PARENTAL FACTORS INFLUENCING INVOLVEMENT IN THEIR PRESCHOOL CHILDREN’S EDUCATION IN WESTLANDS DIVISION, NAIROBI WEST DISTRICT, NAIROBI COUNTY

BY
MUTUMA FRANCIS IKIARA
E55/OL/25620/2011

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APRIL, 2016
DECLARATION

I confirm that this research project is my original work and has not been presented in any other University/Institution for any award. The project has been complemented by referenced works duly acknowledged. Where text, data, graphics, pictures or tables, have been borrowed from other works including the internet, these are specifically accredited through referencing in accordance with anti-plagiarism regulations.

Signed: Mutuma Francis Ikiara
E55/OL/25620/2011

We confirm that the work reported in this project was carried out by the candidate under our supervision as University Supervisors.

Signed: Dr. Maureen Mweru
Senior Lecturer, Department of Early Childhood Studies
School of Education,
Kenyatta University

Signed: Dr. Juliet W. Mugo
Lecturer, Department of Early Childhood Studies
School of Education,
Kenyatta University
DEDICATION

This project report is dedicated to my parents, my wife Gechure and Children: Gitonga and Nkirote for your support and inspiration during my studies. Moreover, to the Almighty God for giving the strength and effort to complete this study.
ACKNOWLEDGEMENT

I would like to express my deep and sincere appreciation for all those who dedicated their time, effort and support during my study.

Special thanks go to my family for financial, material, emotional and moral support they accorded me in pursuit of this course.

I also want to thank my supervisors, Dr. Maureen Mweru and Dr. Juliet Mugo and other lecturers from the Early Childhood Department Studies, Kenyatta University in a special way for the encouragement, guidance, advice and inspiration whose contributions led to the success and accomplishment of this study.

Many individuals assisted me to accomplish this work in different capacities, but since it is not possible to mention each and every person who contributed to the success of this study, I thank you all and feel appreciated.
The project study sought to examine the parental characteristics which motivate them to choose to engage in the education of their children. Parents' involvement has a sound research base attesting to the many potential benefits it can offer in education. Research has shown that parents who are highly involved in the education of their children do better in schools and has a great influence on academic achievement as compared to those who are lowly involved which is associated with poor performance in the classroom. As a result, it would be necessary to understands why some parents are highly involved while others are lowly involved in the education of their children at pre-school level and the factors which motivate participation. It is in recognition of this that the study focused on parental involvement in the education of their children at pre-school level. Specifically, the study assessed the level of parental education, occupation and marital status on the one hand and the relationship between each of these and involvement in children's education at pre-school level. The study was guided by Rational Choice Theory. The study utilized descriptive research design to collect information from both the parents and teachers respondents without influencing them in any way. Specifically the study employed survey method where a sample size of 150 parents as well as 7 teachers selected from 7 pre-school centers responded to questionnaires and interview schedules respectively in the gathering of information about parental involvement in pre-schools. Content validity was ensured by constructing the instruments carefully based on the research objectives and the split half reliability test at 0.7 co-efficient was used to ensure that the research instruments yielded accurate results. Descriptive statistics were used to analyze data and the results are presented using tables, graphs and percentages. The findings are discussed as per the objectives, analyzed based on the collected data and conclusion made based on the findings of the study. The findings revealed that most of the parents in Westlands District were poor (50%) thus their income levels could not sustain the cost of financing pre-school education which requires heavy investments in terms of infrastructure, emoluments for teachers and support staff. This led to low levels of involvement by the parents in the learning activities of their pre-school children. The researcher's main recommendation is that the government should take the initiative to come up with policies to guide the provision of adequate funds to meet all expenses of running pre-school education which in turn will relieve most parents the burden of school fees payment and other costs related to education thus motivating them to get more involved in the education of their children at the pre-school level.
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### ABBREVIATIONS AND ACRONYMS

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<th>Description</th>
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<tbody>
<tr>
<td>ECE</td>
<td>Early Childhood Education</td>
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<tr>
<td>ECD</td>
<td>Early Childhood Development</td>
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<td>ECDE</td>
<td>Early Childhood Development and Education</td>
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<td>GoK</td>
<td>Government of Kenya</td>
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<td>MoE</td>
<td>Ministry of Education</td>
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<td>PTA</td>
<td>Parent Teachers Association</td>
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<td>SASA</td>
<td>South African Schools Act</td>
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<td>SMC</td>
<td>School Management Committee</td>
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<td>UK</td>
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CHAPTER ONE
INTRODUCTION AND CONTENT OF THE STUDY

1.0 Introduction

In this chapter the following has been presented: background to the study, statement of the problem, purpose of the study, objectives of the study, research questions, and significance of the study, limitation and delimitation of the study, theoretical and conceptual frameworks and operational definition of terms.

1.1 Background to the Study

The significance of parental involvement as an accelerating and motivating factor in children’s education is a worldwide-accepted fact and continues to be the most influential factor in learners’ performance and achievement. Research has shown that improving partnership between schools and homes has a positive impact on the educational achievement of young children at all stages in their education. In a report carried out in American schools, it showed that students whose parents are closely involved in their school lives and monitor their progress perform best in schools (National Centre for Education Statistics, 1985).

Traditionally, parental involvement has been conceptualized to entail activities that parents do at home to support children’s learning (Gonzalez, Nunez, Alvarez, Roces & Garcia, 1995). However, a more comprehensive conception of parental involvement is provided by Epstein (1995), which encompasses both home and school based activities. On the home front, involvement includes guiding the child do homework and other
curriculum-related activities. School-based involvement includes talking regularly with teachers about children’s progress, volunteering at school and participating in relevant school decision making activities.

Although Fan and Chen (1999) and Stewart (2008), report a non significant association between parental involvements to learners’ performance pointing to the fact that there exist mixed results on this relationship, most scholars insist that parental involvement is key in enhancing learner’s academic achievement. Using teacher reports of parent’s involvement, Hill and Taylor (2004) reported higher academic achievements from children whose parents were highly rated in involvement. This finding held across all family income levels and backgrounds.

Other researches (Henderson & Berla, 1994; Jeynes, 2005; Miedel & Reynolds, 1999; Miedel & Reynolds, 2000) similarly concur with these sentiments. The detailed findings of Miedel & Reynolds (1999) that compared results of children’s achievement between first and eighth grades based on how much their parents had been involved reveal that those whose parents took part in a greater number of activities did consistently better in school. They ‘tended to earn higher scores on reading tests, spend less time in special education, and pass from one grade to the next. These findings similarly held across all family backgrounds. While contributing to the same subject of parental involvement, Marcon (1999) came up with two broad typologies of involvement. These are active (volunteering and visiting the classroom) or passive (getting information from the teacher at conferences or home visits).
Shumow and Miller (2001) in their examination on whether home or school based involvement has any influence on the academic achievements of children, reported that participation at home had the greatest effect on student achievement. Compared with volunteering and attending school activities, parents’ talking about school with their children and helping them plan their school programs were more highly related to higher grades. Although there are mixed opinions and results on the relationship between parental participation and academic achievements, most authors and studies (Greenleaf, 2000; Henderson & Berla, 1994; Jeynes, 2005; Marcon, 1999; Shumow & Miller, 2001) have reported that parental participation is positively related to the children’s academic achievements.

Some governments around the world have acknowledged that parents’ participation in their children’s education does not occur automatically and have consequently made special provision to encourage such involvement. The US government has thus made special pronouncements of such involvement in their key educational policies. For instance, The US’s No Child Left Behind directs that parents be informed on how they can be engaged in school improvement efforts, and be provided with report cards on schools in their district, to help guide their participation (Gold, Simon, & Brown, 2002). Similarly in England, the Government’s efforts for ensuring parental participation were developed in the 1997 White Paper, ‘Excellence in Schools’ (OFSTED, 2001). The strategy described includes providing parents with information, giving parents a voice and encouraging parental partnerships with schools.
In Africa, governments have also been involved in promoting parental partnership with schools. In South Africa, the Schools Act of 1996 (SASA) provides formal power in education to parents as well as communities making parents to be meaningful partners in school governance. A study by Singh & Mbokodi (2004) focusing on parental involvement in South Africa also concurs that parents’ role is crucial in the enhancement of learners success with results showing that parents who played little role in their children’s home study programs contributed to the poor performance in the classroom.

At the local level, the Kenyan Government has been involved in providing education in partnership with other stakeholders such as parents, churches, local communities, and Non-Governmental Organizations. In Kenya, parental involvement has been promoted by the government as a suitable means of improving education (GOK, 2006). The Education Act, Cap.211 part III, 9(2), Legal Notice 190/1978 provides for parents to be involved and represented on School Management Committees (SMC) where they play various roles in their children’s learning especially in the construction of facilities and ensuring that sound education programs take place in schools (Kimu, 2012). Similarly parents and teachers partnership in the management of Kenyan schools is practiced at all tiers of education as shown by Koech (2010). However, most of the research on partnership is mostly focused on academic performance and directed to higher levels of learning while little is known at the pre-school level which is concerned with building the learners’ foundation for early years. It is for this reason that this project study sought to examine the parental factors that influence their participation in the education of their children.
In Westlands Division, there exist populations of parents with different socio-economic factors which may influence how parents participate in the education of their pre-school children. Within the division, parents have always participated in the education of their children but the degree of their involvement varies. What is not clear, and which the project study focused on were the parental factors that influence their participation in the education of children at pre-school level. At this level of learning, parents and guardians must work hand in hand with the teacher for effective education of their children. This therefore demanded a greater partnership of both the parents and teachers in the education of children at pre-school level.

1.2 Statement of the Problem

While parents’ involvement in the education of their children at pre-school level has been found to be very critical in promoting in the child a favorable attitude toward education, some parents have never considered their participation in the their children’s learning a primary duty (Baker, Kessler, Piotrkowski, & Parker, 2009; Noel, Stark, Redford, & Zukerberg, 2013). It has further been noted that even parents who understand the value of their participation in their children’s education have never had a consistent involvement given that some of them are highly involved while others are lowly involved (Miedel & Reynolds, 1999). Yet higher parents’ participation has been found to have a significant association with higher learning outcomes (Hill & Taylor, 2004).

Parental involvement in Kenya public schools dates back to pre-independence. However, a study by Wambiri, (2006) showed that parents and caregivers were not aware of their
roles in stimulating young children and believed that teachers were solely responsible for children’s academic development. At pre-school level of education, parents and teachers must work hand in hand for effective learning of children as it would help in laying a firm foundation for other levels of education. As a result, this study was undertaken to understand among other reasons why some parents would choose to be highly involved while others chose not to be involved in the education of their children especially at pre-school level. Therefore, the project study was carried out to examine the factors that motivate parents to participate actively in their children’s education and those that hinder participation. Although researches have been done in Kenya on parents and schools partnerships they have been directed mostly to other higher levels of learning focusing on academic performance and measurements while at pre-school level little has been done.

However, this study will be directed on parents and school engagement specifically at the pre-school level. At the same time, the few studies that had been done were in specific communities where they were carried out and it was not known whether these findings could be generalized to the parents specifically in Westlands Division, Nairobi West District of Nairobi City County which is a cosmopolitan society. Westlands Division is an area with different family households with varying degree of socioeconomic factors which may influence the level of involvement in the education of their pre-school children. As a result many parents were engaged in economic activities of earning a living which affected their level of involvement in the education of their pre-school children. This study was necessary in order to find out the factors which hindered parental involvement in the education of their pre-school children. These gaps formed
the basis for investigations for the project study to come up with appropriate recommendations which would enhance parents and teachers interaction in the education of their pre-school children in Westlands division, Nairobi County, Kenya.

1.2.1 Purpose of the Study

The purpose of this study was to investigate parental factors that influence their involvement in the education of their pre-school children in Westlands Division, Nairobi West District in order to help in laying in children a firm foundation in early years which would improve children’s retention and performance in schools.

1.2.2 The Objectives of the Study

The objectives of the study were to:

i. Examine the relationship between parental income/occupation and their involvement in children’s pre-school education in Westlands Division, Nairobi West District in Nairobi City County.

ii. Find out whether parents’ level of education influences involvement in the pre-school education of their pre-school children in Westlands Division, Nairobi West District in Nairobi City County.

iii. Assess the relationship between parental marital status and involvement in the pre-school education of their children in Westlands Division, Nairobi West District in Nairobi City County.
1.2.3 Research Questions

The research questions of the study were:

i. How does parental income/occupation influence their involvement in the pre-
school education of their children in Westlands Division, Nairobi West District in
Nairobi County?

ii. To what extent does parents’ level of education influence their involvement in the
pre-school education of their children in Westlands Division, Nairobi West
District, Nairobi County?

iii. How does parental marital status influence their involvement in the pre-school
education of their children in Westlands Division, Nairobi West District, Nairobi
City County?

1.3 Significance of the Study

First, the findings of the study may be useful to the government in enhancing education
policies and legislation that calls for increased parental involvement in schools in order to
facilitate school improvement. Second, the findings may be used by educators to
recommend relevant approaches on parental involvement which when implemented
would improve parents-teachers partnerships in schools. Third, the findings may help
schools develop a practical policy on parental involvement specifying the roles they
wished the parents to play and stating how teachers would support the involvements of
the parents in order to enhance success in children’s learning. Fourth, the parents would
get to understand their roles and the extent of involvement in their children’s education in
addition to the benefits associated with such involvements.
1.4 Limitations and Delimitations of the Study

This section has presented the limitations and the delimitations of the study.

