. Moreover, teachers sent preschool learners at home to come along with their parents for the meeting even if prior notice was given (Nandi Central Sub-County Education report, 2015). This is an indicator of low parental involvement which has to be investigated in Nandi Central Sub- County, Kenya.

### **Epstein's model of parental involvement**

In understanding how parents are involved in the education of their children, a model by Epstein's (2010) was utilized useful. This model presents six parental involvement factors that would indicate extend or level of parental involvement in education of learners. The six parenting factors include: parenting, communicating, volunteering, learning at home, decision making and collaborating (Epstein, 2010).

Communicating with families about school programs and preschool progress Create a two-way communication channels between school and home. This improves recruitment, training, activities, and schedules to involve families as volunteers and as audiences at the school or in other locations

(Epstein, 2010). It enables educators to work with volunteers who support pre-schools learners and the school. Families should involve themselves in the education of children in the following way; learning at home, including homework, goal setting, and other curriculum-related activities. This encourages teachers to design homework that enables preschool to share and discuss interesting tasks (Epstein and Dauba, 2010). It also include families as participants in school decisions, governance, and advocacy activities through school councils or improvement teams, committees, and parent organizations (Okantey, 2010). Collaborating with the Community enhances resources and services for families, preschools and the school with community groups including businesses, agencies, cultural and civic organizations, and colleges or universities, enable all to contribute service to the community (Epstein, 2010). This therefore was used by the researcher in trying to analyze the forth objective of, “to determine strategies of enhancing parental involvement among parents of the preschool learners in Nandi Central sub-county, Kenya”.

Conversely, if the teacher and the parent uphold their shared responsibilities, they amass together their combined skills to turn out better and successful pupils. Their collective effort brings the spheres of family and school influence together, thereby increasing the relations between parents and schools and this creates school-like families and family-like schools. The Epstein model shows that the extent of overlap among these three spheres in different schools may vary and it can be enhanced or decreased by the practices of teachers, parents or the children (Van Wyk, 2008).

According to Epstein (2010), change is always happening in the overlapping spheres of influence: all the components of schools, families and communities vary constantly. The model recognizes various contexts and interpersonal relations among all the parties involved, parents, teachers and learners. It includes external and internal structures, which enhances the child's education. This study is also based on overlapping spheres of influence by trying to find out how parents are involved in the education of their preschool learners both in the community, at home and school.

### **Parental strategies enhancing involvement in the education of their preschool learners education**

Houtenville and Conway (2008) insinuates that strategies put in place by parents have the potential to model positive attitudes and behaviors toward school, and research in developed countries such as the United States has shown that parental involvement contributes to youth academic success. In fact, children are more likely to apply themselves and perform better in school when their parents show an interest in their school work, are willing to assist them with homework, and are willing to hold their children accountable for completion of school assignments.

Studies conducted in USA, sought to evaluate the efficacy of teacher communication with parents and preschools as a means of increasing preschool engagement (Kraft, Mathew and Shaun, 2011). It's estimated that the causal effect of teacher communication by conducting a randomized field experiment in which children were assigned to receive a daily phone call home and a text/written message during a mandatory summer school program. It was found out that frequent teacher-parent communication immediately increased preschool engagement as measured by homework

completion rates, on-task behavior and class participation. On average, teacher-parent communication increased the odds ratio preschool completed their homework by 42% and decreased instances in which teachers had to redirect preschools' attention to the task at hand by 25%. The above reviewed study used the randomized field experimental design which was quantitative in nature while the present study used mixed method research design that analyzed both quantitative and qualitative data (Kraft, Mathew and Shaum, 2011).

