INFLUENCE OF PARENTS' INVOLVEMENT ON LEARNING OUTCOMES OF EARLY CHILDHOOD LEARNERS IN MAKUENI SUB-COUNTY, MAKUENI COUNTY, KENYA

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A THESIS SUBMITTED IN PARTIAL FULFILMENT FOR THE REQUIREMENTS OF THE AWARD OF THE DEGREE OF MASTER OF EDUCATION IN THE DEPARTMENT OF EDUCATION, SCHOOL OF HUMANITIES AND SOCIAL SCIENCES OF AFRICA NAZARENE UNIVERSITY

JULY 2019

DECLARATION

I declare that this document and the research it describes are my original work and that they have not been presented in any other university for academic work.

Signed:…… **Date:…….**

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This research was conducted under our supervision and is submitted with our approval as university supervisors

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DEDICATION

I wish to dedicate this piece of work to my family and early childhood learners who are struggling to acquire quality education.

ACKNOWLEDGEMENT

I thank God for His immeasurable divine guidance and for giving me the spirit of commitment, patience and resilience in developing and eventual production of this piece of work. I owe a lot of appreciation to the various individuals who have been actively involved in the research process and final development of this thesis. I am greatly indebted to Prof. Linda Ethangatta and Dr. Lucy Kirima, for their important role in compiling this document due to their several, but necessary corrections. I also wish to thank the Department of Education of Africa Nazarene University for according me an opportunity to study. For my colleagues at Africa Nazarene University whom I may not be able to thank in person, I owe all of you a lot of gratitude.

ABSTRACT

The purpose of the study was to assess the influence of parents' involvement on learning outcomes of ECDE learners in Makueni Sub-county, Makueni County, Kenya. The objectives of the study were; to assess influence of parents' involvement in homework activities, school decision-making, volunteering activities and parent-school communication on learning outcomes of early childhood learners. The study was guided by parental involvement theory and learning outcomes theory. The study adopted a mixture of qualitative and quantitative approaches of methodology. The study applied concurrent triangulation design in which researcher implemented the quantitative and qualitative method at the same time and with equal weight. Target population comprised 76 headteachers, 304 ECDE teachers, 304 parents' representatives and 2,500 ECDE learners. Using the Central Limit Theorem, a sample of 200 respondents were selected. Stratified sampling was applied to create five strata based on the number of zones in Makueni Sub-county. From the sample, the researcher selected 15 headteachers, 90 ECDE teachers, 30 parents' representatives and 65 ECDE learners. Questionnaires were used to collect data from headteachers and ECDE teachers, interview guides were used to collect data from parents' representatives whereas observation checklists were used to gather information from ECDE learners. Piloting was conducted amongst 20 respondents from a sample of ECDE centers in Makueni Sub-county to establish validity and reliability. Validity was established using experts in early childhood studies whose opinions helped improve content validity of the instruments. Reliability was established using split-half method and a reliability index, r = 0.937, was obtained using Cronbach Alpha Method which indicated high internal reliability. Data analysis began by identifying common themes. Qualitative data were analyzed thematically along the study objectives and presented in narrative forms. Quantitative data were analyzed descriptively using frequencies and percentages and inferentially using ANOVA to test the null hypotheses with the help of Statistical Packages for Social Science (SPSS 23) and presented using tables. The study established that parents' involvement in children's homework, decision making, volunteering and parent-school communication influence outcomes of ECDE learners. This was affirmed by rejection of the null hypotheses by ANOVA analysis which generated, p (0.000) <0.05 for parental involvement in homework activities, p (0.000) <0.05 for parental involvement in school decision-making, p(0.000) < 0.05 for parental involvement in volunteering activities and p(0.0015) < 0.05 for parent-school communication. The study recommends that parents need to attend academic seminars to sensitize them on their roles as role models for their children. The County Government ought to develop a homework policy to make the parents and teachers understand their roles outside the normal classroom setup.

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OPERATIONAL DEFINITIONS OF TERMS

Decision-making is the frequency of parents' and teachers' behaviors in activities that relate to managerial roles, governance and advocacy through parents' representatives, school councils and committees. Parents participate by deciding on school levies, improvement of diet, discipline issues and how to improve learners' performance.

Homework refers to tasks assigned to learners by their teachers to be completed outside the class. Common homework assignments may include a quantity or period of reading to be performed, writing or typing to be completed, problems to be solved, a school project to be built, or other skills to be practiced.

Learning outcomes is the achievement of a child in designed academic programmes such as basic numeracy, problem solving, language and creativity skills.

Parents' Involvement is the act of parents taking part in their children's advancement before they enroll for primary school. They take part through decision-making, homework activities, parent-school communication and volunteering activities.

Parent-School Communication refers to the mode of communication between parents and teachers on the aspects of child's holistic development, behaviors and academic progress.

Volunteering refers to the act of parents getting involved in school functions without being invited. These activities include; offering cooking services, teaching, cleaning school compounds and playing with children.

LIST OF ACRONYMS AND ABBREVIATIONS

ECDE	Early Childhood Development and Education
KNBS	Kenya National Bureau of Statistics
MoE	Ministry of Education
NGOs	Non-Governmental Organizations
PTA	Parents' Teachers' Association
SPSS	Statistical Package for Social Sciences
UPE	Universal Primary Education
USA	United States of America

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CHAPTER ONE

INTRODUCTION AND BACKGROUND INFORMATION

1.1 Introduction

This chapter focuses on background to the study, statement of research problem, purpose of the study, objectives, research hypotheses, rationale, significance, scope and delimitations, limitations and assumptions of the study. It also provides theoretical and conceptual frameworks which guided the study and a list of operational definitions of terms.

1.2 Background to the Study

Parents' play an important role in education of their children and there are positive correlations between parents' involvement in their learning outcomes. In the United States, Duncan and Brooks-Gunn (2013) posits that the processes by which parents are involved in their children's education may affect children's development directly or indirectly. Direct effects may consist of enrichments to the child's home learning environment and parent-child interactions. Duncan and Brooks-Gunn (2013) further notes that parental involvement in children's education may also benefit children indirectly by increasing parental earnings and family income. This indicates that families are responsible for preparing their children with the necessary skills in the early years and schools took over from there with little input from families.

In the context of greater accountability and demands for children to achieve peak learning outcomes, schools and parents have formed partnerships and share responsibilities for children's education in more structured ways. In keeping with these assertions, Fantuzzo and Childs (2010) assert that parents' involvement in children's education and learning outcomes has been a key theme in early childhood education for more than three decades.

Such learning outcomes include performance in basic numeracy, language and creativity skills. In the United Kingdom, more and more early childhood centers are observing the importance of parental involvement in their children's education and are encouraging families to become more involved and there is overwhelming evidence that a parent's involvement in a child's education makes a very positive difference. Parents' involvement in children's homework has been established to enhance children's learning outcomes in basic numeracy, language and creativity skills. Homework is often presented as a school requirement for successful child learning, and parents often create school-like structures to support homework success, that is, arranging the environment and establishing schedules for time use.

In some instances, parents control these structures; in others, parents follow the children's lead or work in other ways to fit homework involvement into the flow of family life. In Britain, for example, Goldman (2013) asserts that parents feel that it is extremely important to help with their children's homework. Parents who helped in their children's homework saw their children register a record 89% in their creativity tests compared to their colleagues whose parents were ever absent who registered a paltry 34% in the same tests (Goldman, 2013).

Sharp, Keys and Benefield (2012) note that, in Ghana, parents' helpful monitoring usually includes being accessible, being willing to help the learner understand directions, being available to respond to simple questions, maintaining awareness of the child's emotional state and work patterns, and offering positive feedback on engagement in homework. However, much still needs to be done since Sharp et al (2012) have not shown the kind of academic activities parents engage in to help develop effective learning strategies.

Sharp et al (2012) have not evaluated the appropriateness of parents' specific knowledge about the concepts addressed in homework and their academic ability to offer feedback and reinforcement to early childhood learners. Parents' involvements in decision making, volunteering and parent-school communication have also been established to contribute immensely to learning outcomes amongst early childhood education learners. Cognizant of these assertions, Epstein and Sanders (2012) note that parents and schools work together in striving to give learners quality education since the beginning of formal schooling.

Nancy and Lorraine (2014) show that parents' school involvement consists of activities like school decision making, volunteering at school, communicating with teachers and other school personnel, assisting in academic activities at home and attending school events. According to Beecher (2011), recognition has been given to the crucial role of parents and also on the rights and responsibilities of parents in the management of schools. Amongst the Latino students in Chicago, Marschall (2012) noted that parents' school involvement increases parents' skills and information which equip them to assist their children in school related activities when they come back home.

Lareau (2013) adds that when parents are involved in their children's schooling, they meet other parents who provide them with information on school policies, and practices. Besides that, when parents and teachers interact, teachers learn about the parents' expectations for their children and their children's teachers. Epstein and Sanders (2012) discuss parents' diverse ways of participating in school management to also include communicating with teachers, participating in academic-related activities at home, and communicating the positive value of education to the learners,

adding that these are each related to school performance. While the propositions advanced by Epstein and Sanders (2012) might be accepted without controversy, in the context of the study, critical consideration of these propositions indicated the need for investigation. Aronson and Duncan (2012) conducted their study in an industrialized setting where parental levels of education are relatively high, especially when compared to those of the parents in Buyaga in Uganda. In Kenya and Uasin Gishu District, for example, Koech (2014) indicates that parents' involvement in their children's academic work, through homework, decision making, volunteering at school and effective communication, tend to enhance holistic development of early childhood education learners.

Koech (2014) further asserts that preschoolers, who reported to have received constant assistance from their parents in their academic studies, registered impressive grades compared to their colleagues whose parents were never involved. Kenya School Improvement Project Baseline Survey (2016), which is a written school homework policy, reports similar findings. The survey also asserts that when parents get involved in their children's academic work, their learning outcomes improves.

In Makueni Sub-county in particular, Mwoma (2017) posits that parents' involvement in children's education contribute to children's learning and educational outcomes. Ndani (2017) assert that, in Makueni Sub-county, early childhood education learners have registered and continue to register dismal outcomes in basic numeracy, language and creativity skills. Ndani (2017) noted that 56.9% of early childhood education learners cannot perform basic tasks in number work, 67.8% have poor communicative competency and register low grades in reading, writing

and speaking skills whereas 51.7% lack creativity skills. However, much is yet to be done to determine the nature of parental involvement and how such specific forms of involvement influence learning outcomes of early childhood learners, hence, the need for this study.

1.3 Statement of the Problem

Learning outcomes amongst ECDE learners is low which has been a concern for education stakeholders. As noted in the background, Ndani (2017), in Makueni Sub-county, early childhood education learners have registered and continue to register dismal outcomes in basic numeracy, language and creativity skills. Ndani (2017) noted that 56.9% of early childhood education learners cannot perform basic tasks in number work, 67.8% have poor communicative competency and register low grades in reading, writing and speaking skills whereas 51.7% lack creativity skills. Koech (2014) also indicates that many ECDE learners manifest poorly developed communicative competency, poor number work and low levels of creativity. However, the level of parents' involvement in children's education is still low and efforts to mitigate these challenges have not yielded much progress. Despite these observations, few studies have interrogated the influence of parents' involvement in children's homework, school decision-making, volunteering activities and communication with schools on children's learning outcomes; hence the study.

1.4 Purpose of the Study

The purpose of this study was to establish the influence of parents' involvement in children's learning outcomes in early childhood education centers in Makueni Sub-county, Kenya.

1.5 Objectives of the Study

The study was guided by the following objectives;

i. To establish the influence of parents' involvement in children's homework on learning outcomes in ECDE centers Makueni Sub-county;
ii. To determine the influence of parents' involvement in school decision making on children's learning outcomes in ECDE Centers Makueni Sub-county;
iii. To find out how parents' involvement in volunteering activities influence ECDE learners' learning outcomes in Makueni Sub-county;
iv. To establish the influence of parent-school communication on ECDE learners' learning outcomes in Makueni Sub-county.

1.6 Research Hypotheses

Hypothesis is an effort by the researcher to explain an observable fact or occurrence of interest and be of various forms guided on the questions being asked and the type of study being conducted (Kothari, 2005). In this study, the following null hypotheses were tested;

$H_0$1: There is no statistically significant influence of parents' involvement in ECDE learners' homework on learning outcomes in Makueni Sub-county, Kenya.

$H_0$2: There is no statistically significant influence of parents' involvement in school decision making on ECDE learners' learning outcomes in Makueni Sub-county, Kenya.

$H_0$3: There is no statistically significant influence of parents' involvement in volunteering activities on ECDE learners' learning outcomes in Makueni Sub-county, Kenya.

$H_0$4: There is no statistically significant influence of parent-school communication on ECDE learners' learning outcomes in Makueni Sub-county, Kenya.

1.7 Significance of the Study

According to Kothari (2008), the significance of a study is the importance of carrying out the study and the benefits different stakeholders derive from the conclusions of the study. ECDE learners may benefit from the study in improving their learning outcomes by relying on their parents as role models. Parents may benefit from the findings of this study in that the study may provide a clear picture of how parents' involvement contributes to ECDE learners' learning outcomes. The parents may gain an insight on how important it is for them to be involved in their children's preschool activities in order to foster their education and learning outcomes. ECDE teachers may benefit from this study in that it may be important in encouraging them to get involved in ECDE learners' education.

Ministry of Education, Science and Technology may benefit from this study in seeing need of sensitizing parents on the importance of their involvement in their children's education. The academicians and researchers may benefit from the study in laying a firm foundation for academicians who may be interested in conducting a research in a similar field.

1.8 Scope of the Study

The scope of the study is the geographical area within which the study is operating (Marylin & Goes, 2013). The study was conducted in public early childhood centers in Makueni Sub-county. The study focused on parents' involvement in children's homework, school decision making, volunteering activities and communication and

how these variables influence ECDE learners' learning outcomes. In this study, mixed methodology was adopted and thus applied concurrent triangulation research design. Quantitative data were collected from headteachers and ECDE teachers using questionnaires whereas qualitative data were collected from parents' representatives using interview guides. Theoretically, the study was guided by parental involvement theory and learning outcomes theory. Data was collected using The study was conducted between June and August, 2018.

1.9 Delimitations of the Study

According to Meriam (2014), delimitations of a study are those characteristics that limit the scope and define the boundaries of a study and are under the control of the researcher. In this case, the study focused on parents' involvement in children's homework, school decision making, volunteering activities and communication and how these variables influence ECDE learners' learning outcomes. In this study, data were collected from headteachers, ECDE teachers, parents' representatives and ECDE learners.

1.10 Limitations of the Study

Meriam (2014) defines study limitations as some features of the study that the researcher knows may undesirably affect the results, but which the researcher may not have control over, but attempts to provide mitigations. In this study, contributions of parents from the sampled ECDE centers may not be typical of all types of ECDE centers. In this case, the researcher ensured that parents belonging to all categories of socio-economic status were involved in the study. The respondents in the study could not reflect the entire population in Makueni Sub-county. To mitigate on this limitation, the researcher was as inclusive as possible to ensure that

all stakeholders of the study were catered for. Some of the respondents were unwilling to volunteer the correct information. To address this, the researcher explained to them that the study aimed at complementing their efforts in improving learning outcomes amongst early childhood learners. The study also relied on self-reporting by the respondents which could lead to distorted information. to mitigate on this, the researcher undertook to analyze records and documents on learning outcomes to verify the information.

1.11 Assumptions of the Study

Meriam (2014) notes that study assumptions are observations acknowledged to be true, but not actually confirmed. In this study, the researcher assumed that records detailing information on ECDE learners' learning outcomes were available and accessible within the early childhood centers for the researcher's use. That the respondents would be competent to answer the research questions and that they would be cooperative during the study and provided correct information.

1.12 Theoretical Framework

Theoretical framework is the configuration that supports a theory of research study and explains why the research problem which is being studied is present (Jones, 2010).

1.12.1 The Parental involvement theory

This study was guided by parental involvement theory by Palkovitz (2010). According to Palkovitz (2010), the core features of parenting including nurturance and protection are more universally recognized and much greater consensus exists about parents who are involved in their children's education than those who are not involved (Palkovitz, 2010).

By drawing attention to the continua theme, Palkovitz (2010) explains that thinking of parents as being either more or less involved in their children's lives in a global sense does little to advance the understanding of parents' involvement, or how parents' involvement affects children's well-being and development. Instead, it is more meaningful to assess the specific ways parents are involved with their children in terms of various co-occurring continua. The continua according to Palkovitz (2010) include, time invested, degree of involvement, observability, salience, directedness, proximity and appropriateness. The most obvious continuum involves the amount of time parents invest in any particular form of parental involvement.

Some parents for instance may spend little time playing with their children but their degree of involvement in this area may be quite high if they make important decisions about how their children's play time is structured. Other parents may spend a great deal of time doing certain things with or for their children but they may invest little of their heart and soul into these situations. They may simply be going through the motions of being involved. According to Palkovitz (2010), parents' thoughts about monitoring, planning, or worrying about their children's lives may not represent observable behaviors but may significantly influence how they interact with their children in different settings.