1.4.1 Limitations

The study was affected by a number of limitations. Firstly, most of the residents within the study area were in formal or informal employment and therefore, were not available for the study. The unavailability of parents who were mostly employed inconvenienced the process of data collection. However, the researcher planned to make prior arrangement with the respective teachers and identify parents who were available to facilitate successful filling of the questionnaires.

Secondly, the study was also constrained by time factor. The duration for data collection took a longer period than anticipated due to work schedules of parents and teacher respondents. To counter this, the researcher took precaution and ensured that parents were purposively selected and the distribution of questionnaires and conducting face to face interviews ran concurrently to minimize time wastage so that the study time was not interrupted and ran smoothly as planned.

1.4.2 Delimitations

Geographically, the proposed study restricted itself to Westlands Division, Nairobi West District of Nairobi County. Parents and guardians of pre-school children were the primary respondents.
Records of public pre-school centers and their teachers was also part of the study subjects. The study confined itself to parental factors in the areas of income/occupation, level of education and marital status.

1.5 Assumptions of the Study

The study assumed that parents in Westlands Division had varied involvement in the education of their pre-school children. It also assumed that parental factors affected involvement in the education of their pre-school children.

1.6 Theoretical and Conceptual Framework

In this section, theoretical and conceptual framework has been presented:

1.6.1 Theoretical Framework

Rational Choice Theory (RCT) by Coleman (1990) was used to guide the study. This theory states that the choices made by buyers and sellers are the choices that help them achieve their objectives (Coleman, 1990). Rational Choice theory is an approach used by social scientists to understand human behavior. The approach has long been the dominant paradigm in economics, but in recent decades it has become more widely used in other disciplines such as educational studies. The basic idea behind rational choice theory is that people do their best under prevailing circumstances (Coleman, 1993). In Education, Rational Choice Theory is based on the fundamental tenets, which hold that people freely choose their behavior and are motivated by pursuit of success and the avoidance of pain or loss. The theory states that individuals evaluate their choice of actions in accordance with each option's ability to produce advantage, pleasure and happiness. RCT was used to
explain why parents or guardians chose to get involved in certain aspects of a child’s education and not others. The theory has been applied in this context to show how parents make decisions regarding involvement in school activities of their children. In this study RCT has been adopted to demonstrate certain aspects of involvement which forms the basis of the research project and the motivation behind these choices that parents make. The aspects of parental involvement which influence interaction with schools may be identified through parent’s income, level of education and family structure.

Rational choice is premised on a utilitarian belief that actions are based on a conscious evaluation of the utility of acting in a certain way. This perspective involvement in a child’s education is a personal choice, which results from individual parent’s decision-making processes. In this regard, the parents have the sole discretion of deciding the activities of their children to engage in at the school which is relevant to this study. The choices the parents make regarding involvement will be determined by indicators which show how they attend school meetings, their communication with teachers, how they help schools financially and their level of participation in schools policy making aspects. This means that parents are responsible for their decisions in involvement in the education of their children both at pre-school and other levels of schooling. In terms of involvement, Rational Choice Theory posits that parents weigh the potential benefits and consequences associated with such involvement and then make a rational choice on the basis of this evaluation. Therefore, before fully getting involved in the education of their children, the reasoning parent weighs the severity of the expected penalty of non-involvement and the value to be gained by involvement. If parents perceive the penalty to be too low or the
payoff to be too small, they will choose not to fully get involved in the education of their children. On the other hand involvement would be high where the penalty for non-involvement and rewards for such involvement are perceived to be too high.

In this study, parents have several ways of getting involved in the education of their children in pre-school. Parents are involved in the education of their children if they attend school meetings, when they communicate with teachers about the welfare of their children, when they participate in the school fundraising or support schools financially by paying school levies and finally when they help or check their children's homework. These ways/strategies may serve as the alternatives, but depending on the benefits and consequences of such involvement, the parents would choose to participate or not.
1.6.2 Conceptual Framework

The relationship between the independent variable (parental factors) and the dependent variable (parental involvement) is presented in figure 1.1.

![Diagram](image)

**Fig. 1: The Relationship between Parental Factors and their Involvement in Pre-school Children's Education**

**Key:**
- **Independent variables**
- **Dependent variables**

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Figure 1.1 shown above represents a conceptual model which describes the relationship between the independent variable and the dependent variable. The figure provides a useful background for understanding parental factors that influence how parents make choices regarding involvement in the education of their children. The independent variables are the parental factors which include: Parents' income, parents' level of education and parents' marital status. The dependent variables are ways which show how parents get involved with their pre-school children's education and they include: Attending school meetings, communicating with teachers, participating in school fundraising and taking part in schools policy making which ultimately impact on the educational performance of their children.
1.7 Operational Definition of Terms

**Early Childhood Education**: Refers to education and care for young children from ages three to five years.

**Parent**: Refers to a person who is a father or mother and a main player in the education sector who provides resources for their children at the pre-school level.

**Level of Education**: Refers to the highest level of schooling that a person has reached.

**Marital status**: A person’s situation with regard to whether one is single or married.

**Parental Factors**: Refers to features of parents that have been identified as explanatory variables such as income, level of education and marital status.

**Parental Involvement**: It is the active and willing participation of parents in a wide range of school and home based activities which should be educational in nature.

**Sources of Income**: Refers to what an individual earns from sources such as formal employment, casual employment, business or being unemployed.
CHAPTER TWO

LITERATURE REVIEW

2.1 Introduction

This chapter of the project study has presented a review of literature on how parental factors influence involvement in their children’s education from global, African and local perspectives. The last section of this chapter covers the summary of literature reviewed.

2.2 Parental Factors Influencing Involvement in their Pre-school Children’s Education

Parent participation in learning centers is an issue which has received global attention. Many studies cited by Greenwood and Hickman (1991) in the State of Florida based on early years have shown that parents’ engagement in the education of school children has a direct impact on the children’s academic performance, attendance, aspirations and general status of well being. In addition, a study by (Langdon & Vesper, 2000), concurs that parents’ participation is critical and a top consideration to improving public schools. Langdon and Vesper (2000) reported that lack of parents’ participation is the main obstacle to improving public schools and an important factor contributing to school success (Rose, Gallup & Elam, 1997). Parental involvement in the education of their children has been of varying degree. For instance a study by Dornbusch and Ritter (2008) carried out in North America reported that majority of the parents reported minimal engagement with teachers. However, a study by Flett and Conderman (2001) conducted in Southern California District found that parents’ participation in their children’s learning was very high. These contrasting results on the level of parents’ participation in
their children's learning create gaps which call for the need to understand parental attributes that influence their engagement in their children's education. The study was limited to examination of parental attributes with regard to their income, level of education and marital status. However, before reviewing the three key factors in the study, internal attributes of parents specifically gender and age were explored. Mugo (2009) in her study notes that these internal attributes may influence one's practices, thinking and feelings. The study thus sought to know parents gender and age, before embarking on the major external attributes of the study namely income, level of education and marital status.

2.2.1 Parental Income and Involvement in the Pre-school Education of their Children.

While both parents and educators concede that parental participation in their children's learning is crucial, such involvement is largely affected by the occupation of the parents (Baker et al 2009). The author observes that scheduling conflicts often arise when parents plan for their engagement in their children's education. Eccles and Harold (1993) have also pointed out that the conflicts between work and time demands for the parents remain one of the greatest barriers to parents' concern for their children's learning. Accounts of institution heads also reveal that most parents do not attend school meetings; with tight work schedules being cited by parents as the reason behind their failure to attend school meetings (Kirschenbaum, 2000). Moreover, a study by Greenleaf (2000) stated that requiring busy parents to participate in activities for their school children have no effects.
A study by Pena (2000) focusing on how caregivers in town centers participated in their learning concluded that participation was driven by many factors among them their occupation. The study thus recommended that school administration and parents need to schedule their activities in ways that permit parents to gain maximum participation in school activities so as to have a direct influence on children’s learning. Some studies which have focused on the connection between the income of the parents and engagement in children’s education either in school or at home have found that families of different income and social class levels participate at home but those with higher income are more concerned with school activities (Shumow & Miller, 20001).

A study by Reed, Jones, Walter & Hoover-Dempsey (2000) reported that parents with higher income levels are highly involved in their children’s education as compared to those with low income levels. Yet a different study by Stewart (2008) reported that parents with lesser incomes participated more in the education of their children at school. While examining why parents from economically distressed backgrounds were more engaged in their children’s learning, Mapp (2002) reported that caregivers desire to have their children secure a better future through education is what motivates them more to participate in their children’s learning.

In Africa, a research study by Ahmad (2013) in Nigeria concluded that occupation of parents determine to a considerable extent the level of resources which parents will be able to invest in their children’s education. The study concluded that students who usually attain high academic achievement often come from families with high
occupational status as children were provided with learning aid facilities which served as additional means of helping them develop their academic skills when they were being provided at home. However, parents of low occupation status and low income level tended to lay little emphasis on availing resources in the homes for children’s education as well as other organized learning activities (Ahmad, 2013).

In Kenya, Ng’eno (2012) in Nakuru County concluded that economic hardships are caused by low socio-economic status of parents in terms of parental income which indicate the quality of home life. The study stated that families with high income levels often succeed in preparing children for schooling because they have access to wider range of resources to promote children’s mental and physical development as compared to poverty stricken families who hopelessly struggle to make their ends meet in life than children’s schooling. Parents with low income lack financial, social and educational support and find themselves struggling to accrue financial resources and often lack time for their children’s school activities. This was also confirmed by Kangara (2010), in Githunguri Division of Kiambu district who found that low parental participation at pre-school level could be attributed to most parents (68%) being low income earners and therefore could not afford to pay extra for their pre-schools children’s upkeep in schools.

Studies which have been discussed in this section have presented mixed results on how income levels have an impact on parents’ participation in their children’s learning. Reed, Jones, Water and Hoover-Dempsey (2001) have shown that parents with higher income are found to have higher participation rate on their children learning compared to those
from lower income while Stewart (2008) found that parents with lower income were more involved. These were conflicting findings and they therefore presented a gap which the current study sought to fill. Westlands area of Nairobi West District has different families with varying sources of income. There exist families with higher income levels as well as those with low income levels all which have varying degrees of parental engagements with children’s school activities both at home and at school. There are parents with higher income levels who are highly concerned with the education of their children at the pre-school level. Likewise, there exist families with higher income and yet their level of involvement with the school activities of their children at the pre-school level is dismally low. It is important to understand the fact behind this disparity. This is a gap which called for further investigation to find out why parents would choose whether or not to be involved in the education of their children despite the fact that they have the resources to provide for their children’s upkeep and needs at school.

At the same time, there exist families with low income who have displayed both positive and negative engagements with regard to involvement in school activities of their children both at home and at school level. These disparities provided the gaps which called for further investigations in order to understand the issues pertaining to parental involvement in schools and their effect on education in general. The current study was undertaken to fill these gaps and came up with appropriate recommendations on parental involvement in education of children at pre-school level.
2.2.2 Parental Education Level and Involvement in Pre-school Education of their Children

The relationship between parental level of education and their involvement in their children's pre-school education was one of the issues that this study examined. Caplan (2000) argues that parents are always strong supporters of education. They help their children in studies by checking homework, discussing with them school activities and stressing the necessity of performing well in school. Kohl, Lengua & McMahon, (2000) in a study carried out in America, reported that parental level of education was conversely connected to the contact between the parent and the teacher. The more a parent is educated, the greater was their participation in their children’s learning. The authors argued that lack of extended personal educational experience make some parents lack appropriate knowledge or the core concept of ‘parents as co-teachers’. It was argued that parent’s perception of their role as a co-educator and their extent of ease in exchanging information with teachers might be a reflection of their own knowledge and skills they gained in schooling. A poor or limited personal education might therefore leave the parent lacking in ideas and ability to effectively support their own child.

In discussing with the parents about helping their school children with homework, Bouakaz & Persson, (2007) pointed out that parents often tend to speak about their lack of knowledge of the subject matter or the language and thereby emphasizing the impossibility of helping their children. According to Bouakaz & Persson (2007), parents singled in particular the changes that have occurred in the teaching methods especially in
reading and mathematics. The parents saw these methods as complicating the task for them in helping their children with homework.

Sheldon (2002) and Davies (1997) have argued that lower parental level of education robs them of the necessary self-esteem to be engaged in their children’s education especially the school based activities. Sheldon (2002) argues the shame of lacking a corresponding level of education with that of the teacher discourages parents from visiting schools to discuss educational matters with educators. The low level of education may also be a contributing factor in doubting whether or not they have obtained the necessary skills to positively have an impact on the education of their children.