Hountenvilli and Conway (2008) also confirmed that the more parents get involved or participate in schooling in a sustained way at every level in advocacy, decision making and oversight roles as fund raisers and boosters as volunteers and para-professionals and as home teachers, the better for learner's achievement. They also proved that families whose children are doing well in school have a daily family routine, monitor out of school activities of their children, model the value of learning, self-discipline and hard work, express high but realistic expectations of achievement, show interest in children progress by helping or looking at their homework, discuss the value of good education and possible career options and they also stay in touch with their children, teachers and school staff. The above reviewed study was focused on career option on students in High schools while the current study emphasized on preschool going children.

A study by Chowa, Masa and Tucker (2013) in Ghana, used the structural equation modeling model and found out that strategies of parental involvement (i.e., home involvement, school involvement, parent-teacher communication) was predictive of children's/youth school engagement and socio-emotional adjustment. If parental involvement does indeed buffer the effects of student's mathematics anxiety on children's mathematics achievement, the importance of supporting parental involvement initiatives becomes even more evident. The above reviewed study was done in Ghana based on students mathematic achievement while the current study was carried out in Kenya and used the Eptein's model on preschool learners' education.

strategies of parental involvement and parental participation are used synonymously in studies to refer to the support of parents in school activities in and out of school for the benefit of the pupils (Kgaffe,(2007). The term "parental participation" describes a wide variety of parental behaviours, some of which take place at home while others take place at the school. These include working in the children's canteen, fulfilling children's basic needs, providing clerical support for teachers, attending school social activities, supervising children on school excursions, helping with homework, making decisions on the nature of the curriculum, amongst others. Although there is considerable disagreement on how much power parents should really have in their participation in schools, few advocates of parental participation truly see parents as equal partners with teachers in their children's education (Monadjem, 2007). The above reviewed study was done in South Africa while the current study was carried out in Kenya.

Parents teachers and school should create a strong strategic partnership so as to: improve school programs, school climate, provide services and support, increase parental skills and leadership, link parents in the school and help teachers in their work. However, the main reason is to help all pupils to succeed in school and later in life. When learners, parents and teachers view each other as partners in education the child benefits (Epstein, 2010).

Innes (2006) found that there is a positive relationship between parents who provide school-based learning materials and books for their young children at home and learner achievement. In addition, the Australian Council of State Schools' Organisation, ACSSO (2006) observed that improving the home environment increased learners' school achievement, parents' confidence to consult teachers and their understanding of their children, and it resulted in closer relationships between parents and teachers. Such improvements in the home environment have lasting effects, (Program Appleseed, 2007). The above reviewed literature was in Australia but the current study was done in Kenya.

Naidoo (2005) suggests that parents should play a more dynamic role in their children's education because teachers, pupils and the parents themselves gain from increased strategies of parental involvement and this could alleviate some of the problems faced by communities facing difficulties tackling children's material, emotional and learning needs

In addition, Greer (2008) in Australia add that involvement of parents might improve learning outcomes by better attendance rates, literacy, numeracy outcomes, self-esteem, social behaviour and completion rates in children's school education or movement from school to work. Similarly, Monadjem (2007), Lemmer and Van Wyk (2005) in South Africa asserts that both school to home communication, where teachers inform the parents about school programs and pupils' progress, and home to school communication, where parents contact teachers about their children's school life, have been correlated with positive child outcomes.

According to Skaalvik (2006), motivation is what gets one going, keeps one going, and determines where one is to go. Motivation is one of the factors that contribute to educational success. It is important for both parents and educators to understand why promoting and encouraging educational motivation from an early age is very important. Motivation is crucial to a student's educational success at any age. Because students form self-concepts, values, and beliefs about their abilities at a young age, the development of early educational motivation has significant implications for later academic careers. A great deal of research has found that students high in education motivation are more likely to have increased levels of educational achievement and have lower dropout rates (Skaalvik and Skaalvik, 2006). There also exists a positive relationship between motivation and academic education and success (Skaalvik and Skaalvik, 2006). The present study investigated if parents motivated their preschool learners to enhance their education.