Parents who think at length about how they might help their children deal with personal problems or developmental issues are much more likely to be well prepared to be involved with their children in a positive manner than parents who respond to their children without such deliberation (Palkovitz, 2010). Another continuum relates to the degree of saliency of the parental function. This continuum appears to be closely related to the degree of involvement continuum.

In some instances, tasks may be highly relevant to parents because they are aversive or pleased with them. Situations where parents are completely indifferent to some form of parental involvement represent one of the extreme poles of the saliency continuum. Another continuum according to Palkovitz (2010) is the extent to which involvement is direct or indirect. Parents who are employed and work overtime to provide financially for their children are engaged in indirect forms of involvement. Likewise, parents who are not employed, but pay child support or monitor their children's lives through third parties are indirectly involved.

Specifically, Palkovitz (2010) came up with several aspects of parental involvement and he described each of the aspects by identifying involvement activities for each. In the context of this study, this theory is relevant in that it underscores the fact that parental involvement in children's education through communication, teaching, monitoring, thought processes, errands, child related maintenance, shared interest, planning, shared activities, providing, affection, protection and supporting emotionally, are key to their learning outcomes. In other words, the rationale of adopting parental involvement theory was because it highlighted the different ways parents get involved in their children's academic activities and hence determine their learning outcomes.

1.12.2 Learning outcomes theory

The study was also guided by Walberg's learning outcomes theory. This theory posits that psychological characteristics of individual learners and their immediate psychological environments influence educational outcomes, that is, cognitive, behavioral, and attitudinal. Walberg (2012) identified nine key variables that influence educational outcomes as: learners' prior achievement, motivation, age,

quantity and quality of instruction, classroom climate, parental involvement, home environment, peer group, and exposure to mass media outside of school. Walberg (2012) shows that psychosocial characteristics of classroom learning environments demonstrate incremental validity in predicting learner achievement. Walberg (2012) further asserts that psychosocial characteristics such as self-concept, attitudes, behaviors, intrinsic motivation, and overall learner engagement in learning are useful in curriculum evaluation studies and can provide teachers with useful information to arrange more optimally functioning classrooms.

In this study, to improve learning outcomes and educational productivity of children, educational process goals as well as achievement goals must be considered. Thus, the relevance of this theory is that learning outcome goals are interpreted to include learner perceptions of the social environment, creativity, self-concept, participation in extra-curricular activities, and interest in subject matter. In other words, ignoring these perceptions and experiences in favor of traditional goals measured by test scores decrease motivation and ultimately lower educational achievement.

1.13 The Conceptual Framework

Merriam (2014) defines a conceptual framework as an imagined model recognizing the concept under study and their connections. It is an element of the scientific research process in which a specific concept is defined as a measurable occurrence or in measurable terms that basically gives a clear meaning of the concept. The conceptual framework was based on parents' involvement reflected through children's homework, school decision-making, volunteering activities and parent-school communication which constituted the independent variables whereas learning outcomes was the dependent variable as shown in Figure 1-1;

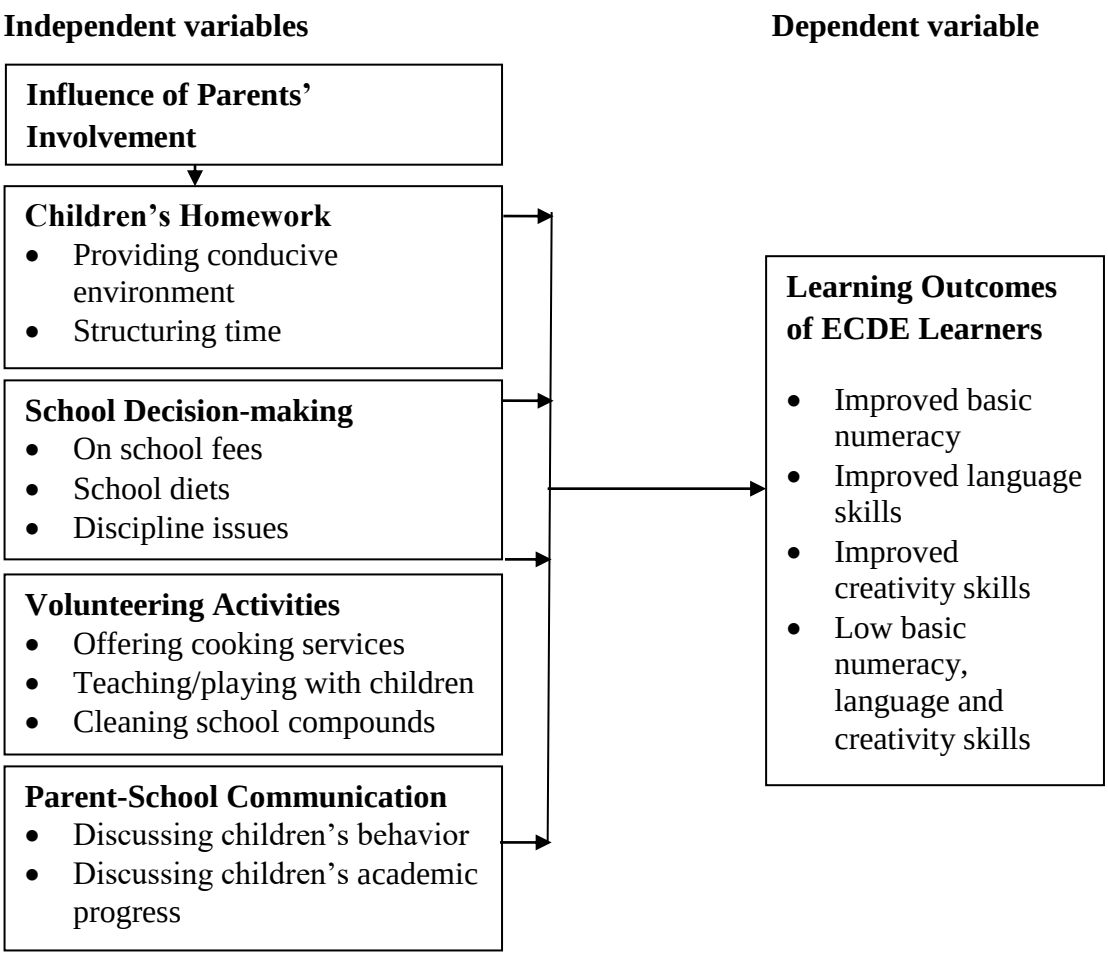

Figure 1-1: The Relationship between study variables

From Figure 1-1, independent variables included parental involvement in children's education reflected through children's homework, school decision-making, volunteering activities and parent-school communication. This indicates that activities which parents engage in at school influence the extent to which their children register improved basic numeracy, language and creativity skills. This implies that parents who assist their children with homework activities, participate in school decision-making, volunteering activities and constantly communicate with their children's school have such children register impressive learning outcomes in basic numeracy, language and creativity skills.

CHAPTER TWO

LITERATURE REVIEW

2.1 Introduction

In this chapter, the researcher presents the literature of the previous studies covered related to the researcher's area of study. It is subdivided into sub-sections as the concept of learning outcomes, parental involvement and the influence of parents' involvement in children's homework, school decision making, volunteering and parent-school communication on learning outcomes of ECDE learners. The researcher provided divergent views which are critical to different authors who have raised various versions related to the issues being investigated. It also provides theoretical and conceptual frameworks of the study and a summary of literature reviewed citing the gaps identified.

2.2 Empirical Literature Review

Empirical literature for this study was reviewed based on the concept of learning outcomes, parental involvement and the influence of parents' involvement in children's homework, school decision making, volunteering and parent-school communication on learning outcomes of ECDE learners.

2.2.1 The concept of learning outcomes of ECDE learners

Learning outcomes of early childhood learners have achieved an exalted status bolstered by the several numbers of references to them in conferences, official documents and communiqués. According to Smilansky and Shefatya (2013), this is in total contrast to the poor level of understanding associated with them and their relatively rare practical implementation across the entire world. Detailed experience of learning outcomes is in fact limited to just a few countries at both the institutional

and national levels. Learning outcomes represent one of the essential building blocks for transparent higher education systems and qualifications (Rubin & Coplan, 2010). They have a reputation as rather wide tools, yet it is this basic underpinning function that makes them so significant. Learning outcomes-based approaches have implications for curriculum design, teaching, learning and assessment, as well as quality assurance. Smith, Dalgleish and Herzmark (2011) assert that learning outcomes are likely to form an important part of twenty-first century approaches to higher education and the reconsideration of such vital questions as to what, who, how, where and when we teach and assess.

The very nature and role of education is being questioned, now more than ever before, and learning outcomes are important tools in clarifying the results of learning for the early childhood learners, citizen, employer and educator. In terms of curriculum design and development, learning outcomes are at the forefront of educational change in early childhood programmes. Learning outcomes represent a change in emphasis from teaching to learning typified by what is known as the adoption of a learner-centered approach in contrast to traditional teacher-centered viewpoint (Smith et al, 2011).

Learner-centered learning produces a focus on the teaching and learning an assessment relationship and the fundamental links between the design, delivery and measurement of learning. Smith et al (2011) further assert that learning outcomes are not isolated tools at the early childhood level of curriculum design, but also represent an approach that plays a significant role in a much wider context that includes: the integration of academic and vocational education and training (VET), the assessment of prior experiential learning (APEL), the development of lifelong learning

qualifications frameworks, the development of credit transfer and accumulation systems. Bandura (2007) emphasized the clear identification and measurement of learning and the need to produce observable and measurable outcomes. The learning outcomes approach amongst early childhood learners was subsequently further developed by educational authorities in Australia, New Zealand, South Africa, United Kingdom and more recently by Denmark, Sweden, Ireland and other parts of Europe. From these beginnings the emphasis on learning outcomes has evolved to encompass all subject areas and has moved from the vocational education and training fields through to higher education (Rubin & Coplan, 2010).

Learning outcomes are statements of what a learner is expected to know, understand and/or be able to demonstrate at the end of a period of learning. Learning outcomes are explicit statements about the outcomes of learning, that is, the results of learning (Rubin & Coplan, 2010). Learning outcomes are usually defined in terms of a mixture of knowledge, skills, competencies, abilities, attitudes and understanding that an individual will attain as a result of his or her successful engagement in a particular set of education experiences. The learning outcomes approach reflects a conceptual shift towards making learning more meaningful and effective.

According to Smith, Dalgleish and Herzmark (2011), for a variety of understandable reasons, many early childhood learners approach education as alienated intellectual labor rather than something that is good for them, learning that enhances their lives. Making education more meaningful for these early childhood learners requires that they acquire a sense of the educational project as enabling them to lead a richer and more empowered life rather than a task done primarily to satisfy the demands of others.

By explicitly building educational experiences based on what early childhood learners should be able to do with their knowledge, the learning outcomes approach helps the educational community understand the point of the activity.

2.2.2 The concept of parents' involvement in early childhood education

Parents play an important role in the education of their children. Radin (2012) noted that the more actively involved and interested a parent is in his child's care and education, the more intellectually developed the child is. This is because, when the parent is involved, he or she tends to provide better economic support for the child. Children with better economic support have access to more educational resources and have better opportunities to learn. Parents spend a good deal of time with school age children helping them with studies. This level of commitment has an impact on children's academic success (Tamis-Le Monda & Cabrera, 2014).

Radin (2012) established that four and five-year-old boys scored higher in mathematics tests when parents encouraged skills like counting and reading. Radin (2012) further asserts that the level of a parent's involvement in his child's academic studies predicted success later in life. Parke (2013) and Lamb (2014) established that the influence parents have on their children's intellectual development is not limited specifically to helping with schoolwork. Parents can have a positive influence on their children's thinking skills by participating in social activities and sports as well.

A study by Biller (2013) found that children whose parents encouraged them to participate in sports and fitness activities were more successful in school and their careers later in life. In the same token, Barth and Parke (2012) also established that when parents are supportive to their children, the children have fewer problems at school such as excessive absence or poor exam results.

Even when parents provide only limited attention, warmth and affection and are not around all the time, their children benefit from their influence in terms of adjusting to new experiences, having stable emotions and knowing how to get along with others. A study of 584 children from intact families indicated that children whose parents were highly involved with them attained higher levels of education and economic self-sufficiency than children whose parents were not highly involved (Harris, Furstenberg, & Marker, 2010). Harris et al (2010) also established that a high level of involvement and improved parent child relations throughout adolescence were associated with lower levels of delinquency and better psychological well-being.

A survey of over 20,000 parents found that when parents are involved in their children ‘s education including attending school meetings and volunteering at school, children were more likely to get A’s, enjoy school, and participate in extra curricula activities and less likely to have repeated a grade (National Center for Educational Statistics, 2012). A study using a national probability sample of 1250 parents showed that children whose parents shared meals, spent leisure time with them, or helped them with reading or homework did significantly better academically than those children whose parents did not (Cooksey & Fondell, 2011).

Goldstein (2010) using a nationally representative sample of over 6,300 teenagers found that for the white children in the sample, parent involvement was associated with better quantitative and verbal skills, intellectual functioning and overall academic achievement. Waime (2015), in her study conducted in selected schools in Nairobi, established that more parents than parents help their children with homework.

Swadener et al (2014) in a study carried out in Narok, Samburu, Kericho, Kiambu, Embu, Machakos, Kisumu and Nairobi, established that some Kenyan parents get involved in their children's education by serving in preschool committees, participating in putting up early childhood centers, providing building materials and labour. Ndani (2017) and Aswani (2013) established that parental involvement was positively related to children's educational aspirations. Children who indicated that their parents were involved in their academic and showed concern over their future careers aspired to pursue university education than the group of children who indicated low parental involvement in their school welfare. However, Ndani (2017) and Aswani (2013) failed to indicate the extent of each parent's involvement in relation to children's learning outcomes.

2.2.3 Parents' involvement in children's homework and learning outcomes of ECDE learners

Homework is often presented as a school requirement for successful child learning, and parents often create school-like structures to support homework success, for instance, arranging the environment, establishing schedules for time use. Foster et al (2013) indicate that homework is an important variable which contributes immensely to children's learning outcomes and parents' involvement in children's homework has been established to achieve impressive academic grades. In a study conducted amongst 123 respondents in Britain about parents' involvement in their children's education, Goldman (2013) indicated that parents felt that it is extremely important to help with their children's homework. The study further revealed that parents who helped in their children's homework saw their children register a record of 89% in their creativity tests compared to their colleagues whose parents were ever absent

who registered a paltry 34% in the same tests. Sharp, Keys and Benefield (2012) reported similar findings in Ghana in a study about homework. Sharp et al (2012) revealed that parents' helpful monitoring usually includes being accessible, being willing to help the learner understand directions, being available to respond to simple questions, maintaining awareness of the child's emotional state and work patterns, and offering positive feedback on engagement in homework. However, Sharp et al (2012) have not shown the kind of academic activities parents engage in ranging from the establishment of basic structures for homework performance to more complex efforts focused on teaching for understanding and helping students develop effective learning strategies. Sharp et al (2012) have not evaluated the appropriateness of parents' specific knowledge about the concepts addressed in homework and their academic ability to offer feedback and reinforcement to early childhood learners.

In a study conducted in Nakuru County about homework and academic excellence in primary schools, Kipkorir (2013) suggest that for primary school pupils there is a positive relationship between time spent on homework and achievement. However, this does not necessarily mean that the more time a parent and a pupil spend on homework, the higher the achievement. This is due to the fact that pupils doing a great deal of homework and also those who did very little tended to perform less well at school.

In Makueni Sub-county, how often a parent helps with homework is strongly tied to the school year of the child; parents of younger children helped more frequently than those in later school years. Pupils tend to hold positive views about homework and see it as important in helping them to do well at school.

However, much is yet to be done to establish the relationship between time taken doing homework and the quality of delivery. in other words, it is not clear how parents control times for homework activities, use structures or follow the early childhood learners' lead or work in other ways to fit homework involvement into the flow of family life. These research gaps necessitated the study to establish the influence of parents' involvement in children's homework on learning outcomes of ECDE learners.

2.2.4 Parents' involvement in school decision making and learning outcomes of ECDE learners

Families and schools have worked together in striving to give learners quality education since the beginning of formal schooling (Epstein & Sanders, 2012). Families were responsible for preparing their children with the necessary skills in the early years and schools took over from there with little input from families. However, in the context of greater accountability and demands for children to achieve peak learning outcomes, schools and parents have formed partnerships and share responsibilities for children's education in more structured ways. Nancy and Lorraine (2014) show that parental school involvement consists of activities like volunteering at school, communicating with teachers and other school personnel, assisting in academic activities at home and attending school events.

Beecher (2011) asserts that recognition has been given to crucial role play of parents and also on the rights and responsibilities of parents in the management of schools. In a study carried out by Marschall (2012) among Latino students in Chicago, it was discovered that parents' school involvement increases parents' skills and information which equip them to assist their children in school related activities when they come

back home. Lareau (2013) also adds that when parents are involved in their children's schooling, they meet other parents who provide them with information on school policies, and practices. Besides that, when parents and teachers interact, teachers learn about the parents' expectations for their children and their children's teachers. Epstein and Sanders (2012) discuss parents' diverse ways of participating in school management to also include communicating with teachers, participating in academic-related activities at home, and communicating the positive value of education to the learners, adding that these are each related to school performance. While the propositions advanced by Epstein and Sanders (2012) might be accepted without controversy, in the context of the study, critical consideration of these propositions indicated the need for investigation.