A study by Gina, David & Isaac (2012) in Ghana that compared the educational level of the parents and engagement in the learning of their children revealed that parents are more engaged when their own level of education is beyond that of their children’s present level of education. The study reported that parents who have education exceeding that of their children are more involved at home than those parents whose education is at the same level to or below that of their children. The same study reported that parents with a university education talk to their children on school matters quite often as compared to those with a lower level of education or those without formal education. The study also reported that parents who have university level of education attend school meetings and supervised their children’s homework more than those with a lower education or with no formal schooling.
In Kenya, a research study by Ng’eno (2012) stated that parent’s educational value has direct impact on their children’s educational aspirations as children’s schooling is positively related to their parents because they tend to imitate their parents and also aspire to be highly educated as their parents. The study found that education level of the parents have positive and significant effect on the enrolment of preschool children as parents’ education level affect involvement, support and what they expect of their children. The same study concur that parental level of education leads to good income which can empower parents to give children solid foundation for schooling and life success. A lower education level is associated with higher prevalence of indicators of unhealthy lifestyle.

However, the same study found out that in some cases parents who had low education level had high involvement levels and had high children enrolment in schools. Also in concurrence was a study by Koech (2009) in Uasin Gishu District which found that parent’s education affects parental participation in parent-teacher partnerships confirming that parent’s lack of education affect their willingness to participate in family-school partnerships as their low education level makes them feel inept in their contributions to parent-teacher partnerships while those who are educated value their children’s education at pre-school. In supporting these findings, was a study by Kangara (2010) in Githunguri Division Kiambu district, found that parents who were educated up to secondary level (56%) participated in ECD activities of their children compared to (15%) who were not educated and (29%) who had only attained primary education. The study concluded that parental participation in children’s education was influenced by formal education of the parents which helped them to participate.
In Westlands area, there exist parents who have varying degree of educational levels. There are those who have attained the highest level of academic excellence and others with moderate and low levels of education which have contributed to different levels of parental involvement in the education of their children. Parents with higher level of education tended to be more engaged in the education of their children compared to those with lower education. At the same time, there exist cases of parents with higher education who tend to be less engaged with the learning activities of their pre-school children. This is a gap which requires further investigation to establish the correct position.

Similarly, there are parents with low education levels who tended to display higher and low involvements in the education activities of their children at the pre-school level. These are clear gaps which call for further investigation in order to understand what influences the choices parents make regarding their involvement in the school activities of their children.

2.2.3 Parental Marital Status and their Involvement in the Pre-school Education of their Children

It is by marriage that membership is increased through childbearing. It is assumed generally that marriage comes with added responsibilities to an individual as a wife/husband, mother/father and in-laws since one has to provide basic needs to his/her family and maintain the extended relationship. Those who take care of their families are accorded respect and status in society. The significance of the institution of marriage is what informed the proposed study to examine it in the context of parents' participation in
their children’s education. Numerous studies have reported that children who have been brought up by both natural parents have less social and other developmental problems and better emotionally stable as compared to those growing up in single-parent households (Amato, 2005). The report suggests that this may be attributed to the ability of parents sharing parenting tasks resulting in less stress and more effective than single-parents. Silverman and Auerback, (1999) have argued that what is important is that there are two caring adults who co-parent, regardless of whether they are the natural parents. A study conducted in the United States by Kohl et al. (2000) stated that the status of being a single parent was negatively related to parental participation in school, the teacher’s view of the parent and the degree of the parent-teacher interaction. The study concluded that unmarried parents seem to focus their energies in the home and not in school.

In Africa, Gina et al. (2012) in Ghana reported that married spouses are more likely to be engaged in the learning of their children than those who are not married. The study reported that married couples checked whether their children have done their homework more frequently than single parents. Likewise, more than half of the sampled married parents were found to have assisted their children with homework directly as compared to a smaller number of unmarried individuals who assisted their children with homework. This was likely due to married parents being able to share the burden of engaging with their child (Gina et al., 2012). Scholars are, however, not unanimous that married parents are always involved in the education of their children. Donkor (2010) in Ghana among the Weija community for instance, cautions that this relationship is complex and depends on whether they are the child’s natural parents and whether the child belongs to an
extended family. Non-biological and polygamous parents may have divided attention and be less likely to be involved in the child’s schooling. Another study by Guolang (2010) in Namibia maintains that higher income and two parent family households are not necessarily more engaged with their children’s learning than low-income households headed by a single parent. This was an issue which required further research in order to establish the correct position. These were gaps which the current study sought to fill.

At the local level Ng’eno (2012) in Nakuru district established that single parent families had low participation and enrolment of children at preschool as compared to nuclear households which was high. This was attributed to the issue of single parents having less income, struggling to manage activities in different areas and lack of support making them less involved with their children than a two household parents who may combine income to increase pre-school participation that increases enrolment. Kangara (2010) in Githinguri district also concurred that married parents (67%) participated in pre-school programmes as compared to (43%) that were single. The high involvement by married parents was attributed to both parents combining effort and input which led to their ability to be engaged in the school activities of their children.

Westlands Division is an area with families of different structure. There were families which comprised married and unmarried persons. Parents within the area have displayed different correlations regarding their involvement in their children’s education activities owing to their marital status. Parents have an important role to play in the education of their children because at home is where children spend most of their time. Parents who
are married tended to be more involved in the education of their children as compared to a one parent household. At the same time, there were unmarried parents who were highly engaged in the education of their children's education at the pre-school level. This is a gap which calls for further investigation in order to find out how marital status influences the choices that parents make with regard to helping their children in their school learning activities.

In summary, studies discussed in this section concerning marital status have presented mixed results. A study by Silverman and Auerback (1999) argued that what is important is the presence of two caring adults who co-parent regardless of whether they are natural parents. Others have argued that married parents have higher participation rate compared with those not married. However, it is not clear whether these results can be generalized to the different households in Westlands Division because no such studies have been carried out on the influence of marital status on the education of pre-school children in the division. The area has different family households comprising single parents and nuclear families who are both highly involved and lowly involved in the education of their pre-school children thus making it ideal for further research in order to fill the gaps arising from the conflicting results.

2.3 The Genesis of Parental Involvement in Pre-school Education in Kenya

In recent times, Kenya has experienced a steady growth and expansion of pre-primary education. After Kenya attained independence, the development of industries attracted more people from rural areas to urban centers. As a result, more people started to work
which made pre-school education necessary as the parents left their children under the care of the teachers. Before 1980, pre-school education was exclusively the responsibility of local communities and non-governmental organizations such as churches, voluntary organizations, local authorities and individual investors (Moncrieff, 1993).

Local communities however, have always been involved in building and ownership of ECDE centers and do the greatest service providers comprising 70% of the total number of centers (Republic of Kenya, 1998). The communities which include families have continued to make significant contribution and are responsible for construction, furnishing providing learning resources and paying fees to run the schools in addition to selecting School Management Committees who plays an important role of managing the centers. In recognizing the important roles played by the local communities involved in running pre-primary education, the government of Kenya developed and committed to implementation of policies that helped to enhance parents’ participation in running as well as management of ECDE centers that emphasized the importance of quality ECD service provision (Moncrieff, 1993).

The proposed study wished to observe that unlike other stages of learning, where teachers played a greater proportion of the instructional role, the same cannot be said of pre-school learning. At this stage of learning, parents and guardians must work hand in hand with the teacher for effective education of the child at pre-school level. This therefore demands a greater involvement of both the parent and the teacher in the learning of children at ECDE level.
2.4 Summary of Reviewed Literature

Studies on parental income and its influence on involvement in their children's education have shown that families of different income and social class levels participate in the education of their children but at varying degrees. Some have shown that parents with higher income levels are highly involved compared to those with low income levels. Yet other studies have reported that parents lesser incomes participate more in their children learning. These are gaps which need further research to ascertain the correct position in respect to parental income levels.

The studies which have been discussed have reported that parents are more engaged in the education of their children when the level of their education is beyond that of their children's present level of education. However, some studies found out that in a few cases parents who had low education level had high involvement levels and high children enrolment in pre-schools. This called for further research in order to find out the correct position as pertains to pre-school education level and involvement in education.

On marital status, studies which have been discussed have reported that married spouses are more likely to be engaged in their children's learning as compared to those who are not married. Moreover, other studies have maintained that higher income and two parent family households are not necessarily more engaged with their children’s learning than low-income households headed by a single parent.
Additionally, most studies have examined parental participation in their children’s education generally and at all levels of education particularly concentrated at higher levels of learning above pre-school education and mainly focusing on academic achievements as opposed to laying a firm foundation at early years. The studies discussed have, however, reported different results with both positive and negative correlations between parental factors on the one hand and involvement on the other hand thus creating gaps which the current study sought to fill.
CHAPTER THREE
RESEARCH DESIGN AND METHODOLOGY

3.1 Introduction
This section discusses the research design that was used, the population was considered, the study locale, variables, sample size, how the respondents were selected, and the instruments that were used to collect data, piloting and how the data was collected as well as analyzed. Lastly, the section was concluded by an explanation of logistical and ethical considerations.

3.2 Research Design
The study utilized descriptive survey design. The purpose of this design was to help collect information about the characteristics of the parents and teachers respondents under investigation without influencing them in any way. Descriptive survey design was relevant for this study because the researcher intended to collect information on parent’s behavior regarding their involvement in children’s education at home and at school. Information from the teachers was collected through interviews while that from the parents was collected by administering a questionnaire to a sample of individuals selected from the whole population. According to Gay (1991), descriptive research is a process of collecting data in order to test hypothesis or answer questions concerning the current status of subjects in the study. Therefore, this method was preferred for this study because subjects responded to a series of statements in a questionnaire or interview in order to establish parental factors which influenced involvement in the education of their
children at pre-school level such as parents’ income, education level and marital status after which the researcher described the responses given.

3.2.1 Variables

- **Independent variables**
  The independent variables were the parental factors that influenced involvement in the education of their pre-school children such as parental income/occupation, level of education and marital status.

- **Dependent variables**
  The dependent variable was parental involvement in the education of children at preschool level such as attending school meetings, checking children’s work/assisting with homework, communicating with teachers, participating in school fundraising as well as policy making.

- **Measurement of Variables**
  A 5-point scale (Very high = 4 points, High = 3 points, Low = 2 points, Very low=1 point and 0 point for none involvement) was used to determine how parents were involved in the education of their children at pre-school level.

  **i) Attending school meetings:**
  This would be determined by the attendance and number of meetings set by the school in a year.

  A parent who attended 100% of the meetings got a score of 4, 75% attendance got a score of 3, 50% attendance got a score of 2, 25% attendance got a score of 1, and a score of 0 for none attendance.
ii) Communicating with teachers

This was determined by the frequency with which parents were in contact with teachers in a school term concerning their children on school matters. 4 points would be assigned if a parent makes contacts 4 times, 3 points was assigned to a parent who made 3 contacts, 2 points assigned to a parent who made 2 contacts, 1 point assigned to a parent who made 1 contact and no point when there was no contact.

iii) Helping children with homework

This was determined by how many times the parents assisted their child with homework and signed the diary booklet to indicate compliance. Assisting with homework 4 times a week would be assigned 4 points, 3 times would be assigned 3 points, 2 times would be assigned 2 points and 1 point for assisting once and no point for none assistance.

iv) Participating in school fundraising activities

This was determined by a parent taking part in 4 fundraising activities which helped the school to raise funds within a year. 100% would be assigned to parents who took part in all fundraising activities, 75% for three quarter of activities, 50% would be assigned to parents who participated in half of activities, 25% for quarter of activities and no point for not participating.

3.2.2 Location of the study

The study was carried out in selected public pre-school centers in Westlands Division of Nairobi County. Westlands Division was considered for study due to its large population of parents who had children enrolled in pre-school centers within the division. In Westlands Division, there exist families of different socio-economic status who have
differences in their income, education level and marital status which were the main focus for this study and thus would assist the researcher achieve the objectives of the study.

3.3 Target Population

The total number of all public pre-school centers in Westlands Division was 25. The total number of parents who had children enrolled in the public pre-school centers within the division was 750 while the number of pre-school teachers in the centers was 50. Therefore, the target population for the study thus consisted of 25 public pre-schools, 50 pre-school teachers and 750 parents.

3.4 Sampling Techniques and Sample Size

This section discusses the sampling techniques and the sample size of the study.

3.4.1 Sampling Techniques

For the purpose of this study multi-stage sampling technique that involved sampling at different stages was used to select the study sample as explained below.

Stage 1 - County: Nairobi County had been selected purposively from all the 47 counties in Kenya due to its large population of pre-schools within a small physical area.

Stage 2 - District: Nairobi West District was randomly selected from the three districts of Nairobi County namely: Nairobi East, Nairobi West and Nairobi North. Westlands Division is within Nairobi West District and was selected purposively due to its large population of families with varied factors necessary for this study which include family households comprising single and nuclear families with different economic status and varying educational levels.
Stage 3 - Public Pre-schools: From the 25 pre-schools in Westlands Division, 7 (30%) of them were randomly selected. The pre-schools were to be selected using simple random sampling from the list of pre-schools obtained from Westlands Division Education Office. Purposive sampling was to be used to select the participating parents with the help of the teachers.

Stage 4 – Pre-school Teachers: From the 50 pre-school teachers teaching in public pre-schools in Westlands District, 7 (14%) or one teacher per pre-school was randomly selected.

Stage 5 – Parents: There were approximately 750 parents of pre-school children in Westlands Division of which 150 (20%) were selected from the 7 pre-schools using purposive sampling by ensuring that only parents who were resident in the division were selected. This was to ensure that parents’ respondents were available for the purpose of this study. If the 150 parents were distributed amongst the 7 pre-schools, this translated to about 22 parents per pre-school.

