INFLUENCE OF SELECTED PARENTAL CHARACTERISTICS ON CHILDREN ACADEMIC PERFORMANCE IN PUBLIC PRE- SCHOOLS IN TIGANIA WEST SUB-COUNTY, MERU COUNTY, KENYA

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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.

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

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DEDICATION

I dedicate this work to Almighty God for His strength, grace and provision. I also dedicate this work to my dear husband Peter Mutuma for his great support both moral and financial, my two dear sons Edwin and Derrick for their encouragement and prayers during the entire writing process.

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ABSTRACT

Although ECD programs have been institutionalized in most countries around the globe, the parent is expected to perform a vital part in the child's life at this stage. Even though previous studies had pointed out that parents play an important role in the academic performance of learners in ECD, the studies had not specifically highlighted how parental characteristics such as educational background, occupation, attitude and involvement influence the acquisition of skills such as language, mathematics, psychomotor, environmental, creative and religious education. Thus, the purpose of this study was to investigate the influence of selected parental characteristics on children's academic performance in public pre-schools in Tigania West Sub-County, Meru County. The study specifically sought to assess the influence of parental education background; occupation; attitude towards education; and involvement on their children's ECD academic performance. This study was based on Lewin's Three-Step Change Theory of 1947. This study used a descriptive survey design. Target population in this study was 5966 subjects comprising of 111 ECDE teachers and 5855 parents for the 5855 pupils in 85 ECDE centers. A total of 350 respondents were sampled using simple random sampling technique. Questionnaires were used to collect data. Validity of the instruments was ascertained by seeking expertise advice from the supervisors. Reliability of the instruments was tested using Cronbach Alpha Test technique. The study established a Cronbach Alpha 0.78 for parents' questionnaire and 0.77 for teachers' questionnaire which was greater the recommended 0.7 and hence the instruments were deemed reliable. Quantitative data was examined through descriptive statistics such as frequencies and percentages. Qualitative data was analyzed by arranging them into themes. The study established that low parental educational background among hinders them to assist their children in learning. It was also established that parental occupation determines the extent to which they assist their children in learning. The study also indicated that parental positive attitude towards ECD education does not help to explain low academic performance of ECD children. It was further found that parental lack of involvement such as inability to discuss with teachers on aspiration for their children, supervise their children's academic work at home and inability to make any follow-ups on their children's education on their own volition negatively influences academic performance of ECD children. MOEST may use these study findings to come up with policies to assist parents in ensuring children get the right home environment that promote academic performance. The parents may benefit from this study by involving themselves effectively in their children's ECD education. The children may benefit indirectly from the policies implemented by MOEST and the effective involvement of their parents in their ECD education. The findings may also form the basis for future studies by other academicians and scholars. The study recommended that the Ministry of Education should initiate and promote adult education in order to help counter the negative effect of low educational background on performance of children in ECD and that the community should be sensitized on the need for parents to be actively involved in their children's education.

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OPERATIONAL DEFINITIONS OF TERMS

Academic performance this refers to the extent to which an ECD child acquires skills in mathematics, language, environmental, psychomotor, creative and Religious Education.

Attitude this refers to the way parents perceive the importance of ECD education

Characteristics this refers to selected parental attributes such as educational background, occupation, parental attitude and involvement that may influence academic performance of pre-school children.

Early childhood development center this is care center where children are trained and supported prior to joining compulsory education at primary school

Influence this refers to the effect of parental characteristics on academic performance of pre-school children

Occupation this refers to the parental profession, trade or job that may affect the academic performance of ECD child.

Parental education background this refers to the parent's highest level of formal academic attainment that may affect the academic performance of ECD child.

Parental involvement this refers to parental participation in the ECD education of their children.

Pre-school This is a learning establishment which offer early childhood education to children prior to starting compulsory education at primary school

LIST OF ABBREVIATIONS AND ACRONYMS

ECD	Early Childhood Development
ECDE	Early Childhood Development Education
ECEC	Early Childhood Education and Care
MDGs	Millennium Development Goals
MOEST	Ministry of Education Science and Technology
NACOSTI	National Commission for Science, Technology And Innovation
OECD	Organisation for Economic Co-operation and Development
UNICEF	United Nations Children's Fund

CHAPTER ONE

INTRODUCTION AND BACKGROUND INFORMATION

1.1 Introduction

In this chapter, the background of the study was discussed. This was followed by outlining the problem of the study and outlining the purpose and objectives of the study. The chapter also highlighted the study's significance, scope and delimitations. The chapter also discussed the likely limitations that may be encountered in the course of the current study. In addition, the chapter highlighted the study assumptions. The chapter ended with provision of a summary of the study theoretical framework and conceptual framework.

1.2 Background of the Study

Education is a key occurrence constituting developing of logistical, motor and knowledge skills as well as manners and potentialities. Karr-Morse and Wiley (2003) note that education starts from the first few years after birth and continues until death. A study on brain exposes that bringing up children in their early years is vital for their social, emotional and intellectual development (Secptan, 2010). In particular, children aged between 3-6 years progress their sense of attachment and trust at this tender age of their life, in addition their pre-literacy and cognitive skills begin to develop (Secptan, 2010).

Early childhood is a period of rapid increase in size and intellectual, emotional, physical and social development. It is an important stage of development which is pertinent for learning and well-being. United Nations Children's Fund (UNICEF) (2002) notes that the first four year of life of a person are instrumental for the development of their intelligence and thus any intervention at this stage can have far reaching impacts on a person's social behavior, personality and intellectual capacity.

Early Childhood Development (ECD) comprise of various programs and strategies directed towards children aged below eight years and their caregivers or parents (UNICEF, 2002). Children's development and resiliency can be enhanced through assisting families to provide for children's needs (Brown, Weitzman, Bzostek, Kavanaugh, Aufseeser, Bagley, Berry, & Auinge, 2004). Recognition of any challenges at this stage may help in alleviating long term problems. O'Connor and Scott (2007) argues that the relationship between a child and a parent or a care giver helps in fostering cognitive abilities of the child. Children whose parents are concerned about their (children's) cognitive potential are likely to learn better than those whose parents are unconcerned about their cognitive abilities. O'Connor and Scott (2007) further pointed out that parents who support, confer authoritative relations, enable their children to experience warm home environment, and are less involved in conflicts are likely to confer positive development of their children in terms of social relationships and academic performance.

In Europe, European Commission (2009) Early Childhood Education and Care (ECEC) refers to publicly subsidized and accredited provision for children under compulsory school age. The Commission points out that the pre-school age is an especially sensitive period in children's development. The European commission (2014) notes that children in majority of European countries are provided with an ECEC place through the prevailing legislations and mandatory requirement for children to enroll in pre-school prior to joining primary school. Combination of poverty and ethnic minority status greatly influences a child's development although each of these factors cannot independently deter development. European Commission (2009) argues that the best intervention programs entail center-

based, early starting, intensive education and programmed educational home activities, parent education, strong parent involvement, and measures of family support.

In USA and China parental involvement is said to be a vital factor in the child's achievement at any educational level (Cheung & Pomerantz, 2011). The authors argued that in spite of parents' involvement being linked less to emotional and academic adjustment and more with autonomy, it predicted the child's enhanced achievement and engagement. However, parental involvement was linked strongly to positive and competent emotional functioning in the USA than in China. Bowden, Bartkowski, Xu and Lewis (2017) also found that in the USA children with parents who are formally employed perform better in mathematics as opposed to children whose parents are employed in informal sector. Peterson, Bruce, Patel and Chamberlain (2018) also reported that in the USA parental attitudes/behaviors impede school readiness for children in kindergarten.

In Nigeria, parental involvement also has a great impact on early childhood education (Fagbeminiyi, 2011). This is especially important in relation to parental support and emotional support to the child. Fagbeminiyi (2011) also reported that parental educational level significantly influence early childhood education attainment.

Mbarathi, Mthembu and Diga (2016) stated that ECD is an important sector within South Africa, especially in respect to warranting high quality of care and equity for the youngest members (ages 0 to 5 years old) of the population. In South Africa, child poverty remains a major concern particularly in respect to the geographical and living conditions where children live, study and play. Mbarathi et al., (2016) argue that ECD are aimed at providing safe places for children to stay and with some aspects of conditions that are considered

standard to enable youngsters to improve their skills and learn. ECD also provides parents with the ability to leave their children in safe places so that they can work or learn. The proximity of ECD centers, their costs, the staffing and their physical conditions influence the choices of parents to leave their children at an ECD center. Mbarathi et al (2016) also pointed out that planning for ECD centers within the 'grey areas' can be problematic, especially for ECD managers or principals. The authors also indicated that those parents who have limited and erratic income stream are provided with inadequate choices which may put a mother and/or father in difficult situations of child care.

Ejuu (2012) pointed out that Uganda's ECD has experienced irregular development characterized with delays and arrays of activity. However, currently the Ugandan government is actively involved in putting into place sustainable ECD educational facilities. Nonetheless, the general investment by the public in ECD is still inadequate and most programs are either funded or initiated by the private sector even though the government understands the need to effectively integrate and harmonize programs and policies related to provision of ECD (The Republic of Uganda, 2016). It is argued that to successfully implement ECD policy, the Ugandan government need to work hand in hand with families, communities, private sector and civil society organizations.

The Kenya government introduced ECD policy in 2006. The policy was to be enacted by the Ministry of Education (Kang'ethe, Wakahiu & Karanja, 2015). The policy recognizes the importance of ECD in achieving Education for All and MDGs. The policy implementation resulted in improved quality of education provided to the children as a consequence teacher employment. Kang'ethe, Wakahiu and Karanja (2015) reported that Kenyan government ought to prioritize teacher training and employment. They further

indicated that communities and parents ought to be involved in improving the infrastructure of ECD centres to enhance provision of quality care to the children.

Meru County is made up of 10 sub-counties and 31 education zones. According to Meru County Government (2017), staffing is inadequate for both teachers and education officers. Meru County has 32,945 female 28,925 male children enrolled in 813 ECD centres. The teacher child ration is 1:51. This is an indication that there is teacher inadequacy in ECD centers within Meru County. The average number of years of attendance for the pre-school education is two.

Mikwah (2014) carried out a study on parental involvement in children's performance in number work in selected pre-schools in Kianjai Zone, Tigania West Division of Meru County. The study found out that parental involvement in their children's studies is very important. It was established that parental involvement in children's performance had a strong relationship with children's performance in number work. It was also found out that parental support and parental participation were the strongest predictors of performance in number work. This implies that parents play an important role in the academic performance of learners in ECD. However, the study did not look at parent characteristics that are vital in pupil's academic performance in ECD. Thus the current study seeks to ascertain influence of selected parental characteristics on the academic performance of ECD children in Tigania West Sub-County, Meru County, Kenya.

1.3 Statement of the Problem

ECD marks the beginning of a long formal learning process in any person's life. It creates the basis on which future scholastic development of a person is built on. Inappropriate ECD

programs may therefore have a negative impact on the person's intellectual development. Although ECD programs have been institutionalized in most countries around the globe, the parent is expected to play a vital role in the child's life at this stage. Nonetheless, it is unclear how various parental characteristics affect the child academic performance at this stage of development in Tigania West Sub-county. For instance, Okantey (2008) argued that parents with higher levels of education are able to partner with other educational stakeholders in the school and the community to enhance academic performance of their children. However, Okantey's study was carried out in high school rather than ECD and hence influence of parental education may not be the same. Even though previous studies have pointed out that parents play an important role in the academic performance of learners in ECD, the studies have not specifically highlighted how parental characteristics such as educational background, occupation, attitude and involvement influence the acquisition of skills such as language, mathematics, psychomotor, environmental, creative and religious education. Thus, in order to clearly understand the influence of selected parental characteristics on acquisition of skills at ECD level, this study was proposed.

1.4 Purpose of the Study

The purpose of this study was to investigate the influence of selected parental characteristics on ECD children academic performance in selected public pre-schools in Tigania West Sub-County, Meru County, Kenya.

1.5 Objectives of the Study

i. To assess the influence of parental education background on academic performance of ECD children in Tigania West Sub-County, Meru County.

ii. To determine the influence of parental occupation on academic performance of ECD children in Tigania West Sub-County, Meru County.
iii. To examine the influence of parental attitude towards education on the academic performance of ECD children in Tigania West Sub-County, Meru County.
iv. To establish the influence of parental involvement on the academic performance of ECD children in Tigania West Sub-County, Meru County.

1.6 Research Questions

i. How does parental education background influence the academic performance of ECD children in Tigania West Sub-County, Meru County?
ii. What is the influence of parental occupation on the academic performance of ECD children in Tigania West Sub-County, Meru County?
iii. How does parental attitude towards education influence the academic performance of ECD children in Tigania West Sub-County, Meru County?
iv. How does parental involvement influence the academic performance of ECD children in Tigania West Sub-County, Meru County?

1.7 Significance of the Study

Kothari (2008) affirmed that the importance of carrying out the research as well as the benefits that are derived from the findings is known as significance of the study. Findings of the study could be beneficial to policy makers in the Ministry of Education Science and Technology (MOEST), parents, children in ECD and academicians. To MOEST, the study findings could be used as a base for developing policies that may assist parents in ensuring that their children start on the right footing in educational issues. MOEST may also use the findings to come up with policies to assist parents in ensuring children get the right home

environment that promote academic performance. The parents may benefit from this study by involving themselves effectively in their children's ECD education. The learners could benefit indirectly from the policies implemented by MOEST and the effective involvement of their parents in their ECD education. The findings may also form the basis for future studies by other academicians and scholars.

1.8 Scope of the Study

Allan and Bluman (2009), define scope as the considerations under which the study will be operating within certain conditions. This study was confined within administrative boundaries of Tigania West Sub-county in Meru County. The sub-county was favorable given its cost-effectiveness of reaching out to all the participants and also given that ECD is of special interest in the region due to many young children attending ECD. This research aimed at addressing the selected parental characteristic affecting performance of Early Childhood Education in Tigania West Sub-County, Meru County. The selected characteristics in this study included; parental education background, parental occupation, parental attitude towards education and parental involvement. The target population was parents and teachers of ECD children from the selected sub- county ECD centers

1.9 Delimitations of the Study

Goes and Marylin (2013) define delimitations of the study as features that arise from limitations in the scope of the study which define the boundaries of the research. The study was delimited to descriptive research design and use of questionnaire so as to capture as much information as was available on influence of selected parental characteristics on the academic performance of ECD children in Tigania West Sub-County, Meru County. The

study considered selected parental characteristics such as parental education, parental occupation, parental attitude towards education and parental involvement.

1.10 Limitations of the Study

Jankowicz (2010) defines limitation of the study as incidences and issues that occur in a study which are out of the researcher's power. Some of the respondents may be unwilling to divulge some vital information that would aid in answering study questions. The researcher assured all the respondents about the confidentiality of their responses and ensured they understood the actual objectives of the research**.**

1.11 Assumptions of the Study

Peil (2007) defines assumptions in research as facts assumed to be truthful but not in fact confirmed. The study assumed that ECD children parents' had differing levels of educational backgrounds. It was also assumed that parents had different occupations and that they perceived ECD education differently. The study further assumed that parents were involved differently in their ECD children education.