Aronson and Duncan (2012) conducted a study in an industrialized setting and where parental levels of education are relatively high, especially when compared to those of the parents in Buyaga in Uganda. In Uganda, the Education Act 1969 shows that parents' responsibilities among others include involvement in the promotion of discipline, provision of learning materials, teachers' welfare, structural development and caring for children. Although the Government white paper (2010) does not legalize parent involvement in school management, it does not contradict it either but simply recommends parents' role play.

This suggests that parental involvement in school management is desirable and could lead to improved learning outcomes among other benefits. It was, therefore, concluded that their findings were incomplete and that the possibility of their inference to the context of a rural context unknown. In rural areas, parents' literacy levels have tended to hinder their involvement in academic related areas for the good

of students. In most Kenyan schools, Koech (2014) asserts that occasions when school administrators may interact with parents on official days include the parents' representatives' meeting days. Other schools also have what they call Academic day, visiting day, parents conference and other days as may be arranged by school administrators. Such family and school interactions have been established to contribute to ECDE learners' holistic development. In a longitudinal study conducted in Uasin Gishu about parent-teacher partnerships for enhancing ECDE learners' education, Koech (2014) indicated that when parents are involved in decision-making in school committees, a conducive environment is created and ECDE learners register impressive academic grades, improved behavior and attendance.

According to Koech (2014), increased parents' involvement leads to greater teacher satisfaction, improved parental understanding and parent-child communication and successful and effective preschool programmes. This study affirms the fact that parents have direct responsibility over the learners that might be affected by the implementation of policies and the parents could themselves be affected by those policies, meaning that they form part of the relevant policy publics. However, Epstein and Sanders (2012), Lareau (2013) and Koech (2014) do not explain what may happen to learners' learning outcomes if parents are not involved in preschool activities.

While agreeing with the researchers, the study intends to establish what might happen to children's learning outcomes if parents are not considered as partner in academic related activities in schools. It was against this background that the researcher was interested in finding out whether parents in Makueni Sub-county

actually participate in decision-making in early childhood centers and the contribution this involvement in decision-making could be having on ECDE learners' learning outcomes.

2.2.5 Parents' involvement in volunteering activities and learning outcomes of ECDE learners

Research has found a strong, positive relationship between parents' volunteering and attending program activities and preschooler's language, self-help, social, motor, adaptive development, and mastery of early basic school skills (Marcon, 2011). Mantizcopoulos (2013) found that parent's attendance at school events significantly predicted whether the child was promoted from kindergarten to first grade. There are numerous ways in which families can volunteer and participate in the early childhood education program.

Family members can plan and attend school events, chaperone field trips, attend fundraising activities, work in parent-teacher organizations, or meet with school personnel to forge relationships with school leaders (Carlisle, Stanley & Kemple, 2010). Parents can also provide support for schools through donating their time and resources, such as by painting, fixing playgrounds, cleaning, or fundraising. Resources may also include donating toys, supplies to use in art projects, furniture and more (Cochran, 2014).

Lastly, families can volunteer to assist in classroom activities or come in and share their expertise and interests such as cultural, musical, culinary, gardening and storytelling talents as a guest speaker (Carlisle et al, 2010). Parents' involvement not only helps to influence their child's academic achievement and social development, but it can also help to dispel teacher biases and help make families feel more

comfortable within the program (Quiocho & Daoud, 2010). McWayne, Hampton, Fantuzzo, Cohen and Sekino (2012) caution family feelings of disconnectedness and little contact with the educational program may lead to higher rates of externalizing and internalizing behaviors. However, it should be recognized that many families want to participate but are constrained by work schedules, child care needs, transportation, or language barriers (Cochran, 2014). Quiocho and Daoud (2010) asserted that, to encourage the involvement of families in school events and meetings, early childhood education programs must decrease the number of barriers and cost perceived by family members. This may explain why when programs provide on-site childcare, transportation, and refreshments at events, families are more likely to participate.

To decrease the financial burden on programs, high school students may serve as a valuable resource that can provide childcare and tutor children while their families participate in program related events and activities. In addition, programs can work with local transportation companies to provide vouchers to parents for transportation to certain school events (Constantino, 2013). By providing families with incentives to attend events and resources to overcome transportation and child-care barriers, programs are able to ensure that families are able to take advantage of the resources that they provide and to be involved in program activities.

Considering Makueni Sub-county, volunteering is a rarely practiced phenomenon amongst parents with much responsibility abdicated to schools and teachers. Despite these observations, little has been done to examine the efficacy of parents' volunteering on children's learning outcomes. On the same breath, few research studies which have been done have not shown which kind of volunteer activities

enhance children's problem-solving skill and levels of creativity and this prompted the researcher to assess the influence of parents' volunteering activities on ECDE learners' learning outcomes.

2.2.6 Parent-school communication and learning outcomes of ECDE learners

One of the categories of parent involvement identified by Epstein (2010) is communication. This communication includes teacher invitations, first meetings with parents, conferences, and adapting communication to meet the diverse needs of parents. Two aspects of communication, first meetings and teacher invitations, have significance because they influence how roles will be enacted as partnerships develop. First meetings with parents, often the first personal connection that is made, set the tone for the subsequent relationship, making it critical to be aware of issues of cultural styles in conversation, space, and eye contact. Teachers' invitations to parents are also a critical factor in promoting more extensive parent involvement.

Communication is the basis for any strong relationship and especially important with respect to family engagement in early childhood education programs (Baker & Manfredi-Petitt, 2014). Marcon (2011) stated that communicating with families is often the program's first step toward increasing engagement. Teachers and administrators can communicate with parents through a variety of different means including newsletters, e-mails, translated materials, web postings, telephone calls, home visits, videos or photo albums that depict a day in the class, and face-to-face communication (Carlisle et al, 2010). It is critical, however, that programs use communication practices that are sensitive to the diverse language and cultural backgrounds of the families they serve. In a longitudinal study conducted about the effectiveness of family-school communication, Sohn and Wang (2010) found that

Korean born parents, even those who spoke English well, had difficulty communicating with teachers face-to-face. Due to strong reading and English grammar skills, children's preference was to communicate with teachers through email or program letters. Rous, Hallam, Grove, Robinson and Machara (2011) also found that families who do not speak English well may have difficulty understanding phone conversations as they are unable to rely on non-verbal cues. Similar findings were reported by DuPraw and Axner (2010) and Rous et al (2011) who found vast cultural differences in communication styles and nonverbal behavior across families in their studies.

To strengthen two-way communication with families, there are several evidence-based practices that early childhood programs can implement (DuPraw & Axner (2010). First, programs should ensure that all written communication is translated into the native languages of the families they serve and that there are translators regularly available for face-to-face or phone communication. Second, programs should utilize the best forms of communication by asking parents' preferences at the beginning of the program year (DuPraw & Axner (2010). Early childhood education programs must not only focus on providing information to parents, but should pay equal attention to listening to families and gathering their feedback.

Programs can encourage feedback by creating a help desk, holding meetings with administrators that have open agendas, and providing a place to ask questions on the schools' website. These techniques help to encourage continuous communication, resolve misunderstandings, and provide more accurate information in a timely manner (Constantino, 2013). These studies reveal that the more frequent and positive the messages parents receive from teachers, the more involved they are likely to

become in their children's education. In Makueni Sub-county, schools have taken special steps to ensure that parents are brought to the schools early in the academic year, before students develop problems, so that their first communication with them can be positive in nature (Kenya School Improvement Project Baseline Survey, 2016). Schools have employed a variety of techniques for communicating with parents about their children's progress, decisions affecting their children, and school programs in general. These include parent-teacher conferences, open houses, phone contact, report cards, newsletters, curriculum nights and parent centers amongst others (Kenya School Improvement Project Baseline Survey, 2016).

Some schools sign contracts with parents in which expectations for students, teachers, and parents are clearly delineated. However, little has been done to establish the influence of parental involvement in school decision-making activities such as discussing children's behavior and academic progress on learning outcomes. It was against this background that the study sought to investigate the relationship between parent-school communication and ECDE learners' learning outcomes.

2.3 Summary of Literature Review

The review has indicated that parents' involvement in ECDE learners' education immensely contributes towards their impressive learning outcomes. Review has revealed that parents' helpful monitoring usually includes being accessible, being willing to help the learner understand directions, being available to respond to simple questions, maintaining awareness of the child's emotional state and work patterns, and offering positive feedback on engagement in homework. In the same vein, Kipkorir (2013) suggest that for primary school pupils there is a positive relationship between time spent on homework and achievement.

However, this does not necessarily mean that the more time a parent and a pupil spend on homework, the higher the achievement. In Makueni Sub-county, how often a parent helps with homework is strongly tied to the school year of the child; parents of younger children helped more frequently than those in later school years. Pupils tend to hold positive views about homework and see it as important in helping them to do well at school. In a study carried out by Marschall (2012) among Latino students in Chicago, it was discovered that parents' school involvement increases parents' skills and information which equip them to assist their children in school related activities when they come back home.

In many ECDE centers in Kenya, occasions when school administrators may interact with parents on official days include the parents' representatives' meeting days. Other schools also have what they call academic day, visiting day, parents conference and other days as may be arranged by school administrators. Such family and school interactions have been established to contribute to ECDE learners' holistic development. However, Epstein and Sanders (2012), Lareau (2013) and Koech (2014) do not explain what may happen to learners' learning outcomes if parents are not involved in preschool activities.

Family members can plan and attend school events, chaperone field trips, attend fundraising activities, work in parent-teacher organizations, or meet with school personnel to forge relationships with school leaders (Carlisle, Stanley & Kemple, 2010). Parents can also provide support for schools through donating their time and resources, such as by painting, fixing playgrounds, cleaning, or fundraising. Resources may also include donating toys, supplies to use in art projects, furniture and more (Cochran, 2014).

By providing families with incentives to attend events and resources to overcome transportation and child-care barriers, programs are able to ensure that families are able to take advantage of the resources that they provide and to be involved in program activities. In Makueni Sub-county, volunteering is a rarely practiced phenomenon amongst parents with much responsibility abdicated to schools and teachers. The review has also established that communication is the basis for any strong relationship and especially important with respect to family engagement in early childhood education (Baker & Manfredi-Petitt, 2014). Marcon (2011) stated that communicating with families is often the program's first step toward increasing engagement.

Teachers and administrators can communicate with parents through a variety of different means including newsletters, e-mails, translated materials, web postings, telephone calls, home visits, videos or photo albums that depict a day in the class, and face-to-face communication (Carlisle et al, 2010). In Makueni Sub-county, schools have taken special steps to ensure that parents are brought to the schools early in the academic year, before students develop problems, so that their first communication with them can be positive in nature (Kenya School Improvement Project Baseline Survey, 2016).

Schools have employed a variety of techniques for communicating with parents about their children's progress, decisions affecting their children, and school programs in general. These include parent-teacher conferences, open houses, phone contact, report cards, newsletters, curriculum nights and parent centers amongst others. Some schools sign contracts with parents in which expectations for students, teachers, and parents are clearly delineated.

However, much still needs to be done to ascertain the extent to which parental involvement in their children's academic activities influence learning outcomes of ECDE learners.

2.4 Knowledge Gaps

On parents' involvement in homework, studies have not explained the level of academic involvement and nurturing enhances acquisition of verbal skills which are academic variables associated with a child's cognitive development. They have not shown the kind of academic activities parents engage in this effort ranging from the establishment of basic structures for homework performance to more complex efforts focused on teaching for understanding and helping students develop effective learning strategies. Similarly, they have not evaluated the appropriateness of parents' specific knowledge about the concepts addressed in homework and their academic ability to offer feedback and reinforcement to early childhood learners.

On school decision-making, studies by Marschall (2012) and Lareau (2013) do not explain what may happen to learners' learning outcomes if parents are not involved in school activities. While agreeing with the two authors, the study intended to discuss what might happen to learners' learning outcomes if parents are not considered as partner in academic related activities in schools. The studies have not shown which kind of volunteer activities enhance children's problem-solving skill and levels of creativity.

On parental involvement in school decision-making and volunteering, little has been done to establish the influence of parental involvement in school decision-making activities such as discussing children's behavior and progress on learning outcomes.

CHAPTER THREE

RESEARCH DESIGN AND METHODOLOGY

3.1 Introduction

In this chapter, the researcher presents the methodology which the study followed. It explains the design, locale of study, population, sample size, sampling techniques and procedure, data collection instruments, methods of testing the validity and reliability of instruments, the research procedure that was followed and the data management and analysis techniques that were used in conducting the study.

3.2 Research design

According to Kothari (2005), a research design is a structure upon which decisions are made from broad assumptions to detailed methods of data collection and analysis based on the research methods. In this case, the study applied mixed methodology. This was relevant since this study collected and analyzed both quantitative and qualitative data at the same time and with equal weight. At the same time the researcher adopted quantitative method. This is a type of approach in which the researcher decided what to study; asked specific questions, collected quantifiable data from a large number of participants; analyzed these numbers using statistics; and conducted the inquiry in an unbiased and objective manner. Quantitative data were collected using questionnaires.

The study also applied qualitative method. According to Creswell (2014), in qualitative method, the researcher relies on the views of participants, asks broad questions and collects data consisting largely of words from the participants. The researcher described and analyzed these words based on the objectives of the study. In this case, data were collected using interview guides and observation schedules.

The study applied concurrent triangulation design since it is single-phase design in which researcher implemented the quantitative and qualitative methods during the same timeframe and with equal weight. This design was appropriate since the study involved concurrent, but separate, collection and analysis of quantitative and qualitative data so that the researcher could best understand the research problem. The researcher merged the two data sets by bringing the separate results together in the interpretation or by transforming data to facilitate integrating the two data types during the analysis.

3.3 Research site

According to Descombe (2012), a research site is point or place where the researcher selects in order to follow up the ideas prompted by the research data based on where control problems are acknowledged to be prevalent. This study was conducted in Makueni Sub-county in Makueni County. The Sub-county has an approximate population of 235, 820 persons and covers an area of 430 km^2, that is, a population density of 549 persons per km^2 (KNBS, 2009). The location has challenges with some of its residents living in abject poverty and this has created challenges in the education sector in the Sub-county with instances of low accessibility, high dropout rates of early childhood learners, low teacher–student ratio and poor learning outcomes amongst early childhood learners (Economic Survey Report, 2013).

These findings are supported by an assessment report by Ministry of Education (2013) dubbed Progress of Preschool Programmes in Kenya which revealed that early childhood centers in Makueni Sub-county have registered dismal learning outcomes. This situation sustained the curiosity of the researcher and informed the focus on Makueni Sub-county as the area of study.

3.4 Target population

A research population is generally a large collection of individuals or objects that is the main focus of a scientific inquiry and it is for the benefit of the population that researches are done (Creswell, 2014). According to Makueni Sub-county Education Office (2014), Makueni Sub-county has 76 early childhood centers and therefore, the study targeted the 76 headteachers, 304 ECDE teachers, 304 parents' representatives and 2,500 ECDE learners all totaling to 3,184 as shown in Table 3-1;

Table 3-1: Target Population of the study

Categories	**Target Population**
Headteachers	76
ECDE Teachers	304
Parents' Representatives	304
ECDE learners	2500
Total	**3184**

Source: Makueni Sub-county Education Office (2018)

3.5 Sample size determination

A sample is defined as a subset of the population (Creswell, 2014). Using the Central Limit Theorem, a sample of 15 ECDE Centers, that is, 19.7% of the targeted 76 ECDE Centers, were selected. The Central Limit Theorem states that, for any sample size, $N \geq 30$, sampling distribution of means is approximately a normal distribution irrespective of the parent population (Creswell, 2014). Based on the same theorem, the researcher sampled 200 respondents, that is, 6.28% of 3,184.

3.6 Sampling procedures

Rea and Parker (2014) define a sampling procedure as the method the researcher adopts to select items from a sample. Stratified sampling was applied to create five strata based on the number of zones in Makueni Sub-county. From each zone, 3 headteachers, 18 ECDE teachers and 6 parents' representatives were selected using purposive sampling. The inclusion criteria were based on early childhood centers which had constantly registered low learning outcomes. However, 13 ECDE learners were selected using simple random sampling to eliminate bias and favoritism. This sampling procedure enabled the researcher to realize a sample of 15 headteachers, 90 ECDE teachers, 30 parents' representatives and 65 ECDE learners as shown in Table 3.2;

Table 3.2: Sample Size Grid

Categories	**Target Population**	**Sample Size**	**%**	**Sampling Techniques**
Headteachers	76	15	19.7	Purposive sampling
ECDE Teachers	304	90	29.6	Purposive sampling
Parents' Representatives	304	30	9.9	Simple random sampling
ECDE Learners	2500	65	2.6	Simple random sampling
Total	**3184**	**200**	**6.28%**	

3.7 Data collection instruments

According to Sekaran (2013), research instruments are tools which are used to gather information about the specific set themes of research objectives. These included; questionnaire, interview guides and observation checklist.

The instruments for this study were developed along the set objectives with each objective forming a sub-topic with relevant questions.