3.4.2 Sample Size

A sample size of 7 (30%) pre-schools was selected from the 25 (100%) pre-schools in the district under study, 7 (14%) teachers and 150 (20%) parents. According to Kothari (2004), a sample size of between 10% - 30% is adequate in descriptive study.
Table 3.1 Target Population and Sample Size

<table>
<thead>
<tr>
<th>Target Population</th>
<th>Sample Size</th>
</tr>
</thead>
<tbody>
<tr>
<td>Pre-schools</td>
<td>25</td>
</tr>
<tr>
<td>Pre-school Teachers</td>
<td>50</td>
</tr>
<tr>
<td>Parents</td>
<td>750</td>
</tr>
</tbody>
</table>

3.5 Research Instruments

According Mugenda and Mugenda (1999), research instruments are tools that enable the researcher to collect necessary information. To get the required information the researcher used the questionnaire for the study.

3.5.1 Questionnaires

The questionnaires were the major instrument for data collection. There was one questionnaire designed for the parents (Appendix I) and another designed for the teachers (Appendix II). The questionnaire for the parents composed had two sections with 15 self report items. Section A of the questionnaire gathered demographic information about parents’ gender and monthly earnings. Section B of the questionnaire gathered information from the parents regarding involvement in the education of their pre-school children. The questionnaire for the teachers had 6 self report items and was designed to gather information from the pre-school teachers in order to supplement and collaborate the information gathered from the parents.
3.5.2 Scoring of the Questionnaire

Various scales were used in scoring the questionnaires. Demographic information was scored as follows: gender of the parents was categorized as 1 (male), 2 (female). Age of the parents included categories such as 1 (Over 50 years), 2 (41-50 years), 3 (31-40 years), 4 (20-30 years).

A five-point Likert scale was used to measure information on parents' involvement in the education of their pre-school children with responses for taking part in activities ranging from (None) being assigned 1 to (4 times or more) being assigned 5 and (Very easy) assigned 1 to (Very difficult) assigned 5. The same scale was used to measure the information gathered from the teachers on parental involvement in the education of their pre-school children with responses ranging from (Not at all) assigned 1 to (Very highly) assigned 5 and (Not at all) assigned 1 and (All the times) assigned 5. The total frequency count for the participants indicating each response for the items on the questionnaire was calculated to indicate the level of parental involvement in the education of their pre-school children. The information was then converted into percentages and presented in tables.

3.6 Pilot Study

A pilot study was conducted to pre-test the instruments before data collection commenced. The aim of pilot study was to help identify errors in the study instruments. The questionnaire on pilot testing was administered on 6 parents and 4 teachers from two pre-schools from the target population but outside the sample of the study. The researcher
took precaution to ensure that any school in the pilot study was not included in the final study.

3.6.1 Validity of the Instruments

Validity is the degree to which results obtained from the data analysis actually represent the phenomenal under investigation (Orodho, 2005). To ensure content validity, the researcher constructed the questionnaire carefully based on the research objectives. The researcher also looked keenly at the content used in the literature review to ensure that it was consistent with the objectives of the research study. The researcher ensured that the content reflected the objectives of the study which were to examine parental involvement in the education of their pre-school children in relation to parental income, level of education and marital status. The researcher further included a variety of questions to cover all the research objectives. Finally, the researcher ensured the validity of the instruments by taking the questionnaire, interview schedule and the content used in the literature review to the supervisors at Kenyatta University who are experts in the field in ascertaining the validity. According to Yaghmale (2003), content validity may be obtained through judgment by a team of professionals who judge the content domain of the instruments.

3.6.2 Reliability of the Instruments

Reliability is the measure of the degree to which a research instruments yields consistent results after repeated trial (Orodho, 2009). To examine the reliability of the instruments a pilot study was carried out and Cronbach's Alpha test was used for computation. The
questionnaire which was the main instrument for data collection was administered to all the parents who were selected for the pilot study. After administration of the questionnaire, responses were first scored before randomly splitting them into two parts. One part was made up of the even-numbered questions while the other part was made up of the odd-numbered ones. To determine the reliability of the instruments, the two sets of scores were computed using Cronbach’s Alpha Coefficient at 0.7. A Cronbach’s Alpha value of 0.892 and 0.847 was obtained. A reliability co-efficient (alpha value) of 0.7 or more is assumed to reflect the acceptable reliability. Therefore, the results obtained indicated that the instruments had significant reliability.

3.7 Data Collection Procedure

Data collection for the study began in September, 2016 immediately after schools were opened for the third term. The process was begun after getting authorization to conduct research from the National Commission for Science, Technology and Innovation (NACOSTI). The researcher visited the schools that were selected for the study during the first week of the term to seek permission from the school heads. The heads of the schools were to give permission and help the researcher in identifying parents’ respondents for the study with assistance from the teachers. After permission was granted, the researcher arranged to meet the parents who had their children enrolled in the pre-schools. The researcher distributed the questionnaires to parents of children in the 7 sampled pre-schools with the help of the teachers. The researcher requested the teachers to help distribute the questionnaires to the parents as they came to pick their children from school. At the same time the researcher also distributed the questionnaires to the
pre-school teachers who were sampled along with the questionnaires for parents as they came to pick their children from school. The teacher respondents were also requested to answer the questionnaires which were to help the researcher countercheck the information gathered from the parents' respondents. The parent and the teacher respondents were given two weeks to complete answering the questionnaires after which the data collection instruments would be collected for analysis. The parent respondents were required to return the filled questionnaires to the respective teachers who in turn would hand over to the researcher. The researcher went back to the schools to collect the completed questionnaires during the fourth week of the term. The period of distributing the questionnaires and collecting them took one month after which the data was coded, cleaned and submitted for analysis.

3.8 Data Analysis

Both qualitative and quantitative data was collected in this study. Data analysis involved scrutinizing the required information and making inferences. The data for this study was sorted out according to the objectives of the study. The data was then cleaned and errors corrected. Qualitative data was summarized according to similarities and was used to complement the quantitative information. Qualitative data was then analyzed by summarizing key findings through in-depth explanations of how parental factors affected involvement in the education of their pre-school children and was complemented by the information from the teacher respondents. Descriptive statistics was used to analyze the quantitative data. The frequency of responses was computed and frequency tables were used to present the data obtained. The Statistical Package for Social Sciences (SPSS) was
used to aid processing and analysis of the data. The analysis was then done according to the objectives and the researcher was able to interpret the findings and come up with suggestions and recommendations of the study.

3.9 Logistical and Ethical Considerations

The researcher requested for a clearance letter to allow him proceed with the research from the Graduate School of Kenyatta University. Thereafter, he proceeded to the National Commission for Science, Technology and Innovation (NACOSTI) to seek a research permit to collect data. With the introduction letter from Graduate School of Kenyatta University and the research permit from the National Commission for Science, Technology and Innovation, the researcher proceeded to collect data from sampled pre-schools centers within Westlands Division. The researcher began by pre-visiting the targeted schools in order to familiarize with the study area and seek permission to conduct research from the head teachers of the participating pre-school centers. Thereafter, permission to collect data from teacher and parent respondents was also sought from the head teachers of the sampled pre-school centers. Consent of pre-school teachers and parents who were to participate in the study was also sought from them by the researcher after explaining the purpose of the study. The researcher ensured that the teacher and parent respondents gave their consent to participate in the study after making them aware of their rights as participants. Finally, the researcher assured all the participants in the study that confidentiality in matters related to the study would be observed.
CHAPTER FOUR
FINDINGS, INTERPRETATION AND DISCUSSIONS

4.1 Introduction

In this chapter the results of the analysis of the data collected for the study is presented. The chapter focuses on the findings and discussions on parental factors influencing involvement in their pre-school children’s education namely: parental income, parental level of education and finally parental marital status. The chapter begins with an introduction and then discusses the findings under the following sub-headings: demographic profile, findings for objective one, findings for objective two and lastly findings for objective three. The research findings were analyzed based on collected data from 150 parent respondents and 7 teachers from 25 public pre-school centers in Westlands Division, Nairobi West District in Nairobi County.

The researcher distributed the questionnaires to the identified parents with the help of the teachers within the sampled schools which were selected for the study. To supplement information from the parent respondents, the researcher also distributed questionnaires to pre-school teachers to help gather more information on parental involvement in the education of their pre-school children.

The results presented in this chapter are therefore based on the responses from 150 parent’s participants. Total frequency counts of participants indicating each response for each item on the questionnaire was calculated and converted into percentages after which
the results were presented in tables. The results are presented according to how information is provided to answer each research question.

4.2 Demographic Information

Information regarding the respondents’ gender and age was presented using frequency and percentages. The proportion of parents by their gender is presented in Table 4.1

Table 4.1 Proportion of Parents by Gender

<table>
<thead>
<tr>
<th>Gender</th>
<th>Frequency</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Male</td>
<td>54</td>
<td>36%</td>
</tr>
<tr>
<td>Female</td>
<td>96</td>
<td>64%</td>
</tr>
<tr>
<td>Total</td>
<td>150</td>
<td>100%</td>
</tr>
</tbody>
</table>

Table 4.1 above shows that majority of the respondents in the study were females who comprised (64%) while (36%) were males. The study shows that male and female were represented in the study. The findings on the data collected showed that there were more female parents than male parents. There are personal attributes that are associated by the virtue of being male or female. Women for example are said be to more gentle and tender. Studies by researchers have also supported the idea that female parents being more likely to be involved in their children’s school activities because they are more empathetic to children and those around them (Mugo, 2009). This may appear to suggest that female parents/guardians are more likely to be more involved in the education of their pre-school children’s learning activities at pre-school because they comprised the majority in this study. The analysis of the distribution of parents by their age was
presented using frequency and percentages. The proportion of parents by their age is presented in Table 4.2

Table 4.2 Proportion of Parents by Age

<table>
<thead>
<tr>
<th>Age Bracket</th>
<th>Frequency</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>20-30 years</td>
<td>45</td>
<td>30%</td>
</tr>
<tr>
<td>31-40 years</td>
<td>68</td>
<td>45.3%</td>
</tr>
<tr>
<td>41-50 years</td>
<td>30</td>
<td>20%</td>
</tr>
<tr>
<td>Over 50 years</td>
<td>7</td>
<td>4.7%</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>150</strong></td>
<td><strong>100%</strong></td>
</tr>
</tbody>
</table>

Table 4.2 shows that majority of the respondents (45.3%) were aged between 31-40 years of age followed by those aged between 20-30 years (30%). The data also indicated that parents aged 41-50 years represented (20%) while those over 50 years represented (4.7%). The data shows that parents of different ages were represented in the study. The age of an individual is an important personal attributes which may determine how a person thinks. The quality of thinking and behaving may be influenced by the age of an individual. The study showed that majority of the parents was mature adults in the community who were fully grown and were capable of making decisions regarding the education of their children. This finding is similar to that of Mugo (2009) who stated that mature individuals in terms of age and in this case parents, are thus more likely to make the right decisions in regard to how they participate in their children’s education or how they generally view it.
4.3 Parental Factors Influencing Involvement in their Children's Education

This section discusses the findings for the objectives of the study under the following sub-headings: findings for objective one which is parental income, findings for objective two which is parental level of education and lastly findings for objective three which is parental marital status.

4.3.1 Parents Source of Income

This section presents the findings and discussions for the objective one which aimed at investigating how parental income influences involvement in pre-school children's education. The respondents were asked to state their source of income. The information regarding the respondents' source of income was presented using frequency and percentages. The proportion of parents with regard to the source of income are presented in Table 4.3.

<table>
<thead>
<tr>
<th>Occupation</th>
<th>Frequency</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Formal Employment</td>
<td>36</td>
<td>24%</td>
</tr>
<tr>
<td>casual employment</td>
<td>57</td>
<td>38%</td>
</tr>
<tr>
<td>Business</td>
<td>42</td>
<td>28%</td>
</tr>
<tr>
<td>Unemployed</td>
<td>18</td>
<td>12%</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>150</strong></td>
<td><strong>100%</strong></td>
</tr>
</tbody>
</table>

As illustrated in table 4.3 above, majority of the parents' respondents were parents on casual employment representing 38%. The study also revealed that respondents with steady income who constituted almost a quarter (24%) of the respondents were mainly
parents in the formal employment while 28% of the respondents were self employed in small scale businesses and enjoyed occasional income. Only 12% of the parent respondents had no definite source of income. The study therefore revealed that the representative sample was drawn from diverse economic backgrounds which would help to capture the differing degree of parental involvement in the education of their children at the pre-school level. From these findings, a majority of the parents who comprises the groups of those on casual employment, small scale businesses and those who are unemployed do not have sound financial base which is necessary for the provision of their pre-school children’s educational needs.

A report by UNESCO (2010) stated that poverty is one of the obstacles to educational achievement and academic growth. A study by Hung (2007) which aimed at investigating parental involvement and children’s performance considering social status found that academic achievement was directly related to economic status and parents’ expectations of their children in learning. Becker and Tomes (1976) reported that increase in an individual’s income relatively increases the quality of their children’s life. Based on this argument, it is credible to claim that families with high income levels and high occupational status often succeed in preparing their children for learning because they have a wide range of resources to promote, explore and support children in learning resulting in high academic achievement.