Olaniyi and Mageshni (2008) argues that parental involvement is positively correlated with students' academic achievement. Children of parents involved in the home-based learning support

activities and direct communication with their children has superior school grades than those from less involved parents. Nyarko (2011) in Ghana carried out a study to analyze the link between parental school involvement and the academic achievement of young students from diverse socio-economic backgrounds between the ages of (15 and 20), the results indicate a positive and significant correlation between mothers' school involvement and the academic achievement of the students. Active parental involvement in school activities has a positive influence on children's learning and cognitive growth. The above reviewed study was done among secondary school learners not on preschool as was the present study. Moreover, the study was quantitative in nature and it left out qualitative aspect which was in the present study.

Research by Nyarko (2011) uses the contextual description of parental involvement in which in-school parental involvement includes communication with teachers about school progress and school visits and at-home parental involvement includes encouragement of children to succeed, monitoring of homework, and attending field trips.

According to Gesare (2012), communication takes the form of phone calls, short visits to the school or written notes to and from the teacher. This is important for the parents to keep in touch with the school so that they can know the progress of their children. This also makes the work of the teacher easier since they are assured of the parents' support always. Similarly, there exists a strong correlation between homework monitoring by parents and the educational education of preschoolers. The present study filled the gap by analyzing data using both quantitative and qualitative design while the above reviewed study used quantitative research design.

### **Goal of the study**

The study sought to establish parental strategies on involvement in the education of public preschool learners in Nandi Central Sub-County, Kenya.

### **Research Methodology.**

#### **Research design**

The study adopted descriptive study design. Data was analyzed qualitatively in finding out the strategies of enhancing parental involvement in preschool learners.

#### **Study participants**

The study target population was 183 public preschools, 183 public primary head teachers, 183 Early Childhood Development Education lead teachers and 3200 preschool parents. The total target population was 3566. Wolverton, (2009), indicated that (10% to 50%) or more of a population makes a representative sample. The study therefore sampled 39% of both 183 public schools Head teachers and Early Childhood Development Education lead teachers that gave 74 respondents respectively. The sampled size for parents was 10% of 3200 that gave a sample size of 320.

#### **Research instruments**

The researcher used questionnaires and interview schedule to collect data for the study.

The questionnaire was used in study because the researcher was to get the original information from the parents, Public head teachers and Early Childhood Development Education lead teachers. The semi-structured questions were asked together with some open ended questions. Most of the items adopted a five Likert scale format ranging from (Strongly agree, agree, undecided, disagree, strongly disagree). The open-ended format allowed more spontaneity of response and provided opportunities for self-expression (Jwan, 2010). The interview schedule was relevant to the study as it provided in-depth information and details and understating of the research issues. The researcher tape recorded the conversation for its coding using a mobile phone to: speed up the interview because there was no writing involved and to reanalyze the data in order to test the objectives (Mugenda, 2013).

To ensure validity of the instruments, experts in the area of qualitative research were consulted. A pilot test was done to ensure that questionnaire were well structured and measured the variables. As such, the researcher had to seek for assistance from her supervisors of Jaramogi Oginga Odinga University in order to help improve content validity of the instruments.

Reliability of the instruments was done through testing and retesting. Ethical considerations of confidentiality, free participation and right to privacy was ensured.

### **Data collection procedure**

First, the researcher got a permit from the Board of Post Graduate Preschools (BPGS) of Jaramogi Oginga Odinga University of Science and Technology (JOOUST), obtained a permit to collect data from the National Commission for Science, Technology and Innovation (NACOSTI), reported to the assistant sub-county commissioner, Sub-county education officer and sub-county teachers' service commission staffing officer, divisional and zonal officers of Nandi Central Sub-county to notify them of the research study that the researcher was undertaking in their areas of jurisdiction. The researcher personally visited all the 74 sampled schools with an official written letter from the researcher and copies of JOOUST and NACOSTI to plan with the head teachers and ECDE lead teachers about the purpose of the study, type of study instruments to be administered and when the study was to be conducted. Prior arrangement was made on how and when to invite parents for the administration of questionnaires and interview schedule. The researcher gave the ECDE lead teacher questionnaires for the parents. The researcher then left the questionnaire for duration of two weeks and later on came to collect them for data analysis. The administration of the interview schedule took me 30 minutes per respondent.