3.7.1 Questionnaire

Morse (2000) defines a questionnaire as a research instrument consisting of a series of questions and other prompts for the purpose of gathering information from respondents and is often designed for statistical analysis of the response. The researcher applied a self-designed questionnaire to collect data from ECDE teachers and headteachers about their views on the relationship between parents' involvement in ECDE learners' education. The questionnaire was divided into two parts. The first part consisted of information on respondents' demographic profiles, while the second part contained questions on the research objectives.

3.7.2 Interview guides

In this study, structured face to face interviews were used to gather information from parents' representatives since according to Creswell (2014), an interview guide is mainly appropriate for exhaustive investigation. Interviews enabled the researcher to get in-depth information and required data through probing and supplementary questions. It also enabled the researcher to develop a good rapport with the respondents and a goal-directed attempt by the interviewer to obtain reliable and valid measures in the form of verbal responses from the interviewees.

3.7.3 Documentary analysis guide

This involved reviewing data from the marksheets on the performance of ECDE learners in basic numeracy, language and creativity skills. This was necessary to reveal the trends of learning outcomes of the sampled ECDE learners.

3.8 Piloting of research instruments

Piloting of research instruments was conducted amongst 20 respondents from a sample of pre-primary schools from Makueni Sub-county since according to Kothari (2005), pilot sample should constitute 10% of the study sample (10.0% of 200). The purpose of piloting was to check on suitability and the clarity of the questions on the instruments designed, relevance of the information being sought and the appropriateness of the language used. The results of the piloting were used to pre-test the research instruments in order to validate and ascertain their reliability. It also anticipates the problems or challenges the respondents encounter such as interpretation while filling the questionnaires and time management for the data collection. In addition, the interview schedules were given trial runs to ensure that questions were clearly worded and draw appropriate range of responses which would assist the researcher to identify areas of revision. The respondents in the piloting were not included during the actual data collection.

3.8.1 Validity of the research instruments

According to Orodho (2005) validity refers to the degree to which evidence supports any references a researcher makes based on the information collected using a particular instrument. In order to test validity, items were analyzed to check for content validity where the researcher with the help of experts in early childhood went through each item to check whether they captured the contents of research objectives. Creswell (2014) states that researchers evaluate content validity by going to a panel of experts and have them identify whether the questions are valid. According to Creswell (2014), validity means that the individual's scores from an instrument make sense, are meaningful and enable the researcher to draw good conclusions from the sample being studied to the population.

3.8.2 Reliability of the research instruments

Morse (2010) defines reliability as the extent to which studies or findings can be replicated, that is, the accuracy or consistency of the research instrument in measuring whatever it measures. In order to improve the reliability of the instrument, the researcher, with the help of the supervisor, critically assessed the consistency of the responses on the pilot questionnaires to make a judgement on their reliability. The researcher examined the research instruments for appropriateness of items so as to identify any ambiguous and unclear items. Split-half technique was applied to establish reliability. In this case, test items were administered once to a group of respondents and the results divided into two equal parts called 'halves'. Reliability coefficient between the two 'halves' was obtained using Cronbach Alpha Method. Form the pilot results, reliability coefficients (r), for every objective was obtained as, 0.957, 0.900, 0.906 and 0.983. This yielded a reliability coefficient, r = 0.937, which indicated high internal reliability.

3.9 Data collection methods

Upon receiving the letters of authorization, the researcher then booked appointments with headteachers, ECDE teachers and parents' representatives to administer questionnaires and conduct interviews to collect prerequisite data for the study. The questionnaires were administered to the respondents with the help of a research assistant. The research assistant was trained for three days on the contents of the research instruments and what was expected from the respondents. The duly filled questionnaires were collected and safely stored. The interviews were conducted in person at time convenient for the interviewees. The participants were assured of confidentiality.

3.10 Data processing and analysis

According to Nyandeje (2014), data processing implies to editing, coding, classification and tabulation of collected data so that they are complying with analysis. Data analysis began by identifying common themes from the respondents' description of their experiences. The information was broken into phrases or sentences, which reflected a single, specific thought. The responses to the closed-ended items were assigned codes and labels. Frequency counts of the responses were then obtained to generate information about the respondents and to illustrate the general trend of findings on the various variables that were under investigation.

Qualitative data were analyzed thematically along the specific objectives. Quantitative data were analyzed descriptively using frequencies and percentages and inferentially using ANOVA Test Analysis for testing the null hypotheses at 95% confidence interval (5% confidence level) with the help of Statistical Packages for Social Sciences (SPSS) Version 23. The quantitative findings of the study were presented using tables whereas the qualitative findings were presented thematically in narrative forms.

3.11 Logistical and ethical considerations

Bland (2010) observes that ethical considerations in research involve outlining the content of research and what was required of participants, how informed consent was obtained and confidentiality ensured. The researcher obtained an introductory letter from The Graduate School of Africa Nazarene University and Authorization Letter and research permit from National Commission for Science, Technology and Innovation. The researcher also obtained authorization letters from the County Commissioner and County Director of Education, Makueni.

3.11.1 Confidentiality and privacy

The researcher undertook to keep private any information given by the respondents that touches on their persons or their private life. The researcher assured the respondents that no private information would be divulged to a third party. The respondents were assured that no identifying information about them would be revealed in written or other communication. Concerning confidentiality, the respondents were assured that the information provided would only be used for the stated purpose and that the information would not be passed to a third party.

3.11.2 Informed consent

The nature and the purpose of the research were explained to the respondents by the researcher. The researcher explained to the respondents the procedure to be followed during the data collection exercise so that they could participate willingly. In this case, the respondents were required to fill the informed consent form (Appendix II) affirming their willingness to participate in the study and volunteer honest information.

3.11.3 Storage of data collected

The raw data collected were filed for easy reference. Once the data were analyzed, computer print-outs were filed while softcopies were stored in storage devices such as CDs and flash disks.

CHAPTER FOUR

RESULTS AND ANALYSIS

4.1 Introduction

This chapter presents the findings of the study and it is arranged according to the four research hypotheses that the study sought to test. The chapter is divided into three subsections namely, introduction, background information about the respondents and the research hypotheses that the study sought to test.

4.2 Presentation of Findings

This section presents the findings of the study based on the research objectives and questions. This section also entails data on response rates and respondents' demographic information as shown.

4.2.1 Response rates

In this study, 15 questionnaires were administered to headteachers and 90 questionnaires were administered to ECDE teachers. 12 headteachers returned their questionnaires as did 88 ECDE teachers who returned their questionnaires. The researcher also interviewed 25 parents' representatives and conducted observation amongst 60 ECDE learners. The response rates were as shown in Table 4-1:

Table 4-1:
Response rates

Respondents	**Sampled Respondents**	**Those Who Participated**	**Achieved Return Rate (%)**
Headteachers	15	12	80.00
ECDE Teachers	90	88	97.8
Parents' Representatives	30	25	83.3
ECDE Learners	65	60	92.3
Total	**200**	**185**	**92.5**

Table 4-1 indicates that the headteachers, ECDE teachers, parents' representatives and ECDE learners registered a response rate of 92.5% which affirmed that the fact that the response rate was sufficient and above 75% of the acceptable levels to enable generalization of the results to the target population (Kothari, 2005).

4.2.2 Respondents demographic information

The data collection instruments elicited information of demographics of the respondents. These included; gender and level of education.

4.2.2.1 Gender of the respondents

The research instruments solicited information on the respondents' gender and the results were as indicated in Table 4-2;

Table 4-2

Distribution of the respondents by gender

Gender	**HT**		**ECDET**		**PR**		**ECDEL**	
	f	%	f	%	f	%	f	%
Male	9	75.0	10	30.7	17	68.0	36	60.0
Female	3	25.0	61	69.3	8	32.0	24	40.0
Total	**12**	**100**	**88**	**100**	**25**	**100**	**60**	**100**

Key: HT-Headteachers; ECDET-ECDE Teachers; PR-Parents' Representatives; ECDEL-ECDE Learners; f-Frequency

Table 4-2 indicates that three-quarters (75.0%) of the headteachers were male with a quarter (25.0%) being female. Majority (69.3%) of the ECDE teachers were female whereas male ECDE teachers constituted 30.7% of the proportion. In the same vein, a fair majority (68.0%) of the parents' representatives were male whereas their female counterparts constituted 32.0%. At the same time, majority (60.0%) of the ECDE learners were male whereas 40.0% were female. These data affirmed the fact that there was gender disparity at all levels of the study and that role of parents in the

learning outcomes of ECDE learners concerns both male and female stakeholders, that is, headteachers, ECDE teachers, parents and learners alike.

4.2.2.2 Respondents' level of education

The instruments also elicited information on level of education of headteachers, ECDE teachers and parents' representatives and results are shown in Table 4-3;

Table 4-3

Level of education of headteachers and ECDE teachers

Educational Qualifications	Headteachers		ECDE Teachers		Parents' Representatives	
	f	%	f	%	f	%
No Formal Education	0	0.0	0	0.0	15	60.0
Certificate	1	8.3	55	62.5	5	20.0
Diploma	6	50.0	17	19.3	3	12.0
Bachelors'	3	25.0	14	15.9	1	4.0
Postgraduate	2	16.7	2	2.3	1	4.0
Total	**12**	**100**	**88**	**100**	**25**	**100**

Key: f-Frequency

Table 4-3 indicates that half (50.0%) of the headteachers had Diplomas, a quarter (25.0%) had Bachelors' Degrees, 16.7% had postgraduate qualifications whereas a paltry 8.3% had certificate level qualifications. However, majority (62.5%) of the ECDE teachers had certificates, 18.75% had Diplomas, 15.9% had Bachelors' Degrees whereas a paltry 2.3% had postgraduate level qualifications. Majority (60.0%) of the sampled parents' representatives had no formal education, 20.0% had certificate qualifications, and 12.0% had Diplomas whereas 4.0% each had Bachelors' degrees and postgraduate qualifications respectively. Thus, this information reveals that majority of headteachers, ECDE teachers and parents had qualifications and were thus expected to be competent to answer the research questions.

4.3 Analysis by Research Objectives

In this section, the researcher analyzes the data collected from the field from the respondents. Results are presented in frequencies and percentages.

4.3.1 Parents' involvement in children's homework and learning outcomes

The first objective of the study sought to establish how parents' involvement in children's homework influence their learning outcomes. This was necessary since it provided a glimpse into the activities which parents undertake to assist their children with homework and how such involvement influences learning outcomes of ECDE learners. Descriptive data was collected from headteachers and ECDE teachers and results are shown in Table 4-4;

Table 4-4

Headteachers' and ECDE teachers' views on influence of parents' involvement in children's homework on learning outcomes

Test Items	RESP.	Ratings				
		SA	A	U	D	SD
		%	%	%	%	%
Parents rarely provide space and lighting for their children and has not enhanced numeracy skills	HT	75.0	11.5	4.5	7.5	1.5
	ECDET	87.5	7.5	1.1	3.1	0.8
The way parents provide space and lighting for their children has not enhanced language skills	HT	65.0	10.5	3.0	11.5	10.0
	ECDET	75.0	17.1	1.2	3.2	3.5
Parents do not provide space and lighting for children to enhance creativity skills	HT	75.0	10.5	2.5	9.0	3.5
	ECDET	62.5	19.8	2.8	10.2	4.7
Parents rarely assist their children in doing homework to enhance basic numeracy skills	HT	88.5	2.5	1.5	4.5	3.0
	ECDET	62.5	9.9	3.7	13.7	10.2
The way parents assist children in doing homework does not enhance language	HT	65.5	11.5	4.0	13.0	6.0
	ECDET	75.0	10.9	3.6	15.9	4.6
Assisting in doing homework has not enabled parents to enhance their children's creativity skills	HT	70.0	15.5	4.5	7.0	3.5
	ECDET	62.5	19.8	2.8	10.2	4.7
Parents who rarely create time for their children's homework activities have not enhanced their basic numeracy skills	HT	83.5	5.5	2.5	4.5	4.0
	ECDET	62.5	9.9	3.7	13.7	10.2
Creating time for children has not enabled parents to enhance language	HT	64.5	11.5	3.5	13.5	7.0
	ECDET	75.0	10.9	3.6	15.9	4.6
Parents rarely create time to assist children in homework to improve their creativity skills	HT	65.5	11.5	4.0	13.0	6.0
	ECDET	75.0	10.9	3.6	15.9	4.6

Key: RESP-Respondents; HT-Headteachers; ECDET-ECDE teachers

Table 4-4 reveals that majority (75.0%HT; 87.5%ECDET) of the headteachers and ECDE teachers strongly agreed with the view that parents rarely provide space and lighting to for their children which has not enhanced numeracy skills as did 11.5%HT and 7.5%ECDET who agreed. However, only a paltry 4.5% of the

headteachers as well as 1.1% of ECDE teachers were undecided, 7.5% of headteachers as did 3.1% of the ECDE teachers disagreed whereas 1.5% of headteachers and 0.8% of the ECDE teachers strongly disagreed. The study also found out that majority of the respondents (65.0%HT and 75.0%ECDET) strongly agreed with the view that the way parents provide space and lighting for their children has not enhanced language skills. At the same time, 10.5% of the headteachers as did 17.1% of the ECDE teachers agreed. However, 3.0% of headteachers and 1.2% of the ECDE teachers were undecided, 11.5% of headteachers and 3.2% of the ECDE teachers disagreed whereas 10.0% of the headteachers as did 3.5% of the ECDE teachers strongly disagreed.

The study also revealed that majority of the respondents (75.0%HT and 62.5%ECDET) strongly agreed with the view that parents do not provide space and lighting to for their children which has enhanced creativity skills. On the same breath, 10.5% of the headteachers as did 19.8% of the ECDE teachers agreed. However, 2.5% of headteachers and 2.8% of the ECDE teachers were undecided, 9.0% of headteachers and 10.2% of the ECDE teachers disagreed whereas 3.5% of the headteachers as did 4.7% of the ECDE teachers strongly disagreed.

Majority of the respondents (88.5%HT and 62.5%ECDET) strongly agreed with the view that parents rarely assist their children in doing homework to enhance basic numeracy skills. A paltry 2.5% of the headteachers and 9.9% of the ECDE teachers agreed. At the same time, 1.5% of the headteachers and 3.7% of ECDE teachers were undecided, 4.5% of headteachers and 13.7% of the ECDE teachers disagreed whereas 3.0% of the headteachers as did 10.2% of the ECDE teachers strongly disagreed.

On the same breath, majority of the respondents (65.5%HT and 75.0%ECDET) strongly agreed with the view that the way parents assist their children in doing homework does not enhance language skills. 11.5% of the headteachers and 10.9% of the ECDE teachers agreed. At the same time, 4.0% of the headteachers and 3.6% of ECDE teachers were undecided, 13.0% of headteachers and 15.9% of the ECDE teachers disagreed whereas 6.0% of the headteachers as did 4.6% of the ECDE teachers strongly disagreed.

Majority of the respondents (70.0%HT and 62.5%ECDET) strongly agreed with the view that assisting in doing homework has not enabled parents to enhance their children's creativity skills. 15.5% of the headteachers and 9.8% of the ECDE teachers agreed. At the same time, 4.5% of the headteachers and 2.8% of ECDE teachers were undecided, 7.0% of headteachers and 10.2% of the ECDE teachers disagreed whereas 3.5% of the headteachers as did 4.7% of the ECDE teachers strongly disagreed. Majority of the respondents (83.5%HT and 62.5%ECDET) strongly agreed with the view that parents who rarely create time for their children's homework activities have not enhanced their basic numeracy skills.

A paltry 5.5% of the headteachers and 9.9% of the ECDE teachers agreed. At the same time, 2.5% of the headteachers and 3.7% of ECDE teachers were undecided, 4.5% of headteachers and 13.7% of the ECDE teachers disagreed whereas 4.0% of the headteachers as did 10.2% of the ECDE teachers strongly disagreed. Majority of the respondents (64.5%HT and 75.0%ECDET) strongly agreed that creating time for children has not enabled parents to enhance their children's language skills. 11.5% of the headteachers and 10.9% of the ECDE teachers agreed. At the same time, 5.5% of the headteachers and 3.6% of ECDE teachers were undecided, 13.5% of

headteachers and 15.9% of the ECDE teachers disagreed whereas 7.0% of the headteachers as did 4.6% of the ECDE teachers strongly disagreed. Majority of the respondents (65.5%HT and 75.0%ECDET) strongly agreed that parents rarely create time to assist their children in homework to improve their creativity skills. 11.5% of the headteachers and 10.9% of the ECDE teachers agreed. 4.0% of the headteachers and 3.6% of ECDE teachers were undecided, 13.0% of headteachers and 15.9% of the ECDE teachers disagreed whereas 6.0% of the headteachers as did 4.6% of the ECDE teachers strongly disagreed.

4.3.1.1 Thematic analysis of qualitative findings on the influence of parents' Involvement in children's homework on learning outcomes

The researcher also interviewed parents' representatives and conducted observation on ECDE learners. This also revealed that most parents rarely provide space and lighting for their children which has not enhanced numeracy skills. The interviewees and the researcher observed,

> *I do provide space and lighting for their children, though has not enhanced my children's basic numeracy, language and creativity skills*.