According to Akinsanya, Ajayi & Salomi (2011), parental income or occupation determine to a large extent the level of resources which parents will be able to invest into
their children’s education which plays a significant role in learning outcomes. The findings concluded that learners from families with high income levels attain high academic achievement because of the learning facilities provided at home and in school which aid learning. Based on this argument, a report by Laureau (2003) stated that parents with low income level tend to lay little emphasis on the provision of facilities in the homes for children’s learning and also lay relatively less emphasis on organized learning activities which contributed to low academic performance of learners at school.

Moreover, a study by Ballantine (1993), indicated that though teachers seek equitable involvement of parents from various classes, parents of upper-middle-class with high income levels are usually more directly involved in both their children’s home and school education activities than lower working-class parents who have lower income. Research has suggested that parents with higher income levels would want their children to be at the level they are occupying on the socioeconomic class. In contrast, lower working class plants have to spend so much time at their work place in order to raise funds to support the family and thus this contributed to less involvement in the educational activities of their children.

Similar findings were confirmed by Zedan (2011) who stated that serious economic difficulties may delay the involvement of parents in the education of their children. The study found that the higher the income of the parent the greater was the involvement in the education of their children. Based on these findings, it can be argued that the level of income of a parent determine to a large extent the degree of parental involvement in the
pre-school children's education in terms of provision of physical and academic needs which are critical and thus may affect their academic performance positively.

4.3.2 Parents Level of Education

These are findings and discussions for objective two which sought to find how parents' level of education influences involvement in the education of their pre-school children. The analysis of the parents' distribution by their level of education revealed that most of the parents have attained secondary level of education while a relatively smaller number has no formal education. The respondents were asked to state their marital status. The information regarding the respondent's level of education was presented using frequency and percentages. The distribution of parents by their level of education is presented in table 4.4

Table 4.4: Proportion of Parents by their Level of Education

<table>
<thead>
<tr>
<th>Education Level of Parents</th>
<th>Frequency</th>
<th>Percentages</th>
</tr>
</thead>
<tbody>
<tr>
<td>University Education</td>
<td>11</td>
<td>7.3%</td>
</tr>
<tr>
<td>College</td>
<td>42</td>
<td>28%</td>
</tr>
<tr>
<td>Secondary</td>
<td>69</td>
<td>46%</td>
</tr>
<tr>
<td>Primary</td>
<td>20</td>
<td>13.3%</td>
</tr>
<tr>
<td>No Formal Education</td>
<td>8</td>
<td>5.3%</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>150</strong></td>
<td><strong>100%</strong></td>
</tr>
</tbody>
</table>

Table 4.4 shows that majority of the respondents (46%) have secondary education while (35%) have post-secondary education. The rest of the respondents have primary education (13.3%) while (5.3%) have no formal education. The results shows that the
respondents have varied educational background which would help capture differing
degree of parental involvement in the education of their children at pre-school level.

Parental level of education has been found to have positive and significant effect on how
parents get involved in the education of their children at all levels of learning and it is
linked to parental support and expectation of their children. Parents with higher levels of
education have high aspirations for their young children. Davis-Kean & Schnabel (2001)
reported that parental education influences expectations, in that having higher education
is significantly related to having higher expectations of children's achievement. In
concurrence, Raynolds & Lee (1991) suggested that parents with higher education are
likely to set higher standards for their children's schooling than parents with lower
education. They further stated that parents with higher education transmit values of doing
well in school and of getting along well with teachers all of which contributed to good
academic achievement of the children.

Further studies by Becker (1993) supported the argument that parental education
influence involvement in children's activities which may signal the route through which a
parent's skills and motivation are transferred to children and is associated with children's
cognitive and other development. Based on this concept, it can be argued, that for most
children to succeed in school, their parents' interest in their learning is of paramount
importance.
According to Jeynes (2007), parental level of education is regarded as a predictor of children’s academic achievement. Parental level of education has been found to influence expectations and aspirations in regard to knowledge, beliefs, values and goals about child rearing. Higher parental level of education may enhance and facilitate parents into becoming involved in their children’s education and enable them acquire social skills and problem solving strategies conducive to children’s success in schools than parents with lower education level (Jeynes, 2007).

Likewise Onocha (1985) concluded that a child from a well educated family with high socio-economic status is more likely to perform better in school than a child from a family of parents with low education. He argues that a child from an educated family is accorded support such as a decent and good environment for academic work, parental support, enough textual and academic materials in addition to decent feeding. Moreover, the child is likely to be sent to good schools where experienced teachers will handle the subjects well resulting in good academic achievement.

Further research has revealed that parents’ education will affect students’ academic achievement. According to Grissmer (2003), parents’ level of education is the most important factor affecting students’ academic achievement. Similarly, Taiwo (1993) concluded that parents’ educational background influence the academic achievement of students because parents would be in a good position to act second teachers to the child, guide and counsel the child on the best way to perform well in education in addition to providing the necessary materials needed to support children’s learning. Moreover,
Musgrave (2000) stated that a child from an educated home would like to follow the steps of their parents and thereby work harder in studies. The study further suggested that parents who have a minimum level of education are expected to have favourable attitude to the child’s education and to encourage and help the child with school work.

Based on this argument, parents’ level of education may lead to access to resources such as higher income needed in providing facilities to support children in their schooling. In addition, parental level of education influences parental knowledge, beliefs and benefits about educating children and supporting them by providing resources which aid academic achievement in schools.

4.3.3 Parents Marital Status

This section presents the findings and discussions for objective three which aimed at finding out how parental marital status influenced their involvement in the education of their children at pre-school level. The respondents were asked to state their marital status. The analysis of the distribution of parents’ marital status showed that most parents are married. The information regarding the respondent’s marital status was presented using frequency and percentages. The distribution of parents by their marital status is presented in table 4.5.
Table 4.5: Proportion of parents by their marital status

<table>
<thead>
<tr>
<th>Parental Marital Status</th>
<th>Frequency</th>
<th>Percentages</th>
</tr>
</thead>
<tbody>
<tr>
<td>Married</td>
<td>105</td>
<td>70%</td>
</tr>
<tr>
<td>Single</td>
<td>45</td>
<td>30%</td>
</tr>
<tr>
<td>Total</td>
<td>150</td>
<td>100%</td>
</tr>
</tbody>
</table>

Table 4.5 shows that majority of the respondents (70%) are married parents while (30%) are single parents. The involvement of parents in children’s pre-school education would vary possibly due to the importance accorded to pre-school education by the virtue of being married or not.

According to Alexander (1994), parents have an important role to play in educating their children. The way parents are involved in their children’s education will influence their children’s perception of education. The Department for Education and Skills (2004) report stated that a two parent household was more involved in the education of their children compared to a one parent household because both parents were able to share some responsibilities for involvement in the learning of their children.

According to Majoribanks (1996), children from a single parent family do not perform well in academic as compared to a family headed by married spouses due to the fact that majority of single parents have less income and lack support from the other partner. In addition, Single parents are also constrained by time management issues because they do not have a partner to share responsibilities of work schedules and attending to children’s
school activities which make them less involved with their children resulting in less encouragement and low expectations for their children in school.

4.4 Parents’ Source of Income/Occupation and Involvement in Children’s Education

In order to determine the parental level of involvement in the education of their children with regard to the parent’s source of income/occupation, the respondent were given a task that required them to state the frequency with which they got involved with various activities that indicated the degree and extent of involvement with their children’s pre-school issues. The task for this section were selected purposively by the researcher in order to generate appropriate information as they would influence the behavior of the parents on how they got involved in the education of their children at the pre-school level. Consequently, the parents were asked to indicate their ability to pay school fees for their children at the pre-school, how many school meetings have they attended over a period of one year and whether they have participated in their children’s school fundraising activities. The parent’s responses to the questionnaire were “able” or “unable” and also stated “how many times” they undertook a certain activity. To compute the parents’ level of involvement the responses for the parent respondents were scored and the results converted into frequency and percentages. The results of the data collected by questionnaires from the parents were supplemented by those from the teachers to collaborate the accuracy of the information collected.
4.4.1 Parents' Income and Ability of the Parent to Pay School Fees

The information regarding the parent’s ability to pay school for their pre-school children was presented using frequency and percentages. The parents’ respondents were asked to indicate their ability to pay school fees for their pre-school children. At the same time, teachers were administered with items to collaborate and supplement the parents’ information by giving their opinion on the activities of parental level of involvement in the education of their pre-school children. The analysis of the distribution of parents by their ability to pay their children’s school fees revealed that many parents are unable to pay as a result low income levels or unstable and low paying occupations. Table 4.6 present the distribution of parents by their ability to pay school fees for their pre-school children.

Table 4.6: Proportion of parents by ability to pay school fees

<table>
<thead>
<tr>
<th>Payment of school fees</th>
<th>Frequency</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Able</td>
<td>73</td>
<td>48.7%</td>
</tr>
<tr>
<td>Not Able</td>
<td>77</td>
<td>51.3%</td>
</tr>
<tr>
<td>Total</td>
<td>150</td>
<td>100%</td>
</tr>
</tbody>
</table>

Table 4.6 shows that majority of the parents (51.3%) were not able to pay school fees for their pre-school children. Those that were able to comfortably pay school fees were less than half representing (48.7%). From these findings majority of the parents are poor and their monthly income is not enough to cater for the family needs and also finance their children’s pre-school education. This explains why there is varied degree of involvement of parents in the education of their pre-school children.
The benefits associated with parental involvement are numerous. Research indicates that there are positive academic outcomes stemming from parental involvement in their children’s education. Children whose parents are involved in their education have been found to have higher cognitive and language skills than children whose families are not involved. Parental involvement has been shown to be a strong predictor of academic achievement for children at all levels of education process. However, the degree of parental involvement in the education of their children has been shown to be influenced by the ability of the parents to pay school fees and provide other educational resources which enhance the academic performance of the learners at school.

Parental involvement in the education of their children may be determined by the ability of the parent in providing resources which support children’s learning both at and in the school. According to Lunt (2003), the responsibilities of parents entails provision of housing, health care, nutrition, clothing and safety, creating home conditions that support children’s learning such as purchasing necessary books and other school supply such as providing a place to study. In concurrence, Monadjem (2003), states that parenting includes, parent supervision and provision of a home environment that enables children to become responsible, self confidence, self reliant persons with socially acceptable behavior and who are able to learn.

Moreover, Bridgemohan (2002) stated that the most basic involvement of parents is meeting children’s need for food, clothing shelter and medical care. In order to meet these basic needs for children, the parents require adequate resources and a stable source of income. Innes (1999) found that there is a positive relationship between parents who
provide school-based learning materials and books for their young children and learner achievement in school. According to Godfield (1984), education is an investment that requires use of resources in terms of incomes. Similarly, Epstein (1995) suggested that parents must supply school related needs to their children. Parents with unstable and meager incomes do not favor investment in education and therefore lack the will to educate their children. In such families, the little they get is spent on providing food and this reduces the chance of education for children brought up in such households.

Annette and Erin (1999) argues that families with more income tend to be more involved at school activities by being supportive to teachers and providing their children with the necessary learning resources than those living below the poverty line. In concurring with this concept, Epstein (2001) stated that socio-economic background of the family is a principle factor to academic achievement as it influences students’ life at home, at school and outside school. According to Sheraden (1991), incomes are equated to family recourses and highlighted the importance of incomes which helped in bringing economic security to the family. Based on these argument Oliver & Sharpiro (1995) suggested that incomes may directly enhance the welfare of the children in terms of living standards and academic achievements at school. According to this view, parents with higher incomes invest in their children’s education than those with lower income which affect educational attainment and well being of the children.
4.4.2 Parents' Income and Ability of Parents to Attend School Meetings

The information regarding the ability of the parents to attend school meetings was presented using frequency and percentages. The parent respondents were asked to indicate their ability to attend school meetings when called by the school administration concerning their pre-school children. The analysis of the distribution of the parents by their ability to attend school meetings showed that many parents never attended school meetings while a smaller number regularly complied. Table 4.7 present the proportion of parents by their ability to attend school meetings when called upon by the school administration to discuss the welfare and educational needs of their pre-school children.

Table 4.7: Proportion of parents by ability to attend school meetings

<table>
<thead>
<tr>
<th>Attendance of school meetings</th>
<th>Frequency</th>
<th>Percentages</th>
</tr>
</thead>
<tbody>
<tr>
<td>Regularly</td>
<td>24</td>
<td>16%</td>
</tr>
<tr>
<td>Irregularly</td>
<td>30</td>
<td>20%</td>
</tr>
<tr>
<td>Sometimes</td>
<td>38</td>
<td>25.3%</td>
</tr>
<tr>
<td>Not at all</td>
<td>58</td>
<td>38.7%</td>
</tr>
<tr>
<td>Total</td>
<td>150</td>
<td>100%</td>
</tr>
</tbody>
</table>

Table 4.7 above shows that majority of the parents (38.7%) were not able to attend school meetings when called by the school to discuss education needs of their pre-school children while almost a quarter (25.3%) indicated that they had time to attend school meetings. The results also showed that another (20%) of the respondent parents attended school meetings irregularly while (16%) of the total respondent indicated that they found time and therefore attended school meetings regularly for their pre-school education.
As far as parent involvement in the education of their children at the pre-school level is concerned, time commodity is an important factor as it determines how parents spend time supporting education matters of their children at home or in the school environment. Parents who are employed as workers may experience difficulties in getting permission from their employers so as to attend school meetings of their children. Research has shown that some parents are so overwhelmed with their official work that they could hardly take out some time for their children.