1.12 Theoretical Framework

This study was based on Lewin's Three-Step Change Theory of 1947. The change model involving three steps was introduced by Kurt Lewin (1947). According to Lewin behavior is dynamically controlled by various forces which work in directions that oppose each other. Change is facilitated by driving forces which direct employees to act in a desired manner. On the other hand, restraining forces deter change since they direct employees in an opposing direction. Thus, the planned change balance can be shifted by three step model proposed by Lewin.

The initial step in Lewin's model is unfreezing the situation that currently exists. The existing state is said to be at equilibrium. In order to attain group conformity and to overcome resistance from individuals there is need for unfreezing. This can be attained via three methods. The initial step is to enhance forces that foster behavioral change away from the current situation. This is followed by reducing any forces that restrain movement away from the status quo. The third step is a combination of the first two steps. Motivating employees, building trust, recognizing individuals and actively participating in problem identification can enhance unfreezing step (Robbins, 2003). This step is appropriate for the current study because it will help unravel some of the parental characteristics that hinder or promote better academic performance of ECD children. For instance, the step will help to find out how parental academic performance and occupation which can be considered to be status quo since they cannot be altered may influence academic performance of ECD children. This step is also important in understanding how parental involvement and their roles can assist in unfreezing the status quo factors to attain better performance.

Movement is considered to be the second step of behavior change in Lewin's model. This step entails shifting the equilibrium of the target system to a new level. This can be attained through persuasion of participants to view existing state as being unbeneficial and persuading them to look at the challenge from a different perspective. It can also be realized through working together to bring about change. Finally, it can also be achieved by connecting the views of the group to bring about the required change. This step is appropriate especially on investigating the parental role and parental involvement. This is because parents can persuade their children and direct them in such a way to promote better

performance. They can also get involved in children's school work and by doing so help enhance better academic performance among the children.

Lewin's third step entails refreezing. This can only be implemented after the much needed change has occurred in order for it to be sustainable. Without this step, the change might be short lived since participants may revert to the initial status quo that existed prior to change. Thus, this step enhances integration of newly acquired behavior to become the culture and traditions of the firm. Refreezing stabilizes the change instituted in the firm by ensuring that a balance exists between driving forces and restraining forces. Institutionalizing and reinforcing new patterns can be used to put into place Lewin's third step (Robbins, 2003). This step is also appropriate for this study because parents can maintain new ways of relating, communicating and getting involved with their children's schoolwork in a way that enhances academic performance. Through support of school activities and interactions with teachers, parents can learn and implement better ways that promote their children's academic performance.

1.13 Conceptual Framework

Orodho (2012) defines conceptual framework as a diagrammatic representation of the study variable. The conceptual framework demonstrates the relationship between the independent variable (parental educational background, parent's occupation, parental attitude towards education and Parental involvement) and the dependent variable (academic performance of children in ECD center). The figure below shows the conceptualized relationship between the independent and dependent variables.

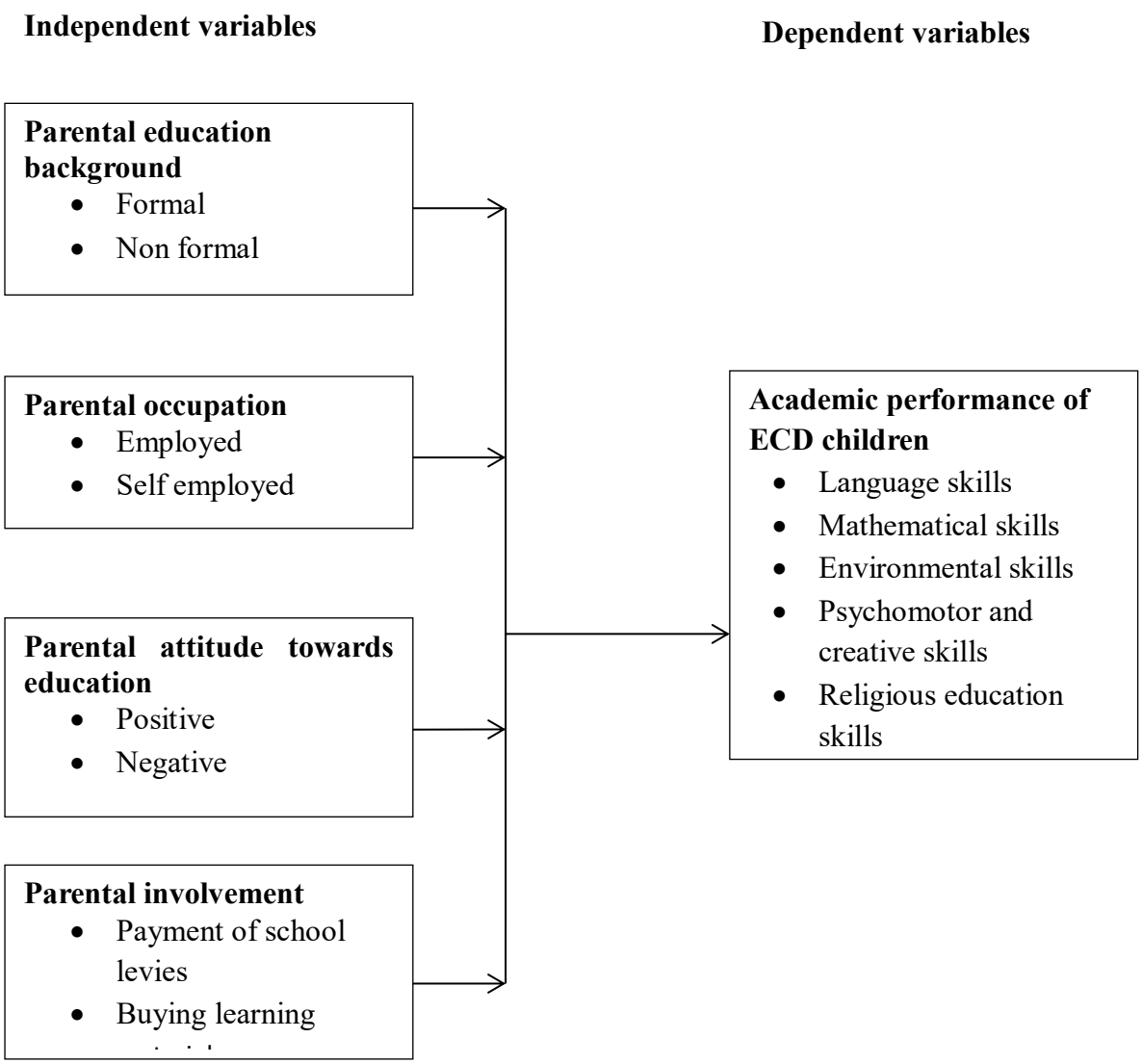

Figure 1.1Determinants of academic performance of ECD Children

Parental education background, parental occupation, parental attitude towards education and parental involvement are conceptualized as independent variables which may determine whether a child performs better in ECD education or not. On the other hand, improved academic performance of ECD children is conceptualized as dependent variable. At ECD level children are expected to acquire skills in language activities, mathematics activities, environmental activities, psychomotor and creative activities and religious

education activities. Thus, their performance in these activities is evaluated to determine ECD children's academic performance.

CHAPTER TWO

LITERATURE REVIEW

2.1 Introduction

This chapter provides a review of literature related to the influence of selected parental characteristics on children's academic performance in selected public pre-schools in Tigania West Sub-County, Meru County, Kenya. The review was based on the objectives of the study. Thus, it was reviewed under the following subtopics: parental education background, parental occupation, parental attitude towards education and parental involvement.

2.2 Empirical Literature Review

This section provided a review of literature on previous studies that were related to the current study variables.

2.2.1 Parental Education and Academic Performance of ECD Children

A study by Okantey (2008) in Indianapolis reported that educated parents are better equipped to influence a child's academic performance since they are cognizant of the importance of the parent-student community relationship. Thus, such partners are able to partner with other educational stakeholders in the school and the community to enhance academic performance of their children. Okantey (2008) also argued that parents with higher levels of education are likely to have a better income that can enable them to lay a solid foundation for their children's education. Okantey (2008) further reported that such parents are more confident and competent in guiding their children in academics which enhances the children's academic achievement. It should however be noted that this study was done in a developed country where educational level is one of the main determinants

of one's income and hence may not be a reflection in the Kenyan condition. Thus, there is need to empirically establish this through such a systematic study being proposed herein.

Fagbeminiyi (2011) conducted a study in Ikeja, Lagos State, Nigeria on the role of parents in early childhood education. The study established that that parental educational attainment significantly influenced the age at which the child was taken to school. This implies that the extent or level of the parental educational attainment and exposure determines the age at which the child is being enrolled to school. The study also reported that the learning environment of the child does not influence the child's educational performance. This implies that even though literate parents are likely to settle in urban setting, this may have no impact on the child's academic performance. However, the study did not highlight whether parental education has any influence on the child's academic performance. Thus, there is need to systematically establish this through an empirical study.

Ashiono (2013) carried out a study on the relationship between parenting styles and preschool children's performance in curriculum activities in Kisauni Sub-county, Mombasa County, Kenya. The study established that parenting styles significantly influence children's performance in preschool activities. However, the study reported that authoritarian parenting style was negatively correlated to children's performance in curriculum activities. The study further indicated that parents' marital status and education were found to have no influence on their parenting styles. From these findings it can be deduced that since parental education does not influence parenting style but parenting style influence performance in curriculum activities, parental education does not influence children's curriculum performance. This would imply that Ashiono (2013) study differs

from other studies like that of Okantey (2008). Nonetheless, this has to be ascertained through an empirical study like the one being proposed herein.

Mwirichia (2013) carried out a study in Kangeta Division, Meru County, Kenya on the influence of parental involvement on academic performance of preschool children. The study indicated that parents of preschool children are often faced with unique challenges that hinder them from meeting the learners' needs. The study established various forms of parents' participation in educational activities at school; education activities at home, parent-school communication and home environment had an influence on the academic performance of preschool learners. Parents' involvement in educational activities at school was found to have indirect influence on academic performance of preschool learners, while involvement in educational activities at home had direct influence. Okantey (2008) argued, parental participation in learners educational activities is related to parental level of academic attainment. Thus, it is likely that literate parents are likely to participate in their children's educational activities and hence enhance their children's academic attainment. However, this deduction ought to be supported by empirical data that this study seeks to gather.

Mwaura (2014) sought to establish home-based factors influencing students' performance in KCSE in public day secondary schools in Lari District, Kiambu County. The study established that that educated parents assist their students in doing their school work. Mwaura (2014) argued that this helps to enhance student's academic performance. The study concluded that parents' level of education, socioeconomic status of parents, parents' professional qualifications and home chores influenced the student's academic performance. It should however, be noted that this study evaluated parents' education in

relation to students' academic performance in secondary school. On the other hand, the study being proposed herein will utilize ECD learners who have different needs from those of learners in high school. In addition, learners at ECD level require basic assistance in socialization, basic writing and reading skills which almost all parents can help in. Thus, the influence of parental education on ECD learners' academic performance might differ from that established at secondary level. However, this assertion needs to be backed with empirical data which the current study aims to gather.

2.2.2 Parental Occupation and Academic Performance of ECD Children

Akinsanya, Ajayi and Salomi (2011) indicated that the occupation of the parents is an essential predictor of a child's achievement in Mathematics. This implies that children with parents with better paying occupations are likely to perform better in mathematics than children whose parents have low paying occupations. This view is augmented by Organisation for Economic Co-operation and Development (OECD) (2014) report which indicated that children from families whose parents are professionals are likely to perform better in mathematics than children whose parents work in basic occupations. However, these studies were limited to performance in mathematics and in high school which may not be a reflection of the influence of parental occupation on academic performance of children at ECD levels. Thus, there is need to carry out an empirical study at this level and involving the general performance of children and not only one subject.

Muola (2010) however argues that the significance of the relationship between the occupation of the parents and a child's performance differs considerably across nations. For instance, children of parents who work in elementary occupations like cleaning in Shanghai-China perform better in mathematics than children whose parents work in

professional occupations in the United States. On the other hand, children whose parents work in professional occupations in Germany perform better in mathematics than children whose parents work in professional occupations in Finland (Organisation for Economic Co-operation and Development, 2014). Organisation for Economic Co-operation and Development (2014) further indicated that Finland and Japan achieve high levels of performance by ensuring that the children of parents who work in elementary occupations are given the same education opportunities and the same encouragement as the children of professionals. Based on this it could be asserted that parental occupation influence on academic performance of a student varies across the globe. Thus, there is need to provide empirical data to document the influence of parental occupation and children performance at ECD level.

Obeta (2014) reported that inability of parents to provide for their children impedes the academic performance of the children. This implies that parental occupation may indirectly affect academic performance of a child since it is a key determinant on whether a parent would be able to provide adequate educational material for the child. However, this deduction need to be supported by a systematic study specifically aimed at establishing the influence of parental occupation on academic performance like the one being proposed herein.

In a study conducted in Ghana, Chowa, Rainier, Masa, Christopher, Wretman, and David (2013) found that house-holds with more income perform better in English. The study further reported that parents with better income are likely to enroll their children in public boarding primary school with facilities as compared with disadvantaged pupils with less income in public day schools with inadequate facilities. However, this study concentrated

on performance in English rather than the general performance. In addition, this study was more of concerned with performance in public day and public boarding schools. Although some occupations may assure a house-hold a higher income, it has not been clearly established the kind of occupations that may enhance academic performance of learners. Thus, this study will seek to establish types of occupation which have a greater influence on ECD children's academic performance.

2.2.3 Parental Attitude towards Education and Academic Performance of ECD Children

Henning (2013) carried out a study on how children's and parental attitude affect academic attainment of the children. The study established that the decision of the parent to be involved is significantly related to self-efficacy, role construction and invitations from school. It was also established invitations from the child and role construction are significantly and positively related to achievement. It should however be noted that Henning (2013) did not succinctly demonstrate how parental attitude towards education influence their children's academic performance.

Samal (2012) sought to assess parents' attitude towards schooling and education of their children. It was established that the respondents had positive and favorable attitude towards education and schooling of their kids. However, the study did not investigate the influence of parental attitude on academic performance of their children. This is one of the aims of the current study.

Oundo, Poipoi and Were (2014) established that academic performance of the children is significantly correlated to the attitude of the parents towards education of their children. It

was further established that parental involvement affects children's academic performance. However, the study failed to highlight the kind of involvement and the kind of attitude that could enhance students' performance. Thus, it imperative that this need to be clarified which is one of the objective of the current study.

Mikwah (2014) sought to establish the influence of parental attitude towards preschool education on performance of children in number work. The study established that parents had positive attitudes towards preschool education. Mikwah (2014) based this assertion on the fact that parents encouraged their children to work hard in school. However, encouraging children to work hard in school may not necessarily imply that parents have a positive attitude towards pre-school education. Thus, there is need to have a look at various pointers of parental attitude towards ECD education in order to clearly understand its influence on children's performance.