The parents' representatives also indicated that they rarely create time for their children's homework activities have not enhanced their basic numeracy, language and creativity skills.

4.3.2 Parents' involvement in decision-making and learning outcomes

The second objective of the study sought to find out how parents' involvement in school decision making influence learning outcomes of ECDE learners. Descriptive data were collected and results are shown in Table 4-5;

Table 4-5
Headteachers' and ECDE teachers' views on influence of parents' involvement in decision-making on children's learning outcomes

Test Items	RESP	Ratings				
		SA %	A %	U %	D %	SD %
Parents rarely participate in school committees to decide on school levies to improve learners' numeracy skills	HT	80.5	8.5	1.5	5.5	4.0
	ECDET	88.3	5.4	1.9	2.3	2.1
Participation of parents in school committees to decide on school levies has not enhanced learners' language	HT	78.5	14.5	2.5	3.0	1.5
	ECDET	77.2	13.3	1.5	6.3	1.7
Parents who rarely participate in school committees to decide on school levies has not enhanced learners' creativity skills	HT	69.5	12.0	2.0	10.0	6.5
	ECDET	75.3	20.1	1.4	1.3	1.9
Parents rarely participate in school committees to decide on school diets to enhance learners' numeracy skills	HT	74.5	17.0	2.5	3.5	2.5
	ECDET	59.9	27.4	3.3	5.7	3.7
Participation of parents in school committees to decide on school diets has not enhanced learners' language	HT	67.0	11.5	5.5	8.5	7.0
	ECDET	76.0	18.1	1.7	2.7	3.5
Parents do not participate in school committees to decide on school diets has enhanced learners' creativity skills	HT	75.0	10.5	2.5	9.0	3.5
	ECDET	62.5	19.8	2.8	10.2	4.7
Parents rarely participate in school committees to decide on discipline to improve learners' numeracy skills	HT	88.5	2.5	1.5	4.5	3.0
	ECDET	62.5	9.9	3.7	13.7	10.2
Participation of parents participate in school committees to decide on discipline improves learners' language	HT	70.0	10.0	3.5	14.5	12.0
	ECDET	65.0	22.1	3.5	3.7	4.5
Parents seldom participate in school committees to decide on discipline to improve learners' creativity skills	HT	75.0	10.5	2.5	9.0	3.5
	ECDET	63.5	20.8	4.8	8.6	4.3

Table 4-5 reveals that majority (80.5%HT; 88.3%ECDET) of the headteachers and ECDE teachers strongly agreed with the view that parents rarely participate in school committees to decide on school levies which has enhanced learners' basic numeracy

skills as did 8.5%HT and 5.4%ECDET who agreed. However, only a paltry 1.5% of the headteachers as well as 1.9% of ECDE teachers were undecided, 5.5% of headteachers as did 2.3% of the ECDE teachers disagreed whereas 4.0% of headteachers and 2.1% of the ECDE teachers strongly disagreed. The study also found out that majority of the respondents (78.5%HT and 77.2%ECDET) strongly agreed with the view that participation of parents in school committees to decide on school levies has not enhanced learners' language skills.

At the same time, 14.5% of the headteachers as did 13.3% of the ECDE teachers agreed. However, 2.5% of headteachers and 1.5% of the ECDE teachers were undecided, 3.0% of headteachers and 6.3% of the ECDE teachers disagreed whereas 1.5% of the headteachers as did 1.7% of the ECDE teachers strongly disagreed. The study also revealed that majority of the respondents (69.5%HT and 75.3%ECDET) strongly agreed with the view that parents who rarely participate in school committees to decide on school levies has not enhanced learners' creativity skills. On the same breath, 12.0% of the headteachers as did 20.1% of the ECDE teachers agreed.

However, 2.0% of headteachers and 1.4% of the ECDE teachers were undecided, 10.0% of headteachers and 1.3% of the ECDE teachers disagreed whereas 6.5% of the headteachers as did 1.9% of the ECDE teachers strongly disagreed. Majority of the respondents (74.5%HT and 59.9%ECDET) strongly agreed with the view that parents rarely participate in school committees to decide on school diets which has enhanced learners' basic numeracy skills. 17.0% of the headteachers and 27.4% of the ECDE teachers agreed. At the same time, 2.5% of the headteachers and 3.3% of ECDE teachers were undecided, 3.5% of headteachers and 5.7% of the ECDE

teachers disagreed whereas 2.5% of the headteachers as did 3.7% of the ECDE teachers strongly disagreed. On the same breath, majority of the respondents (67.0%HT and 76.0%ECDET) strongly agreed with the view that participation of parents in school committees to decide on school diets has not enhanced learners' language skills. 11.5% of the headteachers and 18.1% of the ECDE teachers agreed. At the same time, 5.5% of the headteachers and 1.7% of ECDE teachers were undecided, 8.5% of headteachers and 2.7% of the ECDE teachers disagreed whereas 7.0% of the headteachers as did 3.5% of the ECDE teachers strongly disagreed.

Majority of the respondents (75.0%HT and 62.5%ECDET) strongly agreed with the view that parents do not participate in school committees to decide on school diets has enhanced learners' creativity skills. 10.5% of the headteachers and 19.8% of the ECDE teachers agreed. At the same time, 2.5% of the headteachers and 2.8% of ECDE teachers were undecided, 9.0% of headteachers and 10.2% of the ECDE teachers disagreed whereas 3.5% of the headteachers as did 4.7% of the ECDE teachers strongly disagreed. Majority of the respondents (88.5%HT and 62.5%ECDET) strongly agreed with the view that parents rarely participate in school committees to decide on disciplinary issues which enhance learners' numeracy skills.

A paltry 2.5% of the headteachers and 9.9% of the ECDE teachers agreed. 1.5% of the headteachers and 3.7% of ECDE teachers were undecided, 4.5% of headteachers and 13.7% of the ECDE teachers disagreed whereas 3.0% of the headteachers as did 10.2% of the ECDE teachers strongly disagreed. Majority of the respondents (70.0%HT and 65.0%ECDET) strongly agreed with the view that participation of parents participate in school committees to decide on disciplinary issues has rarely enhanced learners' language skills. 10.0% of the headteachers and 22.1% of the

ECDE teachers agreed. At the same time, 3.5% of the headteachers and 3.5% of ECDE teachers were undecided, 14.5% of headteachers and 3.7% of the ECDE teachers disagreed whereas 12.0% of the headteachers as did 4.5% of the ECDE teachers strongly disagreed. Majority of the respondents (75.0%HT and 63.5%ECDET) strongly agreed with the view that parents seldom participate in school committees to decide on disciplinary issues which has not enhanced learners' creativity skills. 10.5% of the headteachers and 20.8% of the ECDE teachers agreed. At the same time, 2.5% of the headteachers and 4.8% of ECDE teachers were undecided, 9.0% of headteachers and 8.6% of the ECDE teachers disagreed whereas 3.5% of the headteachers as did 4.3% of the ECDE teachers strongly disagreed.

4.3.2.1 Thematic analysis of qualitative findings on the influence of parents' involvement in decision-making on ECDE children's learning outcomes

Parents' representatives were interviewed and they responded in favor of the view that parents rarely participate in school committees to decide on school levies which has enhanced learners' basic numeracy skills. One parents' representative observed,

> *I always participate in school committees to decide on school levies has not enhanced learners' basic numeracy, language and creativity skills*.

The parents' representatives further indicated that parents rarely participate in school committees to decide on school diets which has enhanced learners' basic numeracy, language and creativity skills nor do parents participate in school committees to decide on disciplinary issues to enhance their children's learning outcomes.

4.3.3 Parents' volunteering activities and children's learning outcomes

The third objective of the study intended to establish how parents' volunteering activities influence ECDE children's learning outcomes. Data were collected from headteachers and ECDE teachers and the results are indicated in Table 4-6;

Table 4-6
Views of headteachers and ECDE teachers on the influence of parents' volunteering activities on children's learning outcomes

Test Items	RESP	Ratings				
		SA %	A %	U %	D %	SD %
Parents who come to school to offer cooking services enhance their children's basic numeracy skills	HT	59.5	15.5	4.5	11.5	9.0
	ECDET	66.3	9.7	3.9	12.3	7.8
The way parents come to schools to offer cooking services has enhanced their children's language skills	HT	56.5	23.5	2.5	9.5	8.0
	ECDET	63.9	11.5	1.3	13.7	9.6
Volunteering to offer cooking services at school has enabled parents to enhance their children's creativity skills	HT	51.5	8.5	7.0	22.5	10.5
	ECDET	58.3	7.6	4.4	21.8	7.9
Cleaning school compounds by parents has enhanced their numeracy skills	HT	68.5	15.5	3.5	8.5	4.0
	ECDET	72.6	10.5	2.4	7.9	6.6
Parents who clean school compounds have enhanced language skills	HT	78.5	14.5	2.5	3.0	1.5
	ECDET	77.2	13.3	1.5	6.3	1.7
Frequency with which parents clean school compounds enhance their children's creativity skills	HT	60.5	16.5	4.0	12.0	9.0
	ECDET	61.7	10.7	4.9	12.5	10.2
Parents who teach and play with children at school have enhanced their children's basic numeracy skills	HT	57.5	21.5	6.5	9.5	7.0
	ECDET	62.4	11.5	3.3	13.7	9.7
Volunteering to teach and play with children at school enables parents to enhance their children's language skills	HT	59.5	8.5	7.0	16.5	8.5
	ECDET	55.7	7.6	5.4	15.3	16.0
Teaching and playing with children at school enables parents to enhance their children's creativity skills	HT	60.5	16.5	4.0	12.0	9.0
	ECDET	61.7	10.7	4.9	12.5	10.2

Key: RESP-Respondents; HT-Headteachers; ECDET-ECDE teachers

Table 4-6 reveals that a fair majority (59.5%HT; 66.3%ECDET) of the headteachers and ECDE teachers strongly agreed with the view that parents who come to school to offer cooking services enhance their children's basic numeracy skills. 15.5% of the headteachers agreed as did 9.7% of the ECDE teachers. However, only a paltry 4.5% of the headteachers as well as 3.9% of ECDE teachers were undecided, 11.5% of headteachers as did 12.3% of the ECDE teachers disagreed whereas 9.0% of headteachers and 7.8% of the ECDE teachers strongly disagreed. The study revealed that a fair majority of the respondents (56.5%HT and 63.9%ECDET) strongly agreed with the view that the way parents come to schools to offer cooking services has enhanced their children's language skills. 23.5% of the headteachers as did 11.5% of the ECDE teachers agreed.

However, 2.5% of headteachers and 1.3% of the ECDE teachers were undecided, 9.5% of headteachers and 13.7% of the ECDE teachers disagreed whereas 8.0% of the sampled preschool head ECDE teachers as did 9.6% of the ECDE teachers strongly disagreed. The study also revealed that slightly more than half of the respondents (51.5%HT and 58.3%ECDET) strongly agreed with the view that volunteering to offer cooking services at school has enabled parents to enhance their children's creativity skills.

On the same breath, 8.5% of the headteachers as did 7.6% of the ECDE teachers agreed. However, 7.0% of headteachers and 4.4% of the ECDE teachers were undecided, 22.5% of headteachers and 21.8% of the ECDE teachers disagreed whereas 10.5% of the headteachers as did 7.9% of the ECDE teachers strongly disagreed. In the same vein, majority of the respondents (68.5%HT and 72.6%ECDET) strongly agreed with the view that cleaning school compounds by

parents has enhanced their basic numeracy skills. A small proportion of 15.5% of the headteachers and 10.5% of the ECDE teachers agreed. On the same breath, 3.5% of the headteachers and 2.4% of ECDE teachers were undecided, 8.5% of headteachers and 7.9% of the ECDE teachers disagreed whereas 4.0% of the headteachers as did 6.6% of the ECDE teachers strongly disagreed. The study also found out that majority of the respondents (78.5%HT and 77.2%ECDET) strongly agreed with the view that parents who clean school compounds have enhanced language skills. A small proportion of 14.5% of the headteachers and 13.3% of the ECDE teachers agreed. 2.5% of the headteachers and 1.5% of ECDE teachers were undecided, 3.0% of headteachers and 6.3% of the ECDE teachers disagreed whereas 1.5% of the headteachers as did 1.7% of the ECDE teachers strongly disagreed.

The study also found out that majority of the respondents (60.5%HT and 61.7%ECDET) strongly agreed with the view that frequency with which parents clean school compounds enhance their creativity skills. A small proportion of 16.5% of the headteachers and 10.7% of the ECDE teachers agreed. At the same time, 4.0% of the headteachers and 4.9% of ECDE teachers were undecided, 12.0% of headteachers and 12.5% of the ECDE teachers disagreed whereas 9.0% of the headteachers as did 10.2% of the ECDE teachers strongly disagreed.

The study also found out that majority of the respondents (57.5%HT and 62.4%ECDET) strongly agreed with the view that parents who teach and play with children at school have enhanced their children's basic numeracy skills. A small proportion of 21.5% of the headteachers and 11.5% of the ECDE teachers agreed. At the same time, 6.5% of the headteachers and 3.3% of ECDE teachers were undecided, 9.5% of headteachers and 13.7% of the ECDE teachers disagreed

whereas 7.0% of the headteachers as did 9.7% of the ECDE teachers strongly disagreed. Majority of the respondents (59.5%HT and 55.7%TR) strongly agreed with the view that volunteering to teach and play with children at school enables parents to enhance their children's language skills. A small proportion of 8.5% of the headteachers and 7.6% of the ECDE teachers agreed. At the same time, 7.0% of the headteachers and 5.4% of ECDE teachers were undecided, 16.5% of headteachers and 15.3% of the ECDE teachers disagreed whereas 8.5% of the headteachers as did 16.0% of the ECDE teachers strongly disagreed.

Majority of the respondents (60.5%HT and 61.7%ECDET) strongly agreed that teaching and playing with children at school enables parents to enhance their children's creativity skills. 6.5% of the headteachers and 10.7% of the ECDE teachers agreed. 4.0% of the headteachers and 4.9% were undecided, 12.0% of headteachers and 12.5% of the ECDE teachers disagreed whereas 9.0% of the headteachers as did 10.2% of the ECDE teachers strongly disagreed.

4.3.3.1 Thematic analysis of qualitative findings on parents' involvement in volunteering activities and children's learning outcomes

Parents' representatives were also interviewed and they responded in favor of the view that parents who come to school to offer cooking services as a strategy of improving their children's basic numeracy skills. One parents' representative noted,

> *I always come to school to offer cooking services, cleaning school compounds, teaching and playing with children at school and has enabled me to enhance my children's basic numeracy, language and creativity skills.*

4.3.4 Parents-School communication and ECDE children's learning outcomes

Objective four of the study sought to establish the influence of parent-school communication on ECDE children's learning outcomes. Data were collected and the results are shown in Table 4-7;

Table 4-7
Headteachers' and ECDE teachers' views on the influence of parent-school communication on ECDE children's learning outcomes

Test Items	RESP	Ratings				
		SA %	A %	U %	D %	SD %
Parents who discuss behavior patterns of their children with schools enhance their children's basic numeracy skills	HT	78.0	11.0	2.5	5.5	3.0
	ECDET	82.2	9.4	3.3	2.4	2.7
The way parents discuss their children's behavior improve language	HT	69.5	25.5	1.5	2.0	1.5
	ECDET	70.5	18.4	1.9	4.3	4.9
Discussing children's behavior between parents and schools enhance their children's creativity skills	HT	74.5	19.5	1.5	3.2	1.3
	ECDET	75.2	13.1	2.4	6.1	3.2
Discussing academic activities between parents and teachers enhance children's numeracy skills	HT	67.5	23.5	2.0	4.0	3.0
	ECDET	68.3	16.1	4.3	5.6	5.7
Parents who discuss academic activities of their children with teachers have enhanced language	HT	77.5	14.5	1.5	4.0	2.5
	ECDET	75.2	13.1	2.4	6.1	3.2
Frequency with which parents discuss their children's academic activities enhance their creativity skills	HT	75.0	14.0	3.5	4.5	3.0
	ECDET	79.2	9.8	3.7	2.4	4.9
Parents who discuss career objectives of their children with teachers enhance their children's basic numeracy skills	HT	63.5	24.5	2.5	2.0	7.5
	ECDET	67.5	20.1	2.9	4.3	5.2
Volunteering children's career objectives with teachers enable parents to enhance their children's language	HT	70.5	17.5	3.5	7.0	1.5
	ECDET	68.9	10.7	5.1	7.3	8.0
Parents' discussion of their children's career objectives with teachers enhance children's creativity skills	HT	69.5	25.5	1.5	2.0	1.5
	ECDET	70.5	18.4	1.9	4.3	4.9

Table 4-7 reveals that a fair majority (78.0%HT; 82.2%ECDET) of the headteachers and ECDE teachers strongly agreed with the view that parents who discuss behavior patterns of their children with schools enhance their children's basic numeracy skills. 11.0% of the headteachers agreed as did 9.4% of the ECDE teachers. However, only a paltry 2.5% of the headteachers as well as 3.3% of ECDE teachers were undecided, 5.5% of headteachers as did 2.4% of the ECDE teachers disagreed whereas 3.0% of headteachers and 2.7% of the ECDE teachers strongly disagreed.