Mannan & Blackwell, (1992) stated that work was one of the constraints to parents’ involvement in the education of children at school in terms of attending school meetings or participating in other related school activities. Parents are key stakeholders and their involvement is critical to the success of their children at school. According to Bridgemohan (2002), strong parental involvement is essential for education progress and successes have the potential to improve academic achievement of children at school. Another study by Baker (1997) stated that time constraints negatively affected low income parents and this influenced their involvement in the education of their children at school. In supporting this argument, Patrikakou (2008) suggested that parents often report lack of time or schedule conflicts as barriers of parental involvement and that parent activities at school pose inconvenient at times. The study stated that parents often reported having difficulties attending parent-teacher conferences during the day due to inflexible work schedules but whenever schools made adjustment to accommodate parents’ time restrictions, parents were very responsive and offered greater cooperation and support to teachers and the school.
Moreover, Mannan and Blackwell, (1992) found that work was a great impediment to parental involvement in the education of their children and mostly affected the low income parents as they were likely to have inflexible work schedules, multiple jobs and positions without paid leave benefits as compared to high income/middle class parents who have flexible work schedules and hold job positions that attract high financial benefits. Based on this argument, Hornby & Lafaele (2011) found that parents with high income levels have the resources and power that allows them to continue to seek advantages for their children by engaging home-helps to free time for greater involvement at school. Consequently, this would enable parents to have free and ample time to attend to school matters including school meetings.

4.4.3 Parents' Income and Participation in School Fundraising Activities

The information concerning participation of the parents in school fundraising activities was presented using frequencies and percentages. The parent respondents were asked to indicate if they participated in school fundraising activities. The analysis of the distribution of the parents by their ability to participate in the school fundraising revealed that majority of parents never took part in school fundraising activities while a smaller number participated. Table 4.8 presents the proportion of parents by their participation in school fundraising activities.
Table 4.8: Proportion of Parents by their Participation in School Fundraising Activities

<table>
<thead>
<tr>
<th>Participation of parents in school fundraising</th>
<th>Frequency</th>
<th>Percentages</th>
</tr>
</thead>
<tbody>
<tr>
<td>Regularly</td>
<td>27</td>
<td>18%</td>
</tr>
<tr>
<td>Irregularly</td>
<td>32</td>
<td>21.3%</td>
</tr>
<tr>
<td>Sometime</td>
<td>54</td>
<td>36%</td>
</tr>
<tr>
<td>Not at all</td>
<td>37</td>
<td>24.7%</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>150</strong></td>
<td><strong>100%</strong></td>
</tr>
</tbody>
</table>

Table 4.8 above shows that majority of the parents (36%) sometime participated in school fundraising followed by (24.7%) of parents who never took part in supporting schools to raise funds. Moreover, the results showed that only (18%) of the respondent parents regularly undertook the initiative to support school in raising fund while another group of parents representing (21.3%) supported schools to raise funds irregularly. These findings show that many parents were not able to support the schools financially. This could have been attributed to the low income levels of the parents who were not comfortably able to meet the family needs and those of their pre-school children. Provision of education by the parents requires heavy investments in terms of learning resources and infrastructure facilities which calls for massive funding. In order for the schools to provide quality education, parents must have the requisite resources in terms of finance so as to support the schools adequately in this endeavor.

Epstein (1995) stated that the basic obligations of parents include housing, health, nutrition and safety for their children. In addition to these requirements parents should
provide home and school conditions to aid learning at all levels. The author pointed out that parental involvement in the children’s learning helped to improve children’s morale, attitude and academic achievement in schools at all levels of education progress. Parents should volunteer their time and talents at school activities and fundraising.

In view of this, family income is very important in influencing how parents would be involved in the education of their children at pre-school level because income levels determines the resources to be channeled in supporting educational activities. These findings are consistent with that of Bradly & Corwyn (2002) which stated that income is an indicator of the financial resources available to a family. Further research has also given credence to these arguments, for example, findings of a study by Altschul (2012) suggested that families with low income status are less likely to have financial resources to provide their children with academic support. Similarly, the findings by Mayer, (1997) stated that household incomes have effects on the child’s outcomes on education.

Mayer (1997) suggested that parents’ ability to invest financial, human and capital resources in the education of their children is determined by an increase in income which in turn improves the academic performance. Based on these findings, it could be argued that parents who have high income levels would regularly take part in supporting their children’s school activities such as fundraisings which requires financial resources as compared to those who have low income levels who may not have financial resources to commit in support of their children’s learning activities in schools.
4.4.4 Parents’ Income and Ability to Communicate with Teachers

The information regarding the parent’s ability to communicate with teachers concerning the education of their pre-school children was presented using frequencies and percentages. The parent respondents were asked to state how often within a term they communicated with teachers on issues pertaining to education of their pre-school children. The task was meant to find out whether parental income level/occupation affected the parents and teachers’ interactions on school matters. At the same time questionnaires were issued to the teachers asking them to give their information regarding the ability of the parents to communicate with teachers with an aim to collaborate the accuracy of the information provided by the parents.

The analysis of the distribution of parents by their ability to communicate with the teachers concerning the education of their pre-school children revealed that many parents had fewer or no contacts with the teachers. Table 4.9 presents the proportion of parents by their frequency of communication with teachers concerning the education matters of their pre-school children.

Table 4.9 Proportion of Parents by their Communication with Teachers

<table>
<thead>
<tr>
<th>Contact with teachers</th>
<th>Frequency</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>3 Times or more</td>
<td>30</td>
<td>20%</td>
</tr>
<tr>
<td>2 Times</td>
<td>39</td>
<td>26%</td>
</tr>
<tr>
<td>Once</td>
<td>53</td>
<td>35.3%</td>
</tr>
<tr>
<td>None</td>
<td>25</td>
<td>18.7%</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>150</strong></td>
<td><strong>100%</strong></td>
</tr>
</tbody>
</table>
Table 4.9 above shows that majority of parents (35.3%) communicated with teachers at least once concerning the education of their pre-school children while (20%) and (26%) made contact with teachers 3 times and 2 times respectively. Only (18.7%) of the parent respondents made no contact with the teachers. These responses may be attributed to the parent’s degree, interest and concern with the education of their children.

Communication is the key element that shapes parent involvement in activities at home and at school and enhances school and family interaction. It is important to keep the line of communication between teachers and parents open so that parents can interact with teachers and update information of their children’s school activities. Patrikakou (2008) stated that a two-way communication between home and school helps build an on-going, productive, and trusting relationship between parents and educators, which increases parent participation in learning activities both at home and at school. The author further stated that young children whose parents actively participate in early childhood programs not only display a head start in academic, social and emotional learning, but also engage in less risky and delinquent behaviors in life which is important in education progress.

Research has shown that the benefits of parental involvement on children’s and schools encourage children’s learning and development. Involving parents by schools in their children’s learning provides many opportunities for success. According to Epstein (1995), there are basic obligations of schools and parents which include school to home communication and information on school activities. The parents reciprocate by providing home to school communication and thus making a two way channel for
interaction and exchange. Henderson & Berla (1994) stated that family makes critical contributions to student's achievement from early childhood through other levels of education. The study found that when parents are involved at school and at home, children perform better in schools and stay in school longer. Epstein (1995) suggested that parents should volunteer their time and talents at school activities.

Parents have always wanted to get involved in the education of their children. However, many parents are constrained from fully participating in the learning of their children due to a number of issues such as the pressures of work among others. Nowadays, working parents rely on early childhood centers to care for their children while they are held back by work schedules and other responsibilities. As a result, parents may lack time to attend school meetings and other forums initiated by the teachers to discuss issues which are beneficial to their children at the pre-school level leading to low academic achievements.

Parents who are engaged highly with their children's learning will make more contact with teachers in their effort to encourage and motivate their children to perform better in schools as compared to those who are lowly engaged who make few or no contact with the teachers. Alternatively, parental occupation may affect their engagement with teachers due to the nature of work a parent undertakes in order to earn income. Lintos (1991) states that low income parents have traditionally been marginalized through an inability to communicate with schools and through the inflexibility of the school as an institution. Similarly, Meyer (1974) found that parents, especially those from low income status tend to feel less affinity for the school than those in the middle class. Likewise, a
study by Brantliner and Guskin (1987) stated that some low income parents feel schools discourage parents' involvement and view them as the problem.

Numerous studies have been carried out which have indicated that working parents may encounter some difficulties in their endeavor to balance work schedules and have ample time for involvement in their children's education with respect to meeting with teachers at school. A study by Eccles and Harold (1993) pointed out that competing work schedules and demands on parents' time is one of the barriers that hinders frequent contact between teachers and the parents in the education of their children at schools. Many parents do not attend school activities and interact with teachers due to tight work schedules which may affect the educational achievement of their pre-school children. The study therefore has helped to confirm that ineffective communication between the teachers and parents due to the parents' nature of employment adversely affects their involvement in the education of their pre-school children.

Eccles and Harold (1993) reported that the conflicts between work and time demands for the parents are major impediments to parental involvement in the education of their children at pre-school level. Likewise, a study by Onikama (1978), suggested that working class parents want their children to do well but tend to give educational responsibility to the teacher due to work schedules. The study further suggested that working parents have difficult time in participating in school activities such as school meetings as compared to those who do not have a job. As a result, many parents hold to
jobs and quite frequently work schedules prevent them from attending meetings and other events at the school.

4.5 Parents' Level of Education and Involvement in Children’s Education

In order to determine the parental level of involvement in the education of their children with regard to the parent’s level of education, the respondents were given a task that required them to state the frequency with which they got involved with various activities that indicated the degree and extent of involvement with children’s school issues. The tasks for this section were selected in order to help generate appropriate information with regards to parents’ level of education and how it influenced the behavior of the parents on involvement in the education of their children at the pre-school level. The parents were asked to indicate their ability to assist their children at the pre-school with homework and the frequency of assistance. The respondent parents were also asked to state how often they communicated with teachers and their frequency in responding to teachers request and in discussing the welfare of their pre-school children at school. The parents’ responses to the questionnaire were “yes” and “no” and “how many times” which indicated how they interacted with a certain activity to show the level of involvement. To compute the parents’ level of involvement the responses for the parent respondents were scored and the results converted into frequency and percentages. The results of the data collected by questionnaires from the parents concerning involvement in their children’s education was supplemented by those from the teachers to collaborate the accuracy of the information is presented.
4.5.1 Parental Level of Education and Ability to Help Children with Homework

The information regarding the parent's ability to help their pre-school children with homework was presented using frequency and percentages. The parent respondents were asked to state how many times in a week they assisted their pre-school children do homework. Teachers were also asked to give their opinion regarding the ability of the parents in assisting their children to do homework.

The analysis of the distribution of parents by their ability to help their pre-school children with homework revealed that many parents never assisted their pre-school children do homework while a few stated that they help their children do homework more than 4 times in a week. Table 4.10 present the proportion of parents by their frequency to assist their school children with homework.

<table>
<thead>
<tr>
<th>Assisting With Homework</th>
<th>Frequency</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>4 or More times a week</td>
<td>19</td>
<td>12.7%</td>
</tr>
<tr>
<td>3 Times a week</td>
<td>21</td>
<td>14%</td>
</tr>
<tr>
<td>2 Times a week</td>
<td>23</td>
<td>15.3%</td>
</tr>
<tr>
<td>Once a week</td>
<td>29</td>
<td>19.3%</td>
</tr>
<tr>
<td>Never</td>
<td>58</td>
<td>38.7%</td>
</tr>
<tr>
<td>Total</td>
<td>150</td>
<td>100%</td>
</tr>
</tbody>
</table>

Table 4.10 shows that majority of the parents (38.7%) never assisted their children with homework while only (12.7%) of the parents took the initiative to assist their pre-school children with homework adequately. The rest of the parents occasionally assisted their children do homework which showed that many parents hardly took cognizance of the
importance of their children's education. The research therefore reveals that not all parents give full assistance to their pre-school children with homework.

Research has shown that there are benefits associated with parental involvement in the education of their children at home as well as school level. The teachers assign home activities for both the parents and their children so that the parents remain engaged in their children and the children get to study at home. Active involvement by the parents in the children's learning has been found to improve children's morale, attitude and academic achievement in schools. Davis-Kean (2005) suggested that the amount of schooling that parents receive has an effect on how they structure their home environment and how they interact with their children to promote their academic achievement. These findings collaborate with the study by Epstein (1995) which concluded that learning at home is one of the aspects of parental involvement which indicate supporting children's learning in schools. The study suggested that parents have the obligation of helping their children with homework and setting educational goals for their children.