2.2.4 Parental Involvement and Academic Performance of ECD Children

Effective communication between the parent and the child is likely to foster obedience among children. Thus, the children are likely to understand what is expected of them by their parents and hence work hard to ensure they fulfill their parents' wishes. The children are also unlikely to feel insecure and hence could be more cooperative than children from families with ineffective communication between the children and parents. There is a lot of insistencies in how effective communication between the child and parent fosters children academic attainment (Domina, 2005; Englund, Luckner, Whaley, & Egeland, 2004; Fan & Chen, 2001). These inconsistencies are part of the motivation for the current study. This will help establish the relevant empirical information that is applicable to the study area.

Olatoye and Agbatogan (2009) in their study noted that school administrators and parents ought to be highly involved to avert cases of child neglect and promote a better learning environment for the children to be successful at this stage. There are differences and gaps where there should not be any with the resultant influence that the children's academic performance takes a nosedive (Olatoye & Agbatogan, 2009). The essence of parent teacher relationship is further discussed by Mestry and Gobbler (2007) who did a study in South Africa on communication and collaboration as effective aspects for parent involvement in public schools. They showed that collaboration and communication played an important role in the growing up of the child and the school at large.

Wawire (2006) argues that studies conducted in Kenya also show that there is a limited involvement by parents in their children education. He further found out that parents are mainly involved in providing facilities and finances for their children in pre-school. Ndani's (2008) study also reported that the community play a limited role in the provision of preschool education especially in relation to volunteering, collaboration and decision making. These kinds of involvement imply that the role of parents in provision of pre-school education in ECD centers is limited and this could impact negatively on the wellbeing and academic attainment of the children.

Domina (2005) reported that much effort has been put in place to increase parental involvement in their children's education. Domina (2005) nonetheless indicated that parental involvement in their children's education and its effectiveness is inconsistent. On one hand, theorists and policy makers believe that involvement of parents in their children's education has many positive outcomes. On the other hand, many study findings

indicate that parental involvement is negatively related to children's school outcomes. Domina (2005) argued that the involvement of parents in their children's education does not independently confer positive outcomes but rather certain parental activities may contribute positively to children's school outcomes.

Fan and Chen (2001) argued that the perceived influence of parental involvement on school outcomes is appealing to both educators and the community to the extent that it is valued as the best solution to educational challenges. They pointed out inconsistencies are many in the qualitative data provided to support the role of parental involvement on children's school outcome in addition to lack of empirical data on the same. Thus, they conducted a meta-analysis in which they established that there exist a minimal significant correlation between the involvement of parents in their children's education and academic outcomes. Fan and Chen (2001) reported that the aspirations of the parents for their children was the most significant contributor to their children's academic outcomes as opposed to the influence of children's supervision by their parents.

Ikunyua (2012) conducted a study on the impact of parental involvement in ECD on socialization of pre-school children in Tigania North Division, Tigania East District. The study established that provision of proper housing, nutrition, health care, safety, clothing and creation of condition that enhance children's learning improves the ability of pre-school to socialize. Ikunyua (2012) also pointed out that parents can be involved in ECD through providing the children with necessary stationery, assisting them in their homework, creating sufficient time for the children to attend to their school work, encouraging the children to work hard in their school work, showing love to them and participating in school

activities such as attending parents' meetings. Ikunyua (2012) also argued that such participation is vital for enhancing children's capabilities to socialize. Since socialization is one way that enhances learning, it can be argued that parental involvement enhances academic performance of ECD children. However, this assertion ought to be supported by an empirical study like the one being proposed herein.

Mikwah (2014) carried out a study on how parental involvement influence performance of children in number work. The study established that parents who paid various fees on time and provided their children with necessary learning materials enhanced the performance of their children in number work. The study also indicated that parents who assisted their children in their homework also enhanced the children's performance in number work. The researcher concludes that parental involvement had a strong relationship with children's performance in number work. It should, however, be noted that Mikwah (2014) analysed the performance of children in number work and not all areas of learning. Thus, Mikwah's study may not be generalized to the general performance of children in ECD. Therefore, there is need to investigate how parental involvement may impact on ECD children academic performance in general.

2.3 Summary of Literature Review and Knowledge Gap

The literature review indicated that parents with higher educational background are likely to be involved in their children education, send their children early to school, and assist their children in homework and hence may enhance their academic performance. However, one might argue that children whose parents have low educational background may seek

assistance from elsewhere and still perform better. Thus, there is still need to provide more evidential supported data on the influence of parental education on academic performance.

The review indicated that the influence of parental occupation on academic performance of children is inconsistent. While some studies indicate that parental occupation especially professional occupation enhances children's academic performance while occupation in elementary occupations is associated with low academic performance. Other studies point out that there is no relationship between parental occupations on academic performance of children. Thus, there is need to carry out further studies in this area.

There is scarcity of literature on the relationship between parental attitude towards education and children academic performance. The available literature is either related to parental attitude towards educational involvement and/or is limited to higher levels of learning like primary or secondary school education with little or no data at ECD level. Thus, there is need to provide empirical data for the influence of parental attitude towards education on student academic performance at ECD level.

Research provides inconsistent findings regarding the importance of parent-child communication and other forms of parental involvement activities to children's school success. While some studies indicate that parental involvement enhance academic performance, other studies point out that parental involvement has no influence on children's academic performance. These inconsistencies are part of the motivation for the current study. This will help establish the relevant empirical information that is applicable to the study area.

This chapter provided a review of literature related to the influence of selected parental characteristics on children's academic performance. The review was based on the objectives of the study. Thus, it was reviewed under the following subtopics: parental education background, parental occupation, parental attitude towards education and parental involvement. The chapter also highlighted knowledge gaps established during literature review.

CHAPTER THREE

RESEARCH DESIGN AND METHODOLOGY

3.1 Introduction

This chapter aimed at describing the research design, the locale, the target population and sample size and sampling techniques, research instruments, reliability, validity and methods of data collection and analysis. The chapter also described legal and ethical considerations that were observed in this study.

3.2 Research Design

Creswell (2012) defines a research design as the scheme, outline or plan that is used to generate answers to research problem. It constitutes the blue print for the collection of measurement and analysis of data Kothari (2008). This study adopted a descriptive survey design. Payne and Payne (2004) noted that descriptive survey design portrays the status quo of the existing situation and gives an understanding of the existing phenomenon under study. In this study the influence of selected parental characteristics on ECD children academic performance in selected public pre-schools in Tigania West Sub-County, Meru County, Kenya was discussed. Descriptive survey design was relevant for this study since the purpose of the study was to describe and document the aspects of the state of affairs as it naturally exists.

3.3 Study Locale

The locale of the study was Tigania West Sub-County, which is in Meru County. It is a Sub County whose main economic activity is small scale farming. The standards of education in the Sub-County has been low for a number of years, and this makes the sub-

county an appropriate area for studying the selected parental characteristics that plague the ECD children academic performance (Tigania West Sub-county Education office, 2017).

3.4 Target Population

Linda, Amy, and Thomas (2008), pointed out that during research design the study ought to ensure that the findings will be a representation of the general population. In research, a population refers to a group of persons, substances or countries that have similar characteristic that a researcher is interested in. This study targeted parents and ECD teachers who are stakeholders in the ECD sector in the Sub-County. Target population in this study was 5966 subjects comprising of 111 ECDE teachers (3 male and 108 female) employed by the county government of Meru and 5855 parents for the 5855 children in 85 ECDE centers in Tigania West Sub-County (Tigania West Sub-county ECDE office, 2018).

3.5 Sample Size and Sampling Techniques

Based on Krejcie and Morgan (1970) formulae for a population of 5966 a sample size of 348 is adequate. However, a total of 350 respondents were sampled. Thus, 350 respondents were sampled from 30% of ECDE centers as recommended by Mugenda and Mugenda (2003). This translates to 25 ECDE centers. The centers were selected randomly. From each center one ECDE teacher was selected using simple random sampling. Thus, 25 teachers were sampled. Thirteen parents were also sampled using simple random sampling technique from each of the centers where the teachers were sampled from. Thus, a total of 325 parents were sampled making a total of 350 respondents.

3.6 Research Instruments

The instruments of data collection were questionnaires. The questionnaires were in two sets, one for the parents and the other for the teachers. The two sets of questionnaires were used to collect information on selected parental characteristics influencing ECD children academic performance.Questionnaires were considered ideal for collecting data from the parents and the ECD teachers because they could individually record and interpret these instruments since the language used was simple to understand (Kothari, 2009).

3.6.1 Questionnaire for the Parents

Parental questionnaire contained both open ended questions which allowed them to express their views in their own words in the open questions and closed ended questions which allowed parents to provide factual responses. It contained five sections, that is, section A, B, C, D and E (see Appendix II). Section A collected demographic data of the parents. Section B dwelt on aspects of the influence of parental education background on academic performance of ECD children. Section C gathered data on the influence of parental occupation on academic performance of ECD children. Section D captured data on the influence of parental attitude towards education on the academic performance of ECD children. The final section, gathered data on effective ways of parental involvement on their children's ECD academic performance.

3.6.2 Questionnaire for the ECD Teachers

Questionnaire for the ECD teachers also contained both open ended questions which allowed them to express their views in their own words in the open questions and closed ended questions which allowed teachers to provide factual responses. It also contained five sections, that is, section A, B, C, D and E (see Appendix III). Section A collected

demographic data of the teachers. Section B dwelt on aspects of the influence of parental education background on academic performance of ECD children. Section C captured the influence of parental occupation on academic performance of ECD children. Section D measured the influence of parental attitude towards education on the academic performance of ECD children. The final section measured effective ways of parental involvement on their children's ECD academic performance.

3.7 Validity

Wiersma (1995) defines validity as the extent to which an instrument measures what it is intended to measure. The instruments contents were scrutinized by two university supervisors attached to the researcher. The views, comments and suggestions were taken into consideration and the instruments were revised.

3.8 Reliability

Kombo and Tromp (2006) notes that reliability refers to the extent to which a data collection instrument produces consistent outcomes after repeated trials. To establish the reliability of the instruments, the instruments were piloted in a population whose characteristics are similar to those of the target population. The researcher assessed the clarity of the questionnaires and those items which were found to be vague or inadequate were rejected or changed to improve the research instruments' quality thus improving its reliability.

The Cronbach Alpha Test for reliability and Validity was deployed whereby any alpha value above 0.7 meant the study was reliable implying that there was internal consistency in the questionnnaire and valid meaning that the questionnaire measure the objective of the

study. The study establshed Cronbach Alpha of 0.78 for parents' and 0.77 for teachers' questionnaires and hence they were deemed reliable.

3.9 Data Collection Procedure

Data collection involved the administration and collection of questionnaires for the children and the teachers of ECD Centres in Tigania West Sub-County. Before the collection of data, the researcher obtained a research permit from the Ministry of Education offices in the County. After obtaining the permit, the researcher was able to get authorization from the center administrators to administer the questionnaires and fill the observation schedules. The questionnaires were administered by the researcher. The entire respondents gave information on their opinion on the questions posed in the questionnaires. The observation schedules were filled by the researcher by visiting the ECD centers personally.

3.10 Data Processing and Analysis

Data preparation comprises of thorough checking of data, data coding and tabulating it. It guarantees accuracy, uniformity, consistency, completeness, and identifies illegibility (Kombo & Tromp, 2006). Editing of the questionnaires was done to ensure that omissions were corrected so as to achieve data quality standards. The data was tabulated and classified in sub-samples according to the type of site. The coded, tabulated and classified data was subjected to quantitative analysis. Quantitative data was examined through descriptive statistics such as frequencies and percentages. Analyzed data was presented using frequency tables by aid of Statistical Package for Social Sciences (SPSS) version 22 computer program.

3.11 Legal and Ethical Considerations

Research ought to be ethical. This can be attained through ensuring that the data collected is only used for the purpose intended for thus ensuring confidentiality. This also requires that participants remain anonymous. Research also requires that no harm becomes of the participants and that their participation is voluntary without any form of coercion. Ethical research also requires a high level of transparency and visibility to be observed throughout its undertaking (Israel & Hay, 2006).

This study strictly conformed to the norms of ethical research. The confidentiality and voluntary participation of the respondents was observed in this study. Confidentiality is justified by three different arguments: consequence, rights, and fidelity based (Israel & Hay, 2006). In the beginning of the study, the study participants were clearly informed about the general objective of it and their confidentiality was assured.

Before collection of the data and analysis, the researcher sought approval from Africa Nazarene University, the National Commission for Science, Technology and Innovation (NACOSTI), County Commissioner Meru County and County Director of Education Meru County. The participants were informed of the nature and purpose of the study through transmittal letter. Participation in the study was strictly voluntary. All sources referred to in this study were acknowledged appropriately to avoid plagiarism.

CHAPTER FOUR

RESULTS AND ANALYSIS

4.1 Introduction

This chapter presents the results and analysis of the data collected in this study. The study objectives were: to assess the influence of parental education background on academic performance of ECD children; to determine the influence of parental occupation on academic performance of ECD children; to examine the influence of parental attitude towards education on the academic performance of ECD children; and to establish the influence of parental involvement on the academic performance of ECD children in Tigania West Sub-County, Meru County. The study employed ECD teachers' questionnaire, parents' questionnaire to collect the data. Both quantitative and qualitative data was analyzed as per the research objectives.

4.2 Response Rate

The study sampled 25 ECD teachers and 325 parents. However, only 20 ECD teachers and 249 parents filled the questionnaires. The response rates for ECD teachers and parents were 80% and 76.6% respectively. The overall response rate was 76.8% which implies that the response rate was sufficient based on Babbie (2014) postulation that a response rate of more than 70 per cent is considered sufficient for a study.

4.3 Demographic Characteristics

The study requested teachers to indicate their gender. The study established that all the teachers sampled in ECD centers were females. This implies that majority of ECD centers in Tigania West Sub-County are taught by female teachers. The study also requested parents to state their gender. The results are summarized in Figure 4.1.