### **Data analysis**

Data was analyzed qualitatively. Qualitative data collected from questionnaires was analyzed using descriptive using thematic analysis.



**Study findings****Strategies of enhancing level of parental involvement in pre-school learners' education**

Item	SA	A	N	P	SD
Schools should invite motivational speakers to enlighten parents on involvement	41.7% (20)	37.5% (18)	10.4% (5)	4.2% (2)	6.3% (3)
Parents should provide learning materials to children	60.4% (29)	10.4% (5)	8.3% (4)	6.3% (3)	14.6% (7)
Parents should help with homework at home	25.0% (12)	37.5% (18)	16.7% (8)	12.5% (6)	8.3% (4)
Head teacher to encourage parents to attend school meetings regularly	16.7% (8)	29.2% (14)	33.3% (16)	6.3% (3)	14.6% (7)
Parents to provide lunch to children	64.6% (31)	20.8% (10)	6.3% (3)	0.0% (0)	6.3% (3)
Head teacher to organize conferences to educate parents	35.4% (17)	20.8% (10)	8.3% (4)	6.3% (3)	29.2% (14)
Volunteer in class activities	37.5% (18)	25.0% (12)	16.7% (8)	12.5% (6)	8.3% (4)
Needs to be role models	41.7% (20)	29.2% (14)	8.3% (4)	6.3% (3)	14.6% (7)
Parents to participate in field trips with their children	47.9% (23)	20.8% (10)	20.8% (10)	4.2% (2)	6.3% (3)
Parents to help in reading to their children	25.0% (12)	20.8% (10)	29.2% (14)	10.4% (5)	14.6% (7)

**Source: Survey data (2015)**

From Table 4.24, the finding of the study show that most head teachers who participated in the study held a general feeling that parents have a serious role in creating opportunity for their involvement in their preschool learners' education. For example, it was established that nearly four out of five, 79.2% (38), of the head teachers who took part in the study argued that parents should provide learning materials to their children. It was also established that a significant proportion, 64.6% (31), of the head teachers held a strong feeling that parents have a responsibility to provide lunch to their children as a way of getting involved in their education.

On the same note another 62.5% (30) of head teachers who participated in the study also believed that parents should help with homework at home and slightly less than a half, 45.8% (22) of the head teachers added that parents could also help in reading to their children. However, about a fifth, 20.8%, of the head teachers who participated in the study disagreed with the suggestion of parents assisting in doing homework. In fact, although 29.2% (14) of the head teachers were undecided a quarter 25% (12) of them vehemently refuted the suggestion that parents can teach their children reading. Perhaps their reason for refusal could have been that parents may not have the right expertise to teach the children or supervise their home assignments including reading. This

group of head teachers had a perception that the schools are in the Centre stage to involve parents in the education of the children. For instance, slightly more than three quarters 77.1% (37) of the head teachers who were involved in the study suggested that schools should invite motivational speakers to enlighten parents on involvement.

It also emerged that Head teacher have a role to play in make parents get involved in education of their children. This was reflected by 45.9% (22) of the head teachers who agreed that they should encourage parents to attend school meetings regularly. Another 56.2% (27) of them also suggested that the head teacher should organize conferences to educate parents on their involvement in education of their children.

However the findings of the study also show that 62.5% (30) of head teachers expect parents to volunteer in class activities as a way of getting involved in education of their children. Their volunteer work could involve them participating in field trips with their children, as was suggested by more than two thirds 68.7% (33) of the head teachers who participated in the study. On the same note, majority 70.9% (34) of the head teachers also expect the parents to be role models to their children.