Similarly, Hoover-Dempsey and Sandler (1995) suggested that when parents get involved by going to school events and helping with homework, children benefit by gaining knowledge, skills and confidence. In concurrence with this argument, Cotton (2001) as cited in Ashley (2008) stated that the most effective forms of parental involvement are those where parents work directly with the children which include tutoring, working on homework with children and reading with their children resulting in greater achievement.
in academic performance. Cotton (2001) further stresses on the importance of early intervention in the children’s learning. The study indicated that the earlier the parents become involved in the children’s learning, the greater the success will be on the children’s educational progress.

Ashley (2006) stated that parent’s education affects parental participation in their children’s learning. A parent’s lack of education or academic skills could greatly affect their willingness to participate in helping their children in carrying out school activities which are academic in nature. Parents with no education or with low levels of education feel inept in their contributions due to low levels of literacy which may lead to limited or no involvement in learning activities such as children’s homework.

To support this argument, Green et al. (2007) stated that a parent’s level of education is an aspect which will influence their views on whether they have sufficient skills and knowledge to engage in the education of their children at school. On the other hand, parents with high levels of education would comfortably assist their children to do leaning activities because of high levels of literacy and make significant contributions to parent-teacher partnerships as they value their children’s education at pre-school compared to those parents who are less educated (Koech, 2010).

Similarly, Trotman, (2001) stated that parents with low educational attainment may lack the requisite set of skills and knowledge to assist their children with assignments. The findings that parents’ level of education may influence how they get involved in the
education of their children is consistent with the study by Hornby & Lafaele (2011) whose findings concluded that parents who did not complete high school may lack confidence in their ability about helping their children with homework. Moreover, parents who did not attain university degree may feel inferior to teachers who are more qualified than the parents and therefore be reluctant to work closely with the teachers. These findings are consistent with those of Crozier, (2000) who stated that in the case where parents regarded teachers as experts and knew more about their children and their education than themselves did, led to delegating the responsibility for their children’s schooling to the teachers. The same argument was supported by Bouakaz, (2007) who stated that parents with limited education may display a sort of resignation and are afraid of getting involved in the school and may be unwilling to interfere.

4.5.2 Parental Level of Education and Parents’ Meeting with Teachers

The information regarding the parent’s willingness to meet with teachers to discuss education matters of their pre-school children was presented using frequency and percentages. The parent respondents were asked to state whether they respond when called by the teachers to discuss the welfare of their children at school. Teachers were also asked to give their opinion with regard to the parents’ availability to visit schools when called upon by the teachers to discuss the educational matters of their children.

The analysis of the distribution of parents by their ability to respond positively when invited to come to school by the teachers and discuss their children’s school issues revealed that majority of parents responded positively when invited to schools by the
teachers. The results also showed that a smaller number of parents were not willing to meet with teachers when invited. Table 4.11 present the proportion of parents by their response and willingness to meet teachers to discuss the welfare of their children at school.

Table 4.11 Proportion of parents by their response in meeting teachers

<table>
<thead>
<tr>
<th>Parent's response to meeting with teachers</th>
<th>Frequency</th>
<th>Percentages</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes</td>
<td>105</td>
<td>70%</td>
</tr>
<tr>
<td>No</td>
<td>45</td>
<td>30%</td>
</tr>
<tr>
<td>Total</td>
<td>150</td>
<td>100%</td>
</tr>
</tbody>
</table>

Table 4.11 above shows that majority of parent respondents (70%) responded positively when called upon to attend to their children’s welfare at school. The table also showed that (30%) of parent respondent never responded when called by teachers to discuss the welfare of their pre-school children. Parental involvement is essential for educational progress and success of children at all levels of learning. Numerous studies have shown that strong parental involvement in the education of students have the potential to lessen the gap between children from high and low income families and is an important component of academically and socially effective schools (Bridgemohan, 2002).

However parental involvement has been found to be influenced by factors chief among them, education level of the parents. Parents who have attained formal education are said to be literate and may possess language skills and are proficient in English which are factors that can be useful as participants in helping their children to learn in school.
Baker & Stevenson, (1986) suggested that involvement in children’s education is related to parents’ educational background. Parents with less education are less likely to demonstrate involvement and may be unwilling to meet with a teacher which is one of the factors that indicate the degree of parental involvement in education. In support of this argument, Corner (1988) stated that parents be may be willing to become involved and meet with teachers when they feel comfortable with the school. In concurrence Koech (2009) in Uasin Gishu District also stated that parent’s education may affect parental participation in parent-teacher partnerships confirming that parent’s lack of education affect their willingness to participate in family-school partnerships as their low level education makes them feel inept in their contributions to parent-teacher partnerships while those who are educated value their children’s education at pre-school and therefore respond positively when called upon by teachers to discuss the welfare of their pre-school children. These findings concur with a report by Patrikakou (2008) who suggested that parents who have limited education have negative personal experiences with educational systems which lead to mistrust between parents and teachers and often lead to fear of school environment.

The study further stated that such perceptions pose serious obstacles in parental involvement in their children’s education and may influence the child’s attitude and their school performance adversely. However, this was in total contrast with better educated parents who received higher ratings on parental involvement in the education of their children at school. Based on these findings, it can be argued that the education of the parents determine to a great extent the degree of parental involvement in the education of
their children’s education indicated by their willingness to respond positively when invited by the teachers to discuss the educational matters of concerning their children.

4.6 Parents’ Marital Status and Involvement in Children’s Education

In order to determine the parental level of involvement in the education of their children with regard to the parent’s marital status, the respondents were given a task that required them to state the frequency with which they got involved with various activities that indicated the degree and extent of involvement with their children’s school issues as a result of being married or single. The tasks for this section were selected purposively by the researcher in order to generate appropriate information with regard to the behavior of the parents on how they got involved in the education of their children at the pre-school level as determined by the marital status.

The parent respondent were asked to indicate whether their marital status undermined their effort to participate in the education of their children, how marital status affected their ability to help their children with homework and lastly how marital status affected their attendance of planned school meetings for their children at the pre-school. The parent’s responses to the questionnaire ranged from “very highly” and “not at all” to “very easy” and “very difficult” which indicated their interaction with children’s school activities signifying involvement. To compute the parents’ level of involvement the responses for the parent respondents were scored and the results converted into frequency and percentages. The results of the data collected by questionnaires from the parents were supplemented by those from teachers to verify the accuracy of the information presented.
4.6.1 Marital Status and Ability to Help Children with Homework

The information regarding the parent’s marital status and how it affected their ability to help their pre-school children with homework was presented using frequency and percentages. The parent respondents were asked to indicate how their marital status influenced their ability to help their children with homework.

The analysis of the distribution of parents by their marital status with regard to how they help their children with homework revealed that marital status of many parents did not undermine their ability to assist their children in doing homework. Table 4.12 presents the proportion of parents by their marital status and ability to help their pre-school children with homework.

Table 4.12 Proportion of parents’ marital status and ability to help children with homework

<table>
<thead>
<tr>
<th>Marital status and helping Children with homework</th>
<th>Frequency</th>
<th>Percentages</th>
</tr>
</thead>
<tbody>
<tr>
<td>Greatly undermined</td>
<td>24</td>
<td>16%</td>
</tr>
<tr>
<td>Undermined</td>
<td>34</td>
<td>22.7%</td>
</tr>
<tr>
<td>Enhanced</td>
<td>78</td>
<td>52%</td>
</tr>
<tr>
<td>Greatly enhanced</td>
<td>14</td>
<td>9.3%</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>150</strong></td>
<td><strong>100%</strong></td>
</tr>
</tbody>
</table>

The table 4.12 above shows that majority of the parents’ respondent (52%) ability to assist their children with homework was enhanced by their status of being married while (22.7%) felt that their marital status undermined their effort to assist their children. The table also shows that (16%) of the parents were greatly undermined in assisting their
children with homework and another (9.3%) felt that their marital status greatly enhanced their ability to assist their children with homework. The results help in supporting the view that marital status indeed has a varied influence on how parents get involved in helping school children do their homework. Parental marital status may be looked at in the context of two parents household and a single parent household and how they affect parents in assisting with school related activities such as homework. Parental home involvement with school related activities that are performed by the parents have been found to have an impact on academic success of children.

According to Maclanahan & Sandefur (1994), children from a two parent family are more likely to excel in the educational arena when they live with their two biological parents because the two parents are able to devote more time, affection and monitoring to their children than a single parent. In concurrence with this argument, Majoribanks (1996) stated that single parents struggle with time management issues in order to balance many different areas and in the process some parents become less involved with their children’s’ school activities such as homework as compared with a two family household.

Similarly, Patrikakou (2008) stated that when teachers opinion was sought concerning the effect of parental marital status on parental involvement, the teachers report indicated that single parents may not be sufficiently involved in the child’s education at home in terms of helping with homework as compared with married parents. Moreover the study suggested that time seemed to be a major barrier impending parents from participating in school activities or assisting their children with school work at home. Based on the
findings, it can be argued that parents who are married have more time to help their children with school related activities such as homework because they can share roles among themselves and lessen the burden when compared with a single parent who would be expected to shoulder all the burden single handedly which may disadvantage school children and thus affect their academic performance negatively.

4.6.2 Marital Status and Ability to Attend School Meetings

The information regarding the parent’s marital status and their ability to attend planned school meetings of their pre-school children was presented using frequency and percentages. The parent respondents were asked to indicate how their marital status influenced their ability to attend school meetings when invited to the school where their pre-school children are enrolled.

The analysis of the distribution of parents by their marital status and the ease with which they attend to planned school meetings revealed that many parents had easy time in attending school meetings while a significant number had a difficult time attending school meetings due to their marital status. Table 4.13 present the proportion of parents by their marital status and ability to attend planned school meetings.
Table 4.13 Proportion of Parents' Marital Status and Ability to Attend School Meetings

<table>
<thead>
<tr>
<th>Marital status and ease of attending school meetings</th>
<th>Frequency</th>
<th>Percentages</th>
</tr>
</thead>
<tbody>
<tr>
<td>Very Easy</td>
<td>36</td>
<td>24%</td>
</tr>
<tr>
<td>Easy</td>
<td>73</td>
<td>48.7%</td>
</tr>
<tr>
<td>Difficult</td>
<td>35</td>
<td>23.3%</td>
</tr>
<tr>
<td>Very Difficult</td>
<td>6</td>
<td>4%</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>150</strong></td>
<td><strong>100%</strong></td>
</tr>
</tbody>
</table>

Table 4.13 above shows that majority of the parents' respondent (48.7%) found it easier to attend their children's school meetings with another (24%) finding it easier to attend the meetings. The results also showed that (23.3%) of the parent respondents had a difficult time of attending school meetings while a smaller number of parents (4%) had a very difficult time of attending planned school meetings. This implies that planned school meetings do not realize maximum attendance by parents, a fact which is associated with various aspects occasioned by the parental marital status.

According to Christenson & Sheridan (2001), financial and time constraints act as barriers to effective interaction between teachers and parents. The study asserted that parents' work schedule may conflict with school events such as meetings and other invitations and thus make the parents unable to attend school meetings. Similarly, Hornby and Lafaele (2011), suggested that family circumstances can be a major barrier to parental involvement in school activities. The study affirmed that single parents and those with young families or large families may find it more difficult to get involved in parental
involvement activities such attending school meetings because of their care taking responsibilities.

Other studies have supported this argument, for example Kimu, (2012) found out that many single parents experience a great deal of difficulties with raising their children alone and that parents were so busy that it was difficult for them to visit schools. Moreover, many parents were employed and their jobs were low skilled that offered few benefits and little security in terms of leave which meant that visiting the school required much planning to take time off from work to arrange for the school visit. With this kind of scenario, it would be difficult for the parents to honor planned school meetings as they would be available at their own convenient time and not that arranged by the school. In concurrence with these arguments, Eccles & Harold (1996) suggested that many families living in low income neighborhoods tend to be pre-occupied with survival strategies that focus on the family and do not permit parents to be involved in school matters.

Marital status is often accompanied with additional responsibilities of child care. Patrikakou (2008) suggested that child care responsibilities influence the parent’s capacity to participate in their children’s education. The author further suggested that if it is hard for parents to attend the parent-teacher conference for one of their child, it is self-evident that the degree of difficulty increases tremendously for two or more children.
CHAPTER FIVE
SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

5.1 Introduction

This chapter has given summaries of findings of the study and made conclusions and recommendations based on the objectives of the study. The chapter also makes recommendations for further research.

5.2 Summary

The study aimed to find out parental factors that influence involvement in their children’s education at pre-school level in Westlands Division, Nairobi West District. The research was guided by three parental factors that were assumed to have an effect on parent’s involvement in their children’s education which were parental income/occupation, parental educational level and parental marital status.

From the analyzed data on parental income the study found out that majority of the parents who comprised the groups of the casually employed and unemployed did not have a sound financial base which was necessary for the provision of their pre-school children’s educational needs. The study found out that there were costs associated with schooling and that the income/occupation of a parent determined to a large extent the level of resources which parents invested into their children’s education which played a significant role in the learning outcomes. The study concluded that family income was very important in influencing how parents were involved in the education of their children at pre-school level because income levels determined the resources to be
channeled in supporting educational activities. The findings concluded that learners from families with higher income levels may attain high academic achievement as compared to children from less successful families whose income was low and subsequently were unable to provide the necessary learning resources to their children which would likely contribute to low academic performance of the learners at school.