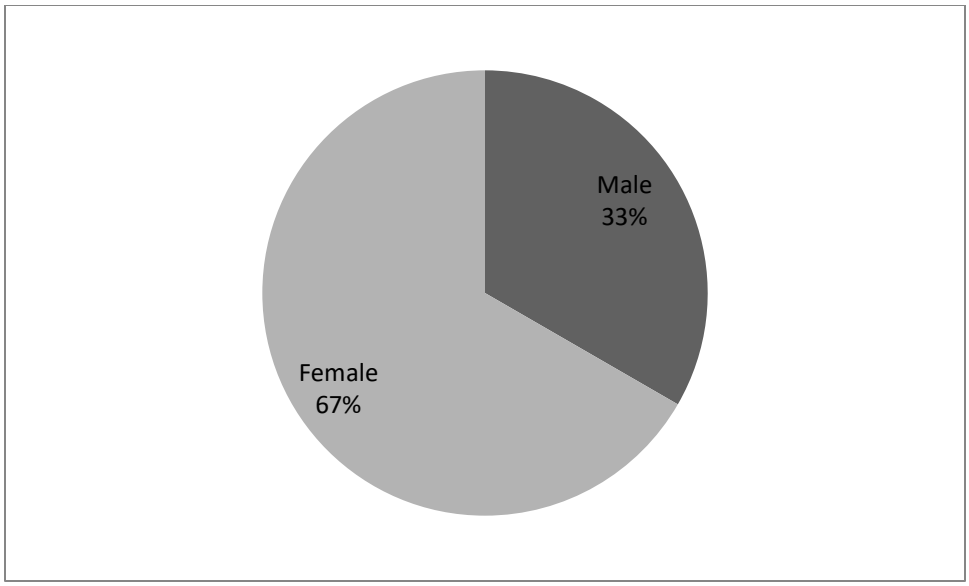

Figure 4. 1 Gender of the parents

The results indicated that 67% of the parents who respondent to the study instruments were females while 33% were males. The study also gathered data on age bracket of ECD teachers and parents. The results are summarized in Table 4.1 and 4.2 respectively.

Table 4.1 Age bracket of ECD teachers

Age bracket	Frequency	Percent
Below 30 years	3	15.0
30 to 40 years	11	55.0
41 to 50 years	5	25.0
over 50 year	1	5.0
Total	**20**	**100.0**

The study established that majority (55%) of the sampled ECD teachers were in the age bracket of 30 to 40 years while 25% of them were in the age bracket of 41 to 50 years. ECD teachers aged below 30 years were 15% while those aged over 50 years were only 5%.

Table 4.2 Age Bracket of Parents

Age bracket	Frequency	Percent
Below 30 years	98	39.4
30 to 40 years	121	48.6
41 to 50 years	30	12.0
Total	**249**	**100.0**

The study established that majority (48.6%) of the sampled parents were in the age bracket of 30 to 40 years while 12% of them were in the age bracket of 41 to 50 years. Parents aged below 30 years made up 39.4% of the total number of parents involved in the study.

The study further collected data on the highest academic level of the teachers and parents. The results are summarized in Figure 4.2 and 4.3 respectively.

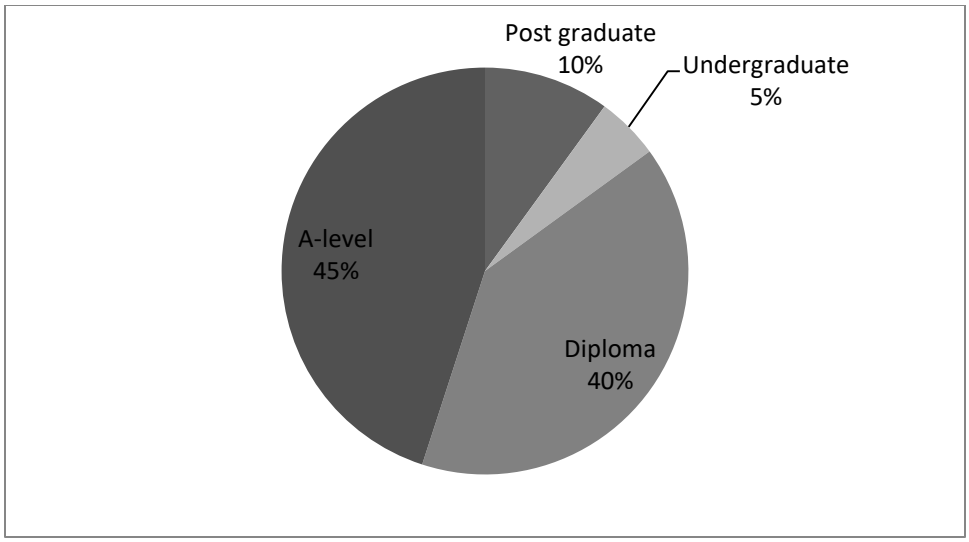

Figure 4.2 Highest academic level of teachers

The study established that majority 45% of the ECD teachers were A-level certificate holders while 40% of them were diploma holders. The study also found out that 10% of the ECD teachers were postgraduate degree holders while 5% were holders of undergraduate degree.

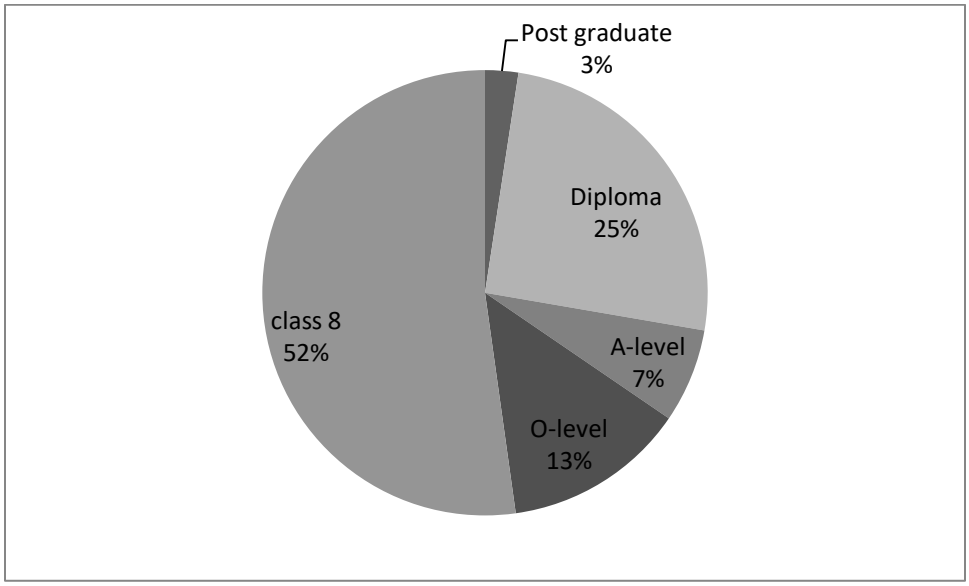

Figure 4.3 Highest Academic level of parents

The study established that majority (52%) of the parents were class eight leavers, 25% of them were diploma holders, 13% were O-level certificate holders and 7% of them were A-level certificate holders. Only 3% of the parents had a postgraduate training. The fact that majority of parents have a low educational level could be indicative of the low academic performance of their children. The study also collected data on the highest academic level of the spouses of parents who responded to the questionnaires. The results are shown in Figure 4.4.

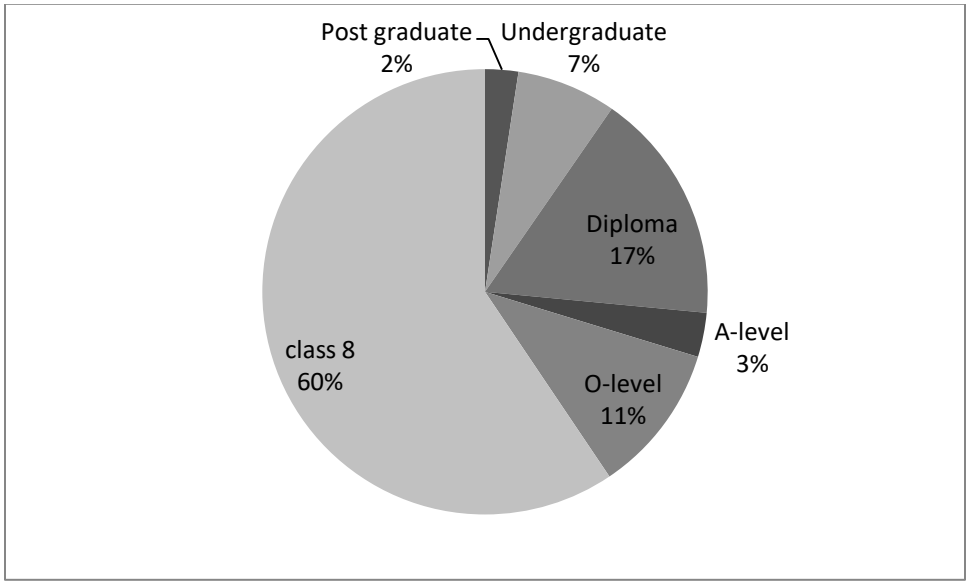

Figure 4.4 Highest academic level of parents' spouses

The study established that majority (60%) of the parents' spouses were class eight leavers, 17% of them were diploma holders, 11% were O-level certificate holders and 3% of them were A-level certificate holders. Only 3% of the parents' spouses had a postgraduate training and 7% of them were holders of undergraduate degree. The fact that majority of parents' spouses also had a low educational level could also be indicative of the low

academic performance of their children. The study also gathered data on working experience of ECD teachers. The results are shown in Figure 4.5.

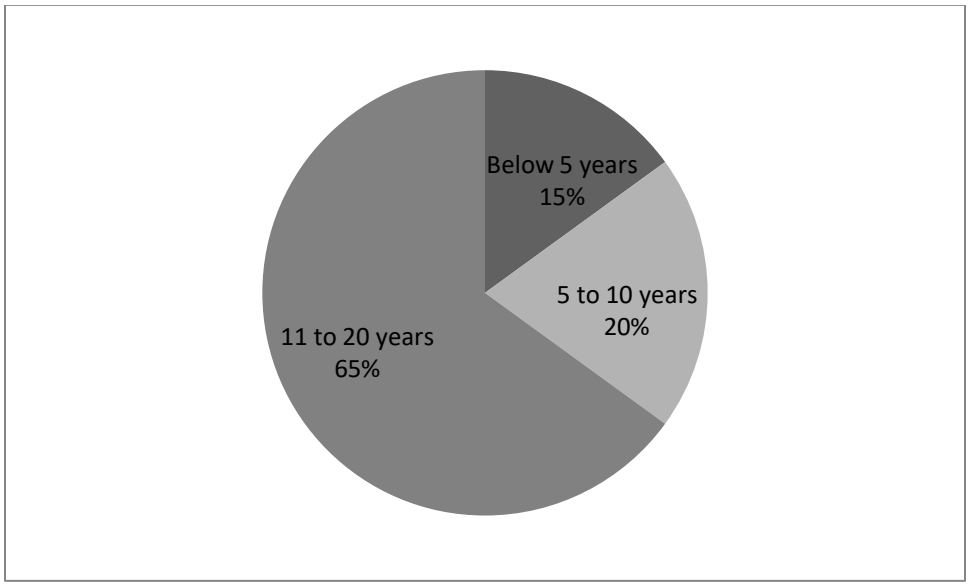

Figure 4.5 Working experience of ECD teachers

The study established that 65% of the teachers had work experience ranging from 11 to 20 years and 20% had work experience ranging from five to 10 years. Only 15% of ECD teachers indicated that they had work experience of less than 5 years. This implies that ECD teachers had sufficient working experience which would allow ECD children to perform better in their academics. The parents were also requested to state the number of their children and those in various institutions. The results are summarized in Table 4.3

Table 4.3 Number of Children per parent

	N	Minimum	Maximum	Mean	Std. Deviation
Number of children	249	1	8	3.29	1.587
Number of children in pre-school	249	1	2	1.06	.238
Number of children in primary school	249	0	3	1.35	.930
Number of children in secondary school	249	0	3	.47	.767
Valid N (listwise)	**249**				

The results indicated that the number of children per parent ranged from a minimum of one child to a maximum of eight children. The mean number of children was 3.29±1.587. This implies that parents with more children might have found it hard to provide for their children in ECD centers the basic learning materials that might impact negatively on their academic performance. The also indicated that parents' children who were in preschool ranged from a minimum of one child to a maximum of two children. The mean number of children in preschool per parent was 1.06±0.238. The study also found out that the parents' children in primary school ranged from zero to three children. The mean number of children in primary per parent was 1.35±0.930. The study also found out that the parents' children in secondary school ranged from zero to three children. The mean number of children in secondary per parent was 0.47±0.767. All the parents stated that they had no

children in college, who were employed or who had dropped out of schools. The study further gathered data on whether the parents were employed or self employed. The results are summarized in Figure 4.6.

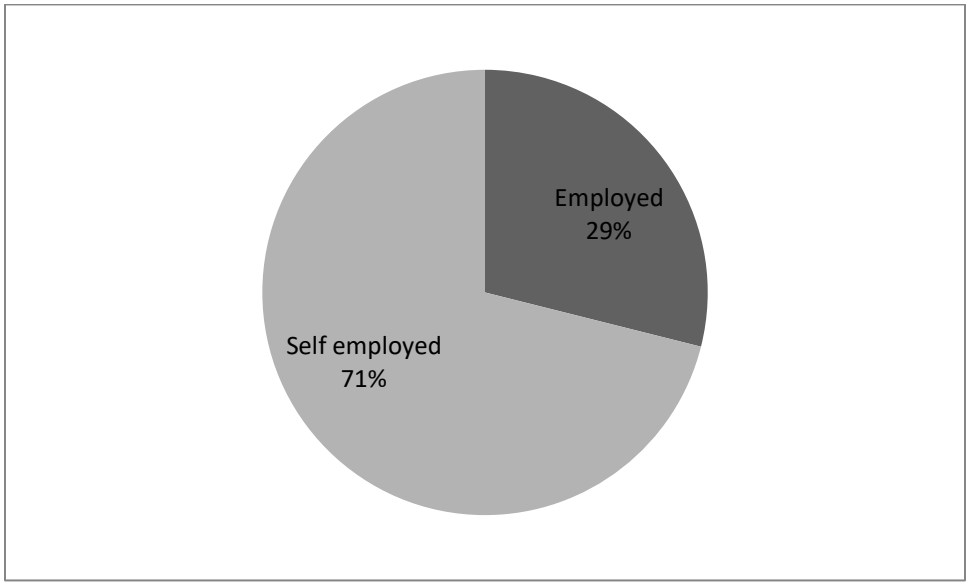

Figure 4.6 Occupation of the parents

The results indicated that majority (71%) of the parents were self employed while 29% of them were employed.

4.4 The Influence of Parental Education Background on Academic Performance of ECD Children

The first objective sought to assess the influence of parental education background on academic performance of ECD children in Tigania West Sub-County, Meru County. First, the study also sought to establish the mean grade of ECD center. The results are shown in Table 4.2.

Table 4.4 Mean grade of ECD center

Mean grade	Frequency	Percent
C-	3	15.0
C	7	35.0
C+	3	15.0
B-	4	20.0
B	2	10.0
A-	1	5.0
Total	**20**	**100.0**

The study established that the lowest mean grade among the ECD centers was C- while the highest mean grade was A-. According to the results, majority (35%) of the ECD centers had a mean grade of C. Descriptive statistics for the ECD centers mean score was computed and are results are shown in Table 4.3.