### **Schools to involve parents in educational meetings**

This implies that head teachers together with ECDE lead teachers should invite ECD parent to school meeting. During the educational meetings, parents should be sensitized on importance of regular attendance, checking school work of preschool learners and general hygiene of their children

This was similar to the following excerpt.

“I call ECDE parents meeting at school to deliberate on preschool learners education but the attendance sometimes discourages and wonder if this parents are serious with their children’s education” [HT,2].

The meeting called by the head teacher to discuss issues affecting pre-school learners education is normally fruitful as evident from the following similar respondent who reported that;

“I attend ECDE meetings called by the school administration, to discuss educational matters affecting my preschool learner” [Parent,5].

This means that high parental involvement is necessary. Parents who attend preschool learners’ meetings are sensitized on the advantages of assisting their children with homework, provision of basic needs, hygiene and provision of learning materials. . The above explanation corresponds to Bridgemohan, (2007) who found that parents’ participation in activities such as volunteering in the classroom, attending events such as school meetings or assemblies, going on field trips and having parent-teacher conferences, was closely associated with higher reading achievement, lower rates of grade retention, and fewer years of special education.

Parents who are greatly involved in educational meeting have a positive impact in the educational achievement of the preschool learners. Those who are ignorant about the meetings do not clearly

understand how to cultivate motivational and academic assistance to their children; hence, their children attain low academic performance.

#### **4.6.1.2 Schools to involve parents in school feeding program**

This implies that parents should be involved in the provision of snack materials such as flour sugar and milk to be used for the preparation of enriched porridge to be fed to the preschool learners. This is meant to sustain learners during the educational leaning process as a hungry child cannot concentrate in his education. This was in agreement with the following excerpt:

“I discuss with the parents about general health of their children, the need to give children enriched snacks and how to keep them clean” [H/T, 2].

This implies the provision of snacks sustains/energizes children during the learning process. This is in agreement with Monedjem (2007) who stated that parents should be encouraged to involve themselves in organizing programs that offer parental support to assist child rearing skills, health and nutrition, and giving tips for creating conditions that sustain learning at each stage and grade level. Similarly, Bridgemohan (2002) add that the most basic involvement of parents is meeting children’s need for food, clothing, shelter and medical care. Likewise, communicating with families about school programs and preschool progress Create a two-way communication channels between school and home. This improves recruitment, training, activities, and schedules to involve families as volunteers and as audiences at the school or in other locations (Epstein, 2010). It enables educators to work with volunteers who support pre-schools learners and the school. Families should involve themselves in the education of children in the following way; learning at home, including homework, goal setting, and other curriculum-related activities. This encourages teachers to design homework that enables preschool to share and discuss interesting tasks (Epstein and Dauba, 2010). Parents who do not provide their children with school feeding programme result into pupils getting hungry, dull and unable to sustain the learning process. This creates a negative children academic performance.

#### **School to organize educational forums**

This means that school head teachers and ELT lead teachers to organize preschool parents’ forums where ECDE field officers can be invited to give motivational talk to parents through seminars or conferences. Through these conferences, parents are sensitized on the importance of getting involved in the education of their children both at home and at school. They are explained to their advantages of being role model. The following excerpt was similarly reported by some of the respondents.

“I invite programme officer to talk to the parents on the need of being role model to their children as they are first teachers of their children, and struggle in reading English to their children to enhance the acquisition of English language” [HT,6].

Similarly, another Head teacher added that; *“I invite guests speakers to talk to parents about the need of parents getting involved in their children education” [H/T,32].*

Another parent alluded that;

“I attend educational seminars at school, and ECDE closing ceremonies to reward the best achievers and to encourage the low performers” [parents,16].

This means that educational forums or conferences organized by head teachers enable parents to freely interact with ELT, teachers and the guest speakers on the enhancement of parental involvement on the education of their children. This is in agreement with Anita (2010) who adds that parental involvement at school entails being a classroom teacher, tutor or read with individual child, assist children with special needs, planning and accompanying classes on field trips, assisting with a special interest club/drama group and speaking to classes about your career or special expertise.