In studying parental educational level, the study found out that most of the parent respondents had attained secondary level of education which represented the majority while a smaller number had attained college and beyond. Furthermore, a significant number had not gone beyond primary education level. Consequently, parental level of education was found to influence involvement in the education of their children at pre-school level. The explanation was that education level influences access to resources in form of incomes as a result of occupation which may be determined by an individual’s level of education. Parents with high levels of education are more involved in the education of their children because they transmit their parental skills, motivation and inspiration to their children which may lead to success in schools as compared to parents with low education levels.

In addition, the study findings on parental educational level also found out that majority of the parents never assisted their children with homework while a smaller number took the initiative of assisting their children with homework. This showed that many parents hardly took cognizance of the importance of their children’s pre-school education. This trend was attributed to the majority of parent’s lack of education and academic skills
which could have affected their willingness to participate in helping their children in carrying out school activities which were academic in nature. It could also be argued that the low levels of education displayed parents’ ineptitude in dealing with academic issues which discouraged them from visiting schools and meet with teachers to discuss the welfare of their children thus affecting learning outcomes in terms of academic achievements.

The findings on parents’ marital status showed that majority of the respondents were married parents. The study found out that the virtue of being married enhanced participation of parent in their children’s education highly since the spouses could share out responsibilities among themselves and thus lessen the burden as opposed to single parents who struggled with the responsibilities solely which constrained full participation in children’s education due to tight work schedules, low incomes and heavier workloads at workplace.

The study concluded that married parents were more involved in the education of their children because they can share responsibilities and spare time to assist their pre-school children with school activities which may lead to high academic achievements. On the other hand, parents who are single may hampered from participating fully in their children’s education as they may be struggling with more responsibilities and thus affecting the learning outcomes of their children.
5.3 Conclusion

Having examined parental factors that affect involvement in their children’s education, it has been established that three factors emerged to be the key determinants. The findings established that parental income influences a parent’s involvement in the education of their children as it determines the extent to which a parent can comfortably invest in the education. Furthermore, the study found that income levels were determined by the occupation of the parents and the monthly average income which subsequently determined the ability of the parents in paying school fees for their children. Parents with low income levels were found not to be able to cater for their children’s needs in school since education was accompanied with costs. Likewise, the study concluded that parents with high income levels were comfortably able to meet the education needs of their children in schools and were highly involved in their children’s education.

Regarding the level of education, majority of the parents were not well educated as the study findings showed that most parents have not progressed beyond secondary level and consequently their involvement in the education of their children at pre-school level was significantly low. This could be explained by the fact that low levels education might lead to unstable employment resulting in minimal access to resources in terms of income which motivates parents to participate and support their children in schools. In addition, the study found that low educational attainment makes the parents lack the requisite set of skills and knowledge to assist their children with school assignments. From the findings, parents with high levels of education had high rate of involvement in the education of their children because their average income were high and could comfortably finance the
cost of their children’s education due to their occupation of well paying jobs. The findings also established that parents with high levels of education and well educated interacted well with the teachers and willing to work closely with teachers for the benefit of their pre-school children both at home and in school.

Regarding the marital status, the findings of the study established that married parents had a higher rate of participation in the education of their pre-school children. The explanation for this was that, married parents were able to share responsibilities of participating in school activities which was found to be otherwise difficult to achieve with a lone parent. The study concluded that parents who were married had more time to help their children with school related activities such as homework because they could share roles among themselves and lessen the burden when compared with a single parent who would otherwise be expected to shoulder all the burden single handedly which might disadvantage school children and thus affected their academic performance negatively. The study findings also established that single parents had low rate of involvement because they were entangled with other numerous responsibilities which made them less involved in the education of their children’s education at the pre-school level.

5.4 Recommendations

The following are the recommendations of the study:

(i) The study recommends that, a practical parental involvement program should be developed by the Ministry of Education and disseminated to the relevant education
stakeholders with specific policy for parental involvement that specifies the areas of involvement and expectations concerning parental involvement in schools.

(ii) The study recommends that the Kenya Government through the Ministry of Education take initiative and come up with effective policies with regard to provision of adequate funds to meet all expenses as far as running of pre-school education is concerned. By relieving most parents the burden of fees payments and other costs related to education, majority would be motivated to get more involved in the education of their pre-school children.

(iii) The study recommends that schools should develop programs that will help improve parents’ homework supervision by organizing workshops for parents that clarify the practice of assisting children. This will create confidence in parents and in turn enable them consult teachers in regard to school activities and thus, enhance the benefits of parental involvement in the education of their children at the pre-school level.

(iv) The study recommends that the government through the Ministry of Education should take initiative to support and motivate parents who have not gained formal education to attend adult education and practice skills taught in schools to help parents who are not well educated acquire knowledge and in turn be in a position to assist their children in school work. This will help the parents to appreciate the importance of pre-school education and thus, encourage them to get fully involved in the education of their pre-school children’s academic issues.

(v) The study recommends that the government should create favorable labour laws that would cater for the employee’s welfare and in turn ensure that parents who doubles as workers have enough time which they can utilize to stay with their children and offer
their help with the school activities whenever it is necessary. This will help ease employment pressure for majority of parents and in turn create more time for them to assist their children with school work or visit schools where their children are enrolled.

(vi) The study recommends that the government should enforce the existing laws on children’s rights to ensure that children are protected from challenges and disadvantages that accompany marital problems. Parents should be held responsible by the law to be fully involved in the education of their children in terms of provision of resources that support their children’s learning.

5.4.1 Recommendations for Further Research

The researcher recommends for further research in the following areas which were not covered by this study;

i. School factors that influence parental involvement in the education of their children.

ii. Parental involvement in the marginalized and hardship areas of Kenya.
REFERENCES


Hodtuv, B. (2001). The correlation between the sense of empowerment of parents of young children with special needs and the degree of involvement and participation. M. A. Thesis, School of Social Work, University of Tel Aviv.


APPENDICES

APPENDIX I: QUESTIONNAIRE FOR THE PARENTS

This questionnaire is for gathering information on the Parental factors that influence involvement in the education of their children in Westlands Division, Nairobi West District of Nairobi County.

All responses will be treated with utmost confidentiality and used only for study purposes. Please ensure that you respond to all the questions. Any additional information may be recorded in a separate paper, if the spaces provided are not adequate. The researcher will be available to offer necessary assistance as the situation may demand. Please do not indicate your name.

Section A: Demographic Characteristics

Please answer with a tick [✓]

1. State your gender

   [ ] Male
   [ ] Female

2. Which of the following best describe your age?

   [ ] 20-30 years
   [ ] 31-40 years
   [ ] 41-50 years
   [ ] Over 50 years
Section B:

3. State your source of income?
   - [ ] Formal employment
   - [ ] Casual employment
   - [ ] Business
   - [ ] Unemployed

4. State your highest level of formal education
   - [ ] No formal education
   - [ ] Primary
   - [ ] Secondary
   - [ ] College
   - [ ] University

5. Which of the following is your marital status?
   - [ ] Single
   - [ ] Married

6. Please rate your ability to pay school fees.
   - [ ] Able
   - [ ] Unable

7. How many times in a week do you assist your pre-school child with homework?
   - [ ] 4 or times a week
   - [ ] 3 times a week
   - [ ] 2 Once a week
   - [ ] 1 Never
8. How many school meetings have you attended this year/over the past one year?
   [ ] All of them (100%)
   [ ] About 3/4 (75%)
   [ ] About ½ (50%)
   [ ] About ¼ (25%)
   [ ] None

9. Does your marital status undermine your effort to participate in the education of your child in any way?
   [ ] Very Highly
   [ ] Highly
   [ ] Slightly
   [ ] Not at All

10. Which of the following best describe how your marital status has affected your ability to attend/help your child in homework?
    [ ] Greatly undermined
    [ ] Undermined
    [ ] Enhanced
    [ ] Greatly enhanced

11. Which of the following best captures the ease with which you can attend to planned school meetings due to your marital status?
    [ ] Very easy
    [ ] Easy
    [ ] Difficult
    [ ] Very difficult
12. Have you ever participated in school fundraising organized by the school where your child is enrolled?
   [ ] Yes
   [ ] No

13. In the past one year, how often did you take part in the school fundraising activities?
   [ ] In all the activities
   [ ] ¾ of activities
   [ ] ½ of the activities
   [ ] ¼ of the activities
   [ ] None

14. In the past school term how often did you communicate with the teachers concerning the education of your child?
   [ ] 4 times or more
   [ ] 3 times
   [ ] 2 times
   [ ] Once
   [ ] None

15. Do you respond when called by the teachers to discuss the welfare of your child at school?
   [ ] Yes
   [ ] No
APPENDIX II: QUESTIONNAIRE FOR THE TEACHERS

This questionnaire is for gathering information on the Parental factors that influence involvement in the education of their children in Westlands Division, Nairobi West District of Nairobi County.

All responses will be treated with utmost confidentiality and used only for study purposes. Please ensure that you respond to all the questions. The researcher will be available to offer necessary assistance as the situation may demand. Please do not indicate your name.

1. How many times do parents check their children’s work in a week?
   - [ ] 4 times or more
   - [ ] 3 times
   - [ ] 2 times
   - [ ] Once
   - [ ] Never

2. How many school meetings have parents attended within a year based on when invited based on attendance records?
   - [ ] All of them (100%)
   - [ ] About ¾ (75%)
   - [ ] About ½ (50%)
   - [ ] About ¼ (25%)
   - [ ] None
3. Does marital status undermine a parent’s effort to participate in the education of his/her child in any way?
   [ ] Very highly
   [ ] Highly
   [ ] Slightly
   [ ] Not at all

4. Based on the attendance records how often have parents taken part in the school fundraising activities?
   [ ] In all the activities
   [ ] ¾ of activities
   [ ] ½ of activities
   [ ] ¼ of activities
   [ ] Not at all

5. To what extent would you agree that parental source of income influences involvement in the education of their pre-school children?
   [ ] Very highly
   [ ] Highly
   [ ] Slightly
   [ ] Not at all
6. To what extent would you agree that parents' level of education influences involvement in the education of their pre-school children?

[ ] Very highly
[ ] Highly
[ ] Slightly
[ ] Not at all
APPENDIX III: APPROVAL OF RESEARCH PROPOSAL

KENYATTA UNIVERSITY
GRADUATE SCHOOL

E-mail: dean-graduate@ku.ac.ke
Website: www.ku.ac.ke

FROM: Dean, Graduate School
TO: Mutuma Francis Ikiara
SUBJECT: APPROVAL OF RESEARCH PROPOSAL

DATE: 20th June, 2015
REF: E55/OL/25620/2011

This is to inform you that Graduate School Board, at its meeting of 17th June, 2015, approved your Research Proposal for the M.Ed Degree Entitled, "Parental Factors Influencing Involvement in Their Pre-School Children's Education in Westland's Division, Nairobi West District."

You may now proceed with data collection, subject to clearance with the Permanent Secretary, Ministry of Higher Education, Science and Technology.

As you embark on your data collection, please note that you will be required to submit to Graduate School completed Supervision Tracking forms per semester. The form has been developed to replace the progress report forms. The supervision Tracking Forms are available at the University's website under Graduate School webpage downloads.

Thank you.

SILVERIA THIONG'O
FOR: DEAN, GRADUATE SCHOOL

Supervisors:
1. Dr. Maureen Mweru
   C/o Department of Early Childhood Studies
   Kenyatta University

2. Dr. Juliet Mugo
   C/o Department of Early Childhood Studies
   Kenyatta University
The Principal Secretary,
Higher Education, Science & Technology,
F.O. Box 30040,
NAIROBI

Dear Sir/Madam,


I write to introduce Mr. Mutuma Francis Ikiara who is a Postgraduate Student of this University. He is registered for M.Ed degree programme in the Department Early Childhood Studies.

Mr. Mutuma intends to conduct research for a M.Ed. Proposal entitled, “Parental Factors Influencing Involvement in Their Pre-School Children’s Education in Westland’s Division, Nairobi West District”.

Any assistance given will be highly appreciated.

Yours faithfully,

MRS. LUCY N. MBAABU
FOR: DEAN, GRADUATE SCHOOL
APPENDIX V: RESEARCH AUTHORIZATION BY NATIONAL COMMISSION FOR SCIENCE, TECHNOLOGY

NATIONAL COMMISSION FOR SCIENCE, TECHNOLOGY AND INNOVATION

Telephone: +254-20-2713471, 2241349, 310577; 2219426
Fax: +254-20-271245, 316349
Email: secretary@nacosti.go.ke
Website: www.nacosti.go.ke
When replying please quote

Ref: No.

NACOSTI/P/15/0316/6999

Francis Ikiria Mutuma
Kenyatta University
P.O.Box 43844-00100
NAIROBI

RE: RESEARCH AUTHORIZATION

Following your application for authority to carry out research on "Parental factors influencing involvement in their pre-school children’s education in Westlands Division, Nairobi West District" I am pleased to inform you that you have been authorized to undertake research in Nairobi County for a period ending 4th December, 2015.

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

On completion of the research, you are required to submit two hard copies and one soft copy in pdf of the research report/thesis to our office.

DR. S. K. LANKAT, OGW
FOR: DIRECTOR-GENERAL/CEO

Copy to:

The County Commissioner
Nairobi County.

The County Director of Education
Nairobi County.

18th August, 2015