Table 4.5 ECD centers mean score

	N	Minimum	Maximum	Mean	Std. Deviation
Mean grade of ECD center	20	5	11	6.95	1.572
Valid N (listwise)	**20**				

The results indicated that the lowest mean score was 5 representing a mean grade of C- and the highest was 11 representing a mean grade of A-. The mean score for all the centers sampled was 6.95 ± 1.572 representing a mean grade of C+. This is a low score at this level of education and is indicative of poor performance at higher levels of education. Parents

were also requested to state the mean grade of their children. The data was used to compute mean scores of their children. The results are shown in Table 4.6.

Table 4.6 ECD children mean score

	N	Minimum	Maximum	Mean	Std. Deviation
Mean score attained by the child	249	3	12	6.83	2.255
Valid N (listwise)	**249**				

The results indicated that the lowest mean score was 3 representing a mean grade of D and the highest was 12 representing a mean grade of A. The mean score for all the children from the sampled parents was 6.83±2.255 representing a mean grade of C+. This was comparable to the mean grade obtained from the teachers and still illustrates a low score at this level of education and is indicative of poor performance at higher levels of education. A cross tabulation between parental highest academic performance and grade attained by their children was computed. The results were summarized in Table 4.7.

Table 4.7 Parental Highest academic level and Grade attained by the child Cross-tabulation

		Grade attained by the child									
		D	D+	C-	C	C+	B-	B	B+	A-	A
Highest academic level	Post graduate	0	0	0	0	6	0	0	0	0	0
	Diploma	0	0	15	0	0	9	6	9	15	9
	A-level	0	0	0	9	8	0	0	0	0	0
	O-level	0	0	0	18	0	9	0	0	0	6
	class 8	8	8	52	26	27	9	0	0	0	0
Total		**8**	**8**	**67**	**53**	**41**	**27**	**6**	**9**	**15**	**15**

n= 249

The results indicated that all children who had parents with post graduate certificates scored a C+ while majority of children who had parents who were diploma holders scored a mean grade of B- and above. On the other hand, parents who were holders of A-level certificate and below had majority of their children scoring a C+ and below. This is a pointer to the influence of parental educational background on children's academic performance. Thus, children whose parents have a post-secondary training are likely to perform better at ECDE level than children whose parents only have an A-level and below educational background. The teachers and parents were requested to indicate their level of agreement with statements related to the influence of parental education background on academic performance (1- Never, 2 – rarely,3 - sometimes, 4 –often and 5 – always). The results are shown in Table 4.8 and Table 4.9 respectively.

Table 4.8 Influence of parental education background on academic performance (teachers)

Statement	1		2		3		4		5	
	F	%	F	%	F	%	F	%	F	%
Parents usually assist their children in learning how to read	5	25.0	11	55.0	3	15.0	1	5.0	0	0
Parents usually assist their children in how to solve arithmetic problems	3	15.0	6	30.0	8	40.0	2	10.0	1	5.0
Parents usually assist their children in learning how to write	2	10.0	7	35.0	11	55.0	0	0	0	0
Parents usually narrate/read stories to their children	9	45.0	3	15.0	4	20.0	3	15.0	1	5.0
Most children in my class joined this center at an appropriate time	0	0	2	10.0	5	25.0	11	55.0	2	10.0
Parents usually consult me on how they can assist the children improve their performance	2	10.0	8	40.0	8	40.0	1	5.0	1	5.0

n= 20

The results indicated that 55% of the teachers disagreed and 25% of them strongly disagreed that parents usually assist their children in learning how to read. This implies that most teachers perceived that parents did not assist their children in learning how to read. However, results from parents indicated that only 28.1% of the parents disagreed and 6.8% of them strongly disagreed that they usually assist their children in learning how to read. Nonetheless, only 14.5% of the parents agreed and 22.1% of them strongly agreed that they usually assist their children in learning how to read. This implies that majority of parents did not assist their children in learning how to read.

The results also indicated that 30% of the teachers disagreed and 15% of them strongly disagreed and 40% of them were undecided that parents usually assist their children in how to solve arithmetic problems. This implies that teachers felt that most parents do not assist their children to solve arithmetic problems. Results from parents indicated that 33.3% of the parents disagreed and 6% of them strongly disagreed while 28.5% of them were undecided on the assertion that they usually assist their children on how to solve arithmetic problems. This corroborates the assertion that most parents do not assist their children to solve arithmetic problems.

The results also indicated that 35% of the teachers disagreed and 10% strongly disagreed while 55% of them were undecided on the assertion that parents usually assist their children in learning how to write. This implies that majority of teachers felt that parents do assist their children to learn how to write. However, results from parents indicated that only 17.3% of the parents disagreed and 2.45% of them strongly disagreed while 42.6% of them were undecided on the assertion that they usually assist their children in learning how to

write. This is also an indication that only a few parents assist their children to learn how to write.

Table 4.9 Influence of parental education background on academic performance (parents)

Statement	**1**		**2**		**3**		**4**		**5**	
	F	**%**	**F**	**%**	**F**	**%**	**F**	**%**	**F**	**%**
I usually assist my child in learning how to read	17	6.8	70	28.1	71	28.5	36	14.5	55	22.1
I usually assist my child in how to solve arithmetic problems	15	6.0	83	33.3	72	28.9	27	10.8	52	20.9
I usually assist my child in learning how to write	6	2.4	43	17.3	106	42.6	62	24.9	32	12.9
I usually narrate/read to my child stories	41	16.5	66	26.5	86	34.5	48	19.3	8	3.2
My child joined ECD at an appropriate time	23	9.2	42	16.9	54	21.7	33	13.3	97	39.0
I usually consult my child's	33	13.3	48	19.3	104	41.8	40	16.1	24	9.6

teacher on how I can assist the child improve its performance	

n = 249

The study also established that 45% of teachers strongly disagreed and 15% disagreed with the assertion parents usually narrate/read stories to their children. This implies that parents play a limited role in creative thinking. Results from parents indicated that 26.5% of the parents disagreed and 16.5% of them strongly disagreed while 34.5% of them were undecided on the assertion that they usually narrate/read stories to their children. This supports the assertion that parents play a limited role in creative thinking.

The study further indicated that 55% of teachers agreed and 10% strongly greed with the statement that most children in my class joined this center at an appropriate time. This finding was supported by 13.3% of parents who agreed and 39% who strongly greed with the statement that their children joined ECD at an appropriate time. This implies that majority of parents ensured that their children joined ECD at an appropriate time.

The study further indicated that 40% of teachers disagreed and 10% of them strongly disagreed with statement that parents usually consulted them on how they can assist the children improve their performance their schools had adequate internet facilities. Results from parents indicated that 13.3% of the parents disagreed and 19.3% of them strongly disagreed while 41.8% of them were undecided on the assertion that they usually consulted teachers on how they could assist their children improve their performance. This implies

that majority of parents do not consult teachers on how they could help raise their children's educational standards.

4.5 The Influence of Parental Occupation on Academic Performance of ECD Children

The second objective sought to determine the influence of parental occupation on academic performance of ECD children in Tigania West Sub-County, Meru County. A cross-tabulation was computed between parental occupation and their children performance. The results were summarized in Table 4.10.

Table 4.10 Parental Occupation and Grade attained by the child Cross-tabulation

		Grade attained by the child									
		D	D+	C-	C	C+	B-	B	B+	A-	A
Parental occupation	Formal employment	0	0	9	9	0	9	6	9	15	15
	Informal employment	8	8	58	44	41	18	0	0	0	0
Total		**8**	**8**	**67**	**53**	**41**	**27**	**6**	**9**	**15**	**15**

n= 249

The results showed that majority of children whose parents were in formal occupation scored a mean grade of B- and above while all children whose parents had informal occupation scored a mean grade of B- and below. This implies that children whose parents are in formal employment perform better than children whose parents are in informal employment at ECDE level. The teachers and parents were requested to indicate their level of agreement with statements related to the influence of parental occupation on academic

performance (SD- strongly disagree, D- disagree, U-uncertain A- agree, and SA- strongly agree). The results are shown in Table 4.11 and Table 4.12.

Table 4.11 Influence of parental occupation on academic performance (teachers)

Statement	SD		D		U		A		SA	
	F	%	F	%	F	%	F	%	F	%
Parents' occupation determines whether they assist their children in learning how to read or not	1	5.0	5	25.0	3	15.0	7	35.0	4	20.0
Parents' occupation determines whether they assist their children in solving arithmetic problems or not	1	5.0	7	35.0	5	25.0	3	15.0	4	20.0
Parents' occupation determines whether they assist their children in learning how to write or not	1	5.0	6	30.0	3	15.0	8	40.0	2	10.0
Parents' occupation determines whether they narrate/read stories to their children or not	1	5.0	3	15.0	4	20.0	8	40.0	4	20.0
Parental occupation determines whether they send their children to school at an appropriate time or not	5	25.0	1	5.0	6	30.0	5	25.0	3	15.0
Parental occupation determines whether they consult their child's teacher on how they can assist the child improve its performance or not	6	30.0	0	0	5	25.0	4	20.0	5	25.0
Parental occupation determines whether they buy for their children necessary learning materials or not	7	35.0	4	20.0	3	15.0	3	15.0	3	15.0
Parental occupation determines whether they pay school levies for my children on time or not	1	5.0	6	30.0	2	10.0	9	45.0	2	10.0
Parental occupation determines whether they	6	30.0	1	5.0	1	5.0	10	50.0	2	10.0

take their children on trips which enhances their learning experience or not	

n=20

The results indicated that 35% of the teachers agreed and 20% of them strongly agreed that parents' occupation determines whether they assist their children in learning how to read or not. This implies that parental occupation could be one of the factors that influence academic performance of ECD children. Results from parents showed that 47.8% of the parents agreed and 10.4% of them strongly agreed that they usually assist their children in learning how to read. This supports the above assertion that parental occupation could be one of the factors that influence academic performance of ECD children.

The results also indicated that 35% of the teachers disagreed and 5% of them strongly disagreed while 25% of them were undecided on the assertion that parents' occupation determines whether they assist their children in solving arithmetic problems or not. This implies that parental occupation might not be an important factor on whether parents assist their children in solving arithmetic problems or not. However, results from parents indicated that 48.6% of the parents agreed and 10.4% of them strongly agreed with the assertion that their occupation enables them to have sufficient time to assist my child in how to solve arithmetic problems.

The results also indicated that 40% of the teachers agreed and 10% strongly agreed with the assertion that parents' occupation determines whether they assist their children in learning how to write or not. This implies that majority of teachers felt that parental occupation is a determinant of whether parents assist their children in learning how to write

or not. Results from parents indicated that only 47.8% of the parents agreed and 16.5% of them strongly agreed with the assertion that their occupation enables them to have sufficient time to assist their children in learning how to write.

The study also established that 40% of teachers agreed and 20% strongly agreed with the assertion that parents' occupation determines whether they narrate/read stories to their children or not. This implies that parental occupation play an important role on whether they narrate/read stories to their children or not. Results from parents indicated that only 32.5% of the parents agreed and 6.8% of them strongly agreed while 30.9% of them were undecided on the assertion that their occupation enables them to have sufficient time to narrate/read to their children stories.

The study further indicated that 25% of teachers agreed and 15% strongly agreed while 30% of them were undecided on the statement that parental occupation determines whether they send their children to school at an appropriate time or not. This finding was supported by 47.8% of parents who agreed and 12.9% who strongly greed with the statement that their occupation enabled them to send their children to school at an appropriate time.

Table 4.12 Influence of parental occupation on academic performance (parents)

Statement	SD		D		U		A		SA	
	F	%	F	%	F	%	F	%	F	%
My occupation enables me to have sufficient time to assist my child in learning how to read	32	12.9	72	28.9	0	0	119	47.8	26	10.4
My occupation enables me to have sufficient time to assist my child in how to solve arithmetic problems	17	6.8	73	29.3	12	4.8	121	48.6	26	10.4
My occupation enables me to have sufficient time to assist my child in learning how to write	23	9.2	51	20.5	15	6.0	119	47.8	41	16.5
My occupation enables me to have sufficient time to narrate/read to my child stories	25	10.0	49	19.7	77	30.9	81	32.5	17	6.8
My occupation enabled me to send my child to school at an appropriate time	40	16.1	49	19.7	9	3.6	119	47.8	32	12.9
My occupation enables me to consult my child's teacher on how I can assist the child improve its performance	34	13.7	66	26.5	9	3.6	110	44.2	30	12.0
My occupation enables me to buy for my child necessary learning materials	58	23.3	52	20.9	14	5.6	69	27.7	56	22.5
My occupation enables me to pay school fees for my child on time	76	30.5	39	15.7	27	10.8	42	16.9	65	26.1
My occupation enables me to take my child on trips which enhances its learning experience	92	36.9	45	18.1	58	23.3	36	14.5	18	7.2

n= 249

It was also established that 20% of the teachers agreed and 25% of them strongly agreed with the statement that parental occupation determines whether they consult their child's teacher on how they can assist the child improve its performance or not. This was supported by 44.2% of parents who agreed and 12% of them who strongly agreed that their occupation enables them to consult their children's teacher on how they can assist the children improve their performance.

The study also found out that 35% of the teachers strongly disagreed and 20% of them disagreed with the statement that parental occupation determines whether they buy for their children necessary learning materials or not. This implies that parental occupation is not a determinant of whether the parents provide their children with necessary learning materials or not. However, results from parents indicated 27.7% agreed and 22.5% of them strongly agreed with the assertion that their occupation enables them to buy for their children necessary learning materials.

The study also found out that 45% of teachers agreed and 10% of them strongly agreed with the assertion that parental occupation determines whether they pay school levies for my children on time or not. However, results from parents indicated that 30.5% of parents strongly disagreed and 15.7% of them disagreed with the statement that their occupation enables them to pay school fees for their children on time.

It was also established that 50% of the teachers agreed and 10% of them strongly agreed with the assertion that parental occupation determines whether they take their children on trips which enhances their learning experience or not. However, results from parents indicated that 36.9% of parents strongly disagreed and 18.1% of them disagreed with the

statement that their occupation enables them to take their children on trips which enhance their learning experience.

4.6 The Influence of Parental Attitude towards Education on the Academic Performance of ECD Children

The third objective sought to examine the influence of parental attitude towards education on the academic performance of ECD children in Tigania West Sub-County, Meru County.

The teachers and parents were also requested to state parental attitude towards education. The results are summarized in Figure 4.6 and Figure 4.7 respectively.