The study revealed that a fair majority of the respondents (69.5%HT and 70.5%ECDET) strongly agreed with the view that the way parents discuss behavior of their children enhance their children's language skills. 25.5% of the headteachers as did 18.4% of the ECDE teachers agreed. However, 1.5% of headteachers and 1.9% of the ECDE teachers were undecided, 2.0% of headteachers and 4.3% of the ECDE teachers disagreed whereas 1.5% of the sampled preschool head ECDE teachers as did 4.9% of the ECDE teachers strongly disagreed.

The study also revealed that majority of the respondents (74.5%HT and 75.2%ECDET) strongly agreed with the view that discussing children's behavior between parents and schools enhance their children's creativity skills. On the same breath, 19.5% of the headteachers as did 13.1% of the ECDE teachers agreed. However, 1.5% of headteachers and 2.4% of the ECDE teachers were undecided, 3.2% of headteachers and 6.1% of the ECDE teachers disagreed whereas 1.3% of the headteachers as did 3.2% of the ECDE teachers strongly disagreed. In the same vein, majority of the respondents (67.5%HT and 68.3%ECDET) strongly agreed with the view that discussing academic activities between parents and teachers enhance children's numeracy skills.

A small proportion of 23.5% of the headteachers and 16.1% of the ECDE teachers agreed. On the same breath, 2.0% of the headteachers and 4.3% of ECDE teachers were undecided, 4.0% of headteachers and 5.6% of the ECDE teachers disagreed whereas 3.0% of the headteachers as did 5.7% of the ECDE teachers strongly disagreed. The study also found out that majority of the respondents (77.5%HT and 75.2%ECDET) strongly agreed with the view that parents who discuss academic activities of their children with teachers have enhanced language skills. A small proportion of 14.5% of the headteachers and 13.1% of the ECDE teachers agreed. At the same time, 1.5% of the headteachers and 2.4% of ECDE teachers were undecided, 4.0% of headteachers and 6.1% of the ECDE teachers disagreed whereas 2.5% of the headteachers as did 3.2% of the ECDE teachers strongly disagreed.

The study also found out that majority of the respondents (75.0%HT and 79.2%ECDET) strongly agreed with the view that frequency with which parents discuss their children's academic activities enhance their creativity skills. A small proportion of 14.0% of the headteachers and 9.8% of the ECDE teachers agreed. At the same time, 3.5% of the headteachers and 3.7% of ECDE teachers were undecided, 4.5% of headteachers and 2.4% of the ECDE teachers disagreed whereas 3.0% of the headteachers as did 4.9% of the ECDE teachers strongly disagreed.

Majority of the respondents (63.5%HT and 67.5%ECDET) strongly agreed that parents who discuss career objectives of their children with teachers enhance their children's basic numeracy skills. A small proportion of 24.5% of the headteachers and 20.1% of the ECDE teachers agreed. At the same time, 2.5% of the headteachers and 2.9% of ECDE teachers were undecided, 2.0% of headteachers and 4.3% of the ECDE teachers disagreed whereas 7.5% of the headteachers as did 5.2% of the

ECDE teachers strongly disagreed. Majority of the respondents (70.5%HT and 68.9%ECDET) strongly agreed that volunteering children's career objectives with teachers enable parents to enhance their children's language skills. 17.5% of the headteachers and 10.7% of the ECDE teachers agreed. 3.5% of the headteachers and 5.1% of ECDE teachers were undecided, 7.0% of headteachers and 7.3% of the ECDE teachers disagreed whereas 1.5% of the headteachers as did 8.0% of the ECDE teachers strongly disagreed.

Majority of the respondents (69.5%HT and 70.5%ECDET) strongly agreed with the view that parents' discussion of their children's career objectives with teachers enhance children's creativity skills. 25.5% of the headteachers as did 18.4% of the ECDE teachers agreed. 1.5% of headteachers and 1.9% of the ECDE teachers were undecided, 2.0% of headteachers and 4.3% of the ECDE teachers disagreed whereas 1.5% of the ECDE teachers as did 4.9% of the ECDE teachers strongly disagreed.

4.3.4.1 Thematic analysis of qualitative data on the influence of parent-school communication on ECDE children's learning outcomes

The researcher interviewed parents' representatives noted that parents who discuss behavior patterns of their children with schools enhance their children's basic numeracy, language and creativity skills. One parents' representative noted,

> *I usually go to school to discuss academic activities with teachers as a way of enhancing my children's basic numeracy, language and creativity skills. The number of times I discuss my children's academic activities enhance their basic numeracy, language and creativity skills.*

The parents' representatives also noted that parents who discuss career objectives of their children with teachers enhance their children's basic numeracy, language and creativity skills.

4.4 Hypothesis Testing

This section sought to test the null hypotheses of the study on how different dimensions of parental involvement influence learning outcomes of ECDE learners. These null hypotheses included;

4.4.1 Hypothesis Testing 1

H01: There is no significant influence of parents' involvement in children's homework on learning outcomes

To test the difference between parents' involvement in children's homework and ECDE learners' learning outcomes, data were collected on children's basic numeracy, language and creativity and results are shown in Table 4-8:

Table 4-8

Frequency of parents' involvement in children's homework and learners' learning outcomes

Frequency of Parents' Involvement in Homework	Learning outcomes (%Meanscore)		
	Basic Numeracy (%)	Language (%)	Creativity (%)
5	21	23	19
10	27	29	33
15	43	50	51
20	61	59	58

Table 4-8 indicates that parents who are frequently involved in their children's homework by providing space and lighting, assisting homework and creating time, have their children register good grades. These results further corroborate the assertions of Kipkorir (2008) that the more time a parent and a pupil spend on homework, the higher the achievement. These findings thus affirm the fact that there is a relationship between time taken doing homework and the quality of delivery. That is, parents control time use structures or follow the early childhood learners'

lead or work in other ways to fit homework involvement into the flow of family life. These results were subjected to ANOVA and results are shown in Table 4-9:

Table 4-9

Parents' involvement in children's homework and basic numeracy, language and creativity skills of ECDE learners

		Sum of Squares	df	Mean Square	F	Sig
Frequency of parents' involvement in homework		2566.500	3	855.500		
Basic numeracy	Language	2200.500	3	733.500	20.127	.000
	Creativity	328.000	9	36.444		
	Total	2528.500	12	210.708		
Total		5095.000	15	339.667		

Grand Mean = 32.7500

From the ANOVA Statistics in Table 4-9, the processed data, which is the population parameters, had a significance level of 0.000 which shows that the data is ideal for making a conclusion on the population's parameter as the value of significance (p-value of 0.000) is less than 5%, that is, p-value=0.000<0.05. It also indicates that the results were statistically significant and that there is significant difference between frequency of parents' involvement in children's homework and means of basic numeracy, language and creativity skills of ECDE learners. Hence, the Null Hypothesis, **$H_0$1**, is rejected.

These results were consistent with the findings of a study conducted in Nakuru County by Kipkorir (2008) which generated a p-value of 0.037<0.05. These findings affirm the fact that homework is often presented as a school requirement for successful child learning, and parents often create school-like structures to support homework success, for instance, arranging the environment, establishing schedules for time use. In other words, homework is an important variable which contributes immensely to children's learning outcomes and parents' involvement in children's

homework has been established to achieve impressive academic grades. Thus, these findings further indicate that parents' involvement in their children's homework activities is extremely important and thus enhance their learning outcomes in basic numeracy, language and creativity skills.

4.4.2 Hypothesis testing 2

H02: There is no significant influence of parents' involvement in decision-making on ECDE children's learning outcomes

To verify the possibility of difference between parents' involvement in school decision making and ECDE children's learning outcomes, data were collected on the number of occasions parents are involved in school decision-making and ECDE learners' performance in basic numeracy, language and creativity skills. The results are shown in Table 4-10:

Table 4-10

Number of occasions parents are involved in school decision-making and ECDE children's learning outcomes

Frequency of Parents' Involvement in Decision Making	Learning outcomes (%Meanscore)		
	Basic Numeracy	Language	Creativity
1	21	23	19
2	27	29	33
3	43	50	51
4	61	59	58

Table 4-10 indicates that parents who get involved in school decision making activities such as parents' days, academic clinics, field trips or education tours have their children register good grades. These findings further lend credence to the assertions of Nancy and Lorraine (2004) that parental school involvement consists of

activities like volunteering at school, communicating with teachers and other school personnel, assisting in academic activities at home and attending school events. These results were subjected to ANOVA Test Analysis and results are shown in Table 4-11:

Table 4-11
Number of occasions parents are involved in school decision-making and ECDE learners' performance in basic numeracy, language and creativity skills

		Sum of Squares	df	Mean Square	F	Sig
Number of occasions parents are involved in school decision-making		2136.500	3	712.167		
Basic numeracy	Language	4120.500	3	1373.500	19.375	.000
	Creativity	638.000	9	70.889		
	Total	4758.500	12	396.542		
Total		6895.000	15	459.667		

Grand Mean = 30.2500

From the ANOVA Statistics in Table 4-11, the processed data, which is the population parameters, had a significance level of 0.000 which shows that the data is ideal for making a conclusion on the population's parameter as the value of significance (p-value of 0.000) is less than 5%, that is, p-value=0.000<0.05. It also indicates that the results were statistically significant and that there is significant difference between frequency of parents' involvement in school decision making and means of frequency of ECDE learners' performance in basic numeracy, language and creativity skills. Hence, the Null Hypothesis, **$H_0$2**, is rejected. These results were consistent with the findings of a study conducted by Koech (2009) which generated a p-value of 0.013<0.05. These findings attest to the fact that increased parents' involvement leads to greater teacher satisfaction, improved maternal understanding and parent-child communication and successful and effective preschool programmes. Thus, parents have direct responsibility over the learners that might be affected by

the implementation of policies and the parents could themselves be affected by those policies, meaning that they form part of the relevant public policy.

4.4.3 Hypothesis testing 3

H03: There is no significant influence of parents' involvement in volunteering activities on ECDE children's learning outcomes

To verify the possibility of difference between parents' involvement in volunteering activities and ECDE children's learning outcomes, data were collected on the number of volunteering activities parents are involved in and ECDE children's learning outcomes in basic numeracy, language and creativity skills and results were as shown in Table 4-12:

Table 4-12

Number of volunteering activities parents are involved in and ECDE children's learning outcomes

Number of volunteering activities parents are involved in	ECDE Children's Learning Outcomes (%Meanscore)		
	Basic Numeracy	Language	Creativity
1	21	23	19
3	27	29	33
4	43	50	51
5	61	59	58

Table 4-12 indicates that the more the parents participate in volunteering activities, the higher the ECDE learners' grades in basic numeracy, language and creativity skills. These findings lend credence to the assertions of Constantino (2008) that, by providing families with incentives to attend events and resources to overcome transportation and child-care barriers, programs can ensure that families take

advantage of the resources that they provide and to be involved in program activities. These results were subjected to ANOVA and results are shown in Table 4-13:

Table 4-13
Parents' volunteering and means of ECDE children's performance in basic numeracy, language and creativity skills of ECDE learners

		Sum of Squares	df	Mean Square	F	Sig
Number of volunteering activities parent are involved in		2165.188	3	721.729		
Within People	Between Items	3955.688	3	1318.563	19.357	.000
	Residual	613.063	9	68.118		
	Total	4568.750	12	380.729		
Total		6733.938	15	448.929		

Grand Mean = 30.4375

From the ANOVA Statistics in Table 4-13, the processed data, which is the population parameters, had a significance level of 0.000 which shows that the data is ideal for making a conclusion on the population's parameter as the value of significance (p-value of 0.000) is less than 5%, that is, p-value=0.000<0.05. It also indicates that the results were statistically significant and that there is significant difference between frequency of parents' involvement in volunteering activities and means of ECDE children's performance in basic numeracy, language and creativity skills of ECDE learners. These findings are consistent with the findings of a study conducted by Mantizcopoulos (2003) which generated a p-value, 0.043<0.05.

Hence, the Null Hypothesis, **$H_0$3**, is rejected. These findings thus support the fact that parents' attendance at school events significantly predicted whether the child was promoted from kindergarten to first grade. That is, there are numerous ways in which families can volunteer and participate in the early childhood education program. These results are indicative of the fact that family members can plan and

attend school events, chaperone field trips, attend fundraising activities, work in parent-teacher organizations, or meet with school personnel to forge relationships with school leaders. During such occasions, parents can also provide support for schools through donating their time and resources, such as by painting, fixing playgrounds, cleaning, or fundraising.

4.4.4 Hypothesis testing 4:

H04: There is no significant influence of parent-school communication on ECDE children's learning outcomes

To verify the possibility of difference between parent-school communication and ECDE children's learning outcomes, data were collected on how often parents and schools communicate and ECDE performance in basic numeracy, language and creativity skills and results are shown in Table 4-14:

Table 4-14

Frequency of parent-school communication and children's performance in basic numeracy, language and creativity skills

Frequency of Parent-School Communication Days/Term	ECDE children's learning outcomes (%Meanscore)		
	Basic Numeracy	Language	Creativity
5	21	23	19
15	27	29	33
30	43	50	51
60	61	59	58

Table 4-14 indicates that parents who communicate with their ECDE children's school have their children register impressive grades in basic numeracy, language and creativity skills. These findings further corroborate the findings of Sohn and Wang (2006) who found that frequent communication with families is important in

enhancing performance of ECDE learners. These results were subjected to ANOVA and results are shown Table 4-15:

Table 4-15
Parent-school communication in days/term and means of basic numeracy, language and creativity skills of ECDE learners

		Sum of Squares	df	Mean Square	F	Sig
Frequency of parents-school communication		4274.000	3	1424.667		
Basic numeracy	Language creativity	445.500	3	148.500	6.061	.015
		220.500	9	24.500		
	Total	666.000	12	55.500		
Total		4940.000	15	329.333		

Grand Mean = 36.5000

Table 4-15 shows that ANOVA statistics generated a significance level of 0.015 which shows that the data is ideal for making a conclusion on the population's parameter as the value of significance (p-value of 0.015) is less than 5%, that is, p-value=0.015<0.05. It also indicates that the results were statistically significant and that there is significant difference between parent-school communication and means of ECDE learners' performance in basic numeracy, language and creativity skills. These results were consistent with the findings of a study conducted by Baker and Manfredi-Petitt (2004) which generated a p-value of 0.044<0.05. Hence, the Null Hypothesis, **$H_0$4**, is rejected. These findings attest to the fact that communication is the basis for any strong relationship and especially important with respect to family engagement in early childhood education programs and that communicating with families is often the program's first step toward increasing engagement.

CHAPTER FIVE

DISCUSSIONS, SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

5.1 Introduction

This chapter presents a summary of the main research findings, conclusions, recommendations and suggestions for further research as discussed under the research objectives.

5.2 Discussions of the Study Findings

This section provides a detailed discussion of the study findings based on the study objectives.

5.2.1 Parents' involvement in children's homework and learning outcomes

From the views of the headteachers and ECDE teachers, the study established that parents' involvement in children's homework influence ECDE learners' learning outcomes. The way most parents provide space and lighting for their children has not enhanced their ECDE children's basic numeracy, language and creativity skills. In the same vein, parents who rarely create time for their children's homework activities have not enhanced their basic numeracy, language and creativity skills. Similar views were expressed by the parents' representatives who also noted that many parents rarely undertake to help their children with their homework activities due to numerous duties at home.

This was further ascertained by rejection of the null hypothesis, **$H_0$1**. These findings corroborate the findings of a study conducted in Ghana in which Sharp et al (2001) reported that parents' helpful monitoring usually includes being accessible, being willing to help the learner understand directions, being available to respond to simple questions, maintaining awareness of the child's emotional state and work patterns,

and offering positive feedback on engagement in homework. This is indicative of the fact that the kind of academic activities parents engage in ranging from the establishment of basic structures for homework performance to more complex efforts focused on teaching for understanding and helping students develop effective learning strategies. That is, the appropriateness of parents' specific knowledge about the concepts addressed in homework and their academic ability to offer feedback and reinforcement to early childhood learners enhance learning outcomes of ECDE learners.

These findings also lend credence to the findings of a study conducted in Nakuru County about homework and academic excellence in primary schools in which Kipkorir (2008) suggests that for ECDE learners there is a positive relationship between time spent on homework and achievement. In other words, the more time a parent and a pupil spend on homework, the higher the achievement. This is due to the fact that pupils doing a great deal of homework and also those who did very little tended to perform less well at school. These findings thus affirm the fact that there is a relationship between time taken doing homework and the quality of delivery. In other words, parents control time use structures or follow the early childhood learners' lead or work in other ways to fit homework involvement into the flow of family life.

The appropriateness of parents' specific knowledge about the concepts addressed in homework and their academic ability to offer feedback and reinforcement to early childhood learners enhance learning outcomes of ECDE learners. Besides, the fact that the more time a parent and a learner spend on homework, the higher the

achievement. Hence, these views further attest to the fact that there is a relationship between time taken doing homework and the quality of delivery.