The educational forums enhances free interaction among teachers, parents and learners on how to improve the learners education through motivational talks and encouragements.

### **Parental assistance**

This means that, parents should assist preschool learners while at home, check if home work has been done and ensure teachers go through it. Parents should provide learning materials to their preschool learners. The study argues that the earlier parents start helping their children education the better the results as parents send powerful signals to their children through the education they have acquired.

The following excerpt was reported by a respondent.

“I ensure my child’s assignment is done, check if homework has been given and if there exists any difficulty, I assist where necessary. I also provide ECDE learning/ teaching materials to my preschool child that the teachers want at school” [parent, 12].

This implies that parents who assist in the education of their preschool learners boost their education outcomes and encouragement. This is in agreement with Giallo (2010) and Jeynes (2007) who explained that parental involvement insinuates the context in which it takes place: at home or in school. Home-based parental involvement includes helping students with homework, talking with them about school, expressing high expectations, encouraging school success, and providing structure conducive to learning. Similarly, Altschul, (2012) added that School-based parental involvement includes volunteering at school, participating in school events and school organizations, communicating with teachers and school staff. Similarly, a research carried out by Olatoye (2008) in Nigeria states that a well-educated family influences their children positively as parents act as role models and they help their children with school related activities thus doing of homework, teaching of reading and writing skills. Similarly, Epstein (2010) stated that children who are brought up by both parents get collective/collaborative educational assistance from both parents as highlighted by theory of collaborating factor as opposed to children brought up by

single/separated/divorced families. According to Epstein (2010) the shared responsibility of the families and schools emphasizes the coordination, teamwork, collaboration and harmonizing of schools and families.

Parental assistance at home enables the learner to correct their homework, practice reading and writing skills and also improves their communication skills which impact positively on children's education.

### **Parental motivation**

Parental motivation is a high type of involvement where parent set to realize the child's educational effort and curiosity through motivational rewards. It can be done by giving a word of encouragement such as well done. Such motivation boosts the child's education positively. This was in agreement with Skalvik and Skalvik (2006) who asserted that motivation is what gets one going, keeps one going, and determines where one is to go. Motivation is one of the factors that contribute to educational success. It is important for both parents and educators to understand why promoting and encouraging educational motivation from an early age is very important. Similarly, Epstein (2010) model agrees that parent involvement is seen as a process that can be open to growth and be changed over time. The players recognize their mutual interest and responsibility to the child, and work jointly to build better opportunities and programs for the learner's success. This may be through shared activities intended to engage, guide, and motivate pupils to produce their own success in school (Epstein, 2010).

Motivation is crucial to a student's educational success at any age. Because students form self-concepts, values, and beliefs about their abilities at a young age, the development of early educational motivation has significant implications for later academic careers. A great deal of research has found that students high in education motivation are more likely to have increased levels of educational achievement and have lower dropout rates. There also exists a positive relationship between motivation and academic performance and success.

The following excerpt was reported by the respondent:

“I ensure my child goes to school, check my child's homework, motivate my child through rewards and appreciation” [parent,5].

This implies that parents who motivate their preschool learners do portray high type of parental involvement. Motivation of preschool learners by their parents enhances children education outcome.

Children's motivation through rewards, field trips, appreciation, clapping and graduation ceremonies sustains the child's learning process by eliminating dropouts, absenteeism and truancy.

### **Conclusion**

The study reported that parental strategies had an impact on children's education performance. Parental involvement at home, school and parent- teacher relationship enabled child's academic performance to improve.

### Summary of findings

The study findings noted that parents could involve in their children's education by attending school meetings, providing snacks to their children, assisting their children's homework, providing education basic needs and attending organized school forums/conferences/visits.

### Recommendations

Parents should come up with the best child rearing strategies that enhances parental involvement in the education of preschool learner performance.

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