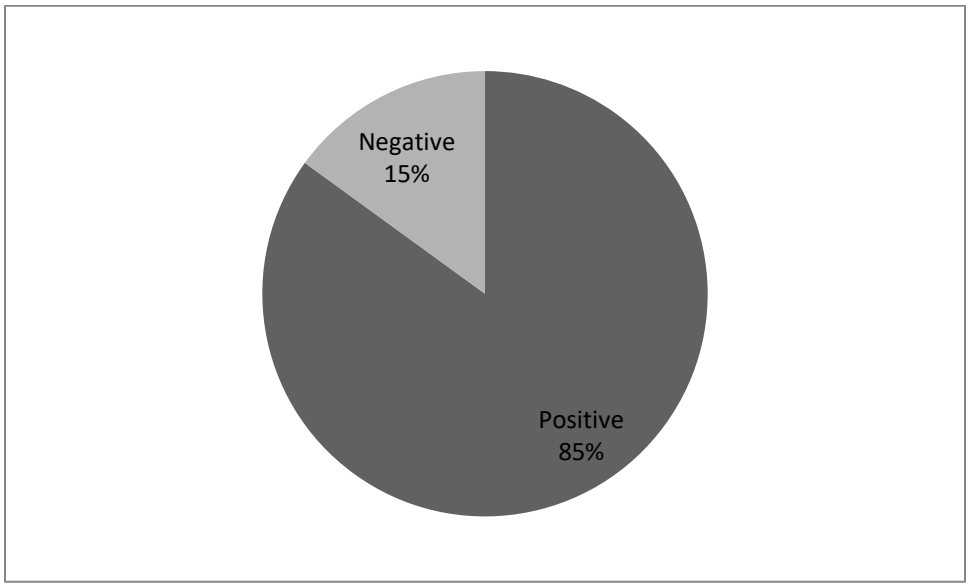

Figure 4.7 General Parental Attitude Towards Education

The results indicated that majority of ECD teachers felt that the general parental attitude towards education was positive while 15% felt that the attitude of parents towards education was negative. This concurred with majority (97%) of parents who indicated that

they had a positive attitude towards education and 3% of them who felt they had a negative attitude towards education (Figure 4.7).

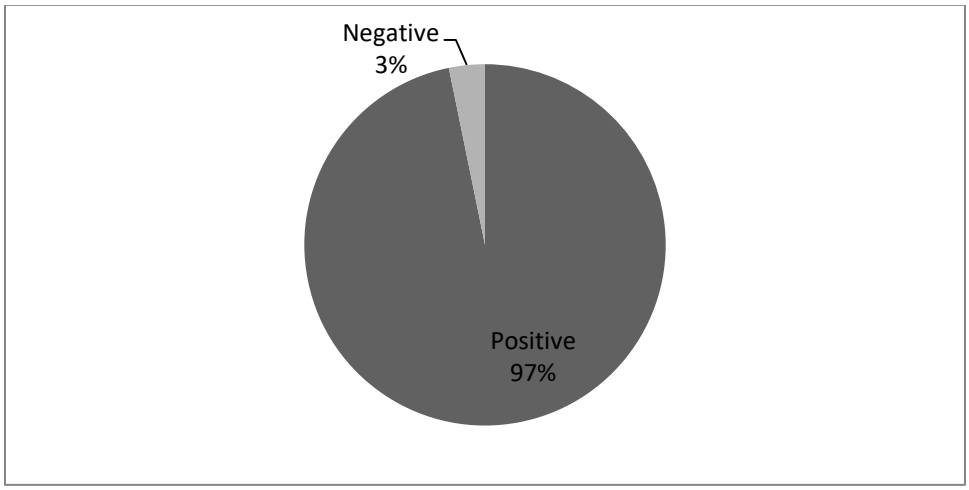

Figure 4.8 Parental attitude towards education

A cross tabulation between parental attitude towards education and their children performance was computed. The results are summarized in Table 4.13

Table 4.13 A cross tabulation between parental attitude towards education and their children performance

		Grade attained by the child									
		D	D+	C-	C	C+	B-	B	B+	A-	A
Parental attitude	Positive	8	8	67	45	41	27	6	9	15	15
	Negative	0	0	0	8	0	0	0	0	0	0
Total		**8**	**8**	**67**	**53**	**41**	**27**	**6**	**9**	**15**	**15**

n= 249

The results indicated that all the children whose parents had negative attitude towards education scored a mean grade of C. However, children whose parents had positive attitude towards education had no specific trend in their performance. This is an indication that parental attitude towards education does not influence children's performance at ECDE level. The teachers and parents were requested to indicate their level of agreement with statements related to the influence of parental attitude on academic performance (SD- strongly disagree, D- disagree, U-uncertain A- agree, and SA- strongly agree). The results are summarized in Table 4.14 and Table 4.15 respectively.

The results also indicated that 45% of the teachers agreed and 10% of them strongly agreed with the assertion that most parents feel that ECD education is not very important. This implies that majority of teachers felt that parents do not value ECD education. However, results from parents indicated that 65.9% of the parents strongly disagreed and 3.6% of them disagreed with the assertion that ECD education is not very important. This contradicts results from the teachers and implies that majority of parents felt that ECD education is important.

The results also indicated that 20% of the teachers agreed and 40% strongly agreed with the assertion that most parents feel that there is little they can do to assist their children in their ECD education. This implies that majority of teachers felt that parents are less involved in their children's ECD education and hence leave most of the work to be done by teachers. Results from parents however, indicated that only 27.7% of the parents agreed and 10% of them strongly agreed with the assertion that there is little they could do to assist their children in ECD education. Nonetheless, given that only 35.3% of the parents strongly

disagreed and 13.3% of them disagreed with this assertion, it is more likely that parents are less involved in their children's ECD education.

Table 4.14 The influence of parental attitude on academic performance (teachers)

Statement	SD		D		U		A		SA	
	F	%	F	%	F	%	F	%	F	%
Most parents feel that ECD education is not very important	2	10.0	4	20.0	3	15.0	9	45.0	2	10.0
Most parents feel that there is little they can do to assist their children in their ECD education	1	5.0	6	30.0	1	5.0	4	20.0	8	40.0
Most parents feel that children should just be allowed to join primary school without necessary going through ECD education	7	35.0	4	20.0	2	10.0	5	25.0	2	10.0
Most parents feel that there is no need for them to help their children in learning how to read because that is the work of ECD teachers	5	25.0	2	10.0	1	5.0	7	35.0	5	25.0
Most parents feel that there is no need for them to help their children in learning how to write because that is the work of ECD teachers	1	5.0	5	25.0	4	20.0	6	30.0	4	20.0
Most parents feel that there is no need for them to help their children in solving arithmetic problems because that is the work of ECD teachers	2	10.0	4	20.0	3	15.0	8	40.0	3	15.0
Most parents feel that there is no need for them to read/narrate stories to their children because that is the work of ECD teachers	1	5.0	2	10.0	2	10.0	9	45.0	6	30.0

n=20

The study also established that 35% of teachers disagreed and 20% strongly disagreed with the assertion that most parents feel that children should just be allowed to join primary

school without necessary going through ECD education. This contradicts the finding from teachers which indicated that they felt that parents do not feel that ECD education is not very important. Thus, it implies that parent do of course value ECD education. Results from parents supported the findings from teachers and indicated that 63.5% of the parents strongly disagreed and 6.4% of them disagreed with the assertion that children should just be allowed to join primary school without necessary going through ECD education. This further reinforces the argument that parents do value ECD education.

Table 4.15 The influence of parental attitude on academic performance (parents)

Statement	SD		D		U		A		SA	
	F	%	F	%	F	%	F	%	F	%
ECD education is not very important	164	65.9	9	3.6	9	3.6	33	13.3	33	13.3
There is little I can do to assist my child in its ECD education	88	35.3	33	13.3	34	13.7	69	27.7	25	10.0
Children should just be allowed to join primary school without necessary going through ECD education	158	63.5	16	6.4	9	3.6	33	13.3	33	13.3
There is no need for me to help my child in learning how to read because that is the work of ECD teachers	149	59.8	23	9.2	26	10.4	35	14.1	16	6.4
There is no need for me to help my child in learning how to write because that is the work of ECD teachers	166	66.7	33	13.3	25	10.0	9	3.6	16	6.4
There is no need for me to help my child in solving arithmetic problems because that is the work of ECD teachers	149	59.8	33	13.3	17	6.8	34	13.7	16	6.4
There is no need for me to read/narrate stories to my child because that is the work of ECD teachers	137	55.0	24	9.6	26	10.4	40	16.1	22	8.8

n= 249

The study further indicated that 35% of teachers agreed and 25% strongly agreed with the statement that most parents feel that there is no need for them to help their children in learning how to read because that is the work of ECD teachers. This implies that parents are satisfied with what teachers do in helping their children to read and hence they do not need to be involved. This finding contradicts what was established from 59.8% of parents who strongly disagreed and 9.2% who disagreed with the statement that there is no need for them to help their children in learning how to read because that is the work of ECD teachers. This implies that parents have a positive attitude towards helping their children learn how to read.

It was also established that 30% of the teachers agreed and 20% of them strongly agreed with the statement that most parents feel that there is no need for them to help their children in learning how to write because that is the work of ECD teachers. This implies that either the parents are satisfied with what the teachers do to aid their children learn to write or the parents have a negative attitude towards assisting their children to learn how to write. This differs from what was established from 66.7% of parents who strongly disagreed and 13.3% who disagreed with the statement that there is no need for them to help their children in learning how to write because that is the work of ECD teachers. This implies that parents have a positive attitude towards helping their children learn how to write.

The study also found out that 40% of the teachers agreed and 15% of them strongly agreed with the statement that most parents feel that there is no need for them to help their children in solving arithmetic problems because that is the work of ECD teachers. This implies that majority of teachers felt that parents have a negative attitude towards helping their children

to solve arithmetic problems. However, results from parents indicated 59.8% strongly disagreed and 13.3% of them disagreed with the assertion that there is no need for them to help their children in solving arithmetic problems because that is the work of ECD teachers. This implies that parents have a positive attitude towards helping their children solve arithmetic problems.

About half (45%) of teachers agreed and 30% of them strongly agreed with the assertion that most parents feel that there is no need for them to read/narrate stories to their children because that is the work of ECD teachers. This implies that majority of teachers felt that parents have a negative attitude towards reading/narrating stories to their children. However, results from parents indicated that 55% of parents strongly disagreed and 9.6% of them disagreed with the statement that there is no need for them to help their children in reading/narrating stories because that is the work of ECD teachers. This implies that parents have a positive attitude towards reading/narrating stories to their children.

4.7 The Influence of Parental Involvement on their Children's ECD Academic Performance

The fourth objective sought to establish the influence of parental involvement on the academic performance of ECD children in Tigania West Sub-County, Meru County. The teachers and parents were requested to indicate their level of agreement with statements related to the influence of parental involvement on academic performance (SD- strongly disagree, D- disagree, U-uncertain A- agree, and SA- strongly agree). The results are shown in Table 16 and Table 17 respectively.

The results also indicated that 25% of the teachers agreed and 30% of them strongly agreed with the assertion parents are involved in financing various educational activities for their children at their ECD centers. This implies that majority of teachers felt that parents are involved in financing various educational activities for their children. These results were supported by 57.8% of parents who agreed and 23.3% of them who strongly agreed that they are involved in financing various educational activities for their children at school.

The results also indicated that 62% of the teachers agreed and 5% strongly agreed with the assertion that parents are actively involved in the decision making process for their children education at their ECD centers. This implies that majority of teachers felt that parents are involved in decision making for their children ECD education. These results were in agreement with 40.2% of parents who agreed and 23.7% of them who strongly agreed that they are actively involved in decision making process for their children's education.

The study also established that 25% of teachers disagreed and 25% strongly disagreed with the assertion that parents usually point out their academic aspirations/expectations for their children to both the teacher and their children. This implies that majority parents do not discuss with teachers on aspiration for their children. This differs from 38.2% of parents who agreed and 25.3% of them who strongly agreed that they usually point out their academic aspirations/expectations for their children to both the teacher and their children. It should however be noted that 24.1% of parents disagreed and 6.8% of them strongly disagreed with the assertion that they usually point out their academic aspirations/expectations for their children to both the teacher and their children. This implies that a substantial percentage of parents do not discuss with teachers on aspiration

for their children and this could be contributing to poor academic performance of their children.

Table 4.16 Influence of parental involvement on academic performance (teachers)

Statement	SD		D		U		A		SA	
	F	%	F	%	F	%	F	%	F	%
Parents are involved in financing various educational activities for their children at this ECD center	5	25.0	1	5.0	3	15.0	5	25.0	6	30.0
Parents are actively involved in the decision making process for their children education at this ECD center	3	15.0	2	10.0	2	10.0	12	60.0	1	5.0
Parents usually point out their academic aspirations/expectations for their children to both the teacher and their children	5	25.0	5	25.0	2	10.0	1	5.0	7	35.0
Parents usually supervise their children's academic work at home	3	15.0	3	15.0	10	50.0	3	15.0	1	5.0
Parents are concerned when no homework is given	5	25.0	2	10.0	1	5.0	10	50.0	2	10.0
Parents make impromptu visits to the school for consultation	6	30.0	1	5.0	5	25.0	3	15.0	5	25.0
Parents are concerned when pupils are absent	7	35.0	1	5.0	2	10.0	8	40.0	2	10.0
Parents pay various school levies on time	7	35.0	3	15.0	3	15.0	6	30.0	1	5.0
Parents buy learning materials for their children	5	25.0	2	10.0	2	10.0	7	35.0	4	20.0

n= 20

The study further indicated that 50% of teachers were undecided on whether parents supervise their children's academic work at home. However, 15% of the teachers disagreed and 15% strongly disagreed with the statement that parents usually supervise their children's academic work at home. This implies that there is a likelihood some parents do not supervise their children's academic work. However, 38.2% of the parents agreed and 31.7% of them strongly agreed that they usually supervise their children's academic work at home.

Table 4.17 Influence of parental involvement on academic performance (parents)

Statement	SD		D		U		A		SA	
	F	%	F	%	F	%	F	%	F	%
I am involved in financing various educational activities for my child at school	9	3.6	18	7.2	20	8.0	144	57.8	58	23.3
I am actively involved in the decision making process for my child education	6	2.4	61	24.5	23	9.2	100	40.2	59	23.7
I usually point out my academic aspirations/expectations for my child to both the teacher and my child	17	6.8	60	24.1	14	5.6	95	38.2	63	25.3
I usually supervise my child's academic work at home	22	8.8	35	14.1	18	7.2	95	38.2	79	31.7
I am concerned when no homework is given to my child	22	8.8	27	10.8	23	9.2	119	47.8	58	23.3
I make impromptu visits to the school for consultation	88	35.3	18	7.2	25	10.0	82	32.9	36	14.5
I am concerned when my child is absent	9	3.6	40	16.1	9	3.6	111	44.6	80	32.1
I pay various school levies on time	38	15.3	27	10.8	9	3.6	110	44.2	65	26.1
I buy learning materials for my child	82	32.9	18	7.2	26	10.4	72	28.9	51	20.5

n= 249

It was also established that 50% of the teachers agreed and 10% of them strongly agreed with the statement that parents are concerned when no homework is given. This implies that parents value homework given to their children. This was in agreement with 47.8% of parents and 23.3% of them who strongly agreed that they are usually concerned when no homework is given to their children.

The study also found out that 15% of the teachers agreed and 25% of them strongly agreed while 25% of the teachers were undecided about the assertion that parents make impromptu visits to the school for consultation. This implies that a substantial percentage of parents do not make any follow-ups on their children's education on their own volition. This assertion was supported by 35.3% of parents who strongly disagreed and 7.2% of them who disagreed that they make impromptu visits to the school for consultation.