5.2.2 Parents' involvement in decision-making and children's learning outcomes

The study established that parents' involvement in school decision-making influences learning outcomes of ECDE learners. From headteachers and ECDE teachers, participation of parents in school committees to decide on school levies has not enhanced learners' basic numeracy, language and creativity skills. Similarly, parents rarely participate in school committees to decide on school diets which has enhanced learners' basic numeracy, language and creativity skills. Nor do parents participate in school committees to decide on disciplinary issues to enhance their children's basic numeracy, language and creativity skills.

During the interviews and observations, the parents' representatives and the researcher noted that recognition has been given to crucial role play of parents and also on the rights and responsibilities of parents in the management of schools. In other words, parents participate in diverse ways in school management which also include communicating with teachers, participating in academic-related activities at home, and communicating the positive value of education to the learners, adding that these are each related to school performance.

By rejection of the null hypothesis, $\mathbf{H_0 2}$, the study affirmed that there is significant influence of parental involvement in school decision-making on learning outcomes of ECDE learners. These findings are consistent with the assertions of Nancy and Lorraine (2004) that maternal school involvement consists of activities like volunteering at school, communicating with teachers and other school personnel, assisting in academic activities at home and attending school events.

These findings also support the views of Becher (2004) that recognition has been given to crucial role play of parents and also on the rights and responsibilities of parents in the management of schools as did the assertions of Epstein and Sanders (2002) that parents participate in diverse ways in school management which also include communicating with teachers, participating in academic-related activities at home, and communicating the positive value of education to the learners, adding that these are each related to school performance.

These findings also lend credence to the findings of a study conducted in Uasin Gishu about parent-teacher partnerships for enhancing ECDE learners' education in which Koech (2009) indicated that when parents are involved in decision-making in school committees, a conducive environment is created and ECDE learners register impressive academic grades, improved behavior and school attendance. Koech (2009) further revealed that increased parents' involvement leads to greater teacher satisfaction, improved maternal understanding and parent-child communication and successful and effective preschool programmes. Hence, these findings thus affirm the fact that parents have direct responsibility over the learners that might be affected by the implementation of policies and the parents could themselves be affected by those policies, meaning that they form part of the relevant policy publics.

That is, occasions when school administrators may interact with parents on official days include the PTA meeting days. Other schools also have what they call Academic day, visiting day, parents conference and other days as may be arranged by school administrators. Such family and school interactions have been established to contribute to ECDE learners' holistic development.

5.2.3 Parents' volunteering activities and ECDE children's learning outcomes

The study established that parents' volunteering activities influence ECDE children's learning outcomes. From the views of headteachers and ECDE teachers, it was evident that the way parents come to schools to offer cooking services, cleaning school compounds, teaching and playing with children at school enables parents to enhance their children's basic numeracy, language and creativity skills. During the interviews, parents' representatives and the researcher also responded in favor of the view that there is a strong and positive relationship between parents' volunteering and attending program activities and preschooler's language, self-help, social, motor, adaptive development, and mastery of early basic school skills.

This was also affirmed by rejection of the null hypothesis, **$H_0$3**. These findings thus corroborate the assertions of Marcon (1999) that there is a strong and positive relationship between parents' volunteering and attending program activities and preschooler's language, self-help, social, motor, adaptive development, and mastery of early basic school skills. These findings also lend credence to the assertions of Mantizcopoulos (2003) that parent's attendance at school events significantly predicted whether the child was promoted from kindergarten to first grade.

In other words, family members can plan and attend school events, chaperone field trips, attend fundraising activities, work in parent-teacher organizations, or meet with school personnel to forge relationships with school leaders. Parents can also provide support for schools through donating their time and resources such as by painting, fixing playgrounds, cleaning, or fundraising. Thus, resources may also include donating toys, supplies to use in art projects, furniture and more. Parents can volunteer to assist in classroom activities or come in and share their expertise and

interests such as cultural, musical, culinary, gardening and storytelling talents as a guest speaker. According to Cochran (2007), resources may also include donating toys, supplies to use in art projects, furniture and more. These findings point to the fact that parents can volunteer to assist in classroom activities or come in and share their expertise and interests such as cultural, musical, culinary, gardening and storytelling talents as a guest speaker. Besides, parents' involvement not only helps to influence their child's academic achievement and social development, but it can also help to dispel teacher biases and help make families feel more comfortable within the program.

Thus, these findings affirm the fact that parents' volunteering impact positively on children's learning outcomes. Besides, parents' involvement not only helps to influence their child's academic achievement and social development, but it can also help to dispel teacher biases and help make families feel more comfortable within the program. In other words, the fact that parents' volunteering impact positively on children's learning outcomes.

5.2.4 Parents-school communication and ECDE children's learning outcomes

The study established that parent-school communication influences ECDE children's learning outcomes. It is also evident that discussing academic activities between parents and teachers enhance children's basic numeracy, language and creativity skills. The number of times parents discuss their children's academic activities enhance their basic numeracy, language and creativity skills. This points to the fact that teachers' invitations to parents are also a critical factor in promoting more extensive parent involvement. Communicating with families is often the program's first step toward increasing engagement.

This was further attested to by rejection of the null hypothesis, **$H_0$4**. These findings corroborate the assertions of Baker and Manfredi-Petitt (2004) that teachers' invitations to parents are also a critical factor in promoting more extensive parent involvement. These findings thus affirm the fact that communicating with families is often the program's first step toward increasing engagement. Teachers and administrators can communicate with parents through a variety of different means including newsletters, e-mails, translated materials, web postings, telephone calls, home visits, videos or photo albums that depict a day in the class, and face-to-face communication. These findings are indicative of the fact that communication practices are sensitive to the diverse language and cultural backgrounds of the families they serve.

To strengthen two-way communication with families, there are several evidence-based practices that early childhood programs can implement. This means that programs should utilize the best forms of communication by asking parents' preferences at the beginning of the program year. These findings also lend credence to the findings of a study conducted about the effectiveness of family-school communication, Sohn and Wang (2006) found that Korean born parents, even those who spoke English well, had difficulty communicating with teachers face-to-face. These findings affirm the fact that, to strengthen two-way communication with families, there are several evidence-based practices that early childhood programs can implement.

First, programs should ensure that all written communication is translated into the native languages of the families they serve and that there are translators regularly available for face-to-face or phone communication. This means that programs should

utilize the best forms of communication by asking parents' preferences at the beginning of the program year. These findings point to the fact that early childhood education programs must not only focus on providing information to parents, but should pay equal attention to listening to families and gathering their feedback. Programs can encourage feedback by creating a help desk, holding meetings with administrators that have open agendas, and providing a place to ask questions on the schools' website. These techniques help to encourage continuous communication, resolve misunderstandings, and provide more accurate information in a timely manner. Hence, parent to school communication activities which include learners' improved awareness of their own academic progress, more informed decisions about courses, and an understanding of school policies related to their conduct.

5.3 Summary of the Study Findings

From the foregoing, it is evident that parents' involvement in children's education and academic activities influence their learning outcomes. However, parents have not been effectively involved in their children's homework as a strategy for improving their learning outcomes. In other words, the way most parents provide space and lighting for their children has not enhanced their ECDE children's basic numeracy, language and creativity skills. In the same vein, parents who rarely create time for their children's homework activities have not enhanced their basic numeracy, language and creativity skills. From the study findings, it is also evident that parents are occasionally involved in school decision-making. That is, participation of parents in school committees to decide on school levies has not enhanced learners' basic numeracy, language and creativity skills. In the same token, parents rarely take part in school committees to decide on school diets which has

enhanced learners' basic numeracy, language and creativity skills. Parents rarely get involved in school decisions aimed at stemming issues of discipline as a way of enhancing their children's basic numeracy, language and creativity skills. It is also evident that parents' volunteering activities influence ECDE children's learning outcomes. However, parents sometimes come to schools to offer cooking services, cleaning school compounds, teaching and playing with children at school enables parents to enhance their children's basic numeracy, language and creativity skills.

The study also established that parent-school communication influence ECDE children's learning outcomes. The number of times parents discuss their children's academic activities enhance their basic numeracy, language and creativity skills. This points to the fact that teachers' invitations to parents are also a critical factor in promoting more extensive parent involvement. Teachers and administrators can communicate with parents through a variety of different means including newsletters, e-mails, translated materials, web postings, telephone calls, home visits, videos or photo albums that depict a day in the class, and face-to-face communication.

5.4 Conclusions

Drawing from the above findings, it is evident that parents have not been effectively involved in their children's homework as a strategy for improving their learning outcomes. Parents who rarely create time for their children's homework activities have not enhanced their basic numeracy, language and creativity skills. Parents are occasionally involved in school decision-making. That is, participation of parents in school committees to decide on school levies has not enhanced learners' basic numeracy, language and creativity skills. They rarely take part in school committees

to decide on school diets, stemming issues of discipline as a way of enhancing their children's basic numeracy, language and creativity skills. Volunteering amongst parents is important in schools as a way of enhancing ECDE children's learning outcomes. However, parents sometimes come to schools to offer cooking services, cleaning school compounds, teaching and playing with children at school enables parents to enhance their children's basic numeracy, language and creativity skills. Parent-school communication influence ECDE children's learning outcomes. The number of times parents discuss their children's academic activities enhance their basic numeracy, language and creativity skills.

5.5 Recommendations

The study makes the following recommendations;

i. On homework practices, the study recommends that parents should understand that learning is a collaborative process and their involvement in children's homework is paramount. Even when they do not understand the concept in the homework, they should insist on provision of time and supervision of the completion of homework. This will go a long way in helping the preschool children develop a behavior of hard work, commitment and discipline.

ii. On volunteering activities, the study recommends that parents should attend academic seminars to sensitize them on their rightful roles as academic role models for their children. They should frequently engage in volunteering activities such as cooking, cleaning and playing with children to inspire their children to be high achievers.

iii. On school decision-making, the study recommends that parents should always take part in school committee meetings such as PTA in order to be part of a team discussing issues to do with their children's learning outcomes.

iv. On parent-school communication, the study recommends that parents should avoid the hands-off mindset on matters concerning discipline of their children both at school and outside school. This will enhance their partnership with schools in shaping the behavior patterns of the preschool children.

v. The County Governments should develop a homework policy to formally make the parents and teachers understand their roles outside the normal classroom setup.

vi. The County Government should formulate a policy to enforce adherence to Partnership Policy which spells out the roles of the parents in the education sector amongst children in early childhood settings.

5.6 Areas for Further Research

Drawing from the research findings, the following areas are suggested for further research:

i. A study should be conducted to establish the contributions of family structures on academic performance of preschool children.
ii. A study should be conducted to establish how parents' socio-economic status determines the quality of preschool education.
iii. A study should be conducted to establish the efficacy of parent-teacher characteristics on quality of preschool education.

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APPENDIX I

LETTER OF INTRODUCTION

June, 2018

Dear Sir/Madam,

RE: PERMISSION TO CARRY OUT RESEARCH IN YOUR ECDE CENTER

I am a student undertaking a course in Master of Education in Early Childhood Studies at Africa Nazarene University. I am required to submit, as part of my research work assessment, a research project on "**An Investigation of the Influence of Parents' Involvement on Learning Outcomes of Early Childhood Learners in Makueni Sub-county, Makueni County, Kenya**". To achieve this, your preschool has been selected to participate in the study. I kindly request the Headteachers, ECDE teachers, parents' representatives and ECDE learners to, fully, participate in the study. This information will be used purely for academic purpose and your name will not be mentioned in the report. Findings of the study, shall upon request, be availed to you.

Your assistance and cooperation will be highly appreciated.

Thank you in advance.

Yours faithfully,

Agnes Mwongeli Musyoka

APPENDIX II

INFORMED CONSENT FORM

Dear respondent,

The researcher is a student undertaking a degree course in Master of Education in Early Childhood Studies in Africa Nazarene University carrying out a research on **An Investigation of the Influence of Parents' Involvement on Learning Outcomes of Early Childhood Learners in Makueni Sub-county, Makueni County, Kenya.** For this study I will request you to give me some time as you will be asked some questions. I will maintain your privacy and confidentiality about your information. Your name will not be written on any of the materials, and only the researcher will have access to your information. Your participation is totally voluntary, and you may change your mind and withdraw at any time before and during the study. We will not pay or give any facilities for this participation. If you want to take part to participate in this research, please sign the form below.

Participant:

| --- | --- | --- |
| Code of Participant | Signature | Date |

Researcher:

| --- | --- | --- |
| Name of Researcher | Signature | Date |

APPENDIX III

CONSENT FORM FOR PARENTS

Dear Parent,

I am a student undertaking a degree course in Master of Education in Early Childhood Studies at Africa Nazarene University, carrying out a research on **An Investigation of the Influence of Parents' Involvement on Learning Outcomes of Early Childhood Learners in Makueni Sub-county, Makueni County, Kenya**. For this reason, I wish to inform you that I will be using your child in that study. I will only be observing the activities the children do in their learning with their teachers. This is only for educational purposes. I will not use the information nor use your child for any other purposes. I will also seek permission from the headteacher and the class teacher for that purpose. Kindly please allow me interact with the children. I will maintain privacy and confidentiality about the information I will get from the school and children. Participation is totally voluntary, and you may change your mind and withdraw your child at any time before and during the study. There will be no payment or give any facilities for this participation. If you want your child to take part to in this research, please sign the form below.

Parent:

| --- | --- | --- |
| Code of Parent | Signature | Date |

Researcher:

| --- | --- | --- |
| Name of Researcher | Signature | Date |

APPENDIX IV
FOMU YA IDHINI YA WAZAZI

Kwa Mzazi,

Mimi ni mwanafunzi amabaye anafanya kozi ya Shahada katika Ualimu wa Elimu katika Shule Ya Chekechea katika Chuo Kikuu Cha Mount. Maada ya utafiti wangu ni, "**Uchunguzi wa Umuhimu wa Kuhusisha Mama mzazi Katika Masomo ya Wanafunzi wa Shule za Chekechea Katika Jimbo Ndogo la Makueni, Jimbo la Makueni, Kenya**". Kwa sababu hii, napenda kuwajulisha kuwa ningependa kuhusisha mtoto wako kwa utafiti huu. Tafadhali, naomba ruhusa yako

Mzazi:

----------	----------	----------
Kanuni za Mzazi	Tarehe	Sahihi

Mtafiti :

----------	---------- ----------	----------
Jina la Mtafiti	Tarehe	Sahihi

APPENDIX V

QUESTIONNAIRE FOR HEADTEACHERS AND ECDE TEACHERS

Dear respondent,

The researcher is a student undertaking a degree course in Master of Education in Early Childhood Studies in Africa Nazarene University carrying out a research on parents' involvement on learning outcomes of early childhood learners in Makueni Sub-county, Makueni County, Kenya. The information you provide will be treated with confidentiality and entirely used for purposes of this study.

Section A: General Information

Instruction: Please tick against your most appropriate answer and fill the spaces provided.

1. Gender:

   Male [ ] Female [ ]

2. Highest Level of Educational Attainment

   Certificate [ ] Diploma [ ] Degree [ ] Post-graduate [ ]

3. Post

   Headteacher [ ] ECDE Teacher [ ]

Section B: Learning Outcomes of ECDE Learners

1. Please, state the learning outcomes of your ECDE learners in 2018 termly assessment

Indicators of learning outcomes	**Term I**	**Term II**	**Term III**
Basic numeracy skills such as number recognition, ordering and basic operations			
Language skills such as reading, writing and speaking			
Creativity skills such as drawing, coloring, etching, painting and pattern formation			

Section C: Parents' Involvement in Children's Homework and Learning Outcomes

1. How often do parents in your school get involved in homework activities of their ECDE children?

   Very often (20 marks) [ ]

   Often (15 marks) [ ]

   Rarely (10 marks) [ ]

   Never (5 marks) [ ]

2. Rate the extent to which you agree with the following statements on the influence of parents' involvement in children's homework on learning outcomes

   Key: **SA**-Strongly Agree **A**-Agree **U**-Undecided **D**-Disagree **SD**-Strongly Disagree

No.	Test Items	SA	A	U	D	SD
		5	4	3	2	1
1	Parents provide space and lighting to for their children which has enhanced basic numeracy skills					
2	The way parents provide space and lighting for their children has enhanced language skills					
3	Parents provide space and lighting to for their children which has enhanced creativity skills					
4	Parents assist their children in doing homework to enhance basic numeracy skills					
5	The way parents assist their children in doing homework enhances language skills					

6	Assisting in doing homework has enabled parents to enhance their children's creativity skills					
7	Parents who create time for their children's homework activities have enhanced their basic numeracy skills					
8	Creating time for children has enabled parents to enhance their children's language skills					
9	Parents create time to assist their children in homework to improve their creativity skills					

3. State other homework activities parents engage in to improve learning outcomes of their children

   ……

   ……

Section D: Parents' Involvement in Decision Making and Learning Outcomes

1. In which number of occasions do parents participate in school decision-making?.....
2. Rate the extent to which you agree with the following statements on the influence of parents' involvement in school decision making on learning outcomes of ECDE learners in your school

   Key: **SA**--Strongly Agree **A**--Agree **U**--Undecided **D**--Disagree **SD**--Strongly Disagree

No.	**Test Items**	**SA**	**A**	**U**	**D**	**SD**
		5	**4**	**3**	**2**	**1**
1	Parents participate in school committees to decide on school levies which has enhanced learners' basic numeracy skills					

2	Participation of parents in school committees to decide on school levies has enhanced learners' language skills					
3	Parents who participate in school committees to decide on school levies enhance learners' creativity skills					
4	Parents participate in school committees to decide on school diets which has enhanced learners' basic numeracy skills					
5	Participation of parents in school committees to decide on school diets has enhanced learners' language skills					
6	Parents participate in school committees to decide on school diets has enhanced learners' creativity skills					
7	Parents participate in school committees to decide on disciplinary issues which has enhanced learners' numeracy skills					
8	Participation of parents participate in school committees to decide on disciplinary issues has enhanced learners' language skills					
9	Parents participate in school committees to decide on disciplinary issues which has enhanced learners' creativity skills					

3. Other than the above stated functions, what are some of the decision-making forums parents are involved in at school?

……

……

……

……

Section E: Parents' Volunteering Activities and Learning Outcomes of ECDE Learners

1. Which number of volunteer activities do parents often engage in your ECDE center?.....
2. Rate the extent to which you agree with the following statements on the influence of parents' volunteering activities on learning outcomes of ECDE learners in your school

   Key: **SA**--Strongly Agree **A**--Agree **U**--Undecided **D**--Disagree **SD**--Strongly Disagree

No.	**Test Items**	**SA**	**A**	**U**	**D**	**SD**
		5	**4**	**3**	**2**	**1**
1	Parents who come to school to offer cooking services enhance their children's basic numeracy skills					
2	The way parents come to schools to offer cooking services enhance their children's language skills					
3	Volunteering to offer cooking services at school has enabled parents to enhance their children's creativity skills					
4	Cleaning school compounds by parents has enhanced their basic numeracy skills					
5	Parents who clean school compounds have enhanced language skills					
6	Frequency with which parents clean school compounds enhance their creativity skills					
7	Parents who teach and play with children at school have enhanced their children's basic numeracy skills					
8	Volunteering to teach and play with children at school enables parents to enhance their children's language skills					
9	Teaching and playing with children at school enables parents to enhance their children's creativity skills					

3. Describe other volunteering activities parents engage in at school as a way of improving the learning outcomes of their children

……

……

……..