The study also found out that 40% of teachers agreed and 10% of them strongly agreed with the assertion that parents are concerned when pupils are absent. This implies that parents are concerned about their children's absenteeism from school. This was supported by 44.6% of parents who agreed and 32.1% who strongly agreed that they are concerned when their children are absent.

The study also found out that 15% of the teachers disagreed and 35% of them strongly disagreed with the assertion that parents pay various school levies on time. This implies that some parents do not pay school levies on time which could be impacting negatively on their children's academic performance. However, results from parents indicated 44.2%

of the parents agreed and 26.1% of them strongly agreed with the assertion that they pay various levies on time.

The study also found out that 35% of teachers agreed and 20% of them strongly agreed with the assertion that parents buy learning materials for their children. This implies that parents are involved in provision of learning materials to their children which could enhance their academic performance. This was supported by 28.9% of the parents who agreed and 20.5% of them who strongly agreed that they buy learning materials for their children.

A cross tabulation between level of parental involvement and children performance was also computed. The results were summarized in Table 4.18.

Table 4.18 A cross tabulation between parental involvement and their children academic performance

		Grade attained by the child										**Mean score**
		D	D+	C-	C	C+	B-	B	B+	A-	A	
Parental involvement	High	0	8	18	18	6	27	0	0	15	15	7.785047
	Moderate	8	0	36	17	17	0	6	9	0	0	6.11828
	Low	0	0	13	18	18	0	0	0	0	0	6.102041
Total		**8**	**8**	**67**	**53**	**41**	**27**	**6**	**9**	**15**	**15**	

n = 249

The results indicated that all children who scored a mean grade of A- and above had parents who had high involvement level in their education. The results also indicated that all

children who scored a mean grade of B and B+ had parents who had moderate involvement level in their education. The findings also showed that all children who had parents with lo involvement level in their education scored a mean grade of C+ and below. This implies that parental involvement influences their children's academic performance at ECDE level. This is supported by a higher mean score among children whose parents had a high involvement level, followed by children whose parents had moderate involvement and with children whose parents had low involvement having the lowest mean score.

CHAPTER FIVE

DISCUSSION, SUMMARY, CONCLUSION AND RECOMMENDATIONS

5.1 Introduction

This chapter presents the discussion of the findings as per research objectives, summary of the findings, and conclusions derived from the findings and discussion. The chapter closes with the recommendations and suggestions of areas of further study. The purpose of this study was to investigate the influence of selected parental characteristics on ECD children academic performance in selected public pre-schools in Tigania West Sub-County, Meru County, Kenya. The study objectives were: to assess the influence of parental education background on academic performance of ECD children; to determine the influence of parental occupation on academic performance of ECD children; to examine the influence of parental attitude towards education on the academic performance of ECD children; and to establish the influence of parental involvement on the academic performance of ECD children in Tigania West Sub-County, Meru County.

5.2 Discussion

This section discusses the results and analysis (done in chapter four) as per the four study's objectives.

5.2.1 Parental Education Background and Academic Performance of ECD Children

The study established that the lowest mean grade among the ECD centers was C- while the highest mean grade was A-. According to the results, majority (35%) of the ECD centers had a mean grade of C. The mean score for all the centers sampled was 6.95+1.572 representing a mean grade of C+. This is a low score at this level of education and is indicative of poor performance at higher levels of education. The mean score for all the

children from the sampled parents was 6.83+2.255 representing a mean grade of C+. This was comparable to the mean grade obtained from the teachers and still illustrates a low score at this level of education and is indicative of poor performance at higher levels of education. This implies that performance of the children in ECD centers was poor. This supports Tigania West Sub-county Education office, (2017) assertion that standards of education in the Sub-County has been low for a number of years.

The results indicated that all children who had parents with post graduate certificates scored a C+ while majority of children who had parents who were diploma holders scored a mean grade of B- and above. On the other hand, parents who were holders of A-level certificate and below had majority of their children scoring a C+ and below. This is a pointer to the influence of parental educational background on children's academic performance. Thus, children whose parents have a post-secondary training are likely to perform better at ECDE level than children whose parents only have an A-level and below educational background. This implies that parental education is related to the performance of their children in academics. This supports Okantey (2008) finding that parents with higher levels of education are more confident and competent in guiding their children in academics which enhances the children's academic achievement.

It was also established that majority of the parents were class eight leavers. This could explain why majority of parents did not assist their children in learning how to read, solve arithmetic problems and to write and did not narrate/read stories to their children. This concurs with Okantey (2008) who reported that educated parents are more confident and competent in guiding their children in academics which enhances the children's academic achievement. The findings also supports a study by Okantey (2008) in Indianapolis

reported that educated parents are better equipped to influence a child's academic performance since they are cognizant of the importance of the parent-student community relationship. The finding also supports Mwaura (2014) finds that educated parents assist their students in doing their school work which helps to enhance student's academic performance.

It was also found that parents did not consult teachers on how they could help raise their children's educational standards. This could also explain the poor performance of children in ECD centers. Given that majority of parents had low educational level, it could be argued that this might be the reason for their low participation. The study however established that majority of parents ensured that their children joined ECD at an appropriate time. The implies that there was no relationship between parental education and whether a child began schooling on time. This differs from Fagbeminiyi (2011) study which established that that parental educational attainment significantly influenced the age at which the child was taken to school.

5.2.2 Parental Occupation and Academic Performance of ECD Children

Study results indicated that majority of the parents were self-employed. It was also established that parents' occupation determines whether they assist their children in learning how to read or not and whether they narrate/read stories to their children or not. This finding is congruent with Akinsanya, Ajayi and Salomi (2011) study which indicated that the occupation of the parents is an essential predictor of a child's achievement in Mathematics. This implies that children with parents with better paying occupations are likely to perform better in mathematics than children whose parents have low paying occupations. This view is augmented by Organisation for Economic Co-operation and

Development (OECD) (2014) report which indicated that children from families whose parents are professionals are likely to perform better in mathematics than children whose parents work in basic occupations.However, it should be noted that these studies were limited to academic performance in mathematics whereas the current study indicated that parental occupation influences general children's academic performance.

Given that majority of the parents were non-professional employees, it can be stated that the poor performance across ECD centers could have been partly attributable to the parental occupation. Thus, this supports Organisation for Economic Co-operation and Development (OECD) (2014) report which indicated that children from families whose parents are professionals are likely to perform better in mathematics than children whose parents work in basic occupations. The finding also supports Obeta (2014) who argued that inability of parents to provide for their children impedes the academic performance of the children. This implies that parental occupation may indirectly affect academic performance of a child since it is a key determinant on whether a parent would be able to provide adequate educational material for the child. The finding of this study also supports Chowa, Rainier, Masa, Christopher, Wretman, and David (2013) study which found that house-holds with more income perform better in English. However, Chowa, Rainier, Masa, Christopher, Wretman, and David (2013) study concentrated on performance in English rather than the general performance. However, this differs from Muola (2010) argument that children of parents who work in elementary occupations like cleaning in Shanghai-China perform better in mathematics.

Muola (2010) also argues that the significance of the relationship between the occupation of the parents and a child's performance differs considerably across nations. For instance,

children of parents who work in elementary occupations like cleaning in Shanghai-China perform better in mathematics than children whose parents work in professional occupations in the United States. On the other hand, children whose parents work in professional occupations in Germany perform better in mathematics than children whose parents work in professional occupations in Finland (Organisation for Economic Co-operation and Development, 2014). Organisation for Economic Co-operation and Development (2014) further indicated that Finland and Japan achieve high levels of performance by ensuring that the children of parents who work in elementary occupations are given the same education opportunities and the same encouragement as the children of professionals. Based on this it could be asserted that parental occupation influence on academic performance of a student varies across the globe. Thus, there is need to provide empirical data to document the influence of parental occupation and children performance at ECD level.

5.2.3 Parental Attitude towards Education and Academic Performance of ECD Children

The study established that majority of parents had a positive attitude towards education. This supports Samal (2012) study which sought to assess parents' attitude towards schooling and education of their children and established that the respondents had positive and favorable attitude towards education and schooling of their kids. Given that the general performance of the children was poor for this stage of learning, it can be argued that parental attitude does not affect children's academic performance in ECD. This contradicts Oundo, Poipoi and Were (2014) study which established that academic performance of the

children is significantly correlated to the attitude of the parents towards education of their children.

The study also indicated that majority of parents felt that ECD education is important. This supports Mikwah (2014) study which sought to establish the influence of parental attitude towards preschool education on performance of children in number work and established that parents had positive attitudes towards preschool education. The study also indicated that parents have a positive attitude towards helping their children learn how to write, solve arithmetic problems and reading/narrating stories to their children. This further consolidates the assertion that parents had a positive attitude towards ECD education.

However, this does not explain why children in ECD centers in the sub-county perform dismally in their academics. This could imply that parental attitude towards education do not influence academic performance of ECD children. This differs from Oundo, Poipoi and Were (2014) findings which established that academic performance of the children is significantly correlated to the attitude of the parents towards education of their children. The findings also differ from Oundo, Poipoi and Were (2014) argument that parental involvement affects children's academic performance. It should however be noted that Oundo, Poipoi and Were (2014) study failed to highlight the kind of involvement and the kind of attitude that could enhance students' performance.

The results indicated that all the children whose parents had negative attitude towards education scored a mean grade of C. However, children whose parents had positive attitude towards education had no specific trend in their performance. This is an indication that parental attitude towards education does not influence children's performance at ECDE

level. This further differs from Oundo, Poipoi and Were (2014) findings which established that academic performance of the children is significantly correlated to the attitude of the parents towards education of their children.

5.2.4 Parental Involvement and Children's ECD Academic Performance

The study established that parents are involved in financing various educational activities for their children and decision making for their children ECD education. This supports Wawire (2006) who found out that parents are mainly involved in providing facilities and finances for their children in pre-school. It however differs from Ndani's (2008) study which reported that the community play a limited role in the provision of preschool education especially in relation to volunteering, collaboration and decision making. The fact that parents were involved yet their children continued to perform poorly is an indication that parental involvement does not influence children's academic performance. This supports Domina (2005) argument that the involvement of parents in their children's education does not independently confer positive outcomes but rather certain parental activities may contribute positively to children's school outcomes.

It was also established that a substantial percentage of parents do not discuss with teachers on aspiration for their children, supervise their children's academic work at home and do not make any follow-ups on their children's education on their own volition. This supports Wawire (2006) argument that studies conducted in Kenya show that there is a limited involvement by parents in their children education. However, the study found that a number of parents discuss with teachers on aspiration for their children, supervise their children's academic work at home and do not make any follow-ups on their children's education on their own volition. This supports Ikunyua (2012) who pointed out that parents can be

involved in ECD through providing the children with necessary stationery, assisting them in their homework, creating sufficient time for the children to attend to their school work, encouraging the children to work hard in their school work, showing love to them and participating in school activities such as attending parents' meetings.

The results indicated that all children who scored a mean grade of A- and above had parents who had high involvement level in their education. The results also indicated that all children who scored a mean grade of B and B+ had parents who had moderate involvement level in their education. The findings also showed that all children who had parents with lo involvement level in their education scored a mean grade of C+ and below. This implies that parental involvement influences their children's academic performance at ECDE level. This is supported by a higher mean score among children whose parents had a high involvement level, followed by children whose parents had moderate involvement and with children whose parents had low involvement having the lowest mean score.

The findings supports Olatoye and Agbatogan (2009) assertion that school administrators and parents ought to be highly involved to avert cases of child neglect and promote a better learning environment for the children to be successful at this stage. The finding also supports Mestry and Gobbler (2007) study finding wich indicated that communication and collaboration are effective aspects for parent involvement in public schools and that they played an important role in the growing up of the child and the school at large. This however differs from Domina (2005) who indicated that many study findings indicate that parental involvement is negatively related to children's school outcomes. It also differs from Domina (2005) argument that the involvement of parents in their children's education

does not independently confer positive outcomes but rather certain parental activities may contribute positively to children's school outcomes.

The study finding also adds to inconsistencies reported by Fan and Chen (2001) who argued that the perceived influence of parental involvement on school outcomes is appealing to both educators and the community to the extent that it is valued as the best solution to educational challenges. Fan and Chen (2001) pointed out inconsistencies are many in the qualitative data provided to support the role of parental involvement on children's school outcome in addition to lack of empirical data on the same. Thus, they conducted a meta-analysis in which they established that there exist a minimal significant correlation between the involvement of parents in their children's education and academic outcomes. Fan and Chen (2001) reported that the aspirations of the parents for their children was the most significant contributor to their children's academic outcomes as opposed to the influence of children's supervision by their parents.

5.3 Summary of Major Findings

The aim of this study was to investigate the influence of selected parental characteristics on ECD children academic performance in selected public pre-schools in Tigania West Sub-County, Meru County, Kenya. The first objective sought to assess the influence of parental education background on academic performance of ECD children in Tigania West Sub-County, Meru County. The study established that the mean grade for ECD children in Tigania West Sub-County was C+ which was considered at this level of education. It was also established that majority of the parents were class eight leavers. This could explain why the study established that majority of parents did not assist their children in learning

how to read, solve arithmetic problems and to write and did not narrate/read stories to their children. It was also found that parents did not consult teachers on how they could help raise their children's educational standards. The study however established that majority of parents ensured that their children joined ECD at an appropriate time.

The second objective sought to determine the influence of parental occupation on academic performance of ECD children in Tigania West Sub-County, Meru County. The results indicated that majority of the parents were self-employed. It was also established that parents' occupation determines whether they assist their children in learning how to read or not and whether they narrate/read stories to their children or not.

The third objective sought to examine the influence of parental attitude towards education on the academic performance of ECD children in Tigania West Sub-County, Meru County. The study established that majority of parents had a positive attitude towards education. The study also indicated that majority of parents felt that ECD education is important. The study also indicated that parents have a positive attitude towards helping their children learn how to write, solve arithmetic problems and reading/narrating stories to their children.

The fourth objective sought to establish the influence of parental involvement on the academic performance of ECD children in Tigania West Sub-County, Meru County. The study established that parents are involved in financing various educational activities for their children and decision making for their children ECD education. It was also established that a substantial percentage of parents do not discuss with teachers on aspiration for their

children, supervise their children's academic work at home and do not make any follow-ups on their children's education on their own volition.

5.4 Conclusion

Based on the study findings the following conclusions were made: Low parental educational background among majority of parents hinders them to assist their children in learning how to read, solve arithmetic problems, learning how to write and to narrate/read stories to their children hence negatively influencing academic performance of ECD children in Tigania West Sub-County, Meru County.

It was also concluded that parental occupation determines the extent to which they assist their children in learning how to read or not and whether they narrate/read stories to their children or not.

The study also concluded that parental positive attitude towards ECD education do not help to explain low academic performance of ECD children in Tigania West Sub-County, Meru County.

It was further concluded that parental lack of involvement such as inability to discuss with teachers on aspiration for their children, supervise their children's academic work at home and inability to make any follow-ups on their children's education on their own volition negatively influences academic performance of ECD children in Tigania West Sub-County, Meru County.

5.5 Recommendations

The following recommendations were made:

i. Ministry of Education should initiate and promote adult education in Tigania West Sub-County, Meru County in order to help counter the negative effect of low educational background on performance of children in ECD

ii. Educational stakeholders such as school management and local political leaders should sensitize the community on the need for parents to be actively involved in their children's education

5.6 Suggestions for Further Studies

A study should be conducted on the influence of selected parental characteristics on transition rates of children from ECD centers to primary school in Tigania West Sub-County, Meru County. This is because the low performance witnessed in ECDE centers could be an indication of low transition rates from ECD centers to primary school.

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APPENDICES

APPENDIX I: LETTER OF TRANSMITTAL

Dear Respondent,

My name is Stella Karimi Muthomi. I am pursuing a Master's degree in Early Childhood Education in Africa Nazarene University. This is a questionnaire meant to gather information on the **Influence of Selected Parental Characteristics on Pupil's Academic Performance in Selected Public Pre-schools in Tigania West Sub-County, Meru County, Kenya.** The purpose of this study is academic and all information received shall be treated with absolute confidentiality. Kindly respond to all the items of this questionnaire and do not write your name anywhere in this questionnaire. The results of this study will be used for academic purposes only. Thanks

Yours Faithfully,

Stella Karimi Muthomi

Mobile Number: 0722403960

APPENDIX II: QUESTIONNAIRE FOR THE PARENTS

Kindly respond to all the items of this questionnaire

SECTION A: Demographic Data

Kindly tick (√) where appropriate or fill in the required information on the space provided.

1. Gender: Male [ ] Female [ ]
2. Age bracket:

   Below 30years [ ] 30 – 40 years [ ] 41 – 50 years [ ] Over 50 years [ ]
3. Highest academic level attained

   Post graduate [ ] under graduate [ ] Diploma [ ] A-Level [ ]

   O-Level [ ] class 8 [ ] others [ ] specify …….
4. Highest academic level attained by your spouse

   Post graduate [ ] under graduate [ ] Diploma [ ] A-Level [ ]

   O-Level [ ] None [ ] class 8 [ ] others [ ] specify …….
5. How many children do you have? ……
6. How many children do you have who are in:
   a. Pre- school……
   b. Primary school……..
   c. Secondary school ……..
   d. Colleges/university…….
   e. Employed……
   f. Dropped out of school……..
7. What is your occupation?

[ ] Employed

[ ] Self employed

Section B: The influence of parental education background on academic performance of ECD children

Kindly tick (√) where appropriate or fill in the required information on the space provided.

1. What grades did your child who is in ECD attain in the last term's assessment?

   ……

2. Indicate how frequent you do the following activities by use of a tick (√) to the following statements. Use the following scale to show your opinion: 1- Never, 2 – rarely,3-sometimes, 4 –often and 5 – always.

No.	Statement	1	2	3	4	5
i.	I usually assist my child in learning how to read					
ii.	I usually assist my child in how to solve arithmetic problems					
iii.	I usually assist my child in learning how to write					
iv.	I usually narrate/read to my child stories					
v.	My child joined ECD at an appropriate time					
vi.	I usually consult my child's teacher on how I can assist the child improve its performance					

Section C: The influence of parental occupation on academic performance of ECD children

Please tick (√) where appropriate or fill in the required information on the space provided.

1. Indicate your level of agreement by use of a tick (√) to the following statements.

   Use the following scale to show your opinion: SD- strongly disagree, D- disagree, U-uncertain A- agree, and SA- strongly agree

No.	Statement	SD	D	U	A	SA
i.	My occupation enables me to have sufficient time to assist my child in learning how to read					
ii.	My occupation enables me to have sufficient time to assist my child in how to solve arithmetic problems					
iii.	My occupation enables me to have sufficient time to assist my child in learning how to write					
iv.	My occupation enables me to have sufficient time to narrate/read to my child stories					
v.	My occupation enabled me to send my child to school at an appropriate time					
vi.	My occupation enables me to consult my child's teacher on how I can assist the child improve its performance					
vii.	My occupation enables me to buy for my child necessary learning materials					
viii.	My occupation enables me to pay school fees for my child on time					
ix.	My occupation enables me to take my child on trips which enhances its learning experience					

Section D: The influence of parental attitude towards education on the academic performance of ECD children

Please tick (√) where appropriate or fill in the required information on the space provided.

1. What is your attitude towards education?

[ ] Positive

[ ] Negative

2. Indicate your level of agreement by use of a tick (√) to the following statements. Use the following scale to show your opinion: SD- strongly disagree, D- disagree, U-uncertain A- agree, and SA- strongly agree

No.	Statement	SD	D	U	A	SA
i.	ECD education is not very important					
ii.	There is little I can do to assist my child in its ECD education					
iii.	Children should just be allowed to join primary school without necessary going through ECD education					
iv.	There is no need for me to help my child in learning how to read because that is the work of ECD teachers					
v.	There is no need for me to help my child in learning how to write because that is the work of ECD teachers					
vi.	There is no need for me to help my child in solving arithmetic problems because that is the work of ECD teachers					
vii.	There is no need for me to read/narrate stories to my child because that is the work of ECD teachers					

Section E: The influence of parental involvement on their children's ECD academic performance

Please tick (√) where appropriate or fill in the required information on the space provided.

1. Indicate your level of agreement by use of a tick (√) to the following statements. Use the following scale to show your opinion: SD- strongly disagree, D- disagree, U-uncertain A- agree, and SA- strongly agree

No.	Statement	SD	D	U	A	SA
i.	I am involved in financing various educational activities for my child at school					
ii.	I am actively involved in the decision making process for my child education					
iii.	I usually point out my academic aspirations/expectations for my child to both the teacher and my child					
iv.	I usually supervise my child's academic work at home					
v.	I am concerned when no homework is given to my child					
vi.	I make impromptu visits to the school for consultation					
vii.	I am concerned when my child is absent					
viii.	I pay various school levies on time					
ix.	I buy learning materials for my child					

APPENDIX III: QUESTIONNAIRE FOR THE TEACHERS

Kindly respond to all the items of this questionnaire

Section A: Demographic Data

Please tick (√) where appropriate or fill in the required information on the space provided.

1. Gender: Male [ ] Female [ ]
2. Age bracket:

   Below 30years [ ] 30 – 40 years [ ] 41 – 50 years [ ] Over 50 years [ ]
3. Highest academic level attained

   Post graduate [ ] under graduate [ ] Diploma [ ] Certificate [ ]
4. Working experience as ECD teacher?

   Below 5years [ ] 5 – 10 years [ ] 11 – 20 years [ ]Over 20 years [ ]

Section B: The influence of parental education background on academic performance of ECD children

Kindly tick (√) where appropriate or fill in the required information on the space provided

1. What was the mean grade of your ECD center in the last term's assessment?

   ……

2. Indicate how frequent parents do the following activities by use of a tick (√) to the following statements. Use the following scale to show your opinion: 1- Never, 2 – rarely,3 - sometimes, 4 –often and 5 – always

No.	Statement	1	2	3	4	5
i.	Parents usually assist their children in learning how to read					
ii.	Parents usually assist their children in how to solve arithmetic problems					
iii.	Parents usually assist their children in learning how to write					
iv.	Parents usually narrate/read stories to their children					
v.	Most children in my class joined this center at an appropriate time					
vi.	Parents usually consult me on how they can assist the children improve their performance					

Section C: The influence of parental occupation on academic performance of ECD children

Kindly tick (√) where appropriate or fill in the required information on the space provided.

1. Indicate your level of agreement by use of a tick (√) to the following statements. Use the following scale to show your opinion: SD- strongly disagree, D- disagree, U-uncertain A- agree, and SA- strongly agree

No.	Statement	SD	D	U	A	SA

i.	Parents' occupation determines whether they assist their children in learning how to read or not					
ii.	Parents' occupation determines whether they assist their children in solving arithmetic problems or not					
iii.	Parents' occupation determines whether they assist their children in learning how to write or not					
iv.	Parents' occupation determines whether they narrate/read stories to their children or not					
v.	Parental occupation determines whether they send their children to school at an appropriate time or not					
vi.	Parental occupation determines whether they consult their child's teacher on how they can assist the child improve its performance or not					
vii.	Parental occupation determines whether they buy for their children necessary learning materials or not					
viii.	Parental occupation determines whether they pay school levies for my children on time or not					
ix.	Parental occupation determines whether they take their children on trips which enhances their learning experience or not					

Section D: The influence of parental attitude towards education on the academic performance of ECD children

Kindly tick (√) where appropriate or fill in the required information on the space provided.

1. What is the general parental attitude towards education?

   [ ] Positive

   [ ] Negative

2. Indicate your level of agreement by use of a tick (√) to the following statements.

   Use the following scale to show your opinion: SD- strongly disagree, D- disagree, U-uncertain A- agree, and SA- strongly agree

No.	Statement	SD	D	U	A	SA
i.	Most parents feel that ECD education is not very important					
ii.	Most parents feel that there is little they can do to assist their children in their ECD education					
iii.	Most parents feel that children should just be allowed to join primary school without necessary going through ECD education					
iv.	Most parents feel that there is no need for them to help their children in learning how to read because that is the work of ECD teachers					
v.	Most parents feel that there is no need for them to help their children in learning how to write because that is the work of ECD teachers					
vi.	Most parents feel that there is no need for them to help their children in solving arithmetic problems because that is the work of ECD teachers					
vii.	Most parents feel that there is no need for them to read/narrate stories to their children because that is the work of ECD teachers					

Section E: The influence of parental involvement on their children's ECD academic performance

Please tick (√) where appropriate or fill in the required information on the space provided.

1. Indicate your level of agreement by use of a tick (√) to the following statements.

   Use the following scale to show your opinion: SD- strongly disagree, D- disagree, U-uncertain A- agree, and SA- strongly agree

No.	Statement	SD	D	U	A	SA
i.	Parents are involved in financing various educational activities for their children at this ECD center					
ii.	Parents are actively involved in the decision making process for their children education at this ECD center					
iii.	Parents usually point out their academic aspirations/expectations for their children to both the teacher and their children					
iv.	Parents usually supervise their children's academic work at home					
v.	Parents are concerned when no homework is given					
vi.	Parents make impromptu visits to the school for consultation					
vii.	Parents are concerned when pupils are absent					
viii.	Parents pay various school levies on time					
ix.	Parents buy learning materials for their children					

APPENDIX IV: INTRODUCTION LETTER FROM THE UNIVERSITY

AFRICA NAZARENE
UNIVERSITY

July, 5th 2018

Re: To whom it may concern

Stella Karimi Muthoni (13S01CMED002) is a bonafide student at Africa Nazarene University. She has finished her course work and has defended her thesis proposal **"Influence of Selected Parental Characteristics on Children Academic Performance in Selected Public Pre-Schools in Tigania West Sub-County, Meru 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.ke

APPENDIX V: RESEARCH PERMIT FROM NACOSTI

THIS IS TO CERTIFY THAT:
MS. STELLA KARIMI MUTHOMI
of AFRICA NAZARENE UNIVERSITY,
52-10406 Timau,has been permitted to
conduct research in *Meru County*

on the topic: *INFLUENCE OF SELECTED PARENTAL CHARACTERISTICS ON CHILDREN ACADEMIC PERFORMANCE IN SELECTED PUBLIC PRE-SCHOOLS IN TIGANIA WEST SUB-COUNTY, MERU COUNTY, KENYA*

for the period ending:
30th July,2019

Permit No : NACOSTI/P/18/20019/24011
Date Of Issue : 1st August,2018
Fee Recieved :Ksh 1000

Stella
.....
Applicant's Signature

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

APPENDIX VI: RESEARCH AUTHORIZATION FROM NACOSTI

NATIONAL COMMISSION FOR SCIENCE, TECHNOLOGY AND INNOVATION

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

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

Ref: No. **NACOSTI/P/18/20019/24011**

Date: **1st August, 2018**

Stella Karimi Muthomi
Africa Nazarene University
P.O. Box 53067-00200
NAIROBI.

RE: RESEARCH AUTHORIZATION

Following your application for authority to carry out research on ***"Influence of selected parental characteristics on children academic performance in selected public pre-schools in Tigania West Sub-County, Meru County, Kenya"*** I am pleased to inform you that you have been authorized to undertake research in **Meru County** for the period ending **30th July, 2019.**

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

The County Director of Education
Meru County.

APPENDIX VII: RESEARCH AUTHORIZATION FROM COUNTY COMMISSIONER

THE PRESIDENCY
MINISTRY OF INTERIOR AND COORDINATION OF NATIONAL GOVERNMENT

Telegrams:
Telephone:
Email: ccmeru@yahoo.com
Fax:

When replying please quote
Ref: *ED.12/3 VOL.III/24*

COUNTY COMMISSIONER
MERU COUNTY
P.O. BOX 703-60200
MERU.

Date: 9th August 2018

TO WHOM IT MAY CONCERN

RE: RESEARCH AUTHORIZATION

STELLA KARIMI MUTHOMI

This is to inform you that **Stella Karimi Muthomi** of **Africa Nazarene University** has reported to this office as directed by Commission for Science, Technology and Innovation and will be carrying out Research on "**Influence of selected parental characteristics on children academic performance in selected public pre-schools in Tigania West Sub County, Meru County, Kenya".**

Since authority has been granted by the said Commission, and the above named student has reported to this office, she can embark on her research project for the period ending **30th July, 2019**.

Kindly accord her any necessary assistance she may require.

COUNTY COMMISSIONER
MERU COUNTY
P. O. Box 703 -60200, MERU

W. K. Katonon
For: County Commissioner
MERU

APPENDIX VIII RESEARCH AUTHORIZATION FROM COUNTY DIRECTOR OF EDUCATION

REPUBLIC OF KENYA
MINISTRY OF EDUCATION
State Department of Early Learning and Basic Education

Telegrams: " ELIMU " Meru
EMAIL: cdemerucounty@gmail.com
When Replying please quote

County Director Of Education
Meru County
P.O. Box 61
MERU

Ref: MRU/C/EDU/11/1/197

9th August, 2018

TO WHOM IT MAY CONCERN

RE: RESEARCH AUTHORIZATON - STELLA KARIMI MUTHOMI

Reference is made to letter Ref: NACOSTI/P/18/20019/24011 dated 1st August, 2018.

Authority is hereby granted to **Stella Karimi Muthomi** to carry out research on **"Influence of selected parental characteristics on children academic performance in selected public pre schools in Tigania West Sub County, Meru County, Kenya"**, for the period ending **30th July, 2019.**

Kindly accord her the necessary assistance.

COUNTY DIRECTOR OF EDUCATION
MERU COUNTY
P. O. Box 61-60200
TEL: 064-32372 MERU

NKONGE J.E
For: COUNTY DIRECTOR OF EDUCATION
MERU

APPENDIX IX: TIGANIA WEST SUB-COUNTY MAP