Section F: Parents-School Communication and Learning Outcomes of ECDE Learners

1. How often do parents and teachers communicate?

Very often (5 marks) [ ]

Often (4 marks) [ ]

Rarely (3 marks) [ ]

Never (2 marks) [ ]

Not Sure (1 mark) [ ]

2. Rate the extent to which you agree with the following statements on the influence of parent-school communication on learning outcomes of ECDE learners in your school

Key: **SA**-Strongly Agree **A**-Agree **U**-Undecided **D**-Disagree **SD**-Strongly Disagree

No.	**Test Items**	**SA**	**A**	**U**	**D**	**SD**
		5	**4**	**3**	**2**	**1**
1	Parents who discuss behavior patterns of children with schools enhance their children's basic numeracy skills					
2	The way parents discuss behavior of their children enhance their children's language skills					
3	Discussing children's behavior between parents and schools enhance their children's					

	creativity skills					
4	Discussing academic activities between parents and teachers enhance children's numeracy skills					
5	Parents who discuss academic activities of their children with teachers have enhanced language skills					
6	Frequency with which parents discuss their children's academic activities enhance their creativity skills					
7	Parents who discuss career objectives of children with teachers enhance their children's basic numeracy skills					
8	Volunteering children's career objectives with teachers enable parents to enhance their children's language skills					
9	Parents' discussion of their children's career objectives with teachers enhance children's creativity skills					

3. What are other occasions when parents and schools communicate to improve learning outcomes of school-going children

……

……

……..

Thank you
Agnes Mwongeli Musyoka

APPENDIX VI

INTERVIEW GUIDE FOR PARENTS' REPRESENTATIVES

Dear respondent,

The researcher is a student undertaking a degree course in Master of Education in Early Childhood Studies in Africa Nazarene University carrying out a research on parents' involvement on learning outcomes of early childhood learners in Makueni Sub-county, Makueni County, Kenya. The information you provide will be treated with confidentiality and entirely used for purposes of this study.

Section A: General Information

1. Gender……..……..
2. State your highest level of education……..……...

Section B: Learning Outcomes of ECDE Learners

1. What were the learning outcomes of your ECDE learners in 2018 termly assessment?

   ……

   …….

Section C: Parents' Involvement in Children's Homework and Learning Outcomes

1. How often are you involved in homework activities of your ECDE learner?

   ……

   ……

2. State ways in which you are involved in your children's homework activities

   ……

   ……

   ……..

3. How do the ways in which you are involved in your children's homework activities enhance their basic numeracy, language and creativity skills?

……

……

……

……

…….

Section D: Parents' involvement in Decision Making and Learning Outcomes

1. How many occasions have you been involved in school decision-making?

……

……..

2. In which ways are parents involved in school decision-making committees?

……

……

……..

3. Explain how your involvement in school decision making committees enhance your children's basic numeracy, language and creativity skills.

……

……

……..

Section E: Parents' Volunteering Activities and Children's Learning Outcomes

1. How many volunteering activities do you always participate in at your children's school?

   ……

   ……

   ……..

2. How do these activities enhance your children's acquisition of basic numeracy, language and creativity skills?

   ……

   ……

   ……

   ……..

Section F: Parent-School Communication and Children's Learning Outcomes

1. How often do you communicate with your children's school?

   ……

   ……

2. In which ways do you communicate with your children's school?

   ……

   ……

3. Explain how your communication with your children's school enhance their acquisition of basic numeracy, language and creativity skills?

   ……

   ……

   Thank you

   Agnes Mwongeli Musyoka

APPENDIX VII

DOCUMENTARY ANALYSIS GUIDE FOR ECDE LEARNERS

A. Basic Numeracy Skills

Aspects of Basic Numeracy Skills	**Learning Outcomes**		
	Term One	**Term Two**	**Term Three**
Number recognition			
Counting and sequencing			
Rote counting			
Basic operations			
Number value			

B. Language Skills

Aspects of Language Skills	**Learning Outcomes**		
	Term One	**Term Two**	**Term Three**
Reading skills such as phoneme awareness, phonetics, vocabulary, picture reading or recognition			
Writing skills such as forming words, joining syllable to make words and sentence construction			
Oral skills such as storytelling, news telling			

C. Creativity Skills

Aspects of Creativity Skills	**Learning Outcomes**		
	Term One	**Term Two**	**Term Three**
Coloring			
Pattern writing			
Drawing			
Printing, e.g. hand, leaf and potato printing			
Crayon and pencil etching			

Thank you

Agnes Mwongeli Musyoka

APPENDIX VIII

INTRODUCTION LETTER FROM THE SCHOOL OF EDUCATION OF AFRICA NAZARENE UNIVERSITY

AFRICA NAZARENE
UNIVERSITY

July, 5th 2018

Re: To whom it may concern

Agnes Mwongeli Musyoka (13M01DMED010) is a bonafide student at Africa Nazarene University. She has finished her course work and has defended her thesis proposal **"An Investigation of Influence of Parents' Involvement of Learning Outcomes of Early Childhood Leaners in Makueni Sub-County, Makueni County, Kenya."**

Any assistance accorded to her to facilitate data collection and finish her thesis is highly welcomed.

Prof. Rodney Reed
DVC, Academic Affairs

P.O Box 53067 - 00200 Nairobi, Kenya ● Tel: 020 252 7170/1 - 5 ● Fax: 020 201 2233 ● Cell: 0733 874 111 ● Email: registrar@anu.ac.ke ● www.anu.ac.k

APPENDIX IX

AUTHORIZATION LETTER FROM NATIONAL COMMISSION FOR SCIENCE, TECHNOLOGY AND INNOVATION, 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

NACOSTI, Upper Kabete
Off Waiyaki Way
P.O. Box 30623-00100
NAIROBI-KENYA

Ref: No. **NACOSTI/P/18/26128/24134**

Date: **31st July, 2018**

Agnes Mwongeli Musyoka
Africa Nazarene University
P.O. Box 53067-00200
NAIROBI.

RE: RESEARCH AUTHORIZATION

Following your application for authority to carry out research on ***"An investigation of influence of parents' involvement on learning outcomes of Early Childhood Learners in Makueni Sub-County, Makueni County, Kenya"*** I am pleased to inform you that you have been authorized to undertake research in **Makueni County** for the period ending **30th July, 2019.**

You are advised to report to **the County Commissioner and the County Director of Education, Makueni County** before embarking on the research project.

Kindly note that, as an applicant who has been licensed under the Science, Technology and Innovation Act, 2013 to conduct research in Kenya, you shall deposit **a copy** of the final research report to the Commission within **one year** of completion. The soft copy of the same should be submitted through the Online Research Information System.

BONIFACE WANYAMA
FOR: DIRECTOR-GENERAL/CEO

Copy to:

The County Commissioner
Makueni County.

The County Director of Education
Makueni County.

APPENDIX X

RESEARCH PERMIT FROM NACOSTI

THIS IS TO CERTIFY THAT:
MS. AGNES MWONGELI MUSYOKA
of AFRICA NAZARENE UNIVERSITY,
0-1000 MBOONI,has been permitted to
conduct research in *Makueni County*

on the topic: *AN INVESTIGATION OF INFLUENCE OF PARENTS' INVOLVEMENT ON LEARNING OUTCOMES OF EARLY CHILDHOOD LEARNERS IN MAKUENI SUB-COUNTY, MAKUENI COUNTY, KENYA*

for the period ending:
30th July,2019

Permit No : NACOSTI/P/18/26128/24134
Date Of Issue : 31st July,2018
Fee Recieved :Ksh 1000

.....
Applicant's Signature

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

CONDITIONS

1. The License is valid for the proposed research, research site specified period.
2. Both the Licence and any rights thereunder are non-transferable.
3. Upon request of the Commission, the Licensee shall submit a progress report.
4. The Licensee shall report to the County Director of Education and County Governor in the area of research before commencement of the research.
5. Excavation, filming and collection of specimens are subject to further permissions from relevant Government agencies.
6. This Licence does not give authority to transfer research materials.
7. The Licensee shall submit two (2) hard copies and upload a soft copy of their final report.
8. The Commission reserves the right to modify the conditions of this Licence including its cancellation without prior notice.

REPUBLIC OF KENYA

NACOSTI

National Commission for Science Technology and Innovation

RESEARCH CLEARANCE PERMIT

Serial No.A 19795

APPENDIX XI

RESEARCH AUTHORIZATION LETTER FROM COUNTY COMMISSIONER, MAKUENI

THE PRESIDENCY
MINISTRY OF INTERIOR AND COORDINATION OF NATIONAL GOVERNMENT

Telegram:
Telephone: 0743-987-177
Fax:
Email: makuenicc@yahoo.com

COUNTY COMMISSIONER
MAKUENI COUNTY
P.O. Box 1-90300
MAKUENI

Ref: MKN/CC/ADM.6/1 VOL.III/67

10th August, 2018

Agnes Mwongeli Musyoka
Africa Nazarene University
P.O. Box 53067 - 00200
NAIROBI

RE: RESEARCH AUTHORIZATION

Reference is made to Director General National Commission for Science Technology and Innovation letter **Ref. NACOSTI/P/18/26128/24134**dated **31st July, 2018** on the above subject.

You are hereby authorized to undertake research on ***"An investigation of influence of parents' involvement learning outcomes or Early Childhood learners in Makueni Sub-County, Makueni County, Kenya"*** for the period ending ***31st July 2019***.

ESTHER SINDA
FOR: COUNTY COMMISSIONER
MAKUENI

c.c.

County Director of Education
MAKUENI

The Deputy County Commissioner
MAKUENI SUB COUNTY

APPENDIX XII

RESEARCH AUTHORIZATION LETTER FROM COUNTY DIRECTOR OF EDUCATION, MAKUENI

REPUBLIC OF KENYA

Tel: 044-33318
FAX: @gmail.com
Email:cdemakueni@gmail.com
When replying please quote

County Director of Education
Office,
P.O. Box 41,
MAKUENI.

MINISTRY OF EDUCATION

STATE DEPARTMENT OF EARLY LEARNING AND BASIC EDUCATION

MKN/C/ED/5/33 VOL 11/106 **10th August, 2018**

Agnes Mwongeli Musyoka
Africa Nazarene University
Box 53067-00200
NAIROBI.

TO WHOM IT MAY CONCERN

RE: RESEARCH AUTHORIZATION FOR AGNES MWONGELI MUSYOKA

This is to confirm that Agnes Mwongeli Musyoka of Africa Nazarene University of has been authorized to carry out research as per letter dated **31st July,2018,** Ref **No. NACOSTI/P/18/26128/24134** on **" An investigation of influence of parents' involvement on learning outcomes of Early Children learners in Makueni Sub County, in Makueni County, Kenya,"** for the period ending **30th July, 2019.**

You are however expected to ensure that you conduct the exercise professionally.

Kindly give her all the assistance required.

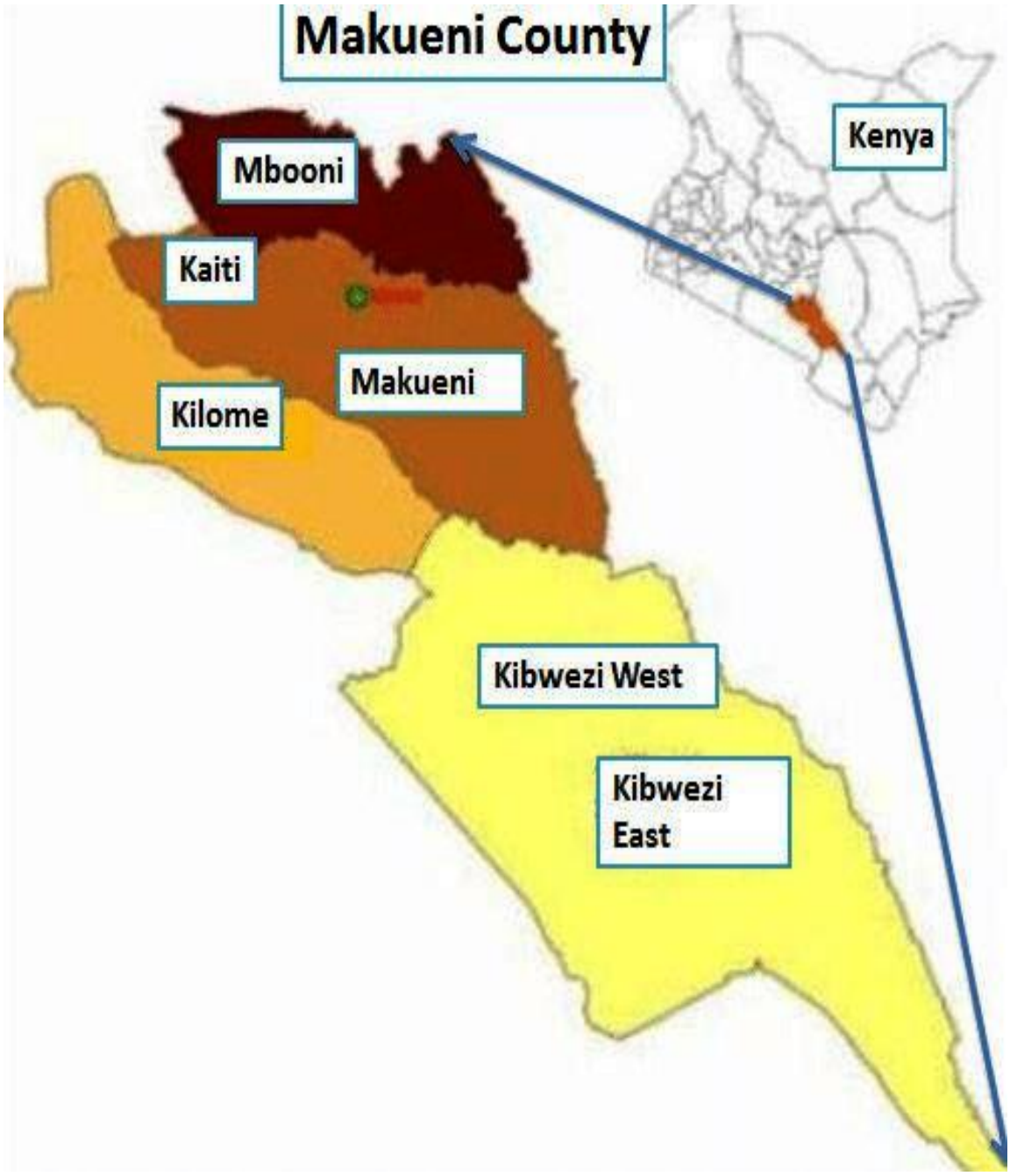
COUNTY DIRECTOR OF EDUCATION
DATE: 16/8/18
P.O. BOX 41-90300
MAKUENI
MAKUENI COUNTY - MOEST

Gladys Malonza
For County Director of Education
Makueni.

-

APPENDIX XIII

THE MAP OF MAKUENI COUNTY SHOWING MAKUENI SUB-COUNTY



Source: Revised Independent Electoral Boundaries Commission (2012)